

Clinical Psychology PhD Program

Guidelines

for the

Practicum Student

and

Practicum Supervisor

Revised May 2013

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). Students are encouraged to seek practica that will enable them to develop clinical skills with 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 Field Placement Seminar (PSYO 8333X/Y).

Sequence of Practicum Training

Typically, students complete an assessment-based practicum in the summer of their first year, depending on their level of clinical readiness, as judged by the Field Placement Coordinator (FPC) in consultation with the Director of Clinical Training (DCT). 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 Dissertation Supervisor. After the second year, practicum hours may be accumulated on a part-time basis during the Fall and Winter terms, or 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, in order to ensure appropriate breadth of training. In general, students should undertake practicum in a minimum of three sites over the duration of their practicum training and avoid accumulating more than one third of their hours in a single setting or with a single supervisor.

Given that the Clinical Psychology Program has a lifespan focus, all students are required to obtain practicum experience with both children/youth and adult populations. It is recognized that typically most students in the Program specialize in working with a specific age group. Therefore in order to meet this lifespan requirement, students should plan to complete a minimum of one intervention practicum placement (a minimum of 50 hours) with a different age group than their area of focus (e.g., if you plan to work with adults then completing one practicum with children). It is suggested that students complete this requirement relatively early in the program (summer of second year or third year). This requirement may be met through in-course practica (if offered) or through community placements. Students satisfying the requirement through community placements should work with the Field Placement Coordinator to secure placements.

Although a minimum of 600* hours is required, it is recognized that additional practicum hours (for a total of approximately 1000 hours) are often necessary to ensure a competitive internship application. Students who elect to complete additional practica (i.e., beyond 600 hours) must obtain the approval of the Dissertation Supervisor and Field Placement Coordinator before establishing a *Practicum Agreement* with a practicum site. 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 the decision to deny permission for additional practica by addressing their concerns, in writing, to the Director of Clinical Training.

*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.]

Role of the Field Placement Coordinator

The Field Placement Coordinator 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 students 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 the practicum students and practicum supervisors on an ongoing basis and meet with individual students at the conclusion of each placement to review the student's progress and to debrief about the student's experience in the placement
- 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 to develop and maintain practica options that provide students with a breadth of experience

Responsibilities of the Field Placement Coordinator

The Field Placement Coordinator shall:

- Coordinate and lead the Field Placement Seminar (PSYO 8333X/Y); submit a final grade for each student once all practicum hours are completed and a student begins her/his internship
- Coordinate site visits to familiarize students with practicum sites and supervisors
- Assist students in determining overall training goals and a related sequence of training
- Assist students with selecting placements appropriate to training goals and experience level
- Meet annually with students to review progress on training goals and update training plans
- Monitor each student's training progress with regard to adequate skill development, accrual of hours and required ratios, and internship readiness
- Provide the Director of Clinical Training and Clinical Program Committee with a comprehensive practicum status report for each student at the annual evaluation meeting
- Maintain up-to-date files on students, documenting practicum and internship progress
- 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
- Acknowledge receipt and respond to all correspondence from the practicum sites/supervisors pertaining to student practica. This includes, but is not limited to, Practicum Agreement, Goal Setting and Final Evaluation forms
- 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
- Ensure all practicum supervisors are provided with a copy of the Practicum Guidelines Practicum Agreement, Goal Setting and Final Evaluation, and Practicum Payment forms
- Maintain and update Clinical Education Agreements with practicum sites as needed
- Review all practica-related materials, including the Practicum Guidelines on an annual basis
- 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

Role of the Practicum Supervisor

Clinical supervision is the cornerstone of training of clinicians in psychology. Community-based practica, which enables students to gain “real world” experiences provide the bulk of clinical training for our students. Supervision by experienced psychologists provides our students with an invaluable learning experience. The role of the clinical supervisor for practicum students is multi-faceted. Supervisors help students develop clinical skills and provide mentorship with regard to professional issues and ethics. The Clinical Psychology PhD 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:

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 in her/his home province. Candidate-registered psychologists are not eligible to serve as practicum supervisors.

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.

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 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 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 the revised 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 revised 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*. 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. Goals will be submitted to the Field Placement Coordinator prior to the accrual of practicum hours.

At the completion of the placement, the practicum supervisor shall complete a formal, written evaluation of the student’s work, using the *Goal Setting and Final Evaluation Form*. Following completion of the form, the supervisor shall meet with the student to review the 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. Supervisors will also verify and sign the *Record of Practicum Hours* completed by the student. Students are also required to provide a formal written evaluation of the practicum placement. Information from this evaluation shall be reviewed by the student and the practicum supervisor, within the context of a formal evaluation meeting, *following* review and signature of the *Goal Setting and Final Evaluation Form*.

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 required level of competence in any of the Core Competency areas identified in the *Practicum Objectives and Evaluation*. 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 the remediation of her/his skills in the identified competency areas. If remediation is deemed to not be possible or proves unsuccessful, the student may be required to withdraw from the practicum.

At the termination of the placement if the student is judged to require further remediation in any Core Competency area, the practicum supervisor shall provide recommendations to the Field Placement Coordinator regarding an appropriate 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 (Page 10) for more information.

Please consult Appendix A for details of specific activities/documentation for which the practicum supervisor is responsible.

Responsibilities of the Student

Field Placement Seminar

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 policy for work completed in their practicum placements.

Practicum-Related Forms and Information

Students may access all needed forms (*Practicum Agreement, Goal Setting and Final Evaluation, Record of Practicum Hours and Practicum Site Review Forms*) from the Blackboard site for PSYO 8333X/Y. 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

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. 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*).

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 consult with the Field Placement Coordinator on site deadlines and requirements as well as to seek assistance with 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.

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 and rights of your clients
- Be dependable, reliable, and punctual
- When in doubt, seek assistance
- Keep accurate, up-to-date records
- Have all reports and letters countersigned by the on-site 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 case notes at the clinical site in a secure place
- Dress and behave in a professionally appropriate manner
- Pass on client information to other agencies only when written permission is obtained
- 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/>

Field Placement Seminar

The practicum component of training is identified in the Clinical Curriculum as the Field Placement Seminar (PSYO 8333X/Y). The Field Placement Seminar (PSYO 8333X/Y) is designed to prepare students for practicum training. As noted above, all clinical psychology students must register for PSYO 8333X/Y (fall and winter terms) each year they are in the Clinical Psychology PhD Program prior to internship. Class attendance is required for first year students during the winter term. However, all students are welcome to attend the seminar at any time. (See Blackboard web site for a current schedule.) Grades for PSYO 8333X/Y may be: IP = In Progress; P = Pass; or F = Fail.

Assuming all course requirements are met for PSYO 8333X/Y, a grade of P (Pass) will be recorded for each student once all practicum hours are completed and the student begins her/his internship. Prior to receiving a Pass, the student will be assigned a grade of IP (In Progress).

Selecting and Applying for a Practicum Placement

In order to gain the most from practicum training, the student 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 students' 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 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, or 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 many sites will require the student to undergo screening procedures such as: a Criminal Records background check and/or a Vulnerable Persons/Child Abuse Registry check and confirmation of 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. A copy of the Psychology Department's policy regarding such screening procedures is provided in Appendix C.

Once the student and the 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, 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, documented in the *Goal Setting and Final Evaluation Form* and are 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 available resources of the practicum site.

Purpose

The purposes of the training goals are to assist student and practicum supervisor in arriving at a shared understanding of expectations, to guide the activities of the student and the practicum supervisor, and to provide a basis for evaluation of the student by the practicum supervisor.

Format

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

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.

It is recognized that, from time to time, 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. 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.

Accrual and Tracking of Practicum Hours

Practicum hours are defined as outlined by the Association of Professional Psychology Internship Centres (APPIC). Students must become familiar with the **APPIC APPLICATION FOR PSYCHOLOGY INTERNSHIP** (<http://www.appic.org>) Students shall keep a running record of hours accrued over the course of each practicum in keeping with APPIC requirements, using 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.

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. However, 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)

Practicum Evaluations – Student and Supervisor

Both student and practicum supervisor are expected to notify the Field Placement Coordinator immediately if any personal or professional issues or other circumstances which 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).

Upon completion of the practicum, formal written evaluations shall be completed by both the practicum supervisor and the student. During this evaluation process, every effort shall be made to recognize the vulnerability of the student, who holds the least amount of power in institutional relationships and processes.

Evaluation of Student's Progress

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 shall provide an evaluation of the level of competence achieved by the student in each of the Core Competency areas. 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 to the Field Placement Coordinator.

Review of the Practicum Placement

Using the *Practicum Site Review Form*, the student will provide the practicum supervisor with feedback regarding her/his experience during the placement. Following review and signature of the *Goal Setting and Final Evaluation Form* with the practicum supervisor, the student shall meet with the supervisor to share her/his comments from the *Practicum Site Review Form*, within the context of a formal evaluation session. The signed *Practicum Site Review Form* shall then be submitted by the student to the Field Placement Coordinator. The student shall then contact the Field Placement Coordinator to set a meeting time to review documentation and to debrief about the placement. This discussion will 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 required level of competence in any Core Competency area identified in the *Goal Setting and Final Evaluation Form*. In such a case, the student may be required to withdraw from the practicum or may continue in the practicum placement with additional supports. In either event, the Field Placement Coordinator shall develop and coordinate a remediation plan for the student, in consultation with the practicum supervisor, site Practicum Coordinator, and the Director of Clinical Training.

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 his or her practicum training. The remediation plan may be carried out in the original practicum site or through additional practica, readings, 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 coursework-related performance.

Remediation plans carried out in either the original practicum site or through additional practica shall be 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 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 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 the faculty member should provide a written evaluation of the student's progress). After receiving the student's evaluation, the Field Placement Coordinator is 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, the Associate (or Co-) Director of Clinical Training, and Field Placement Coordinator will be charged with making a decision on whether the student has completed all remediation requirements or whether she/he will be required to complete further remediation. If the student is deemed to have not made sufficient progress through a remediation plan or is not performing at or above minimum required levels of competence in all Core Competency areas, the student may be required to engage in further remediation activities. In the event that the student fails to successfully complete a further remediation plan, or has demonstrated other 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 placed on probation and required to complete additional practica, be reviewed for suitability for clinical practice, or be required to withdraw from the Clinical Psychology PhD Program. The Clinical Program Committee may require a student to withdraw from the Clinical Psychology PhD Program on the grounds of unsuitability. (See Appendix D, *Guidelines for Review of Aptitude and Fitness for Clinical Practice*).

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. Cancellation is not to be understood as equivalent to a failed practicum.

Appeals

Any 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. 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.

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

Adjunct (Clinical Associate)

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 (Clinical Associate) status. (See *Policy on University Appointments Less than Full-Time in the Department of Psychology*, http://psychology.dal.ca/Files/Policies/Policy_on_Deptl_Appts_rev_17_Jan_2012.pdf).

Adjunct (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.

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 documentation. The Field Placement Coordinator will ensure the practicum supervisor has a copy of the *Practicum Payment Form* following receipt of the student's final evaluation. The practicum supervisor must complete and return the *Payment Form* to the Field Placement Coordinator. An honorarium of \$300 shall be paid for a practicum of 200 or more hours; \$200 shall be paid for a practicum of 100-200 hours; \$100 shall be paid for a practicum of fewer than 100 hours. Practicum payments may be directed toward the Supervisor personally, or toward a clinic, organization, or departmental fund, 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, Associate (or Co-) Director of Clinical Training, the Field Placement Coordinator, the student's Dissertation Supervisor, 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 B). 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 Documentation Timeline

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 completing additional practicum (i.e., beyond 600 hours) provide written approval <i>for each new placement</i> from her/his dissertation supervisor to the FPC.	student
3. Student contacts the site practicum coordinator at the preferred practicum site to determine availability of placements and application procedures	student
4. Completion and submission of any application documents required by the practicum site	student & FPC
5. FPC ensures a Clinical/Fieldwork Education Agreement/ Appendix A is signed by practicum facility and student	student, FPC, & practicum facility
6. Completion and submission of practicum goals, using the <i>Goal Setting & Final Evaluation Form</i>	student & practicum supervisor
7. Submission to the FPC a signed <i>Practicum Agreement</i> and <i>Goal Setting & Final Evaluation Form</i>	student
8. Review signature, and approval of <i>Practicum Agreement</i> and <i>Goal Setting & Final Evaluation Form</i>	FPC
During the placement:	
9. Maintain a <i>Record of Practicum Hours</i> , in keeping with APPIC guidelines	student
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 Form</i>	practicum supervisor
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, Record of Practicum Hours, and 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

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 C

Dalhousie Clinical Psychology 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 in 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 practicum placements. 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; d) Background checks and immunization information are kept confidential (secured in a locked filing cabinet) and retained in each student's practicum file along with other training-related records. Clinical student practicum records retention: not prior to 10 years post-graduation, files will be destroyed by shredding all hard copy documents and completing a full delete of all electronic documents and correspondence.

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 gain access to 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 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 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.

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 the information will be retained in my practicum file along with other training-related records. Not prior to 10 years post-graduation, my records will be destroyed by shredding all hard copy documents and completing a full delete of all electronic documents and correspondence.

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

Appendix D

Rev. December 2012

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.