

UNIVERSIDAD
ANA G. MÉNDEZ

UAGM
Recinto de Gurabo

Psy.D. Practicum Manual

Counseling Psychology Training Program

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ACKNOWLEDGMENT OF RECEIPT AND UNDERSTANDING

I, _____, a Practicum Student in the Graduate Psychology Program, have read the Practicum Manual. I understand the implications that the Graduate Practicum requires. I commit to abide by the policies and procedures presented in this manual. I also agree to adhere to the APA Code of Ethics and the Puerto Rico Psychology Board Code of Ethics. Should I do not understand any policy stated in this document. I commit to work with my primary supervisor and/or my Practicum Coordinator until I understand the policy in full.

Student Signature

Date

Note: This document must be included in the Practicum Record

COUNSELING PSYCHOLOGY TRAINING PROGRAM

A primary objective of the UAGM Doctoral Counseling Psychology Program (CPP) is to enable students to acquire the required competencies for the practicum in counseling psychology, which include assessment, diagnosis, counseling/psychotherapy, and other professional competencies. In addition, the program strives to enhance students' professional development by identifying Counseling Psychology as a professional specialty and incorporating the American Psychological Association's (APA's) ethical principles and standards for practice. Students are required to complete the practicum requirement to comply with program objectives. This manual will describe the goals and procedures for the practicum experience. Doctoral students must complete at least 1,240 hours (440 hours of direct contact) of practicum experience before **the required doctoral internship.**

COURSES

The program's practicum component has been structured sequentially to foster the progressive acquisition of clinical skills. Although Puerto Rico's regulation for the practice of professional psychology states that a master's graduate in counseling psychology can be eligible for licensing, our program recognizes that the competencies acquired with the master's degree level are at an intermediate level. It is expected that students admitted to the doctoral program with a master's degree will continue to enhance their knowledge and clinical competencies to an advanced level in areas of case conceptualization and treatment planning, as well as in the use of evidence-based practices in assessment, counseling, and psychotherapy. The doctoral practicum courses are presented in the Table 1.

Practicum experiences follow an incremental sequence for developing the competencies of Counseling Psychology. Therefore, students' progress through six clinical practicums leads to successfully acquiring the advanced skills required at the doctoral level. The basic skills are emphasized while registered in Practicum I and Practicum II, including interviewing skills with mastery of diverse questions, rapport building, advanced use of empathic abilities, and verbal and non-verbal communication skills. Students develop conceptualization skills while in these practicums. Through Advanced Practicum I - IV, conceptualization and treatment planning are emphasized and integrated while the student manages a caseload of clients in a practicum site. When starting Advanced Practicum I, students will go to an external practicum site to engage in

face-to-face interventions applying the skills acquired through the previous training experiences, Practicum I and II, and the program's curriculum. Advanced Practicum III & IV will allow students to practice advanced clinical skills.

Table 1: Doctoral Practicum Courses

Practicum Coding and Name	Number of Practicum Hours	Minimum Face to Face Hours	Minimum Supervision Hours	Classroom & Didactics	Research & Community Service
PSYC 552: Practicum I	120	20	1	45	20
PSYC 554 Practicum II	120	20	10	45	10
CPSY 904 Advanced Doctoral Practicum I	250	100	*26	30	20
CPSY 907 Advanced Doctoral Practicum II	250	100	*26	30	20
CPSY 908 Advanced Doctoral Practicum III	250	100	*26	30	20
CPSY 909 Advanced Doctoral Practicum IV	250	100	*26	30	20
TOTAL	1,240	440	144	180	120

*Minimum 16 hours at the practicum site

During Practicum I (552), students are presented with didactic, experiential information pertaining to interpersonal relation development and intermediate case conceptualization. Practicum II PSYC 554 Advanced Conceptualization and Treatment Plan. This course provides the prospective counseling psychologist with the necessary experience to deal with the diagnosis, advanced conceptualization, and development of a psychological intervention plan within the

profession's code of ethics. Students are responsible for creating the file and delivering it to the practicum professor at the end of the semester.

Once they have successfully finished their Practicum I and II, they will start their Advanced Practicum (I-IV) experience. The main objective of the Advanced Practicum I and II (CPSY 904 and 907) is to immerse the student in advanced case conceptualization and treatment planning using evidence-based practices at practicum sites. The Advanced Practicum III (CPSY 908) course allows students to strengthen their clinical competencies with the expectation that they will be able to demonstrate an advanced competency level. The student will be presented with advanced clinical and assessment techniques for their practicum sites. Advanced Practicum IV (CPSY 909) will focus on refining advanced clinical skills in special populations, enhancing the experience with a diverse clientele.

GOALS

The APA's Guidelines and Principles of Accreditation describe the goals of practicum training as facilitating the development of knowledge and skills in the following areas:

1. Understanding of and commitment to professional and social responsibility as defined by the statutes of the profession's ethical code.
2. The capability to conceptualize human problems.
3. Awareness of the full range of human variability
4. Understanding of one's own personality and biases and of one's impact upon others during professional interaction.
5. Skills in relevant interpersonal interactions such as systematic observation of behavior, interviewing, psychological testing, psychotherapy, counseling, and consultation.
6. Contribution to current knowledge and practice.
7. Application of different theoretical models in evidence-based practices (EBP).

In addition, the following list specifies the Counseling Psychology Training Program's (CPTP's) goals for practicum training. Students will:

1. Apply ethical principles and an ethical decision-making model in interactions at their practicum placement.
2. Gain knowledge of the structure and routine associated with a counseling setting and fully participate as a professional.

3. Use assessment strategies in defining and appraising client concerns, including behavioral observations, interviewing skills, and/or formal tests.
4. Work with clients in goal setting and identify ways to evaluate whether these goals have been achieved.
5. Demonstrate knowledge and use of basic counseling skills, including:
 - a. Attending skills
 - b. Empathy
 - c. Application of theory and evidence-based interventions
6. Appropriately use supervision and on-site consultation by:
 - a. Conducting case discussions
 - b. Reviewing sessions tapes
 - c. Identifying problem areas
 - d. Incorporating feedback from the supervisor
 - e. Interacting with other professionals
7. Use the practicum experience to continue developing cultural competence by:
 - a. Enhancing self-awareness regarding diversity issues
 - b. Developing culturally competent counseling skills to incorporate in counseling with diverse clients.
 - c. Gaining knowledge of other's experiences and sociocultural contexts

CRITERIA FOR APPROVED PRACTICUM SITES AND TRAINING

Staff members of practicum sites approved by the CPP must be familiar with the following criteria:

1. The practicum site must be a service Practicum Site with training as one of its significant functions. Psychological services at the location should conform to all relevant APA standards and guidelines and the regulations and code of ethics of the Puerto Rico Board of Examiners, and applicable laws and regulations.
2. The site should provide students with a high degree of access to professional psychologists who will serve as appropriate role models.
3. The site should provide at least the following:
 - a. 20-25 hours of practicum experience per week, including at least 7 hours of direct client contact.

- b. One (1) hour of individual face-to-face and one (1) hour of group supervision by a licensed doctoral-level psychologist per week.

Other practicum activities may include attending investigations, case conferences, report writing, taking clinical notes, and other appropriate activities.

4. Practicum sites should not require more than 30 hours of students' time per week. However, in negotiation with practicum site supervisors, students may commit more time to their practicum activities, depending on their training interests, needs, and other demands.
5. The beginning and end of the practicum will be established by the Practicum Site, taking into consideration that the semester starts in January or August and that they need to fulfill their responsibilities of providing the minimum academic requirements established by the program before the end of the semester (May or December). Nevertheless, the student must continue at the Practicum Site until they complete their clinical load.

If the Practicum Center wishes to request additional time to the established in the supervision contract. In that case, it must submit a work plan to the Practicum Professor or Practicum Coordinator justifying the reasons for such an extension.

Requirement for the Approval of a Practicum Site

The program welcomes and encourages student actions to help increase the number of approved practicum sites. For a practicum site to be approved by the Counseling Psychology Program, the Practicum Site must abide by the criteria presented in the previous section and complete and sign the Practicum Agreement. All the following steps must be completed at least 31 days before the start of the semester in which the practicum is to be taken. Any student requesting a practicum at a new practicum site must submit the following information at least three months before the beginning of the practicum experience. (Because practicum sites may not necessarily be approved in time, students shall apply to approved sites, as well, to enhance the possibility of admission to an authorized center by the commencement of the semester.)

1. Name of the Practicum Site/Institution
2. Postal and Physical Addresses, telephone, fax, and email
3. Puerto Rico Treasury Department Commerce Registration Number
4. Employer ID Number
5. Institution/Practicum Site Director's Name and email

6. The Practicum Coordinator will contact the Practicum Site for the signature of the practicum contract.
7. Once the Practicum Coordinator approves and the Practicum Site signs the contract, the application will be submitted to the UAGM administration for processing.
8. The Counseling Psychology program will process the malpractice insurance with UAGM Administration.
9. **NO STUDENT WILL BE APPROVED TO BEGIN AT THE PRACTICUM SITE WITHOUT AN APPROVED AND SIGNED CONTRACT BY ALL PARTIES AND WITHOUT THE ISSUANCE OF THE MALPRACTICE INSURANCE.**

Potential practicum sites in which all legal and administrative procedures and documentation have not been officially approved at least 31 days before the commencement of the academic semester in which the practicum is to be taken will not be available as practicum sites during such semester. Instead, students will have to seek acceptance at approved sites for placement.

PRACTICUM REQUIREMENTS FOR STUDENTS

1. Students are required to complete four semesters of practicum (CPSY 904, 907, 908 & 909) at an approved practicum site.
2. No required practicum may be waived.
3. Students must complete PSYC 554 before beginning CPSY 904.
4. Practicum may not be transferred from another doctoral program.
5. Compulsory attendance of meetings and seminars scheduled by the Practicum Coordinator.
6. Meetings could be scheduled during the day. The student must make arrangements to attend the scheduled appointment.
7. Students must make workplace arrangements to meet the attendance and participation requirements at their practicum sites and Doctoral Program.
8. Students must participate in the activities programmed by the UAGM Psychology Students Association.
9. **A student expelled from Practicum Site must repeat the practicum and obtain a remedial plan that may include retaking a practicum or ethics class.**

PRACTICUMS

Practicum I

- **CPSY 552:** Didactic and experiential training to strengthen the development and application of interpersonal and clinical skills in advanced practice of counseling psychology. The practicum will focus on the critical and systematic analysis of the interpersonal competencies of the doctoral students and their impact on the therapeutic alliance and professional performance.
- **Course Content:** 120 hours (45 hours in class teaching and supervising, hands-on training that will include video recording, role plays, interviews, and other techniques, a minimum of 10 hours of research experience, and a minimum of 10 hours of activities related to social justice and professional development primarily organized by UAGM – GURABO Psychology Students Association)
- **Student Evaluation Criteria:** A student must obtain a minimum of 80% or a letter grade of B to complete the practicum successfully; completion of research experience with a faculty of the doctoral program; and certification of participation in a social justice or professional activity.
- **Student's Required Documentation:** All documentation required for the practicum file will be collected by the practicum instructor and delivered to the Practicum Coordinator at the end of the semester. The Practicum Clinical Hours Log will be completed using the electronic platform required by the CPP. The required documents include the following:
 - Acknowledgment of Receipt and Understanding (page 4)
 - Research Mentorship Certification (Appendix H)
 - Any other documents required by the practicum professor.

Students are responsible for creating the Practicum file and delivering it to the practicum professor at the beginning of the semester (in paper and electronic format). **The practicum professor must provide the complete electronic Practicum file/record of all students to the Practicum Coordinator at the end of the semester using the preferred online format that the University offers to all faculty members (for example, One Drive or Share Point).**

Practicum II

- **CPSY 554:** Didactic and experiential training to strengthen the development and application of interpersonal and clinical skills in advanced practice of counseling psychology. The practicum will focus on the critical and systematic analysis of the interpersonal competencies of the doctoral students and their impact on the therapeutic alliance and professional performance.
- **Course Content:** 120 hours (45 hours in class teaching and supervising, 55 hours of hands-on training that will include video recording, role plays, interviews, and other techniques, a minimum of 10 hours of research experience, and a minimum of 10 hours of activities related to social justice and professional development primarily organized by UAGM – GURABO Psychology Students Association)
- **Student Evaluation Criteria:** A student must obtain a minimum of 80% or a letter grade of B to complete the practicum successfully; completion of research experience with a faculty of the doctoral program; and certification of participation in a social justice or professional activity.
- **Student's Required Documentation:** All documentation required for the practicum file will be collected by the practicum instructor and delivered to the Practicum Coordinator at the end of the semester. The Practicum Clinical Hours Log will be completed using the electronic platform required by the Graduate Program. The required documents include the following:
 - Acknowledgment of Receipt and Understanding (page 4)
 - Research Mentorship Certification (Appendix H)
 - Any other documents required by the practicum professor.

Students are responsible for creating the Practicum file and delivering it to the practicum professor at the beginning of the semester (in paper and electronic format). **The practicum professor must provide the complete electronic Practicum file/record of all students to the Practicum Coordinator at the end of the semester using the preferred online format that the University offers to all faculty members (for example, One Drive or Share Point).**

Advanced Doctoral Practicum I

- **CPSYC 904:** Didactic training and clinical experience will enhance student skills related to case conceptualization and evidence-based treatment planning. A minimum of 300 hours of clinical practice that include: 250 hours at the practicum center, 30 hours of course meeting for didactic training, a minimum of 10 hours of research experience, and a minimum of 10 hours of activities related to social justice and professional development primarily organized by UAGM Psychology Student's Association are required.
- Practice hours: minimum of 300 (minimum of 100 hours of face-to-face contact)
 - Minimum requirements: at the end of the semester, the student must prove competence at the **advanced level of clinical skills** following the evaluation guidelines stated in the *Assessment of Practicum Student Competencies* in Appendix D. **To achieve such competencies, the student will complete as many assessments and/or interventions as the supervisor understands necessary.**
- **Student Evaluation Criteria:** The student must obtain at least 80% on the Evaluation of Student's Competencies (Appendix C) filled out by the practicum instructor and a minimum score of 3.00 in the Assessment of Practicum Student Competencies (Appendix D) filled by the supervisor to approve the practicum. Failure to approve will result in an NP. A score of 3.00 or more in each required competency area acknowledges that the practicum student has reached the minimum level expected by the program.
- **Student's Required Documentation:** All documentation required for the practicum file will be collected by the practicum instructor and delivered to the Practicum Coordinator at the end of the semester. The Practicum Clinical Hours Log will be completed using the electronic platform required by the Graduate Program. The documents required to be included in the Student Practicum Record are:
 - Acknowledgment of Receipt and Understanding (page 4)
 - Supervision Contract (Appendix A)
 - Supervision Log (Appendix B)
 - Assessment of Practicum Student Competencies

- Evaluation of Student Competencies
- Practicum Program Evaluation by Students
- Evaluation of Case Conceptualization Process Form from two (2) different cases.

Students are responsible for creating the Practicum file and delivering it to the practicum professor at the beginning of the semester (in paper and electronic format). **The practicum professor must provide the complete electronic Practicum file/record of all students to the Practicum Coordinator at the end of the semester using the preferred online format that the University offers to all faculty members (for example, One Drive or Share Point).**

Advanced Doctoral Practicum II

- **CPSYC 907:** Didactic training and clinical experience will enhance student skills related to case conceptualization and evidence-based treatment planning. A minimum of 300 hours of clinical practice that include: 250 hours at the practicum center, 30 hours of course meeting for didactic training, a minimum of 10 hours of research experience, and a minimum of 10 hours of activities related to social justice and professional development primarily organized by UAGM Psychology Student's Association are required.
- Practice hours: minimum of 300 (minimum of 100 hours of face-to-face contact)
 - Minimum requirements: at the end of the semester, the student must prove competence at the **advanced level of clinical skills** following the evaluation guidelines stated in the *Assessment of Practicum Student Competencies* in Appendix D. **To achieve such competencies, the student will complete as many assessments and/or interventions as the supervisor understands necessary.**
- **Student Evaluation Criteria:** The student must obtain at least 80% on the Evaluation of Student's Competencies (Appendix C) filled out by the practicum instructor and a minimum score of 3.00 in the Assessment of Practicum Student Competencies (Appendix D) filled by the supervisor to approve the practicum. Failure to approve will result in an NP. A score of 3.00 or more in each required competency area acknowledges that the practicum student has reached the minimum level expected by

the program.

- **Student's Required Documentation:** All documentation required for the practicum file will be collected by the practicum instructor and delivered to the Practicum Coordinator at the end of the semester. The Practicum Clinical Hours Log will be completed using the electronic platform required by the Graduate Program. The only documents required to be included in the Student Practicum Record are:
 - Acknowledgment of Receipt and Understanding (page 4)
 - Supervision Contract (Appendix A)
 - Supervision Log (Appendix B)
 - Assessment of Practicum Student Competencies
 - Evaluation of Student Competencies
 - Practicum Program Evaluation by Students
 - Evaluation of Case Conceptualization Process Form from two (2) different cases.
 - Evaluation of Psychological Assessment Process Form from two (2) different cases. If the Practicum Center doesn't provide psychological assessment, it must certify that it doesn't offer training for evaluation, with a formal letter to the Practicum Coordinator. The student will contact the Practicum Coordinator to coordinate two psychological assessments to be performed at the UAGM Psychology Service Clinic or another Practicum Site authorized by the Practicum Coordinator.
 - Research Mentorship Certification (Appendix I)

Students are responsible for creating the Practicum file and delivering it to the practicum professor at the beginning of the semester (in paper and electronic format). **The practicum professor must provide the complete electronic Practicum file/record of all students to the Practicum Coordinator at the end of the semester using the preferred online format that the University offers to all faculty members (for example, One Drive or Share Point).**

Advanced Doctoral Practicum III

- **CPSYC 908:** This course provides the prospective counseling psychologist with the opportunity to enhance the clinical competencies needed to deal with the diagnosis, conceptualization, and development of a psychological intervention plan, as well as with counseling and psychotherapeutic interventions outlined in the code of ethics of the profession. A minimum of 300 hours of clinical practice that include: 250 hours at the practicum center, 30 hours of course meeting for didactic training, a minimum of 10 hours of research experience, and a minimum of 10 hours of activities related to social justice and professional development primarily organized by UAGM Psychology Student's Association are required.
- Practice hours: minimum of 300 (minimum of 100 hours for face-to-face contact)
 - Minimum requirements: at the end of the semester, the student must prove competence at the **advance level of clinical skills** following the evaluation guidelines stated in the *Assessment of Practicum Student Competencies* in Appendix D. **To achieve such competencies, the student will complete as many assessments and/or interventions as the supervisor understands necessary.**
- **Student Evaluation Criteria:** The student must obtain at least 80% on the Evaluation of Student's Competencies (Appendix C) filled out by the practicum instructor and a minimum score of 3.00 in the Assessment of Practicum Student Competencies (Appendix D) filled by the supervisor to approve the practicum. Failure to approve will result in an NP. A score of 3.00 or more in each required competency area is an acknowledgement that the practicum student has reached the minimum level expected by the program.
- **Student's Required Documentation:** All documentation required for the practicum file will be collected by the practicum instructor and delivered to the Practicum Coordinator at the end of the semester. The Practicum Clinical Hours Log will be completed using the electronic platform required by the Graduate Program. The documents required to be included in the Student Practicum Record are:
 - Acknowledgment of Receipt and Understanding (page 4)
 - Supervision Contract (Appendix A)

- Supervision Log (Appendix B)
- Assessment of Practicum Student Competencies
- Evaluation of Student Competencies
- Practicum Program Evaluation by Students
- Evaluation of Case Conceptualization Process Form from two (2) different cases.
- Evaluation of Psychological Assessment Process Form from two (2) different cases. If the Practicum Center doesn't provide psychological assessment, it must certify that it doesn't offer training for evaluation, with a formal letter to the Practicum Coordinator. The student will contact the Practicum Coordinator to coordinate two psychological assessments to be performed at the UAGM Psychology Service Clinic or another Practicum Site authorized by the Practicum Coordinator.
- Research Mentorship Certification (Appendix I)

Students are responsible for creating the Practicum file and delivering it to the practicum professor at the beginning of the semester (in paper and electronic format). **The practicum professor must provide the complete electronic Practicum file/record of all students to the Practicum Coordinator at the end of the semester using the preferred online format that the University offers to all faculty members (for example, One Drive or Share Point).**

Advanced Doctoral Practicum IV

- **CPSY 909:** This practicum provides students the opportunity to strengthen their clinical competencies by providing an additional 300 hours of clinical experience at a practicum site. A minimum of 300 hours of clinical practice that include: 250 hours at the practicum center, 30 hours of course meeting for didactic training, a minimum of 10 hours of research experience, and a minimum of 10 hours of activities related to social justice and professional development primarily organized by UAGM Psychology Student's Association are required.
- Practice hours: minimum of 300 (25 % or a minimum of 100 hours for face-to-face contact)

- Minimum requirements: at the end of the semester, the student must prove competence at the **advance level of clinical skills** following the evaluation guidelines stated in the *Assessment of Practicum Student Competencies* in Appendix C. **To achieve such competencies, the student will complete as many assessments and/or interventions as the supervisor understands necessary.**
- **Student Evaluation Criteria:** The student must obtain at least 80% on the Evaluation of Student's Competencies (Appendix C) filled out by the practicum instructor and a minimum score of 4.00 in the Assessment of Practicum Student Competencies (Appendix D) filled by the supervisor to approve the practicum. Failure to approve will result in a NP. A score of 4.00 or more in each required competency area is an acknowledgment that the practicum student has reached the minimum level expected by the program.
- **Students' Required Documentation:** All documentation required for the practicum file will be collected by the practicum instructor and delivered to the Practicum Coordinator at the end of the semester. The Practicum Clinical Hours Log will be completed using the electronic platform required by the Graduate Program. The documents required to be included in the Student Practicum Record are:
 - Acknowledgment of Receipt and Understanding (page 4)
 - Supervision Contract (Appendix A)
 - Supervision Log (Appendix B)
 - Assessment of Practicum Student Competencies
 - Evaluation of Student Competencies
 - Practicum Program Evaluation by Students
 - Evaluation of Case Conceptualization Process Form from two (2) different cases.
 - Evaluation of Psychological Assessment Process Form from two (2) different cases. If the Practicum Center doesn't provide psychological assessment, the Center must certify that it doesn't provide psychological assessment training, at the beginning of the semester, with a formal letter to the Practicum Coordinator.

- Research Mentorship Certification (Appendix I)

Students are responsible for creating the Practicum file and delivering it to the practicum professor at the beginning of the semester (in paper and electronic format). **The practicum professor must provide the complete electronic Practicum file/record of all students to the Practicum Coordinator at the end of the semester using the preferred online format that the University offers to all faculty members (for example, One Drive or Share Point).**

Elective Practicum

- **CPSY 905:** This practicum provides students the opportunity to strengthen their clinical competencies by providing an additional 200 of clinical experience at a practicum site. A minimum of 200 hours of clinical practice at the practicum center.
- Practice hours: minimum of 200 (25 % or a minimum of 50 hours for face-to-face contact)
 - Minimum requirements: at the end of the semester, the student must prove competence at the **advance level of clinical skills** following the evaluation guidelines stated in the *Assessment of Practicum Student Competencies* in Appendix C. **To achieve such competencies, the student will complete as many assessments and/or interventions as the supervisor understands necessary.**
- **Student Evaluation Criteria:** The student must obtain a minimum score of 4.00 in the Assessment of Practicum Student Competencies (Appendix D) filled by the supervisor to approve the practicum. Failure to approve will result in a NP. A score of 4.00 or more in each required area of competency is an acknowledgment that the practicum student has reached the minimum level expected by the program.
- **Students' Required Documentation:** All documentation required for the practicum file will be collected by the practicum instructor and delivered to the Practicum Coordinator at the end of the semester. The Practicum Clinical Hours Log will be completed using the electronic platform required by the Graduate Program. The required documents to be included in the Student Practicum Record are:
 - Acknowledgment of Receipt and Understanding (page 4)
 - Supervision Contract (Appendix A)

- Supervision Log (Appendix B)
- Evaluation of Student Competencies
- Practicum Program Evaluation by Students
- Evaluation of Case Conceptualization Process Form from two (2) different cases.
- Evaluation of Psychological Assessment Process Form from two (2) different cases. If the Practicum Center doesn't provide psychological assessment, the Center must certify that it doesn't provide psychological assessment training, at the beginning of the semester, with a formal letter to the Practicum Coordinator.

Students are responsible for creating the Practicum file and delivering it to the practicum professor at the beginning of the semester (in paper and electronic format). **The practicum professor must provide the complete electronic Practicum file/record of all students to the Practicum Coordinator at the end of the semester using the preferred online format that the University offers to all faculty members (for example, One Drive or Share Point).**

EVALUATION OF PROGRESS

Student Evaluations

Students receive two performance evaluations from their clinical supervisors each semester. The first evaluation is conducted during the middle of the semester, and the second at the end of the semester. **At least two different intervention or assessment cases must be evaluated and supervised by direct observation in each evaluation period** (see Appendix J for further details on live supervision/direct observation). Supervisors are required to use the form included in Appendix C.

Evaluation of Relations Competence

The supervisor and practicum professor will also complete and submit the Relations Competence Evaluation Form (attached to the Student Evaluation) for each supervisee at least twice during the semester. Any concern about relations competence will receive immediate attention from the Universidad Ana G. Méndez Gurabo Campus *Counseling Psychology Program* (CPP) and the program's administrators.

Site and Supervisor Evaluation

The student will evaluate the practicum site and the work done by the clinical supervisor at the end of the practicum experience. The form for the site and supervisor evaluation is included in Appendix E & F.

In each practicum, the student is responsible for obtaining and submitting all the evaluations and other required practicum documents to the Practicum Professor. No grade will be posted on the student's transcript until all evaluation forms and other required documents have been submitted.

GRADING OF COUNSELING PSYCHOLOGY PRACTICE

The Practicum Professor/Coordinator credits practicum hours based on the practicum log that the student must regularly submit through the electronic platform required by the Graduate Program verified and approved by the student's clinical supervisor. If the student's performance is evaluated as satisfactory by the practicum supervisor *and* the number of hours logged for the semester is acceptable, the Practicum Professor/Coordinator will certify the student's practicum approval by using the designated "Approve" (AP), and if not, the Practicum Instructor will indicate "Not Approved" (N/AP).

Remediation of skills deficiencies

A grade of No Pass will require a remediation plan (Appendix H). Deficits detected through practicum are required when ratings on the different student evaluation forms (Appendix C & D) indicate unsatisfactory performance (Total score less than 80% in each section). This procedure is activated when unsatisfactory performance is detected through any other written evaluation method used at any practicum site besides the student evaluation forms. Based on the information collected, the Practicum Professor develops a remedial plan in consultation with the student's practicum supervisor and Practicum Coordinator. The student will receive a letter from the Practicum Professor stating the steps to follow to benefit from the plan, the expected amount of time required to complete, and the possible consequences of noncompliance, including a referral to the Program Director for consideration of other actions that may include dismissal from the program.

ETHICAL STANDARDS

Students will abide by the ethical standards of the American Psychological Association and the Puerto Rico Psychology Board of Examiners regarding all professional behavior and the delivery of clinical services. Students will follow all the rules and regulations of Universidad Ana G. Méndez (UAGM) and conduct themselves according to all applicable legal standards. Any concern about the student's professional behavior in the clinical setting will be addressed in accordance with UAGM policies and due process procedures.

The safety of clients and issues related to dual-role relationships are considered among the most important aspects of ethical behavior to be observed by all students. It is the student's responsibility in consultation with the supervisor to evaluate the potential danger to them or others in the clients served. Awareness of specific child or elder abuse cases needs to be reported according to the applicable law. Issues regarding gender violence and child abuse must be reported and handled with utmost care in consultation with the supervisor.

DRESS CODE

Professional dress is required at all practicum classes and sites. Appropriate professional attire conveys a sense of professionalism and respect for clients and the professional staff at the training site. The professional attire may differ somewhat due to the type of practice setting, weather, and time of day. Less formal but still professional clothing is usually permitted when the specific clinical situation requires it, for example, when working with children. Practicum students should consult with supervisors about site-specific expectations regarding professional dress.

DOCUMENTATION OF CLINICAL ACTIVITIES

Students will document each intervention they have performed with a client, collaterals, or any other person involved in the case. Students will use whichever system is required by their Practicum site and the program (for example, Time2track Accounts). Failure to document all interventions and clinically relevant contacts constitutes a serious infraction of clinical practice ethics. When the Practicum Site does not promote a particular system, students are recommended to utilize SOAP. Students need to remember that failure to document sessions or crucial information about the patients being served constitutes a serious infraction to their ethics of clinical practice.

SUPERVISION

Students will have at least one hour of individual and one hour of group supervision each week. Students may cancel a supervision appointment only under unusual circumstances that truly justify cancellation. The supervisor may require objective proof of such justification. All supervisory sessions will be documented by the student and countersigned by the supervisor in the Supervision Log (Appendix B). During each practicum semester, the supervisor must conduct live supervision/direct observation of the supervisee's performance in at least four different cases. This experience must be appropriately documented. See Appendix I for further details on direct observation. The clinical supervisor must log and countersign a minimum of hours (see Table 1) of individual supervision per practicum.

RESEARCH EXPERIENCE

Students will participate in scholarly research activities during their practicum experiences. This experience is designed to immerse the student in academic activities that can contribute to integrating science and practice. A minimum of 10 hours per practicum are required to satisfy this criterion. The student must select a regular faculty member of the graduate program to serve as a mentor. The student will choose the mentor based on the student's research interest and the mentor's expertise and area of research. The mentor will assign research tasks to the student to satisfy this requirement. These activities include but are not limited to the research literature review, data collection, data analysis, and integrative essay/article to be published in social media.

DOCUMENTATION OF CLINICAL PRACTICE HOURS AND RESEARCH EXPERIENCE

Students will report their Clinical Practice Hours to and obtain certification from their site supervisor. The Clinical Practice Hours research experience will be reported using the electronic platform required by the Graduate Program (for example, Time2track). A fee will be billed to the student in their registration during CPSY 552, CPSY 906, and CPSY 908 that will pay for access to the platform for one year (if the student repeats or is unable to complete the course in due time, the fee will be billed again). After students have registered their clinical hours, they will ask their clinical supervisor to verify and validate the information they have reported. Once verified, the

Clinical Practice Hours log will be sent to the Practicum Professors and stored in the student's file. **Hours that are not validated on the digital platform by the clinical supervisor will not count toward satisfying the minimal hour's requirement.**

EVALUATION FORMS

In addition to the electronic log, practicum students are responsible for obtaining and submitting all the original required evaluations signed by the primary supervisor on time to the practicum instructor. These include the following:

- Supervision Contract: completed at the beginning of every practicum experience with the clinical supervisor (Appendix A). If a revision to the supervision goals is made, the amended Supervision Contract must be handed immediately to the Practicum Professor
- Supervision Log: preliminary copy submitted monthly; the complete log submitted at the end of the practicum (Appendix B)
- Evaluation of Student Competencies (Appendix C)
- Student Evaluation by Supervisor: submitted mid-semester and at the end of the semester (Appendix D)
- Evaluation of Relation Competency by Supervisor: one submitted each semester (Appendix D)
- Site and Supervision Evaluation by Student: submitted at the end of the semester (Appendix E & F)
- Research Mentorship Certification: submitted at the end of the semester (Appendix I)
- Evaluation of Case Conceptualization Process Form from two (2) different cases (Appendix G).
- Evaluation of Psychological Assessment Process Form from two (2) (Appendix G).
- Letter of completion by the Practicum site.

Students are responsible for creating the Practicum file and delivering it to the practicum professor at the beginning of the semester (in paper and electronic format). **The practicum professor must provide the complete electronic Practicum file/record of all students to the Practicum Coordinator at the end of the semester using the preferred online format that the University offers to all faculty members (for example, One Drive or Share Point).**

GUIDELINES AND PROCEDURES

Students are encouraged to learn about all available practicum sites, so they can select a site that fits their training interests and needs and optimize their practicum experience. Students should consider the type of clientele the setting serves, the nature of the activities they will be involved in, the models for assessment and intervention represented by the practicum site staff, and any requirements that the Practicum Site may have (e.g., some sites require students to make a two-semester commitment or to have additional training in assessment). Information about the practicum sites is available at the Program Administrator's office. Students are encouraged to consult the Practicum Coordinator and their advisers about their selection of practicum sites.

DUAL ROLE OF PRACTICUM SUPERVISORS NOT ALLOWED.

Students should not be supervised by a supervisor who has been or is currently working with them in the role of a therapist or counselor.

ASSIGNMENT OF PRACTICUM SITES

Practicum assignments are typically selected in November for the following two semesters. Students are required to submit requests to the practicum coordinator by October for the January placement. The practicum coordinator organizes the practicum assignments for students requesting practice to optimize the fit between their training needs and their expressed interests with the demands and opportunities provided at the various training sites. Students will be informed of their practicum assignments by December. Most practicum sites request an interview with prospective students to ensure they are well-informed regarding what the site offers and to provide a good match between their interests and skills and the opportunities and demands of the practicum setting. Students must undergo the interview process at now fewer than three different sites.

The Graduate Program is responsible for having a list of approved practicum sites to which the student may apply. It is required that students apply to at least three (3) practicum sites to enhance the possibilities of selection. Students are not guaranteed acceptance to practicum sites. Those students who are not accepted will have to re-apply for the following practicum cycle. Unaccepted students are expected to meet with the practicum coordinator to assess whether competency deficiencies may have contributed to him/her not being accepted. In special

circumstances, students may be allowed to propose new practicum sites. However, the final approval of such sites relies on meeting the minimum requirements established by the graduate program. Site approval must have been completed before the initiation of the practicum semester.

HANDLING OF CLINICAL EMERGENCIES

Students will identify the site supervisor designated to assist them in handling crisis/emergency situations. Students will request a copy of the procedures utilized at their practicum site to address non-life-threatening emergencies (for critical life-threatening emergencies requiring immediate assistance, such as fire or injury, they must call 9-1-1.). The corresponding supervisor will immediately supervise cases that may be potentially dangerous or at risk of deteriorating. If the site supervisor is unavailable during an emergency, students will call Universidad Ana G. Méndez's supervisor or advisor for instructions and support. Without such a person, the student will contact the CPP. If contact with this person through the cellular phone is not possible, the student will call the program's office and contact the Program Director or any other clinical professor available.

SCHEDULE OF PRACTICUM DEADLINES

The Practicum supervisor will give a detailed calendar of activities and deadlines each semester.

APPENDIX A: SUPERVISION CONTRACT

**Counseling Psychology Program
Supervision Contract**

Name of Supervisee: _____

Supervisor: _____ Training Site: _____

Degree: _____ Specialty: _____ License # _____

Supervisor Phone: _____ Supervisor Email: _____

Instructions:

This contract must be completed and signed within the first week of the practicum experience between the supervisee and the primary supervisor. A copy of this contract with the practicum goals must be submitted to the Practicum Coordinator within the first two weeks of the practicum.

1. Goals of Supervision

- a. Monitor and ensure the welfare and protection of clients of the supervisee.
- b. Gatekeeper for the profession to ensure competent professionals enters.
- c. Promote the development of the supervisee's professional identity and competence.
- d. Provide evaluative feedback to the supervisee.

2. Structure of Supervision

- a. The primary supervisor during this training period will be _____, who will provide _____ hours of supervision per week. The delegated supervisor(s) during this training period will be _____, who will provide _____ hours of supervision per week.
- b. Structure of the supervision session: supervisor and supervisee preparation for supervision, in-session structure, and processes, live or video observation _____ times per _____ semester (minimum of four times per semester; twice per evaluation period).

- c. Limits of confidentiality exist for supervisee disclosures in supervision. (e.g., supervisor normative reporting to graduate programs, licensing boards, training teams, and program directors, upholding legal and ethical standards).
- d. Supervision records are available for licensing boards, training programs, and other organizations/individuals mutually agreed upon in writing by the supervisor and supervisee.

3. Duties and Responsibilities of Supervisor

- a. Assumes legal responsibility for services offered by the supervisee.
- b. Oversees and monitors all aspects of client case conceptualization and treatment planning, assessment, and intervention, including but not limited to emergent circumstances, the duty to warn and protect, legal, ethical, and regulatory standards, diversity factors, management of supervisee reactivity or countertransference to the client, strains to the supervisory relationship.
- c. Ensures availability when the supervisee is providing client services. Be available to the supervisee in person or electronically 100% of the time when the supervisee is rendering professional services or arrange the availability of a qualified supervisor.
- d. Reviews and signs off on all reports, case notes, and communications.
- e. Develops and maintains a respectful and collaborative supervisory relationship within the power differential.
- f. Practices adequate supervision that includes describing the supervisor's theoretical orientations for supervision and therapy and maintaining a distinction between supervision and psychotherapy.
- g. Assists the supervisee in setting and attaining goals.
- h. Provides feedback anchored in supervisee training goals, objectives, and competencies.
- i. Provides ongoing formative and end-of-supervisory relationship summative evaluation on forms available in the Practicum Manual.
- j. Informs supervisee when the supervisee is not meeting competence criteria for successfully completing the training experience and implements remedial steps to assist the supervisee's development.

- k. Discloses training, licensure including number and state(s), areas of specialty and special expertise, previous supervision training and experience, and areas he/she has previously supervised.
 - l. Reschedules sessions to adhere to the legal standard and the requirements of this contract if the supervisor must cancel or miss a supervision session.
 - m. Maintains documentation of the clinical supervision and services provided.
 - n. If the supervisor determines that a case is beyond the supervisee's competence, the supervisor may join the supervisee as a co-therapist or transfer a case to another therapist, as determined by the supervisor to be in the best interest of the client.
- 4. Duties and Responsibilities of the Supervisee**
- a. Understands the responsibility of the supervisor for all supervisee's professional practice and behavior.
 - b. Implements supervisor directives and discloses clinical issues, concerns, and errors as they arise.
 - c. Identifies to clients his/her status as a supervisee, the name of the clinical supervisor, and describes the supervisory structure (including supervisor access to all aspects of case documentation and records) obtaining client's informed consent to discuss all aspects of the clinical work with the supervisor.
 - d. Attends supervision and be prepared to discuss client cases with completed case notes and case conceptualization, client progress, clinical and ethical questions, and literature on relevant evidence-based practices.
 - e. Informs supervisor of clinically relevant information from the client, including client progress, risk situations, self-exploration, supervisee emotional reactivity, or countertransference to the client(s).
 - f. Integrates supervisor feedback into practice and provides feedback weekly to supervisor on client and supervision process.
 - g. Seeks out and receives immediate supervision on emergent situations. Supervisor contact information: _____.
 - h. If the supervisee must cancel or miss a supervision session, the supervisee will reschedule the session to ensure adherence to the legal standard and this contract.

- i. The beginning and end of the practicum will be established by the Practicum Site, taking into consideration that the semester starts in January or August and that they need to fulfill their responsibilities of providing the minimum academic requirements established by the program before the end of the semester (May or December). Nevertheless, the student must continue at the Practicum Site until they have completed all their clinical load.

A formal evaluation of the student competencies will be conducted on: _____ for the mid-semester evaluation when a review of the specific goals (described below) will be made, and a final evaluation of the student competencies will be held on _____.

We, _____ (supervisee) and _____ (supervisor), agree to follow the parameters described in this supervision contract and to conduct ourselves in keeping with the Puerto Rico Psychology Licensing Board Code of Ethics and Regulations, American Psychological Association Ethical Principles and Code of Conduct and all applicable federal and/or state law.

Dates Contract is in effect: Start date: _____ End date: _____

**If the Practicum Center wishes to request additional time to the established in the supervision contract, it must submit to the Practicum Professor or Practicum Coordinator a work plan justifying the reasons for such extension.

Mutually determined goals and tasks by Supervisor and Supervisee to accomplish (and updated upon completion).

Primary Supervisor Signature

Date

Supervisee Signature

Date

Practicum Supervision Goals

Within the first week of the practicum experience, the supervisee and the supervisor must establish the specific goals to be addressed during this period. These goals should consider the supervisee's previous experiences, strengths, areas to improve, and the supervisor's areas of competence. The goals should be revised periodically in supervision.

The graduate program establishes the following goals to ensure a proper supervision relationship. These goals are not negotiable.

Goal 1:

Establish scheduled supervision. A supervisee must receive **a minimum of one hour of individual (face-to-face) supervision per week** with the primary supervisor. Tele-supervision is not acceptable at this level.

The task for supervisee:

1. Establish with the supervisor a specific time during the week when individual supervision will occur.
2. It is the responsibility of the supervisee to assist prepared for supervision and to record the issues addressed during the supervision in the form provided in Appendix B of this manual.
3. If supervision cannot be held, the supervisee must coordinate a new appointment for individual supervision during the same week.

Task for Supervisor

1. Establish with the supervisee a specific time during the week when the individual supervision will occur.
2. If supervision cannot be held, the supervisor must coordinate a new appointment for individual supervision during the same week.

Goal 2:

At least once per semester, the supervisor will participate in a live session (e.g., in the same room, through a video monitor or two-way mirror) with the supervisee. The supervisor will observe thru direct observation (e.g., one-way mirror, live video, or video recording) one session of at least three different cases per semester. These activities must be logged in the supervision log in Appendix B.

Task for Supervisee:

1. The client must sign proper consent to inform that these activities will take place.
2. _____
3. _____

Task for Supervisor

1. Review the consent informing the client of these activities.
2. _____
3. _____

Specific goals are established by the primary supervisor with the supervisee. These goals can be periodically reviewed. Add as many pages as needed.

If new goals have been established, send a copy to the Practicum Professor immediately.

Goal _____ :

Task for Supervisee:

1. _____
2. _____
3. _____

Task for Supervisor

1. _____
2. _____
3. _____

Goal _____ :

Task for Supervisee:

1. _____
2. _____
3. _____

Task for Supervisor

1. _____

2. _____
3. _____

APPENDIX B: SUPERVISION LOG

Universidad Ana G. Méndez
Counseling Psychology Training Program
Supervision Log

Name of Supervisee: _____

Primary Supervisor: _____ Training Site: _____

Degree: _____ Specialty: _____ License # _____

Primary Supervisor Phone: _____ Supervisor Email: _____

Date	Duration	Supervision Format Individual (I) or Group (G)	Issues Addressed	Supervisee Initials	Supervisor Initials

APPENDIX C: EVALUATION OF STUDENT'S COMPETENCIES

Counseling Psychology Program

CPSY 907, CPSY 908, CPSY 909

Student Name: _____

Student #: _____

Professor's name: _____

This evaluation should be performed by the CPSY 907, CPSY 908, or CPSY 909 Practicum Professor, who will only evaluate the student's performance in class. The practicum professor will establish academic assessment techniques aligned with the criteria to assess the performance and competencies of the student in the classroom.

Instructions: Use the following rating scale to rate your supervisee.

Rating Explanation:

5 = Excellent: Student's performance was at an exceptionally high level.

4 = Very Good: Student's performance was solidly competent, clearly above average, and characterized by absence of difficulties.

3 = Good: Student's performance was basically competent and fulfilled requirements. There were no major problems, and the work was adequate.

2 = Satisfactory with Possible Concerns: Student's performance was acceptable, but there were some weaknesses or concerns which, though minor, might require some remediation or corrective action, as noted in the comment section.

1 = Satisfactory with Concerns: Student's performance was minimally acceptable; there was a major problem or some minor difficulties that identify a need for remediation/corrective action, as noted in the comment section.

0 = Unsatisfactory: Student's performance was unacceptable; there were several major problems that identify a need for remediation/corrective action, as noted in the comment section.

PART I

EVALUATION OF STUDENT CLINICAL COMPETENCIES IN CLASS

<i>Basic Conceptualization Skills</i>	Rating					
	1	2	3	4	5	N A
1. Coherently summarizes client concern(s) and possible contributing/relevant factors.						
2. Coherently summarizes client concern(s) and possible contributing/relevant factors.						
3. Articulates a general plan for addressing the client's concern in the therapeutic work.						
4. Description of interventions is consistent with actual behavior observed on videotape.						
5. Demonstrates awareness and understanding of process factors by describing their presence or possible impact on the therapeutic relationship or work.						
6. Demonstrates awareness and understanding of process factors by describing their presence or possible impact on the therapeutic relationship or work.						
7. Able to reflect upon and analyze the activities of the therapy hour.						
TOTAL (35 points)	_____ / _____					

<i>Basic Intervention Skills</i>	Rating					
	1	2	3	4	5	N A
1. Interprets: offers possible explanations for certain behaviors, feelings, and thoughts.						

<i>Basic Intervention Skills</i>	Rating					
	1	2	3	4	5	N A
2. Interprets: offers possible explanations for certain behaviors, feelings, and thoughts.						
3. Confronts: appropriately challenges the client to look at discrepancies and conflicting messages.						
4. Is sensitive to timing and appropriateness of interventions.						
5. Maintains facilitative balance between support and challenge.						
6. Works at uncovering and intensifying client affect when appropriate.						
7. Works at helping the client manage affect when appropriate.						
8. Makes appropriate use of immediacy in the therapy hour.						
9. Integrates material into a meaningful theme or coherent goal for the session.						
TOTAL (45 points)	_____ / _____					

<i>Openness to Supervision/Training</i>	Rating					
	1	2	3	4	5	N A
1. Is open to feedback and suggestions.						
2. Accepts responsibility for learning.						
3. Prepares for supervision (e.g., has questions/topics ready, queued video, etc.).						

<i>Openness to Supervision/Training</i>	Rating					
	1	2	3	4	5	N A
4. Is willing to examine and critique own work.						
5. Willing to self-disclose and/or explore personal issues that affect the counseling process.						
6. Able to articulate own sense of clinical strengths.						
7. Able to articulate own sense of clinical limitations.						
8. Explores issues of professional identity for self.						
9. Utilizes language that demonstrates sensitivity to cultural, gender, and sexual orientation. issues						
TOTAL (45 points)	_____ / _____					

<i>Sensitivity to Diversity Issues</i>	Rating					
	1	2	3	4	5	N A
1. Utilizes language that demonstrates sensitivity to cultural, gender, and sexual orientation issues.						
2. Demonstrates comfort in raising issues of difference or diversity during sessions.						
3. Asks questions or offer suggestions that help clients to think about how systemic issues may impact their presenting concerns.						
4. Directly addresses issues of difference between therapist and client along salient dimensions in therapy.						

<i>Sensitivity to Diversity Issues</i>	Rating					
	1	2	3	4	5	N A
5. Brings up and processes issues of cultural difference and diversity.						
TOTAL (25 points)	_____ / _____					

* To score, add all the points and write these in the appropriate space at the end of the document.

PART II

EVALUATION OF STUDENT'S COMPETENCY OF RELATIONS

Instructions: Use the following rating scale to rate your student on the following table

Rating Explanation:

5 = Excellent: Student's performance was at an exceptionally high level.

4 = Very Good: Student's performance was solidly competent, clearly above average, and characterized by absence of difficulties.

3 = Good: Student's performance was competent and fulfilled requirements. There were no major problems, and the work was adequate.

2 = Satisfactory with Possible Concerns: The student's performance was acceptable, but there were some weaknesses or concerns which, though minor, might require some remediation or corrective action, as noted in the comment section.

1 = Satisfactory with Concerns: Student's performance was minimally acceptable; there was a major problem or some minor difficulties that identified a need for remediation/corrective action, as noted in the comment section.

0 = Unsatisfactory: Student's performance was unacceptable; there were several major problems that identify a need for remediation/corrective action, as noted in the comment section.

DIMENSION	RATING					COMMENTS PLEASE EXPLAIN ANY SCORE OF '1', '2', OR '0'
	1	2	3	4	5	
1. Respectful Interpersonal Behavior Towards Supervisor(s) Peers						
2. Punctuality/Attendance						
3. Level of Participation/Preparedness						
4. Use/Integration of Theory with Practice						
5. Clinical Sensitivity						

DIMENSION	RATING					COMMENTS PLEASE EXPLAIN ANY SCORE OF '1', '2', OR '0'
	1	2	3	4	5	
6. Sensitivity and Awareness						
7. Insight and Use of Self						
8. Appropriate Affect Modulation						
9. Ethical Competence						
10. Professional Values and Attitudes						
11. Organizational and Systems Awareness						
12. Openness to Feedback						
13. Written and Communication Skills						
TOTAL POINTS						
TOTAL (65 points)						_____ / _____

Summary of Evaluation of Student Competencies

Part	Total Points	Percentage
Part I: Clinical Competencies (135 points)		
Part II: Relations Competency (65 points)		
TOTAL (200 POINTS)		

To pass this part of the practicum the student must obtain at least 80% of the evaluation performed by the professor. A score of 80% or more in each required area of competency is an acknowledgement that the practicum student has reached the minimum level expected by the program.

SIGNATURES:

Student Signature

Date

Practicum Professor

Date

RECEIVED AND FILED BY

Practicum Professor / Coordinator

Date

APPENDIX D: ASSESSMENT OF PRACTICUM STUDENT COMPETENCIES

**Counseling Psychology Training Program
Assessment of Practicum Student Competencies**

Student: _____ Practicum ___ II ___ III ___ IV ___ elective

Supervisor: _____

Period of Supervision: _____ Mid Term _____ Final

Practicum Site: _____

Instructions

Please rate each item according to the scale provided below and sign in the appropriate signature block and return this form to the Practicum Coordinator. Please discuss all of these ratings with the student and compare the student's self-assessment on these dimensions with your ratings. In your feedback, it is important to give specific examples if you have concerns about progress; it is also important to give clear examples of what you think the student does well. Please use the feedback sessions to plan what you and the student would like to emphasize in his/her continued training. If there are significant concerns about performance on any dimensions, you need to decide whether the student is passing at this point in the training (see target goals). If not, please contact the Practicum Coordinator as soon as possible.

Please indicate below what modalities/work samples you have used to obtain information for making your evaluations.

- observation during team meetings
- Review of written work samples
- consultation with other clinical supervisors
- consultation with team members' other staff
- Role Play
- student's self-report
- Audio record
- Video record
- One way mirror

___ Direct, live observation

___ Other: _____

Supervisor:

Use the scale below to rate from 1 to 5. To obtain that rating, within the past period, the student should have consistently displayed the specific quality/skill in every clinical area and/or know when he/she needs to consult. **It is required that the supervisor observe the supervisee's performance at least twice per evaluation period via video/audio recording, one way mirror and/or direct observation. Proof of this process must be documented in the supervision log.**

Scale

1. **1 (Unsatisfactory/ Unacceptable)** Student is experiencing significant difficulties in developing skills to function independently in this capacity and is unable/unwilling to discuss problems in supervision or change practices according to suggestions. The student regularly does not demonstrate skills sufficiently based on his or her training to date.
2. **2 (Novice)** = Inexperienced in this capacity and is still developing basic skills; cannot identify problems but open to discussion in supervision
3. **3 (Intermediate)** = Developing some skills to function independently; can identify problems to discuss in supervision.
4. **4 (Proficient)** = Functions independently most of the time but requires supervision for difficult situations.
5. **5 (Advanced)** = Student functions fully independently in this capacity almost all the time.

This score is not expected for doctoral practicum students at Practicum I, II, and elective practicum. In Practicum Advanced IV practicum students are expected to exhibit advanced level functioning in most of the competencies assessed. The practicum CPSY 909 is the last required practicum prior entering internship.

Competencies

<i>I. Research</i>	Rating					
	1	2	3	4	5	NA
1. Use empirically supported psychotherapeutic techniques:						
2. Describe theoretical basis and goals of chosen treatment approach						
3. Applies current theoretical and research knowledge (e.g., process and outcome research) relevant to the practice of psychology in the clinical setting including accessing and applying scientific knowledge bases						
4. Demonstrates the substantially independent ability to critically evaluate research						
TOTAL (20 points)	_____ / _____					
Comments:						

<i>II. Ethical and Legal Standards</i>	Rating					
	1	2	3	4	5	NA
1. Work in an ethical manner in accordance with the ethics code and all relevant laws.						
2. Recognize ethical dilemmas as they arise						
3. Apply ethical decision-making processes in order to resolve the dilemmas						
4. Maintain appropriate professionalism and boundaries.						
5. Recognize limits of own expertise and seek appropriate consultation.						
6. Assess people at- risk and intervene appropriately.						

<i>II. Ethical and Legal Standards</i>	Rating					
	1	2	3	4	5	NA
7. Maintain the person's confidentiality.						
TOTAL (35 points)	_____ / _____					
Comments:						

<i>III. Cultural and Individual Diversity</i>	Rating					
	1	2	3	4	5	NA
1. Present an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves						
2. Poses knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service						
3. Support the inclusion of all persons						
4. Cultivate awareness of one's own biases and limitations; seek consultation as needed.						
5. Assess cultural factors to ensure formulation of relevant treatment.						
6. Conduct treatment in preferred communication style and language of the person.						
7. Remove institutional barriers to participation by all persons.						
8. Teach people the necessary skills to overcome cultural barriers.						

<i>III. Cultural and Individual Diversity</i>	Rating					
	1	2	3	4	5	NA
9. Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship						
TOTAL (45 points)	_____ / _____					
Comments:						

<i>IV. Professional values, attitudes, and behaviors</i>	Rating					
	1	2	3	4	5	NA
1. Actively seek and demonstrate openness and responsiveness to feedback and supervision						
2. Behave in ways that reflect the values and attitudes of psychology (including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others)						
3. Engage in self-reflection regarding one's personal and professional functioning						
4. Engage in self-reflection regarding one's personal and professional functioning						
5. Engage in activities to maintain and improve performance, well-being, and professional effectiveness						
6. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training						
TOTAL (30 points)	_____ / _____					

<i>IV. Professional values, attitudes, and behaviors</i>	Rating					
	1	2	3	4	5	NA
Comments:						

<i>V. Communications and interpersonal skills</i>	Rating					
	1	2	3	4	5	NA
1. Interact effectively with administrative staff and manage conflict						
2. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated;						
3. Demonstrate effective interpersonal skills and the ability to manage difficult communication well						
4. Use time management skills to prioritize.						
5. Write timely, complete progress notes and reports						
6. Demonstrate a thorough grasp of professional language and concepts						
TOTAL (30 points)	_____ / _____					
Comments:						

<i>VI. Assessment</i>	Rating					
	1	2	3	4	5	NA
1. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics						

<i>VI. Assessment</i>	Rating					
	1	2	3	4	5	NA
2. Collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient						
3. Interpret and integrate test results.						
4. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audience						
5. Demonstrates knowledge of functional and dysfunctional behaviors, including consideration of client strengths and psychopathology						
6. Applies the knowledge of client strengths and weakness to assessment process with sensitivity to cultural and individual differences						
TOTAL (30 points)	_____ / _____					
Comments:						

<i>VII. Intervention</i>	Rating					
	1	2	3	4	5	NA
1. Understand differential diagnosis and case conceptualization						
2. Develop adequate conceptualizations.						
3. Facilitate development of specific achievable therapeutic goals.						

<i>VII. Intervention</i>	Rating					
	1	2	3	4	5	NA
4. Develop action steps for the achievement of goals.						
5. Develop and maintain a positive working alliance						
6. Formulate goals/problems consistent with treatment approach						
7. Structure therapy sessions consistent with treatment approach						
8. Modify treatment plan based on ongoing evaluation.						
9. Conduct appropriate therapy termination.						
10. Demonstrate the ability to apply the relevant research literature to clinical decision making						
11. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking						
12. Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation						
TOTAL (60 points)	_____ / _____					
Comments:						

<i>VIII. Supervision</i>	Rating					
	1	2	3	4	5	NA
1. Is aware of self-limitations;						
2. Maintain an effective, professional supervisory relationship.						

<i>VIII. Supervision</i>	Rating					
	1	2	3	4	5	NA
3. Is well prepared for supervision (e.g., prepares video, etc.).						
4. Seek consultation or suggest alternative supervision plans as appropriate.						
TOTAL (20 points)	_____ / _____					
Comments:						

IX. Consultation and interprofessional/interdisciplinary skills	Rating					
	1	2	3	4	5	NA
1. Demonstrate knowledge and respect for the roles and perspectives of other professions						
2. Is aware of self-limitations; seek consultation or suggest alternative supervision plans as appropriate.						
3. Shows knowledge of the unique client care roles of other professionals						
4. Is able to effectively communicate with other professionals in accordance with their unique client care roles						
5. Is able to effectively communicate with individuals and their families related to the services offered.						
TOTAL (25 points)	_____ / _____					
Comments:						

Summary of Assessment of Student Clinical Competence

Please calculate the average score of each competency area and write it down in the proper space.

Then calculate the Global Rating Score by obtaining the average score of all areas.

Overall Rating		
I.	Research (20 points)	
II.	Ethical and Legal Standards (35 points)	
III.	Cultural and Individual Diversity (45 points)	
IV.	Professional Attitudes, Values and Behavior (30 points)	
V.	Communications and Interpersonal Skills (30 points)	
VI.	Assessment (30 points)	
VII.	Intervention (60 points)	
VIII.	Supervision (20 points)	
IX.	Consultation and Interprofessional/Interdisciplinary skills (25 points)	
Global Rating Score		/295 = ___%

To pass this part of the Practicum the student must obtain at least 80% on the evaluation performed by the practicum supervisor. A score of 80% or more in each required area of competency is an acknowledgement that the practicum student has reach the minimum level expected by the program.

For Practicum I, II, III & elective: An average score of 3.00 or more in each required area of competency is an acknowledgement that the practicum student has reached the minimum level expected by the program at this level.

For Practicum IV: An average score of 4.00 or more in each required area of competency is an acknowledgement that the practicum student has reached the minimum level expected by the program at this level.

Summary of Assessment of Student Clinical Competence

SIGNATURES:

Student: _____ Date _____

Supervisor: _____ Date _____

Practicum Professor/Coordinator: _____ Date _____

APPENDIX E: SUPERVISOR EVALUATION FORM**Counseling Psychology Program****Supervisor Evaluation Form**

Supervisor: _____ Date: _____

Practicum Site: _____ Training Year: _____

Please review each category and specific item on the following pages and rate according to the scale following each item. There are several examples under each item; these are provided to help you focus your assessment of skill level. However, they are not meant to be a comprehensive list of skills or to imply that supervisors need to be effective in all areas at the same level. The final rating should represent an aggregate across several skills represented by the main statement of each item. Not every item will be relevant to your settings; you can check "not applicable" as needed. There are three categories: aspect of the supervisory relationship, facilitation of training experience, and cultural and individual diversity. After you rate the specific items for each category, there is space for general comments on that category. Please enter enough narrative to anchor your ratings. Attach the appropriate signature page.

Please discuss your feedback with your supervisor(s), along with his or her feedback about you. In the feedback, it is helpful to give specific examples if you have concerns or suggestions for change. It is also helpful to give clear examples of what you think the supervisor does well.

Modalities: Please indicate below what modalities you have experienced in your work with this supervisor. Check of all that are applicable:

- supervisor listened to your reports of services.
- supervisor reviewed audio recordings of service.
- supervisor reviewed videotape of service.
- supervisor did direct, live (one way mirror) observation of service.
- Direct observation of supervisor in services.
- experience during group supervision sessions.
- Joint participation during team meetings.
- Co-intervention conducted by Supervisee and Supervisor.
- Reviewed of written material.

Other _____

Instructions: Rate in a scale from 1 (poor) to 5 (excellent)

Aspect of the Supervisory Relationship	Rating					
	1	2	3	4	5	NA
A. Supervisor facilitates establishment and maintenance of collaborative supervisory relationship:						
1. clearly discusses expectations regarding the supervisory relationship.						
2. invites comments about the quality of the supervisory relationship on an ongoing basis.						
3. responds to your feedback in a non- defensive manner.						
B. Supervisor demonstrates empathy, respect, and understanding of supervisees experience:	1	2	3	4	5	NA
1. understands your stated needs in an open manner, despite the limitations of the settings.						
2. respects your boundaries/privacy.						
3. demonstrates emphatic understanding of personal and interpersonal struggles related to the demands of the training program.						
4. demonstrates sensitivity and respect of supervisees' cultural/individual background.						
C. Supervisor is available for supervision:	1	2	3	4	5	NA
1. collaborates to schedule and adequate amount of time for supervision.						
2. is available and accessible when needed including impromptu consultations and crisis.						
3. helps you establish alternative source of consultation when unavailable or when specialty consultation is indicated.						
4. participates actively during supervision sessions.						

Aspect of the Supervisory Relationship	Rating					
	1	2	3	4	5	NA
5. communicates enthusiasm about and commitment to supervision.						
D. Supervisor is amenable to working through conflicts, disagreements, or differences in opinions with supervisee:	1	2	3	4	5	NA
1. supervisor openly addresses conflicts or problems in a constructive manner.						
2. when conceptual disagreements arise, supervisor negotiates them in a nonjudgmental.						
3. if an impasse occurs, supervisor arranges for mediation to facilitate conflict resolution.						
TOTAL (75 points)	_____ / _____					

Facilitation of Training Experience	Rating					
	1	2	3	4	5	NA
A. Works with you to reach the training goals in your clinical setting:						
1. provides clear expectations for your role and performance.						
2. helps you to identify your own training needs and goals for rotation.						
3. assists in meeting your training goals.						
4. helps you to understand intern exit competencies and training goals.						
B. Provide feedback on your performance that helps you to develop your clinical skills:	1	2	3	4	5	NA
1. helps you identify your specific strengths and competencies.						
2. provides feedback on your performance and written work is constructive and specific.						

Facilitation of Training Experience	Rating					
	1	2	3	4	5	NA
3. provides opportunities for direct supervision of your clinical work (e.g., through live observation, review of audio recordings, co-treatment).						
4. facilitates your accurate self-assessment (e.g., skill level, limits of competence, and need for consultation, interpersonal interactions, diversity issues, and other blind spots).						
C. Provide supervision and guidance in all stages of the treatment process:	1	2	3	4	5	NA
1. helps prepare you for various types of persons, problems, and staff relationship.						
2. helps with case conceptualizations, treatment planning, and working through impasses in treatment.						
3. helps you to recognize your emotional responses to the clinical process and address personal issues that may interfere with effectiveness.						
4. helps you to understand and address termination issues.						
5. discusses legal and ethical standards in clinical work and helps you to apply this knowledge in clinical situations.						
TOTAL (65 points)	_____ / _____					

Cultural and Individual Diversity	Rating					
	1	2	3	4	5	NA
A. 1. The supervisor exhibits knowledge of and respect for cultural and individual diversity in clinical intervention and research:						

1. has respect for diversity and at least basic awareness of providing culturally competent services.						
2. is aware of his/her limitations of knowledge of cultural and individual diversity.						
3. is helpful in seeking out additional information about diverse groups and effective therapeutic interventions with persons of different backgrounds.						
4. models the process of consultations with colleagues about diversity issues when needed.						
5. is aware of his/her own struggles with people of diverse backgrounds and beliefs.						
6. is aware of his/her own cultural identity, world view, and value system brought						
TOTAL (30 points)	_____ / _____					

Comments

SIGNATURES:

Student: _____ Date _____

Supervisor: _____ Date _____

Practicum Professor/Coordinator: _____ Date _____

APPENDIX F: EVALUATION OF PRACTICUM SITE

Counseling Psychology Training Program

Evaluation of Practicum Site

Student _____ Date _____

Primary Supervisor: _____ Training Year _____

Practicum Site: _____

Please discuss all these ratings with your supervisor. If you have concerns about any aspect of the program, please give examples.

Scale

- 1 - Training needs not met
- 2 - Training needs somewhat met
- 3 - Training needs adequately met
- 4 - Training needs exceeded
- NA – Not Applicable

Criteria	Rating				
	1	2	3	4	NA
1. Overall organization of training program.					
2. Workload is challenging but not excessive.					
3. Training plan is meeting goals, expectations, and training needs.					
4. Expectations are clear.					
5. Reactions, concerns, and problems are addressed adequately.					
6. Adequate feedback regarding performance and progress					
7. Adequate opportunity for skills development.					
8. Sufficient opportunity for input into training needs.					
9. Environment is conducive to learning.					
10. Environment is conducive to interrelationships among peers.					
11. Resources are adequate (e.g., space, computers, and supplies).					
12. Treated in a professional manner.					
13. Effective working relationships with support staff.					

Criteria	Rating				
	1	2	3	4	NA
14. Grievance Procedure were in place and followed by the Practicum Site.					
15. Amount of supervision support and availability.					
16. Didactic experience and literature resources.					
17. Opportunities for training and support for clinical work.					
18. Opportunities, training, and support for teaching/supervision.					
19. Opportunities for training and support for research.					
20. Incorporating and applying knowledge of culture and other diversity issues in training.					
21. Training in professional, ethical, and legal issues.					
22. Overall satisfaction with program structure.					
TOTAL (110 points)	_____ / _____				

Comments

SIGNATURES

Student _____

Date _____

Supervisor _____

Date _____

Practicum Professor/Coordinator _____

Date _____

**APPENDIX G: EVALUATION OF CASE CONCEPTUALIZATION PROCESS FORM &
EVALUATION OF PSYCHOLOGICAL ASSESSMENT PROCESS FORM**

**Counseling Psychology Training Program
Evaluation Of Case Conceptualization Process Form**

Student _____ Case Record Number: _____

Primary Supervisor: _____ Date _____

Practicum Site: _____

Instruction: Rate the student's competence in the Case Conceptualization Process

Case Conceptualization Process	Rating										
	Needs Improvement				Regular		Good		Exc.		N/A
	1	2	3	4	5	6	7	8	9	10	N/A
I. Report Writing											
1. Demographics											
2. Present Illness & History of the Present Illness											
3. Relevant History											
4. Mental Status											
II. Conceptualization Process	1	2	3	4	5	6	7	8	9	10	N/A
1. Selected Theory/Model (Evidence Based Model)											
2. Integration (Integration of Model with Client's HPI and History)											
3. Main Concern Analysis (Identify and analyze in a clinical perspective the main concern of the client)											
III. Evidence-Based Treatment Planning	1	2	3	4	5	6	7	8	9	10	N/A
1. Conduct literature review regarding specific treatment modalities of case presented											
IV. Diagnostic Impression	1	2	3	4	5	6	7	8	9	10	N/A
1. Diagnostic Impression (DSM-5)											
2. Strengths, Weakness & Prognosis (relative to the client)											
V. Treatment Plan	1	2	3	4	5	6	7	8	9	10	N/A
1. Goals (Long and Short Term)											
2. Techniques (Relative to the model and client's needs)											
TOTAL	_____ / <u>120</u>										
Comments:											

SIGNATURES:

Supervisor _____ Lic #: _____ Date _____

**Counseling Psychology Training Program
Evaluation of Psychological Assessment Process**

Student _____ Case Record Number: _____

Primary Supervisor: _____ Date _____

Practicum Site: _____

Instruction: Rate the student's competence in the Psychological Assessment Process

Psychological Assessment Process	Rating										
	Needs Improvement				Regular		Good		Exc.		N/A
	1	2	3	4	5	6	7	8	9	10	N/A
I. Assessment Method Selection											
1. The student selected the assessment method relevant to the referral and with adequate standardization.											
II. Administration of the	1	2	3	4	5	6	7	8	9	10	N/A
1. The student performed the assessment according to the standardization procedures)											
III. Report Writing	1	2	3	4	5	6	7	8	9	10	N/A
1. Demographic Data: name, DOB, chronological age, etc.											
2. Referral Motive: it is clearly stated who, for what and why is referred.											
3. Relevant History: relevant data of the examinee; developmental, health, academic, familiar/social, occupational; presented in chronological order in past tense											
4. Clinical Observations: mental status, observation of the examinee during the assessment process, in past tense.											
5. Test Results: test results are presented in relevance order presenting a brief description of the test, areas measured and level. Table can be used with proper explanation											
6. Summary/Conclusion: begin stating the referral motive and presenting a brief summary of important data of the examinee history, assessment result integration with diagnostic impression. It should answer the referral motive.											
IV. Clinical Impressions	1	2	3	4	5	6	7	8	9	10	N/A
1. Assess the integration between the referral, the examinee history, and the diagnostic impression.											
V. Clinical Impressions											
1. Professional style, consistency, presented in an organized manner and without grammar errors											
TOTAL	_____ / <u>100</u>										

Psychological Assessment Process	Rating										
	Needs Improvement				Regular		Good		Exc.		N/A
	1	2	3	4	5	6	7	8	9	10	N/A
Comments:											

SIGNATURES:

Supervisor _____ Lic #: _____ Date _____

APPENDIX H: REMEDIAL PLAN FORM

Counseling Psychology Training Program

Graduate Student Remedial Plan

Student Name: _____

Meeting Date: _____

Student Id.: _____ Supervisor/Advisor: _____

Area of Concern (attach evidence):

Proposed Remedial Plan (with due dates):

Student Signature

Date

Supervisor/Advisor Signature

Date

Remedial Plan Resolution (attach evidence)

Student Signature

Date _____

Supervisor/Advisor Signature

Date _____

Cc: Academic file _____

Practicum/Internship file _____

APPENDIX I: RESEARCH MENTORSHIP CERTIFICATION
Counseling Psychology Training Program
Research Mentorship Certification

I _____, faculty member of the Counseling Psychology Graduate Program, certify that the student _____ completed _____ hours of research mentorship between _____ and _____. Within the student's duties were:

Signatures:

Student

Date: _____

Faculty Member

Date: _____

APPENDIX J: DIRECT OBSERVATION DEFINITION AND GUIDELINES

American Psychology Association's Standards of Accreditation (2015)

Standard II.B.3.d

Required practicum training elements.

a. Practicum must include supervised experience working with individuals who are diverse with a variety of presenting problems, diagnoses, and issues. The purpose of practicum is to develop the requisite knowledge and skills for graduates to be able to demonstrate the competencies defined above. The doctoral program needs to demonstrate that it provides a training plan applied and documented at the individual level, appropriate to the student's current skills and ability, that ensures that by the time the student applies for internship, the student has attained the requisite level of competency.

b. Programs must place students in settings that are committed to training, provide experiences consistent with health service psychology and the program's aims, and enable students to attain and demonstrate appropriate competencies.

c. supervision must be provided by appropriately trained and credentialed individuals.

d. As part of a program's ongoing commitment to ensure the quality of its graduates, each practicum evaluation must be based in part on direct observation of the practicum student and her/his developing skills (either live or electronically).

APA SOA, Implementing Regulation C-14 Direct Observation (2015)

Definitions and Guidelines:

Direct observation provides essential information regarding trainees' development of competencies, as well as the quality of the services provided, that cannot be obtained through other methods. This allows supervisors to provide a more accurate assessment and evaluation of observable aspects of trainees' competency development regarding one or more profession-wide and program-specific competencies associated with that training experience.

Direct observation includes in-person observation (e.g., in room or one-way mirror observation of client contact an intake or test feedback session), live video streaming, or video recording. Programs may utilize audio recording, but audio recording alone is not sufficient to meet the requirements of direct observation. In the rare event or special circumstances where audio recording is the only feasible method of meeting this requirement, the program must explain any the unique circumstances (e.g., supervisor with visual impairment) and why direct observation as defined above is not possible, as well as how the observation being performed is consistent with the spirit of this IR.

To these ends, all accredited programs must verify that direct observation is conducted by the immediate supervisor responsible for the activity or experience being evaluated.

As indicated in the SoA (Standard II.B.3.d), a doctoral program must utilize direct observation as part of practicum evaluation. Each separately evaluated practicum is considered a unique or separate training experience and thus requires direct observation as part of the evaluation process.

APPENDIX K: FILE DOCUMENTATION CHECK LIST

Counseling Psychology Training Program

Practicum Record Checklist

Student: _____ Student Id.: _____

Cohort: _____ Academic Year: _____

Practicum: ____ I ____ II ____ III ____ IV ____ Elective

Requirements for the approval of the practicum

- Acknowledgement of Receipt and Understanding (page 4)
- Copy of Acceptance Letter to Practicum Site
- Supervision Contract (Appendix A)
- Supervision Log (Appendix B)
- Evaluation of Student Competencies (Appendix C)
- Assessment of Practicum Student Competencies (Appendix D) ₁ mid, ₂ final
- Evaluation of Practicum Site (Appendix F)
- Supervisor Evaluation Form (Appendix E)
- 300 PRACTICUM TOTAL HOURS (Final Report Time2Track)
 - 100 hrs. Face to Face
 - 26 hrs. Individual Supervision
 - 300 Overall hours

Compliance letter from the Practicum Site

Case Conceptualization (copy of signature page)

(1, 2); Case conceptualization Form (Appendix G)

Psychological assessment (copy of signature page)

(1, 2); Psychological Assessment Form (Appendix G)

****TO KEEP THE CONFIDENTIALITY OF THE CLIENTS/PATIENTS, ONLY HANDOUT/ATTACH DE-IDENTIFIED DOCUMENTS**

Community Workshop/Project: Attendance Assessments Letterhead Literature Review
 Research Mentorship Certification (Appendix I)

Observations and Comments:

Approved Not Approved

Practicum Professor / Practicum Coordinator Signature