



UNIVERSITY OF HARTFORD

**GRADUATE INSTITUTE OF PROFESSIONAL PSYCHOLOGY
DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY**

CLINICAL PRACTICUM MANUAL

TABLE OF CONTENTS

OVERVIEW OF THE PSY.D. PROGRAM	2
Practitioner/Scholar Training.....	2
Program Requirements and Curriculum	2
PHILOSOPHY OF PRACTICUM TRAINING	3
PRACTICUM POLICIES AND PROCEDURES	5
Practicum Participants	5
Practicum Activities.....	6
Practicum Placement Procedures.....	9
Student-initiated Practicum Site Development Procedures.....	10
Evaluation Procedures.....	11
APPENDICES	13
A. Practicum Log	14
B. Practicum Site Visit Form	27
C. Practicum Request Form.....	29
D. Interview Notification Letter	31
E. Clinical Practicum Agreement.....	30
F. Practicum Proposal Form.....	34
G. Supervisor’s Evaluation of Practicum Student	35
H. Student’s Evaluation of Practicum Placement	42

CLINICAL PRACTICUM MANUAL

OVERVIEW OF THE PSY.D. PROGRAM

The University of Hartford's Graduate Institute of Professional Psychology offers an APA-accredited (www.apa.org) program of study and training leading to the Doctor of Psychology (Psy.D.) degree in Clinical Psychology. The program seeks to develop highly competent, compassionate clinical psychologists who are skilled in the delivery of direct services, effective in consultation to community agencies, knowledgeable about current empirical and theoretical developments, capable of designing and critically evaluating clinical services, and able to assume positions of leadership. As a member of the National Council of Schools and Programs of Professional Psychology (NCSPP), the Psy.D. Program endorses and incorporates NCSPP's resolutions and guidelines concerning standards, curriculum, and diversity in the preparation of professional psychologists.

Practitioner/Scholar Training

The Psy.D. Program follows the Practitioner/Scholar training model. The primary commitment of this model is the preparation of students as scholarly-informed clinicians who can develop productive careers in a variety of settings. Practice-focused course work and supervised practical experiences provide the opportunity to develop skills in the assessment of behavior, personality, and intellectual functioning, and in clinical interventions with children, adults, couples, families, and groups. Courses, clinical practica, the predoctoral internship, and the dissertation project all serve to expose students to scholarly research and theory as it is implemented in psychological practice. The program's training approach emphasizes ethical practice, professional development, and inter-disciplinary relations. Students are encouraged to be active members of state and national professional organizations.

Program Requirements and Curriculum

Academic requirements include foundation courses in individual differences, in the social, cognitive-affective, and biological bases of behavior, and in clinically focused courses in psychological assessment, intervention, and research. Degree requirements include two years of clinical practica, a one-year predoctoral internship, and a dissertation project. The complete degree requirements for the Psy.D. degree are described in detail in the **GI PP Student Handbook**.

Philosophy of Practicum Training

The Psy.D. Program views clinical training as a central component of its mission to develop highly competent professional psychologists. The practicum experiences are a highly valued part of the Psy.D. Program and provide the opportunity for students to integrate their knowledge of psychological research, theory, and practice. Through face-to-face encounters with clients, supervisors, and members of other mental health disciplines, students learn the knowledge, skills, attitudes, and ethics of the profession. Site supervisors are considered partners with Psy.D. Program faculty in developing competent future psychologists.

Our view of clinical training is consistent with the American Psychological Association (APA) accreditation standards and the guidelines for professional psychology training developed by NCSPP. We believe that the developmental and interpersonal process of clinical training should be purposeful and directed. We emphasize a multitheoretical, generalist approach with an emphasis on diversity, ethics, and socialization into professional psychology:

1. **Training as generalists:** It is our intent and obligation to educate students as broadly as possible in the general practice of psychology at the doctoral level, in preparation for specialization at the postdoctoral level. The initial training of our students is best accomplished by those practicum placements that also value generalist training. Students can acquire increasing levels of specialization through more advanced practica or internship training.
2. **Training is purposeful and directed:** (For students in both the Generalist and Child and Adolescent Tracks) the ideal practicum placement will occur at a site that places a high value on the training of psychology students. The practicum supervisor should have a training philosophy and work with the student to develop an organized series of training experiences. The practicum experience should be differentiated from supervised work in that the student is identified as a trainee and given responsibilities that provide maximum potential for learning. Both student and supervisor should understand the goals of the training experience, and periodic progress evaluations are used to update training goals.
3. **Training is developmental:** Training in clinical psychology is a process that progressively develops a student's knowledge and skills. Students come to the Psy.D. Program with a variety of past experiences, abilities, and training needs. During the first year of the Psy.D. Program, students are exposed to the foundations of psychological knowledge through coursework in psychopathology, personality, and the basic skills of psychological assessment and treatment. Students who are part of the Child and Adolescent Track are also *required* to do a Prepracticum at an approved site. In *rare* exceptions, this may be waived with the permission of the Coordinators of the track. In the second year, students begin a first practicum with an emphasis on exposure to a variety of assessment and treatment services. Experience in the first practicum is complemented by further academic preparation in professional ethics, advanced psychological assessment, human diversity, family therapy, and cognitive-affective bases of behavior. In the third year, students broaden and deepen their clinical knowledge and skills, building on experiences from the first practicum. Elective course offerings are designed for the student to gain knowledge in chosen areas of clinical service delivery. In the fourth and fifth years, students focus on completion of the predoctoral internship and the doctoral dissertation.
4. **Training values diversity and contextual sensitivity:** The Psy.D. Program supports the values and practices of affirmative diversity in all aspects of its community. Affirmative diversity enhances the quality of both educational and interpersonal experiences by upholding the fundamental value, respect, and positive acceptance of individual and cultural differences. Affirmative diversity appreciates differences based on race, ethnicity, gender, socio-economic status, religion, sexual orientation, age, physical challenge, and learning disability. We value equal access to training opportunities for all of our students. In turn, each student's training should include experiences with clients from various cultural and ethnic backgrounds.
5. **Training is multi-theoretical:** In the Psy.D. Program, clinical psychology is viewed as a discipline encompassing a wide range of accepted theories. By bringing together faculty and supervisors who can articulate different perspectives, the program seeks to broaden the student's knowledge and appreciation of the multiple viewpoints within psychology. Over the course of academic and practicum training, the student should have exposure to a variety of theoretical perspectives on human functioning and clinical intervention.

6. **Training is an interpersonal process:** Understanding the process and dynamics of therapeutic and supervisory relationships is an essential component of developing psychotherapeutic skill. Mutual processing of the supervisory relationship helps a student to maintain a positive working relationship and to learn a model for how such processing can enhance therapeutic endeavors. Supervision should be student-specific, with attention to the individual student's needs, style, and strengths, and should help the student attend to issues of personal experience and development that affect his/her therapeutic activities.

7. **Training incorporates a focus on ethics and professional socialization:** Students must be aware of the profession's goal of promoting human welfare. Students are trained in the application of APA's *Ethical Principles of Psychologists and Code of Conduct* (2002) in clinical practice. The student's training in ethical practice is aided by supervision in managing ethical dilemmas. Additionally, students are expected to become socialized in the profession of psychology by their interaction with multiple role models in the field. Both the overt and intangible values of the profession are to be promoted through all interactions with professional staff at the practicum site.

PRACTICUM POLICIES AND PROCEDURES

Each student in the Psy.D. Program is required to obtain supervised clinical experience during their doctoral training in the form of two, year-long, part-time clinical practica which take place during the second and third years in the academic sequence. Each of the two practicum years is ordinarily spent at a different practicum site in order to broaden the student's exposure to professional activities.

A practicum is an arranged program of supervised training at a facility or institution that provides psychological services. Examples of such facilities include medical centers, residential treatment programs, outpatient mental health clinics, child guidance centers, correctional facilities, therapeutic schools, and organized group practices. In these settings, the student is required to provide clinical services including psychological assessment, psychotherapy, consultation, and/or clinical case management. The specific professional activities at the practicum site are negotiated at the time of the training agreement and reflect both the training needs of the student and the service delivery needs of the institution.

To ensure that students receive high quality clinical training which meets nationally recognized professional standards and the students' training needs, the Psy.D. Program maintains a liaison with all practicum sites. The faculty collaborates with practicum supervisors to develop training opportunities, place students, resolve problems during the training year, and evaluate students' progress at mid-year and at end-of-year. These functions are the responsibility of the Seminar Leaders and the Coordinator of Practicum Training, whose roles are described below.

Practicum Participants

- 1. Students:** Students who have successfully completed the first year of coursework and who are in Good Standing in the Psy.D. Program are eligible to apply for practicum placement. Continuation in practicum is contingent upon the student's Good Standing in the Psy.D. Program. Any student who suspends or terminates his/her affiliation with the Psy.D. Program is no longer eligible to continue practicum activities in progress. Enrollment in a 3rd-year practicum is contingent on successful completion of a 2nd-year practicum. Practicum Agreements will still need to be filled out, and evaluations done in order for a student to be able to count a 4th year + practicum for hours on their Association of Psychology Post Doctoral and Internship Centers (APPIC) application. The Coordinator of Practicum Training will be the contact person (in lieu of a Seminar Leader) for all 4th year + practicum concerns. *If this paperwork is not submitted according to program deadlines, the program reserves the right to disallow students from counting these hours on their internship application, or to inform an internship site that these hours may not be considered as part of the student's application.*
- 2. Site Supervisors:** Site Supervisors are considered Adjunct Clinical Faculty of the Psy.D. Program. Primary supervisors are doctoral-level, licensed clinical psychologists who hold current state licensure to practice psychology. Most secondary supervisors will be psychologists at similar levels of certification; however, members of other disciplines and license-eligible psychologists actively pursuing licensure may be considered as secondary supervisors based on their particular level of expertise. It is expected that all supervisors are familiar with the goals and mission of the Psy.D. Program, have read and understand the *Clinical Practicum Manual*, and will abide by all its policies and procedures. Supervisors are expected to cooperate with site visits, student evaluation procedures, and requests for information.; failure to do so may result in the recommendation that an individual no longer serve as a supervisor for our program. Supervisors are also expected to have some training in supervision (e.g., coursework, independent reading, workshops, years of experience), documented on their CVs. It is our hope that all of our supervisors value clinical training, and will be superlative role models for our students in that regard. **When taking on a psychology trainee, the supervisor also agrees to insure that the trainee is not placed in a situation of sexual harassment, either by the supervisor, other employees of the site, or by clients at the site. Reports of this by students will be taken seriously and will be directly followed up by the Coordinator of Practicum Training.**
- 3. Seminar Leaders:** While in the second year of the Psy.D. Program, students are enrolled in the Professional Practice Seminar (CPS 616 and 617) as a required part of the academic program. In the third year, students take the Case Conference Seminar (CPS 740 and 741). These seminars serve as a forum where students engaged in practica can present cases, discuss their practicum experiences, and integrate

their clinical work with their theoretical learning. The Seminar Leaders are faculty of the Psy.D. Program who act as the clinical advisors for all students in his or her seminar.

The Seminar Leaders also serve as the primary Psy.D. Program liaison with the practicum supervisors. They visit the training site of each student at least once during the year to meet with the primary supervisor. Additional responsibilities of the Seminar Leaders include: review of the *Clinical Practicum Agreement* forms that are completed in preparation for the training year; completion of evaluative materials on student training and competence; and regular meetings with the Coordinator of Practicum Training.

4. **Coordinator of Practicum Training:** The Coordinator of Practicum Training is responsible for the continued development, implementation, and oversight of the practicum system including the day-to-day administration of all practicum-related activity. The Coordinator serves as the Program's liaison with each practicum agency, consulting to agencies wishing to develop training opportunities for our students, approving practicum arrangements on behalf of the Program, and maintaining practicum information resources. S/he is responsible for developing and disseminating all policies and procedures that apply to practica, as well as for interpreting and applying those policies to specific situations which may arise. The Coordinator maintains a comprehensive database of practicum opportunities and of each student's clinical training record. S/he is available to students and Seminar Leaders for consultation around practicum-related matters.

Practicum Activities

1. **Time:** Students are required to complete a minimum of 500 hours of practicum activity per year, usually completed over a nine-month academic period, from September through May*. To meet this requirement, students are present at the practicum site for 16-20 hours per week, divided over two to three days. The exact time required at any one practicum site is determined by supervisor and student agreement. Any deviations from these time commitments must be approved by the Coordinator of Practicum Training. Students and Site Supervisors negotiate the weekly schedule before the start of the practicum. As a general rule, about half of the student's time at the practicum site should be devoted to providing direct service while the other half is devoted to supervision and other training activities. The proportion of time spent in direct clinical service may vary over the course of the practicum year (e.g., fewer direct contact hours as a student begins, progressing to more hours at the end of the year).

*Note: At some sites, particularly school settings, students are required to work at practicum through the end of the school year in June to assure continuity of care to their clients, as well as to participate in end-of-year termination activities at the school.

2. **Clinical Activities:** The practicum experience should be a rich clinical experience with attention to maximizing the student's clinical and professional learning. The specific professional activities at the practicum site reflect both the training needs of the student and the service delivery needs of the institution and are determined collaboratively by the Site Supervisor and student. During the first practicum experience, the student may initially engage in observational learning and progress to more direct service provision over time. Students who are in the Child and Adolescent Track *must* do one of their Practica at a setting serving children and/or adolescents.
3. **Supervision:** Two hours per week of face-to-face clinical supervision at the practicum site are required. The two hours of supervision may be provided by the primary supervisor or by a primary and a secondary supervisor.

One of these supervisory hours must be individual supervision with the primary supervisor who has direct responsibility for the student's practicum experience. The primary supervisor must be a licensed, doctoral-level clinical psychologist who has clinical responsibility and authority within the practicum agency. The primary supervisor will ideally be present at all times when the student is at the site. Another clinical staff member should be designated for consultation to the student during those times when the primary supervisor is not available.

Ideally the secondary supervisor should also be a licensed, doctoral-level clinical psychologist from the agency. In those practicum agencies that do not have the resources to offer two weekly hours of supervision with a licensed psychologist, the second hour of required supervision may be provided by a license-eligible psychologist or by a licensed clinician of another mental health discipline. The second supervisory hour may

be either individual or group supervision. For group supervision, the supervisory group must be small enough and last a sufficient amount of time so that each group member has a chance to receive regular feedback on his/her work.

4. **Additional Learning Opportunities:** Beyond the supervision hours, it is preferred that there will be at least two hours weekly of other types of learning opportunities available to the student at the practicum site. Team meetings, case conferences, grand rounds, and didactic seminars are all such possible learning opportunities.
5. **Permission for the Use of Clinical Work Samples and Audio/Visual Taping:** Samples of a student's clinical work at practica are used in three ways to fulfill Psy.D. Program course requirements: (1) second-year students use psychological testing data acquired at their practicum for intensive analysis in the Psychological Assessment III course; (2) audiotapes of second and third-year students' clinical work may be presented in each student's Professional Practice or Case Conference Seminar for extra supervision and monitoring of the student's progress; and (3) second-year students are required to audio or videotape a clinical session and present the case verbally as part of the Qualifying Exam (please see the *Qualifying Examination Guidelines* for further information). Students must obtain permission from their clients and from their practicum site to tape sessions and to use clinical information for these academic purposes. In all cases of use of clinical work samples, students are expected to maintain the confidentiality of their clients' case materials in accordance with the Ethical Principles for Psychologists. Only initials are to be used (never the client's full name) on the consent forms.
6. **Practicum Documentation:** Students are expected to keep a log of their clinical practicum activities listing the number of hours of direct clinical service and the demographics of the clients they have seen. This log may be used for monitoring of activities by Seminar Leaders and the Coordinator of Practicum Training and students should be prepared to present it if it is requested by the Seminar Leader or Coordinator of Practicum Training. Keeping a log of clinical activities is also essential for students when they are preparing documentation for internship applications. A sample *Practicum Log* appears in Appendix A of this manual. For the purposes of applying to internships, the official, most updated APPIC practicum log may be downloaded from the APPIC web site (<http://www.appic.org>). The Practicum log, which will remain in the student's file, must be turned in in order for a student to receive a grade of "pass" for Practicum.
7. **Ethical Practice:** It is critical that agencies involved in training students adhere to the highest standards of ethical professional practice and impart these standards to students in training. Practicum site supervisors and students should be familiar with and practice in accordance with the *APA Ethical Principles of Psychologists and Code of Conduct* (2002) and the *Connecticut General Statutes* that pertain to the practice of psychology.
8. **Dual Relationships with Supervisors:** Students cannot receive practicum supervision from persons with whom they have a prior personal or professional relationship. Supervision from the student's spouse, relative, close friend, employer, or employee is not allowed.
9. **Compensation:** The Psy.D. Program strongly supports the practice of compensating students, if possible, for the practicum experience. Such monetary support should be in the form of a stipend which is agreed upon prior to the start of the practicum. The stipend should support the student as a trainee, rather than compensate the student for specific tasks completed. A percentage of fees arrangement may *not* be used as the basis for practicum compensation.
10. **Professional Liability Insurance:** All students on practicum are required by the Psy.D. Program to carry professional liability insurance in the amount of \$1,000,000 per incident/\$3,000,000 aggregate per year. Students are required to enroll in the plan at the time of registration for their first semester in the Psy.D. Program. In general, this liability insurance policy provides protection for the student only while s/he is attending the Psy.D. Program and while s/he is on a practicum or internship placement. The policy also does not generally cover the student while engaging in non-school related professional activities, but students should consult their individual policy providers for clarification.

A student must submit proof of current liability insurance to the Coordinator of Practicum Training before starting a practicum placement; this will be kept in the student's permanent file. Liability insurance coverage must be renewed annually and proof of coverage must be submitted to the Coordinator at the time of renewal.

Failure to provide proof of current coverage may result in disciplinary action, including suspension or termination of the practicum placement by the Coordinator of Practicum Training.

11. **Practicum and a Paid Professional Position at the Same Site:** Students are expected to do their practica at agencies at which they have not been previously employed. This avoids possible dual relationships with colleagues and potential confusion of roles and helps increase the student's breadth of experience. The only exception is in the case of a large agency in which the student's placement as a trainee is in a department or unit distinct from the unit where s/he has been employed. Such a situation must be cleared with the Coordinator of Practicum Training before the student may negotiate a practicum at that site. Signed approval will be kept in the student's file.
12. **Practicum at the Same Site for More than One Year:** For the student to be exposed to a variety of training experiences, the two required practica should be completed at different agencies. However, certain agencies may be able to provide enough breadth of experience that would allow a student to remain at that agency for a second year in a department or unit distinct from the unit where s/he has completed the first practicum. Sites which meet this requirement must be approved for a two-year sequence by the Coordinator of Practicum Training.
13. **Private Practice as a Practicum Site:** Occasionally, practica may be developed within an organized private practice group, provided that all the general requirements for a practicum site are met and that the supervisor assumes full clinical responsibility for the student's activities. Bills cannot be issued in the student's name and payments must be directed to the organization or one of its principal members. All of these arrangements must be clearly specified in the student's practicum agreement. In accordance with APA guidelines and ethical standards, the student's own private practice cannot be used as a practicum site.
14. **Site Visits:** Each practicum site is visited annually by the practicum student's Seminar Leader. The purposes of the site visit are: 1) to provide a personal link between the Psy.D. Program and the practicum site; 2) to provide necessary information to sites about the Psy.D. Program; 3) to enable the Psy.D. Program to learn more about the site's needs and resources; and 4) to work together to monitor student progress effectively. All site visits are conducted between November 15th and February 15th.

It is required that the Seminar Leader visit the practicum site and meet with the student's primary supervisor in person. If time permits, the secondary supervisor and other relevant agency staff are encouraged to attend this meeting. In situations where two or more students have the same primary supervisor, one Seminar Leader may be chosen to conduct the site visit in person, and the other Seminar Leader(s) may complete their site visit with a phone contact. In other unusual circumstances (e.g., long distance), a Seminar Leader may request permission from the Coordinator of Practicum Training to complete the site visit with a phone contact.

15. After each site visit, the *Practicum Site Visit Form* (see Appendix B) is completed by the Seminar Leader and is returned to the Coordinator of Practicum Training, who keeps it on file for 3 years, after which time it is destroyed. The completed *Practicum Site Visit Form* should focus on the practicum site and the quality of training activities. Concerns about supervision or student performance should be communicated directly to the Coordinator of Practicum Training (please see the Student Handbook for further information on the resolution of conflict between students and supervisors).
16. **Resolution of Concerns and Conflicts:** It is expected that the student and the Site Supervisor will attempt to address any concerns that arise during the practicum experience. Should any problem arise which cannot be resolved successfully in this manner, the student's Seminar Leader should be consulted. The Seminar Leader should, in turn, inform the Coordinator of Practicum Training of his/her efforts to intervene.

If these informal efforts do not result in a satisfactory resolution of the conflict, the Coordinator of Practicum Training will collaborate with all parties to reach an amicable resolution. If the student is not satisfied with the efforts of the Coordinator of Practicum Training, after informing the Coordinator of Practicum Training, he/she may consult with the Program Director for resolution (please see the Student Handbook for further information on the resolution of conflict between students and supervisors).

17. **Ending Practicum Prematurely:** The student has an ethical responsibility to fulfill his/her commitment to a practicum site as planned. In the event that the agency or the student can no longer fulfill the terms of the Clinical Practicum Agreement, the practicum placement may be ended prematurely by consensus of the student, Site

Supervisor, Seminar Leader, and the Coordinator of Practicum Training. A student may not terminate with one practicum or initiate a new one before receiving approval from the Seminar Leader and Coordinator of Practicum Training. A student may not leave a practicum site without adequate termination with clients at that site. If a student terminates with a site without following the above procedures and without the Coordinator of Practicum Training's approval, the Coordinator of Practicum Training may recommend to the core faculty that a Special Advisement Review be called for this student.

If circumstances necessitate that a student needs to take a leave of absence from Practicum (e.g., maternity/paternity leave, serious illness, etc), the student must submit to the Coordinator of Practicum Training a written planned proposal for fulfilling the Practicum requirements as outlined in the Practicum Agreement. This proposal must include a reason for the leave, a timeline for completion, and be signed by both the student and site supervisor. This document will be kept in the student's permanent file. The student's progress will be monitored by the Coordinator of Practicum Training, and a grade of "Incomplete" will be filed until the Practicum Agreement is completed and all hours requirements have been met.

18. **Policy of Nondiscrimination:** Although most practicum experiences are conducted off the campus of the University of Hartford, the student's presence at a practicum site constitutes engagement in an educational activity of the University. Consequently, it is required that all University policies will be followed regarding nondiscrimination on the basis of race, gender, creed, color, age, physical disability, sexual orientation, and national and ethnic origin.

Discriminatory behavior, including acts of sexual harassment, by any staff of the agency may result in suspension or termination of the practicum placement by the Coordinator of Practicum Training.

Practicum Placement Procedures

Placing students in practica is a collaborative process involving the faculty, site supervisors, and students. A series of procedures is followed each year to assist students in obtaining appropriate practicum placements for the subsequent academic year.

1. **Site Availability Research:** The Coordinator of Practicum Training contacts existing practicum sites each Fall to ascertain available placements for the upcoming year. The Coordinator also works with other agencies to develop new practicum sites and to assist any students with developing practicum sites specific to their individual training needs. Students who choose to develop a practicum site on their own are required to follow the policies and procedures for developing a new site (see policies below). Students may also apply to practicum sites that have independent application procedures. A list of all available practicum sites with which the GIPP has had a previous positive practicum relationship is compiled for distribution to students.
2. **Student Information:** Late in the Fall semester, the Coordinator of Practicum Training holds an informational meeting for all students who will be participating in practicum for the following academic year. During the meeting, practicum placement procedures are reviewed and written information describing the available practicum opportunities is distributed.

To learn more about any practicum site in which they are interested, students are urged to contact fellow students currently placed at those sites. Students also have an opportunity to meet many of the potential practicum supervisors during the student conversation hour at the Supervisors' Day activities held each Spring. Students specify their preferences for practicum placement by submitting the *Practicum Request Form* (see Appendix C) to the Coordinator of Practicum Training before the deadline selected by the Coordinator of Practicum Training (usually in March).

3. **Site Matching Process:** After reviewing students' *Practicum Request Forms*, a matching process is undertaken by the Coordinator of Practicum Training for those students who have not yet secured a practicum to maximize the fit between the needs of the training site and the training and geographic requirements of the students. In early March, each student receives an *Interview Notification Letter* (see Appendix D) which informs him/her of the name and telephone number of the Site Supervisor at the practicum site to which s/he has been assigned to interview.
4. **Site Interviews:** The student schedules an interview with the potential Site Supervisor as soon as possible after receiving the *Interview Notification Letter* (see Appendix D for a sample letter). Students provide the

supervisor with a current vita at the time of the interview. Following the interview, the student notifies the Coordinator of Practicum Training whether a verbal agreement was reached regarding the student's placement at the site for the coming year (see the *Practicum Interview Status Form* in Appendix E). If a student is unable to reach an agreement with the Site Supervisor regarding placement, s/he meets with the Coordinator to explore placement at another site. All reasonable efforts will be made to secure an appropriate practicum placement for each eligible student.

5. **The Clinical Practicum Agreement:** After notifying the Coordinator of Practicum Training that a verbal agreement for practicum placement has been reached, the student schedules a second meeting with the Site Supervisor to complete the *Clinical Practicum Agreement* (see Appendix F). This written agreement specifies the details of the training objectives, activities, and responsibilities of each of the parties involved in the student's practicum experience. The student must submit a completed copy of the *Clinical Practicum Agreement* to the Coordinator by the end of the Summer semester. The student and Site Supervisor should each retain a copy of the *Clinical Practicum Agreement*. The Coordinator will ensure that a copy is given to the Seminar Leader and that the original is placed in the student's file.

A student must submit a completed *Clinical Practicum Agreement* to the Coordinator of Practicum Training before starting a practicum placement. Failure to provide this document may result in disciplinary action, including suspension or termination of the practicum placement by the Coordinator of Practicum Training.

6. **Additional Agreements:** Although the *Clinical Practicum Agreement* covers the necessary details of the practicum experience, a practicum agency may require its own training agreement form to be completed. Such agreement forms usually focus on the employment status of the practicum student and/or the formal relationship between the agency and the University. The Coordinator of Practicum Training will assist the student with completing any agreement forms required by the agency. As such forms may require the signature of University officials, the student should request assistance well before the start of the practicum placement.

A practicum agency may also require the student to submit health information or records, proof of professional liability coverage, may require a background check, and/or verification of citizenship. As these are personal records, it is the student's responsibility to submit copies of these documents directly to the practicum agency upon request.

Student-initiated Practicum Site Development

Students are invited to develop practicum training positions for themselves at sites with which the GIPP does not yet have a training relationship. This is usually the route taken by students who have a specific training interest or geographic constraints. Students who elect to develop their own practicum site are required to follow the following policies and procedures to gain approval from the Coordinator of Practicum Training for the new site:

1. **General Practicum Policies:** In developing a new practicum site, students must use the GIPP Clinical Practicum Manual as a guide. All policies for current practicum sites apply to the development of new sites.
2. **Approval Authority:** Newly developed practicum sites must be approved by the Coordinator of Practicum Training.
3. **Proposal of a New Practicum Site:** A student who is interested in developing a new practicum site must submit a Practicum Proposal Form (Appendix G) to the Coordinator of Practicum Training by the February deadline set by the Coordinator.
4. **Approval Procedure:** After reviewing the Practicum Proposal Form, if the Coordinator of Practicum Training approves the practicum for further exploration, the student must assure that the potential supervisor has received a copy of the Clinical Practicum Manual. This can happen one of two ways: either the student delivers a copy to the potential supervisor (often as part of the discussion of development of the practicum site) or, the student informs the Coordinator of Practicum Training that he/she has not delivered a copy and therefore requests that the Coordinator mail one. The Coordinator of Practicum Training will also then make phone contact with the potential supervisor (using the phone information on the Practicum Proposal Form) to explore the site's suitability. If the proposed practicum site complies with the GIPP practicum policies and is approved by Coordinator of Practicum Training as an appropriate training experience for the student, the

student will then be informed that he/she may begin and work on completing the Practicum Agreement Form with the supervisor.

5. **Documentation.** The Practicum Agreement Form must be completed by the May deadline. There will be absolutely no exceptions for newly formed practicum sites. No new sites may be developed after the Practicum Agreement Form submission deadline in May.
6. Exploring and developing a new practicum site does not exclude a student from participating in the GIPP practicum matching process. However, if a student makes a verbal commitment to train at a site they have developed, he or she should not enter their name into the GIPP match process. Documentation of approval will be completed by the Coordinator of Practicum Training, and will remain in the student's permanent file.

Evaluation Procedures

Students participating in practicum are formally evaluated by the Site Supervisor at the end of each semester. The Coordinator of Practicum Training provides standard evaluation forms for all practicum students in mid-November and mid-April. The student is responsible for delivering the evaluation forms to his/her Site Supervisor for completion, and returning them to the Coordinator of Practicum Training. A copy of the completed evaluation should be kept as a record at the practicum site, and students should make their own copies for their own records.

1. **Forms:** The *Supervisor's Evaluation of Practicum Student* (see Appendix H) is completed and signed by the Site Supervisor(s) and discussed with the student. The student signs this form to indicate that s/he reviewed and discussed this evaluation, regardless of agreement with its content. *Students should make and retain copies of all documentation handed in for Practicum course completion.*

The *Student's Evaluation of Practicum Placement* (see Appendix I) is completed by the student and discussed with the Site Supervisor(s). The primary supervisor signs this form to indicate that s/he reviewed and discussed this evaluation, regardless of agreement with its content. In addition, and under unusual circumstances, the student may submit a confidential evaluation of the site directly to the Coordinator of Practicum Training. The Coordinator of Practicum Training must be consulted *prior* to this being done, in an attempt to resolve any conflict first.

2. **Procedures:** The student submits both evaluation forms to the Coordinator of Practicum Training for his/her review prior to the end of the semester. Failure to do so before the stated deadline results in the student receiving an Incomplete grade for the Practicum. An Incomplete grade in Practicum in the year the student is eligible to receive the master's degree may interfere with a student's ability to be awarded the master's degree. The Coordinator will consult with the Site Supervisor around any evaluation which does not clearly indicate a satisfactory performance for the semester. The grade for the Practicum has no direct bearing on the grade for participating in the associated Professional Practice or Case Conference Seminar. Enrollment in a third-year practicum is contingent on successful completion of a second-year practicum, including timely submission of evaluation forms.

The original *Supervisor's Evaluation of Practicum Student* and *Student's Evaluation of Practicum Placement* are filed in the student's record. A copy of the *Supervisor's Evaluation of Practicum Student* is sent to the student's Seminar Leader for review. A copy of the *Student's Evaluation of Practicum Placement* is filed in the practicum site files maintained by the Coordinator of Practicum Training.

3. Criteria for passing grade for Practicum:

In order to receive a grade of P (Passing) for Practicum, the following criteria must be met:

1. Students must register for CPS 651 (Fall) and CPS 652 (Spring), or CPS 751 (Fall) and CPS 752 (Spring) during the appropriate academic year.
2. Students must provide evidence of appropriate professional liability insurance prior to beginning practicum each academic year.

3. Students must provide a Clinical Practicum Agreement, signed by the student and the supervisor prior to the beginning of the Practicum (according to the deadline set by the Coordinator of Practicum).
4. At the end of the Practicum (and according to the deadlines set by the Coordinator of Practicum Training), the GIPP Coordinator of Practicum Training must receive:
 - a. A final *Evaluation of Practicum Student* (due at the end of each semester) from the Practicum supervisor regarding the student, signed by both the student and supervisor(s), with an overall minimum ranking of “Good” (3).
 - b. A final *Evaluation of Practicum Placement* (due at the end of each semester) from the Practicum student regarding the site, signed by both the student and supervisor(s).
 - c. A copy of APPIC hours completed for the semester (actual and projected), signed by both the student and supervisor(s).

Note Bene: Students will receive a grade of I (Incomplete) until such time as materials listed above have been received by the Coordinator of Practicum Training. Once those materials have been received, the Coordinator of Practicum Training will submit a change of grade from I to P for the outstanding semester(s).

Appendix

- A. Practicum Log (pp. 14-25)
- B. Practicum Site Visit Form (pp. 26-27)
- C. Practicum Request Form (p. 28)
- D. Interview Notification Letter (p. 29)
- E. Clinical Practicum Agreement (pp. 30-33)
- F. Practicum Proposal Form (p. 34)
- G. Supervisor's Evaluation of Practicum Student (pp. 35-41)
- H. Student's Evaluation of Practicum Placement (pp. 42-45)

Semester: **Fall** **Spring** Year _____

SECTION 3: DOCTORAL PRACTICUM AND TERMINAL MASTERS DOCUMENTATION

This form was created to allow applicants to document their experience in therapy and other psychological interventions. While this form lists a wide range of experiences that one might have had, **no applicant is expected to have experience in all, or even most, of these areas.** In fact, most internship programs focus on those areas that are a good fit for their program. You are advised to identify those categories that fit best with your experiences and provide the relevant information for those categories.

INSTRUCTIONS FOR THIS SECTION:

1. For items 1 - 3 in this section, you should count hours only for which you received formal academic training and credit or which were program-sanctioned training or program-sanctioned work experiences (e.g., VA summer traineeship, clinical research positions, time spent in the same practicum setting after the official practicum has ended). Practicum hours must be supervised. Please consult with your academic training director to determine whether experiences are considered program sanctioned or not. The academic training director must be aware of and approve of the clinical activity. Academic credit is not a requirement in all cases. Items 4 - 7 ask for information about practicum support activities, anticipated practicum experiences and work experience. If you have relevant experience that does not fit into the above definition, you will have an opportunity to describe it in item 6, Clinical Work Experiences.
2. You will be asked to report your practicum hours separately for: (1) practicum hours accrued in your doctoral program, and (2) practicum hours accrued as part of a terminal master's experience in a mental health field. **Hours accrued while earning a master's degree as part of a doctoral program should be counted as doctoral practicum hours.**
3. **Practicum hour** - A practicum hour is a clock hour, not a semester / quarter hour. A 45-50 minute client / patient hour may be counted as one practicum hour.
4. Items 1 - 3 below are meant to be mutually exclusive; thus, any practicum hour should **not** be counted more than once across these three items. **You may have some experiences that could potentially fall under more than one category, but it is your responsibility to select the category that you feel best captures the experience.** (For example, a Stress Management group might be classified as a group or as a Medical / Health-Related Intervention, but not both.)
5. **For items 1-3, include only experience accrued up to December 18, 2009. You will have an opportunity to describe the practicum experience that you anticipate occurring until Dec. 18, 2009 until the start of internship in Item 5, Practicum Experience Anticipated (Nov. 1st to start of internship)**
6. When calculating practicum hours, you should provide your best estimate of hours accrued or number of clients / patients seen. It is understood that you may not have the exact numbers available. Please round to the nearest **whole**

number. Use your best judgment, in consultation with your academic training director, in quantifying your practicum experience.

1. INTERVENTION AND ASSESSMENT EXPERIENCE - How much experience do you have with different types of psychological interventions and assessment?

Please report actual clock hours in direct service to clients / patients. Hours should not be counted in more than one category. Experiences involving gathering information about the client / patient, but not in the actual presence of the client / patient, should instead be recorded under item 4, below (“Support Activities”). For the “Total hours face-to-face” columns, count each hour of a group, family, or couples session as one practicum hour. For example, a two-hour group session with 12 adults is counted as two hours. For the “# of different...” columns, count a couple, family, or group as one (1) unit. For example, meeting with a group of 12 adults over a ten-week period for two hours per week counts as 20 hours and one (1) group. Groups may be closed or open membership; but, in either case, count the group as one group.

***Remember that hours accrued while earning a master’s degree as part of a doctoral program should be counted as doctoral practicum hours.**

	DOCTORAL*		TERMINAL MASTERS*	
	(Est. to Dec. 18 , 2009)			
	Total hours face-to-face	# of different INDIVIDUALS	Total hours face-to-face	# of different INDIVIDUALS
a. Individual Therapy				
1) Older Adults (65+)				
2) Adults (18-64)				
3) Adolescents (13-17)				
4) School-Age (6-12)				
5) Pre-School Age (3-5)				
6) Infants / Toddlers (0-2)				
b. Career Counseling				
	Total hours face-to-face	# of different INDIVIDUALS	Total hours face-to-face	# of different INDIVIDUALS
1) Adults				
2) Adolescents				
	Total hours face-to-face	# of different GROUPS	Total hours face-to-face	# of different GROUPS
c. Group Counseling				
1) Adults				
2) Adolescents (13-17)				
3) Children (12 and under)				
	Total hours face-to-face	# of different FAMILIES	Total Hours face-to-face	# of Different FAMILIES
d. Family Therapy				

INTERVENTION AND ASSESSMENT EXPERIENCE (continued)				
	Total hours face-to-face	# of different COUPLES	Total hours face-to-face	# of different COUPLES
e. Couples Therapy				
	Total hours face-to-face	# of different INDIVIDUALS	Total hours face-to-face	# of different INDIVIDUALS
f. School Counseling Interventions				
1) Consultation				
2) Direct Intervention				
3) Other:				
	Total hours face-to-face	# of different INDIVIDUALS	Total hours face-to-face	# of different INDIVIDUALS
g. Other Psychological Interventions				
1) Sport Psychology / Performance Enhancement				
2) Medical / Health – Related Interventions				
3) Intake Interview / Structured Interview				
4) Substance Abuse Interventions				
5) Consultation				
6) Other Interventions (e.g., milieu therapy, treatment planning with the patient present.)				
Please describe the nature of the experience in g-6:				

- h. Psychological Assessment Experience:** This is the estimated total number of face-to-face client contact hours administering and providing feedback to clients/patients. This does not include the activity of scoring and/or report writing, which should be included under item 4, below (“Support Activities”). You will provide information about numbers of tests administered in Section 4 of the AAPI.

PSYCHOLOGICAL ASSESSMENT EXPERIENCE		
	DOCTORAL* Total hours face-to-face	TERMINAL MASTERS* Total hours face-to- face
1) Psychodiagnostic test administration (include symptom assessment, projectives, personality, objective measures, achievement, intelligence, and career assessment), and providing feedback to clients/patients.		
2) Neuropsychological Assessment (include intellectual assessment in this category only when it was administered in the context of neuropsychological assessment involving evaluation of multiple cognitive, sensory and motor functions).		
3) Other: (Specify :)		

- i. Other Psychological Experience with Students and/or Organizations:**

OTHER PSYCHOLOGICAL EXPERIENCE WITH STUDENTS AND/OR ORGANIZATIONS		
	DOCTORAL* Total hours face-to-face	TERMINAL MASTERS* Total hours face-to- face
1) Supervision of other students performing intervention and assessment activities		
2) Program Development/Outreach Programming		
3) Outcome Assessment of programs or projects		
4) Systems Intervention / Organizational Consultation / Performance Improvement		
5) Other (Specify :)		

TOTAL INTERVENTION AND ASSESSMENT HOURS:

Add the number of hours included in 1a through 1i above.

	DOCTORAL*	TERMINAL
	MASTERS*	
	Total hours	Total hours
	face-to-face	face-to-face

Total Intervention & Assessment Hours:

2. SUPERVISION RECEIVED – How much time have you spent in supervision?

Supervision is divided into one-to-one, group, and peer supervision / consultation. Supervision provided to less advanced students should be counted in item 1i-1, above.

Item 2a: Hours are defined as regularly scheduled, face-to-face individual supervision with specific intent of overseeing the psychological services rendered by the student.

Items 2b and 2c: The hours recorded in the group supervision category should be actual hours of group focus on specific cases. Many excellent practicum courses incorporate both didactic and experiential components in the course activity. **While the didactic portion is excellent training, it should not be recorded as a supervision activity; it should instead be included as a support activity in Item 4 (“Support Activities”) below.** This may necessitate breaking the hours spent in a practicum course into intervention, supervision, and didactic activities by actual course hours. For example, if you present on the “Psychosocial Issues of HIV Infection” using examples of cases, it is a didactic activity. Similarly, Grand Rounds that consists of in-service education on specific topics would not be considered supervision for the purposes of documenting practicum hours, but would be considered a support activity.

	DOCTORAL*	TERMINAL
	MASTERS*	
	Total hours	Total hours

a. Hours spent in one-on-one, face-to-face supervision:

b. Hours spent in group supervision:

c. Hours of peer supervision / consultation and case discussion on specific cases:

Total Supervision Hours (add 2a, 2b, and 2c):

3. SUMMARY OF PRACTICUM HOURS - This section summarizes the total number of practicum hours described above,. In columns one and two, please include the

total hours as designated in items 1 - 2 above. Please total these in column three for Total Completed Hours.

	DOCTORAL* to Dec. 18, 2009	TERMINAL MASTERS	Total Completed Hours
a. Total Interventions and Assessment Hours (item 1):			
b. Total Supervision Hours (item 2):			

*** Hours accrued while earning a master's degree as part of a doctoral program should be counted as doctoral practicum hours.**

- 4. SUPPORT ACTIVITIES – This item involves describing the activities in which you engaged that supported your intervention and assessment experience.** This item includes activities spent outside the counseling / therapy hour while still focused on the client / patient (e.g., chart review, writing progress notes, consulting with other professionals about cases, video / audio tape review, assessment interpretation and report writing, etc.). In addition, it includes the activity of participating in didactic training held at the practicum site (e.g., grand rounds, seminars).

ACTIVITY	DOCTORAL	TERMINAL MASTERS
a. Case Conferences		
b. Case Management/ Consultation		
c. Didactic Training/ Seminars/Grand Rounds		
d. Progress Note/Clinical Writing/Chart Review		
e. Psychological Assessment Scoring/Interpretation and Report Writing		
f. Video-Audio-Digital Recording Review		
Total Support Hours:		

If you feel that your support hours include any activities that are unusual or unique to your program that you would like to highlight, please describe those activities here (200 words or less).

5. PRACTICUM EXPERIENCE ANTICIPATED (NOV. 1ST TO START OF INTERNSHIP) - This section summarizes and describes anticipated practicum experience. Please include type of experience anticipated, approximate hours per week, supervision hours anticipated on a weekly basis, duration of the training, as well as a description of the duties.

6. INFORMATION ABOUT YOUR PRACTICUM EXPERIENCES

a. TREATMENT SETTINGS - How many hours have you spent in each of the following treatment settings? Please indicate the estimated total number of hours (intervention and assessment and supervision hours ONLY) spent in each of the following treatment settings to November 1, 2009.

	DOCTORAL To Dec. 18, 2009	TERMINAL MASTERS	Total Intervention, Assessment, and Supervision Hours
Child Guidance Clinic			
Community Mental Health Center			
Department Clinic (psychology clinic run by a department or school)			
Forensic / Justice setting (e.g., jail, prison)			
Medical Clinic/Hospital			
Inpatient Psychiatric Hospital			
Outpatient Psychiatric Clinic/Hospital			
University Counseling Center / Student Mental Health Center			
Schools			
VA Medical Center			
Other (Specify:)			

- b. What types of groups have you led or co-led? Please describe, include the type of group, approximate duration and average number of clients at each group session.
- c. Do you have experience with Managed Care Providers in a professional therapy / counseling / assessment capacity? Yes No
- d. Have you audiotaped, videotaped, or made digital recordings of clients/patients and reviewed these with your clinical supervisor?
 Audio tape review: Yes No
 Videotape/digital recording review: Yes No
 Live/direct observation by supervisor: Yes No
- e. In which languages other than English (including American Sign Language) are you FLUENT enough to conduct therapy?
- f. What is your practicum or program sanctioned work experience with diverse populations in a professional therapy /counseling or an assessment capacity? Please indicate the number of clients/patients seen for each of the following diverse populations. You may provide additional information or comments in the space provided. Include under the assessment column clients/patients for whom you performed assessments and/or intake interviews. For this section, you may include a single client/patient in more than one category and/or more than one column, as appropriate. For families, couples, and/or groups please count each individual as a separate client or patient.

RACE/ETHNICITY	Number of Different clients/patients seen	
	Intervention	Assessment
African-American / Black / African Origin		
Asian-American / Asian Origin / Pacific Islander		
Latino-a / Hispanic		
American Indian / Alaska Native / Aboriginal Canadian		
European Origin / White		
Bi-racial / Multi-racial		
Other (Specify: _____)		

SEXUAL ORIENTATION (This information may not be known for all clients; please indicate only when known.)	Number of Different clients/patients seen	
	Intervention	Assessment
Heterosexual		
Gay		
Lesbian		
Bisexual		
Other (Specify: _____)		

DISABILITIES	Number of Different clients/patients seen	
	Intervention	Assessment
Physical / Orthopedic Disability		
Blind / Visually Impaired		
Deaf / Hard of Hearing		
Learning / Cognitive Disability		
Developmental Disability (Including Mental Retardation and Autism)		
Serious Mental Illness (e.g., primary psychotic disorders, major mood disorders that significantly interfere with adaptive functioning)		
Other (Specify: _____)		

GENDER	Number of Different clients/patients seen	
	Intervention	Assessment
Male		
Female		
Transgendered		

Comments:

7. CLINICAL WORK EXPERIENCES – What other clinical experiences have you had? Some students may have had work experience outside of their master’s and doctoral training that are not considered by their academic program as sanctioned work experiences, thus have previously not been described on the AAPI as program-sanctioned work experiences. This section is to include professional work experiences that are separate from practica or program-sanctioned work experience. Use this section to describe settings and activities that are not included in items 1-6 above, “Intervention and Assessment Experience.” Indicate the type of treatment setting in which this work experience was conducted. Please indicate the total duration of work experience and whether or not this work experience was full or part-time. You may simply provide this information in narrative form, or you may present

this information in a format similar to that used above (i.e., using the format from one or more items above). If you choose to identify hours, please use the same criteria for intervention and assessment hours, supervision hours, and support hours. Typically, the work experience summarized in this section occurred after your undergraduate degree was earned or after you entered graduate school in psychology.

- 8. TEACHING EXPERIENCES - What is your teaching experience?** Please summarize any teaching experience that you have. Include both undergraduate and graduate courses taught.

SECTION 4: TEST ADMINISTRATION

What is your experience with the following instruments? Please indicate all instruments used by you in your assessment experience completed during your practica to November 1, 2009, *excluding practice administrations to fellow students*. . You may include any experience you have had with these instruments such as research, practicum, etc., *other than practice administrations*. Please indicate the number of tests that you administered and scored in the first column. In the second column indicate how many of those that you administered and scored in column one were subsequently interpreted in a report that you wrote. Please designate your experiences for the instruments listed below; however, do not change the order in which the tests are listed. You may include additional instruments (under "Other Tests") for any tests other than those listed below. This section summarizes tests administered during your practicum and program-sanctioned work experience. If you have extensive assessment experience in other work experiences, you can summarize this experience in item 3 below.

1. TESTS for Adults NAME OF TEST	# ADMINISTERED AND SCORED	# OF REPORTS WRITTEN
Bender Gestalt		
Benton Visual Retention Test		
Boston Naming Test		
California Verbal Learning Test (specify version:)		
Delis-Kaplan Executive Function System (DKEFS)		
Dementia Rating Scale-II		
Millon Clinical Multi-Axial Inv. III (MCMI)		
MMPI-II		
Multilingual Aphasia Exam		
Myers-Briggs Type Indicator		
Personality Assessment Inventory		
Projective Sentences (includes Rotter Sentence Completion and other Sentence Completion Tests)		
Projective Drawings (includes Draw-a-Person Test and Kinetic Family Drawing Test)		
Rey-Osterrieth Complex Figure		
Rorschach (scoring system:)		
SCID		
K-SADS		
Self-report measures of symptoms / disorders (e.g., Beck Depression Inventory)		
Strong Interest Inventory		
Structured Diagnostic Interviews (e.g., SADS, DIS)		
TAT		

Trail Making Test A & B		
WAIS-III		
Wechsler Individual Achievement Test (WIAT)		
Wechsler Memory Scale-III		
Wisconsin Card Sorting Test		
Other Tests (Specify: _____)		

2. TESTS FOR CHILD AND ADOLESCENT NAME OF TEST	# ADMINISTERED AND SCORED	# OF REPORTS WRITTEN
Barkley-Murphy Checklist for ADHD		
Bayley Scales of Infant Development (specify version: _____)		
Behavior Assessment System for Children (BASC)		
Behavior Rating Scale of Executive Function (BRIEF)		
Bender Gestalt		
Children's Memory Scale		
Conner's Scales (ADHD assessment)		
Continuous Performance Test (specify version: _____)		
Delis Kaplan Executive Function system		
Diagnostic Interviews (e.g., DISC, Kiddie- SADS)		
Human Figure Drawing		
Kinetic Family Drawing		
Millon Adolescent Personality Inventory (MAPI)		
MMPI-A		
Parent Report Measures (e.g., Child Behavior Checklist)		
Peabody Picture Vocabulary Test		
Roberts Apperception Test for Children (RATC)		
Rorschach (scoring system: _____)		
Self report measures of symptoms / disorders (e.g., Children's Depression Inventory)		
TAT		
Wechsler Individual Achievement Test (WIAT)		
Wide Range Assessment of Memory and Learning (specify version: _____)		
WISC-IV		
Woodcock Johnson-III (Achievement; Cognitive)		
WPPSI-III		

WRAT (specify version: _____)		
Other Tests (Specify: _____)		

3. TESTING EXPERIENCE IN WORK SETTINGS

If you have extensive assessment experience in work settings, describe it here. This would include experience that is not considered sanctioned work experience or practicum experience.

4. INTEGRATED REPORT WRITING

How many supervised integrated psychological reports have you written for each of the following populations? An integrated report includes a history, an interview, and at least two tests from one or more of the following categories: personality assessments (objective, self-report, and/or projective), intellectual assessment, cognitive assessment, and/or neuropsychological assessment. These are synthesized into a comprehensive report providing an overall picture of the patient/client.

3. INTEGRATED REPORT WRITING	# INTEGRATED REPORTS
a. Adults	
b. Children/Adolescents	

Signature of Student:

Signature of Supervisor:

Date signed:



University of Hartford

Practicum Site Visit Form

Student: _____ Date: _____

Facility: _____

Clinical Unit: _____ Seminar Leader: _____

Primary Supervisor: _____ Secondary Supervisor: _____

Overview of Facility: _____

Current Practicum Activities & Supervision: _____

Strengths of Placement: _____

Concerns: _____

Practicum Site Visit Form Addendum (Optional)

Student's performance at site (strengths/concerns): _____

Please note: Completion of this section is optional. Information gained at the site visit with regard to the student's performance should be discussed with the student, whether or not it is recorded here. If the Seminar Leader decides to complete this section, a copy of both pages of the site visit form will be filed in the student's file.



Name: _____ Date: _____

Instructions: Please make your final requests for practicum placement for the 2008-2009 academic year. Answer items 1-3 by placing a check in the box(es) that best describe your interests. For item 3, please list in order your top 10 choices for practicum assignment, along with comments regarding your requests. **Form is due in mailbox of the Coordinator of Practicum Training by March 12, 2010.**

1. What age-range(s) of clients would you like to work with next year?
 Children Adolescents Adults Geriatrics

2. In what setting(s) would you like to be placed next year? (Check all you are interested in)
 Inpatient Partial Hospital Outpatient
 Elementary School Special Education Program Forensic/Correctional
 College Counseling

Where do you plan on living next year?
Town/City _____ State _____

3. List 10 choices (in order) for practicum next year:
1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

4. Comments: (Please use this section to describe what features of your preferred sites are most important to you and to note any issues that would affect your practicum placement).

5. Fluency in another language? _____
6. Master's degree? Or license in another mental health discipline? _____
7. Your phone number (where you are reachable usually): _____

Appendix D

Memo

To: <<First Name>> <<Last-Name>>
From: Dr. D. DiCello
Date: March 12, 2010
Subject: Practicum Assignment

You have been assigned to interview at <<Site [assignment lookup](#)>> for a practicum placement for the 2008-2009 academic year.

Please contact Dr. <<M 1st Name>> <<Last Name1>> at <<Direct phone >> as soon as possible to schedule a personal interview. Remember to ask for directions and bring a current resume/vita with you to the interview. Also, it is helpful to bring a copy of the Clinical Practicum Agreement Form (attached) to use as a guide in discussing practicum responsibilities and arranging your schedule, including vacations and time off for internship interviews (see further instructions below).

Be aware that your assignment to this site for an interview does not guarantee placement there. The purpose of the interview is for you and the supervisor to evaluate whether placement at this site would be a good fit for both. The interview will also provide you with an opportunity to learn more about how your training needs might be met at the site. Some sites have fixed responsibilities for all practicum students; some can shape a practicum experience to a student's particular training needs and level of experience.

The Clinical Practicum Agreement Form. As you set up your practicum interview, please keep in mind the attached Clinical practicum Agreement Form. The Clinical Practicum Agreement Form outlines the specifics of your practicum placement and should be developed in collaboration with your practicum supervisor(s) for the coming year. You are advised to review this document and its instructions prior to your interview. Some supervisors are familiar with our procedure of interviews and forms, but others may not be as familiar and may look to you for an explanation of the GIPP procedures. Your familiarity with the procedures will convey professionalism and also help you expedite the process of securing your placement.

You have until the end of May to complete the Clinical Practicum Agreement Form, so the present priority should be on reaching a verbal agreement with a practicum site. In some cases, it may be possible to complete the Agreement Form at the initial interview, but most likely you will need to schedule a second brief meeting with your primary supervisor. Make sure you and your supervisor(s) sign this agreement; I will obtain the signature from your Seminar Leader in September. The signed Agreement Form is due, with your signature and at least your primary supervisor's signature, in my mailbox by **Thursday, May 20th**.

For now, good luck with your interview! Please schedule an appointment to meet with me if you have any questions or concerns.



Clinical Practicum Agreement

1. Parties: This Agreement is entered into by the following parties:

Student: _____

who is a student in good standing in the 2nd 3rd 4th Year of the Psy.D. Program at the University of Hartford's Graduate Institute of Professional Psychology.

Primary Supervisor: _____ (Degree) _____

(Agency) _____

(Department/Unit) _____

(Mailing Address*) _____

(City, State, ZIP) _____

(Phone) () _____ (Licensure, State(s) & #) _____

(e-mail) _____ *(please include this)*

Supervisor 2: _____ (Degree) _____

(Phone) () _____ (Licensure, State(s) & #) _____

(e-mail) _____ *(please include this)*

Supervisor 3: _____ (Degree) _____

(Phone) () _____ (Licensure, State(s) & #) _____

(e-mail) _____ *(please include this)*

Agency Training Director: _____ (Degree) _____

(Phone) () _____ (Licensure, State(s) & #) _____

(e-mail) _____ *(please include this)*

GIPP Seminar Leader: _____

(Phone) () _____

Associate Director, GIPP: Donna DiCello, Psy.D. (860) 768-5227

DiCello@hartford.edu

** Please record supervisors' mailing address accurately as this information will be used for all GIPP correspondence with supervisors.*

2. Duration: This Agreement will be in effect over the course of the training period:

_____, 2009 to _____, 2010
(*Minimum: Sept – May or Sept – June at school sites*) *Total # weeks = _____.* **(A)**

3. Weekly schedule:

	<i>Fall Semester</i>	<i>Spring Semester</i>
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

(*Required: 16-20 hours/week*) *Total hours/week = _____.* **(B)**

4. Vacation time: _____

Total hours vacation = _____. **(C)**

5. Total hours for year: $(A \times B) - C =$ _____

6. Scheduling commitments: The student affirms that the above practicum schedule does not conflict with any other academic commitments at the University of Hartford and is a priority for the student's attendance.

7. Training goals & objectives: _____

8. Activities for meeting goals & objectives: _____

9. Supervision:

	<i>Hours/week</i>	<i>Type of Supervision</i>	<i>Area of Supervision</i>
Primary Supervisor			
Supervisor 2			
Supervisor 3			

(Minimum: A total of at least 2 hours of supervision/week required)

10. Additional learning activities (seminars, in-services, rounds, research): _____

11. Psychodiagnostic materials available: _____

12. Agency consent for release of case information: The agency will allow the student to use psychological assessment data and other clinical information obtained at the agency to fulfill course work requirements, to make clinical case presentations in program seminars, and to complete Qualifying Exams. The student will discuss any such uses of clinical material with the primary supervisor in a timely manner. It is the student's responsibility to follow proper procedures for obtaining informed consent from the client for release of information, for maintaining client confidentiality, and for final disposition of the materials.

13. Agency consent for release of audio/visual case information: The agency will allow the student to use audio tape or videotape samples of clinical work for academic purposes, following the same procedures as outlined in Item 12.

14. Employment: The student is not a current or former employee of the agency.

or An exception has been granted by the Director of Practicum Training for the following reason:

15. Previous practicum: The student has not engaged in a previous practicum at this agency.
or An exception has been granted by the Director of Practicum Training for the following reason:

16. Stipend: \$ _____ / year.

17. Evaluations: The supervisors agree to complete the evaluation forms for the student trainee at the end of each semester.

18. Liability insurance: For the entire period covered by this Agreement, the student agrees to maintain professional malpractice insurance in the amount of \$1,000,000 per incident and \$3,000,000 aggregate per year.

19. Other stipulations: _____

20. Date: This Agreement is entered into on this _____ day of _____, 2008.

21. Signatures:

(Student)

(Primary Supervisor)

(GIPP Seminar Leader)

(Supervisor 2)

(GIPP Associate Director/Coordinator of Practicum Training)

(Supervisor 3)

(Agency Training Director, if applicable)



Name: _____ Date: _____

Proposed Practicum Site: _____
 Department/Unit: _____
 Address: _____

CONTACT PERSON AT SITE: _____ PHONE: _____

Description of Site:

Supervision:
 Possible Primary Supervisor: _____ (Degree) _____

Possible Secondary Supervisor: _____ (Degree) _____

Possible Practicum Activities (note who might serve as supervisor for each activity):

	<i>Hours/week</i>	<i>Type of Supervision</i>	<i>Area of Supervision</i>
Primary Supervisor			
Supervisor 2			

- Yes No Are you a current or former employee of this agency?
- Yes No Would this be a stipend or paid practicum? If yes, explain terms: _____

- Yes No Is a contract between the site and the GIPP (separate of the agreement form) required by the site?

Attach: (1) Printed brochure or descriptive materials about site (2) Potential supervisor(s) CV's

- Form submitted by February 5th.
- Practicum Proposal Form approved for continued discussion.
- Clinical Training Manual sent.
- Phone contact with Coordinator of Practicum Training.
- Practicum Agreement Form submitted by May deadline.



UNIVERSITY OF HARTFORD

GRADUATE INSTITUTE OF PROFESSIONAL PSYCHOLOGY

EVALUATION OF PRACTICUM STUDENT

Trainee: _____ Semester & Year: **Fall 2009**

Facility: _____

Department/Unit: _____

Supervisor: _____ GIPP Seminar Leader: _____

Instructions: For each of the following areas, please use the rating scale below to evaluate the trainee relative to other students at a similar level of training and experience. Your comments at the end of each section will assist with our understanding of the trainee's strengths and weaknesses.

(EX) Excellent: Student's performance was at an exceptionally high level.

(VG) Very Good: Student's performance was solidly competent, clearly above average, and characterized by an absence of difficulties. Suggestions for continued improvement are offered.

(GD) Good: Student's performance was basically competent and fulfilled requirements. There were no major problems and the work was adequate. Suggestions for continued improvement are offered.

(SC) Satisfactory with Concerns: Student's performance was minimally acceptable; there was a major problem or many minor difficulties that identify a need for remediation/corrective action, as noted in the comments section.

(US) Unsatisfactory: Student's performance was unacceptable; no credit for the practicum can be given. There were several major problems that identify a need for remediation/corrective action, as noted in the comments section.

(NA) Not Applicable: Student is not expected to engage in this activity or supervisor does not have enough information to rate student.

I. PROFESSIONAL CHARACTERISTICS

	US	SC	GD	VG	EX	NA
1. Shows responsibility in attendance, completing work on time, following procedures.	1	2	3	4	5	NA
2. Shows enthusiasm for learning.	1	2	3	4	5	NA
3. Demonstrates knowledge and application of professional ethics.	1	2	3	4	5	NA
4. Demonstrates/discusses engagement in self-care activities	1	2	3	4	5	NA
5. Maintains positive attitude and maturity in clinical activities.	1	2	3	4	5	NA
6. Able to work independently.	1	2	3	4	5	NA
7. Able to interact and work successfully with other trainees.	1	2	3	4	5	NA
8. Able to interact and work successfully with professional staff.	1	2	3	4	5	NA
9. Shows sensitivity and respect for persons of diverse backgrounds and cultures.	1	2	3	4	5	NA
10. Adequately prepares for supervisory sessions.	1	2	3	4	5	NA
11. Communicates effectively with supervisor.	1	2	3	4	5	NA
12. Shows receptivity to critique and suggestion for improvement.	1	2	3	4	5	NA
13. Assesses own strengths and weaknesses accurately.	1	2	3	4	5	NA
Overall Rating	1	2	3	4	5	

Comments: _____

II. CASE MANAGEMENT SKILLS

The following apply to all clinical activities in which the student participated:

	US	SC	GD	VG	EX	NA
1. Engages client in collaborative relationship.	1	2	3	4	5	NA
2. Consults with family and relevant others in developing treatment plans.	1	2	3	4	5	NA
3. Develops treatment plans with reasonable short-term and long-term goals.	1	2	3	4	5	NA
4. Develops treatment plans with clearly specified objectives and interventions.	1	2	3	4	5	NA
5. Makes appropriate referrals to community resources.	1	2	3	4	5	NA
6. Collaborates with medical staff and facilities on client's behalf.	1	2	3	4	5	NA
7. Assists client in maintaining and expanding social network.	1	2	3	4	5	NA
8. Monitors client's progress toward achievement of treatment goals.	1	2	3	4	5	NA
9. Documents clinical activities in clear and timely manner.	1	2	3	4	5	NA
10. Submits billing information in clear and timely manner.	1	2	3	4	5	NA
Overall Rating	1	2	3	4	5	

Comments: _____

III. ASSESSMENT AND CONSULTATION SKILLS

Describe nature of assessment and consultation experiences: _____

	US	SC	GD	VG	EX	NA
1. Knows background and application of a variety of assessment procedures.	1	2	3	4	5	NA
2. Considers issues of diversity and culture in assessment.	1	2	3	4	5	NA
3. Obtains information via interviewing skills.	1	2	3	4	5	NA
4. Obtains information via observational skills.	1	2	3	4	5	NA
5. Follows standard testing procedures.	1	2	3	4	5	NA
6. Integrates findings from available sources.	1	2	3	4	5	NA
7. Effectively answers referral questions.	1	2	3	4	5	NA
8. Delineates client's problems and resources.	1	2	3	4	5	NA
9. Uses <i>DSM-IV-TR</i> to develop a formal diagnosis.	1	2	3	4	5	NA
10. Communicates findings to relevant individuals.	1	2	3	4	5	NA
11. Writes effective assessment reports.	1	2	3	4	5	NA
Overall Rating	1	2	3	4	5	NA

Comments: _____

IV. THERAPY SKILLS:

Describe the number and types of therapy cases supervised: _____

	US	SC	GD	VG	EX	NA
1. Develops rapport with clients.	1	2	3	4	5	NA
2. Understands the impact of countertransference on the therapy relationship.	1	2	3	4	5	NA
3. Demonstrates the level of self-knowledge needed for good clinical care.	1	2	3	4	5	NA
4. Self-reflects on process of own interactions with clients.	1	2	3	4	5	NA
5. Able to respond with empathy.	1	2	3	4	5	NA
6. Able to consider issues of culture and diversity in therapy.	1	2	3	4	5	NA
7. Knows relevant theories of psychotherapy.	1	2	3	4	5	NA
8. Conceptualizes cases from a theoretical model.	1	2	3	4	5	NA
9. Uses theoretical model to develop treatment goals and objectives.	1	2	3	4	5	NA
10. Demonstrates critical thinking skills appropriate for the doctoral level of training.	1	2	3	4	5	NA
11. Applies techniques/interventions relevant to a theoretical model.	1	2	3	4	5	NA
12. Understands appropriate methods for measuring change in therapy.	1	2	3	4	5	NA
13. Assists clients with emergency and crisis intervention, when needed.	1	2	3	4	5	NA
Overall Rating	1	2	3	4	5	NA

Comments: _____

V. PROBLEM CHECKLIST

Listed below are problems which may require supervisory attention at various points in a practicum student's training. Please indicate **Yes**, **No**, or **Don't Know** whether any problem has remained a supervisory concern *over the past month*.

	Current Problem?		
	Yes	No	DK
1. Displays lack of self-confidence in interactions with clients.	Yes	No	DK
2. Appropriately manages countertransference and/or discusses it in supervision	Yes	No	DK
3. Overuses psychological jargon.	Yes	No	DK
4. Becomes overinvolved with the client.	Yes	No	DK
5. Demonstrates detachment or lack of interest toward client.	Yes	No	DK
6. Tries to fit client into inappropriate treatment model.	Yes	No	DK
7. Sees the same clinical issue in all clients.	Yes	No	DK
8. Evidences difficulty dealing with sexual material.	Yes	No	DK
9. Evidences difficulty dealing with issues of aggression/violence.	Yes	No	DK
10. Fails to consider client's medical issues or use of substances.	Yes	No	DK
11. Fails to consider client's ethnic or cultural background.	Yes	No	DK
12. Does not seek appropriate consultation/advice during crises.	Yes	No	DK
13. Does not understand legal issues regarding the reporting of suspected child abuse.	Yes	No	DK
14. Does not understand legal issues regarding the duty to protect others from harm.	Yes	No	DK
15. Does not understand legal issues regarding involuntary hospitalization.	Yes	No	DK
16. Does not understand legal issues regarding confidentiality.	Yes	No	DK
17. Does not understand agency policies regarding personnel issues (e.g., diversity, disabilities, sexual harassment).	Yes	No	DK
18. Other: _____	Yes	No	DK

VI. GENERAL SUMMARY

	US	SC	GD	VG	EX
Overall Evaluation:	1	2	3	4	5

Trainee's main strengths and assets: _____

Areas of needed improvement: _____

Training recommendations: _____

Supervisor's Signature

Date

Trainee's Signature

Date

Reviewed by Coordinator of Practicum

Date



GRADUATE INSTITUTE OF PROFESSIONAL PSYCHOLOGY

STUDENT'S EVALUATION OF PRACTICUM PLACEMENT

Trainee: _____

Semester & Year: **Fall 2009**

Agency: _____

Department/Unit: _____

Primary Supervisor: _____

Supervisor 2: _____

Supervisor 3: _____

GIPP Seminar Leader: _____

Note: The following rating scale will be used to evaluate your practicum experience this semester. Please add comments at the end of each section to clarify your ratings.

(EX) Excellent: Exceptionally high level of quality.

(VG) Very Good: Solidly high quality and characterized by an absence of difficulties.

(GD) Good: Basically acceptable and sufficient quality; fulfilled requirements. No major problems.

(SC) Satisfactory with Concerns: Minimally acceptable quality; at least one major problem or many minor difficulties that identify a need for corrective action, as noted in the comments.

(US) Unsatisfactory: Unacceptable quality; several major problems that identify a need for corrective action, as noted in the comments.

(NA) Not Applicable: Not relevant to this placement, or not enough information available.

-OVER-

I. AGENCY SETTING AND SUPPORT

Please circle most appropriate rating:	US	SC	GD	VG	EX	NA
1. Adequacy of office space.	1	2	3	4	5	NA
2. Availability of testing supplies.	1	2	3	4	5	NA
3. Willingness of support staff to assist student.	1	2	3	4	5	NA
4. Acceptance of student trainee by professional staff.	1	2	3	4	5	NA
5. Integration of student into agency activities.	1	2	3	4	5	NA
6. Overall working environment of the agency.	1	2	3	4	5	NA

Comments on agency setting and support: _____

II. TRAINING ACTIVITIES

Please circle most appropriate rating:	US	SC	GD	VG	EX	NA
1. Specification of training objectives.	1	2	3	4	5	NA
2. Relevance of practicum tasks to training needs.	1	2	3	4	5	NA
3. Adequacy of caseload to meet training needs.	1	2	3	4	5	NA
4. Balance of caseload to provide for varied experience.	1	2	3	4	5	NA
5. Exposure to variety of psychological tests.	1	2	3	4	5	NA
6. Quality of didactic or inservice training.	1	2	3	4	5	NA

Comments on practicum activities: _____

III. SUPERVISION

Please circle most appropriate rating:

	US	SC	GD	VG	EX	NA
1. Supervisor's respect and support for the student.	1	2	3	4	5	NA
2. Supervisor's ability to explain his/her supervisory style	1	2	3	4	5	NA
3. Supervisor's enthusiasm for training activities.	1	2	3	4	5	NA
4. Supervisor's function as a positive role model.	1	2	3	4	5	NA
5. Quality of evaluative feedback and recommendations.	1	2	3	4	5	NA
6. Supervisor's openness to discussing difficulties.	1	2	3	4	5	NA
7. Availability of supervision in an emergency/crisis.	1	2	3	4	5	NA
8. Supervisor's understanding of multicultural issues	1	2	3	4	5	NA
9. Overall quality of supervision.	1	2	3	4	5	NA

Comments on supervision: _____

IV. PRACTICUM ACTIVITIES

- Average hours per week of practicum activities: _____ hours/week
- Hours per week of *individual* supervision: 0 ½ 1 1½ 2 >2 hrs
- Hours per week of *group* supervision: 0 ½ 1 1½ 2 >2 hrs
- Total number of *assessments* so far:
 - _____ full psychological batteries (intelligence & projectives)
 - _____ neuropsychological batteries
 - _____ partial psychological batteries
 - _____ other _____
- Total number of *individual* clients so far for whom you served as *therapist*: _____
- Total number of *individual* clients so far for whom you served as *case manager*: _____
- Total number of *family therapy* cases you have seen so far: _____

8. Group therapy experience this year: (use back of page for additional groups)

Title or type of group led/co-led	Average # of clients in group	Number of group sessions

9. Total number of clients seen for *other services* this year: _____ for _____
 (#) (type of service)

-OVER-

V. QUALITATIVE ITEMS

1. Comment on areas of supervisor's particular expertise: _____

2. What training experiences did this placement provide *most* successfully? _____

3. What training experiences did this placement provide *least* successfully? _____

4. Additional comments? _____

Signature of Student

Signature of Primary Supervisor

Date evaluation discussed

Reviewed by Coordinator of Practicum

Date
