



**DALHOUSIE
UNIVERSITY**

Clinical Psychology PhD Program

Guidelines

for the

Practicum Student

and

Practicum Supervisor

Revised April 2024

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CLINICAL PSYCHOLOGY PHD PROGRAM PRACTICUM REQUIREMENTS

Practicum training is integrated into the Clinical Psychology Curriculum, to complement knowledge and skills developed through course work, to provide opportunities to master specific assessment, intervention, consultation, and supervision techniques, and to ensure that students meet expectations with regard to Core Competencies of Professional Psychologists from the *Mutual Recognition Agreement of the Regulatory Bodies for Professional Psychologists in Canada (2001)*, and as outlined in the 2023 CPA Accreditation Standards for Doctoral Programs in Clinical Psychology. Clinical skills courses undertaken during the first two years of the program provide students with foundational skills in psychological assessment, interviewing, basic intervention, diversity, and ethics needed to participate in practicum training. Once in their third year, students receive course work in advanced clinical skills, including intervention, supervision, consultation, and program evaluation.

The practicum component of training is identified in the Clinical Curriculum as the PSYO 8333 Field Placement. Students are expected to register in this course each term (Fall, Winter, Spring/Summer), receiving a grade of IP until all course requirements are completed.

Sequence of Practicum Training

Course-Based Practica and Internal Practica at the Centre for Psychological Health (CPH)

All internal practica, including course-based practica, occur at the Dalhousie Centre for Psychological Health or CPH (the program's internal training clinic).

CPH is a collaboration between the Nova Scotia government Office of Addictions and Mental Health (OAMH) and Dalhousie University's Clinical Psychology PhD Program. CPH is dedicated to creating a supportive learning environment in which clinical psychology students can gain experience in conducting assessments and delivering interventions with individuals from diverse and marginalized backgrounds. Our aim is to increase access for the community to psychological services, by providing low barrier and evidence-based mental health care while also meeting student training needs. CPH is located in Fenwick Medical Centre, off campus.

All students begin practicum training in the Winter and Spring terms of their first year through two course-based assessment practica (Child Assessment: PSYO 6107; and Adult Assessment: PSYO 6108). Following these course-based practica, all students will complete an internal assessment practicum at CPH during Summer term of first year.

In the Winter term of the second year, all students complete a beginning intervention practicum (PSYO 6214) at CPH. Following this course-based practicum, all students will complete an intervention practicum at CPH during Spring/Summer and Fall terms of their second year and into their third year. This practicum may also include additional assessment experience.

All students must show satisfactory performance in their course-based practica and practica at CPH in order to begin external practicum training in assessment and/or intervention. Students who do not show satisfactory performance may be required to participate in additional practica at CPH (assessment and/or intervention).

Students are also required to complete a supervision practicum at CPH following successful completion of PSYO 6303.

External/Advanced Practica Requirements and Restrictions

From third year and beyond, students complete community-based or external practica that will enable them to further develop their clinical skills by exposure to breadth and depth of experience in a variety of clinical settings.

External practicum placements during the academic year are generally not allowed for first and second year students. Any student desiring an exception must obtain approval from the Field Placement Coordinator, Director of Clinical Training, and their Dissertation Supervisor. Approval of such requests will consider the student's progress in coursework, practicum, and research. To apply for an exception, students should contact the Field Placement Coordinator and the Director of Clinical Training. Note: exceptions are not automatic and are granted for a maximum of one academic year.

Starting their third year in the program, students complete practica on a part-time basis (i.e., typically two days a week) during the Fall, Winter and/or Spring/Summer terms. It is recommended that students complete one practica at a time. Students should consult with the FPC if considering adding a second practica.

Practica can be four, six, eight, or 12 months in duration. It is recommended that therapy focused placements be a minimum of six months.

Given that the Clinical Psychology Program has a lifespan focus, all students are encouraged to obtain practicum experience with both child/adolescent and adult populations. Additionally, students should undertake practicum training in a minimum of two external sites over the duration of their practicum training and avoid accumulating more than one third of their hours in a single setting or with a single supervisor.

CPA recommends **a total of 1000** practicum hours, including a minimum of **300 face-to-face** intervention and assessment hours, be accrued during a students' time in the program. However, more hours/practica experiences may be necessary to ensure a competitive residency application. A minimum of 1 hr of supervision for every 4 hrs of direct service activity is also required. Students are encouraged to review the policy regarding residency readiness developed by the Canadian Council of Professional Psychology Programs (CCPPP) for additional guidance regarding appropriate numbers and types of practicum hours. The Program discourages excessive practicum hours as this generally slows progress and does not increase competitiveness for residency.

Students must obtain the approval of the dissertation supervisor and field placement coordinator (FPC) for each external practicum placement and before establishing a practicum agreement with a practicum setting. The dissertation supervisor's approval is intended as a mechanism to ensure that the student is on track in all areas of their program. Students deemed not to be making sufficient progress in other areas of their training may be denied permission for additional practica until progress is deemed to be adequate. A student may appeal his or her supervisor's decision to deny permission to progress with additional practicum hours through the director of clinical training (or designate). No credit will be given for any practicum experience which has not been approved by the FPC.

Students with advanced standing (Masters) may be granted credit for hours accrued during their Masters clinical training. In such cases, previous practicum hours must be documented in Time2Track and submitted to the Field Placement Coordinator. [Note: The credited hours are recorded as part of the Terminal Masters on the APPIC Internship Application form, not added to the Doctoral column.]

Out-of-Province Placements

Occasionally, a student may identify training goals which cannot be met within Nova Scotia or may become aware of a unique training opportunity outside the province. In such cases, an out-of-province placement may be considered. The same process followed for local placements will be followed in arranging out-of-province placements (see Appendix A), with the following additions:

- During the required residency years, students wishing to undertake an out-of-province placement will require the permission of the Dissertation Supervisor and the Director of Clinical Training, in addition to the Field Placement Coordinator.
- Students are advised that additional arrangements may be necessary to ensure adequate liability and personal insurance coverage for the student. Such arrangements will be coordinated in consultation with the Field Placement Coordinator and this may take several months. Thus, students should begin consultation with the Field Placement Coordinator no less than 5-6 months prior to the proposed start date for the practicum placement.
- The student will be required to provide a rationale for the out-of-province placement, including a description of the proposed practicum setting, specific training goals for the placement, and an explanation of why these goals cannot be met locally.
- The proposed practicum supervisor will be required to submit a detailed CV to the Field Placement Coordinator.

Payment for Practicum

Under some circumstances, students may be provided with the opportunity to be paid for the work they are completing at a practicum. However, it is important to note that this is not typical, and most practica will be unpaid, and so payment should not be expected.

Students may be paid for work completed as part of a practicum placement under the following conditions:

- Student must have training and experience commensurate with the requirements of the employment tasks.
- The placement must be set up as a practicum, no different than any other in terms of policies and procedures to be followed (e.g., permission from dissertation supervisor and FPC, all goal setting and evaluation forms completed, 1 hr of supervision for every 4 direct client hours).
- The student and supervisor must ensure that “job responsibilities” do not displace a student’s or supervisor’s focus from the goal of maximizing the student’s training opportunities or detract from the student’s learning objectives and goals for the practica.

RESPONSIBILITIES OF THE STUDENT

Enrolment in PSYO 8333: Field Placement

In order to accrue practicum hours, all clinical students must register for PSYO 8333 (*each term*) each year they are in the Clinical Psychology PhD Program prior to residency. Students *must be enrolled* in PSYO 8333 ***in order to be covered by the Dalhousie's professional liability insurance*** for work completed in their practicum placements. Meetings for PSYO 8333 may be held periodically. Note: students must register during the fall, winter, and spring/summer terms.

A grade of P (Pass) will be recorded for each student once all practicum hours are completed prior to beginning residency. Prior to receiving a Pass, the student will be assigned a grade of IP (In Progress). Possible grades for PSYO 8333 are: IP = In Progress; P = Pass; or F = Fail.

Practicum-Related Forms and Information

All students are provided with a subscription to Time2Track, ending in the last year, at the time they enter residency.

- Click here to register for a free account <https://app.time2track.com/login>
- **Enter the Authorization Key:** to be provided by the Program admin – please never share with anyone
- **Official Time2Track Account Name:** Dalhousie University: PhD in Clinical Psychology
- **Quick Start Guide:** this guide provides all the details you need to set up your account. Once your account is created, you'll use this guide to help you create your first placement, log activities and hours, and complete forms and evaluations. You can always find this guide via the Help icon in your Time2Track account.

Please make sure to read the Quick Start Guide and watch any videos presented.
Please log your hours under Doctoral (NOT Masters)

If you have difficulty setting up your account or have questions, please feel free to contact [Time2Track Customer Service](#) and they will assist you.

Please see Appendix B for instructions for setting up PSYO 6107/6108 practica (see also Appendix C and Appendix D for requisite forms).

All students will be added to a Microsoft Team for practica related information. Information on applying to external practica, applying to residency, etc. will be available on this Team. Students are expected to check this Team for information on a regular basis, particularly when engaging in external practica.

Supervisors will receive an invitation via email through Time2Track to set up their accounts.

Coordination with Field Placement Coordinator (FPC)

In order to gain the most from practicum training and ensure a broad range of experience, students will work closely with the FPC to determine overall training goals, a related sequence of training, and placements which will most appropriately meet their goals.

Prior to initiating a practicum placement, the student shall discuss with the FPC the goals and objectives they are planning to work toward. The FPC will review the student's current level of competencies in courses and clinical experiences and recommend appropriate placements. Students may also use their own initiative, in consultation with the FPC, to find practicum sites that meet their interests and goals. Consideration must also be given to the scheduling of practicum hours vis-à-vis the student's other academic requirements and the availability of practicum positions within the desired sites.

Once the student and FPC have agreed on the type of practicum most appropriate for the student, the student should choose a preferred site and work with the FPC to complete the application process. It is often helpful for the student or the FPC (on the student's behalf) to make an initial contact with the site's practicum coordinator at the preferred site to confirm the availability of placements. Depending on the site, it may be appropriate for students to contact individual psychologists who may be available to supervise practicum students. Students should be aware that many practicum sites require formal written applications for placements and many adhere to their own internal application deadlines. Students should consult the practicum site's website, the site's Practicum Coordinator, and the FPC for the details on the application process for the different sites. It is understood that the practicum site will respond directly to the student regarding their application. In instances where the site has not had a student from the Clinical Psychology PhD Program, the FPC or the site will initiate a meeting to discuss the practicum and Clinical Psychology PhD Program objectives and procedures.

Students are required to keep the FPC informed regarding the pursuit of practicum placements **prior to making arrangements** or completing placement applications. Students should keep the FPC informed of any changes with placements (e.g., beginning/ending dates, supervisor changes). Students are also encouraged to consult with the FPC if any concerns or difficulties emerge during a practicum placement.

Dissertation Supervisor Permission for Practicum

For all external practica, students must obtain **prior** approval from their dissertation supervisor. Students are solely responsible for obtaining approval for each placement and should arrange to obtain approval sufficiently in advance (either verbally or through email). It should be noted that students who make practicum arrangements prior to gaining dissertation supervisor approval risk needing to postpone, cancel, or terminate a practicum if supervisor approval is not obtained or is denied. This approval will be officially documented through Time2Track once a placement is created.

Required Documentation for Practicum Sites

It is the student's responsibility to ensure that all required background checks, confirmation of immunizations, or other screening procedures are completed in a timely manner prior to the start of a placement (students should be aware that most sites require that all documentation be submitted 4-8 weeks prior to the start-date). Students should consult with the FPC on site deadlines and requirements as well as to seek assistance with fulfilling requirements. Students requiring background checks must be referred by the FPC in order to access the on-line system the Program utilizes. It is the student's responsibility to pay any associated application fees. See Appendix E for more information.

Timeline for Initiating External Practica



Ethics and Professional Conduct

At all times, students are responsible for conducting themselves according to the principles of the Canadian Psychological Association (CPA) Code of Ethics for Psychologists and Practice Guidelines for Providers of Psychological Services*. Should questions or concerns arise with regard to how standards are implemented vis-a-vis specific services, sites, populations, or clients, students are expected to consult first with the practicum supervisor. If a student's questions or concerns are not adequately addressed through consultation with the supervisor, they should consult with the FPC.

Essentials of professional conduct include:

- Respect the dignity, rights, and culture of your clients
- Be dependable, reliable, and punctual
- When in doubt, seek assistance from your practicum supervisor or the Field Placement Coordinator
- Keep accurate, up-to-date records
- Have all reports and letters co-signed by the on-site practicum supervisor
- Avoid personal social relationships with clients outside clinic

- Confine discussions of clinical work to the clinical site or within discrete settings with members of the Clinical Psychology PhD Program
- Leave assessment materials, progress notes and other case materials at the practicum site in a secure place (or as per site rules)
- Follow all policies of the practicum site regarding the electronic transmission and/or storage of client-related documents (e.g, password-protect, encrypt, and de-identify all client-related electronic documents)
- Obtain appropriate permissions and de-identify all client-related information used for presentations and work samples
- Dress and behave in a professionally appropriate manner as per the sites guidelines
- Pass on client information to other agencies/practitioners only when written permission is obtained from the client
- Treat your clients' time as equally valuable as your own
- Interact professionally with all staff whom you have contact within the clinical sites

Please also consult Appendix A of this manual for details of specific activities/documentation for which the student is responsible.

* See CPA Code of Ethics: <http://www.cpa.ca/aboutcpa/committees/ethics/codeofethics/> and Practice Guidelines for Providers of Psychological Services <http://www.cpa.ca/membership/membershipbenefitsandservices/cpapunlications/>

Planned Absences during Practica:

It is essential that before booking time away (whether vacation or conferences), you consult and get approval from whomever you are working with at the time. This includes your dissertation supervisor, practicum supervisor, and instructors of courses you are enrolled in. Please remember that the reading weeks (both Fall and Winter) are not vacation from the program. These are scheduled course breaks to allow time to catch up on one's workload, but research and practicum continue uninterrupted.

Accrual and Tracking of Practicum Hours

Practicum hours are defined as outlined by the Association of Professional Psychology Internship Centres (APPIC) and by CPA accreditation standards. Students must become familiar with the **APPIC APPLICATION FOR PSYCHOLOGY INTERNSHIP** (<http://www.appic.org>) Students shall keep a running record of hours accrued over the course of each practicum in keeping with APPIC requirements, using *Time 2 Track* (<http://time2track.com/>) Upon completion of each placement, students are required to submit the completed hours on Time2Track to their practicum supervisor for verification and approval, and then to the FPC. (See section below: Verification of Accrued Hours).

Instruction for submitting hours for supervisor approval can be found on Time2Track: [Submit Activities for Approval - Liaison \(liaisonedu.com\)](http://liaisonedu.com)

Use of Client Information for Presentation Purposes

From time to time, students may be required to discuss or present samples of their clinical work with individuals outside the practicum setting, for example when providing sample reports for residency applications or for the purpose of PSYO 6304, Clinical Rounds/Case Conference. In such cases, students must first gain permission from their practicum supervisor. It is expected that students will ensure that no identifying information is included in the presentation or report and that the case is adequately anonymized to ensure the privacy of the client. Students are advised that practicum sites may have internal policies and procedures governing the use of client information for presentation

purposes. It is the student's responsibility to ensure that they are familiar with and comply with any such policy.

ROLE OF THE FIELD PLACEMENT COORDINATOR (FPC)

The Field Placement Coordinator (FPC) is responsible for organizing all practica-related activities for the Clinical Program which entails working closely with students to support and guide their clinical training over their time in the Clinical Program. Their role is to:

- Assist each student to develop a training plan based on the student's interests and goals coupled with available training opportunities, CPA standards, and residency requirements
- Act as a resource and advisor to students in selecting, arranging, and coordinating all practicum placements
- Maintain contact with practicum students and practicum supervisors while a student is on practicum
- Provide liaison between practicum site personnel and the Clinical Psychology PhD Program
- Provide students with updated placement site information and related training opportunities
- Ensure adequate training opportunities for students by initiating contacts with potential practicum supervisors and practicum sites in order to develop and maintain practica options that provide students with a breadth of experience

Field Placement Coordinator Responsibilities

The Field Placement Coordinator shall:

- Ensure the quality of student training by maintaining up-to date knowledge on CPA standards for practica training, core competencies, and emerging practice standards
- Assist students in determining overall training goals and a related sequence of training
- Monitor each student's training progress with regard to adequate skill development, accrual of hours and required ratios, and residency readiness
- Meet annually with students to review progress on training goals and update training plans
- Maintain up-to-date files on students, documenting practicum and residency progress
- Provide the Director of Clinical Training and Clinical Program Committee with a comprehensive practicum status report for each student at the annual evaluation meeting
- Coordinate PSYO 8333 (Field Placement); submit a final grade for each student once all practicum hours are completed and prior to a student beginning their residency
- Provide students with information regarding available community practicum sites
- Assist students with selecting placements appropriate to training goals and experience level
- Assist students with practicum placement applications, including required practicum site and program documentation (i.e., immunization records, confidentiality forms, criminal background/vulnerable persons/child abuse registry checks)
- Review and approve training goals for individual placements
- Maintain regular contact with the student and practicum supervisor during placements
- In consultation with the student, practicum supervisor, and Director of Clinical Training, develop, coordinate, and monitor a remediation plan in cases where a student's performance is judged to be below the acceptable competence level in a practicum placement
- Acknowledge receipt and respond to all correspondence from the practicum sites/supervisors pertaining to student practica
- Maintain and update Clinical Education Agreements with practicum sites as needed
- Review all practica-related materials on an annual basis

Access to Student Practicum Files

The FPC is responsible for maintaining files regarding students' practicum placements and residency. These files will include, but not be limited to: records of practica previously completed (e.g., Master's degree) for which credit is requested, and practicum supervisor evaluations of practicum performance and a record of hours for all practica completed as part of the Clinical Program. Student practicum files are the property of the Clinical Psychology PhD Program. They are confidential to the Director of Clinical Training, the FPC, the student's Dissertation Supervisor, the student, and to members of accreditation panels (i.e., CPA), from which the Program has requested accreditation.

Students may view their own files and/or make copies of any material in the files. A student desiring to view their file should make arrangements to meet with the FPC who will make the file available to the student for review or copying.

The above is subject to change in adherence to relevant and current privacy regulations.

ROLE OF THE PRACTICUM SUPERVISOR

Clinical supervision is the cornerstone of training of clinicians in psychology. Supervision by psychologists provides students with invaluable learning experiences. The role of the clinical supervisor for practicum students is multi-faceted. Clinical supervisors help students develop skills and provide mentorship with regard to professional issues and ethics. The Clinical Program encourages supervisors to provide students with a range of training opportunities with diverse client populations in order to provide both breadth and depth to the student's practica training. Supervisors are further encouraged to utilize a variety of supervisory methods in their work with students to enhance learning.

Qualifications of Supervisors

The practicum supervisor normally shall be employed at the practicum site. If the practicum occurs in Nova Scotia, the supervisor shall be registered for independent practice as a Psychologist by the Nova Scotia Board of Examiners in Psychology (NSBEP). If outside Nova Scotia, the practicum supervisor shall be registered for independent practice by the corresponding regulatory body for psychologists in their home province.

Candidate-registered psychologists, interns/residents, and senior clinical students are eligible to serve as practicum supervisors. However, as per CPA requirements, it is necessary, that the students or residents providing such supervision themselves receive supervision from a doctoral-level, registered psychologist specifically for this activity.

Master's-level psychologists registered within their home province for independent practice are eligible to supervise practicum placements. However, some residency sites will specifically require clinical references from PhD-level supervisors. Thus, it is recommended that students receive the majority of their supervision from PhD-level supervisors.

Adjunct Faculty and Clinical Associate Status

Though a University appointment is not required for practicum supervisors, psychologists who supervise practicum placements for students in the Clinical Psychology PhD Program are eligible to apply for adjunct or clinical associate status. (See *Policy on University Appointments Less than Full-Time in the Department of Psychology*,

https://www.dal.ca/faculty/science/psychology_neuroscience/faculty-staff/our-adjunct-appointments.html).

Adjunct faculty and clinical associate members of our department form a core of community psychologists who provide clinical supervision, ongoing feedback, and suggestions for the development of the Clinical Psychology PhD Program. They are recognized as valuable mentors for clinical graduate students. The FPC will maintain contact with practicum sites to ensure good relationships with the professionals at these sites and encourage their continued supervisory activity on behalf of our students.

Requirements for Supervision

The practicum supervisor is responsible for providing ongoing supervision of the practicum student's activities within the practicum site. They shall monitor the student's progress and shall provide informal instruction and guidance on an on-going basis. *Per CPA requirements, formal, face-to-face supervision shall comprise a minimum of 25% of a student's total accrued hours.* It is expected that supervision will be conducted primarily in an individual format. Individual supervision may include a combination of: supervisor observation, student observation, case discussion, direct instruction, or electronically recorded review. Supervisors are expected to utilize in vivo observation of a portion of the student's clinical activities. Individual supervision of a student's work **can** occur in group meetings (i.e., when the supervision discussion is regarding the students' client(s) specifically). **Group supervision** is defined as the time a student observes or participates in the supervision of **another** student's work with clients.

Per 2023 CPA Accreditation Standards, up to 25% of individual supervision can be asynchronous, meaning that the supervisor reviews the student's work and provides detailed and comprehensive feedback that is later reviewed by the student. This could occur in services involving comprehensive assessments and report writing where the supervisor provides detailed responses to the student's written or recorded work.

Goals should be established at the beginning of the practicum (See section on Goal Setting below for more information). Formal evaluation of the student's clinical work should occur mid-way through the placement and at the completion of the placement. At mid-way and upon completion of the placement, the supervisor shall provide a written evaluation of the student's practicum work through completion of the *Midterm or Final Evaluation* form on Time2Track. The practicum supervisor should hold an evaluation meeting with the student to review the evaluation form and to provide feedback to the student. Following this meeting, both the supervisor and the student will sign the evaluation form and submit it to the FPC in Time2Track. (See section on Evaluation below for more information).

Approval of Accrued Hours

Upon completion of the practicum placement, the supervisor will approve accrued practicum hours on Time2Track.

Instructions for approving student practicum hours can be found on Time2Track:

[Review Trainee Activity Requests - Liaison \(liaisonedu.com\)](#)

Please see Appendix A for further details on specific activities/documentation for which practicum supervisors are responsible. Please also see Appendix F for supervision checklist.

Student Performance and/or Competency Issues

The practicum supervisor shall notify the FPC immediately if a student is judged to be performing below the minimum expected level of competence for their level of training in any Core Competency area as identified in the *Goal Setting, Midterm, and Final Evaluation* forms. The practicum supervisor and the FPC will then work together to develop a plan to assist the student in remediating their skills in the identified competency areas. If skill remediation in the current placement is deemed to not be possible or proves unsuccessful, the student may be required to withdraw from the practicum placement.

At termination of the placement if the student is judged to require further remediation in any Core Competency area and/or receives a rating of “R” (needs remediation) on their final evaluation, the practicum supervisor shall provide specific recommendations to the FPC regarding an appropriate formal remediation plan for the student. This plan may be carried out in the original practicum site or through an additional practica at the Centre for Psychological Health, reading, and/or course work. Please see Remediation Procedures for more information.

Early Termination or Cancellation of the Practicum

Upon their own initiative, or at the request of the student or the practicum supervisor, the Field Placement Coordinator may prematurely terminate a practicum. It shall be the decision of the FPC, in consultation with the student, the practicum supervisor, and the Director of Clinical Training, whether, under what conditions, and in what proportion, the accrued practicum hours shall be counted toward the student’s practicum hour requirement. A practicum site may also terminate a practicum. Written notice shall be sent to the FPC from the practicum site indicating the date and reason for the termination. Practicum sites are requested to give notice directly to the student and FPC as soon as possible once the decision to terminate has been made. In the event of premature termination where no accumulated hours are credited, this shall be designated a cancellation of the Practicum.

Remediation Procedures

As noted above, it is expected that the practicum supervisor will notify the Field Placement Coordinator immediately if a student is judged to be performing below the minimum expected level of competence for their level of training in any Core Competency area identified in the *Midterm or Final Evaluation* forms. In such a case, the student may continue in the practicum placement with additional supports including, if deemed necessary, a plan for skill remediation developed between the practicum supervisor and the FPC. If it is determined that skill remediation in the current placement is not possible or proves unsuccessful, the student may be required to withdraw from the placement.

The purpose of remediation shall be to provide the student with the opportunity to achieve adequate competence in the identified areas of concern so that the student may continue safely and productively with their practicum training. The remediation plan may be carried out in the original practicum site or through additional practica at CPH and/or course work. The specific form and activities of the remediation plan will be based on currently identified areas of deficiencies as well as a review of previous practica and course work-related performance. Formal remediation plans shall be developed by the FPC in consultation with the student’s practicum supervisor (from the placement within which the deficiency was identified) and the Director of Clinical Training. Once developed, the plan will be provided to the student and should be signed by the practicum supervisor or faculty member, the FPC, the DCT, and the student. A signed copy will be placed in the student’s practicum file and program file and provided to the supervisor and the student. While on remediation, the student may be restricted from pursuing further practica until such time as the student is performing at or above minimum expected levels of competence for their level of training in their identified deficit areas.

A student may be placed on a formal remediation plan in the following circumstances:

1. The student received an evaluation rating of R “needs remedial work” from their practicum supervisor on either a mid-point or final evaluation on any Core Competency area identified in the *Evaluation* form
2. During a practicum placement, the student is performing below the minimum expected levels of competence in all Core Competency areas for their level of training as identified in the *Goal Setting* form
3. Skill remediation during a practicum placement has been unsuccessful

Formal remediation plans may be carried out in either the original practicum site or through additional practica at CPH and shall be coordinated and monitored by the FPC through ongoing contact with the student and practicum supervisor. Remediation plans carried out through other means shall be monitored by the FPC and the faculty member responsible for working with the student as appropriate. Interim feedback from the practicum supervisor or faculty member regarding the student’s progress is expected to be communicated to both the student and FPC on a regular basis to be outlined in the remediation plan.

Once the formal remediation period is completed, the practicum supervisor or faculty member shall complete a written evaluation of the student’s progress. After receiving the student’s evaluation, the FPC will be responsible for reviewing the student’s progress in the identified deficit areas and ascertaining whether there are any remaining skill deficit areas or Core Competency areas in which the student is not performing at or above minimum required levels of competence. Following this review, they will inform the Director of Clinical Training as to the outcome of the remediation plan and any remaining deficit areas or competence issues.

A committee consisting of the Director of Clinical Training, FPC, and the clinical supervisor will be charged with making a decision on whether or not the student has completed all remediation requirements. If the student is deemed to have not made sufficient progress through the remediation plan or is not performing at or above minimum expected levels of competence in all Core Competency areas, the committee may require the student to engage in further remediation activities or may refer the student to the Clinical Program Committee who will be charged with making a determination in the matter.

Appendix A

Practicum Responsibilities and Timeline (for FPC, students & supervisors)

Action	Person(s) Responsible
Prior to accrual of practicum hours:	
1. Student consults with the Field Placement Coordinator (FPC) to identify a list of appropriate placements and related application procedures and requirements.	student & FPC
2. Students obtains verbal or written (i.e., email) approval <i>for each new external placement</i> from their dissertation supervisor.	student
3. Completion and submission of any application documents required by the practicum site	student & FPC
4. Student creates a placement in Time2Track and the following forms are sent from Time2Track: Supervisor Permission, Goal Setting, Mid-Term Evaluation and Final Evaluation.	student, FPC, & dissertation supervisor
5. Completion and submission of practicum goals, using the <i>Goal Setting Form</i>	student & practicum supervisor
6. Review signature, and approval of <i>Goal Setting Form</i> on Time2Track	FPC
During the placement:	
7. Maintain a <i>Record of Practicum Hours</i> , in keeping with APPIC guidelines	student
8. At mid-term, complete a Mid-Term Evaluation Form via Time2Track (reviewed with student prior to submission)	student & practicum supervisor
9. Inform the FPC if: concerns emerge, if the practicum is extended or prematurely ended, or if supervisor changes	student and/or practicum supervisor
On completion of practicum:	
10. Completion of <i>Final Evaluation</i> form and approval of practicum hours (both discussed and reviewed between student and practicum supervisor prior to submission)	practicum supervisor & student
11. Meeting between student and practicum supervisor to discuss the practicum supervisor's final evaluation	practicum supervisor
12. Completion of a written review of the practicum placement, using the <i>Practicum Site Review Form</i>	Student
13. All forms reviewed and signed by FPC on Time2Track	FPC

Appendix B

Placement Instructions

Dalhousie University

Create a New Placement

PSYO 6107 & PSYO 6108

- Placements
 - Students will have two supervisors for these placements and will need to [create a placement](#) with a Primary (Preferred*) Supervisor and a Secondary Supervisor:
 - *Primary Supervisor* – credentialed supervisor
 - *Secondary Supervisor* – student supervisor
 - Please see the example below:
- Forms & Evaluations
 - Both the primary supervisor and the secondary supervisor will complete the same form version.
 - The form can be found under Forms > Placement Forms
 - Once deployed by the student, the form will be completed in this order: *Secondary Supervisor – Primary Supervisor – Student – IA*
 - Consult the [Complete your Forms](#) article for directions

All Other Courses with Co-Supervision

- Placements
 - Students who have co-supervisors for practicum experiences outside PSYO 6107 & 6108 will need to [create a placement](#) with a Primary Supervisor and a Secondary Supervisor:
 - *Primary Supervisor* – your primary supervisor at the site
 - *Secondary Supervisor* – your secondary supervisor at the site
 - Please see the example below:
- Forms & Evaluations
 - Forms can be found under Forms > Placement Forms
 - Students will see **two copies** of the *Practicum Goal Setting, Practicum Midterm Evaluation and Practicum Final Evaluation* under placement forms.
 - **Please only deploy the forms with (Co-Supervision) listed after the title:**
 - Practicum Goal Setting (Co-Supervision)
 - Practicum Midterm Evaluation (Co-Supervision)
 - Practicum Final Evaluation (Co-Supervision)
 - Once deployed by the student, these forms will route in this order: *Primary Supervisor – Secondary Supervisor – Student – IA*
 - Consult the [Complete your Forms](#) article for directions

Edit an Existing Placement

Students may need to [edit an existing placement](#) to include a secondary supervisor (this is in addition to the already-listed primary supervisor).

- o Navigate to Settings > Placements
- o Click the name of the placement you wish to edit
- o Select your secondary supervisor from the drop down menu:

*Primary supervisor refers to “Preferred” supervisor, which is the language used throughout Time2Track instructions and under “Help”

Appendix C

Practicum Goal Setting

School: Dalhousie University: PhD in Clinical Psychology
Student:
Supervisor:
Faculty:

Training Site: Dalhousie Clinical Psych PhD Program
Course: PSYO 8333, Field Placement
Term: 2023/2024 - 09/01/23 - 08/31/24

Batch: Student generated September 2023
Requested: September 14, 2023
Form Flow: Supervisor to Student to Institutional Administrator

Start Date of Practicum: *

Date of Goal Setting: *

Expected End Date of Practicum: *

At the Start of the Placement

Student and supervisor will collaborate in establishing specific goals which are appropriate to the student's current level of competence and to their professional interests. This should be completed before the student begins to accrue practicum hours. Goals will include both 1) specific activities in which the student is expected to participate and 2) the level of competence the student is expected to achieve in each area by the time the placement is completed. Competence goals will be quantified using a 5-point developmental rating scale.

Describe the primary goals and areas of focus for this practicum

Goal 1: *

Goal 2:

Goal 3:

Describe individual interests/specialty areas for practicum (e.g., population, treatments, tests) - include estimates of number of cases to be seen, or number of assessment reports to be written:

Instructions for Goal Setting:

INSTRUCTIONS FOR GOAL SETTING : Please note : It is expected that all students will perform at a level of E or higher in all areas evaluated. In the situation where a student's performance in any area evaluated warrants a rating of R , the Supervisor is required to contact the Field Placement Coordinator immediately, in order that a remedial plan can be established and implemented, either within the current placement or within the broader context of the Clinical Program. Identification of Competency Goals: For each applicable competency, please identify the level of competence the student is expected to attain by the completion of this placement (please refer to description of competence ratings on the 5-point developmental scale). Selection of training activities: For each of the applicable competencies, please specify the relevant activities and tasks in which the student will be engaged , e .g., "Chart review and psychometric testing for three clients with Major Depressive Disorder".

Description of Competency Ratings

NA

Not applicable / Not assessed during training experience

R - needs remedial work

A rating of R indicates either that the student's skill level or behaviour is unacceptable for practice in this setting, even under direct supervision, or that the student is not open to supervision in this area.

E - Entry level

This is the most common rating during introductory practica. The student's skill level should be rated as E when intensive supervision is regularly required in order to ensure satisfactory performance, even in routine tasks. At this level of competence, students may benefit from opportunities to observe and shadow their supervisors, from in vivo supervision, and/or from frequent review of video- and audiotaped sessions.

I - Intermediate

The student's skill level should be rated as I when they are able to complete routine tasks in a satisfactory manner without the need for intensive supervision. Students at this level of competence may benefit from regular review of their cases, test data, notes, and reports, and/or from occasional review of taped sessions. More intensive supervision may be required with complex cases or situations.

HI - High Intermediate

It is expected that students will attain this level of competence in some, but not all skill areas prior to beginning an internship. A student's skills should be rated as HI when they are able to perform satisfactorily in both routine and non-routine situations, without intensive supervision.

A - Advanced

This is an unusual rating for students who have not yet completed an internship. However, the student's skill level should be rated as A if they are able to maintain a consistently high level of performance with minimal support from the supervisor. The student demonstrates a high level of competence in both routine and non-routine cases.

Please indicate all methods that you plan to use to evaluate the student's competencies in this placement.

- Discussion of cases Direct Observation
- Review of Raw Test Data Audiotape
- Case Presentation
- Feedback from Other Staff Videotape
- Review of Written Work Other Feedback

If more than one supervisor is identified, please provide a brief description, below, of how supervision will be divided.

Core Competency: Interpersonal Relationships

Please specify the activities relating to this area in which the student is expected to participate: *

Key Skills

Consistently establishes and maintains rapport with clients

- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced

Uses respectful and inclusive language in all communication

- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced

Ability to work collegially with psychologists and professionals from other disciplines

- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced

Interacts appropriately with support staff and all team members

- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced

Ability to provide helpful feedback to others and to receive feedback nondefensively from others

- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced

Ability to deal with conflict and negotiate solutions

- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate

- High Intermediate Advanced

Ability to understand and maintain appropriate professional boundaries

with professional colleagues and clients/families

- Not applicable/Not assessed during training experience Needs remedial work
 Entry level Intermediate
 High Intermediate
 Advanced

Practices cultural humility and creates a safe space when interacting with team members, staff, clients and their families

- Not applicable/Not assessed during training experience Needs remedial work
 Entry level Intermediate
 High Intermediate

Core Competency:

Assessment and Evaluation

Please specify the activities relating to this area in which the student is expected to participate: *

Key Skills

Selects appropriate assessment methods (i.e., procedures and instruments) *

- Not applicable/Not assessed during training experience Needs remedial work
 Entry level Intermediate
 High Intermediate
 Advanced

Demonstrates an understanding and consideration of the psychometric properties of assessment instruments

- Not applicable/Not assessed during training experience Needs remedial work
 Entry level Intermediate
 High Intermediate
 Advanced

Effectively conducts assessment interviews

- Not applicable/Not assessed during training experience Needs remedial work
 Entry level Intermediate
 High Intermediate
 Advanced

Effectively administers psychological tests

- Not applicable/Not assessed during training experience Needs remedial work
 Entry level Intermediate
 High Intermediate
 Advanced

Descriptively and accurately reports observed behaviour(s)

- Not applicable/Not assessed during training experience Needs remedial work
 Entry level Intermediate
 High Intermediate
 Advanced

Ability to establish/maintain rapport while upholding standardization as appropriate

- Not applicable/Not assessed during training experience Needs remedial work
 Entry level Intermediate
 High Intermediate
 Advanced

Accurately scores psychological tests

- Not applicable/Not assessed during training experience Needs remedial work
 Entry level Intermediate
 High Intermediate
 Advanced

Effectively obtains information from other sources (e.g. other agencies, collateral/informants)

- Not applicable/Not assessed during training experience Needs remedial work
 Entry level Intermediate
 High Intermediate
 Advanced

Demonstrates ability to synthesize/Integrate assessment findings from multiple sources of data

- Not applicable/Not assessed during training experience Needs remedial work
 Entry level Intermediate
 High Intermediate
 Advanced

Provides appropriate recommendations based on research evidence and assessment findings

- Not applicable/Not assessed during training experience Needs remedial work
 Entry level Intermediate
 High Intermediate
 Advanced

Develops and communicates the client's personalized case conceptualization based on assessment findings and relevant theory and research

- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced

Prepares accurate, helpful, and clear assessment reports Not applicable/Not assessed during training experience

- Needs remedial work Entry level
- Intermediate
- High Intermediate Advanced

Effectively communicates assessment results to clients/families

- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced

Effectively communicates assessment results to teachers, other health professionals, etc.

- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced

Understands and is sensitive to the potential impact of JEDI (justice, equity, diversity and inclusion) issues on assessment processes and findings

- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced

Other (please specify):

Not applicable/Not assessed during training experience Needs remedial work

- Entry level Intermediate
- High Intermediate

Core Competency: Intervention and Consultation

Please specify the activities relating to this area in which the student is expected to participate. Please specify which intervention methods will be included in this practicum: *

Key Skills

Develops and communicates the client's personalized case conceptualization based on relevant theory, research, and JEDI (justice, equity, diversity and inclusion) considerations

- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced

Clinical interviewing skills

- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced

Asks clients to describe their identity (or identities) and how aspects of these identities may impact the presenting problem(s) and treatment plan

- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced

Identifies external stressors (especially those that may be related to the presenting problem) experienced by the client due to their minority status(es), including current and/or past acts of discrimination, prejudice, harassment, and microaggressions

- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced

Identifies internal stressors (especially those that may be related to the presenting problem) experienced by the client due to their minority status(es), including acculturation, internalized negative societal views, concealment, and anticipation of rejection/discrimination

- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced

Identifies resiliency factors, such as recognizing unique benefits of their minority status, involvement with community, etc.

- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate

- Advanced
- Demonstrates knowledge of range of intervention methods
- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced
- Demonstrates the ability to select appropriate evidence-based intervention methods
- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate Advanced
- Develops and communicates an intervention/treatment plan based on the client's case conceptualization, theory, research, and JEDI considerations
- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced
- Collaboratively sets appropriate therapeutic goals
- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced
- Effectively implements the intervention plan
- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced
- Demonstrates intervention skills as appropriate to the theoretical orientation and treatment modality (i.e., group, individual, family, couples)
- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced
- Monitors and evaluates intervention progress
- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced
- Demonstrates flexibility by altering treatment plan when needed
- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced
- Prepares well-written progress notes, intake reports, and discharge summaries in a timely manner
- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate Advanced
- Keeps client files up-to-date
- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced
- Demonstrates openness to integrating alternative models of healing into interventions when indicated
- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced
- In group interventions, uses group processes to enhance skills of specific theoretical orientation of the group
- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced
- Considers an inter-professional approach to treatment when appropriate and available
- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced
- Refers to and/or consults with other professionals when appropriate
- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate

- Advanced
- Other treatment skills (please specify):
- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
-

Core Competency: Working within a Justice, Equity, Diversity, and Inclusion (JEDI) Framework

Please specify the activities relating to this area in which the student is expected to participate: *

Key Skills

Demonstrate ability to self-evaluate and identify personal biases and their potential impact on clinical work

- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced

Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves (e.g., clients, other health providers, supervisors, supervisees)

- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced

Understands how power, a history of oppression, and privilege impact client experience, clinical presentation, and professional relationships

- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced

Appropriately considers and/or adjusts assessment and/or intervention approaches to maximize effectiveness with diverse individuals

- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced

Demonstrates the requisite knowledge base, and ability to articulate and effectively apply an approach to working effectively with diverse individuals and groups

- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced

Demonstrates ability to conceptualize and articulate the psychological impact of injustice across professional activities

- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced

Other skills (please specify):

- Not applicable/Not assessed during training experience
- Needs remedial work Entry level
- Intermediate
- High Intermediate
- Advanced

Core Competency: Supervision

Please specify the activities relating to this area in which the student is expected to participate: *

Learning to be a good supervisee

Shows good judgement in seeking supervision

- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced

Prepares for supervision sessions

- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced

Accepts supervisory input/feedback non-defensively

- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate

- Advanced
- Follows through on feedback and recommendations
 - Not applicable/Not assessed during training experience Needs remedial work
 - Entry level Intermediate
 - High Intermediate
 - Advanced
- Uses feedback to grow and develop
 - Not applicable/Not assessed during training experience Needs remedial work
 - Entry level Intermediate
 - High Intermediate
 - Advanced
- Shows self-evaluation, self-direction and motivation for professional growth
 - Not applicable/Not assessed during training experience Needs remedial work
 - Entry level Intermediate
 - High Intermediate
 - Advanced
- Articulates training needs appropriately
 - Not applicable/Not assessed during training experience Needs remedial work
 - Entry level Intermediate
 - High Intermediate
 - Advanced
- Uses supervision time efficiently
 - Not applicable/Not assessed during training experience Needs remedial work
 - Entry level Intermediate
 - High Intermediate
 - Advanced
- Openness to discussing conflicts and/or personal impact of JEDI issues with supervisors and colleagues
 - Not applicable/Not assessed during training experience Needs remedial work
 - Entry level Intermediate
 - High Intermediate
 - Advanced Other:
- Not applicable/Not assessed during training experience Needs remedial work
 - Entry level Intermediate
 - High Intermediate
 - Advanced

Provision of Supervision

- Demonstrates knowledge of literature on essential components of supervision
 - Not applicable/Not assessed during training experience Needs remedial work
 - Entry level Intermediate
 - High Intermediate
 - Advanced
- Establishes rapport, trust, and respect with supervisee
 - Not applicable/Not assessed during training experience Needs remedial work
 - Entry level Intermediate
 - High Intermediate
 - Advanced
- Discusses boundaries relevant to establishing an appropriate student/supervisor relationship
 - Not applicable/Not assessed during training experience Needs remedial work
 - Entry level Intermediate
 - High Intermediate
 - Advanced
- Schedules and attends regular supervision sessions with the supervisee
 - Not applicable/Not assessed during training experience Needs remedial work
 - Entry level Intermediate
 - High Intermediate
 - Advanced
- Provides well organized supervision sessions
 - Not applicable/Not assessed during training experience Needs remedial work
 - Entry level Intermediate
 - High Intermediate
 - Advanced
- Collaboratively establishes supervision goals with the supervisee at the outset of the relationship
 - Not applicable/Not assessed during training experience Needs remedial work
 - Entry level Intermediate
 - High Intermediate
 - Advanced
- Provides constructive feedback that supervisee finds valuable/useful in their work with clients
 - Not applicable/Not assessed during training experience Needs remedial work
 - Entry level Intermediate

- High Intermediate
- Advanced
- Provides timely feedback on supervisee's work
 - Not applicable/Not assessed during training experience Needs remedial work
 - Entry level Intermediate
 - High Intermediate
 - Advanced
- Uses scaffolding to lead to success/improvement of supervisee's skills
 - Not applicable/Not assessed during training experience Needs remedial work
 - Entry level Intermediate
 - High Intermediate
 - Advanced
- Elicits feedback from supervisee on quality of supervision provided
 - Not applicable/Not assessed during training experience Needs remedial work
 - Entry level Intermediate
 - High Intermediate
 - Advanced
- Demonstrates understanding of personal skill level and limitations in ability to provide supervision
 - Not applicable/Not assessed during training experience Needs remedial work
 - Entry level Intermediate
 - High Intermediate Advanced
- Seeks supervision when necessary in relation to issues arising in supervisee's work that are beyond their skill level
 - Not applicable/Not assessed during training experience Needs remedial work
 - Entry level Intermediate
 - High Intermediate
 - Advanced
- Ability to appropriately determine the supervisee's support needs
 - Not applicable/Not assessed during training experience Needs remedial work
 - Entry level Intermediate
 - High Intermediate
 - Advanced
- Sensitive to power and diversity-related issues in provision of supervision
 - Not applicable/Not assessed during training experience Needs remedial work
 - Entry level Intermediate
 - High Intermediate
 - Advanced
- Demonstrates awareness of personal clinical strengths and limitations
 - Not applicable/Not assessed during training experience Needs remedial work
 - Entry level Intermediate
 - High Intermediate
 - Advanced
- Prepares a coherent and constructive evaluation of the supervisee's performance
 - Not applicable/Not assessed during training experience Needs remedial work
 - Entry level Intermediate
 - High Intermediate
 - Advanced Other:
- Not applicable/Not assessed during training experience Needs remedial work
 - Entry level Intermediate
 - High Intermediate
 - Advanced

Core Competency: Ethics and Professional Standards

Please specify the activities relating to this area in which the student is expected to participate: *

Key Skills

- Demonstrates knowledge and application of ethical principles/codes and decision-making processes
 - Not applicable/Not assessed during training experience Needs remedial work
 - Entry level Intermediate
 - High Intermediate
 - Advanced
- Identifies and raises relevant ethical issues with supervisor in a timely manner
 - Not applicable/Not assessed during training experience Needs remedial work
 - Entry level Intermediate
 - High Intermediate
 - Advanced
- Problem solves and identifies appropriate strategies to handle ethical issues that arise in the course of his/her work
 - Not applicable/Not assessed during training experience Needs remedial work
 - Entry level Intermediate
 - High Intermediate
 - Advanced

Demonstrates knowledge and appropriate application of relevant legal standards and reporting requirements

- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced

Engages in self-reflection regarding their personal and professional functioning and wellness

- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced

Engages in activities to maintain and improve performance, well-being, and professional effectiveness

- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced

Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice

- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate
- Advanced

Other (please specify):

- Not applicable/Not assessed during training experience Needs remedial work
- Entry level Intermediate
- High Intermediate Advanced

Supervisor and Student signatures: The specific goals identified in this form have been discussed by the supervisor and the student and have been mutually agreed upon.

Supervisor's signature *

Date *

01/12/2024

Student's signature *

Date *

01/12/2024

Field Placement Coordinator's signature *

Date *

01/12/2024

Appendix D

Practicum Site Review

School: Dalhousie University: PhD in Clinical Psychology

Student:

Supervisor:

Faculty:

Training Site: Dalhousie Clinical Psych PhD Program

Course: PSYO 8333, Field Placement

Term: 2023/2024 - 09/01/23 - 08/31/24

Batch: PSYO 8333, Field Placement Form Submission Batch - 01/01/-4712 12:00am - 212656

Requested: September 14, 2023

Form Flow: Student to Institutional Administrator

Start Date of Practicum:

End Date of Practicum:

Please note that this form should be completed and reviewed with your Practicum Supervisor(s) after you have signed your Supervisor's Final Evaluation. If you do not feel comfortable sharing with your supervisor, please let the FPC know.

Review of Practicum

Please describe the quality of the facilities and training opportunities that were available to you at the practicum by answering the questions below. Suggested items that could be used in your evaluation are listed below: Test Administration, Interviewing, Test Interpretation, Report Writing, Individual Therapy, Couples Therapy, Group Counselling, Family Therapy, Access to Facilities, Opportunity to Prepare before Case Responsibility, Respect for Needs of Practicum Student

Strengths:

Areas for Improvement:

Comments:

Review of Supervision

Please provide a review of the supervision provided by identifying what worked well and what didn't work as well for you with regard to your supervisor's style. This is intended for you to share with your primary supervisor. That is, it is meant to help provide some structure for open and productive communication between you and your supervisor. The following lists examples possible of supervisor characteristics that students have commented on in the past that you may find useful in your evaluation: Professional Attitude, Availability, Level of Clinical Knowledge, Case Conceptualization Skills, Value of Supervision Meetings, Communication of Expectations, Quality of feedback, Awareness of case progress, Encouragement of Autonomy, Role Model

What worked well for me:

What didn't work as well for me:

General Review of Practicum

Please indicate your overall review of the practicum in terms of promoting your skill development and meeting your training goals. What suggestions would you make that could improve the practicum and/or the supervisor's training approach?

D. Recommendations for Future Students

This practicum is most suited for:

Finally, please comment on what background preparation a student should have to benefit most from this practicum setting.

For the Student : Please arrange an appointment with the Field Placement Coordinator to review your practicum experience.

Student's signature *

Date

Field Placement Coordinator's signature *

Date

Appendix E

Statement Regarding Criminal Records Check and other Screening Procedures

The Clinical Psychology Program in the Psychology Department at Dalhousie University does not require a Criminal Records Check or other screening procedures (e.g., Vulnerable Sector Check, Child Abuse Registry Check, immunization) as a condition of admission into its program. **However, students should be aware that such record checks or other screening procedures will be required by facilities outside the University within which students complete practica and residency placements, as well as for some research activities.**

Hospital-based facilities and school settings require the Clinical Program to collect, keep on file, disclose, and provide confirmation that students meet all screening requirements, (i.e., background checks and immunization) prior to beginning a practicum placement. Students should also be aware that some facilities require the Clinical Program to submit the results of such screenings. Successful completion of these activities is necessary for completion of the Clinical Psychology Program.

Training facilities may refuse to accept students on the basis of information contained in the record check or other screening procedure(s). If the student is unable to complete a requirement due to a failure to meet the record check or screening requirements of the facility, or if the student is refused access to the facility on the basis of the information provided, the student may fail the course/clinical experience, and as a result may not be eligible for progression or graduation, i.e. may be dismissed from the Clinical Psychology Program. Note that respective facility requirements may change from time to time and are beyond the control of the University.

Please note: a) Students will be asked to give the Clinical Program consent in writing to collect and disclose screening information to practicum, research, or residency facilities (see attached); b) It is the student's responsibility to have all screening procedures completed in a timely manner; c) The student is responsible to pay all fees associated with obtaining background checks, immunizations, and applications.

Students should also be aware that the regulatory bodies for psychology require a satisfactory record check as a condition of professional licensure. For example, in Nova Scotia, the Nova Scotia Board of Examiners (NSBEP) requires these checks as part of the application process to be placed on the Candidate Register. For more information please review the information under the link entitled "Application Process" on their website (<http://www.nsbep.org/>).

Background Check Procedures

Students needing to complete a background check for practicum should contact the Field Placement Coordinator prior to obtaining the check so that they might utilize the on-line service the Program utilizes.

For further information please see the following websites:

<http://www.gov.ns.ca/coms/families/abuse/ChildAbuseRegister.html>

<http://www.halifax.ca/police/CriminalRecordCheck.html>

<http://www.rcmp-grc.gc.ca/cr-cj/fing-empr2-eng.htm>

<https://www.mybackcheck.com/>

**Consent to Release Information –
Criminal Record Check/Vulnerable Sector Check/Child Abuse Check
& Immunization Records**

I agree to allow the Clinical Psychology Program to release my immunization records to my practicum placement sites, if requested as a condition of processing me as a student at a practicum placement site.

I agree to allow the Clinical Psychology Program to disclose the results of my criminal record check, vulnerable sector check, and/or child abuse check to my practicum placement sites, if requested as a condition of processing me as a learner at a practicum placement site. I understand that the results of this criminal record check and vulnerable sector check will be reviewed by the Field Placement Coordinator in conjunction with the Director of Clinical Training.

If I have an unclear criminal record check, or have a criminal record, or have a failed vulnerable sector check, I understand that the practicum placement facility may not accept me as a student. I understand that if as a student, I am unable to complete a requirement due to a failure to meet the record check or screening requirements of the facility, or if I am refused access to the facility on the basis of the information provided, I may fail PSYO 8333F/W, and as a result, may not be eligible for progression or graduation, (i.e. may be dismissed from the Clinical Psychology Program).

I understand that the information described above will only be used for the purpose described in this document and will be kept strictly confidential.

I understand that incomplete immunization records as well as any issues identified on a criminal record check or vulnerable sector check could delay or cancel a planned practicum placement and could delay my progression through or graduation from the program.

Student Signature

Date Signed

Print Name/Student ID Number

Witness/Date

Date Signed

Appendix F

Supervision Checklist

In the first few meetings with your supervisee, the following tasks are completed:

- Discussion of your program, your caseload, your work hours (and expected work hours for practicum student) and your clinical interests and competency areas
- Creation of mutually agreeable, competency-based, goals for the practicum which are realistic, measurable and attainable. These goals are recorded on Dalhousie's Practicum Goal Setting form in Time2Track.
- Mutual discussion of previous supervision experience – what has the student found helpful in the past, and what is the supervisor's own approach to supervision?
- A discussion of what methods will be used to observe the student (e.g., direct observation, one-way mirror, videotape) and how feedback will be provided
- Frequency, format, and duration of supervision meetings and responsibilities of student in preparing for these meetings (e.g., agenda setting, being prepared to role play, preparing videotape)
- Discuss backup and contact plans for any time the supervisor or resident is sick or on vacation
- Emergency procedures discussed

Appendix G

Clinical Psychology PhD Program Contact Information

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