



Combined Doctoral Program in
Counseling and School
Psychology



*Practicum and Internship
Handbook*

2021-2022

"Transforming Hearts and Minds to Serve the World"

Revised 04/01/2022

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I. MISSION AND PURPOSE OF RIVIER UNIVERSITY

Founded in 1933 by the Sisters of the Presentation of Mary, Rivier University is a Catholic institution of higher education dedicated to transforming hearts and minds to serve the world. As a co-educational institution of higher learning, the University is dedicated to the education of undergraduate and graduate students in both the liberal arts and professional courses of study.

Committed to the faith heritage, intellectual tradition, and social teachings of the Roman Catholic Church, the University educates the whole person in the context of an academic community that cultivates critical thought, sound judgment, and respect for all people. This community supports the intellectual growth of all its members while offering them opportunities for social, cultural, moral, and spiritual development. The challenge to the University community is to search for truth through the dialogue between faith and reason.

Rivier creates an environment in which integrated learning is the shared responsibility of students, faculty, staff, and administrators, and is pursued in all the curricular and co-curricular programs of the University. To participate in the life of Rivier University is to strive for academic excellence, to take responsibility for ourselves and for others, and to engage in dialogue about basic human issues facing society, especially the plight of the poor and powerless. The University extends to all of its members and also to the greater community an invitation to join in intellectual inquiry and dialogue.

II. TRAINING PHILOSOPHY OF THE PSYD PROGRAM

The Combined Doctoral Program in Counseling and School Psychology was designed to intentionally integrate the two traditional practice areas of counseling and school psychology. This approach to doctoral training prepares health service psychologists to function across a very wide range of employment settings and professional areas. Consistent with a combined and integrated approach, students receive clinical training across a variety of settings that must include community-based mental health organizations as well as schools.

Clinical training experiences provide students with opportunities to further develop their knowledge and skills in the fields of counseling and school psychology. They are key learning experiences toward the Program's competencies and elements. There are two types of clinical training experiences that students must complete: Practicum and Internship. Practicum experiences are designed to provide students with tiered and sequential opportunities to develop and practice clinical skills under the supervision of doctoral-level licensed psychologists. The practicum seminar course provides the forum for students to apply the learned principles and concepts from Program coursework to clinical experiences under the guidance of a core faculty member. Students work closely with faculty to plan their practicum experiences to ensure they are selecting practicum and internship experiences that provide opportunities for them to achieve and demonstrate Program competencies and elements (as identified and outlined below). Students complete one 2000-hour internship experience at the end of the program. It is during this experience that students are expected to demonstrate mastery of the relevant

Program competencies and elements. Students obtain internship placements through the Association of Psychology Postdoctoral and Internship Centers (APPIC).

The Psy.D. program has been accredited on contingency by the [American Psychological Association \(APA\)](#), which grants national accreditation for programs in health service psychology; this accreditation status expires on April 7, 2024.

Questions related to the program's accredited status should be directed to the Commission on Accreditation, Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, DC 20002, (202) 336-5979, apaaccred@apa.org, www.apa.org/ed/accreditation

III. PROGRAM MISSION STATEMENT, AIMS, COMPETENCIES, AND ELEMENTS SPECIFIC TO PRACTICUM AND INTERNSHIP LEARNING EXPERIENCES

1. Mission Statement

To prepare graduates in the Catholic intellectual tradition with the broad and general knowledge and skills to function as entry-level health service psychologists.

2. Aims of the PsyD Program

Aim 1: To graduate health service psychologists who are competent and reflective practitioner-scholars.

Aim 2: To graduate health service psychologists who are knowledgeable about and clinically skilled in the areas of assessment, diagnosis, intervention, multiculturalism, and supervision and consultation.

Aim 3: To graduate health service psychologists competent in the comprehension, conduct, and application of research to professional practice.

Aim 4: To graduate health service psychologists with a strong commitment to their identity as health service psychologists and a strong commitment to ethical practice in psychology.

To meet these aims, the Program has established competencies and related elements (or outcomes) to address discipline-specific knowledge and profession-wide competencies in health service psychology in the practice areas of counseling and school psychology. Please refer to the *Counseling and School Psychology Program Handbook* for a complete list of these competencies and elements.

3. Competencies and Elements Specific to Practicum and Internship Learning Experiences

Profession-wide competencies and elements that are directly addressed through practicum and internship are provided below:

Competency 2: Communication and Interpersonal Skills

Students develop the ability to communicate and use interpersonal skills effectively in increasingly complex situations with increasing independence.

Element 2a: Students develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

Element 2b: Students produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

Element 2c: Students demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Competency 3: Professional Values and Attitudes

Students demonstrate behavior that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

Element 3a: Students behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

Element 3b: Students engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.

Element 3c: Students actively seek and demonstrate openness and responsiveness to feedback and supervision.

Element 3d: Students respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Competency 4: Assessment

Students develop knowledge and skills in evidence-based theories and methods of assessment and diagnosis, including the selection, administration, and interpretation of assessments consistent with best scientific research evidence, the science of measurement, and psychometrics.

Element 4a: Students demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology

Element 4b: Students demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).

Element 4c: Students demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.

Element 4d: Students interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

Element 4e: Students communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Competency 5: Intervention

Students will develop proficiency in knowledge and practice of evidence-based approaches to the treatment of client's problems and needs, respectful of client's values, preferences, and diverse backgrounds.

Element 5a: Students establish and maintain effective relationships with the recipients of psychological services

Element 5b: Students develop evidence-based intervention plans specific to the service delivery goals.

Element 5c: Students implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

Element 5d: Students demonstrate the ability to apply the relevant research literature to clinical decision-making.

Element 5e: Students modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.

Element 5f: Students evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

Competency 6: Supervision

Students develop skills in mentoring and monitoring other professionals to help develop skill in professional practice.

Element 6a: Students demonstrate foundational knowledge and initial skills in the instruction, oversight, and supervision of trainees and other professionals.

Element 6b: Students demonstrate knowledge and respect for the appropriate use of the supervisory relationship including the roles of supervisor/supervisee, boundaries, and ethics.

Competency 7: Individual and Cultural Diversity

Students will develop knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.

Element 7a: Students demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.

Element 7b: Students demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.

Element 7c: Students demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Competency 9: Ethical and Legal Standards

Students develop knowledge of, and adhere to, all relevant ethical and legal standards, guidelines, laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels in their professional work.

Element 9a: Students are knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines.

Element 9b: Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.

Element 9c: Students conduct themselves in an ethical manner in all professional activities.

Competency 10: Consultation and Interprofessional/Interdisciplinary Skills

Students develop skills to engage in consultation and interdisciplinary collaboration with individuals or groups to address problems and promote effectiveness in professional activities.

Element 10a: Students respect the roles and perspectives of other professions and demonstrate knowledge, skills, and attitudes regarding inter-professional and interdisciplinary consultation in all professional roles.

Element 10b: Students demonstrate knowledge of consultation models and practices.

IV. STUDENT READINESS FOR PRACTICUM EXPERIENCES

Students can begin practicum experiences in the fall semester of their second year in the program. Students will be evaluated for readiness to begin practicum work by review of their performance on related program competencies and elements from their coursework (see required courses below in [V. Practicum Training Sites and Experiences](#)). Students must meet the minimum level of achievement (MLA) for related program competencies and elements in order to be permitted to start practicum training. Site supervisor evaluations from previous placements are also used to determine readiness to continue practicum work, when applicable. In addition, students need to pass the Clinical Qualifying Examination (CQE) in order to be permitted to start practicum training at Tier-Two sites. Details about the CQE can be found in [Section IV. Student Readiness for Practicum Experiences](#).

Students who have not completed an internship (minimum of 600 hours) as part of a graduate program in counseling or school psychology (or a related field), will be required to start their practicum training with Tier-One sites; which are Initial Practicum Experiences (ED791, ED792, and ED793). After successful completion of three Tier-One practicum experiences and earning a passing score on the CQE, students will be permitted to begin practicum training at Tier-Two sites.

Students who have completed an internship (minimum of 600 hours) as part of a graduate program in counseling or school psychology (or a related field) *and* who pass the CQE, will be eligible to start their practicum training with Tier-Two sites; which are PsyD Practicum Experiences (ED840, ED841, and ED842).

1. Clinical Qualifying Examination

The Clinical Qualifying Examination (CQE) is used to determine student readiness for Tier-Two practicum training experiences. The exam is administered to students completing Tier-One practicum placements at the end of the semester when they are scheduled to complete their final Tier-One practicum placement (specific dates are provided in the Program Calendar). For students who are not required to complete Tier-One practicum experiences, the exam is administered prior to when they are scheduled to start a Tier-Two practicum placement. Details about the CQE are emailed to students in the semester they are scheduled to complete the Examination.

The CQE consists of analysis of case material developed by faculty. Students use the case material to develop a case formulation (diagnosis and treatment plan) and prepare a video of a client session that illustrates the application of the treatment plan. Details about the CQE can be found on the Clinical Qualifying Examination Canvas page. A scoring rubric is provided to guide student's work to ensure all required areas are addressed. If a student does not meet a passing score on the rubric, faculty will provide detailed feedback related to areas of weakness in the work and the student will be permitted to resubmit their case formulation and/or video session. There is not a limit to the number of times students can resubmit their work. However, the need for three or more rounds of feedback/revision may result in a delayed start of a Tier-Two practicum placement.

V. PRACTICUM TRAINING SITES AND EXPERIENCES

Practicum experiences are designed to provide students with tiered and sequential opportunities to develop and practice clinical skills under the supervision of doctoral-level licensed psychologists or doctoral-level certified school psychologists. Students must complete a minimum of 6 practicum experiences, that increase in complexity (see below for a description of practicum tiers). Practicum experiences are expected to occur across diverse settings that include community mental health locations, testing/assessment sites, and schools. Diversity of client population is also expected (i.e., diagnostic, racial/ethnic, socioeconomic, developmental). Students must spend at least two semesters working with an underserved population. Students pursuing school psychology certification undertake a half-time internship (600 hours) in a public school for their Tier-Three practicum experience. Students work closely with faculty to plan their practicum experiences to ensure they are selecting practicum experiences that provide opportunities to achieve and demonstrate Program competencies and elements. Students should consult with the Practicum Seminar Instructor or in some cases the Director of Training before accepting a practicum placement.

Students must enroll in a practicum course when completing practicum experiences. Course enrollment must be sequential and correspond with the level of training a student is completing.

Tier-One

- ED 792 Initial Practicum I (1)
- ED 793 Initial Practicum II (1)
- ED 794 Initial Practicum III (1)

Tier-Two

- ED 840 PsyD Practicum I (1)
- ED 841 PsyD Practicum II (1)
- ED 842 PsyD Practicum III (1)

Tier-Three

- ED 843 Advanced Clinical Experience I (1)
- ED 844 Advanced Clinical Experience II (1)
- ED 845 Advanced Clinical Experience III (1)

1. Practicum Tiers

The Program uses a tiered system for practicum to 1) ensure that all students receive an appropriate placement based on skill attainment and 2) ensure that placements reflect exposure to cases with increasing clinical complexity as well as opportunities for greater clinical responsibility. Sites are characterized as follows:

Tier-One Placements

Tier-One placements are considered entry level for students who have not completed a graduate level internship in counseling or school psychology (or a related field). Students must complete three Tier-One practicum placements and each requires a minimum commitment of 200 hours over the semester. These are equivalent to what would be MA level experiences, typically focused on the development of counseling skills and the psychologist's identity as a clinician. Initially students are expected to engage in observation of clinical work and then to transition to application of basic interviewing and counseling skills.

To qualify for Tier-One placements, students must have successfully completed the following courses:

- ED 610 Basic Human Interaction
- ED 614 Clinical Counseling Theories
- ED 615 Clinical Counseling Techniques
- ED 618 Professional Orientation and Ethics of Clinical Mental Health or
- ED 701 Foundations of School Psychology
- ED 624 Psychopathology
- ED 625 Testing and Assessment

Students who have completed a minimum 600-hour internship in a counseling or school psychology program may request an exemption from Tier-One placements by submitting documentation of previous supervised clinical experience. Those who obtain an exemption from Tier-One placements will begin their practicum training at Tier-Two, but are still required to complete a minimum of six practicum placements during their time in the Program. Exempt students must also pass the CQE before starting a Tier-Two placement.

Tier-Two Placements

Tier-Two placements provide opportunities for more in-depth experience in intervention as well as psychological assessment. Students must complete three Tier-Two practicum placements and each requires a minimum commitment of 200 hours over the semester. Students are expected to work with a variety of clients of increasing complexity and with greater independence at this tier. Students may provide intervention and assessment services at this tier.

To qualify for a Tier-Two *intervention* practicum placement, students must have successfully completed the following courses:

- ED 611 Psychotherapy with Children
- ED 616 Group Psychotherapy
- ED 618 Professional Orientation and Ethics of Clinical Mental Health

- ED 623 Marriage and Family Therapy.

To qualify for a Tier-Two *assessment* practicum placement, students must have successfully completed the following courses:

- ED 538 Cognitive Assessment I
- ED 618 Professional Orientation and Ethics of Clinical Mental Health
- ED 704 Personality Assessment I
- ED 705 Neuropsychological Assessment I

In addition to successful completion of the above courses, students are qualified to begin Tier-Two placements when they have: (1) Completed a minimum 600-hour master's-level internship placement *or* a minimum 600-hours of Tier-One practicum placements; and (2) Passed the Clinical Qualifying Examination. All students in the Program will complete Tier-Two practicum experiences.

Tier-Three Placements

Tier-Three placements are considered advanced clinical experiences for students who have completed Tier-One and Tier-Two practicum requirements or their equivalent (i.e., a graduate-level internship in counseling or school psychology [or a related field]). There are three Tier-Three practicum placements and each requires a minimum of 250 hours over the semester. Tier-Three placements allow students to work at a more in-depth level in a general setting or to specialize in a clinical method or a specific population. For example, students may work in a neuropsychology testing practice, may provide supervision to master's clinical mental health counseling students, or may work with chronically mentally ill persons in a community mental health setting. Students pursuing school psychology certification undertake a half-time internship (600 hours) in a public school for their Tier-Three practicum experience.

To qualify for a Tier-Three *intervention* practicum placement, students must have successfully completed the following courses:

- ED 815 Evidence-Based Treatment: Children and Families
- ED 816 Evidence-Based Treatment: Adults

To qualify for a Tier-Three *assessment* practicum placement, students must have successfully completed the following courses:

- ED 810 Cognitive Assessment II
- ED 812 Personality Assessment II

In addition to successful completion of the above courses, students are qualified to begin Tier-Three placements when they have completed a minimum of 600-hours of Tier-Two practicum placements. Students who start their practicum training at Tier-Two, will be required to complete all Tier-Three practicum placements in order to fulfill the Program requirement of a minimum of six practicum experiences. Students who are required to complete Tier-One practicum placements, do not need to complete Tier-Three practicum placements in order to fulfill the

Program requirement of a minimum of six practicum experiences. However, these students may choose to complete Tier-Three practicum placements as electives in the program. In addition to increasing student competency and experience, doing so may help students when competing in the internship match process. As such, completion of Tier-Three placements is encouraged for all students in the program.

2. Responsibilities and Requirements of Practicum Training Sites

The Program is responsible for ensuring that students train at quality practicum sites that provide opportunities for students to achieve and demonstrate Program competencies and elements. As such, practicum sites are required to provide, the following:

1. A minimum of **200 hours** per semester of training with exposure to a diverse client population for Tier-One and Tier-Two placements and **250 hours** per semester for Tier-Three placements.
 - a. Student responsibilities must be reasonable for their role and consistent with their training Tier, including attention to case load size and complexity as well as training activities and experiences.
2. Individual, in-person supervision with a primary site supervisor for a **minimum** of one hour per week in one session, rather than piecemeal. The primary site supervisor must be a licensed doctoral-level psychologist or, if in a school setting, a doctoral-level certified school psychologist. Necessary credentialing and practice in the field must be held/occur for a minimum of three years. The supervisor must be onsite when the student is providing clinical services.
3. Opportunities to complete individual counseling, group counseling, assessment, diagnosis, and/or case management experiences.
4. A written contractual agreement between the student and the training site which specifies name and license category of the primary site supervisor, length of training (normally per semester) and a list of intervention and/or assessment experiences that will be provided so the student can meet the practicum competencies and elements identified in this Handbook.
5. Regular collaboration between the Practicum Seminar Instructor and the on-site supervisor about the student's performance, including one formal meeting (in-person or virtual) per semester.
6. A **written evaluation** of the student's overall progress by the on-site supervisor at the end of each semester of placement.
7. **Direct observation** of student clinical work at least once per semester either through live observation or videotape. Audio recordings are also sufficient to meet this requirement. Formal assessment of intervention and assessment skills should be provided as a result of the direct observation conducted by the site supervisor.
8. Delineation of how each of the following will be handled:
 - a. Appointment scheduling
 - b. Expense reimbursement
 - c. A safe and secure work environment
 - d. Adequate private office space for counseling/assessment
 - e. Support services consistent with those afforded to other clinicians at the site

9. The on-site supervisor and student will carefully review the terms of the Practicum Contract (which includes the Supervision Agreement and Practicum Hours Agreement). Please see [Appendix 1: Practicum Contract, Supervision Agreement, and Practicum Hours Agreement Form](#). This document is the formal plan outlining how the training site intends to meet the practicum experience objectives of the Rivier University PsyD Program. The on-site supervisor is required to sign the Practicum Contract, acknowledging that he/she has discussed the guidelines with the student and agrees that the training requirements can be fulfilled at the site. The Practicum Contract is reviewed by the Practicum Seminar Instructor, who grants final approval of practicum placements. Students are not permitted to begin training at a site before the Contract is finalized.

3. Evaluation of Training Sites

The Program reviews practicum training sites on a regular basis to ensure that students are receiving quality educational and training experiences that allow students to achieve and demonstrate Program competencies and elements. Sites that accept students on a regular and ongoing basis are reviewed annually. Sites that do not regularly accept students are reviewed when students are accepted into the site. Site visits, student evaluations of training sites, and student reviews of quality of supervision are used to evaluate the quality of training sites, including their strengths and weaknesses. Sites that have been evaluated and approved for the current academic year are listed in [Appendix 2: List of Program Approved Practicum Sites](#). When problems arise at a site, they are addressed by the Director of Training and/or Practicum Seminar Instructor in consultation with the student, site supervisor, and/or training director at the practicum site.

4. Practicum Placements at Place of Employment

The Program strongly discourages students from utilizing their places of employment as practicum sites due to potential conflicts of interest and role confusion. However, life circumstances such as financial limitations, insurance needs, etc., may make it difficult for a student to complete a practicum elsewhere. When that is the case, a Waiver Agreement ([Appendix 3: Place of Employment Waiver](#)) must be submitted with the Practicum Contract. Students must carefully document the rationale for completing a practicum at a place of employment, how appropriate boundaries will be maintained, and how the student will engage in activities and responsibilities that are different from those of the employment role, as well as how those new activities and responsibilities will meet the objectives of the practicum proposal. Students must also demonstrate how their practicum supervisor will be different from their employment supervisor. In the event that a waiver is granted, it can span at most two semesters to ensure students are meeting the requirement of diversity in training placements.

VI. SUPERVISION DURING PRACTICUM EXPERIENCES

1. The Role of Supervision

Supervisees benefit most from supervision when they are willing to present their challenges and difficulties, since supervisors are then better able to facilitate their professional growth. Both the literature on mentoring and effective counseling indicate that mentors and counselors who are warm, caring, and nurturing achieve the most effective results. In addition, supervision is most effective when supervisees provide work samples for review (i.e., audio/video tapes, observations, or verbatim transcripts). Specifically, supervision is intended to:

1. Develop counseling skills by reviewing cases via direct observations, videotapes, and/or verbatim transcripts as well as retrospective reports of what happened in a counseling session
2. Develop diagnostic and assessment skills through review of case presentations
3. Obtain case management information (e.g., referral sources, school policy, community supports)
4. Explore transference and counter-transference issues
5. Mentor in the role of a psychologist
6. Support and validate the developing clinician
7. Provide constructive feedback and evaluation
8. Explore professional growth and development issues
9. Help students apply evidence-based interventions with intentionality
10. Help students learn about group counseling processes

Supervision goes well when the above objectives are met and there is a close working alliance between supervisor and supervisee. At times, however, supervision may not be as effective as desired. The following are red flags of possibly inadequate supervision:

1. Supervision is sporadic
2. Supervisor/supervisee is consistently late
3. Supervisee does not feel supported and validated
4. Supervisee comes to supervision without an agenda
5. Supervisee's professional needs are not getting met
6. Supervisor is not open to different theoretical viewpoints
7. Supervisor has an authoritarian style- "my way or the highway"
8. Supervisor does not make clear norms, roles, and expectations for supervision
9. Supervisor and supervisee spend too much time in "chit chat"
10. Feedback is given in an overly critical way
11. Supervisee does not feel comfortable discussing counter-transference issues
12. Supervisor constantly denigrates the agency or other counselors

Students are encouraged to discuss their onsite supervisory experiences with faculty and peers in the context of the Practicum seminar courses.

2. Supervisor Responsibilities/Criteria for Selection

One of the most important requirements for the practicum site is a commitment on the part of the agency and on-site supervisor to provide the student with training experiences that foster the development of a wide variety of skills while maintaining awareness of the role of the student as “trainee.” Supervisors should be familiar with the Program competencies and elements so that training can be tailored to allow students to achieve and demonstrate Program competencies and elements. Site Supervisors must be committed to the Mission of Rivier University and the Aims of the Program. The Supervisor Qualification Form ([Appendix 4: Supervisor Qualifications Form](#)) must be completed and submitted with the Practicum Contract.

In addition, Site Supervisors must demonstrate the following:

- Appropriate background and 3 years of experience as a licensed doctoral-level psychologist or certified school psychologist with a doctoral degree
- An ability to help counseling and school psychology students integrate theory and evidence-based practice
- The disposition and skills necessary to mentor and support doctoral students
- Commitment to the supervisory relationship
- Relevant experience in clinical settings
- Knowledge of child/adolescent/adult development
- Knowledge of clinical assessment, diagnosis, and intervention strategies
- Knowledge of research on counseling and school psychology and evidence-based practice
- Knowledge of practices that ensure equity and fairness in the practice of counseling and school psychology
- The ability to help students navigate cultural and individual differences in their clinical work
- The ability to deliver effective mental health services to clients from diverse populations
- Understanding of informal and formal assessment strategies

3. Student Evaluation and Direct Observation

Supervisors should provide student evaluations on an ongoing basis throughout their training experience, with a formal evaluation form ([Appendix 5: Supervisor Evaluation of Student Form](#)) completed at the end of each semester. Students are evaluated on their progress toward the development of program competencies and elements. Evaluation of students **must** include direct observation. Direct observation is required for each practicum evaluation completed. Therefore, if a student is at a particular site for more than one semester, a direct observation must be conducted during each semester the student is training at the site.

Direct observation includes in-person observation (e.g., in-room or one-way mirror observation of direct service contact), live simultaneous audio-video streaming, or audio or video recording. Direct observation provides essential information regarding the development of competencies, as

well as the quality of the services provided, that cannot be obtained through other methods. Direct observation allows supervisors to provide a more accurate assessment and evaluation of observable aspects of the development of competencies and elements associated with the training experience. It is not expected that all of the individual competencies related to the training experience would be directly observed, but rather that the scope of the direct observation would be sufficient to contribute meaningfully to an evaluation of student performance in competencies relevant to that practicum placement.

VII. STUDENT RESPONSIBILITIES AND EXPECTATIONS DURING PRACTICUM TRAINING EXPERIENCES

The following provides a list of the responsibilities and expectations of students during their practicum training experiences:

1. Students must have met all practicum eligibility requirements for the relevant tier of placement.
2. Prior to starting training, students must facilitate the completion and submission of the practicum contract and all accompanying materials (see [Appendix 1: Practicum Contract, Supervision Agreement, and Practicum Hours Agreement Form](#); [Appendix 3: Place of Employment Waiver](#); [Appendix 4: Supervisor Qualifications Form](#)) which must be signed by the student, site supervisor, and practicum instructor. These materials include the following:
 - a. Practicum Contract
 - b. Practicum Site Supervisor Qualifications Form
 - c. Supervisor Agreement Form
 - d. Practicum Hours Agreement Form
 - e. Place of Employment Waiver (if applicable)
3. Students should be familiar with site policies and procedures.
4. Students should be receptive to remedial feedback and initiate appropriate corrective steps.
5. Students must make videotapes or arrange direct observation on a regular basis for review by the site supervisor and seminar class. Before taping, the student should obtain appropriate informed consent per the site's policies.
6. Students must keep a time log of their clinical hours and experiences. This must be submitted to their site supervisor (for signature) and practicum seminar instructor at the end of the semester.
7. Students will participate in a Practicum Seminar lead by a core faculty member. Seminar participation in the seminar does not count toward practicum hours.
8. Students must complete an evaluation of their supervisor and practicum site at the end of each semester ([Appendix 6: Student Evaluation of Supervisor Form](#)).
9. In the event that difficulties arise at the site, the student should report his/her concerns immediately and directly in writing to the site supervisor, the Program Practicum Seminar Instructor, and the Rivier University Director of Training.
10. While they are enrolled in Practicum, students pay a fee for compulsory liability insurance. Billing is arranged by the University in conjunction with Practicum Seminar registration.

VIII. PROGRAM RESPONSIBILITIES DURING PRACTICUM TRAINING EXPERIENCES

The following provides a list of the responsibilities and expectations of the Program while students are completing their practicum training experiences:

1. The Program will ensure students a) complete all courses required for practicum placement and b) demonstrate sufficient clinical skills and professional readiness to commence Practicum.
2. The Program will evaluate sites and supervisors to ensure they meet the established requirements before allowing students to begin a practicum experience.
3. The Program will provide a Practicum Seminar which students are required to attend during the semester of their placement. The Practicum Seminar will focus on case presentations and professional issues pertaining to practicum.
4. Practicum Seminar instructors will be available to assist the student or site supervisor with any concerns the student and/or site supervisor may have about training matters or grievances. If the seminar instructor, student, and/or site supervisor are unable to resolve any concerns, the Director of Training should be consulted for assistance. If warranted and if all parties agree, the practicum contract may be terminated.
5. The Practicum Seminar Instructor will facilitate on-site as well as virtual meetings with the student and the onsite practicum supervisor for the purposes of evaluating the student's performance in the practicum placement.

IX. INTERNSHIP EXPERIENCES

Consistent with APA accreditation standards and state licensing guidelines, students must complete a one-year, full-time or a two-year, half-time internship in Counseling or School Psychology for the PsyD degree. The doctoral internship begins in summer or fall. The applications are due starting in late October of the preceding year. Students enroll in *ED 838 Seminar: Internship Preparation and Professional Development* in the spring semester of the academic year before they plan to submit applications.

Students are required to apply to APA-accredited and APPIC-member (Association of Psychology Postdoctoral and Internship Centers) internship sites. The APPIC Match is an orderly process to help applicants obtain positions in doctoral internships of their choice, and to help internship programs obtain applicants of their choice. APA-accredited and APPIC-member sites are described on-line (http://www.appic.org/directory/4_1_directory_online.asp).

The standards set forth by APPIC for internship site membership align with the Program's expectations for providing a quality training experience that meets Program competencies and elements. These expectations include the following:

1. Be designed to provide the intern with a planned, programmed sequence of training experiences;

2. Have a clearly designated staff psychologist who is responsible for the integrity and quality of the training program and is licensed as a psychologist by a state board of examiners in psychology;
3. Have 2 or more psychologists on the staff as supervisors, at least one of whom was actively licensed as a psychologist by a state board of examiners in psychology;
4. Provide internship supervision by a staff member or by an affiliate of that agency who carries clinical responsibility for the cases being supervised;
5. Provide internship supervision where at least half of the supervision is provided by one or more psychologists;
6. Provide training in a range of assessment and treatment activities conducted directly with patients seeking health services;
7. Provide 25% of the trainee's time in direct patient contact for a minimum of 500 hours;
8. Be a minimum of 2000 hours completed within 24 months;
9. Provide a minimum of 2 hours per week, regardless of whether the internship was completed in one or two years, of regularly scheduled, formal, face-to-face individual supervision with the specific intent of dealing with health services rendered directly by the intern;
10. Provide at least 2 hours per week in learning activities;
11. Have a minimum of 2 interns at the internship level of training during the applicant's training period; and
12. Have a written statement or brochure.

To ensure these standards are met, the Program works with students to review site materials before students submit applications to non-accredited APA internship sites.

Internship sites listed in the APPIC directory require students to submit the APPIC *Application for a Psychology Internship* (AAPI), which is available from the APPIC web site (www.appic.org).

Students register to participate in the APPIC Match through the National Matching Service. Registration opens in August preceding the match cycle. In order to be considered eligible to *apply* for internship, students must complete the following portions of their program of study:

- A minimum of 800 practicum hours, with 1000 hours recommended (Note: 1200 hours are required for graduation)
- Doctoral Research Project Proposal Defense
- Written and Oral Comprehensive Exams

Students must receive approval to register and apply for internship by completing the request form ([Appendix 7: Request for Permission to Apply for Internship Form](#)), which must be endorsed by the student's Practicum Seminar Instructor, Doctoral Research Project Chair, and the Director of Training.

Students are encouraged to regularly review the APPIC website for up-to-date information about the policies and procedures adopted for the year they will be applying for internship. Specific dates for the match process and site information will be also be current on the APPIC website.

1. Program Expectations for Student Participation in Match Process

Students are expected to follow these guidelines:

1. Students should apply to at least 12 APA-accredited **or** APPIC-member internship sites of varying degrees of competitiveness (as indicated by the ratio of applicants to interns accepted in the APPIC directory). At least 50% of the sites must be APA accredited.
2. Students should complete all applications in a timely manner and submit completed applications prior to the sites' application deadlines.
3. Students should ensure that their applications display high quality in preparation, thoroughness, and relevance to the goals of the internship site.
4. Students must submit their rank-ordered preference list to NMS by the submission deadline.
5. If students have not procured an internship on the match day, they must reapply to at least 5 additional internship sites listed on the APPIC web site (www.appic.org) in Phase II of the match.
6. APPIC also operates a "Post-Match Vacancy Service" that begins upon conclusion of Phase II and will allow programs to announce unfilled positions as well as newly-funded positions that become available into the Spring and Summer. Students are encouraged to participate in this round of the Match process as well.

2. The Internship Contract and Evaluation Form

A letter of acceptance from an APA-accredited or APPIC-member internship constitutes the internship contract. Student responsibilities and expectations while on internship are determined by the internship site. Supervisor and training site responsibilities are also determined by the internship site.

Sites must submit a completed mid-year and final Intern Performance Evaluation Form, completed by the intern's primary internship supervisor or training director, to the Director of Training. This form rates the intern on their progress in meeting relevant program competencies and elements. *APA-accredited and APPIC-member internship sites* have their own evaluation forms. In the event that an internship site does not have a form or the form does not address all required competencies, students will provide the site with the Program's evaluation form ([Appendix 5: Supervisor Evaluation of Student Form](#)).

As noted in [X. Minimum Level of Achievement for Practicum and Internship Learning Experiences](#), the minimum level of achievement for internship experiences is a "satisfactory" supervisor rating in relevant competencies and elements, as defined by individual internship sites (APA-accredited and APPIC-member Internship sites provide their own supervisor rating form). If sites utilize the Program's evaluation form, students are expected to receive a rating of

4 (demonstrates mastery of competency and elements) in all relevant competencies. For students who do not meet minimum levels of achievement, the Director of Training and internship supervisor will develop a plan for improvement with the student. See [XI. Competency Evaluation for Practicum and Internship Learning Experiences](#) for more information about how the supervisor evaluations are used in the overall assessment of student progress toward Program competencies and elements. Given that the internship experience is the final clinical training experience, students are expected to demonstrate mastery of all relevant competency and elements.

3. Program Responsibilities During Internship Training Experiences

Students enroll in ED 886 (0 credits) and ED 887 (0 credits) when completing their internship. They meet with the instructor of these courses virtually on a monthly basis to check-in about their training experience. Students collaborate with Program peers who are also completing their internship during these meetings. The Program has regular contact with the student's supervisor by email, phone, and/or video conferencing. Students submit mid-year and final evaluations and time logs for review by the Program Director of Training and/or Practicum Seminar Instructor to ensure relevant competencies and elements are met.

X. MINIMUM LEVELS OF ACHIEVEMENT FOR PRACTICUM AND INTERNSHIP LEARNING EXPERIENCES

The Program is structured to include key learning experiences that have outcomes related to Program competencies/elements. Practicum and internship experiences are two of the Program's learning experiences that address particular competencies and elements. Each learning experience has a minimum level of achievement that students must meet. For practicum experiences, the minimum level of achievement (MLA) is a minimum supervisor rating of 3 in a relevant area on a supervisor evaluation form. For internship experiences, the minimum level of achievement is a "satisfactory" supervisor rating, as defined by individual internship sites (APA-accredited and APPIC-member Internship sites provide their own supervisor rating form), or as a 4 demonstrating mastery on the Program's evaluation form. Students who do not earn the minimum level of achievement set for a practicum or internship learning experience will receive detailed feedback from the Core Faculty Committee and meet with their academic advisor to discuss steps for improvement. Meetings with site supervisors will also be scheduled as needed to further discuss the area of weakness and how to remediate the deficit.

XI. COMPETENCY EVALUATION FOR PRACTICUM AND INTERNSHIP LEARNING EXPERIENCES

Students are responsible for working with their advisors and the Core Faculty Committee to demonstrate progress toward meeting Program competencies. Students achieve this by compiling and presenting evidence from learning experiences to faculty during their Annual Review (see *Section XII; Subsection 2: Annual Review in the Counseling and School Psychology Program Handbook*). The review of learning experiences provides information on student progress toward Program competencies and elements.

Students will submit supervisor evaluations from practicum and internship learning experiences as evidence for faculty to consider when evaluating progress toward each element and competency that is addressed through a given practicum or internship experience. The Core Faculty Committee considers all submitted evidence from learning experiences to provide an overall rating of student progress toward each element and competency. Therefore, practicum/internship supervisor evaluations may be used in conjunction with evidence from other learning experiences to demonstrate progress toward a given competency/element. *Students must obtain a rating of 3 (the minimum level of achievement) or better to be making adequate progress in the Program toward relevant outcomes* during practicum and their mid-year internship evaluations. Final internship evaluations must reflect mastery of competencies (a rating of 4). Using submitted learning experience artifacts (for practicum and internship these are supervisor evaluations), the faculty rate students on each competency/element using the following scale:

1	No progress made toward this competency and outcome elements.
2	Minimal progress made toward this competency and outcome elements.
3	Expected progress made toward this competency and outcome elements.
4	Student demonstrated mastery of this competency and outcome elements.

Students who do not achieve a rating of 3 (or 4 for final internship evaluations) are placed on an action plan to assist the student in progressing toward achievement of Program elements and competencies. When weaknesses are evident from supervisor evaluations, on-site supervisors may be consulted in the development of the action plan.

If practicum or internship experiences do not address given elements, faculty will review other evidence to evaluate progress. For example, if a student completes a practicum placement that does not include assessment experiences, but does complete an assessment course, the faculty will review evidence as related to the assessment course to determine a student's progress toward assessment-related competencies and elements at that time.

XII. APPENDICIES

Appendix 1: Practicum Contract, Supervision Agreement, and Practicum Hours Agreement Form

Appendix 2: List of Program Approved Practicum Sites

Appendix 3: Place of Employment Waiver

Appendix 4: Supervisor Qualifications Form

Appendix 5: Supervisor Evaluation of Student Form

Appendix 6: Student Evaluation of Supervisor Form

Appendix 7: Request for Permission to Apply for Internship Form

Appendix 1: Practicum Contract, Supervision Agreement, and Practicum Hours Agreement Form



Practicum Contract

Student Name: _____ **Tier:** _____

The practicum site must fulfill each of the following requirements for training and supervision. Place a check next to each statement to indicate that the site supervisor will ensure compliance with each standard.

	The site supervisor will provide individual face-to-face supervision for a minimum of one hour per week. This should be held in one session rather than piecemeal. The primary site supervisor will be employed by the agency and must be a licensed psychologist or doctoral-level certified school psychologist, with three years of experience.
	The site supervisor will arrange opportunities for the student to provide counseling services, case management services, and assessment and diagnostic services.
	The site supervisor will arrange opportunities for the student to participate in ongoing, individual counseling or assessment with a minimum of 5-7 clients for the duration of the placement.
	The training site will provide a minimum of 200 hours each semester of training with exposure to a diverse client population (250 hours for Tier-three placements).
	The training site will provide the student with the means to keep a regular schedule of appointments.
	The training site will provide reimbursement to the student for any expenses incurred because of training experiences.
	The training site will provide a safe and secure work environment.
	The training site will provide the student with adequate private office space for counseling.
	The training site will provide the student with support services consistent with those afforded to other mental health counselors at the agency.
	The training site will provide the student with opportunities to consult with other professionals, agencies, and systems (e.g., legal, welfare, child protective services, etc.).
	The site supervisor will monitor the student's adherence to legal and ethical guidelines.
	The site supervisor will arrange opportunities for the student to obtain informed consent (disclosure) from biological parents/legal guardians of minors prior to the delivery of counseling services to minors.
	The site supervisor will arrange opportunities for the student to audio or videotape individual counseling or testing sessions with clients. The site supervisor agrees to

	evaluate the student through direct observation of individual counseling sessions or patient encounters. *This is an APA requirement*
	The site supervisor will complete the student evaluation form in collaboration with the student at the end of the semester. The form will then be submitted to the Practicum Seminar Instructor and Director of Training.
	The site supervisor and student acknowledge that final approval of the practicum placement by the Practicum Seminar Instructor is required before the student may accept the practicum placement.
	Once signed by all parties, the training contract is binding. In order for the student to be released from contractual responsibilities at the training site all parties (site supervisor, student, Practicum Seminar Instructor, and Director of Training) must agree to terminate the contract. Failure to adhere to this policy by, for instance, providing inadequate supervision, engaging in ethical misconduct, etc. may lead to termination of the contract without the consent of the site.
	All contracts will be reviewed for compliance with New Hampshire Department of Labor standards.

I have read and agree to adhere to each of the training requirements listed above.

Signature: On-site Supervisor

Date

Signature: Student

Date



Supervision Agreement Form

Student Name: _____

Site Supervisor Name: _____

Practicum Site: _____ Tier: _____

I, _____, understand that I am responsible for providing the student
 (Print supervisor name above)
 named above with one hour per week of individual face-to-face supervision for the duration of
 the practicum year. Supervision will be held in one session rather than piecemeal Supervision
 and will include, but not be limited to, discussion of the following:

1. Direct observations of clinical work
2. Case studies
3. Individual and group therapy skills
4. Evidence-based practices
5. Clinical assessment skills
6. Ethical issues
7. Issues related to Individual and Cultural Diversity
8. Communication and Interpersonal Skills
9. Interprofessional Collaboration
10. The student's professional growth and development
11. Effectiveness of the supervisory relationship
12. Billing and insurance procedures

I, _____, understand that I am responsible for attending each
 (Print student name above)
 supervision meeting fully prepared to discuss relevant issues with my site supervisor. I will bring
 an agenda to each meeting, understanding that it is my responsibility to help facilitate the
 supervisory discussion. We both understand that failure of the site supervisor to provide
 appropriate supervision may result in termination of the practicum contract.

 Signature: On-site Supervisor

 Date



Practicum Hours Agreement

Part I: Student Information

Name: _____

Phone: _____

E-Mail: _____

Part II: Practicum Site Information

Agency: _____

Address: _____

Part III: On-Site Supervisor Information

Name: _____

Phone: _____

E-Mail: _____

Part IV: Contractual Hours (200 hours minimum for practicum, 250 for Advanced Clinical Experience)

Dates of Practicum: From: _____ To: _____

Part V: Supervision

Individual face- to-face (minimum of one hour per week with primary site supervisor).

Other (in addition to the required individual supervisions):

Part VI: Signatures

Student: _____ Date: _____

Supervisor: _____ Date: _____

Agency Director: _____ Date: _____

Rivier University Practicum Seminar Instructor: _____ Date: _____

Appendix 2: List of Program Approved Practicum Sites

Program Approved Practicum Sites for 2021-2022

Chelmsford School District, Chelmsford, Massachusetts (Tier1-3)

Children's Neuropsychological Services, Andover, Massachusetts (Tier 2-3)

Counseling Center of Nashua, Nashua New Hampshire (Tier1-3)

Franciscan Children's Hospital, Boston, Massachusetts (Tier 2-3)

Greater Nashua Mental Health Center, Nashua, New Hampshire (Tier1-3)

Harbor Homes, Nashua, New Hampshire (Tier 1-3)

Katalyst Psychological Family Center, Manchester, New Hampshire (Tier 2-3)

Keene State College Counseling Center, Keene, New Hampshire (Tier 2-3)

Lighthouse School, Chelmsford, Massachusetts (Tier1-3)

Londonderry School District, Londonderry, New Hampshire (Tier1-3)

Merrimack School District, Merrimack, New Hampshire (Tier1-3)

Merrimack Valley Family Services, Lawrence, Massachusetts (Tier 2-3)

Nissitissit Middle School, Pepperell, Massachusetts (Tier 2)

Manchester VA Hospital, Manchester, New Hampshire (Tier 3)

Nashua School District, Nashua, New Hampshire (Tier1-3)

Neuropsychology & Education Services for Children & Adolescents, Londonderry, New Hampshire (Tier 2-3)

Pastoral Counseling Services, Manchester, New Hampshire (Tier 2-3)

Rivier University Counseling Center, Nashua, New Hampshire (Tier 2)

Rivier University Disability Rights Office, Nashua, New Hampshire (Tier1)

University of Massachusetts, Lowell Counseling Center, Lowell, Massachusetts (Tier 2-3)

Wediko Children's Center, Hillsboro, New Hampshire (Tier 2)

Appendix 3: Place of Employment Waiver



Waiver Agreement for Students Completing Practicum at Place of Employment

The Program strongly discourages students from utilizing their places of employment as practicum sites due to potential conflicts of interest and role confusion. However, life circumstances such as financial limitations, insurance needs, etc., may make it difficult for a student to complete a practicum elsewhere. When that is the case, this waiver agreement must be submitted with the *Practicum Contract*.

Name: _____ Date: _____

Practicum Site: _____

Site Supervisor: _____

Being a practicum student and an employee at the same school or agency poses conflict of interest risks. If serving in multiple roles impairs a counselor's ability to be objective then the counselor may be in danger of violating the code of ethics. This waiver agreement is for the purpose of: 1) documenting the student's rationale for completing a practicum at a place of employment; 2) documenting how appropriate boundaries will be maintained; 3) documenting how the student will engage in activities and responsibilities that are different from those of the employment role and how those new activities and responsibilities will meet the objectives of the practicum proposal; and 4) documenting how the practicum supervisor will be different from the employment supervisor .

1. Summarize the rationale for conducting practicum at your place of employment versus other potential sites:

2. Explain how you intend to maintain appropriate boundaries while completing your practicum at your place of employment:

3. Explain how you will engage in different activities and responsibilities and how you will be able to meet the objectives of the practicum.

4. Your practicum site supervisor must not be serving in any official evaluative capacity other than that required by the role of practicum supervisor. By signing below, each person acknowledges that the student will not be evaluated for his/her job performance by the practicum site supervisor.

Student Date

Site Supervisor Date

Agency Director Date

Rivier University Practicum Seminar Instructor Date

Appendix 4: Supervisor Qualifications Form



Practicum Site Supervisor Qualifications Form

Name of Supervisor: _____

Degree: _____

Licensure Areas: _____

Years of Experience as Licensed Psychologist or Certified School Psychologist: _____
(a minimum of three years required)

Prior Supervisory Experience: _____

Name of Agency: _____

Address: _____

Phone: _____

E-Mail: _____

Describe the nature of the training site in the space below. NOTE: Individual independent private practices are not acceptable practicum sites. Group practices may qualify if they are comprised of counseling or psychological associates who meet regularly for peer supervision and have a client base sufficient to provide practicum students with 5-7 clients for individual counseling during the entire practicum year. Clinicians who share rental space but do not have a formal group practice established do not meet the University's training site criteria.

Note: Attach copy of site supervisor's updated resume and clinical license to this contract

Signature: Student

Date

Appendix 5: Supervisor Evaluation of Student Form



Practicum Evaluation Form

Student:
Site:
Semester:

Supervisor:
Tier of Site:

Supervisors: Please rate the student's performance in each of the areas below using the following 4-point system. The total score for each competency is then calculated by summing the total points allotted divided by the number of items.

1	No progress made toward this competency and outcome items.
2	Minimal progress made toward this competency and outcome items.
3	Expected progress made toward this competency and outcome items.
4	Student demonstrated mastery of this competency and outcome items.

Communication and Interpersonal Skills

Students develop the ability to communicate and use interpersonal skills effectively in increasingly complex situations with increasing independence.

_____ Students develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

_____ Students produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

_____ Students demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Total Rating _____ / 3 items = _____ (average rating in this area)

Professional Values and Attitudes

Students demonstrate behavior that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

_____ Students behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

_____ Students engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.

_____ Students actively seek and demonstrate openness and responsiveness to feedback and supervision.

_____ Students respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Total Rating _____ / 4 items = _____ (average rating in this area)

Assessment

Students develop knowledge and skills in evidence-based theories and methods of assessment and diagnosis, including the selection, administration, and interpretation of assessments consistent with best scientific research evidence, the science of measurement, and psychometrics.

_____ Student demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology

_____ Student demonstrates understanding of human behavior within its context (e.g., family, social, societal and cultural). This includes the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.

_____ Student demonstrates the ability to select appropriate test batteries, has the awareness and ability to follow administration rules, timing, accurate notation of responses.

_____ Student interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

_____ Student communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences. This includes creating reports that are free of typographical and grammatical errors, reporting all scores in a manner that is clear and concise.

Total Rating _____ / 5 items = _____ (average rating in this area)

Intervention

Students will develop proficiency in knowledge and practice of evidence-based approaches to the treatment of client's problems and needs, respectful of client's values, preferences, and diverse backgrounds.

_____ Student is able to develop a sound conceptual understanding of case; has solid understanding of orientation being used)

- _____ Student establishes and maintain effective relationships with the recipients of psychological services
- _____ Student develops evidence-based intervention/treatment plans specific to the service delivery goals.
- _____ Student implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- _____ Student demonstrates the ability to apply the relevant research literature to clinical decision-making.
- _____ Student modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.
- _____ Student evaluates intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

Total Rating _____ / 7 items = _____ (average rating in this area)

Supervision

Students develop skills in mentoring and monitoring other professionals to help develop skill in professional practice.

- _____ Student demonstrates foundational knowledge and initial skills in the instruction, oversight, and supervision of trainees and other professionals.
- _____ Student demonstrates knowledge and respect for the appropriate use of the supervisory relationship including the roles of supervisor/supervisee, boundaries, and ethics.
- Student comes prepared to supervision with appropriate topics and questions for discussion.
 - Student responds positively to suggestions and constructive feedback; showing a willingness to try, and to learn new information and develop clinical skills.

Total Rating _____ / 3 items = _____ (average rating in this area)

Individual and Cultural Diversity

Students will develop knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.

- _____ Student demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- _____ Student demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- _____ Student demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group

membership, demographic characteristics, or worldviews create conflict with their own. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Total Rating _____ / 3 items = _____ (average rating in this area)

Ethical and Legal Standards

Students develop knowledge of, and adhere to, all relevant ethical and legal standards, guidelines, laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels in their professional work.

_____ Student is knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines.

_____ Recognizes ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.

_____ Student conducts him/her/their self in an ethical manner in all professional activities.

Total Rating _____ / 3 items = _____ (average rating in this area)

Consultation and Interprofessional/Interdisciplinary Skills

Students develop skills to engage in consultation and interdisciplinary collaboration with individuals or groups to address problems and promote effectiveness in professional activities.

_____ Student respects the roles and perspectives of other professions and demonstrate knowledge, skills, and attitudes regarding inter-professional and interdisciplinary consultation in all professional roles.

_____ Student demonstrates knowledge of consultation models and practices.

Total Rating _____ / 2 items = _____ (average rating in this area)

Supervisor Comments and Feedback:

Supervisor Signature/Date

Student Signature/Date

Appendix 6: Student Evaluation of Supervisor Form



Student Evaluation of Supervisor and Practicum Site

Student: _____ Date of Report: _____

Course Number: _____

Supervisor: _____ Location: _____

Tier: _____

Period of Supervision: _____ Number of Cases: _____

1. Supervision was based on: (check all that apply)

___ Direct Observation ___ times

___ Videotape ___ times

___ Remote Observation ___ times

___ Student Report ___ times

___ Other _____

2. Supervision was: ___ Individual ___ Group ___ Both

3. On average, how many hours of supervision were provided each week: _____

4. Was the amount of time spent in supervision?

___ Too little

___ Just right

___ Too much

5. For what purposes other than supervision of therapy cases, have you used your supervision time (be specific)?

6. How would you rate your supervisor's knowledge of the field (i.e. pertinent literature, clinical skills and techniques, etc.)?

Excellent	Very Good	Satisfactory	Marginal	Deficient
-----------	-----------	--------------	----------	-----------

7. To what extent have you developed as a clinician through supervision?

Outstanding Amount	Great Deal	Satisfactory Amount	Very Little	Not at All
-----------------------	---------------	------------------------	----------------	---------------

8. How available and reliable has your supervisor been (i.e. on time, regular meetings, showing interest in your supervision)?

Availability

Always Available	Great Deal of the Time	Satisfactory Amount	Very Little	Unavailable
Reliability				
Always Reliable	Great Deal of the Time	Satisfactory Amount	Very Little	Unreliable

9. Below are characteristics used to describe clinical supervisors and their style of supervision. Please rate your supervisor by checking the appropriate column.

Excellent: *meets all criteria to a high degree*

Very Good: *above average performance*

Satisfactory: *expected performance*

Marginal: *below average performance*

Deficient: *unacceptable performance*

Activity	Excellent	Very Good	Satisfactory	Marginal	Deficient
Ability to give constructive feedback (able and willing to give feedback in a helpful manner, understands my level as a therapist, helps me identify future goals, etc.)					
Investment in student development as a clinician (encourages creative and theoretical thinking, willing to process relationship issues that may interfere with therapy)					
Supportive (conveys respect and caring, not overly critical, puts me at ease in supervision)					
Flexible (able to adopt different approaches or perspectives if needed)					
Gives useful suggestions (able to delineate useful suggestions for therapy, facilitates a learning process in supervision)					
Handles disagreements well (able to accept different points of view, works through disagreements regarding cases)					
Enjoys supervision (appears to enjoy supervision, puts time and energy into it)					
Good role model (conveys respect and professionalism in supervision)					
Ethical Practice (engages with others in an ethical and appropriate way, adheres to APA Ethical Code in all clinical interactions and encourages student to be reflective of their own practices)					
J. Ethical Behavior (conducts self in a manner that is ethical and professional with students, staff, and community always as found in the APA Ethical Code, models appropriate boundaries and roles within the supervisory relationship and other interactions)					

10. List the strength and weaknesses of your supervision experience:

Strengths:

Weaknesses:

11. Do you consider your supervisor a good match with you? ___yes ___no

12. Please rate your practicum site in regards to the following:

	Excellent	Above Average	Satisfactory	Below Average	Deficient
Personal Office Space					
Technical Support					
Policy and Procedure Orientation					
Administrative Support					
Accessibility					
Cleanliness					
Professional Atmosphere					
Comments:					

13. If doing assessment, list tests administered and number:

14. List number of formal reports written by type and number (i.e. intake, psychological evaluation, MSE, etc.)

15. Any other comments:

Student

Date

Appendix 7: Request for Permission to Apply for Internship Form

Request for Permission to Apply for Pre-Doctoral Internship

Instructions: The applicant is required to complete the information on this form and meet with their Research Committee Chairperson, the Director of Training, and the Practicum Seminar Instructor for review and approval. The completed form should be returned to the Director of Training.

Applicant Name: _____

Date entering program: _____ *Projected Date of Internship:* _____

Practicum Seminar Instructor Approval:

Requirement: minimum 800 practicum hours.

Total Practicum Hours to Date: _____

Projected Additional Practicum Hours: _____

Practicum Seminar Instructor

Date

Research Chairperson Approval:

Requirement: Doctoral Research Project proposal successfully defended

Date of Defense: _____

Research Chairperson

Date

Director of Training Approval:

Requirement: Completion of Written and Oral Comprehensive Examination

Date Passed Written Examinations: _____ *Date Passed Oral Examinations:* _____

Director of Training

Date