

THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

Department of Educational and Counselling Psychology, and Special Education

EPSE 687

DOCTORAL FIELD EXPERIENCE: SPECIALTY PLACEMENT

Approved by SCPS Program Faculty November 23, 2006

Overview:

The Doctoral Field Experience: Specialty Placement is a core component of the Ph.D. program in School Psychology. The practicum builds upon prior practicum experiences at the masters level and coursework at the doctoral level. The practicum facilitates the development and integration of knowledge and skills gained from prior course and practicum work. It provides the doctoral student with the opportunity for additional clinical skill development in their areas of speciality interest and is designed to help facilitate their transition to the Pre-Doctoral Internship.

In contrast to masters level practicum experiences, the Doctoral Specialty Placement may or may not occur in a traditional school setting. The practicum student operates within the requirements of the agency and under the direct supervision of the Field Supervisor. Typically, the student works under the administrative control of the agency. Throughout all aspects of the practicum experience, the agency and Field Supervisor maintain administrative control and responsibility for activities undertaken by the practicum student. Doctoral Specialty Placement supervision is the responsibility, primarily, of the agency and the identified Field Supervisor. Typically, the practicum setting assigns practicum students the status of Practicum Student or Trainee and provides the usual protection and coverage for liability and indemnity afforded all students or volunteers in the setting. Further, as the Practicum Student is a doctoral student at UBC, they are also covered through the liability coverage for practicum students as specified by the university. The site may require the Practicum Student to undergo a criminal record check as a condition of direct contact with their clients. The practicum is conducted consistent with the *Canadian Code of Ethics for Psychologists* (CPA, 2001), *American Psychological Association Ethical Principles and Code of Ethics* (APA, 2002), *Code of Conduct for the College of Psychologists of British Columbia* (2005), and the *Professional Conduct Manual for the National Association of School Psychologists* (NASP, 2000) and should follow criteria for delivery of psychological services, record-keeping and confidentiality procedures, legal mandates and requirements of the agency.

Its length and placement in the overall training sequence further define the Doctoral Specialty Practicum. The practicum typically occurs between the midway point and end of the student's required doctoral coursework, including successful completion of the intensive school-based practicum/internship at the masters level or equivalent. Students who did not complete the Intensive School-Based Experience/Internship in School Psychology at the masters level may be required to add an additional school-based component to the Doctoral Specialty Placement resulting in additional required practicum hours. While one Doctoral Specialty Placement is required for completion of the Ph.D., students may elect to do additional Doctoral Specialty Placements to help facilitate meeting their own long term professional goals.

Objectives for the Practicum

Each student will define specific objectives for his/her practicum in their individual Practicum Plan (discussed below). During the first week of the Doctoral Specialty Practicum, the student will work with the Field Supervisor to develop a Practicum Plan including the preparation of individual goals, objectives, and an evaluation plan for the practicum. Though the specific practicum objectives will vary greatly with the student and the site (and not all of the following experiences are required), the Doctoral Specialty Practicum, in general, is intended to provide experiences relevant to the following areas:

1. Knowledge of the organization and functioning of public schools, mental health centers, or other agencies or services;

2. Familiarization with psychological service delivery procedures;
3. Familiarization with the various roles and functions of professional psychologists, special and regular educators, school administrators, and other mental health care providers;
4. Exposure to a broad range of students and families including a range of students with special needs and students and families from diverse cultural and linguistic backgrounds;
5. Refinement of communication skills and the ability to engage in team efforts;
6. Refinement of assessment and diagnostic skills;
7. Refinement of consultation and collaboration skills;
8. Refinement of prevention and intervention skills;
9. Effective utilization of community and institutional resources;
10. Continued professional growth through inservice training, self-study, and supervisory evaluations;
11. Continued development and application of ethical and legal issues in professional psychology.

Time Commitment:

The Practicum requires an intensive time commitment over several months. Although the exact number of days on site and duration of the practicum will vary with the site, a minimum of 250 hours are required. This is typically completed by spending 2 to 3 days on site for 3 to 4 months. While specific time commitments will vary with the site, the student should spend enough time on site on a weekly basis to experience the breadth of services provided. In addition, they should spend a length of time that allows them to gain an appreciation for duration of service provision and the opportunity to see some activities through to completion.

Range of Activities and Time Allocation:

The practicum activities will vary greatly with the setting and professional goals of the student but the placement should provide experiences in a number of psychological services including assessment, intervention and consultation activities conducted with and for children, adolescents, or their families. Additional activities may include research, inservice and professional development activities, and administrative functions. Though the time allocation for the practicum activities will vary greatly with the setting, *the following are suggested guidelines*. Variations on this are negotiable depending on the setting and should be discussed with both the Field Supervisor and University Practicum Coordinator and form part of the Practicum Plan.

1. The student should spend about 50% of their time in one or some combination of the primary psychological service activities: assessment, direct intervention, and consultation.
2. At least 25% of the student's time should be spent in direct client contact.
3. A minimum of one hour each week must be spent in regularly scheduled formal, face-to-face individual supervision of the student. When on site, the practicum student reports directly to and takes direction from the Field Supervisor.
4. The student may be involved in other learning activities including the following:
 - a. Observing other agency units in delivery of services
 - b. Seminars dealing with professional issues
 - c. In-Service training
 - d. Case conferences
 - e. Meeting with professionals other than psychologists (e.g., persons from other disciplines or other agencies)
 - f. Professional conferences

Exploring Potential Specialty Practicum Placement and Approval of the Placement

Practicum Coordinator/University Supervisor:

Each year the School Psychology Program identifies a faculty member responsible for coordinating the Specialty Placement Practicum. This person serves as the Practicum Coordinator for the placement. Students are encouraged to discuss options and work closely with both their Advisor/Research Supervisor and the Practicum Coordinator to explore possible practicum placements.

Exploring Potential Practicum Placements:

Though the identification of possible specialty practicum placement is the responsibility of the student, the School Psychology Faculty will provide support for students during the process of selecting a practicum placement. Students at the doctoral level may choose to complete their practicum as school psychologists working in school-based and/or non-school-based settings. Students are encouraged to reflect throughout their graduate study on the type of setting where they would like to complete their practicum placement and make certain that they develop a Program of Graduate Study (PGS), and appropriate practicum and other clinical experiences that facilitate their success in attaining their long term professional goals. Once a specialty placement site is selected, the Practicum Coordinator and the student's advisor/research supervisor will give final approval of the placement. In situations where there is a disagreement between the Practicum Coordinator and the student's Advisor/Research Supervisor as to the appropriateness of a particular practicum setting, the placement will be brought to the School Psychology Faculty for final approval.

Students seeking internship will make available to the Practicum Coordinator:

- a current CV
- a brief summary log of their current experiences
- one or two samples of their work
- a current criminal record check
- an initial set of goals for their internship experience

A list of recent students and their Doctoral Specialty Practicum Placements is summarized in Appendix A.

Approval of the Practicum

The Practicum Coordinator has the formal responsibility for setting up the practicum placement. Prior to beginning placement, the practicum should have approval of the School Psychology Faculty. Once the practicum placement is approved, the student will work with the Field Supervisor to develop a written practicum agreement and practicum plan (discussed below). A draft of this should be completed and reviewed with the University Practicum Coordinator. Once the practicum plan is approved, it must be signed by all parties involved (e.g. Practicum Student, Field Supervisor, Practicum Coordinator). This should occur during the first few weeks of the practicum.

Practicum Agreement:

The Practicum Coordinator and the student's Advisor/Research Supervisor must approve arrangements for the practicum placement, prior to any formal agreement between the student and the site. The Practicum Agreement provides the framework for the formal relationship among the parties to the agreement, the practicum student, the agency and the School Psychology program. Following approval of the practicum agreement, a more detailed Practicum Plan (described below) is developed and approved by the student, Field Supervisor and University Practicum Coordinator. The practicum agreement includes the following elements:

- Information identifying the relevant individuals who are party to the agreement and their contact information,
- a description of the practicum setting,
- a statement of objectives for the practicum in the particular setting,
- statement of parameters of the practicum requirements that demonstrate adherence to program practicum requirements (e.g., hours of contact)
- a statement of intended practicum activities,
- a statement of the administrative arrangements for the practicum student's position in the agency (e.g., status, title, administrative responsibilities)
- a statement of the supervision arrangements with the names and qualifications of the supervisors identified, and
- statement of the evaluation procedures for the practicum.

A sample Practicum Agreement is included in Appendix B.

Practicum Plan: Goals, Objectives & Evaluation Plan:

No later than the end of the second week of the practicum placement, the student is required to submit to the Practicum Coordinator a written Practicum Plan developed with and approved by the Field Supervisor.

The Practicum Plan should outline the intended practicum activities with a description of the experiences, settings and populations likely to be involved. Specific goals, objectives and how the goals and objectives will be evaluated should be included in the Practicum Plan. The plan should also describe the supervision arrangements including a plan of who will provide supervision and how it will be scheduled. Any training activities that are anticipated as part of the practicum should also be described. This could include both inservice opportunities or other training in which the student may be a participant, as well as any training the practicum student might provide. A sample Practicum Plan is included in Appendix C.

Supervision of the Practicum

Practicum supervision by the agency is the prime responsibility of the Field Supervisor. The Field Supervisor is normally a doctoral level psychologist who has certification or registration/licensure in School Psychology. Normally, at least 2 hour per week of regularly scheduled, face-to-face individual supervision are provided by one or more psychologists. Additional supervision activities (e.g. group supervision) occur throughout the week, at a ratio of approximately one hour of supervision for each five hours of direct client contact. The Field Supervisor may be an employee of the agency or an affiliate of the agency who carries major responsibility for cases being supervised. In some unusual circumstances, when a registered doctoral level psychologist is not available at the site, some contracting of supervision may be allowed. Any supervisor who is not an employee of the agency, must be approved by the UBC School Psychology Faculty. ***At all times during the practicum, the Field Supervisor maintains full responsibility for the casework undertaken by the Practicum Student. Although case reports prepared by the student will indicate the involvement of the student and their status as a practicum student, the Field Supervisor maintains full responsibility for the case report.*** Supervision is provided with the specific intent of dealing with psychological services rendered directly by the practicum student. Administrative supervision and/or personal growth experiences are not included as part of the required supervision, except as required as conditions of agency.

Practicum Students are required to maintain a detailed log of all internship activities, including contacts, decision-making, and supervision activities. The detailed log is seen as an essential element of supervision and will be submitted to the Practicum Coordinator at the conclusion of the Practicum. Practicum Students are required to submit a copy of their updated log every two weeks and provide a brief written reflection/summary of their practicum activities to the Practicum Coordinator (usually by email). At the conclusion of the practicum, students submit to the Practicum Coordinator the final detailed log and copies of documents (e.g., case reports, teacher/parent handouts, and intervention plans or other samples of their work) developed during the practicum. In order to preserve confidentiality, these should be blinded. A sample log is provided in Appendix D.

The Practicum Coordinator will provide the contact between the University and the agency. The Practicum Student, Field Supervisor, and Practicum Coordinator normally confer jointly at least three times during the practicum: initially to establish the objectives and activities of the practicum, at the mid point of the practicum for formative evaluation, and again toward the end of the practicum for summative evaluation. This may occur by telephone for more distant practicum sites. The Practicum Coordinator is available to both the Practicum Student and the Field Supervisor for consultation at any time during the practicum.

Course Enrollment

While on practicum, students must register for 3 UBC course credit (EPSE 598) at the beginning of the term in which the practicum occurs and maintain registration in that course throughout their practicum. If the student does not complete the requirements of the practicum by the end of the semester in which they are registered, the Practicum Coordinator will assign a grade of "T" to indicate continuing status in the course. A final grade will not be assigned until all practicum requirements are completed. Upon completion of the practicum, the student must complete a Practicum Completion Form and turn it in to the Practicum Coordinator. Once all documents (logs, evaluations, work samples, practicum completion form) are reviewed by the Practicum Coordinator, a grade will be assigned.

Evaluation of the Practicum Student

Field supervisors are required to provide the University Practicum Coordinator with a written evaluation of the Practicum Student's performance on two occasions – a formative evaluation at the mid-point of the Practicum, and a summative evaluation at the end of the Practicum. ***In the event that a student is not making satisfactory progress at any time during the Practicum, the Field Supervisor should contact the University Practicum Coordinator immediately.*** The University provides a standard *School Psychology Practicum Evaluation Form* to be completed by the Field Supervisor and discussed with the Practicum Student. The Practicum Student is responsible for providing a copy of the completed evaluation to the Practicum Coordinator. Field Supervisors normally complete an additional, open-ended, evaluation of the Practicum Student's performance and brief description of the activities undertaken in the Practicum Student. The latter evaluation typically is accomplished by means of a letter sent to the University Practicum Coordinator.

The University Practicum Coordinator maintains a file of the contacts with the Field Supervisor and Practicum Student, including a copy of all documents related to the practicum, and is responsible for assigning a grade for student performance on the Practicum. Overall student performance is based on satisfactory attainment of program objectives for professional preparation, and completion of Practicum Student objectives including demonstration of competence in clinical and professional practice. The summative evaluation provided by the Field Supervisor provides part of the information used to grade overall student performance. A record of hours of work, including direct and indirect client contact hours, range of activities, supervision hours, work samples and examples of evaluation and feedback procedures should be maintained by the University Practicum Coordinator and Field Supervisor for evaluation by representatives of the CPA/APA, the BC College of Psychologists, or UBC if needed. If all work is satisfactory, a grade of "P" or Pass will be assigned.

Evaluation Appeal Process

In the event that a student wishes to appeal an evaluation that has been given by the Field Supervisor, procedures for appeal should be followed in the Practicum setting first. The Practicum Student should also inform the Practicum Coordinator of the decision to appeal an evaluation. In the case of disagreement over a grade from the Practicum Coordinator, University procedures for "appeals of academic standing" should be followed. Note the following regarding Senate Appeals on Academic Standing: Students who wish to protest decisions relating to their academic studies may do so. The protest should be made initially as near the source of difficulty as possible, presumably an instructor, and progress to the head of the department concerned and then to the dean of the faculty. There is a standing committee of the University Senate, the Committee on Appeals on Academic Standing, that reviews all appeals made to the Senate, the senior academic authority in the University.

APPENDIX A

Recent Specialty Practicum Placements

Student	Placement	Location
Aviva Laye	Hamber House	Vancouver, BC
Aviva Laye	Greater Vancouver Street Youth	Vancouver, BC
Natalie Roche Henderson	Youth Forensic Psychiatric Services	Burnaby, BC
Natalie Roche Henderson	Maples Adolescent Treatment Center	Burnaby, BC
Serge Lacroix	Child & Youth Mental Health-Abbotsford MCFD	Abbotsford, BC
Vanessa Lapointe	Simon Fraser Society for Community Living- Infant Development Program	Coquitlam, BC
Debbie Amaral	Sunshine Coast Community Services, Special Services to Children	Gibsons, BC
Carla Merkel	Child & Youth Mental Health-Abbotsford MCFD	Abbotsford, BC
Jill Etmanskie	Bellingham Public Schools	Bellingham, WA
Sabrina Moraes	Vancouver School Board	Vancouver, BC
Sabrina Moraes	The Maples	Burnaby, BC

APPENDIX B

Sample Practicum Practicum Agreement

The following is a sample of a suggested format to follow when the Practicum Coordinator, the Practicum Student, and the Field Supervisor develop an Practicum Agreement.

SCHOOL PSYCHOLOGY DOCTORAL SPECIALTY PLACEMENT AGREEMENT

Practicum Student:	Phone:	Email:
Field Supervisor:	Phone:	Email:
Agency:		
Address of practicum site:		
University Practicum Coordinator:	Phone:	Email:
Dates of Practicum:		
Mailing Address of Practicum Site:		

Description of the Practicum

The Intern will complete at least 250 hours of supervised practicum from *DATE* to *DATE*. The Practicum placement will be with the *NAME OF AGENCY*. *NAME OF AGENCY* provides *DESCRIBE THE AGENCY AND SERVICES* You should attach an agency brochure, if one is available. The Practicum will allow for a experiences in a number of of psychological services including assessment, intervention and/or consultation at both the individual and/or systems level. The Practicum will provide opportunities to work with a diverse range of clients and to enhance professional skills in a community-based context. *INDIVIDUALIZE THIS AS APPROPRIATE TO INDICATE ANY SPECIALIZED EXPERIENCE THAT WILL BE PROVIDED AT THIS SITE* (e.g., This Practicum will provide specialized training in providing psychological services to young children in the area of early childhood mental health.) The nature of the Practicum activities and psychological services provided are described below and detailed in the Practicum Plan. A team of supervisors (detailed in the attached Practicum Plan document) will be responsible for on-site supervision. The supervision team will be lead by *NAME OF PRIMARY SUPERVISOR* (on-site) #### registered psychologists, *LIST NAMES* and ### other supervisors with relevant content area and professional expertise *LIST NAMES*.

Objectives of the Practicum

As part of the Practicum experience and to the extent possible within the agency, the Intern will increase competency in the following areas: *THE FOLLOWING OBJECTIVES ARE SOME EXAMPLES.... THE PRACTICUM STUDENT SHOULD INDIVIDUALIZE TO THEIR OWN OBJECTIVES AND THE REQUIREMENTS OF THE AGENCY*

- Knowledge of the organization and functioning of public schools, mental health centers, or other agencies
- Familiarization with psychological service delivery procedures

- Familiarization with the various roles and functions of professional psychologists, special and regular educators, school administrators, and other mental health providers
- Refinement of communication and consultative skills and the ability to engage in team efforts
- Refinement of assessment and diagnostic skills
- Refinement of direct intervention skills
- Further development of research and evaluation skills
- Effective utilization of community and institutional resources
- Continued professional growth through in-service training, self-study, and supervisory evaluations
- Continued development of an understanding of ethical and legal issues in psychology and education

Additional details of the goals, objectives, primary supervisor and method for evaluation is provided in the Practicum Plan document which accompanies this agreement.

Terms of the Practicum Agreement

As a doctoral practicum student from the School Psychology Program at the University of British Columbia, *PRACTICUM STUDENT NAME* will complete an Practicum experience with *NAME OF SITE* on the following terms:

Hours

Total hours minimum per week on agency site: ## OR

Days per week on agency site (specify days): ##

Administration

For the period of the Practicum, the Practicum Student will carry the title of: *PRACTICUM STUDENT TITLE*

The Practicum Student works under the administrative control of *NAME OF AGENCY*

The Practicum Students's direct administrative supervisor is NAME .

The Practicum Student is also under the academic control of the University of British Columbia, and the joint professional control of the Field Supervisor(s) NAME(S) and the University Practicum Coordinator NAME

Practicum Activities

The Practicum Student will work on a full-time basis from *DATE* to *DATE*. The Practicum Student will be involved [[in six primary activities (consultation, assessment, intervention, report writing and related activities, supervision and training, and program development activities) INDIVIDUALIZE THIS]]. The Practicum Student will keep an Practicum Log in which daily activities, supervision experiences, and self-evaluations are recorded. The log is useful during supervision, but must be available for review with the University Practicum Coordinator throughout the Practicum.

The primary Practicum activities will include: THESE ARE EXAMPLES, INDIVIDUALIZE AS NEEDED

- ##% consultation services
- ##% direct face-to-face client hours
- ##% report writing, case notes, assessments, paperwork
- ##% supervision
- ##% training activities
- ##% specialized emphasis

Supervision

The Practicum Student _____ NAME will assume major responsibility for preparation and approval of the Practicum agreement and plan, and will fulfill the terms of the Practicum plan as agreed to by all parties (_____ NAME _____, the Practicum Student; _____ NAME _____ as Primary Field Supervisor; _____ NAME _____ as Field Supervisors; and _____ NAME _____ University Practicum Coordinator).

The Field Supervisors will share responsibility for supervision and evaluation of the Practicum Student and will ensure that the psychological services provided by the Intern meet high professional standards. The Field Supervisors will provide the Practicum Student with a minimum of 2 hours per week of direct supervision of a didactic nature (e.g., case conferences, seminars, in-service training) and at least 2 hours per week of face-to- face feedback and interaction.

The Field Supervisors will provide two written evaluations of the Practicum Student’s performance and these evaluations will be submitted to the Practicum Student and the University Practicum Coordinator at both the midway point of the Practicum and at the end of the Practicum.

The University Practicum Coordinator will work directly with the Field Supervisors and the Practicum Student. The University Practicum Coordinator will be involved in the formulation of the Practicum plan, in the negotiation of the supervisory agreements, and in the evaluation of the Practicum student’s performance. The University Practicum Coordinator will meet jointly with the Practicum Student and the Field Supervisors prior to the beginning of the Practicum, as needed throughout the Practicum, and at the conclusion of the Practicum. The University Practicum Coordinator will also have regular (approximately twice per month) contact with the Practicum Student to review Practicum goals, objectives and activities (including review of Practicum log). This may be accomplished by telephone or email, or may be undertaken face-to-face.

Evaluation

The Field Supervisors will provide the University Practicum Coordinator with (a) a written evaluation of the Practicum Student’s performance and (b) work samples that are indicative of the Practicum Student’s performance at least twice during the Practicum experience (by _____ MID POINT DATE and _____ END DATE). On the basis of the work samples and information received from the Field Supervisor as well as the Practicum Student, the University Supervisor will determine and submit a Pass/Fail mark for the Practicum (EPSE 598) to the University of British Columbia by _____ DATE.

Practicum Student: _____	
Practicum Student Signature _____	Date _____
Primary Field Supervisor: _____	
Primary Field Supervisor Signature: _____	Date _____
University Practicum Coordinator: _____	
University Practicum Coordinator Signature _____	Date _____

APPENDIX C

Sample Practicum Plan

The following is a sample of a suggested format to follow when the Practicum Coordinator, the Practicum Student, and the Field Supervisor develop a Practicum Plan.

SAMPLE PRACTICUM PLAN

Name of Practicum Student: _____

Start and End Dates of Practicum: _____

Site Practicum Supervisor : _____

Additional Supervisors (on and off site): _____

University Practicum Coordinator:: _____

DESCRIPTION OF THE SETTING OR SETTINGS IN WHICH THE PRACTICUM STUDENT WILL WORK:

(DESCRIBE THE PRACTICUM SETTING(S), INCLUDING ANY ROTATIONS AND PROVIDE A DESCRIPTION OF THE INTENDED TRAINING PROGRAM TO BE UNDERTAKEN DURING THE PRACTICUM. PROVIDE A DESCRIPTION OF THE PLANNED DIDACTIC COMPONENT OF THE PRACTICUM (IF APPLICABLE))

DESCRIPTION OF THE RANGE OF EXPERIENCES PLANNED FOR THE PRACTICUM AND THE POPULATIONS TO BE SERVED

(DESCRIBE THE PLANNED, PROGRAMMED SEQUENCE OF TRAINING ACTIVITIES THAT PROVIDE BREDTH AND QUALITY OF TRAINING. DESCRIBE THE RANGE OF PSYCHOLOGICAL SERVICES TO BE CONDUCTED DIRECTLY WITH RECIPIENTS OF PSYCHOLOGICAL SERVICES. DESCRIBE ANY ADDITIONAL ACTIVITIES)

DESCRIPTION OF THE STRUCTURE OF SUPERVISION:

(A MINIMUM RATION OF ONE HOUR OF SUPERVISION FOR EACH FOUR HOURS OF CLIENT CONTACT PER WEEK WITH SUPERVISOR WHO CARRIES CLINICAL RESPONSIBILITY FOR CASES BEING SUPERVISED; AT LEAST TWO HOURS PER WEEK REGULARLY SCHEDULED INDIVIDUAL FACE-TO-FACE SUPERVISION.)

DESCRIPTION OF DUE PROCESS ARRANGEMENTS

(WHAT PROCEDURES ARE IN PLACE TO DEAL WITH CONCERNS ABOUT PRACTICUM STUDENT PERFORMANCE?
WHAT PROCEDURES ARE IN PLACE TO DEAL WITH PRACTICUM STUDENT CONCERNS ABOUT TRAINING?
WHAT ARE THE PROCEDURES FOR NOTICE, HEARING AND APPEAL?)

SAMPLE PRACTICUM GOALS AND OBJECTIVES AND EVALUATION PLAN

Goals	Primary Supervisor	Method of Evaluation	Achieved	Not Yet Achieved
Assessment				
<p>1. Developmental Assessment and Diagnostics: To develop proficiency in the developmental assessment of children primarily in the 0-6 age range. <i>Comments:</i></p> <p>2. Clinical Assessment: To develop proficiency in the clinical assessment of children in the 0-6 age range. <i>Comments:</i></p>		<ul style="list-style-type: none"> • Demonstrates proficiency in measure selection, administration, and interpretation of results in appropriate cases. • Develop an understanding of clinical assessment of young children. • Demonstrate proficiency of clinical assessment using a variety of data sources as appropriate across 10 cases. • Demonstrate ability to use assessment information in treatment planning. • Demonstrate ability to incorporate assessment information into written documentation. 		
<p>3. Clinical Assessment: To develop proficiency in the clinical assessment of a small number of children in the 6-17 age range. <i>Comments:</i></p>		<ul style="list-style-type: none"> • Demonstrates appropriate skill in: <ul style="list-style-type: none"> ○ formal assessment (psychometric instruments; interview) ○ formulation ○ treatment planning • Demonstration of these skills through: <ul style="list-style-type: none"> ○ written documentation ○ formulating and presenting cases in supervision; including case presentation to team for at least one interesting case (full presentation from assessment to treatment and outcomes) • Will involve approximately 6 cases in the 6-17 age range with varying diagnostics. 		

Interventions

4. Play Therapy: To establish an understanding of play therapy as an intervention, develop knowledge of the application of play therapy, and become proficient in the use of play therapy with children in the 0-6 age range.

Comments:

5. Family Therapy: To work with a small number of families and develop an understanding of approaches to family therapy.

Comments:

6. Cognitive Behaviour Therapy: To develop an understanding of CBT as it applies to children in the 0-19 age range, with a focus on younger children.

Comments:

- apply play therapy techniques as appropriate to a variety of cases involving a variety of presenting concerns and developmental levels.

- Work with staff to: Develop an understanding of IPT informed family work. Critically review recorded IPT informed family session. Be involved as co-therapist with 2 families where IPT approach is used.

- Work with identified staff to: Develop an understanding of the McDonough approach of working with parent-infant dyads on the attachment relationship (as well as other forms of this approach, e.g. Benoit, Cohen). Employ the interaction guidance approach in appropriate situations to support the attachment relationship.

- Complete Ministry certification program in CBT.

Consultation Systems

8. Consultation Systems: To develop a better understanding of approaches to consultation from the individual to community level.

Comments:

- Demonstrate proficiency in applying knowledge of consultation to work with various agencies and individuals. Proficiency will be evaluated as per regular discussion and check-in around specific interactions.

Supervision Skills

9. Supervision Skills Training: To further develop supervision skills training and apply this knowledge to the training of individuals in a clinical setting.

- Meets or exceeds expectations on a number of variables and skills related to supervision.
- Feedback from the supervisee will be incorporated.
- The method of evaluation will be appropriate to the supervision setting (practicum student, community practitioner, etc.)

Comments:

Ethics

10. Ethics: To become more familiar with the ethics and principles that guide the practice of psychology.

- Demonstrates familiarity with the Code of Conduct of the College of Psychologists.
- Demonstrates appropriate skill in handling ethical dilemmas (scenarios; assigned clients)

Comments:

Diversity of Population

11. Diversity of population by age: To expand skill set (assessment, intervention) with a variety of children across the age range of 0-17 years.

- Achieves satisfactory competence in administration, scoring, and interpretation of a range of age appropriate instruments
- Will involve the same clients as in the Assessment Goal outlined above.

Comments:

12. Diversity of population by culture and linguistic group: To develop clinical approach and skill that reflects an appreciation of and sensitivity around cultural issues in mental health,

- will demonstrate understanding of important issues and apply understanding in work with cases where variable of culture and linguistic group is a primary factor (minimum of 2 cases).

Comments:

Research

- 13. Research activities: To continue involvement with the Children in Care Project. To consider other research opportunities within Child and Youth Mental Health.
Comments:

- Present research findings to an appropriate venue in Mental Health or in community.

Other

- 14. Autism: to develop a better understanding of the presenting symptoms of autism and autism spectrum disorders to the extent that symptoms and the need to make referrals for autism assessment can be recognized.
Comments:

- Complete reading on basic presenting issues and characteristics around identification of children with ASD. Develop a basic awareness of clinical approaches to working with children with ASD.

Supervisor Signatures

Date

Date

Date

Date

Practicum Student Signature

Date

APPENDIX D

Sample Practicum Log – In Development

