



**DALHOUSIE
UNIVERSITY**

Clinical Psychology PhD Program

Guidelines

for the

Practicum Student

and

Practicum Supervisor

Revised August 2019

Table of Contents

Practicum Requirements	Page 3
Responsibilities of the of the Student	Page 4
Coordination with FPC	Page 5
Dissertation Supervisor Permission	Page 5
Ethical and Professional Conduct	Page 5
Practicum Goals: Purpose, Format, Procedure, Revision	Page 7
Accrual and Tracking of Practicum Hours	Page 7
Role and Responsibilities of the Field Placement Coordinator	Page 8
Role and Responsibilities of the Practicum Supervisor	Page 9
Supervisor Qualifications	Page 9
Requirements for Supervision	Page 9
Goal Setting and Evaluation	Page 9
Student Performance/Competency Issues	Page 10
Verification of Accrued Hours	Page 10
Practicum Evaluations: Supervisor and Student Responsibilities	Page 11
Supervisors: Evaluation of Student Performance	Page 11
Students: Review of Practicum Placement	Page 11
Remediation Procedures	Page 12
Aptitude and Fitness for Clinical Practice	Page 13
Appeals	Page 13
Termination or Cancellation of a Practicum	Page 14
Out of Province Placements	Page 14
Professional Liability Coverage	Page 14
Adjunct and Clinical Associate Status	Page 15
Payment for Practicum	Page 15
Access to Student Practicum Files	Page 15
Use of Client Information for Presentations/Work Samples	Page 15
Appendices	
Appendix A: Practicum Responsibilities and Timelines (for FPC, students, supervisors)	Page 17
Appendix B: Practicum Agreement and Goal Setting/Final Evaluation forms	Page 18
Appendix C: Midterm Practicum Review Form - Supervisor Version	Page 29
Appendix D: Midterm Practicum Review Form - Student Version	Page 36
Appendix E: Practicum Site Review Form – Student	Page 43
Appendix F: Record of Practicum Hours form	Page 45
Appendix G: Field Placement Student Acknowledgement	Page 50
Appendix H: Statement on Criminal Records Checks & Other Screening Procedures	Page 55
Consent to Release CRC/Immunization Information for Practicum	Page 53
Appendix I: Guidelines for Review of Aptitude & Fitness for Clinical Practice	Page 54
Appendix J: Sample: IWK Protocol for Use of Patient Information (case presentations)	Page 57
Appendix K: Clinical Program Contact Information	Page 59

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 and intervention techniques, and to ensure that students meet expectations with regard to Core Competencies (Core Competencies of Professional Psychologists from *Mutual Recognition Agreement of the Regulatory Bodies for Professional Psychologists in Canada*, 2001). 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. Students are expected to demonstrate competency through clinical courses (including course-based practica) in all core competencies projected to be a focus of a specific placement prior to beginning that placement.

Students are required to participate in course-based practica in order to develop basic clinical skills in assessment, intervention, and demonstrate competency in those skills. Students are also required to complete a supervision practicum following successful completion of PSYO 6303. Students are encouraged to seek community- or campus- based practica that will enable them to develop further their clinical skills by exposure to a range of client populations in assessment, intervention, and consultation. Opportunities to work with individuals from diverse backgrounds are important to help students develop cultural competence. The practicum component of training is identified in the Clinical Curriculum as the PSYO 8333X/Y Field Placement.

Sequence of Practicum Training

Course-Based Practica

Following assessment course work in the Fall term of the first year, all students begin practicum training in the Winter and Spring terms through two course-based assessment practicums (PSYO 6107 and PSYO 6108) following PSYO 6102 and PSYO 6103. In the Winter term of the second year, all students complete a beginning intervention practicum (PSYO 6214) following PSYO 6204 Intervention: Lifespan. All students must show satisfactory performance in their course-based practica in order to begin community-based practicum training in assessment and/or intervention. Students who do not show satisfactory performance may be required to participate in a second course-based practica (assessment and/or intervention).

Community- and Campus-Based Practica

Requirements and Restrictions

Typically, students begin community/campus-based practicum training by completing an assessment practicum in the summer of their first year, depending on their level of clinical readiness. In determining clinical readiness, the Field Placement Coordinator will review the student's skill progress in the first year assessment practicum. The decision regarding clinical readiness will be made by the Field Placement Coordinator (FPC) in consultation with the Director of Clinical Training (DCT) and first year course instructors.

Community/campus 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 her/his 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.

Following their second year in the program, practicum hours may be accumulated on a part-time basis during the Fall and Winter terms, and full-time or part-time basis during the Summer, according to the mutual convenience of the student, practicum supervisor, and practicum site. Students are encouraged to undertake a variety of practicum experiences with diverse populations, across a number of settings and supervisors, in

order to ensure appropriate breadth of training. 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 three sites (in addition to course-based practica) 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.

Students must accrue a minimum of 600* hours consisting of a minimum of 300 intervention and assessment and 150 supervision hours, during their time in the program. Although a minimum of 600 hours is required, it is recognized that additional practicum hours (for a total of approximately 1000 -1200 hours) are often necessary to ensure a competitive internship application. Students are encouraged to review the recent policy regarding internship 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 internship.

Students who elect to complete additional practica (i.e., beyond 600 hours) should consult with their Dissertation Supervisors and the Field Placement Coordinator in planning additional practica in order to review their overall progress in the program (research, practica, and coursework). Students must obtain the approval of the dissertation supervisor and field placement coordinator (FPC) for each 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 after the 600-hour minimum has been completed through the director of clinical training (or designate).

*Students with advanced standing (Masters) may be granted credit for a maximum of 300 hours towards the 600-hour Program requirement. In such cases, previous practicum hours must be documented on the APPI form 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.]

Responsibilities of the Student

Enrolment in PSYO 8333X/Y: Field Placement

In order to accrue practicum hours, all clinical students must register for PSYO 8333X/Y (*fall and winter terms*) each year they are in the Clinical Psychology PhD Program prior to internship. Students *must be enrolled* in PSYO 8333X/Y in order to be covered by the Dalhousie's professional liability insurance for work completed in their practicum placements. Seminars for PSYO 8333X/Y may be held periodically. Note: students do not register for PSYO during the spring or summer terms.

Assuming that the student successfully completes the minimum required hours, a grade of P (Pass) will be recorded for each student once all practicum hours are completed and she/he begins internship. Prior to receiving a Pass, the student will be assigned a grade of IP (In Progress). Possible grades for PSYO 8333X/Y are: IP = In Progress; P = Pass; or F = Fail.

Practicum-Related Forms and Information

Students may access all needed forms (*Practicum Agreement, Goal Setting and Final Evaluation, Midterm Review, Record of Practicum Hours and Practicum Site Review Forms*) from the department/program website and in the Appendix of these guidelines. Students may also access a practicum directory and other helpful practicum, internship, and practice-related information. Any difficulties accessing the site should be reported to the Field Placement Coordinator.

Coordination with Field Placement Coordinator

Practica are planned in conjunction with the FPC to ensure that a broad range of experience covering various forms of clinical practice are undertaken. Students are required to keep the Field Placement Coordinator informed regarding the pursuit of practicum placements prior to making arrangements or completing placement applications. Prior to beginning a practicum placement, students are required to complete a *Practicum Agreement* and the goals portion of the *Goal Setting and Final Evaluation Form* with her/his practicum supervisor, and turn in these forms to the Field Placement Coordinator prior to the start of a placement. Students should keep the Field Placement Coordinator informed of changes with placements (e.g., beginning/ending dates, supervisor changes). Students are also encouraged to consult with the Field Placement Coordinator if any concerns or difficulties emerge during a practicum placement. Once the practicum placement is completed, students should meet with the Field Placement Coordinator to debrief about the placement and review required documentation (*Goal Setting and Final Evaluation form*, *Record of Practicum Hours* and *Practicum Site Review form*).

Dissertation Supervisor Permission for Practicum

With the exception of course-related practica, students must obtain written approval for each practicum placement from his/her dissertation supervisor. Students are solely responsible for obtaining written approval for each placement and should arrange to obtain approval sufficiently in advance. 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. Once written approval is obtained, the student should either email it to the FPC or leave a printed copy in the FPC's mailbox.

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 Field Placement Coordinator on site deadlines and requirements as well as to seek assistance with fulfilling requirements. Students requiring background checks must be referred by the Field Placement Coordinator 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 G for more information.

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. Students should therefore review these Codes* on a continuing basis so that they are aware and informed of those principles that apply to the site and their individual cases. 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, she/he should consult with the Field Placement Coordinator.

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 countersigned 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 progress notes and other case materials at the practicum site in a secure place
- Follow all policies of the practicum site regarding the electronic transmission and/or storage of client-

related documents

- Password-protect, encrypt, and de-identify all client-related electronic documents and devices
- Obtain appropriate permissions and de-identify all client-related information used for presentations and work samples (see page 15 for more information and Appendix I)
- Dress and behave in a professionally appropriate manner
- 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/cpapublications/>

Selecting and Applying for a Practicum Placement

In order to gain the most from practicum training, students should work closely with the Field Placement Coordinator to determine overall training goals, a related sequence of training, and placements which will most appropriately meet her/his goals. In selecting possible training sites, students are encouraged to seek placements that will provide them with a diverse clientele, a range of clinical experiences, and regularly scheduled supervision. Having opportunities to work with individuals from diverse/multicultural backgrounds is important in developing cultural competency.

Prior to initiating a practicum placement, the student shall discuss with the Field Placement Coordinator the goals and objectives she/he is planning to work toward. The Field Placement Coordinator 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 Field Placement Coordinator, to find non-traditional 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 Field Placement Coordinator have agreed on the type of practicum most appropriate for the student, the student should choose a preferred site and work with the Field Placement Coordinator to complete the application process. It is often helpful for the student or the Field Placement Coordinator (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 Field Placement Coordinator 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 her/his application. In instances where the site has not had a student from the Clinical Psychology PhD Program, the Field Placement Coordinator or the site will initiate a meeting to discuss the practicum and Clinical Psychology PhD Program objectives and procedures.

Students should be advised that prior to the start of a placement most sites will require the student to undergo screening procedures to include: criminal background check, vulnerable sector check, Child Abuse Registry check, and confirmation of required immunizations. Students should consult the Field Placement Coordinator for assistance with fulfilling these requirements. Students requiring background checks should notify the Field Placement Coordinator prior to obtaining these checks in order to access the on-line system the Program utilizes. Students should plan to allow adequate time to obtain required documentation and should be aware that some of the above requirements may take quite some time to obtain. A copy of the Psychology Department's policy regarding such screening procedures is provided in Appendix G.

Once the student and practicum supervisor have agreed on the practicum arrangements, these are documented using the *Practicum Agreement* form. The *Practicum Agreement* is signed by the practicum student and practicum supervisor, then *submitted to the Field Placement Coordinator for approval and signature at least four weeks in advance of the practicum start date*, and *prior to the accrual of practicum hours*. Once approved, the original *Practicum Agreement* is placed on the student's practicum file; copies are returned to the student and practicum supervisor for their respective records.

Practicum Goals

The practicum shall be guided by a set of specific, individualized training goals. These goals are formulated jointly by the student and practicum supervisor and documented in the *Goal Setting and Final Evaluation* form and then submitted to the Field Placement Coordinator for approval and signature *prior to the accrual of practicum hours*. Training goals shall be selected on the basis of the student's existing skills and professional development needs and shall take into account the training opportunities available at the practicum site.

Purpose and Format of Practicum Goals

The purposes of the training goals are: to assist student and practicum supervisor in arriving at a shared understanding of expectations, to guide the training activities of the student and the practicum supervisor, and to provide a basis for evaluation of the student by the practicum supervisor. Goals shall be submitted for approval on the *Goal Setting and Final Evaluation* form. Goals will specify the activities in which the student is expected to engage and the level of skill the student is expected to achieve in each of the Core Competency areas by the completion of the placement.

Procedure for Goal Setting

The student and practicum supervisor shall meet prior to the accrual of practicum hours to draft a set of mutually acceptable training goals, using the *Goal Setting and Final Evaluation* form. Once signed by student and practicum supervisor, the goals shall be submitted to the Field Placement Coordinator for approval. The Field Placement Coordinator shall advise the student and practicum supervisor if there are any concerns regarding the identified goals. While it is not necessary, the student and/or the practicum supervisor should feel free to consult with the Field Placement Coordinator when developing training goals.

Revision of Practicum Goals

Over the course of the practicum placement, training goals may need to be revised. If substantial changes are made to the training goals or to the plan for supervision, the student shall notify the Field Placement Coordinator in a timely fashion. Further, both the student and practicum supervisor are expected to notify the Field Placement Coordinator immediately if any personal or professional issues or other circumstances arise during a practicum placement that could impact the student's ability to meet her/his goals or substantially change the student's training experience (e.g., change of supervisors or program focus, client availability, training experiences available).

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 AAPIC requirements, using the *Record of Practicum Hours* form. Students may also utilize *Time 2 Track* (<http://time2track.com/>) or other online hours tracking systems. Upon completion of each placement, students are required to submit the completed *Record of Practicum Hours* form to their practicum supervisor for verification and signature, and then submit the signed form to the Field Placement Coordinator. (See section below: Verification of Accrued Hours).

It is important that a considerable portion of the student's time is spent in direct contact with clients, so that the student receives maximum exposure to cases and clinical skill development. It is expected that students in the early stages of training may require more preparation time for support activities (reading, test review, etc.), than will students whose skills are more developed. Per the 2011 CPA Accreditation Standards, students should aim to accrue approximately 50% of their total hours in direct, face-to-face hours with clients and 25% hours in supervision by the time they have completed all their practicum training. To accrue the suggested proportion of hours, students are encouraged to carefully track direct hours and consult with the Field Placement Coordinator as needed for assistance. (See CPA 2011 revised standards¹)

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. Her/his 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 internship 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 and meet with individual students at the conclusion of each placement to review the student's progress and provide an opportunity to debrief about the placement experience
- 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 developing additional training opportunities and 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 internship 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 internship 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 8333X/Y (Field Placement); submit a final grade for each student once all practicum hours are completed and a student begins her/his internship
- 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, Clinical Education Agreement)
- Obtain dissertation supervisor approval for practica in excess of 600 hours
- Review and approve practicum agreements and 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
- Ensure all practicum supervisors are provided with a copy of the Practicum Guidelines Practicum Agreement, Goal Setting and Final Evaluation, and Practicum Payment forms
- Acknowledge receipt and respond to all correspondence from the practicum sites/supervisors pertaining to student practica
- Ensure the filing of completed Practicum Payment forms for each practicum supervisor upon completion of the student's practicum and submission of all required documentation
- Maintain and update Clinical Education Agreements with practicum sites as needed
- Review all practica-related materials, including the Practicum Guidelines on an annual basis

Role of the Practicum Supervisor

Clinical supervision is the cornerstone of training of clinicians in psychology. Community-based practica, which enable the student to gain “real world” experiences, provides the bulk of clinical training for students in the Clinical Psychology PhD Program. Supervision by experienced community 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 her/his home province.

Candidate-registered psychologists, interns/residents, and senior clinical students are not eligible to serve as primary practicum supervisors. However, candidate-registered psychologists, interns/residents, and senior clinical students may provide co-supervision to students while receiving supervision of supervision from a psychologist registered for independent practice. In such circumstances, the registered psychologist is expected to assume the role of primary supervisor and provide direct supervision to the student through individual face-to-face meetings with the student bi-monthly at a minimum (individual supervision may include joint meetings with the student and the candidate-registered, intern/resident, or senior clinical student supervisor).

Master's-level psychologists registered within their home province for independent practice are eligible to supervise practicum placements. However, students should be aware that some internship 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.

Requirements for Supervision

The practicum supervisor is responsible for providing ongoing supervision of the practicum student's activities within the practicum site. She/he 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 (CPA standards specify a minimum of 75% of supervision be individual, face-to-face supervision). 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. Additionally, the use of electronically recorded sessions and observation rooms with immediate feedback capability is strongly encouraged. Per 2011 CPA Accreditation Standards, supervision may also occur in a group format, but may comprise no more than 25% of the supervision provided. (See CPA 2011 standards¹).

Goal Setting and Evaluation

Prior to the accrual of practicum hours, the practicum supervisor shall meet with the student to develop specific goals for the placement, using the *Goal Setting and Final Evaluation* form (see Appendix B). These goals will specify the activities in which the student is expected to engage and the level of competency the student is expected to achieve by the end of the placement. The *Goal Setting and Final Evaluation* form will then be submitted to the Field Placement Coordinator prior to the accrual of practicum hours.

It is recognized that, from time to time, practicum goals may need to be adjusted over the course of the practicum, to reflect changing circumstances in the practicum site, changes in the availability of the practicum supervisor or student, and/or to improve the fit with the student's existing skill level. Indeed, goals may be adjusted as a result of midterm review meetings. Goal adjustments agreed upon at midterm should be noted in the Midterm Practicum Review form turned in to the Field Placement Coordinator. In the case that substantive changes are made to the training goals or to the plan for supervision, the practicum supervisor shall notify the Field Placement Coordinator in a timely fashion. Further, both the student and practicum supervisor are expected to notify the Field Placement Coordinator immediately if any personal or professional issues or other circumstances arise during a practicum placement that could impact the student's ability to meet her/his goals or substantially change the student's training experience (e.g., change of supervisors or program focus, client availability, training experiences available).

Formal evaluation of the student's clinical work should occur mid-way through the placement and at the completion of the placement. Upon completion of the placement, the supervisor shall provide a written evaluation of the student's practicum work through completion of the *Goal Setting and Final Evaluation* form. The practicum supervisor should then hold a final evaluation meeting with the student to review the *Goal Setting and Final 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 Field Placement Coordinator. (See section on Evaluation below for more information).

Student Performance and/or Competency Issues

The practicum supervisor shall notify the Field Placement Coordinator immediately if a student is judged to be performing below the minimum expected level of competence for her/his level of training in any Core Competency area as identified in the *Goal Setting and Final Evaluation* or *Midterm Review* forms. The practicum supervisor and the Field Placement Coordinator will then work together along with the site practicum coordinator to develop a plan to assist the student in remediating her/his 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 her/his final evaluation, the practicum supervisor shall provide specific recommendations to the Field Placement Coordinator regarding an appropriate formal remediation plan for the student. This plan may be carried out in the original practicum site or through additional practica, reading, and/or course work. Please see Remediation Procedures for more information.

Verification of Accrued Hours

Upon completion of the practicum placement, the student should complete the *Record of Practicum Hours* form and provide the original form to the supervisor for review and verification. After review and revision, if needed, the supervisor will verify the hours by signing the *Record of Practicum Hours* form (see Appendix E). The signed form will then be provided to the Field Placement Coordinator and placed in the student's practicum file.

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

Practicum Evaluations – Supervisor and Student Responsibilities

Supervisors: Evaluation of Student Progress

Practicum supervisors are encouraged to provide frequent, ongoing feedback to students regarding their progress toward their training goals, as well as any areas identified as needing attention/improvement. Throughout the evaluation process, every effort shall be made to recognize the vulnerability of the student, who holds the least amount of power in supervisory and institutional relationships and processes. Feedback should be provided both formally and informally, as well as through verbal and written means. While it is expected that supervisors will provide ongoing feedback, more formal evaluation of the student's progress is required at a minimum of two points during the placement: approximately half way through the placement and at completion of the placement. All practicum forms will be provided to students and supervisors and are available in the Appendix of this document. Fillable forms will be provided to students and supervisors as well.

Supervisors: Midterm Review of Student Progress

Midterm review meetings should be used as an opportunity to enable students and supervisors to discuss the student's progress to date and the training experience in general in order to make adjustments in the placement, if needed. While each supervisor is free to develop her/his own preferred way of conducting midterm reviews, *the following elements should be included at a minimum*: completion of the Midterm Practicum Review form (Supervisor Version) which should include a review of the student's progress against the *Goal Setting and Final Evaluation* form, the student's self-assessment of her or his progress through the completion of a Midterm Practicum Review form (Student Version), and a midterm review meeting where the supervisor and student discuss the student's progress and make plans to address any areas of concern. Supervisors are further encouraged to use the midterm review process to engage in a discussion with students regarding the practicum experience itself with regard to the quality of the experience and whether their needs are being met.

It should be noted that the purpose of the forms are twofold: to provide a tool for reflection and preparation for the meeting and as a record of the midterm review. Therefore, it is suggested that both the student and supervisor complete drafts of their respective forms prior to the midterm review meeting. Following the meeting, a finalized Supervisor Version reflecting any new information or agreements from the review meeting should be completed, signed by both the supervisor and student, and copies provided to the Field Placement Coordinator, student, and supervisor. Note: while students and supervisors are encouraged to complete Midterm Practicum Review forms and discuss the content during midterm review meetings, there is no requirement to provide copies of draft forms to one another or the Field Placement Coordinator.

Supervisors: Final Evaluation of Student Progress

Upon completion of the practicum, a formal written evaluation shall be completed by the practicum supervisor. Using the *Goal Setting and Final Evaluation* form and with reference to the training goals identified at the beginning of the placement, the practicum supervisor shall review the activities completed by the student and provide an evaluation of the level of competence achieved by the student in each Core Competency area. The practicum supervisor will also be asked to provide feedback regarding areas of strength and goals to be addressed in future placements. (More detailed directions on completion of the final evaluation are provided within the *Goal Setting and Final Evaluation* form, itself).

The practicum supervisor shall meet with the student to review her/his final evaluation within the context of a formal evaluation session. Both the practicum supervisor and the student shall sign the *Goal Setting and Final Evaluation* form, to indicate that they have reviewed the form. The signed form shall then be submitted by the student to the Field Placement Coordinator.

Students: Midterm Practicum Review

As noted above, midterm practicum reviews should be used as an opportunity to enable students and supervisors to discuss the student's progress to date and the training experience in general in order to make adjustments in the placement, if needed. Students are expected to complete a Midterm Practicum Review form as a preparation for their midterm review meetings with their practicum supervisors. The form is meant to provide a tool for student self-assessment with regard to progress to date including perceived strengths and areas for further development (or improvement), and for reflecting on the practicum experience itself to date (e.g., available opportunities and supervision, ability to meet your training needs/goals). Students are expected to participate fully in the midterm review meeting sharing their self-assessment, their thoughts about the practicum experience, and further training needs. Note: while students and supervisors are encouraged to complete a Midterm Practicum Review forms and discuss the content during midterm review meetings, there is no requirement to provide copies of draft forms to one another or to the Field Placement Coordinator.

Students: Review of the Practicum Placement

At the conclusion of the placement, students are encouraged to provide practicum supervisors with feedback regarding her/his training experience during the placement along with general impressions of the site and its training opportunities. Completed *Practicum Site Review* forms should be shared with supervisors following the student's final evaluation. The signed *Practicum Site Review Form* should then be submitted by the student to the Field Placement Coordinator.

Following their final evaluation meetings and receipt of all signed practicum forms, students should contact the Field Placement Coordinator to set a meeting time to review documentation and to debrief about the placement. This discussion will also include assessment of the student's overall progress in clinical skill development and accumulation of practicum hours as well as her/his needs for further practica or readiness for internship placement.

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 her/his level of training in any Core Competency area identified in the *Goal Setting and Final Evaluation* form. 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 Field Placement Coordinator. If it is determined that skill remediation in the current placement is not be 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 her/his practicum training. The remediation plan may be carried out in the original practicum site or through additional practica 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 Field Placement Coordinator 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 Field Placement Coordinator, and the student. A signed copy will be placed in the student's practicum file and provided to the supervisor and the student. While on remediation, the student may be restricted from pursuing further practica (more advanced placements) until

such time as the student is performing at or above minimum expected levels of competence for her/his level of training in her/his 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 her/his practicum supervisor on either a mid-point or final evaluation on any Core Competency area identified in the *Goal Setting and Final Evaluation* form
2. During a practicum placement, the student is not performing at or above minimum expected levels of competence in all Core Competency areas for her/his level of training as identified in the *Goal Setting and Final Evaluation* 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 and shall be coordinated and monitored by the Field Placement Coordinator through ongoing contact with the student and practicum supervisor. Remediation plans carried out through other means shall be monitored by the Field Placement coordinator and the faculty member responsible for working with the student. Interim feedback from the practicum supervisor or faculty member regarding the student’s progress is expected to be communicated to both the student and Field Placement Coordinator 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 an evaluation of the student’s progress (practicum supervisors should use the *Goal Setting and Final Evaluation* form and faculty members should provide a written evaluation of the student’s progress. After receiving the student’s evaluation, the Field Placement Coordinator 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, she/he 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, Field Placement Coordinator, and a clinical faculty member 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.

Aptitude and Fitness for Clinical Practice

In addition to training in Core Competencies, students in the program must possess a basic aptitude and fitness for clinical practice, sufficient to allow them to meet the standards laid out in the Canadian Code of Ethics for Psychologists.

In the event that the student demonstrates behaviours that call into question whether she/he possesses the basic aptitude and fitness for clinical practice, the Director of Clinical Training will refer the matter to the Clinical Program Committee. It is the responsibility of the Field Placement Coordinator and Director of Clinical Training to provide any evidence that a student lacks fitness to practice clinical psychology. The Clinical Program Committee shall decide whether the student will be reviewed for suitability for clinical practice. (See Appendix H, *Guidelines for Review of Aptitude and Fitness for Clinical Practice*).

Appeals

A decision of the Field Placement Coordinator may be appealed in writing to the Director of Clinical Training within thirty (30) days of notification of the decision. The Director of Clinical Training will provide the student with written notification of her/his decision regarding the appeal within fourteen (14) days of receiving the

appeal. Students who feel that their appeal has not been adequately resolved by the Director of Clinical Training's decision may appeal this decision further by addressing their concerns, in writing, to the Clinical Program Committee within fourteen (14) days of receiving the Director of Training's decision.

In the case of appeals made to the Clinical Program (Appeals) Committee, all members of the Clinical Program Committee who were involved in the preliminary stages of the decision-making process, including but not limited to the Field Placement Coordinator and the Director of Clinical Training, will recuse themselves from any Committee proceedings regarding the appeal. Decisions of a committee charged with determining whether a student has completed remediation or made sufficient progress may be appealed in writing to the Clinical Program (Appeals) Committee within thirty (30) days of notification of the decision.

Premature Termination or Cancellation of the Practicum

Upon her/his 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 Field Placement Coordinator, 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 Field Placement Coordinator from the practicum site indicating the date and reason for the termination. Practicum sites are requested to give notice directly to the student and Field Placement Coordinator 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.

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, the Graduate Program Chair, 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.

Given that out-of-province placements increase administrative demands on the Department, the Field Placement Coordinator may limit the number of such placements approved during any given term.

Professional Liability Coverage

Students must be enrolled in PSYO 8333X/Y in order to be covered by Dalhousie University's professional liability insurance for work completed in their practicum placements. Therefore, all clinical students must register for PSYO 8333X/Y (fall/winter) each year they are in the Clinical Psychology PhD Program prior to internship. Students who neglect to register for PSYO 8333X/Y are not covered by the Dalhousie's

professional liability insurance policy, and thus, will be unable to complete practicum hours until registration is completed.

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 Field Placement Coordinator 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.

Payment for Practicum

Students: Students may not be paid for work completed as part of a practicum placement. However, in some circumstances, students may accept an honorarium from the practicum site to cover expenses associated with the placement (e.g., travel costs outside of HRM), assuming such expenses are in excess of those typically associated with the completion of practica.

Practicum Supervisors: An honorarium will be paid to the practicum site (or practicum supervisor), following completion of the student's practicum and the submission of all required practicum documentation (final evaluation and hours forms). Payment forms will be prepared by the Field Placement Coordinator, then sent to either the practicum coordinator or practicum supervisor (depending on the site) for verification and signature. Honorariums are paid as follows: \$300 for a practicum of 200 or more hours; \$200 for a practicum of 100-200 hours; and \$100 for a practicum of up to 100 hours. Practicum payments may be directed toward the practicum supervisor personally, or toward a clinic, organization, departmental fund, or practicum site at the direction of the practicum supervisor.

Access to Student Practicum Files

The Field Placement Coordinator is responsible for maintaining files regarding students' practicum placements and internship. 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 Field Placement Coordinator, 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 her/his file should make arrangements to meet with the Field Placement Coordinator 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.

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 internship 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 (see for example Appendix I). It is the student's responsibility to ensure that they are familiar with and comply with any such policy.

¹ Canadian Psychological Association Accreditation Standards and Procedures for Doctoral Programmes and Internships in Professional Psychology, Fifth Revision, 2011.
http://www.cpa.ca/docs/file/Accreditation/Accreditation_2011.pdf

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 obtain written approval <i>for each new placement</i> from her/his dissertation supervisor and provide to the FPC.	student
3. Completion and submission of any application documents required by the practicum site	student & FPC
4. FPC ensures a Clinical/Fieldwork Education Agreement/ Appendix A is signed by practicum facility and student	student, FPC, & practicum facility
5. Completion and submission of practicum goals, using the <i>Goal Setting & Final Evaluation Form</i>	student & practicum supervisor
6. Submission to the FPC a signed <i>Practicum Agreement</i> and <i>Goal Setting & Final Evaluation Form</i>	student
7. Review signature, and approval of <i>Practicum Agreement</i> and <i>Goal Setting & Final Evaluation Form</i>	FPC
During the placement:	
8. Maintain a <i>Record of Practicum Hours</i> , in keeping with APPIC guidelines	student
9. At mid-term, complete a Mid-term Review Form (Supervisor and Student versions) and submit final Supervisor version to FPC	student & practicum supervisor
10. Inform the FPC if: concerns emerge, if the practicum is extended or prematurely ended, or if supervisor changes	student
On completion of practicum hours:	
11. Completion of <i>Goal Setting & Final Evaluation</i> and <i>Record of Practicum Hours</i> forms	practicum supervisor & student
12. Meeting between student and practicum supervisor to discuss the practicum supervisor's final evaluation	practicum supervisor
13. Submission of the <i>Record of Practicum Hours</i> to the practicum supervisor for verification	student
14. Completion of a written review of the practicum placement, using the <i>Practicum Site Review Form</i>	student
Following review and signature of the <i>Goal Setting & Final Evaluation Form</i>:	
15. Meeting between the student and the practicum supervisor to discuss the <i>Practicum Site Review Form</i>	student & practicum supervisor
16. Submission of signed <i>Goal Setting and Final Evaluation</i> , <i>Record of Practicum Hours</i> , and <i>Practicum Site Review Forms</i> to the FPC	student & practicum supervisor
17. Meeting between the student and the FPC to review documentation and debrief the placement.	student
18. Acknowledgement of placement completion/provision of invoice to practicum supervisor; submission of <i>Practicum Payment Form</i> for payment	FPC

APPENDIX B



Practicum Agreement for Students in the Clinical Psychology PhD Program

Student:

Practicum Site:

Type of Site: Other, please specify:

Practicum Supervisor(s):

Highest Degree and Date Registration Status NSBEP Registered Psychologist

Other Registration/Credentials

Services provided by site that will be part of the practicum:

Approximate Practicum Start Date:

Estimated # hours/week: # weeks: Total # hours:

Anticipated Practicum End Date:

Having read the *Guidelines for the Practicum Student and Practicum Supervisor*, the undersigned agree to the commitments described therein.

Signature of Practicum Student

Date

Signature of Practicum Supervisor:

Date

Approval of Practicum Coordinator:

Date

Student: _____

Supervisor: _____

Highest Degree _____ Registration Status NSBEP Registered Psychologist

Site / Service / Clinic: _____

Type of Site: Other, specify _____ Other, please specify: _____

Services provided by site that will be part of the practicum:

Start Date of Practicum: _____

Date of Goal Setting: _____

Estimated # hrs/week: _____ # weeks: _____ Estimated Total # hrs: _____

End Date of Practicum: _____

Date of Final Evaluation: _____

GENERAL INSTRUCTIONS

Goal Setting and Evaluation are two stages in a single process of student's practicum experiences. This form is designed to allow easy reference to the student's identified training goals at the time of evaluation. The same form will be used at both the start and the end of the practicum placement. The form is also designed to make specific reference to the Core Competency areas as defined in the Mutual Recognition Agreement of the Regulatory Bodies for Professional Psychologists in Canada (June 2004).

AT THE START OF THE PLACEMENT (Steps 1 – 6), student and supervisor will collaborate in establishing specific goals which are appropriate to the student's current level of competence and to his/her 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, provided on Page 3.

Please note that Final Evaluation (grey shaded) sections of the form should be left blank at the time of Goal Setting.

AT THE END OF THE PLACEMENT (Steps 7 - 12), the supervisor will review the initial goals and evaluate the extent to which those goals were met, commenting on any changes to the original goals, and on the students areas of professional strength, areas identified as needing further development, and any factors which impeded the student's progress. Competence achieved will be evaluated using the same 5-point developmental scale used at the time of 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.

STEP 1: Identification of Competency Goals: Please review the Table of Core Competencies (beginning on Page 4) and indicate which are applicable to this placement. Please note that some competencies have been preselected as applicable to all placements. For each selected competency, please identify the level of competence the student is expected to attain by the completion of this placement (please refer to Page 3 for a description of competence ratings).

STEP 2: Selection of training activities: For each of the selected 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".

STEP 3: Please indicate all methods that you plan to use to evaluate the student's competencies in this placement.

- | | | |
|--|---|--|
| <input type="checkbox"/> Discussion of cases | <input type="checkbox"/> Direct Observation | <input type="checkbox"/> Review of Raw Test Data |
| <input type="checkbox"/> Audiotape | <input type="checkbox"/> Case Presentation | <input type="checkbox"/> Feedback from Other Staff |
| <input type="checkbox"/> Videotape | <input type="checkbox"/> Review of Written Work | <input type="checkbox"/> Other _____ |

STEP 4: If more than one supervisor is identified, please provide a brief description, below, of how supervision will be divided.

STEP 5: Student and Supervisor 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 _____

Student's signature _____ Date _____

Field Placement Coordinator signature _____ Date _____

STEP 6: Submit a signed hard copy of this form to the Field Placement Coordinator for approval immediately. You will receive written notification of approval or of any requested amendments. Please retain the original in your files (computer) for use during the Final Evaluation process.

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 s/he is 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 s/he is 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 s/he 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.

CORE COMPETENCY : INTERPERSONAL RELATIONSHIPS**✓ Applicable to Placement**

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

KEY SKILLS**COMPETENCE
GOAL****COMPETENCE
ACHIEVED**

Effective communication

Establishment and maintenance of rapport

Establishment and maintenance of trust and respect in the professional relationship

FINAL EVALUATION (TO BE COMPLETED AT END OF PLACEMENT):

Were any changes made to the student's goals with regard to Interpersonal Relationships since the initial Goal Setting Process? If so, please explain.

Please comment on the student's areas of strength with regard to Interpersonal Relationships:

Please comment on any particular areas where the student requires further development of skills:

Please comment on any factors which impeded the student's ability to participate fully or to meet the identified goals:

CORE COMPETENCY : ASSESSMENT AND EVALUATION☐ **Applicable to Placement**☐ **Not Applicable to Placement**

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

KEY SKILLS**COMPETENCE
GOAL****COMPETENCE
ACHIEVED**

Formulation of referral question

Selection of assessment methods

Information collection and processing, including interviewing skills

Psychometric methods, including test administration

Formulation of hypotheses and diagnosis

Report writing

Formulation of action plan / recommendations

FINAL EVALUATION (TO BE COMPLETED AT END OF PLACEMENT):

Were any changes made to the student's goals with regard to Assessment and Evaluation since the initial Goal Setting Process? If so, please explain.

Please comment on the student's areas of strength with regard to Assessment and Evaluation:

Please comment on any particular areas where the student requires further development of skills:

Please comment on any factors which impeded the student's ability to participate fully or to meet the identified goals:

CORE COMPETENCY : INTERVENTION AND CONSULTATION☐ **Applicable to Placement**☐ **Not Applicable to Placement**

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

KEY SKILLS**COMPETENCE
GOAL****COMPETENCE
ACHIEVED**

Establish and maintain relationships with clients from all populations served

Establish and maintain relationships with colleagues

Gather information and formulate hypotheses

Select appropriate intervention methods

Develop conceptual framework and communicate to client

FINAL EVALUATION (TO BE COMPLETED AT END OF PLACEMENT):

Were any changes made to the student's goals with regard to Intervention and Consultation since the initial Goal Setting Process? If so, please explain.

Please comment on the student's areas of strength with regard to Intervention and Consultation:

Please comment on any particular areas where the student requires further development of skills:

Please comment on any factors which impeded the student's ability to participate fully or to meet the identified goals:

CORE COMPETENCY : RESEARCH SKILLS

☐ **Applicable to Placement**
☐ **Not Applicable to Placement**

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

KEY SKILLS**COMPETENCE
GOAL****COMPETENCE
ACHIEVED**

Critical reasoning skills

Applications of research approaches to social systems

Ability to write professional reports

FINAL EVALUATION (TO BE COMPLETED AT END OF PLACEMENT):

Were any changes made to the student's goals with regard to Research Skills since the initial Goal Setting Process? If so, please explain.

Please comment on the student's areas of strength with regard to Research Skills:

Please comment on any particular areas where the student requires further development of skills:

Please comment on any factors which impeded the student's ability to participate fully or to meet the identified goals:

CORE COMPETENCY : SUPERVISION

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

KEY SKILLS LEARNING TO BE A GOOD SUPERVISEE		COMPETENCE GOAL	COMPETENCE ACHIEVED
✓ Applicable to Placement			
Open to supervision			
Well-prepared			
Able to use time efficiently			
Non-defensive			
Aware of limits			
KEY SKILLS PROVISION OF SUPERVISION		COMPETENCE GOAL	COMPETENCE ACHIEVED
<input type="checkbox"/> Applicable to Placement <input type="checkbox"/> Not Applicable to Placement			
Sensitivity to power, cultural, sex, and ethnic issues			
Articulation of clear learning objectives			
Creating an open and participatory climate			
Ability to link learning approaches to specific evaluation criteria			
Ability to differentiate between teaching and therapy			
Integration of knowledge			
Awareness of own strengths and limitations			
Prepares coherent evaluation			

FINAL EVALUATION (TO BE COMPLETED AT END OF PLACEMENT):

Were any changes made to the student's goals with regard to Supervision since the initial Goal Setting Process? If so, please explain.

Please comment on the student's areas of strength with regard to Supervision:

Please comment on any particular areas where the student requires further development of skills:

Please comment on any factors which impeded the student's ability to participate fully or to meet the identified goals:

CORE COMPETENCY : ETHICS AND STANDARDS✓ **Applicable to Placement**

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

KEY SKILLS**COMPETENCE
GOAL****COMPETENCE
ACHIEVED**

Ethical decision-making

Proactive identification of potential ethical dilemmas

Resolution of ethical dilemmas

FINAL EVALUATION (TO BE COMPLETED AT END OF PLACEMENT):

Were any changes made to the student's goals with regard to Ethics and Standards since the initial Goal Setting Process? If so, please explain.

Please comment on the student's areas of strength with regard to Ethics and Standards:

Please comment on any particular areas where the student requires further development of skills:

Please comment on any factors which impeded the student's ability to participate fully or to meet the identified goals:

FINAL EVALUATION

STEP 7: Evaluation of competency levels: For each required and selected area of competence, please record in the table above the level of competence attained by the student at the end of this placement. Please also record any comments you may have with regard to areas of strength, areas requiring further development, and factors which may have affected the student's ability to meet his/her identified goals.

STEP 8: Please indicate all methods which were used to evaluate the student's competencies in this placement.

- | | | |
|--|---|--|
| <input type="checkbox"/> Discussion of cases | <input type="checkbox"/> Direct Observation | <input type="checkbox"/> Review of Raw Test Data |
| <input type="checkbox"/> Audiotape | <input type="checkbox"/> Case Presentation | <input type="checkbox"/> Feedback from Other Staff |
| <input type="checkbox"/> Videotape | <input type="checkbox"/> Review of Written Work | <input type="checkbox"/> Other _____ |

STEP 9: Did you have any concerns about this student's professional conduct during practicum, e.g. dress, punctuality.

STEP 10: Recommendations for future training: Please provide any suggestions regarding key areas for development for this student in future practicum placements.

STEP 11: Summary Evaluation (check one):

- ☐ The student **HAS** demonstrated competence at an entry level (E) or higher in all areas assessed. I have reviewed this evaluation with the student.
- ☐ The student **HAS NOT** yet demonstrated competence at an entry level (E) in at least one area assessed. The Field Placement Coordinator has been notified and the need for a remedial plan has been identified. I have reviewed this evaluation with the student.

Supervisor _____

Date _____

I have received a full explanation of this evaluation. I understand that my signature does not necessarily indicate my agreement.

Student _____

Date _____

STEP 12: Students Comments (to be completed after the Supervisor has signed above and reviewed his/her comments with the student)

Please record (write) any comments you have regarding this final evaluation (may be continued overleaf):

Student _____

Date _____

STEP 13: Submit the original, signed version of this form to the Field Placement Coordinator.

Field Placement Coordinator _____

Date _____

Appendix C

Dalhousie University Clinical Psychology PhD Program Midterm Practicum Review Form* - Supervisor Version

Date: _____ Student Name: _____ Supervisor: _____ Site: _____

Midterm review meetings should be used as an opportunity to enable students and supervisors to discuss the student's progress to date and the training experience in general in order to make adjustments in the placement, if needed. Please use this form to indicate the student's progress including any areas of concern or skills needing attention. Fillable sections are provided to provide additional information as applicable.

Competency: Interpersonal Skills				<u> x </u> Applicable to Placement
Competency-Related Skills	Progress to date			Comments
	Progress as expected (✓)	Any concerns? (✓)	N/A (✓)	
Effective communication skills				
Relationship building skills				
Rapport building skills				
Professional relationship skills				
Strengths:				
Areas for further development:				
Changes which may have affected goal development or progress:				
Goals to be revised based on Midterm Evaluation:				

Competency: Assessment and Evaluation		<u> </u> Applicable <u> </u> Not Applicable to Placement
Competency-Related Skills	Progress to date	Comments

	Progress as expected? (✓)	Any concerns? (✓)	N/A (✓)	
Formulation of referral question				
Selection of assessment methods/tests				
Interviewing information collection/ processing				
Psychometric methods /test administration				
Assessment-related case formulation, including diagnosis				
Considers impact of client diversity				
Report writing				
Formulation of recommendations				
Providing feedback to client(s)				
Strengths:				
Areas for further development:				
Changes which may have affected goal development or progress:				
Goals to be revised based on Midterm Evaluation:				

Competency: Intervention and Consultation				___ Applicable ___ Not Applicable to Placement
Competency-Related Skills	Progress to date			Comments
	Progress as expected? (✓)	Any concerns? (✓)	N/A (✓)	
Quality of client relationship(s)				
Quality of professional relationships				
Ability to work on multidisciplinary teams				
Case formulation skills				
Select/implement intervention methods based on case formulation				
Ability to develop/ communicate a conceptual framework				

Considers impact of client diversity				
Strengths:				
Areas for further development:				
Changes which may have affected goal development or progress:				
Goals to be revised based on Midterm Evaluation:				

Competency: Research Skills				<u> </u> Applicable <u> </u> Not Applicable to Placement
Competency-Related Skills	Progress to date			Comments
	Progress as expected? (✓)	Any concerns? (✓)	N/A (✓)	
Critical reasoning skills				
Application of research				
Ability to write professional reports				
Strengths:				
Areas for further development:				
Changes which may have affected goal development or progress:				
Goals to be revised based on Midterm Evaluation:				

Competency: Supervision/Learning to be a Good Supervisee				<u> x </u> Applicable to Placement
Competency-Related Skills	Progress to date			Comments
	Progress as expected? (✓)	Any concerns? (✓)	N/A (✓)	
Openness to supervision				
Well-prepared for supervision				

Uses supervision time efficiently				
Non-defensive to feedback				
Aware of limits (competency and personal)				
Strengths:				
Areas for further development:				
Changes which may have affected goal development or progress:				
Goals to be revised based on Midterm Evaluation:				

Competency: Supervision/Provision of Supervision				___ Applicable ___ Not Applicable to Placement
Competency-Related Skills	Progress to date			Comments
	Progress as expected? (✓)	Any concerns? (✓)	N/A (✓)	
Sensitive to power and diversity-related issues				
Able to articulate clear learning objectives				
Quality of supervisee relationship				
Links learning approaches to evaluation criteria				
Able to integrate knowledge into supervision				
Aware of own strengths and limits				
Provides clear, ongoing feedback				
Able to prepare coherent evaluation				
Strengths:				
Areas for further development:				
Changes which may have affected goal development or progress:				
Goals to be revised based on Midterm Evaluation:				

Competency: Ethics and Standards				<u>x</u> Applicable to Placement
Competency-Related Skills	Progress to date			Comments
	Progress as expected? (✓)	Any concerns? (✓)	N/A (✓)	
Engages in ethical behaviour and practices				
Demonstrates ethical knowledge				
Demonstrates ethical decision making				
Proactive identification of ethical issues and potential dilemmas				
Attends to diversity-related ethical issues				
Ability to resolve ethical issues and/or dilemmas				
Strengths:				
Areas for further development:				
Changes which may have affected goal development or progress:				
Goals to be revised based on Midterm Evaluation:				

Additional Comments:

Supervisor Comments:

Student Comments:

Supervisor signature

Date

Student signature

Date

***A Note about this Form:**

Supervisors are encouraged to use this form as a tool to facilitate their midterm review meetings/discussions with students. As such, they may wish to adapt its use to individual circumstances, completing those portions most salient to their site, training provided, and practicum student.

To prepare for midterm review meetings, it is suggested that supervisors complete a draft of the Supervisor Version of this form. Students should also complete a draft of the Student Version (see practicum manual) so that they may assess their own skill development and status of their training goals/needs. Please note: while students are expected to complete the Student Version, they *are not required to turn it in* to their supervisors or the Field Placement Coordinator.

Following the review meeting, please complete a finalized Supervisor Version and provide a copies signed by the supervisor and student to the student, supervisor, and Field Placement Coordinator.

Appendix D

Dalhousie University Clinical Psychology PhD Program Midterm Practicum Review Form-Student Version

Date: _____ **Student Name:** _____ **Supervisor:** _____ **Site:** _____

The purpose of the midterm review meeting is to provide an opportunity for students and supervisors to discuss the student's progress to date and the training experience in general in order to make adjustments in the placement, if needed.

Please complete this form as a preparation for your midterm review meeting with your practicum supervisor. A draft should be completed prior to your midterm review meeting. This fillable form is designed as a tool to assist you to reflect on: 1) and assess your progress (e.g., skill development, progress on goals) including challenges, and strengths; 2) your training experience to date in the placement (e.g., available opportunities and supervision, ability to meet your training needs/goals); and 3) how well the placement is meeting your training needs. Please indicate N/A on any skills/competency areas that have not been a focus of the placement.

Note: while students are expected to complete this form as part of the midterm review process, *you are not required to turn it in* to your supervisor or the Field Placement Coordinator.

Competency: Interpersonal Skills			<u> x </u> Applicable to Placement
Competency-related Skills	Progress to date	Challenges	Strengths
Effective communication skills			
Relationship building skills			
Rapport building skills			
Professional relationship skills			
Status of current goals:			
Changes/Challenges which may have affected goal development or progress:			

Need for New or revised goals?
Areas for further development:

Competency: Assessment and Evaluation ___ Applicable ___ Not Applicable to Placement			
Competency-related Skills	Progress to date	Challenges	Strengths
Formulation of referral question			
Selection of assessment methods/tests			
Interviewing information collection/processing			
Psychometric methods /test administration			
Assessment-related case formulation, including diagnosis			
Considers impact of client diversity			
Report writing			
Formulation of recommendations			
Providing feedback to client(s)			

Status of current goals:
Changes/Challenges which may have affected goal development or progress:
Need for New or revised goals?
Areas for further development:

Competency: Intervention and Consultation				___ Applicable	___ Not Applicable to Placement
Competency-related Skills	Progress to date	Challenges	Strengths		
Quality of client relationship(s)					
Quality of professional relationships					
Ability to work on multidisciplinary teams					
Case formulation skills					
Select/implement intervention methods based on case formulation					
Ability to develop/ communicate a conceptual framework					
Considers impact of client diversity					
Status of current goals:					
Changes/Challenges which may have affected goal development or progress:					
Need for New or revised goals?					
Areas for further development:					

Competency: Research Skills				___ Applicable	___ Not Applicable to Placement
Competency- related Skills	Progress to date	Challenges	Strengths		
Critical reasoning skills					
Application of research					
Ability to write professional reports					
Status of current goals:					

Changes/Challenges which may have affected goal development or progress:
Need for New or revised goals?
Areas for further development:

Competency: Supervision/Learning to be a Good Supervisee			<u> x </u> Applicable to Placement
Competency- related Skills	Progress to date	Challenges	Strengths
Openness to supervision			
Well-prepared for supervision			
Uses supervision time efficiently			
Non-defensive to feedback			
Aware of limits (competency and personal)			

Status of current goals:
Changes/Challenges which may have affected goal development or progress:
Need for New or revised goals?
Areas for further development:

Competency: Supervision/Provision of Supervision	____ Applicable ____ Not Applicable to Placement
---	--

Competency- related Skills	Progress to date	Challenges	Strengths
Sensitive to power and diversity-related issues			
Able to articulate clear learning objectives			
Quality of supervisee relationship			
Links learning approaches to evaluation criteria			
Able to integrate knowledge into supervision			
Aware of own strengths and limits			
Provides clear, ongoing feedback			
Able to prepare coherent evaluation			

Status of current goals:

Changes/Challenges which may have affected goal development or progress:

Need for New or revised goals?

Areas for further development:

Competency: Ethics and Standards			<u> x </u> Applicable to Placement
Competency- related Skills	Progress to date	Challenges	Strengths
Engages in ethical behaviour and practices			
Demonstrates ethical knowledge			
Demonstrates ethical decision making			
Proactive identification of ethical issues and potential dilemmas			

Attends to diversity-related ethical issues			
Ability to resolve ethical issues and/or dilemmas			

Status of current goals:

Changes/Challenges which may have affected goal development or progress:

Need for New or revised goals?

Areas for further development:

Overall Quality of the Training Experience

Availability of opportunities:

Availability and quality of supervision:

Degree to which the placement is meeting my training goals:

Additional student comments:

Practicum Site Review*(To Be Completed By Student at End of Practicum)*

Student: _____

Supervisor: _____

Site / Service / Clinic: _____

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.

A. 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:

B. 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:

Comments:

C. 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.

Signature of Student

Date

For the Supervisor : If you have any concerns or wish to further discuss this review with the Field Placement Coordinator, please check 'Yes' below.

☐ **Yes**, I would like the Field Placement Coordinator to follow up with me

Signature of Supervisor

Date

APPENDIX F



Clinical Psychology PhD Program Record of Practicum Hours

Student: _____

Practicum Site, Department and/or Service: _____

Supervisor(s): _____

Type of Site: See Other Other: _____

Population Served: ☐ Child ☐ Adolescent ☐ Adult

Services provided by Site that were part of the Practicum (check all that apply):

☐ Assessment ☐ Intervention ☐ Consultation ☐ Interdisciplinary Team

☐ Other (e.g., Program Evaluation, Outreach) : _____

Duration of Practicum from (dd/mm/yy): _____ to: _____

Summary of Practicum Hours:

Total Intervention Hours (add 1a – 1g, 1i) _____

Total Assessment Hours (add 1h,1i) _____

Number of Tests Administered and Scored _____ (list on
addendum)

Number of Integrated Reports Written Child _____ Adult _____ = _____

Total Supervision Hours (add 2a -2c): _____

Total Support Hours (add 3a to 3f) _____

Total Hours (add total intervention, assessment, supervision and support hours) _____

Detailed Record of Practicum Experience: Please list the amount of time and number of cases in which you participated for each of the following activities (refer to Practicum Guidelines and/or current AAPI application forms for a description of each activity):

1) Intervention and Assessment Experience [Sum to be recorded on Page 1]		
a) Individual Therapy	Total hours	# of different Individuals
(1) Older Adults (65+)		
(2) Adults (18-64)		
(3) Adolescents (13-17)		
(4) School-Age (6-12)		
(5) Pre-School Age (3-5)		
(6) Infants / Toddlers (0-2)		
b) Career Counselling	Total hours	# of different Individuals
(1) Adults		
(2) Adolescents (13-17)		
c) Group Counselling	Total hours	# of different Groups
(1) Adults		
(2) Adolescents (13-17)		
(3) Children (12 and under)		
d) Family Therapy	Total hours	# of different Families
e) Couples Therapy	Total hours	# of different Couples
f) School Counselling Interventions	Total hours	# of different Individuals
(1) Consultation		
(2) Direct Intervention		
(3) Other (Specify:)		
g) Other Psychological Interventions	Total hours	# of different Individuals
(1) Sport Psychology / Performance Enhancement		
(2) Medical / Health – Related Interventions		
(3) Intake Interview / Structured Interview		
(4) Substance Abuse Interventions		
(5) Consultation		
(6) Other Interventions (e.g., milieu therapy, treatment planning with patient present).		

Please describe the nature of the experience in g)(6)		
h) Psychological Assessment Experience (List all tests administered/scored in the Assessment Addendum)	Total hours	# of different Individuals
(1) Psychodiagnostic Test Administration (include symptom assessment (clinical interviewing), projectives, personality, objective measures, achievement, intelligence, and career assessment, and providing feedback to clients/patients).		
(2) Neuropsychological Assessment (include intellectual assessment in this category only when administered in the context of neuropsychological assessment involving evaluation of multiple cognitive, sensory and motor functions).		
(3) Other Assessment: Specify:		
(4) Age of Client (from (1) - (3) above)		
(a) Older Adults (65+)		
(b) Adults (18-64)		
(c) Adolescents (13-17)		
(d) School-Age (6-12)		
(e) Pre-School Age (3-5)		
(f) Infants / Toddlers (0-2)		
(5) Integrated Reports Completed (clinical interview and minimum of 2 tests covering 2 different domains).	Adult	Child
i) Other Psychological Experience (may be counted as either assessment or intervention based on nature of activity).	Total hours	# of different Individuals
(1) Supervision of other students performing intervention and assessment activities		
(2) Program Development/Outreach Programming		
(3) Outcome Assessment of programs or projects		
(4) Systems Intervention / Organizational Consultation / Performance Improvement		
(5) Interdisciplinary Team		
(6) Other: Specify:		
2) Supervision Received [Sum of 2a - 2c to be recorded on Page 1]		
a) Individual Supervision by a Registered/Licensed Psychologist (face-to-face supervision; one-on-one; may be held in a group setting)		
b) Group Supervision		
c) Other (individual supervision provided by a intern/resident/student)		
3) Support Activities [Sum of 3a – 3f to be recorded on Page 1]		

a) Case Conferences		
b) Case Management (e.g., case-related paperwork, phone calls, session preparation)		
c) Didactic Training/ Seminars/Grand Rounds		
d) Progress Note/Clinical Writing/Chart Review		
e) Psychological Assessment Scoring/Interpretation and Report Writing		
f) Video-Audio-Digital Recording Review		
Other Support Activities (not specified in 4a – 4f)		
Specify:		

Race / Ethnicity	Number of different clients/patients seen CLIENTS / PATIENTS SEEN	
	Intervention	Assessment
African-Canadian / Black / African Origin		
Asian-Canadian / Asian Origin / Pacific Islander		
Latino-a / Hispanic		
American Indian / Alaska Native / Aboriginal Canadian		
European Origin / White		
Bi-racial / Multi-racial		
Other (Specify:)		
Sexual Orientation	Number of different clients/patients seen CLIENTS / PATIENTS SEEN	
	Intervention	Assessment
Heterosexual		
Gay		
Lesbian		
Bisexual		
Other (Specify:)		
Unknown		

Disabilities	Number of different clients/patients seen CLIENTS / PATIENTS SEEN	
	Intervention	Assessment
Physical / Orthopedic Disability		
Blind / Visually Impaired		
Deaf / Hard of Hearing		
Learning Disorder / Cognitive Disability		
Neurodevelopmental Disorders (including Intellectual Disability, Autism, ADHD)		
Serious Mental Illness (e.g., psychotic disorders, major mood disorders that significantly interfere with adaptive functioning)		
Other (Specify:)		
Gender	Number of different clients/patients seen CLIENTS / PATIENTS SEEN	
	Intervention	Assessment
Male		
Female		
Transgender		
Other (Specify:)		
Unknown		

Comments:

Practicum Student

Date

Practicum Supervisor

Date

Assessment Addendum

(do not include if assessment was not part of the placement)

Please provide the following detail for assessment activities:

Test Name	Number Administered and Scored	Number of Reports Written

Use additional pages as needed.

APPENDIX G

(Name of Student)

with respect to a placement at

(the “Facility”)

through

**Dalhousie University on behalf of the
Clinical Psychology PhD Program**

FIELD PLACEMENT STUDENT ACKNOWLEDGEMENT

The Facility and the School have signed an Agreement about the placement programs in which you wish to participate. Prior to starting a placement in the Facility you are required to read and sign this placement Agreement. This document describes your responsibilities during your placement and other important information you should know.

By signing this Acknowledgement, the undersigned agrees to the following:

1. Placement programs cannot compromise the client/patient care or client service objectives of the Facility. Facility staff is the final authority for all aspects of client/patient care or client service and for the integration of the placement programs into the Facility.
2. The Facility has the right to require me to leave the Facility because of my performance or conduct. This right will not be exercised without prior discussion with the School except in extraordinary circumstances.
3. I am aware of my responsibility to maintain appropriate behaviour while in the Facility, particularly concerning patients'/clients' privacy and confidentiality of patients'/clients' records and all other Facility related information and matters. All such information is confidential and cannot be communicated except as outlined in the Facility policy. I will not disclose what I see or hear, or pass on information from written records concerning any client/patient, except for the purposes of client/patient care or service. I will not discuss patients/clients publicly, either within or outside the Facility. If confidentiality is breached, the penalty may include termination of my placement.
4. I acknowledge that a client/patient has the right to refuse to be a participant in placement programs.
5. I will be assigned client/patient care or service responsibilities only to the degree commensurate with my level of ability, and optimum learning will be provided without diminishing the quality of client/patient care or service.
6. I am subject to the policies, procedures, and regulations of the Facility while I am participating in the placement program within the Facility.
7. The Facility carries liability insurance in the event that a client/patient is injured through negligence. However, the Facility does not carry health or disability insurance that provides coverage for students. I am responsible for obtaining such coverage for myself. The Facility

does not accept any responsibility for the risk of accidental injury not caused by the Facility, its agents, or employees that I may incur during this placement.

8. Dalhousie University carries malpractice insurance in the event that a client is injured through negligence on my part in the course of my placement.
9. I acknowledge that I am solely responsible for the financial costs I incur during the term of my placement, including, but not limited to travel to the location of my placement, local travel, accommodation, meals and emergency care.
10. I acknowledge that due to circumstances beyond the control of the Facility and the School there may be a last-minute change to the location of my placement and that I am responsible for any costs I may incur as a result of such a change.

Signed by:

Student
B00_____

Date

Witness (School Administrator/Faculty Member)

Date

Name: _____

Title: _____

APPENDIX H

Dalhousie Clinical Psychology PhD Program

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 internship 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 internship 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 she/he 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/>

Dalhousie Clinical Psychology PhD Program

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 8333X/Y, 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

Dalhousie Clinical Psychology PhD Program

Guidelines for Review of Aptitude and Fitness for Clinical Practice

These guidelines have been developed to outline the steps in the evaluation of aptitude and fitness for clinical practice.

Taking into account the need for expedient review, the designation “in writing” in each of the following steps may be in the form of electronic mail.

In situations where attitude and fitness are being evaluated a sub-committee will be formed and will include three members, appointed by the DCT and GPC.

In the review process, the student has the right to representation. The student is required to inform the Sub-Committee Chair, in writing, if s/he will have a representative present during the review hearing.

1. Within seven (7) days of the Clinical Program Committee’s decision to proceed with a review, the student shall receive a copy of these procedures and formal, written notification of the Sub-Committee’s intention to review the student’s suitability for practice. The student shall be informed of his/her right to representation and his/her right to consult with the Department’s Student Ombudsperson.

2. Within fourteen (14) days of the notification to the student, a written complaint shall be submitted by the complainant(s) to the Sub-Committee. This submission should include:

- i) a description of the exact nature of the observations leading to the complainant’s concerns with regard to suitability for practice, including a specific description of events and chronology
- ii) a description of any steps taken by the complainant to address or remediate the complaint with the student
- iii) a description of the student’s response to this remediation
- iv) all related documentation
- iv) suggestions for resolution of the concerns, which may include but are not limited to, remedial training and/or supervision, restriction on the student’s participation in clinical work, suspension or dismissal from the program.

3. In recognition that the issue of aptitude and fitness requires consideration of patterns of behavior, rather than isolated events, written submissions shall be sought by others within the Program who are in a position to observe and evaluate the student’s behaviour, skills, conduct, and competence as they relate to clinical practice. The student shall be informed, in writing, of those from whom submissions are being sought.

4. Upon receipt of the complaint by the Chair of the Sub-Committee, the procedure is as follows:
- a. The Chair shall acknowledge the complaint in writing, informing the complainant of the procedure to be followed.
 - b. The Chair shall write to the student, enclosing a copy of all written submission(s) received and a description of the review process, and shall invite the student to submit a written response to the Sub-Committee Chair within fourteen (14) days. This written response may include, but is not limited to:
 - i) a description of the events leading to the complaint
 - ii) details of any relevant circumstances seen to mitigate the impact of these events on the student's suitability for practice
 - iii) a description of any steps taken by the student to remediate the complaint
 - iv) all supporting documentation
 - v) suggestions for resolution of the concerns
 - c. The Chair shall copy all materials received (complaint(s), additional submissions, and student response) to the members of the Sub-Committee.
 - d. Review Hearing: A review hearing shall be scheduled to take place within sixty (60) days of the initial notification to the student. The hearing shall take place for a pre-determined period of time. The complainant(s) and the student shall be informed of the date, time and place, and all relevant submissions (complaint(s) and student response) shall be copied to all parties involved. Prior to the review hearing the Sub-Committee shall consider written requests for standing from other parties. These requests must be made in sufficient time for the Sub-Committee to notify all interested parties, in writing, of its decision. No new materials may be introduced during the review hearing without the approval of the Sub-Committee. All parties involved have the right to be present at all stages of the hearing up to but not including the in camera deliberation. The following order shall be observed:
 - i. Presentation by the complainant(s) or his/her designate;
 - ii. Presentation by the student or his/her designate;
 - iii. Presentations by others recognized by the Chair;
 - iv. Questions to the complainant by the student or his/her delegate, to the student by the complainant(s), questions to either from parties with legitimate standing; and questions to parties with legitimate standing by the student;
 - v. Any further questions by the Sub-Committee;
 - vi. In-camera deliberation and decision by the Sub-Committee; the Committee may propose such remedies as it considers appropriate and are within the power of the Sub-Committee under Departmental and university regulations.
 - e. In judging the student's aptitude and fitness for practice, the Sub-Committee shall rely upon the information obtained through the review process outlined above and shall be guided by the following statement, adapted from the University of Saskatchewan, Department of Psychology's Policy on Evaluation of Student Competence:

Criteria for the Evaluation of Aptitude and Fitness for Clinical Practice:

The goal of Dalhousie's Clinical Psychology PhD Program is to produce clinical psychologists who are thoroughly grounded in both the science of psychology and the methods of clinical practice. The Program also has an ethical and legal obligation to protect both the public and the profession from any foreseeable harm resulting from the professional activities of its faculty or students. The Program offers advanced training relating to Core Competencies and areas of Foundational Knowledge in Clinical Psychology in order to prepare students for clinical work. However, it is understood that, in addition to this training, students in the program must possess a basic aptitude and fitness for clinical practice, sufficient to allow them to meet the standards laid out in the Canadian Code of Ethics for Psychologists. Thus, Faculty, Supervisors, and Administrators in the Program have a responsibility to evaluate students' performance and abilities in coursework, seminars, scholarship, comprehensive examinations, practica, or related program requirements, as well as the student's professional and ethical conduct in the fulfillment of these program requirements as outlined in section iii (a to d) below.

A student may be deemed to have inadequate aptitude and fitness for clinical practice under any of the following circumstances:

- i. The student's conduct clearly and demonstrably impacts the performance, development, or functioning of the student; represents a risk to public safety; or damages the representation of psychology to the profession or public;
- ii. The student has engaged in one or more serious violations of the Canadian Psychology Association's Code of Ethics, beyond those which would be expected given the student's level of training and professional experience;
- iii. The student has demonstrated a pattern of behavior which suggests significant deficits in any of the following areas:
 - a. Interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients/patients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories);
 - b. Self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on patients/clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories);
 - c. Openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning);
 - d. Resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

Where any of the above conditions have been met, and it is deemed that the student is likely to benefit sufficiently from additional intervention, training, and/or supervision to allow him/her to function in accordance with the Canadian Code of Ethics, the student may be suspended or restricted in his/her participation in the program until such time as such remediation has taken place and the student is deemed to have demonstrated sufficient improvement in his/her abilities, conduct and/or behavior.

Where any of the above conditions have been met and the student has failed to benefit from remedial training, intervention or supervision, or is deemed unlikely to benefit from such intervention, training, and/or supervision, the student shall be dismissed from the Program.

f. Following the Review Hearing, the Sub-Committee shall prepare a written decision, including a summary of the facts of the case, a discussion of the implications of these facts for the student's aptitude and fitness for clinical practice, and recommendations for further action. This decision shall be forwarded to the Director of Training, for the consideration of the Clinical Program Committee in rendering its final decision in the matter. A copy of this decision shall be made available to the student and the complainant(s).

g. The Director of Training shall inform the student and the Department Chair of the Clinical Program Committee's final decision, and any resulting action.

h. Further appeal of the decision at the Faculty level, according to University Regulations, is possible if the student is not satisfied with the process at the Departmental level.

APPENDIX I

IWK Psychological Services

Protocol for student use of patient information for a case presentation in a university course or for application to an internship program

Three standards define the use of patient information by students

1. No patient information may be removed from the Health Centre, nor can they be copied and removed from the Health Centre.

2. The patient information used for a case presentation or sample report must be anonymized so patient/family is not identifiable, to the satisfaction of the IWK supervisor, or patient/family consent must be obtained.

Students preparing case material for presentation or internship application must discuss the case with their IWK supervisor, and anonymize the material to the satisfaction of their supervisor. This includes removing any identifying information, including but not limited to, patient and family names, addresses, occupations of parents, school, family or referring physician names or any information or combination of information which could identify the patient or their family. The anonymization takes place at the IWK. The supervisor must see and approve any reports, handouts, test score summaries, Power Point Presentations etc. before they are removed from the Health Centre. This level of anonymization should be sufficient in many cases.

If, in the professional opinion of the IWK supervisor, it is not possible to remove all identifying information without significantly taking away from the clinically interesting case material, the supervisor may choose to 1) not allow the student to use the case 2) assist the student in preparation of a prototypical report or patient profile or 3) get informed consent from the patient and family, explaining what information will be anonymized, and what information would remain. An example would be a case in which a psychological problem arose following a traumatic event. Describing the traumatic event might identify the patient/family, as it was described in the media: however, understanding the circumstances of the event is central to the case conceptualization. The patient and family would be given the opportunity to decide if the potential benefit to clinical training of psychologists outweighs potential loss of privacy. If the psychologist does not feel comfortable approaching the family to obtain informed consent, she/he is under no obligation to the student to do so, and another case could be selected.

If informed consent is required, psychologists should use IWK Form 6188 (Authorization for Release of Health Records), specifying that the information is released to the student for the purposes of this specific presentation. Telephone consent may be obtained using speaker phone, with the psychologist and student signing as witnesses.

3. The information is used for supervisor-approved purposes only

It is understood that responsibility for the ongoing security of case material lies with the supervising IWK psychologist. Should the student wish to use the anonymized case material for another purpose which was not initially agreed upon, such as for another class at a later date, or submission of a sample report for internship applications, they must request permission from the supervisor before doing so.

If the IWK supervisor with whom the student worked on the case is no longer employed by the IWK, or is on leave, the student may approach another psychologist in the same service for assistance in anonymizing case material and/or obtaining consent, or in the case of previously prepared case material, to obtain permission to use the material for a new purpose. If there is no other psychologist in the service, the student should contact the IWK Chief of Psychology for assistance.

Student Declaration

I have read the above policy and agree to abide by it.

Signature of Student

Signature of IWK Supervisor

Date

Revised November, 2006

Appendix K

Clinical Psychology PhD Program Contact Information

Director of Clinical Training:

Dr. Simon Sherry
902.494.8070
Simon.Sherry@dal.ca

Field Placement Coordinator:

Dr. Alissa Pencer
902.494.4466
Alissa.Pencer@dal.ca

Administrative Assistant:

Beatrice Hanisch
902.494.1580
Beatrice.Hanisch@dal.ca

Address:

Dalhousie University
Department of Psychology and Neuroscience
Clinical Psychology PhD Program
PO Box 15000
1355 Oxford Street
Halifax, Nova Scotia
B3H 4R2

Departmental Fax/Website:

Fax: 902.494.6585
https://www.dal.ca/faculty/science/psychology_neuroscience.html