



2008

2009

*Advanced
Practicum*

**PRACTICUM
HANDBOOK**

The College of Education
& Human Development

UNIVERSITY OF MINNESOTA

Department of Educational Psychology
Counseling and Student Personnel Psychology

PRACTICUM HANDBOOK

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LETTER FROM THE DIRECTOR OF THE TRAINING

November 30th, 2007

Dear Site Supervisor,

On behalf of the Counseling and Student Personnel Psychology (CSPP) Program, I wish to thank you for your willingness to assist in the professional development of a CSPP graduate student. This handbook contains information about the doctoral advanced practicum, including a description, forms, and program requirements. We hope that it will be a useful resource for you.

One of our faculty members teaches the required course at the university each semester. In the class, the students are required to present taped recordings of the clinical work they are doing at their practicum site. These tapes are reviewed during class and are confidential. Please feel free to call or e-mail the practicum instructor with any comments, questions, or concerns about any aspect of the practicum and/or your work with our student.

As a token of our appreciation for your supervision efforts, you will be awarded 30 CEU's for a minimum of 30 hours of supervision. You will receive written acknowledgement of these CEU's.

Thank you again for sharing your expertise with our student and for your contribution to our program's training endeavors.

Sincerely,

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CONTINUING EDUCATION UNITS FOR ON-SITE PRACTICUM SUPERVISORS

Acknowledgement of Continuing Education Units for supervision will be presented at the Practicum Supervisor Appreciation Reception in May or it can be mailed to you at that time.

Minimum 30 hour supervision = 30 CEU's

EXPECTATIONS OF THE SITE SUPERVISOR

1. Psychologist who is licensed at the M.A. or Ph.D. level or is license-eligible.
2. Provide a minimum of one (1) hour per week of individual supervision throughout the practicum. Discuss the student's case conceptualization, counseling skills, and professional behaviors in the supervision session.
3. Complete, with the student, a learning contract identifying specific objectives, goals, and activities for the practicum.
4. Introduce the practicum student to the culture of the practicum site including formal and informal procedures.
5. Familiarize the student with policies regarding case management, record keeping, confidentiality, crisis team functions, abuse reporting procedures, and consulting role.
6. Provide the practicum student with a caseload representing a variety of client needs and provide work space and supplies.
7. Assist the student in making arrangements for audio or videotaping sessions for evaluative purposes.
8. Complete formal written evaluations at the end of each semester, along with ongoing verbal feedback. Evaluation criteria include quality of oral and written case reports, counseling skills demonstrated via tapes of counseling sessions and self report, student openness and responsiveness to supervision, and the degree to which the student accomplishes the goals set forth in his/her learning contract.
9. Consult the university practicum instructor in the event the site supervisor becomes aware of personal or other issues which are impairing the student's learning and/or performance.

Please note: Permission of the CSPP Training Director is required if the practicum site and/or site supervisor do not meet the above stated criteria.

ADVANCED PRACTICUM GUIDELINES FOR STUDENTS

Ph.D. students are required to complete two consecutive semesters of practicum at a community-or university-based site, preferably during the second year. Prerequisite to beginning this practicum is successful completion of 450 hours of a supervised master's practicum in counseling (or equivalent).

Register for: EPsy 8522; 3 credits each semester; A/F

- Requirements:**
- 1) Spend a minimum of 13 hours per week at the practicum site in orientation, training, counseling/therapy, supervision, and related activities.
 - 2) Meet with a site supervisor one hour per week. The supervisor must be a psychologist who is licensed at the M.A. or Ph.D. level or is license-eligible. Supervision can involve review of clients, tapes, counseling/therapy issues, ethical and professional concerns, and other pertinent topics. Permission of the CSPP Training Director is required if the site supervisor and/or supervision does not meet these criteria.
 - 3) Accrue 50 client contact hours during fall semester and 70 during spring semester. One client contact hour is calculated as follows: one 50-minute session, two 30-minute sessions, or four 15-minute sessions. Activities can include individual, group, dyad, or family counseling or therapy, testing and assessment, psychoeducation and outreach, and provision of consultation and supervision.
 - 4) Hand in your "Practicum Agreement (p.5)" within the first month of Fall semester to the instructor and a copy to the Doctoral Director of Clinical Training.
 - 5) Meet two hours per week with a CSPP faculty member and doctoral peers.
 - 6) Develop a "Practicum Learning Contract (p.6)" for each semester of practicum. Hand it in to the instructor, with a copy each semester to the Director of Clinical Training.
 - 7) Hand in to the instructor your "Counseling Log (p.8)" with a copy each semester to the Director of Clinical Training.
 - 8) Hand in or have sent to the instructor the "Evaluation of Practicum Student (p.9)," at the end of each semester, with a copy to the Director of Clinical Training.
 - 9) Hand in to the instructor the "Student's Evaluation of Practicum Site (p.12)" at the end of spring semester, with a copy to the Clinical Training Assistant.

Site Selection: You are responsible for selecting your practicum site. A number of potential sites have been identified by program faculty and students. A list of possible sites and evaluations of sites by former practicum students are available for review in Room 206 Burton Hall. You may pursue one of these sites or develop your own. Students wishing to select a site that does not meet all of the criteria must receive permission from the Doctoral of Clinical Training.

Minimum Practicum Hours: 390 hours at site; 60 hours in practicum class.

Client Contact Hours: 1) If a student does not accrue the required hours during a semester, thereby receiving an incomplete practicum grade, the student may make up the needed hours after the semester ends, under the supervision of the faculty member who gave the incomplete. 2) Students may continue to see clients between the end of fall semester and the beginning of spring semester. However, the hours accrued between semesters cannot be applied to the number of hours required for spring semester.

Termination at a Practicum Site: Students must petition to terminate at a practicum site. Prior to submitting a petition to the CSPP Progress and Retention Committee, the student must consult with the practicum instructor, who will then contact the site supervisor. The practicum instructor will provide written documentation of this contact, which the student will submit with the petition. PLEASE CONSULT WITH STAFF AT THE PRACTICUM SITE *BEFORE* FINALIZING YOUR DECISION TO TERMINATE.

LIABILITY INSURANCE

The University of Minnesota provides liability insurance coverage for students engaged in practicum if they are enrolled in a *credited* practicum sequence and are practicing within the scope of the practicum (e.g., following program and syllabus requirements). Practicum students are covered between fall and spring semesters and also if the practicum was not completed (i.e., received an incomplete grade).

The University also provides liability coverage for students who are paid University of Minnesota employees, providing services as part of their job description. Students in other situations should consult with their employer or supervisor to see if they are responsible for their own liability coverage. If they are, the CSPP program strongly encourages purchasing liability insurance. See Appendix of Doctoral Program Handbook for a list of some groups with reasonable rates. Students should purchase *occurrence* coverage, as this type will cover them in situations where a person sues several years after the alleged incident. This is important because a new insurance company will not cover individuals for “preexisting incidents.”

PRACTICUM AGREEMENT

ADVANCED PRACTICUM

The Counseling and Student Personnel Psychology program (CSPP) of the University of Minnesota (UMN), the _____ (Agency site), the community of _____, MN, and Mr./Ms. _____, practicum student, agree to a practicum experience according to the conditions outlined in the Counseling and Student Personnel Psychology program of the University of Minnesota. The Supervisor on-site agrees to provide one hour of individual supervision to the student per week, and the student will be allowed to audio or visually tape certain sessions with clients at the site.

Upon signatures of the practicum student, the site supervisor, and the University of Minnesota practicum instructor, the agreement is deemed to be in effect for the duration of the practicum experience in the _____ academic year.

Practicum Student

Date

Site Supervisor

Date

University of Minnesota Practicum Instructor

Date

PRACTICUM LEARNING CONTRACT

_____ CSPP Program: M.A. ___ Ph.D. ___
Course Name & Number

Semester _____ Year _____ Instructor _____

Name of Student

Name of Site

Direct Service Objectives: Describe your counseling/therapy-related goals; specify the learning activities that you will use to achieve your objectives and the methods you will use to evaluate your performance. (Attach additional pages if necessary.)

Supervision: Describe the type and frequency of supervision you will receive.

Activities: List the activities you will engage in while at your site.

Time Commitment per Week:

_____ Direct Service _____ Supervision _____ Other (Specify)

Signature of Student & Date

Signature of Practicum Instructor

Signature of Site Supervisor

GIVE ORIGINAL TO INSTRUCTOR; SIGNED COPY TO DIRECTOR OF CLINICAL TRAINING

DOCUMENTATION OF PRACTICUM HOURS

I. Overview

- ❖ It is very important that all practicum hours are carefully documented. This is especially important for Doctoral students as they will need to provide detailed information concerning their hours when applying for internship.
- ❖ When calculating practicum hours you should do your best to provide an *exact* number of hours accumulated and number of clients seen though there will be times when your “best estimate” will be called for.
- ❖ Each activity should only be recorded in one section. You may have some experiences that could potentially fall under more than one category, but you must select the *one* category that you feel best captures the experience.
- ❖ Keep a separate time sheet for each semester of practicum work. For the few individuals who are at more than one practicum placement during one semester, each site’s hours should be recorded separately, in other words you should calculate your hours separately for each of the two sites.
- ❖ When calculating “Total hours face-to-face” count each hour of a group, family, or couples session as one practicum hour. For example, a two-hour group session with 12 adults is counted as two hours.
- ❖ Make sure to record the specific number and type of assessments administered to clients throughout the entire practicum experience. Also record the amount of time spent providing feedback to clients concerning the assessment results.
- ❖ Supervision is divided into one-to-one, group, and peer supervision/consultation. Supervision provided to less advanced students is considered “Supervision of Other Students” and does not fall into the supervision category. Group supervision is considered to be actual hours of group focus on specific cases. Many excellent practicum courses incorporate both didactic and experiential components in the course activity. While the didactic portion is excellent training, it should not be recorded as a supervision activity; it should instead be counted as a support activity. This may necessitate breaking the hours spent in a practicum course into intervention, supervision, and didactic activities by actual course hours. For example, if you present on the “Psychosocial Issues of HIV Infection” using examples of cases, it is a didactic activity. Similarly, Grand Rounds that consists of in-service education on specific topics would not be considered supervision for the purposes of documenting practicum hours, but would be considered a support activity.
- ❖ Additionally you should indicate the types of groups you have led or co-led, any experience with Managed Care Providers, and your experience with diverse populations.

II. Helpful Information on Correctly Coding Practicum Hours

- ❖ Class time is usually recorded as either: group supervision, didactic training, or other support activities (such as how to record hours, program issues, etc.). For example, class time spent discussing a specific case should be recorded as group supervision while time spent discussing how to formulate a generic treatment plan should be considered ‘Didactic Training.’
- ❖ Time spent at practicum site involved in staff meetings should be divided up similar to how class time is divided. Time spent presenting a case should be recorded as ‘Group Supervision’ if your site supervisor is present.
- ❖ If you present a case at your site during a staff meeting it should be recorded as group supervision if your supervisor is present.
- ❖ Readings related to practicum, including assigned practicum class readings, should be counted under ‘Professional Reading.’
- ❖ Your site supervisor and your practicum instructors need to sign your logs. Hard copies need to be turned in at the end of each semester.
- ❖ When you are listening to a case presentation in either practicum class or at your practicum site, it counts as ‘Group Supervision.’
- ❖ If your reading pertains to a specific client it may fall under “Treatment Planning” if applicable. Otherwise, if it is for practicum class assignment or for general information it should fall under ‘Professional Reading.’
- ❖ There is no such thing as consultation with your supervisor. All time spent discussing cases with your supervisor falls under the appropriate supervision category (i.e. 1:1 or group supervision, etc).

III. Definitions

Assessment – A psychological instrument used to evaluate a client. Various types of assessments are intelligence assessments, such as the WAIS-III; personality assessments, such as the MMPI-2; career assessments, such as the Strong Interest Inventory; structured assessments, such as the SCID-I; or AODA assessments, such as the ASI, etc.. Make sure to record the specific assessments administered and the number of each administered. Also be sure to record if you scored the instrument, if you interpreted the instrument, if you incorporated it into a report, as well as the time spent giving feedback to a client on their assessment scores. There are separate sections for each activity on the hours documentation sheet. This category includes any assessment experience, *excluding* practice administrations (for example, you should NOT count administrations that you gave to classmates in an assessment class).

Psychodiagnostic test administration - Include symptom assessment, projectives, personality, objective measures, achievement, intelligence, and career assessment.
Neuropsychological Assessment - Include intellectual assessment in this category only when it was administered in the context of neuropsychological assessment.

Assessment Feedback – Time spent providing feedback to a client on the results/findings of a psychological test. This does not include time spent scoring, interpreting, or writing reports on the results of an assessment, but rather the actual face-to-face time spent discussing the findings with the client.

Career Counseling – Time spent doing formal Career Counseling with a client, which may include using assessments such as the Strong Interest Inventory, etc. (Formal assessment time should be logged in the assessment categories). This category covers the range of processes and procedures involved in comprehensive career counseling, including education, career exploration, development, and guidance. Helping individuals increase understanding of their abilities, interests, values, and goals is a vital foundation of the career development process. Career counseling may be focused on issues across the lifespan and consider biological, psychological, sociological, and economic factors that influence the importance and nature of work, vocation, and career. Career counseling may be done with children, adolescents, adults, or the elderly.

Consultation – Consultation can be characterized as a helping, problem-solving process involving a help-giver (the consultant), a help-seeker (the consultee), and another (the client, organization, etc.). This voluntary, triadic relationship involves mutual involvement on the part of both the consultant and consultee in an attempt to solve the current work-related problem in a way this it not only stays solved, but that future problems may be avoided and or more efficiently handled (prevention).(Parsons, 1999, p. 13). In many practicum settings, consultation may take place between the consultant and the student with the aim of improving service to a client, but the client may or may not be present for the consultation. Examples of individuals one may receive consultation from are other mental health professionals, medical staff (including psychiatrists), family members, peers, correction agents, etc. Time spent discussing a case with your Supervisor is almost never counted as ‘Consultation’ but rather is ‘Supervision.’

Distinction from supervision: Typically related to consultation is that the consultee has the power or the decision-making ability to decide not to use the consultant's feedback, suggestions, recommendations. A consultant does not usually have evaluative power regarding the student whereas a supervisor does have evaluative obligations.

Didactic Training - "Didactic" means, "intended to teach". Basically this category is any directed practicum class classroom, staffing, in-service, grand rounds, seminars, and conference activities aimed at teaching counseling related information, skills, theory etc. It is not supervision or consultation or outside reading or face-to-face client contact---basically a training "catch-all" category. In the APPIC application this falls under "Support Activities."

Direct Service – Refers to face-to-face intervention and assessment experience. Students should only count the time spent in the presence of their client(s) in this category. Time spent scoring and/or report writing, *should not* be included in this category. These types of activities fall under "Support Activities" and should be recorded in their appropriate categories under this heading.

Face-to-Face – Time spent in counseling session with the client. Time spent in direct contact with their clients involved in administration of an assessment, (such as administration of the WAIS-III) should also be included in this category. However, time spent scoring or interpreting the report should not. For the "Total hours face-to-face" columns, count each hour of a group, family, or couples session as one practicum hour. For example, a two-hour group session with 12 adults is counted as two hours. For the "Number of different ..." columns, count a couple, family, or group as one (1) unit. For example, meeting with a group of 12 adults over a ten-week period counts as one (1) group. Groups may be closed or open membership; but, in either case, count the group as one group.

Group Supervision - Actual hours of group focus on specific cases. Didactic portions should *not* be recorded as supervision, but rather as a support activity. This may be *part* of a staffing at your site, or *part* of practicum class, but didactic training should *not* be included in this category. The hours recorded in the group supervision category should be actual hours of group focus on specific cases. Many excellent practicum courses incorporate both didactic and experiential components in the course activity. While the didactic portion is excellent training, it should not be recorded as a supervision activity; it should instead be included as a "Support Activities" above. This may necessitate breaking the hours spent in a practicum course into intervention, supervision, and didactic activities by actual course hours. For example, if you present on the "Psychosocial Issues of HIV Infection" using examples of cases, it is a didactic activity. Similarly, Grand Rounds that consists of in-service education on specific topics would *not* be considered supervision for the purposes of documenting practicum hours, but would be considered a support activity.

Integrated Report – Includes a history, an interview, and at least two of the following: objective and/or projective personality assessments, intellectual, cognitive, and/or neuropsychological assessment. These are synthesized into a comprehensive report providing an overall picture of the patient. As long as there are at least 2 assessment tools being integrated it is an integrated report. The tools may or may not be in the same "category".

Number of Different Groups - A couple, family, or group should be counted as one (1) unit. For example, meeting with a group of 12 adults over a ten-week period counts as one (1) group. Groups may be closed or open membership; but, in either case, count the group as one group. *(Taken right from APPIC application).*

Outcome Assessment of programs or projects - Engaging in research directly applicable to clinical services at your site.

Peer Supervision – May be regularly scheduled, face-to-face supervision with peers (i.e. doctoral-level practicum students or masters-level practicum students) with specific intent of overseeing the psychological services rendered by the student. Students should not confuse “Peer Supervision” with “Supervision of Other Students.” A site supervisor must be available to consult and supervise the peer-supervision group. Though the site supervisor does not need to physically be in the room with the peer supervision group ALL decisions regarding cases must be supervised by the site supervisor.

Practicum Class – Time spent while in practicum class will most often be divided into many different categories. It is your job to determine how each class time was spent. For example, time presenting a case would go under “Group Supervision.” Time spent discussing how hours should be recorded, receiving training on how to construct a treatment plan, or discussing class readings, etc. should be recorded under “Didactic Training.”

Practicum hour - A practicum hour is a clock hour, not a semester/quarter hour. A 45-50 minute client hour may be counted as one practicum hour. When calculating practicum hours, you should provide the exact number of hours accrued or number of clients / patients seen. Use your best judgment, in consultation with your site supervisor, practicum instructor, and academic training director, in quantifying your practicum experience.

Professional Reading – Any reading that is directly related to practicum should be counted in this category. It includes, but is not limited to time spent reading the practicum class assessments, time spent reading research directly related to a client, or time spent reading test manual to become familiar with an assessment (time spent scoring an assessment is recorded under “Assessment” “Scoring”).

Program Development/Outreach Programming - Actively participating in activities such as designing within an agency a new treatment track for pregnant teens or participating in outreach to college dorms to educate students about sexual assault prevention etc.

Supervision of Other Students – When a doctoral level student provides supervision to a master’s level student or a master’s level student provides supervision to a bachelor’s level student. Supervision provided to less advanced students should be counted in “Other Psychological Experience with Students and/or Organizations” *NOT* under supervision. This activity is separate, but often confused with “Peer Supervision.” “Peer Supervision” is when several individuals who are at the same level of training, such as a group of master’s students, getting together to provide supervision on cases. (See definition of “Peer Supervision” above).

Supervision 1:1 – Regularly scheduled, face-to-face individual supervision with specific intent of overseeing the psychological services rendered by the student. Supervision is an intervention provided by a more senior member of a profession to a more junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the more junior person(s), monitoring the quality of professional services offered to the client(s) she, he, or they see(s), and serving as a gatekeeper of those who are to enter the particular profession” (Bernard & Goodyear, 1998). The ability to evaluate, responsibility for client care, and accountability highlight the significant differences between supervision and consultation. The supervisor has this, and the consultant does not.

Support Activities - Time spent gathering information about the client, but not in the actual presence of the client. For example, time spent on chart review, writing process notes, consulting with other professionals about cases, video/audio tape review, time spent planning interventions, assessment interpretation, report writing, etc.. In addition, it includes hours spent at a practicum setting in didactic training (e.g. grand rounds, seminars). This category is further divided into the above mentioned categories.

Systems Intervention / Organizational Consultation / Performance Improvement - e.g., consulting with management about crisis management following violent outburst by an employee, consulting with teachers and school counselors following the death of a student or providing training to supervisors who are trying to help their employees adapt to using new technology.

Additional Definitions that are useful when filling out the APPIC Application

School Counseling Interventions –

Consultation

Direct Intervention

Other

Sports Psychology /Performance Enhancement – Work with athletes or even performance enhancement with executives, etc..

Medical / Health – Related Interventions – Various things such as biofeedback, exercise, pain management etc..

Intake Interview / Structured Interview – Examples include a structured clinical interview for an inpatient unit or admission to a correctional facility.

Note that if your placement is primarily addressing these issues then the hours will be counted in the previous sections. For example, if your practicum site is an AODA treatment center then your hours will be documented in the categories above and not in the substance abuse category.

PRACTICUM HOURS DATA RECORD

| Practicum Site Hours | Previous Cum. | Fa08 Semester | Cum. Site | 1st week | 2nd week | 3rd Week | 4th Week | 5th Week | 6th Week | 7th Week | 8th Week | 9th Week | 10th Week | 11th Week | 12th Week | 13th Week | 14th Week | 15th Week | 16th Week |
|---|----------------|---------------|---------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Fall 2008 Semester | Total Site Hrs | Total Hrs | Practicum Hrs | Fa08 | Fa08 | Fa08 | Fa08 | Fa08 | Fa08 | Fa08 | Fa08 | Fa08 | Fa08 | Fa08 | Fa08 | Fa08 | Fa08 | Fa08 | Fa08 |
| 1. Intervention & Assessment Experience | | | | | | | | | | | | | | | | | | | |
| a. Individual Therapy | | | | | | | | | | | | | | | | | | | |
| Older Adults (65+) | | | | | | | | | | | | | | | | | | | |
| Adults (18-64) | | | | | | | | | | | | | | | | | | | |
| Adolescents (13-17) | | | | | | | | | | | | | | | | | | | |
| School-Age (6-12) | | | | | | | | | | | | | | | | | | | |
| Pre-School Age (3-5) | | | | | | | | | | | | | | | | | | | |
| Infants/Toddlers (0-2) | | | | | | | | | | | | | | | | | | | |
| b. Career Counseling | | | | | | | | | | | | | | | | | | | |
| Adults | | | | | | | | | | | | | | | | | | | |
| Adolescents | | | | | | | | | | | | | | | | | | | |
| c. Group Counseling | | | | | | | | | | | | | | | | | | | |
| Adults | | | | | | | | | | | | | | | | | | | |
| Adolescents (13-17) | | | | | | | | | | | | | | | | | | | |
| Children (12 and under) | | | | | | | | | | | | | | | | | | | |
| d. Family Therapy | | | | | | | | | | | | | | | | | | | |
| e. Couples Therapy | | | | | | | | | | | | | | | | | | | |
| f. School Counseling Interventions | | | | | | | | | | | | | | | | | | | |
| 1. Consultation | | | | | | | | | | | | | | | | | | | |
| 2. Direct Intervention | | | | | | | | | | | | | | | | | | | |
| 3. Other | | | | | | | | | | | | | | | | | | | |
| g. Other Psychological Interventions | | | | | | | | | | | | | | | | | | | |
| 1. Sports Psych/Perf. Enhancement | | | | | | | | | | | | | | | | | | | |
| 2. Medical/Health-Related | | | | | | | | | | | | | | | | | | | |
| 3. Intake Interview/Structured Interview | | | | | | | | | | | | | | | | | | | |
| 4. Substance Abuse Interventions | | | | | | | | | | | | | | | | | | | |
| 5. Other Interventions (e.g., tx planning w/ patient) | | | | | | | | | | | | | | | | | | | |
| h. Psychological Assessment Experience | | | | | | | | | | | | | | | | | | | |
| 1. Psychodiagnostic test administration | | | | | | | | | | | | | | | | | | | |
| 2. Neuropsych Assessment | | | | | | | | | | | | | | | | | | | |
| 3. Other (specify: _____) | | | | | | | | | | | | | | | | | | | |
| i. Other Psych Experience (1-5) | | | | | | | | | | | | | | | | | | | |
| 1. Supervision of other students | | | | | | | | | | | | | | | | | | | |
| 2. Program Development/Outreach | | | | | | | | | | | | | | | | | | | |
| 3. Outcome Assessment | | | | | | | | | | | | | | | | | | | |
| 4. Systems Interv./Org. Consult/Perf. Improve. | | | | | | | | | | | | | | | | | | | |
| 5. Other (specify: _____) | | | | | | | | | | | | | | | | | | | |
| TOTAL INTERVENTION/ASSESSMENT 1(a-i) | | | | | | | | | | | | | | | | | | | |
| 2. Supervision Received | | | | | | | | | | | | | | | | | | | |
| a. One-on-One, Face-to-Face Supervision | | | | | | | | | | | | | | | | | | | |
| b. Group Supervision | | | | | | | | | | | | | | | | | | | |
| c. Peer supervision/Consultation | | | | | | | | | | | | | | | | | | | |
| TOTAL SUPERVISION 2(a-c) | | | | | | | | | | | | | | | | | | | |
| 3. Support Activities | | | | | | | | | | | | | | | | | | | |
| a. Case Conferences | | | | | | | | | | | | | | | | | | | |
| b. Case Management/Consultation | | | | | | | | | | | | | | | | | | | |
| c. Didactic Training/Seminars/Grand Rounds | | | | | | | | | | | | | | | | | | | |
| d. Progress Note/Clinical Writing/Chart Review | | | | | | | | | | | | | | | | | | | |
| e. Psych Assessment Scoring/Interp. & Report-Writing | | | | | | | | | | | | | | | | | | | |
| f. Video-Audio-Digital Recording Review | | | | | | | | | | | | | | | | | | | |
| TOTAL SUPPORT ACTIVITIES 3 | | | | | | | | | | | | | | | | | | | |

SEMESTER SUMMARY OF PRACTICUM HOURS: DOCUMENTATION FORM

This form allows students to document their experience in therapy and other psychological interventions, in a format consistent with the Application for Psychology Internships (AAPI). Thus, while this form lists a wide range of experiences that one might have had, no one will have all these experiences, either in one semester or even at the end of training. In short, each student will have many blank areas on the form.

The AAPI counts only hours for which you received formal academic training and credit or which was program-sanctioned training experience). APPIC also requires that all practicum hours must be supervised. Thus, EACH semester you engage in ANY kind of therapy/intervention hours meeting the above description, you must fill out those parts of this form that apply and have the form signed by the supervising psychologist or faculty member. Hence, prior to internship, you will need to only total the hours across each of your semester documentation forms.

In filling out this form, please note the following definitions used by APPIC:

- **Practicum hour** - A practicum hour is a clock hour not a semester hour. A 45- 50 minute client hour may be counted as one practicum hour.

Also, please note that Items 1 - 3 below are meant to be mutually exclusive; thus, any practicum hour should not be counted more than once across these items. You may have some experiences that could potentially fall under more than one category, but it is your responsibility to select the category that best captures your experiences.

One form MUST be filled out for each practicum/field placement you do. Thus, if you complete two placements in one semester, you must fill out two forms.

STUDENT NAME: _____ STUDENT #: _____

COURSE #: _____ CREDIT HOURS: _____ SEMESTER/YEAR: _____

COURSE INSTRUCTOR: _____

SUPERVISOR: _____ ACADEMIC ADVISOR: _____

SETTING IN WHICH HOURS TOOK PLACE: _____

Circle Setting Type: Child Guidance Clinic; Community Mental Health Center; Department Clinic; Forensic/Justice Setting; Inpatient Hospital; Military; Outpatient Medical/Psychiatric Clinic and Hospital; University Counseling Center; Schools; Other (specify: _____)

SIGNATURES (DATES) OF PRACTICUM INSTRUCTOR: _____

SIGNATURE (DATE) OF SUPERVISOR: _____

SIGNATURE OF STUDENT: _____

- 1. INTERVENTION AND ASSESSMENT EXPERIENCE-** In this section, record actual clock hours in direct service to clients/patients. Hours should not be counted in more than one category. Time spent gathering information about the client/patient, but not in the actual presence of the client/patient, should be recorded under Support Activities below. For the first column, count each hour of a group, family, or couples session as one practicum hour. For example, a two-hour group session with 12 adults is counted as two hours. For the second column, count a couple, family, or group as one (1) unit. For example, meeting with a group of 12 adults over a ten-week period counts as one (1) group.

| | Total # of hours face-to-face | # of different individuals, groups, couples, etc. |
|---|----------------------------------|--|
| a. Individual Therapy | | |
| 1) Older Adults (65+) | _____ | _____ |
| 2) Adults (18-64) | _____ | _____ |
| 2) Adolescents (13 – 17) | _____ | _____ |
| 3) School-Age (6 – 12) | _____ | _____ |
| 4) Pre-School Age (3 – 5) | _____ | _____ |
| 5) Infants / Toddlers (0 –2) | _____ | _____ |
| b. Career Counseling | | |
| 1) Adults | _____ | _____ |
| 2) Adolescents | _____ | _____ |
| c. Group Therapy | | |
| 1) Adults | _____ | _____ |
| 2) Adolescents (13 – 17) | _____ | _____ |
| 3) Children (12 and under) | _____ | _____ |
| d. Family Therapy | _____ | _____ |
| e. Couples Therapy | _____ | _____ |
| f. School Counseling Interventions | | |
| 1) Consultation | _____ | _____ |
| 2) Direct intervention | _____ | _____ |
| 3) Other | _____ | _____ |
| g. Other Psychological Interventions | | |
| 1) Sport Psychology/ Performance Enhancement | _____ | _____ |
| 2) Medical/Health –Related Interventions | _____ | _____ |
| 3) Intake Interview/Structured Assessment | _____ | _____ |
| 4) Substance Abuse Interventions | _____ | _____ |
| 5) Other Interventions (i.e., milieu therapy, treatment planning w/patient present) | _____ | _____ |

Describe nature of experience if g5:

- h. Psychological Assessment Experience:** This is the total estimated number of face-to-face client contact hours administering and providing feedback to clients. This does not include time spent scoring and/or report writing, which should be included under item 2, below (“Support Activities”). Information about tests administered is recorded below also, under #4.

| | Total # hours face-to-face |
|--|----------------------------|
| 1) Psychodiagnostic Test Administration ¹ | _____ |
| 2) Neuropsychological Assessment ² | _____ |

i. Other Psychological Experience with Students and/or Organizations

| | |
|--|-------|
| 1) Supervision of other students performing intervention and assessment activities | _____ |
| 2) Program Development/Outreach Programming | _____ |
| 3) Outcome Assessment of programs or projects | _____ |
| 4) System Intervention/Organizational Consultation/Performance Improvement | _____ |
| 5) Other (specify : _____) | _____ |

Total Intervention and Assessment Hours:

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

- 2. SUPPORT ACTIVITIES** - Record time spent outside the counseling/therapy hour focused on the client/patient (e.g., chart review, writing process notes, consulting with other professionals about cases, video/audio tape review, planning interventions, assessment interpretation and report writing. In addition, it includes the hours spent in your practicum site in didactic training, such as attending seminars:

TOTAL SUPPORT HOURS: _____

- 3. SUPERVISION RECEIVED** - Supervision is divided into one-to-one, group, and peer supervision/consultation. Supervision provided to others should be counted in item 1i-1 above.

Item 3a: Hours are defined as regularly scheduled, face-to-face individual supervision with specific intent of overseeing the psychological services rendered by the student.

Items 3b and 3c: The hours recorded in the group supervision category should be actual hours of group focus on specific cases. Many practica courses incorporate both didactic and experiential components. The didactic portion should not be recorded as a supervision activity; it should instead be recorded as a support activity in Item 2 above. This may necessitate breaking the hours spent in a practicum course into intervention, supervision, and didactic activities by actual course hours. For example, if you present on the “Psychosocial Issues of HIV Infection” using examples of cases, it is a didactic activity. Attendance at in-service education on specific topics would not be considered supervision for the purposes of documenting practicum hours, but would be considered a support activity.

- | | |
|--|-------|
| a. Hours spent in one-on-one, face-to-face supervision | _____ |
| b. Hours spent in group supervision: | _____ |
| c. Hours of peer supervision/consultation and case discussion on specific cases: | _____ |

¹ Includes symptom assessment, projectives, personality, objective measures, achievement, intelligence, and career assessment, and providing feedback to clients

² Includes intellectual assessment in this category only when it was administered in the context of neuropsychological assessment involving the evaluation of multiple cognitive, sensory, and motor functioning.

TOTAL SUPERVISION HOURS (add 3a, 3b, and 3c): _____

4. SEMESTER TOTAL SUMMARY OF PRACTICUM HOURS - This section summarizes the total number of practicum hours described above.

- a. Total Intervention and Assessment Hours (item 1): _____
- b. Total Support Hours (item 2): _____
- c. Total Supervision Hours (item 3): _____

GRAND TOTAL _____

5. TREATMENT SETTING – The APPIC application will ask for hours by treatment setting. Remember to circle treatment setting on page one.

6. OTHER INFORMATION ABOUT YOUR PRACTICUM OR WORK EXPERIENCE

- a. List types of groups led or co-led: _____
- b. Did you gain any experience with Managed Care Providers this semester? **Yes No**
- c. Have you audio or videotaped clients and reviewed these tapes with your clinical supervisor? Audiotape review: **Yes No**; Videotape review: **Yes No**
- c. Please indicate the number of clients/patients seen for each of the following diverse populations this semester. You may provide additional information or comments. Include clients for whom you performed assessments or intake interviews. For this item, you may include a single client in more than one category as appropriate. For families and/or couples, please count each individual separately.

of Different Clients Seen

Race/Ethnicity

- African-American / Black/ African Origin _____
- Asian-American / Asian Origin /Pacific Islander _____
- Latino-a / Hispanic _____
- American Indian / Alaska Native / Aboriginal Canadian _____
- European Origin/ White _____
- Bi-racial / Multi-racial _____
- Other (Specify: _____) _____

of Different Clients Seen

Sexual Orientation:

- Heterosexual _____
- Gay _____
- Lesbian _____
- Bisexual _____
- Other (specify: _____) _____

Disabilities

- Physical/Orthopedic Disability _____
- Blind/Visually Impaired _____
- Deaf/Hard of Hearing _____
- Learning/Cognitive Disability _____
- Developmental Disability _____
- Serious Mental Illness _____

Other (specify : _____) _____

Gender:

Male _____

Female: _____

Comments:

7. OTHER CLINICAL EXPERIENCES - Please describe any other clinical work done this semester in settings or activities that are not described above. This includes professional work experiences separate from practica/field placement. Please note that the APPIC application will ask for this, so please keep good records. The APPIC application allows this to be included in narrative form or in a format similar to that used above.

8. TEST ADMINISTRATION

Please indicate all instruments used this semester, excluding practice administrations to fellow students. Please indicate the number of tests you administered and scored in the first column and the number you administered, scored, interpreted, and wrote a report for in the second column.

| <u>ADULT TESTS</u> | # Administered and Scored | # of Reports Written |
|---|---------------------------|----------------------|
| Name of Test | | |
| Bender Gestalt | _____ | _____ |
| Millon Clinical Multi-Axial Inv. III (MCMI) | _____ | _____ |
| MMPI-II | _____ | _____ |
| Myers-Briggs Type Indicator | _____ | _____ |
| Personality Assessment Inventory | _____ | _____ |
| Projective Sentences | _____ | _____ |
| Projective Drawings | _____ | _____ |
| Rorschach (Scoring System : _____) | _____ | _____ |
| Self-Report measures of symptoms/disorders | _____ | _____ |
| Strong Interest Inventory | _____ | _____ |
| Structured Diagnostic Inventories | _____ | _____ |
| TAT | _____ | _____ |
| Trail Making Test A & B | _____ | _____ |
| WAIS – III | _____ | _____ |
| Wechsler Memory Scale III | _____ | _____ |
| Other Tests: | | |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

CHILD AND ADOLESCENT TESTS

| <u>Name of Test</u> | <u># Administered and Scored</u> | <u># of Reports Written</u> |
|-----------------------------------|--------------------------------------|---------------------------------|
| Connors Scales (ADD assessment) | _____ | _____ |
| Diagnostic Interviews | _____ | _____ |
| MMPI - A | _____ | _____ |
| Parent Report Measures | _____ | _____ |
| Peabody Picture Vocabulary Test | _____ | _____ |
| Rorschach (Scoring System: _____) | _____ | _____ |
| WISC-III | _____ | _____ |
| WPPSI-R | _____ | _____ |
| WRAT | _____ | _____ |
| <u>Other Tests:</u> | _____ | _____ |
| _____ | _____ | _____ |

INTEGRATED REPORT WRITING

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

- a. Adults: _____ b. Children/Adolescents: _____

EVALUATION OF ADVANCED PRACTICUM STUDENT

COUNSELING AND STUDENT PERSONNEL PSYCHOLOGY PROGRAM

Student Name: _____ Phone: _____
 Email: _____

Site Supervisor Name: _____ Phone: _____
 Email: _____

Practicum Site: _____

Semester: _____ Year: _____

This counseling practicum evaluation is intended to provide: a) a tool for student self-assessment, b) feedback from the supervisor to the student, and c) data to the program faculty for discussion of progress and areas needing improvement. After reading each statement below, circle the number that best reflects your evaluation of the student's performance.

Please rate the student's performance using the following scale: 1 = Below average, 2 = Average, 3 = Above average, 4 = Excellent, N = No basis for evaluation

Counseling and Case Conceptualization Skills

- | | | | | | |
|----------|----------|----------|----------|----------|--|
| 1 | 2 | 3 | 4 | N | 1. Establishes and maintains appropriate therapeutic boundaries. |
| 1 | 2 | 3 | 4 | N | 2. Builds rapport. |
| 1 | 2 | 3 | 4 | N | 3. Uses basic helping skills (silence, questions, reflection of feelings and content, clarifying responses). |
| 1 | 2 | 3 | 4 | N | 4. Uses advanced helping skills (confrontation, interpretation, self-disclosure, referrals, etc.). |
| 1 | 2 | 3 | 4 | N | 5. Explains, administers, and interprets assessment instruments. |
| 1 | 2 | 3 | 4 | N | 6. Conceptualizes client concerns/formulates clinical hypotheses. |
| 1 | 2 | 3 | 4 | N | 7. Works with the client to <u>establish</u> counseling/helping |

goals.

- | | | | | | |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | N | 8. Works with the client toward <u>achieving</u> counseling/helping goals. |
| 1 | 2 | 3 | 4 | N | 9. Terminates counseling sessions effectively. |
| 1 | 2 | 3 | 4 | N | 10. Terminates counseling relationship effectively. |

Professional Attitudes and Behaviors

- | | | | | | |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | N | 11. Uses supervision (comes prepared, seeks out feedback and learning opportunities). |
| 1 | 2 | 3 | 4 | N | 12. Is open and responsive to feedback. |
| 1 | 2 | 3 | 4 | N | 13. Engages in open and clear communication with peers and supervisors. |
| 1 | 2 | 3 | 4 | N | 14. Recognizes the boundaries of his/her competencies. |
| 1 | 2 | 3 | 4 | N | 15. Demonstrates a personal commitment to develop professional competencies. |
| 1 | 2 | 3 | 4 | N | 16. Demonstrates awareness and openness to diversity issues which may affect professional interaction with clients, peers, supervisors, and staff members. |
| 1 | 2 | 3 | 4 | N | 17. Is punctual and keeps client and supervision appointments. |
| 1 | 2 | 3 | 4 | N | 18. Completes case records in a timely and accurate manner. |
| 1 | 2 | 3 | 4 | N | 19. Demonstrates ethical and legal behavior in counseling, case management, and supervision. |
| 1 | 2 | 3 | 4 | N | 20. Has an accurate perception of his/her strengths and limitations. |
| 1 | 2 | 3 | 4 | N | 21. Works effectively with staff members. |
| 1 | 2 | 3 | 4 | N | 22. Follows the policies and procedures of the counseling agency. |

Overall Evaluation

- | | | | | | |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | N | 23. Your overall evaluation of the student's level of performance this semester. |
|---|---|---|---|---|--|

Comments: (Please list at least two of the student's major strengths and two areas for improvement.)

Strengths:

1)

2)

Improvement:

1)

2)

Signatures please:

Date: _____

Student: _____

Date: _____

Site Supervisor _____

Date: _____

Practicum Supervisor: _____

*GIVE ORIGINAL TO INSTRUCTOR; COPIES TO DIRECTOR OF CLINICAL TRAINING
AND YOUR ADVISOR; KEEP A COPY FOR YOURSELF*

STUDENT'S EVALUATION OF PRACTICUM SITE

Student Name: _____ Date: _____

Course Name & Number: _____ CSPP Program: M.A. ___ Ph.D. ___

Name of Site: _____

Address/Phone Number of Site: _____

Name & Title of Supervisor: _____

Phone Number and e-mail: _____

****These evaluations will be available to other students to assist them in choosing a practicum site****

Type of counseling site provides (check all that apply):

| | | | |
|--|-------------------------------------|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> Brief Therapy | <input type="checkbox"/> Individual | <input type="checkbox"/> Personal | <input type="checkbox"/> Remedial |
| <input type="checkbox"/> Long-Term Therapy | <input type="checkbox"/> Family | <input type="checkbox"/> Career | <input type="checkbox"/> Preventive |
| <input type="checkbox"/> Crisis Intervention | <input type="checkbox"/> Group | <input type="checkbox"/> Academic | <input type="checkbox"/> Other |

Number of Hours per Week at Site:

Number of Hours per Week of Supervision: _____ Individual _____ Group

Describe the client population (gender, ethnicity, socioeconomic status, presenting concerns):

List activities in which you participated:

Describe any specialized training you had to undergo at your site prior to seeing clients:

Please use the following scale to evaluate your experience:

1= STRONGLY DISAGREE, 2= DISAGREE, 3= NEUTRAL ,
4= AGREE, 5= STRONGLY AGREE

- | | | | | | |
|--|---|---|---|---|---|
| 1. I received adequate orientation to the site. | 1 | 2 | 3 | 4 | 5 |
| 2. I felt that my level of training and experience adequately prepared me to work with this particular population. | 1 | 2 | 3 | 4 | 5 |
| 3. I had adequate opportunity to develop my counseling skills. | 1 | 2 | 3 | 4 | 5 |
| 4. I received constructive feedback on my counseling performance. | 1 | 2 | 3 | 4 | 5 |
| 5. I received adequate supervision. | 1 | 2 | 3 | 4 | 5 |
| 6. My client load was adequate. | 1 | 2 | 3 | 4 | 5 |
| 7. My client load was manageable. | 1 | 2 | 3 | 4 | 5 |
| 8. I had adequate opportunity to participate in professional activities (e.g., staff meetings, workshops). | 1 | 2 | 3 | 4 | 5 |
| 9. The work environment at my site was generally supportive and professional. | 1 | 2 | 3 | 4 | 5 |
| 10. This experience has contributed to my professional development. | 1 | 2 | 3 | 4 | 5 |

Would you recommend this site to other students?

Yes, without reservation.

Yes, with some reservations. Please explain (use attached sheet if necessary):

No. Please explain (use attached sheet if necessary):

Are you willing to discuss your experience with future CSPP students? Yes No
If so, your name and email address:

PLEASE GIVE THIS FORM TO THE CLINICAL TRAINING ASSISTANT.

SAMPLE INTERVIEW QUESTIONS FOR PRACTICUM APPLICANTS

1. What are your long-range and short-range goals and objectives?
2. What do you see yourself doing five years from now?
3. What can you bring to this practicum?
4. What do you consider your greatest strengths and weaknesses?
5. How have life experiences affected your counselor development?
6. Give an example a conflict that arose at one of your previous jobs and tell me what you did to address it?
7. What motivates you to put forth your greatest effort?
8. How will you establish boundaries in your work as a counselor?
9. What are your experiences with assessment tools and graduation standards?
10. Why do you want to do your practicum at this site?
11. How do you think a friend or previous employer would describe you?
12. What activities would you be interested in pursuing during the practicum?
13. How do you determine and evaluate success?
14. Describe the relationship that should exist between a supervisor and a supervisee?
15. What led you into the field of counseling?
16. What is your theoretical orientation?
17. Tell me an ethical issue you have studied or had to deal with?
18. What are your experiences in working with diverse populations?
19. What are important elements of teamwork?
20. What are your expectations about your practicum?
21. If I talk to your peers, what would they say about you that are different from what you think about yourself?