



**Practicum Handbook**

**For**

**PsyD Combined Program in**

**Counseling and School Psychology**

**2019-2020**

*"Transforming Hearts and Minds to Serve the World"*

*Revised 3/29/2019*

## TABLE OF CONTENTS

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Rivier University Mission Statement.....	3
Training Philosophy of the PsyD Program .....	3
Purpose of the PsyD Program.....	4
PsyD Mission Statement, Aims, Objectives, and Competencies .....	5
Elements Specific to Practicum Clinical Experiences.....	9
Practicum Tiers, Requirements and Course Prerequisites.....	10
Student Completing Practicum at Place of Employment.....	12
Student Readiness for Practicum.....	12
Clinical Qualifying Examination.....	12
Criteria for Selection of Site Supervisors.....	14
The Role of Supervision.....	14
Evaluation of Training Sites.....	15
Responsibilities of the Training Site.....	15
Responsibilities of the Student.....	17
Responsibilities of PsyD Program .....	17
<i>Appendix 1 Approved Practicum Sites for 2017-2018.....</i>	<i>18</i>
<i>Appendix 2 Practicum Contract .....</i>	<i>19</i>
<i>Appendix 3 Waiver Agreement for Students Completing Practicum at Place of Employment.....</i>	<i>24</i>
<i>Appendix 4 Practicum Supervisor Clinical Skills Evaluation .....</i>	<i>26</i>
<i>Appendix 5 Practicum Supervisor Evaluation of Program Competencies.....</i>	<i>31</i>
<i>Appendix 6 Practicum Supervisor Disposition Rating Form.....</i>	<i>34</i>
<i>Appendix 7 Student Evaluation of Supervisor and Site Form .....</i>	<i>36</i>
<i>Appendix 8 Practicum Time Log .....</i>	<i>40</i>
<i>Appendix 9 Parent Confidentiality Agreement.....</i>	<i>41</i>

*Appendix 10 Permission to Audio or Videotape* .....42  
*Appendix 11 Documentation of Supervised Clinical Experience* .....43  
Student Statement of Acknowledgement Form .....45

## **Rivier University Mission Statement**

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Rivier University, founded in 1933 by the Sisters of the Presentation of Mary, is a Catholic co-educational institution of higher learning 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.

## **Training Philosophy of the PsyD Program**

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The PsyD Program provides an integrated approach to broad and general doctoral-level training in Health Service Psychology in the traditional practice areas of counseling psychology and school psychology. The integration of evidence-based knowledge and practice occurs across the Program. Students are introduced to research methods and data analysis early in the Program at all levels. This introduction sets the stage for students to understand and utilize research for practical decision-making and for evaluating the evidence base in both discipline-specific and profession-wide knowledge.

The PsyD Program training curriculum (courses, practica, and internship) is sequential, structured, and graded in complexity. Traditional admission students begin with foundational courses that introduce them to the broad and general discipline-specific knowledge areas of psychology, such as human development and fundamentals of research, together with clinically focused courses in areas such as counseling theory, psychopathology, and psychotherapy. The initial practicum experience for traditional students typically begins in the second semester of their first year.

Advanced Standing students begin with more focused courses in the broad and general areas (such as biological bases of behavior, cognitive affective bases, social bases and history and systems), together with evidence-based practices and advanced assessment courses. Advanced Standing students begin their practicum experiences in the second semester of their first year. As Advanced Standing students come to the program with varied clinical experiences, they meet with the Director of Clinical Training to determine the appropriate level for their practicum experiences.

Advanced Clinical Experience practicums are available to all students in the latter part of their training. These provide more in-depth clinical experiences for students who may need exposure to clinical work and who may choose to pursue more extensive or focused clinical experiences.

### **Purpose of the PsyD Program**

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The Combined Doctoral Program in Counseling and School Psychology builds on existing MA and EdS programs at Rivier University in school and mental health counseling that have been approved by the New Hampshire Department of Education. The Program 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 work in a variety of professional settings as licensed psychologists and is consistent with the generalist approach to training entry-level psychologists.

The doctoral program curriculum meets the New Hampshire state psychologist licensure requirements in New Hampshire and is accredited on contingency by the American Psychological Association.

*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  
Phone: (202) 336-5979  
Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)  
Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

The Doctor of Psychology (PsyD) degree was proposed at the Vail Conference on Professional Training (in psychology) in 1973 in response to the need for a more practice-oriented degree to meet the need for more clinically prepared practitioners in the field. The Rivier University Combined Doctoral Program in Counseling and School Psychology follows the practitioner-scholar model, which integrates clinical skills in assessment, treatment, and consultation with the empirical foundations of the discipline. The Program is designed to prepare graduates to obtain licensure as professional psychologists and to work in a variety of agency, community, independent practice, and public service settings.

Students are prepared as critical thinkers and problem solvers who draw on the theory and knowledge of psychology and education to deliver empirically-supported services. Students are trained to be consumers of research that informs their practice as skilled professionals delivering assessment, intervention, consultation, and preventive services.

### ***PsyD Mission Statement, Aims, Competencies, and Elements***

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#### ***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.

**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 students with a strong commitment to their professional identity as psychologists and a strong commitment to ethical practice in psychology.

To meet these aims, the Program has established the following competencies and related elements (or outcomes) to address discipline specific knowledge and professional competencies in health service psychology and the specific practice areas of counseling and school psychology

#### **Competency 1: Discipline Specific Knowledge**

Discipline-specific knowledge represents the requisite core knowledge of psychology an individual must have to attain the profession-wide competencies.

**Element 1a:** Students demonstrate an appropriate mastery of the discipline specific knowledge of health service psychology (e.g., developmental, biological, cognitive/ affective, and social aspects of behavior), and the history of the discipline of psychology.

**Element 1b:** Students demonstrate a substantial understanding of the integration of discipline specific knowledge of health service psychology.

**Element 1c:** Students demonstrate knowledge and competence in research methods, quantitative analysis, and psychometrics.

#### **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 3c:** 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.

**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 8: Research:**

Students develop the ability to independently formulate research or other scholarly products that are of sufficient quality and rigor to contribute to the scientific, psychological, or professional knowledge base and acquire the knowledge and skills necessary for the critical review, evaluation, and presentation of psychological and research literature.

**Element 8a:** Students demonstrate and utilize substantial knowledge and skills and application in basic quantitative methods and data analysis, research design, and psychological measurement commonly used in psychology.

**Element 8b:** Students demonstrate and utilize skills in advanced research methods and data analysis appropriate in conducting research.

**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.

### **Elements Specific to Practicum Clinical Experiences**

**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 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.

**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.

**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.

**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.

### **Practicum Tiers, Requirements, and Course Prerequisites**

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Rivier University uses a tier 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 reviewed on an ongoing basis, with consideration given to student evaluations of the practicum experience and annual on-site visits. When problems arise at a site, they are addressed by the Director of Clinical Training in consultation with the student, site supervisor, and/or training director at the practicum site.

Sites are characterized as follows:

### **Tier-one Placements**

Tier-one placements are considered entry level for students who do not have significant work or academic experience in the field. *Ed 792 Initial Practicum I, Ed 793 Initial Practicum II, Ed 794 Initial Practicum III* are Tier-one placements and require a minimum commitment of 200 hours over the semester. To qualify for the Tier-one placements, students must have taken: *Ed 610 Basic Human Interaction, Ed 614 Clinical Counseling Theories, Ed 615 Clinical Counseling Techniques, and Ed 624 Psychopathology* for Practicum I; and, for Practicum II and Practicum III, *Ed 618 Professional Orientation and Ethics of Clinical Mental Health and Ed 625 Testing and Assessment*. Initially students are expected to engage in observation of clinical work and then to transition to application of basic interviewing and counseling skills. There is no expectation for psychological assessment experiences in a Tier-one placement, although this is possible if students have taken *Ed 538 Cognitive Assessment I* and *Ed 704 Personality Assessment I*. Students who have completed a minimum 700-hour internship in a Clinical Mental Health Counseling Program or a minimum 1200-hour internship in a School Psychology program may request an exemption from Tier-one placements by submitting the Documentation of Supervised Clinical Experience Form (Appendix 11)

### **Tier-two Placements**

Tier-two placements provide opportunities for more in-depth experience in intervention as well as psychological assessment. *Ed 840 PsyD Practicum I, Ed 841 PsyD Practicum II, and Ed 842 PsyD Practicum III* are Tier-two placements and require a minimum commitment of 200 hours over the semester. Students are expected to work with a variety of clients with greater independence at this tier. To qualify for a Tier-two assessment practicum, students must have taken *Ed 538 Cognitive Assessment I* and *Ed 704 Personality Assessment I* and, for an intervention placement, *Ed 611 Psychotherapy with Children, Ed 616 Group Psychotherapy, Ed 618 Professional Orientation and Ethics of Clinical Mental Health, and Ed 623 Marriage and Family Therapy*. Advanced Standing students may undertake Tier-two placements if they have completed a minimum 700-hour master's-level internship placement and passed the Clinical Qualifying Examination (see **Clinical Qualifying Examination** below, p. 12).

### **Tier-three Placements**

Tier-three placements are considered optional Advanced Clinical Experiences for students who have completed all introductory courses and practicums and taken *Ed 815 Evidence-Based Treatment: Children and Families* or *Ed 816 Evidence-Based Treatment: Adults, Ed 810 Cognitive Assessment II, and Ed 812 Personality Assessment II. Ed 843 Advanced Clinical Experience I, Ed 844 Advanced Clinical Experience II, and Ed 845 Advanced Clinical Experience III* are Tier-three placements and require a minimum commitment of 250 hours over the semester. They 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.

All students, regardless of admission option (Traditional or Advanced Standing) must take the following practicums, which total 6 credits and 1200 hours:

Tier-one: *Ed 792 Initial Practicum I*, (1 credit) *Ed 793 Initial Practicum II* (1 Credit), *Ed 794 Initial Practicum III* (1 Credit)

Tier-two: *Ed 840 PsyD Practicum I* (1credit), *Ed 841 PsyD Practicum II* (1 credit), and *Ed 842 PsyD Practicum III* (1 credit)

The following optional Practicum Experiences (3 credits, 750 hours total) are also available:

Tier-three: *Ed 843 Advanced Clinical Experience I* (1 credit), *Ed 844 Advanced Clinical Experience II* (1 credit), and *Ed 845 Advanced Clinical Experience III* (1 credit)

### **Student Completing a Practicum at Place of Employment**

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Rivier University 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) 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 and how those new activities and responsibilities will meet the objectives of the practicum proposal.

### **Student Readiness for Practicum**

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Students are evaluated for readiness to begin practicum work by review of their performance on competencies in coursework. Practicum experiences can begin as early as the second semester of study if required coursework has been completed as described above. In order to qualify for Tier-two and Tier-three placements students must pass the *Clinical Qualifying Examination*. Site supervisor evaluations from previous placements are also used to determine readiness to continue practicum work.

### **Clinical Qualifying Examination**

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The Clinical Qualifying Examination (CQE) is used to determine student readiness for practicum. The *Clinical Qualifying Examination* consists of analysis of case material developed by faculty. Students use the case material to develop a case formulation (diagnosis and treatment plan). If their case formulation is approved, they prepare a videotape of a client session that illustrates the application of some aspect of the treatment plan. Students who have completed a minimum 700-hour internship in a Clinical Mental Health Counseling Program or a minimum 1200-hour internship in a School Psychology program may request an exemption from the *Clinical Qualifying Examination* by submitting the Documentation of Supervised Clinical Experience Form (Appendix 11).

For the first portion of the exam, students are provided with a case for which they will develop a case formulation (diagnosis and treatment plan) and present it to the faculty for review. Upon acceptance by the faculty, students then present a recording of a videotaped session with the client that illustrates the application of some aspect of the treatment plan.

Faculty evaluate the CQE using the rubric below. Students may be required to respond to questions or feedback on the first portion of the exam prior to completing the second portion. In the event that the faculty determines that either portion of the exam is not acceptable, students will have the opportunity to retake the exam with a new case, but no more than three additional in total.

The Examination Committee, comprised of two faculty members, evaluates both portions of the CQE. After deliberation and discussion, each member of the Committee renders an independent decision (pass or remediate). In addition, each Committee member rates the student's strengths and weaknesses in the specific categories of the CQE Rating Scale.

The committee members' decisions will result in one of the following outcomes:

1. If both members render decisions of Pass, then the student has successfully completed the CQE requirement.
2. If both members render a decision of Needs Remediation, the CQE is not passed, and practicum eligibility is accordingly incomplete.
3. If one member renders a decision of Pass and the other member renders a decision of Needs Remediation, the Director of Clinical Training (DCT) will appoint a third committee member within three working days to evaluate the student's written work, the taped session, and the audiotape of the oral examination. This member will then render a Pass or Needs Remediation decision within ten (10) working days, and this decision will be considered the final determination.

Each committee member is expected to render a decision based on the following guidelines:

1. Pass indicates that the student's overall clinical performance and presentation are fundamentally sound and are acceptable as presented.
2. Needs Remediation indicates that the student's overall clinical performance is fundamentally unsound and that he or she requires additional training. The student will be reexamined after a period of remediation, the components of which are determined by a committee appointed by the DCT.

The DCT places copies of the ratings and written summaries of strength and weaknesses, as well as notification of his/her ultimate pass/remediate status in the student's academic and clinical training files.

No student is eligible to accept a practicum until he/she successfully completes the CQE. Not passing the CQE on three attempts results in automatic dismissal from the Program.

### **Remediation**

Should the committee's decision be that the student must remediate, the DCT will appoint, within three (3) days, a committee of two faculty members to meet with the student, review the findings

of the CQE committee, and develop a written plan that the student must complete in order to address weaknesses identified by the CQE committee.

If the CQE is not passed at the first sitting, the minimum remediation period before a second sitting is three (3) months. If the CQE is not passed at the second, the minimum remediation period before sitting for the next examination is six (6) months. Not passing the CQE on the third sitting results in automatic dismissal from the program.

### **Criteria for Selection of Site Supervisors**

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Site Supervisors must be committed to the Mission of Rivier University and the Aims of the PsyD Program in Counseling and School Psychology.

Site Supervisors must also comply with all State Standards pertaining to practicum supervision by demonstrating:

- Appropriate background and, preferably, 3 years of experience as a licensed doctoral-level psychologist or certified school psychologist
- 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

Site Supervisors must have:

- 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
- Demonstrated ability to deliver effective mental services to clients from diverse populations
- Understanding of informal and formal assessment strategies

### **The Role of Supervision**

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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 indicates that mentors and counselors who are warm, caring, and nurturing achieve the most effective results. In order for supervision to be most effective it is imperative that 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, etc.)
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

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." Reasonable expectations are important in assuring a quality practicum experience. As such, care should be taken when assigning the student various responsibilities. **Most importantly, the student should not be placed in a position to assume sole responsibility for a mental health service for which he or she is not yet adequately prepared.**

## Evaluation of Training Sites

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The PsyD Program reviews practicum training sites on a regular basis to ensure that students are receiving appropriate educational and training experiences. 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 quality of training at sites.

Sites approved for the current academic year are listed in *Appendix 1*.

## Responsibilities of the Training Site

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The practicum site will provide:

1. A minimum of **200 hours** per semester of training with exposure to a diverse client population for Tier-one and Tier-two placement and **250 hours** per semester for Tier-three placements.
2. Individual face-to-face 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 Certified School Psychologist. Failure of the site supervisor to provide appropriate supervision may result in termination of the practicum contract.
3. Opportunities to complete individual counseling, group counseling, assessment, diagnosis and 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 counseling and/or assessment experiences that will be provided so the student can meet the practicum competencies identified in this Handbook.
5. An opportunity for the Rivier University Training Supervisor (practicum seminar instructor) to consult with the on-site supervisor about the student's performance, including an annual site visit.
6. A **written evaluation** of the student's overall progress by the on-site supervisor at the end of each semester of placement as well as formal assessment of counseling and assessment skills through direct observation. (Skype or videotapes as well as live observation constitute direct observation.)
7. **Direct observation** of student clinical work at least once per semester either through live observation, Skype, or videotape. Audio recordings are also sufficient to meet this requirement.
8. The training site must delineate 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
  - e. Support services consistent with those afforded to other clinicians at the site
8. The on-site supervisor and student will carefully review the terms of the Practicum Contract. 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 PsyD Program's Director of Clinical Training, who grants final approval of practicum placements.

### **Responsibilities of the Student**

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1. Students must have met all practicum eligibility requirements for the relevant tier of placement.
2. Students should be familiar with site policies and procedures.
3. Students should be receptive to remedial feedback and initiate appropriate corrective steps.
4. Students must make videotapes or arrange live supervision 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. A Permission to Videotape Form can be found in *Appendix 10*.
5. Students will participate in a Practicum Seminar that meets on campus, usually scheduled on Mondays from 3:00-4:00 pm Seminar participation does not count toward practicum hours. Only students who are in assigned practicum sites may attend the practicum seminar.
6. In the event that difficulties arise at the site, the student should report his/her concerns immediately and directly to the site supervisor, the Rivier University PsyD Practicum Seminar Instructor, and the Rivier University PsyD Director of Clinical Training.
7. 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.

### **Responsibilities of the PsyD Program**

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1. The PsyD Program in Counseling and School Psychology 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 provide a Practicum Seminar which students are required to attend weekly, hour-long supervision meetings during the semester of their placement. The Practicum Seminar will focus on case presentations and professional issues pertaining to practicum.
3. Rivier University 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.

4. The Rivier University Practicum Seminar Instructor will facilitate on-site as well as web-cam and/or conference call meetings with the student and the onsite practicum supervisor for the purposes of evaluating the student's performance in the practicum placement.

## APPENDIX 1

### PsyD Program Approved Practicum Sites for 2019-2020\*

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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)

\*All sites have a licensed psychologist or certified school psychologist providing on-site supervision



## APPENDIX 2

### Practicum Contract

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**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.
	The site supervisor will arrange opportunities for the student to provide counseling services, case management services, and assessment and diagnostic services as described on p. 14 in this Handbook.
	The site supervisor will arrange opportunities for the student to participate in ongoing, individual counseling or assessment with a minimum of <b>5-7</b> clients for the duration of the placement.
	The training site will provide a minimum of <b>200</b> hours each semester of training with exposure to a diverse client population ( <b>250</b> 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 as a consequence 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. This Handbook contains a "Parent Confidentiality Agreement Form" (Appendix 9) or the agency may use its own form.
	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 <b>direct observation</b> of individual counseling sessions or patient encounters as per the Practicum Handbook
	The site supervisor will complete each of the following evaluation forms (as appropriate) in collaboration with the student at the end of the semester. The forms will then be submitted to the Rivier University Practicum Seminar Instructor and Rivier University Director of Clinical Training. <ul style="list-style-type: none"> <li>a. Practicum Supervisor Disposition Rating Form</li> <li>b. Practicum Supervisor Clinical Skills Evaluation</li> <li>c. Supervisor Evaluation of Program Competencies</li> </ul>
	The site supervisor and student acknowledge that final approval of the practicum placement by the Rivier University PsyD Program Director of Clinical Training 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, Rivier University Practicum Seminar Instructor, and Rivier University Director of Clinical 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



**Practicum Site Supervisor Qualifications Form**

Name of Supervisor: \_\_\_\_\_

Degree: \_\_\_\_\_

Licensure Areas: \_\_\_\_\_

Years of Experience as Licensed Psychologist or Certified School Psychologist: \_\_\_\_ (three years preferred)

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**



## 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:

- a. Case studies
- b. Clinical assessment skills
- c. Ethical issues
- d. Billing and insurance procedures
- e. The student's professional growth and development
- f. Effectiveness of the supervisory relationship
- g. Individual and group therapy skills
- f. direct observations of clinical work

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

\_\_\_\_\_  
Signature: Student

\_\_\_\_\_  
Date

**PsyD in Counseling and School Psychology Practicum Hours Agreement**

**Part I: Student Information**

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
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:

**Part VI: Signatures**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Agency Director: \_\_\_\_\_ Date: \_\_\_\_\_

Rivier University Director of Clinical Training: \_\_\_\_\_ Date: \_\_\_\_\_



### APPENDIX 3

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#### Waiver Agreement for Students Completing Practicum at Place of Employment

Rivier University discourages students from utilizing their places of employment as practicum sites. However, such 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 an 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.*

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

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

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**APPENDIX 4**

**Combined PsyD Program in Counseling and School Psychology  
Practicum Supervisor Clinical Skills Evaluation**

Student: \_\_\_\_\_ Date of Report: \_\_\_\_\_ Course Number: \_\_\_\_\_

Cohort Year: \_\_\_\_\_

Period of Supervision: \_\_\_\_\_ Number of Cases: \_\_\_\_\_

Rater: \_\_\_\_\_ Location: \_\_\_\_\_ Tier: \_\_\_\_\_

1. Briefly describe the types of cases your supervisee has been seeing in this practicum:  
(Individual/family/group, assessment, consultation, etc.)
  
2. Average weekly hours of face to face supervision offered to student: \_\_\_\_\_ (minimum 1 per week)
  
3. Number of direct observations of clinical work: \_\_\_\_\_ (minimum 1 per semester)

Instructions: Please rate the students by checking the appropriate column in each area, relative to students at the same level of training.

ACTIVITY	5 Significantly Exceeds Expectations	4 Exceeds Expectations	3 Meets Expectations	2 Performs Below Expectations	1 Deficient
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**Intervention**

<b>4. Ability to Conceptualize Problems</b> (Develops sound conceptual understanding of case; has solid understanding of orientation being used)					
<b>5. Establishment of Rapport with Clients</b> (Establishes good rapport with clients; able to work through relationship issues)					

<b>6. Treatment Planning</b> (Able to formulate treatment goals and develop a workable treatment plan)					
<b>7. Applying intervention Techniques</b> (has a solid understanding of intervention techniques and applies them accurately)					
<b>Comments</b>					

<b>ACTIVITY</b>	<b>5 Significantly Exceeds Expectations</b>	<b>4 Exceeds Expectations</b>	<b>3 Meets Expectations</b>	<b>2 Performs Below Expectations</b>	<b>1 Deficient</b>
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**Supervision**

<b>8. Preparation for Supervision</b> (on time; reviews material prior to meetings, develops good questions for supervision)					
<b>9. Response to Supervision</b> (Responds positively to suggestions and criticisms, shows willingness to try and to learn new information and develop clinical skills)					
<b>Comments:</b>					

ACTIVITY	5 Significantly Exceeds Expectations	4 Exceeds Expectations	3 Meets Expectations	2 Performs Below Expectations	1 Deficient
----------	---	------------------------------	----------------------------	--	----------------

**Assessment**

<b>10. Ability to choose administer standardized tests and assessments</b> (understands appropriate uses of specific tests, shows awareness and ability to follow administration rules, timing, accurate notation of responses)					
<b>11. Ability to score standardized tests and assessments</b> (follows scoring rules consistently with absence of scoring errors)					
<b>12. Ability to interpret standardized tests and assessments</b> (interprets results consistent with accepted theoretical positions, describes strengths and weaknesses in results, etc.)					
<b>13. Ability to communicate results in verbal and written reports</b> (creates reports free of typographical and grammatical errors, reports all scores, is clear and concise)					
Comments:					

ACTIVITY	5 Significantly Exceeds Expectations	4 Exceeds Expectations	3 Meets Expectations	2 Performs Below Expectations	1 Deficient
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**Professional Behavior**

<b>14. Record Keeping</b> (Files are accurate and up to date, meets all expectations)					
<b>15. Relationships with support and professional staff</b> (has rapport with all persons, viewed as a valuable contributor)					
<b>16. Diversity</b> (Shows sensitivity to the role of cultural and individual diversity in clinical practice)					
<b>17. Use of Time</b> (On time for appointments, carries appropriate case load, current with all practicum work)					
<b>18. Consultation</b> (collaborates effectively with a range of individuals,)					
<b>Comments:</b>					

**Summary of overall clinical strengths:**

**Summary of areas for future growth:**

Discussed with student on \_\_\_\_\_ (date)

**Student Comments:**

\_\_\_\_\_  
Student Date

\_\_\_\_\_  
Supervisor Date



## APPENDIX 5

### EVALUATION OF PROGRAM COMPETENCIES RIVIER UNIVERSITY COMBINED COUNSELING AND SCHOOL PSYCHOLOGY PROGRAM

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_

Evaluation completed by (select one):    Supervisor    Student

Course Number: **Practicum** \_\_\_\_\_ **Advanced Clinical Experience** \_\_\_\_\_ **Tier:** \_\_\_\_\_

This form is intended to provide feedback on student progress toward achievement of program competencies and elements. **Students must obtain a rating of 3 or better in order on each competency to be making adequate progress in the program.** Please rate the student on each competency element using the following scale (N/A if not available in the placement):

1	Needs remediation
2	Student's performance is not satisfactory for this competency.
3	Student's performance is satisfactory for this competency.
4	Student's performance is exceptional for this competency.

#### **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 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 adherence 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 all aspects of 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.

Please describe any areas of particular strength or weakness in these areas for this student:

\_\_\_\_ Supervisor \_\_\_\_\_ Date \_\_\_\_\_ Student \_\_\_\_\_ Date \_\_\_\_\_



## APPENDIX 6

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### Doctoral Program in Counseling and School Psychology Practicum Supervisor Rating of Student Disposition

Student Name: \_\_\_\_\_ Term: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Practicum Section: \_\_\_\_\_ Tier: \_\_\_\_\_

This form is intended to provide feedback on student progress toward achievement of program competencies. **Students must obtain a rating of 3 or better on the elements or outcomes for each competency in order to be making adequate progress in the program.**

#### **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.

Please rate student on each element using the following scale:

1 (Never)                      2 (Occasionally)                      3 (Usually)                      4 (Always)                      N/A (No basis for judgment)

Professional Attitudes and Values	Rating	Communication and Intra/ Interpersonal Skills	Rating
1. Engages enthusiastically in the doctoral learning process. <b>(3a, 3b)</b>		12. Demonstrates knowledge and skill to maintain relationships <b>(2a)</b>	
2. Displays openness and responsiveness to feedback <b>(3c)</b>		13. Collaborates effectively with a wide range of individuals. <b>(2c)</b>	
3. Demonstrates initiative suitable to the context. <b>(3a, 3d)</b>		14. Contributes relevant information during group activities. <b>(2b)</b>	
4. Behaves in ways that reflect the values and attitudes of psychology. <b>(3a)</b>		15. Considers all points of view and demonstrates a respect for diversity. <b>(2a)</b>	
5. Prepares, organizes, and meets assignment due dates. <b>(3a)</b>		16. Handles conflict or difficult communication professionally. <b>(2c, 3a)</b>	
6. Demonstrates reliability and arrives on time and attends class consistently. <b>(3a)</b>		17. Communicates effectively and respectfully in both written and oral communications. <b>(2b,)</b>	
8. Maintains membership and appropriate involvement in professional organizations and activities. <b>(3c)</b>		18. Maintains professional boundaries with all individuals. <b>(2a, 3a)</b>	
10. Dresses appropriately for the situation and is well groomed. <b>(3a)</b>		19. Demonstrates good judgment and discretion when interacting with others. <b>(2c, 3a)</b>	
11. Reflects on own practices and behavior. <b>(3b)</b>			

Narrative Comments: Please take a few minutes to include comments about this student's overall performance.

\_\_\_\_\_  
Student Signature/Date:

\_\_\_\_\_  
Supervisor Signature/Date:



## APPENDIX 7

### Combined PsyD Program in Counseling and School Psychology 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
- Skype or Facetime \_\_\_\_\_ 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
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**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
<b>A. Ability to give constructive feedback</b> (able and willing to give feedback in a helpful manner, understands my level as a therapist, helps me identify future goals, etc.)					
<b>B. Investment in student development as a clinician</b> (encourages creative and theoretical thinking, willing to process relationship issues that may interfere with therapy)					
<b>C. Supportive</b> (conveys respect and caring, not overly critical, puts me at ease in supervision)					
<b>D. Flexible</b> (able to adopt different approaches or perspectives if needed)					
<b>E. Gives useful suggestions</b> (able to delineate useful suggestions for therapy,					

facilitates a learning process in supervision)					
<b>F. Handles disagreements well</b> (Able to accept different points of view, works through disagreements regarding cases)					
<b>G. Enjoys supervision</b> (appears to enjoys supervision, puts time and energy into it)					
<b>H. Good role model</b> (conveys respect and professionalism in supervision)					

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 8**

**Practicum Time Log**

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Directions: Insert dates and total hours for each service in the weekly column. Use multiple sheets.

<b>Service</b>	<b>Week</b>									
Case management										
Clinical assessment										
Crisis intervention										
Family therapy										
Group counseling										
Individual counseling										
Mental health evaluations										
Staff meetings										
Supervision										
Psychological Assessment:										
Other:										
Other:										
<b>Total Hours</b>										
<b>Supervisor's Initials</b>										

Note: At the end of each month, the site supervisor should sign his/her initials at the bottom of the column of hours indicating that he/she has had an ongoing discussion about time requirements with the student.

Total Hours at Semester End = \_\_\_\_\_

\_\_\_\_\_  
Site Supervisor's Signature and Date

\_\_\_\_\_  
Student's Signature and Date



## APPENDIX 9

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### PsyD in Counseling and School Psychology Practicum Protocol

#### Parent Confidentiality Agreement

Minor Client Name: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

- I understand that what my child discusses with the counseling student is confidential. This means that what my child shares with the counseling student is private and will not be shared with me or others unless certain conditions exist, e.g., there is possible harm to self or others, the court issues an order to release information, or permission is granted by the minor client and parent/guardian to release information.
- I understand that if my child shares any information that indicates he or she is at risk to self or others, I will be informed, the clinical supervisor will be informed and, when required by law or agency policy, the police and/or children's protective services will be informed in the interest of keeping the minor client safe.
- I am aware that any information shared with me about my child will be discussed with my child first to protect the counseling relationship with the minor client.
- I understand that anything I share with the counseling student will be treated with the same respect of confidentiality as my child receives.

\_\_\_\_\_  
Parent Signature Date

\_\_\_\_\_  
PsyD Student Signature Date

\_\_\_\_\_  
Practicum Site Supervisor Signature Date

\_\_\_\_\_  
Minor Client Signature (when age appropriate) Date



**APPENDIX 10**

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**Practicum Seminar in Counseling and School Psychology  
Permission to Audio or Videotape**

Practicum Site: \_\_\_\_\_  
\_\_\_\_\_

Student's Name: \_\_\_\_\_

Site Supervisor's Name: \_\_\_\_\_

Client's Name: \_\_\_\_\_

Parent/Guardian(s) Name: \_\_\_\_\_ (for minor clients)

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_

I give my permission for the student named above from Rivier University to audio and/or videotape counseling sessions (individual and/or group). I understand that the videotape will be used for training purposes, will be reviewed only by the student's site supervisor and during practicum seminar at Rivier University and will be destroyed once it is reviewed. I also understand that I can withdraw this permission at any time.

\_\_\_\_\_  
Client Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_ (for minor clients)  
Date

\_\_\_\_\_  
Site Supervisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date



**APPENDIX 11**

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Documentation of Supervised Clinical Experience

Student: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

Type of Supervised Experience:  Practicum  Internship

Dates: \_\_\_\_\_ to \_\_\_\_\_ Total Hours Completed: \_\_\_\_\_ Total Direct Service Hours: \_\_\_\_\_

Sponsoring Academic Program and Degree: \_\_\_\_\_

Type of Setting:  
\_\_\_\_\_  
\_\_\_\_\_

Name of Supervisor, Degree, and License:  
\_\_\_\_\_  
\_\_\_\_\_

Describe all activities in the placement:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Attach transcripts showing grades and all supervisor evaluations**

\_\_\_\_\_ Approval to waive 700 level practicum experiences

\_\_\_\_\_ Approval to waive Clinical Competency Examination

\_\_\_\_\_  
Director of Training                      Date                      Student                      Date

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### STATEMENT of ACKNOWLEDGEMENT

My signature below acknowledges receipt of the *Rivier University Combined Doctorate in Counseling and School Psychology Practicum Handbook*. It further acknowledges that I have read the *Handbook in its entirety* and that I understand my responsibilities as a student in the PsyD program in agreeing to abide by all policies and procedures described herein.

I also understand that should I have any problems or questions regarding the policies as they are presented in this *Handbook*, I may direct them to the Director of the PsyD program.

I understand that departmental policies and *Handbook* information are subject to revision throughout my education and I am responsible for remaining current.

This acknowledgement will be placed in my student file.

\_\_\_\_\_  
Student Name (PRINT)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date