



CPP External Practicum Procedures Manual

POLICY AND PROCEDURES FOR FACULTY AND STUDENTS
DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF AKRON

Version 1.0
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External Practicum Requirements

Students are required to participate in a minimum of two external practicum placements. These experiences typically occur in the students' 3rd and 4th year of the program. During their first external placement, students are to enroll in 2 semesters of 3750:795 and during their second external placement, students are to enroll in 2 semesters of 3750:796. If a student's placement extends beyond the academic year they must be continuously enrolled in at least one credit of practicum during their entire placement. This requirement can be met either by (1) taking an IP ("In progress") in the spring semester because you have not completed your practicum yet or (2) enrolling in 1 credit of an independent reading and research (IRR) tagged "Applied Counseling Experience" (3750:797). This IRR is overseen by the students' faculty advisor.

Students often choose to take additional "supplemental" practicum above and beyond the two required practicum in an effort to obtain sufficient practicum hours to be competitive for internship. If a student engages in supplemental practicum activity they must be enrolled in a minimum of 1 credit of an IRR tagged "Applied Counseling Experience" (3750:797). This experience is overseen by the students' faculty advisor. The faculty advisor and practicum coordinator must approve any supplemental experience.

Students cannot do more than 20 hours/week of practicum. We believe that students who do more than 20 hours/week of practicum are less likely to find time to work on their dissertations and defend their proposal and/or dissertation in a timely manner. If a student wishes to participate in more than 20 hours/week of practicum the student must first petition the faculty and offer both a rationale for the additional hours and evidence that sufficient progress is being made on the dissertation that the additional hours will not interfere with a timely proposal and/or defense.

PRACTICUM ORIENTATION AND PRACTICUM FAIR

Prior to applying to practicum in any specific year students must attend a mandatory informational meeting. The dates and location of these meetings will be announced in the annual list of available practicum sites that contains instructions for the practicum application process for that year. If for any reason you can't attend one of these meetings you must meet with the practicum coordinator to go over all practicum policies and procedures.

The CPP Program hosts an annual practicum fair in late January/early February. This fair is an opportunity for students to connect with participating sites to get more information and narrow down their list of potential sites. Every attempt is made to have all participating practicum sites represented at the practicum fair, however this is not always possible. If a site cannot send a representative to the practicum fair, alternative ways to get more information will be provided (e.g., contact person to email/call with questions, having a site representative come a different time to provide more information and answer questions).

PRACTICUM APPLICATION PROCESS

All students will receive a list of participating practicum sites for the next academic year in January. This document will include deadlines and requirements as well as a list of approved sites and their required application materials. Although deadlines change every year, the timeline is generally:

January	List of approved practicum sites distributed
January	Required informational meeting
Late January	Students must notify practicum coordinator in writing (via email) of intent to apply to external practicum
Late January/early February	Annual Practicum Fair
Early to Mid-February	Students must send written list of sites plan to apply to Practicum Coordinator for approval
Mid-February	Application Materials due
February-March	Interviews
Mid-March	Offers made
Mid-March	Deadline to accept/reject offers
May –September	Start practicum (different sites have different start dates)

We ask that students hold on to no more than one offer at a time (in cases where students are waiting for offers). Students are also required to notify the practicum coordinator of any offers they receive as well as their intent to accept an offer prior to formally accepting an offer.

Students in their first external practicum are expected to obtain a minimum of 8 face to face intervention hours/week. Thus, a first year external practicum must include sufficient opportunities for individual and/or therapy (although the experience MUST provide options for individual therapy). This means that students cannot complete a practicum that focuses exclusively on assessment during their first experience. This requirement does not apply in subsequent years, although we expect a minimum of 8-10 client contact hours/week for any required practicum. Thus students may complete an exclusively assessment-based practicum experience after their first experience. If a site is not providing the minimal requirement of client contact hours the student should notify the practicum coordinator at once.

SITES NOT ON THE APPROVED PRACTICUM LIST

Students are welcome to arrange their own practicum experience if they know of a site that will provide training consistent with the program's training requirements and can provide at least one

hour of face to face supervision per week with a licensed psychologist or umbrella supervisor. Any student interested in this option should coordinate with the practicum coordinator. The practicum coordinator must approve any site that is not on the approved practicum list.

DURING PRACTICUM

A student accepting a practicum placement agrees to meet the requirements of the facility, and assumes the responsibilities expected of other members of that facility, including:

- Abiding by the rules and regulations established at that facility
- Completing all requirements of the facility prior to starting practicum training (e.g., background checks and other onboarding procedures)
- Arranging schedules with the facility supervisor and adhering to that schedule.
- Adhering to the facility time-off procedure (e.g., university breaks do not translate to time off for your practicum site, this must be negotiated with the facility).
- Meeting all appointments at the times arranged with clients.
- Keeping all required records as determined by the facility.
- Attending all meetings relating to practicum as determined by the facility.

Liability Insurance

Students are expected to maintain updated liability coverage throughout their practicum training. Students must provide documentation of this coverage to their faculty supervisor. Professional Liability Insurance can be obtained through The Trust:

<https://www.trustinsurance.com/Insurance-Programs/Student-Liability>

UA Supervision Requirements

A minimum of four successfully completed external practicum semesters is required to complete a doctoral degree. Students in their first external practicum enroll for two semesters of 3750:795 and students in their second external practicum enroll for two semesters of 3750:796. Both courses are 4-credit classes designed to provide group supervision and opportunities for peer consultation. Supervision of the students is provided by the UA faculty member in charge of the practicum course. Requirements for successful completion of the course are determined by the practicum instructor, with the exception of the required on-site and direct contact hours, which are outlined below.

Hour Requirement

At a minimum, a student's practicum experiences must total 450 clock hours, 150 of which must be in direct client contact and 75 of which must be in individual supervision. For required practicum we expect students to achieve a minimum of 8 client contact hours/week. Required practicum can range from 12-20 hours/week. Supplemental practicum may range from 4-20 hours/week. Students may combine more than one site per academic year (e.g., two 10-hour experiences) to maximize hours and experiences. Students are not permitted to complete more than 20 hours/week of external practicum without explicit permission from faculty.

Students must provide documentation of their hours for every semester they are in an external practicum experience (see CPP hours verification form in Appendix). Although students turn in the CPP hours verification form to document their hours, this form should not be relied upon for tracking hours for internship and licensure. Students typically track their hours with Time2Track:

<https://time2track.com/features/hours-tracking/?msclkid=4f4e59dd968d1e5fdo7e04d6419d6858>

or another tracking software. Please see the "APPIC Definitions for Classifying Hours" form in the appendix for more information on documentation of practicum hours.

Procedures for Reporting Problems at Practicum Sites

If a student encounters problems at their practicum site (e.g., inadequate supervision, conflict with supervisor or staff) students are encouraged to discuss the problem with their faculty supervisor. The faculty supervisor will work with the student to determine the best way to address the problem. The practicum coordinator will be consulted in cases where the problems are thought to be significant and systemic to the site requiring more intensive feedback or possible elimination of approval of that site for future years. In cases where a student does not feel comfortable discussing the problem with their faculty supervisor the practicum coordinator and/or faculty advisor should be consulted. Students also complete an evaluation of the site at the end of each semester where they can communicate any issues that came up at their particular placement (see Student Evaluation of Practicum Site in appendix).

Terminating from a Practicum Site

Students are expected to complete the entire practicum experience they agreed to – in other words we do not expect students to terminate their practicum experience early. If a student feels they cannot continue at a site, they should discuss this with their faculty supervisor and the practicum coordinator. Students may not leave a site early without the explicit approval of the practicum coordinator.

When you have completed your time at an external practicum, it is important to communicate clearly with your supervisor about the end date of your work at the site. It is expected that prior to terminating with the site, all client paperwork and notes will be complete and submitted. Additionally, in accordance with the specific site's rules and ethical guidelines, all clients will be given an opportunity to transfer or terminate their therapy as clinically indicated, in order to

avoid client abandonment. It is the right of the site to withhold a student's evaluation forms until all site requirements for termination have been met.

REQUIRED PAPERWORK FOR REQUIRED EXTERNAL PRACTICUM

All students must complete the following paperwork every semester they are on practicum. Paperwork is required from all sites that the student is actively engaged in practicum training (e.g., if the student is engaging in practicum activities at more than one site, even if only participating in one group - they must provide paperwork for both sites). These forms are appended to this manual and are available on the CPP website. All paperwork gets turned in to your faculty supervisor. Students cannot receive a passing grade for practicum until all required paperwork is turned in. Students should maintain their own copy of each form.

Beginning of the Semester Paperwork:

Proof of Liability Insurance (provide cover page documenting coverage)

External Practicum Placement Agreement

CPP Practicum Form

Mid-semester Paperwork:

Mid-semester Trainee Evaluation Form

End of Semester Paperwork:

CPP Hours Verification Form

CPP Competency Practicum Assessment (completed by supervisor, signed by trainee)

Student Evaluation of Practicum Site

REQUIREMENTS FOR SUPPLEMENTAL EXTERNAL PRACTICUM

We use the term supplemental practicum to refer to any practicum after the two years of required practicum where students are enrolled in either 3750:795 or 3750:796. All students completing a supplemental practicum must enroll in at least one credit of an IRR tagged "Applied Counseling Experience" (3750:797) under their faculty advisor. All students must complete the following paperwork every semester they are on practicum. These forms are appended to this manual and are available on the CPP website. All paperwork gets turned in to your faculty advisor. Students cannot receive a passing grade for practicum until all required paperwork is turned in. Students should maintain their own copy of each form.

Beginning of the Semester Paperwork:

Proof of Liability Insurance (provide cover page documenting coverage)

External Practicum Placement Agreement

CPP Practicum Form

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Mid-semester Trainee Evaluation Form

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CPP Competency Practicum Assessment (completed by supervisor, signed by trainee)

Student Evaluation of Practicum Site

PRACTICUM AND GA CONFLICTS

In cases where a student is assigned a GA that conflicts with their practicum experience, the student is expected to assure they can meet their GA responsibilities (The GA is paying for your degree after all!). Upon receipt of GA assignments, students are expected to check the scheduled teaching times for the course(s) to which they are assigned and work with their practicum site if there is a conflict. If the student cannot resolve the conflict, the student should immediately seek guidance from the practicum coordinator.

CPP FACULTY SUPERVISOR REQUIREMENTS

FACUTLY INSTRUCTORS OF 3750:795 AND 3750:796

Faculty teaching a practicum course are responsible for creating their own course and requirements. However, faculty are expected to ensure that students complete all required paperwork and that the site be informed of the faculty supervisor's role in the practicum experience. Thus at a minimum each faculty is expected to:

1. Contact the students' supervisor at the beginning of the course to introduce yourself and your role in the students' practicum experience
2. Collect the following paperwork at the beginning of the semester:
 - a. Proof of liability insurance
 - b. CPP Practicum Form for each site student is engaged with
 - c. CPP External Practicum Placement Agreement for each site student is engaged with
3. Contact the student's supervisor mid-semester to seek feedback on the student's progress
4. Collect the following paperwork mid-semester from the student's supervisor:
 - a. Mid-semester trainee evaluation
5. Contact the student's supervisor at the end of the course to seek feedback on the student's progress
6. Collect the following paperwork at the end of the semester:
 - a. CPP Hours Verification Form
 - b. CPP Competency Practicum Assessment
 - c. Student Evaluation of Practicum Site
7. Assure that students do not receive a passing grade in practicum until all required paperwork is turned in.
8. Make sure required paperwork gets to where it belongs:
 - a. Student file: CPP External Practicum Placement Agreement, CPP Hours Verification Form, CPP Competency Practicum Assessment
 - b. Practicum Coordinator: CPP Practicum Form and Student Evaluation of Practicum Site

Please note that the CPP Practicum Form collects data required for APA and the Student Evaluation of Practicum Sites are maintained by the practicum coordinator and available to students as part of their decision on which sites to apply each year.

FACUTLY INSTRUCTORS OF STUDENTS IN SUPPLEMENTAL PRACTICUM

The faculty advisor of each student coordinates any supplemental practicum. Faculty can choose how they want to do this for each student, but at a minimum must:

1. Assure the student is enrolled in at least 1 credit of 3750:797 “Applied Counseling Experience”
2. Contact the students’ supervisor at the beginning of the course to introduce yourself and your role in the students’ practicum experience
3. Collect the following paperwork at the beginning of the semester:
 - a. Proof of liability insurance
 - b. CPP Practicum Form for each site student is engaged with
 - c. CPP External Practicum Placement Agreement for each site student is engaged with
4. Contact the student’s supervisor mid-semester to seek feedback on the student’s progress
5. Collect the following paperwork mid-semester from the student’s supervisor:
 - a. Mid-semester trainee evaluation
6. Contact the student’s supervisor at the end of the course to seek feedback on the student’s progress
7. Collect the following paperwork at the end of the semester:
 - a. CPP Hours Verification Form
 - b. CPP Competency Practicum Assessment
 - c. Student Evaluation of Practicum Site
8. Assure that students do not receive a passing grade in practicum until all required paperwork is turned in.
9. Make sure required paperwork gets to where it belongs:
 - a. Student file: CPP External Practicum Placement Agreement, CPP Hours Verification Form, CPP Competency Practicum Assessment
 - b. Practicum Coordinator: CPP Practicum Form and Student Evaluation of Practicum Site

CPP External Practicum Required Paperwork

1. CPP External Practicum Placement Agreement
2. CPP Practicum Form
3. Mid-Semester Trainee Evaluation
4. CPP Hours Verification Form
5. CPP Competency Practicum Assessment
6. Student Evaluation of Practicum Site
7. APPIC Definitions for Classifying Hours

CPP External Practicum Placement Agreement

University of Akron Counseling Psychology Student: _____

Academic Year: _____

Site Name: _____

Site Contact Person: _____

Site Address: _____

Phone: _____

E-mail: _____

Expectations for Student:

1. Enroll in 3750:795/796 or supplemental practicum (3750:797 tagged “Applied Counseling Experience”) for all semesters at site
2. Maintain liability insurance and provide site and course supervisors with a copy.
3. In all practicum activities, follow the ethical code of the American Psychological Association and any other ethical codes/guidelines indicated by your site supervisor.
4. Attend all training and supervision sessions required by the site and complete paperwork and other tasks in a timely fashion.
5. Fulfill agreed upon period of practicum placement at the site. Please note that while on practicum students are on the calendar and time-off policy (e.g., vacation and sick days) of the site. Thus University Holidays and Breaks may not apply.

From: _____
(month, day, year)

To: _____
(month, day, year)

Vacation/Sick Day Policy student expected to follow:

6. Fulfill agreed upon number of *total* weekly hours: (specify) _____.
Specify, if desired, weekly on-site schedule:
7. Fulfill agreed upon number of weekly hours of direct service availability: (specify) _____.
Specify, if desired, direct service hours schedule:
8. Participate in the following types of direct service activities (use separate sheet, if necessary):
 - a.
 - b.
 - c.
 - d.
 - e.
9. Participate in the following training and supervision experiences and other professional activities (use separate sheet, if necessary):
 - a.
 - b.
 - c.
 - d.
 - e.
10. In consultation with site supervisor, compile a list of training goals at onset of practicum. At minimum, supervisor should provide written feedback on students’ performance at practicum using the UA Trainee

Evaluation Form or another similar form. Forward a copy of the evaluation form to the practicum coordinator before the last day of each semester at the site.

Expectations for University Faculty Supervisor

1. Contact site supervisor a minimum of three times a semester (i.e., introduction, mid-semester, and end of semester evaluations).
2. Maintain availability for contact by site supervisor regarding student's progress or any other aspect of the practicum.
3. Provide support for the student's practicum as necessary.
4. Review student evaluation at end of semester and as necessary.

Expectations for Site

1. Provide initial orientation/training appropriate to the student's site responsibilities.
2. Help to ensure that the student's ongoing experience is one of professional growth and training (which may take many forms, as appropriate to the site), as opposed to minimally supervised service provision.
3. Provide opportunities for obtaining the agreed upon direct service activities and hours across a minimum of 15 weeks each semester. [Ideally 8-10 client contact hours per week for a 16 -20 hour/week site]
4. Provide a minimum of one hour per week of scheduled fact-to-face individual supervision.
5. Provide multi-culturally competent supervision that is consistent with the values of the CPP program.
6. Provide live simultaneous, audio-video streaming, or audio-video recording a minimum of once per semester. Please note that live supervision will have to be documented on the evaluations you complete on our students and that audio recording is insufficient to meet this APA standard.
7. Provide assistance and oversight with paperwork and consultation/case management issues as needed.
8. Place the student on the supervisor's license.
9. Contact the faculty supervisor the moment concerns arise with the student. That faculty supervisor will determine when and if the practicum coordinator will be consulted. The first point of contact should not be when it has been determined that the problem is sufficiently substantial to require a remediation plan.
10. Complete mid-semester and end-of the semester evaluations on supervisee and submit these evaluations to the students' faculty advisor.

Other Expectations as Identified by Site Supervisor or Student:

Signed and Dated:

Student

Site Supervisor

CPP Practicum Form

Students should complete this form for ALL REQUIRED and SUPPLEMENTAL practicum sites each semester

Student Name: _____

Site: _____

Semester (circle one): Fall Spring Summer

Year _____

Practicum type (circle one): Required Supplemental

Number of hours/week: _____

Supervisor's Name: _____

Degree of Supervisor (circle one): Masters Ph.D. Psy.D. Other _____

Is supervisor a licensed psychologist? Yes No

Ethnicity of Supervisor: _____

Supervisor of Supervisor (if umbrella supervision): _____

Practicum Instructor (or who you registered for practicum under if you are only taking a supplemental practicum): _____

MID-SEMESTER TRAINEE EVALUATION

Counseling Psychology Program University of Akron

Trainee Name: _____

Date of Evaluation: _____

Supervisor: _____

Site: _____

Instructions:

This form is designed to provide mid-semester feedback on the performance of trainees. The purpose of this evaluation is to identify the trainee's strengths and growth edges and identify any growth edges that need to be addressed for the student to be in good standing at the end of the semester. The student will receive a more detailed evaluation at the end of each semester while on practicum.

1. Overall, what would you identify as this trainee's strong points?

2. What would you identify as areas in which this trainee could improve?

3. a. Are there any areas of concern that this trainee needs to address to be in good standing at the end of the semester? Y or N
b. If yes, please describe:

c. Please describe a plan to address identified growth edges below (attach detailed development plan if necessary)

Supervisor's Signature: _____ Date: _____

Trainee Comments:

Trainee's Signature: _____ Date: _____

Please return this form to the faculty supervisor of the practicum trainee.

VERIFICATION OF PRACTICUM TRAINING HOURS
COUNSELING PSYCHOLOGY PROGRAM
University of Akron

Student Name

This memo attests to my practicum experience at

Site name

Street Address

City, State, Zip Code

during _____ semester(s), _____ under the supervision of _____.
year degree

DATES

Beginning date: _____

Ending date: _____

Hours per week: _____

Total number of weeks: _____

CLIENTS

Number of clients: (individual counseling): _____

Number of groups: (group counseling): _____

Number of couples or families: _____

Number of assessments (specify) _____

Number of intakes: _____

Number of outreach presentations: _____

Number of integrated reports: _____

HOURS

Total hours in direct client service: _____

Total hours in on-site supervision: _____

Total hours in campus supervision: _____

Total hours in related activities (e.g., peer supervision,
note writing, tape review, consultation): _____

TOTAL NUMBER OF HOURS IN PRACTICUM ACTIVITIES: _____

ON-SITE SUPERVISOR

DATE

FACULTY SUPERVISOR

DATE

CPP COMPETENCY PRACTICUM ASSESSMENT: SUPERVISOR FORM COUNSELING PRACTICUM

Counseling Psychology Program University of Akron

Trainee Name: _____

Date of Evaluation: _____

Supervisor: _____

Site: _____

Instructions:

This form is designed to help supervisors provide feedback about the performance of trainees. The evaluation criteria are based on the minimal competencies expected by the American Psychological Association during practicum experiences. It is anticipated that this evaluation will be an interactive process. Please answer each item using the scale provided. Space is provided following each category group for specific comments. There is also space at the end of this form for general comments.

Bases of evaluation (circle those used):

- | | | |
|--------------------------|---------------------------|--------------------------|
| Client Recordings | Case Discussion | Review of Progress Notes |
| Review of Test Protocols | Leading Training Seminars | Co-Leading Outreach |

Comparison group used for evaluation (Circle those used):

1. Pre-masters practicum students
2. 1st year post-masters practicum students
3. 2nd year post-masters practicum students
4. Advanced/pre-internship practicum students

Scale:

- | | |
|--------------------------------------|-------------------------|
| 1 = Unsatisfactory/Needs remediation | 4= Exceeds expectations |
| 2 = Some improvement needed | 5= Area of expertise |
| 3 = Meets expectations | NA = Not applicable |

I. Basic Work Requirements	1	2	3	4	5	N/A
Arrives on time consistently.						
Informs supervisor and makes arrangements for absences.						
Completes required total number of hours or days on site.						
Is responsive to norms about clothing, language, etc., on site.						

Scale:

- 1 = Unsatisfactory/Needs remediation
- 2 = Some improvement needed
- 3 = Meets expectations

- 4= Exceeds expectations
- 5= Area of expertise
- NA = Not applicable

Comments: _____

II. Relationship/Interpersonal Skills	1	2	3	4	5	N/A
Ability to take a respectful, helpful professional approach to patients/clients/families.						
Ability to form a working alliance with a variety of clients.						
Ability to deal with conflict, negotiate differences.						
Ability to understand and maintain appropriate professional boundaries.						
Ability to work collegially with fellow professionals.						
Ability to support others and their work and to gain support for one's own work.						
Ability to provide helpful feedback to peers and receive such feedback nondefensively from peers.						
Ability to work collaboratively with the supervisor.						
Ability to articulate own training needs.						
Ability to prepare for supervision.						
Ability/willingness to accept supervisory input, including direction.						
Ability to follow through on recommendations.						
Ability to negotiate needs for autonomy from and dependency on supervisors.						
Ability to self-reflect and self-evaluate regarding clinical skills and use of supervision, including using good judgment as to when supervisory input is necessary.						
Ability to be respectful of support staff roles and persons.						
Ability to participate fully in team's work.						
Ability to understand and observe team's operating procedures.						
Ability to communicate professionally and work collaboratively with community professionals.						
Ability to understand and observe agency's operating procedures.						

Scale:

- 1 = Unsatisfactory/Needs remediation
- 2 = Some improvement needed
- 3 = Meets expectations

- 4= Exceeds expectations
- 5= Area of expertise
- NA = Not applicable

Relationship/Interpersonal Skills, Contd.	1	2	3	4	5	N/A
Ability to participate in furthering the work and mission of the practicum site.						
Ability to contribute in ways that will enrich the site as a practicum experience for future students.						

Comments: _____

III. Psychological Assessment Skills	1	2	3	4	5	N/A
Ability to formulate and apply diagnoses using DSM-5; to understand the strengths and limitations of current diagnostic approaches.						
Ability to select and implement multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families and groups.						
Ability to utilize systematic approaches to gathering data to inform clinical decision making.						
Knowledge of psychometric issues and bases of assessment methods.						
Knowledge of issues related to integration of different data sources.						
Ability to integrate assessment data from different sources for diagnostic purposes.						
Capacity for effective use of supervision to implement and enhance assessment skills.						

Comments: _____

Scale:

- 1 = Unsatisfactory/Needs remediation
- 2 = Some improvement needed
- 3 = Meets expectations

- 4= Exceeds expectations
- 5= Area of expertise
- NA = Not applicable

IV. Intervention Skills	1	2	3	4	5	N/A
Ability to formulate and conceptualize cases; generate working hypotheses about client issues within the first few sessions.						
Demonstrates empathic understanding of clients.						
Attends to client emotion, thoughts, and behavior.						
Uses self as a therapeutic tool.						
Ability to plan treatments and realistic treatment goals; structures the course of therapy and individual sessions.						
Re-evaluates and modifies treatment plan, goals, etc., if necessary based on additional information.						
Ability to implement intervention skills, covering a wide range of developmental, preventive and "remedial" interventions, including psychotherapy, psychoeducational interventions, career counseling, crisis management and psychological/psychiatric emergency situations, depending on the focus and scope of the practicum site.						
Knowledge regarding psychotherapy theory, research and practice.						
Knowledge regarding the concept of empirically supported practice methods and relationships.						
Knowledge regarding specific empirically supported treatment methods and activities.						
Ability to apply specific empirically supported treatment methods (e.g. CBT, empirically supported relationships).						
Assessment of treatment progress and outcome.						
Linking concepts of therapeutic process and change to intervention strategies and tactics.						
Effective use of supervision to implement and enhance skills.						
Demonstrates effective termination skills.						
Considers audience needs and demographics when developing outreach programs.						
Effectively uses a variety of outreach materials, techniques, and methods.						

Comments: _____

Scale:

- 1 = Unsatisfactory/Needs remediation
- 2 = Some improvement needed
- 3 = Meets expectations

- 4= Exceeds expectations
- 5= Area of expertise
- NA = Not applicable

V. Consultation Skills/ Interprofessional Collaborations	1	2	3	4	5	N/A
Knowledge of the unique patient care roles of other professionals.						
Understanding of the consultant's role as an information provider to another professional who will ultimately be the patient care decision maker.						
Ability to choose an appropriate means of assessment to answer referral questions.						
Ability to implement a systematic approach to data collection in a consultative role.						
Consultative reports are well organized, succinct and provide useful and relevant recommendations to other professionals.						

Comments: _____

VI. Diversity: Individual and Cultural Differences	1	2	3	4	5	N/A
Knowledge of self in the context of diversity (one's own beliefs, values, attitudes, stimulus value, and related strengths/limitations, sociopolitical history and context of various groups) as one operates in the clinical setting with diverse others (i.e., knowledge of self in the diverse world, exploration of own biases and stereotypes).						
Knowledge about the nature and impact of diversity in different clinical situations (e.g., clinical work with specific racial/ethnic populations).						
Ability to work effectively with diverse others in assessment, treatment and consultation.						
Actively engages in exploration of own biases and stereotypes.						

Comments: _____

Scale:

1 = Unsatisfactory/Needs remediation

2 = Some improvement needed

3 = Meets expectations

4= Exceeds expectations

5= Area of expertise

NA = Not applicable

VII. Ethics	1	2	3	4	5	N/A
Knowledge of ethical/professional codes, standards and guidelines; knowledge of statutes, rules, regulations and case law relevant to the practice of psychology.						
Recognize and analyze ethical and legal issues across the range of professional activities in the practicum setting.						
Recognize and understand the ethical dimensions/features of his/her own attitudes and practice in the clinical setting.						
Seek appropriate information and consultation when faced with ethical issues.						
Practice appropriate professional assertiveness related to ethical issues (e.g., by raising issues when they become apparent to the student).						
Evidence of commitment to ethical practice.						

Comments: _____

VIII. Practical Skills to Maintain Effective Clinical Practice	1	2	3	4	5	N/A
Timeliness: completing professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports); arriving promptly at meetings and appointments.						
Developing an organized, disciplined approach to writing and maintaining notes and records; notes and reports are descriptive and well written.						
Organizing and presenting case material; preparing professional reports for health care providers, agencies, etc.						
Self-identifies personal distress, particularly as it relates to clinical work.						
Seeks and uses resources that support healthy functioning when experiencing personal distress (e.g. uses available resources when appropriate).						
Organizing one's day, including time for notes and records, rest and recovery etc.						

Scale:

- 1 = Unsatisfactory/Needs remediation
- 2 = Some improvement needed
- 3 = Meets expectations

- 4= Exceeds expectations
- 5= Area of expertise
- NA = Not applicable

Comments: _____

IX. Professional Development	1	2	3	4	5	N/A
Demonstrates critical thinking and analysis with regard to professional development.						
Using resources to promote effective practice (e.g., published information, input from colleagues, technological resources).						
Responsibility and accountability relative to one's level of training, and seeking consultation when needed.						
Practices time management.						
Develops self- awareness, understanding, and reflection.						
Practices self-care.						
Explores personal issues relevant to therapy work and professional development.						
Awareness of personal identity (e.g., relative to individual and cultural differences).						
Awareness of one's own beliefs and values as they relate to and impact professional practice and activity.						
Social intelligence; ability to interact collaboratively and respectfully with other colleagues.						
Willingness to acknowledge and correct errors.						
Creates and conducts an effective presentation.						
Knows the extent and the limits of one's own skills; learning the habit of and skills for self-evaluation of clinical skills.						
Uses supervision, consultation and other resources to improve and extend skills (note the related relationship competence – to work collegially and responsively with supervisors).						

Comments: _____

X. General Comments

Overall, what would you identify as this trainee's strong points?

What would you identify as areas in which this trainee could improve?

I performed a **live observation** (select one: by sitting in on the session/ by observing it through the recording system) on this trainee's work this semester on (insert date(s)) _____ or check here _____ if live supervision was incorporated into a majority of supervision sessions (e.g. watch tape at all or most supervision sessions).

Supervisor's Signature: _____ Date: _____

Trainee Comments:

Trainee's Signature: _____ Date: _____

Adapted 8.22.19

CP PRACTICUM SITE EVALUATION FORM

Please be open, truthful, and thorough in completing the following form that the program uses as one source of information to help evaluate the quality of practicum placements. Your assessment is critical for providing optimal training opportunities for students. Please note that this form is internal and will not be submitted to your practicum site or supervisor. If issues are identified on this form that the practicum coordinator feels must be addressed, you will be contacted and consulted in how best to address the issues you identify.

Please circle your response to the following questions AND add related comments which would be helpful to another student considering this site.

Your Name: _____ Date: _____

Name of Site/Agency: _____

Specific Department: _____

Agency Address: _____

Agency Telephone: _____

Supervisor(s): _____

Title of Supervisor: _____

Theoretical Orientation of Supervisor: _____

- | | | |
|----|---|-------|
| a. | Hours/week you spent on site: | _____ |
| b. | Hours/week you spent in supervision | _____ |
| c. | Hours/week you spent in staff meetings | _____ |
| d. | Hours/week in case dispositions | _____ |
| e. | Hours/week spent in in-service training | _____ |
| f. | Hours/week in direct client contact | _____ |
| g. | Hours/week in individual counseling | _____ |
| h. | Hours/week in assessment activities | _____ |
| i. | Hours/week in group counseling | _____ |
| j. | Hours/week in writing case reports | _____ |
| k. | Hours/week in miscellaneous activities | _____ |

Which of the following did your on-site supervisor include:
(please check all appropriate activities)

- | | | |
|----|-------|---|
| a. | _____ | Critique of audio/visual review of therapy sessions |
| b. | _____ | Discussion of your counseling cases |
| c. | _____ | Discussion of your theoretical approach |
| d. | _____ | Discussion of your strengths and weaknesses |

- e. _____ Discussion of your supervisor's cases
- f. _____ Discussion of other counseling cases
- g. _____ Discussion of your professional development

1. Overall, my practicum placement is/was:

Excellent Good Fair Poor Very Poor

Comments:

2. The facilities available to me (e.g., office, space, library, computer use, phone use) are/were:

Excellent Good Fair Poor Very Poor

Comments:

3. Supervision at my practicum placement is/was:

Excellent Good Fair Poor Very Poor

Comments:

4. My relationship with my primary supervisor is/was:

Excellent Good Fair Poor Very Poor

Comments:

5. My relationship with the other staff at my placement is/was:

Excellent Good Fair Poor Very Poor

Comments:

6. There is a defined training program at my placement with _____ students.

_____ YES _____ NO

Comments:

7. Did you have difficulty acquiring clients?

All of the time A lot of the time Occasionally Never

Comments:

8. Describe your caseload:

a) Too many cases Many cases Just the right amount Not enough Too few

Comments:

b) My clients' presenting concerns were:

Very diverse Somewhat Diverse Pretty much the same Very much the same

Comments:

c) My clients' individual differences were:

Very diverse Somewhat Diverse Pretty much the same Very much the same

Comments:

d) My desire to see clients with certain presenting concerns or individual differences was:

_____ Met
_____ Taken into account, but unable to be met
_____ Ignored

Comments:

e) Average “no-show” percentage for clients: _____ %

Comments:

f) My clients are/were:

Very Challenging
(Too much so)

Minimally Challenging
(Ideal)

Unchallenging
(Not a stretch)

Comments:

9. On a scale of 1-100, with 100 being “totally, without qualification” and 1 being “never”:

Would you recommend this site to another student? _____

Comments:

APPIC Definitions for Classifying Hours

ASSESSMENT: Administering psychological tests or assessments

Document direct assessment hours, which includes test administration and feedback sessions, under one of the categories below. Time spent for preparation, scoring, interpretation, and report writing is not included here. Keep a current list of all tests administered, how many of each, and whether you wrote a corresponding report.

Neuropsychological Assessment: An assessment of how a client's brain structurally functions. Include intellectual assessment in this category only when it was administered in the context of neuropsychological assessment involving evaluation of multiple cognitive, sensory and motor functions.

Psychodiagnostic Test Administration: Using oral, written, or projective methods as a diagnostic procedure. Include symptom assessment, projectives, personality, objective measures, achievement, intelligence, and career assessment. Also includes providing feedback to clients/patients.

INTERVENTION: Activities involving direct face-to-face contact with a client

Report number of hours in direct service to clients according to the categories listed below. You will need to know the number of different individuals or groups that you served; for example if you provided individual counseling to one student and also conducted three different social skills groups, you would have 1 individual and 3 groups.

- **Co-Therapy:** Psychotherapy conducted with more than one therapist present.
- **Crisis Intervention:** Emergency psychological care assisting individuals in a crisis situation.
- **Family Therapy:** Involves a whole family, or several family members, all meeting with a therapist together.
- **Group Counseling:** Involves one or more therapists working with several people at the same time.
- **Individual Therapy:** Working one-on-one with a client.
- **Intake Interview:** The first appointment with a therapist, in which the therapist asks questions in order to understand the client's situation and presenting problem.
- **Structured Interview:** An interview with a client in which all questions are presented in the same order to ensure that answers can be reliably compared between individuals or groups.

- **Outcome Assessment of Programs or Projects:** Assessing the outcome of any programs or projects.
- **Program Development / Outreach Programming:** Create and offer programs or outreach activities designed for the education and prevention of psychological concerns.
- **School (Direct Intervention):** A direct intervention in a school setting.
- **School Consultation:** Interview to assess the client, their needs, and goals for treatment in a school setting.
- **Supervision of Other Students:** Supervising other students.
- **Systems Intervention / Organizational Consultation / Performance Improvement**
- **Systems Intervention:** Eliminate system limitations by prioritizing needs, specify outcomes, and design an intervention program.
- **Organizational Consultation / Performance Improvement:** Consult with an organization in order to improve the performance and well-being of its employees.
- **Treatment Planning with Client:** Planning a course of treatment with a client.

SUPPORT: Activities involving indirect, or non-face-to-face contact with a client
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Record number of hours of indirect service, which includes: chart/record review, test scoring, writing reports or progress notes, planning interventions, consulting with others about cases (client is not present), video/audiotape review, didactic instruction (e.g., grand rounds, seminar). These hours do not need to be categorized, but you may want to be specific in your log in case the information is requested at a later date.

- **Assessment Report Writing:** Writing reports on administered assessments.
- **Case Conferences:** Bring together key parties in order to mutually agree upon goals and strategies to achieve them.
- **Case Management:** A collaborative process of assessment, care planning, facilitation, and advocacy for options and services to meet an individual's mental health needs.
- **Clinical Writing / Progress Notes:** Writing treatment progress notes, or other clinical writing.
- **Coordinate Community Resources:** Assisting a client in locating and/or securing community resources.
- **Observation:** Observing other trained individuals perform therapeutic activities.
- **Professional Consultation:** Consulting with another professional regarding a case or client.

- **Psychological Assessment Scoring / Interpretation:** Scoring and/or interpreting psychological assessments.
- **Seminars / Didactic Training:** Any training involving seminars or lectures.
- **Video-Audio-Digital Recording Review:** Reviewing video or audio recordings.

Supervision

In this section, you will document the amount of time that you have spent receiving supervision. For the purposes of this section, supervision can be provided by licensed psychologists, licensed allied mental health providers (e.g., social workers, marriage and family therapists, psychiatrists), and advanced doctoral students whose supervision is supervised by a licensed psychologist. Supervision activity involves a formal evaluative component, and may include both supervision received as an individual (i.e., one-to-one) and within a group. Supervision that you have provided to less advanced students should not be recorded in this section, and may instead be included in the “Intervention Experience” section.

Three categories of supervision are identified. Supervision is differentiated by a focus on specific cases, with the intent of overseeing those cases.

1. Regularly scheduled, individual, face-to-face supervision - Individual supervision is defined as regularly scheduled, one-on-one, face-to-face supervision with the specific intent of overseeing the psychological services rendered by the supervisee.
2. Group supervision (seminar time spent in case discussion) - Group supervision is defined as regularly scheduled, face-to-face supervision with multiple supervisees, with the specific intent of overseeing the psychological services rendered by the supervisees.
3. Peer supervision

****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 record in the “Support Activities” section. This may necessitate dividing 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 consist of in-service education on specific topics would not be considered supervision, but would be considered a support activity.**

Treatment Settings

In another section of the AAPI Online (“Intervention Experience”), you will be asked to summarize your practicum experience by population and type of intervention. In this section, you will summarize that same practicum experience by the setting in which it occurred.

You should include only those hours that qualify as practicum experience and involve either assessment or intervention. “Qualified practicum experience” is that which has been formally sanctioned by your graduate program.

Diverse Populations / Client and Setting Characteristics

In addition to logging number of hours engaged in assessment/intervention, support, and supervision activities, you need to keep a record of the following.

1. age of client
2. gender (male/female/transgendered)
3. race/ethnicity
4. disability/diagnosis (physical/orthopedic, vision, hearing, learning/cognitive, developmental disability, serious mental illness which includes severe developmental disability, other – specify); may include more than 1 designation

In this section, you should specify your practicum experience with diverse populations in a professional therapy/counseling/assessment capacity. Indicate the number of clients seen for assessment and intervention for each of the diverse populations listed. You may not have information for some of your clients/patients on some of the items, so only indicate the information that is known.

Include under the assessment column those clients/patients for whom you performed assessments and/or intake interviews. For this section, you may include a single client/patient in more than one category and/or more than one column, as appropriate. For families, couples, and groups, please count each individual as a separate client/patient.

Additional Notes on APPIC Requirements

1. A practicum hour is actual time, not semester hour; a 45-50 minute session can be counted as a full hour.
2. Practicum hours are mutually exclusive – you may not count an activity under more than one category (assessment/intervention, support, or supervision).
3. Practicum is defined as formal training sanctioned by the University program for which you receive academic credit and supervision.
4. Other clinical or professional experience may be documented in a manner similar to but separate from practicum hours.
5. In listing specific tests administered, you may combine numbers from practicum, work, and research experiences (but not practice administrations).
6. In addition to number of reports written for specific tests administered, APPIC asks for the number of integrated reports written, which includes: history, interview, and at least two tests administered.
7. Teaching experiences also may be documented.

For Additional Information about Assessment or Intervention Hours Documentation, Please See:

Assessment: https://portal.appicas.org/applicants2012/instruction/ins_psya_exp.htm

Intervention: https://portal.appicas.org/applicants2012/instruction/ins_exp_intervention.htm