



SCHOOL
PSYCHOLOGY
PROGRAM

SCHOOL-BASED PRACTICUM: STUDENT HANDBOOK



**University
of Manitoba**

2025



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School-Based Practicum

The school-based practicum is a core component of the School Psychology Program. It enables students to develop and demonstrate the knowledge and professional expertise necessary to collaborate with families and school and community-based professionals.

General Description:

The Junior Practicum (1st year; PSYC 7050) is 3 credits, while the Senior Practicum (2nd year PSYC 7060) is 6 credits. Each student will have one or more School-Based supervisors and a University-Based supervisor assigned to provide guidance and support. In addition, senior mentors will be assigned to junior students to assist with report writing and provide general advice.

Non-thesis students complete their practica in year 1 and 2 of their training, while thesis students complete their practica in year 2 and 3. Junior practicum placements usually start no later than the end of term 1 while senior practicum placements generally begin early in the first term of year 2. Practica usually conclude near the end of term 2, however sometimes students request extensions, or special practica are offered outside of the normal schedule. Students who have completed the formal requirements of the practicum, may, with the permission of their School-Based Supervisor, choose to continue attending their practicum placement beyond April.

The practica focuses on applied activities, primarily working intensively with a school psychologist or a program supervisor in a school setting. The aim is to encourage the development of team-building and team-activity skills, including meeting with, exchanging information with, and working with teachers, principals, other health- and child-care professionals and parents. Students are expected to make the best use of available time to meet practicum and course work requirements. This means that they are strongly advised to take advantage of periods when classes are out, such as the December and April exam periods and Reading Weeks to obtain practicum hours.

Practica Locations: Students are placed in school divisions throughout Manitoba. Some students are placed in school divisions within Winnipeg, but placements in the Division Scolaire Franco-Manitobaine and rural divisions are prioritized if students and divisions desire this. Placements are arranged by program faculty, but students are often given an opportunity to indicate placement preferences in spring of the preceding year. On-campus practicum experiences may be available at times to supplement the school-based practicum. Additionally, clinic and agency-based opportunities are sometimes available to students as an additional learning opportunity and a Northern practicum opportunity is frequently provided in April each year.

Supervision

Two formal levels of supervision are provided to students to support their learning.

Each student is assigned 1 or more School-Based Supervisor (S) and a University-Based Supervisor. The roles of each supervisor vary. Within the first month of practicum, students

are required to meet to develop a Supervision Contract with their School-Based Supervisor detailing timelines, goals (of the student and of the supervisors), and styles of supervision. A form and a worksheet is provided for this purpose (see Appendix C). However, students should read the book chapter on preparing for supervision and use the planning template from the document, prior to meeting with their SBS. Once a contract has been completed with the SBS, students should meet with their university supervisor to go over the contract and add separate notes for UBS. Finalized contracts should be sent to the school psych program admin assistant for record keeping.

School-Based Supervisor (SBS)

- ❖ Within the school division.
- ❖ Is typically a full-time permanent member of the school division's staff.
- ❖ Is the student's primary contact within the school division.
- ❖ Is typically responsible for:
 - locating cases for the student
 - connecting the student to other school professionals
 - introducing the student to the responsibilities of a school psychologist
 - guiding student growth and development by providing appropriate experiences
 - taking responsibility for any unfinished work with a case when the student leaves
 - communicating with the University-Based Supervisor if any concerns arise
 - evaluating the student
 - reading reports after the University-Based Supervisor has reviewed (or alternate arrangement if desired and agreed with University-Based Supervisor)

University-Based Supervisor (UBS)

- ❖ May be a program faculty or staff member, or a 'sessional' who may be a private practice psychologist, and/or a school psychologist.
- ❖ Is responsible for:
 - supporting a student in negotiating the school experience
 - conceptualizing cases
 - editing reports
 - Students should clarify preferences for this process with both school and university supervisors. Some students/sites prefer reading the first edit, while others prefer university supervisors do the final read. This is something to discuss when setting up contracts. This process may take several drafts, however, students are expected to clarify this with supervisors and keep supervisor time demands in mind. Early reports may require more drafts than later ones.
 - Students should apply general feedback received on subsequent reports.
 - supervising the supervision provided by second-year students to first-year students
 - not expected to be live, but rather provide second-year students a setting for reflecting on the supervision they provide (Group or individual, as preferred).
- ❖ Provides ongoing feedback to students regarding areas of strength and areas for development. This should occur through report feedback, and meetings. At minimum, students are expected to meet with their UBS at least twice a term and attend any program group supervision meetings. Again, it is important to establish how this will occur early in your practicum, ideally at the contracting stage
- ❖ Assigns the final practicum grade.

- ❖ Some may sit in on meetings or assessment sessions with students, host tutorials/group supervision, and train students in skill development.
- ❖ Coordinate mid-year and final evaluations for their students (see [Appendix B](#) for a checklist of University-Based Supervisor tasks).

Group Supervision

Program faculty and staff are available to students as a third source of supervision. Several times throughout the year, all students and the Co-ordinator assigned to the practicum course meet to discuss case conceptualization, assessment measures, and other topics as needed. **Attendance is mandatory** for all students enrolled in a first- or second- year practicum. However, if you cannot attend, it is the student's responsibility to contact the Co-ordinator. Non-practicum (year one thesis) students are welcome to attend, but are not generally included in the emails sent. **Contact the program Co-ordinator if you desire to be present for the group supervision prior to your formal practicum.**

These sessions are designed:

- 1) To emphasize programmatic and instructional aspects of practice deemed essential for the instructional aspects of the practicum.
- 2) To provide students with opportunities to present and learn from one another about issues relevant to the practica, particularly case conceptualization, in a safe and comfortable environment.
- 3) To provide students with the opportunity to develop and demonstrate collegial approaches to problem-solving.
- 4) For program and instructional input on practicum activities; and

At each meeting, the following activities may occur:

- ❖ Students present referral information and are assisted in planning for the assessment based on the referral questions.
- ❖ Students present cases they are working on and are assisted in developing the thinking processes involved in case conceptualization. This occurs through collaborative questioning and consultation with peers and supervisors.
- ❖ Students present assessment results and work together to develop interpretations.
- ❖ Students present novel assessment measures they have used and present information about them.
- ❖ Students provide intervention plans and/or assist in generating assessment plans.
- ❖ Students participate in demonstrations by external consultants.
- ❖ Students discuss supervision and any concerns.
- ❖ Students request information regarding unknown assessment techniques or measures.
- ❖ Students ask any questions they may have.
- ❖ Supervisors may present information relevant to your development.

All students should come prepared with a case or question to discuss for these sessions. However, coverage will be determined by Instructional Staff and as time permits. If you have an urgent matter you wish to cover in group supervision, please email the Co-ordinator at least 2 days in advance.

Ipads

Students in the practicum will receive a set of 2 ipads for use in their practicum placement. These ipads are occasionally called back to university for privacy, security, and app updates. Students must ensure they return them when they are called in.

Additionally, **these ipads are for university use only**. They should not be used in private practice or for personal reasons. Finally, students should return their ipads at the end of term 2 each year.

Mentorship

Second-year students provide mentorship and support to first-year students.

Responsibilities and Typical Duties:

- ❖ Second-year students should contact their first-year student(s) by the first week of October.
- ❖ In the first term, second-year students should make themselves available to first-year students as a resource for basic questions. This may occur by email, virtual or in person meetings. At the very minimum, you should have a face to face meeting to set up the mentoring, and provide other meetings upon requests. Senior students require 20 hours of mentoring, so students should plan accordingly and keep track of time they spend in this activity (enter on timesheets).
- ❖ In the first term, second-year students meet with first-year students so that first-year students can administer three subtests of a Wechsler Intelligence Scale test to them.
 - Second-year students provide feedback and guidance to the first-year student based on what they observed, as agreed upon with junior students UBS.
- ❖ In the second term second-year students are available to review reports before submission to the University-Based Supervisor and provide interpretive advice.
- ❖ Some second-year students may choose to provide consultation support and other mentorship.



Tips for Success

1. Remember that your University-Based Supervisors, School-Based Supervisors, Instructors, and Program Faculty each supervise many students. Ensure you are mindful of time requirements when asking for support. Check with your supervisor about how to best book required time. Successful students tend to plan ahead.

The first year practicum is a three-credit course, requiring 150 hours of practicum-related work. First year students typically work closely with supervisors, who retain responsibility for all cases and assessments. Discussion and planning of interventions with School-Based Supervisors is strongly supported.

Focus of Junior Practicum:

- ❖ Assessment activities
- ❖ Increasing experience and understanding of the school context

Other typical activities:

- ❖ Observing interventions and threat assessments
- ❖ Shadowing other school personnel (Speech-Language Pathologists, Occupational Therapists, Social Worker, etc.)
 - Learning how clinicians collaborate to provide services
- ❖ Reviewing cumulative files or other records
- ❖ Observing IEP (Individual Education Plan) meetings
- ❖ Consulting with school personnel
- ❖ Learning a new test instrument
- ❖ Researching differential diagnosis
- ❖ Writing up a report
- ❖ Attending Professional Development Days or other relevant training opportunities
- ❖ Assisting with school-based projects

Assessment cases will be selected by School-Based Supervisors (or in some cases University-Based Supervisor). They ensure that parents have provided informed consent for the involvement of the student. The School-Based Supervisor will provide students with a timeline for submission of reports at the practicum site. Generally, these should be coordinated with your University-Based supervisor and are usually completed before the end of term 2.

Students are expected to administer and report on Intelligence Quotient (IQ) tests (and other relevant measures identified by the supervision team) as part of their participation in an assessment. Not all of the testing needs to be completed by the student, but students are expected to complete at least a portion of the ability (IQ) testing.

The minimum requirements of the Junior practicum are as follows (See appendix X: requirements for a concise list you should share with your school-based team:

- 1) 150 hours of involvement by the student, including:
 - a) At least 50 hours of face-to-face work with children, school staff and families, either virtually or in-person. This may include both direct and indirect activities and range from observing in the classroom, conducting interviews with parents or school staff, watching a resource, or reading evaluation being completed, to observing, conducting or interpreting an assessment.
 - b) Minimum 25 hours of supervision. This may include time spent with the School-Based Supervisor or Supervisor in clinical team and group supervision meetings, sitting in on parent meetings, or any other relevant time spent with the student's Supervising or School-Based Supervisor.
- 2) Exposure to a "day in the life of a school psychologist." This involves the student shadowing the School-Based Supervisor for at least one full day.
- 3) Involvement in a school team meeting (e.g., IEP, pre-referral teams, discipline teams, etc.).
- 4) Completion of a minimum of two to three psycho-educational assessments. These assessments should include:

- a) Pre-referral consultations with school-based personnel and families
- b) History-taking/File Review
- c) Relevant ability and achievement testing, or other testing
- d) A draft report completed by the student, reviewed by the University-Based Supervisor and provided to the School-Based Supervisor
- e) Participation or observation of the interpretation of assessment results to families and school personnel.

Tips for Success

1. Junior Practicum students should aim to have completed approximately 40-50 practicum hours by the end of first term (end of December).
2. Students and their School-Based Supervisor should have the assessments planned and organized by the end of December



Senior Practicum

The senior year practicum is a six-credit course, requiring 300 hours of practicum-related work. Second-year students typically have more independence than first-year students, but Supervisors still retain responsibility for all cases.

Focus of Second-Year Practicum:

- ❖ Intervention & Consultation
- ❖ Advanced assessment skills

Appropriate Activities Include:

- ❖ Consultation, Planning, and Implementation for assessment and intervention plans
- ❖ Program evaluation
- ❖ Designing, Implementing, and Evaluating interventions that respond to the educational and mental health needs of children and youth
 - Result in measurable positive change
- ❖ Mentorship of a first-year practicum student
- ❖ Consultation with teacher concerning the behaviour and/or education of an individual learner
- ❖ Consultations with a teacher regarding a whole-class problem
- ❖ School wide or division wide consultations
- ❖ Psycho-educational interventions with an individual or group
- ❖ Psycho-educational assessments
- ❖ Consulting around an organizational problem such as a poorly functioning pre-referral team or crisis team

*Please note that differing opportunities arise in different placements for the range of activities listed above. Please consult your University-Based supervisor if you have any concerns about exposure to specific types of activities.



The minimum requirements of the Senior practicum are as follows:

- 1) 300 hours of involvement by the student, including:
 - i) At least 100 hours of face-to-face work with children and/or parents, teachers, and principals, either virtually or in-person.
 - ii) 50 hours of supervision. This may include time spent in clinical team and group supervision meetings, joint activities with a supervisor, or any other appropriate time spent with the student's University- or School-Based Supervisor.
- 2) Approximately 10 hours mentorship and support to a first-year practicum student (to be negotiated depending on students).
- 3) Design and execution of three integrated

assessment/intervention plans, preparation of complete assessment and intervention reports, and presentation to team members in accordance with the following rubrics. (Note: one "systemic" activity can substitute for one "formal assessment" activity as indicated above.)

Counting and Reporting Practicum Hours

Although some opportunities for practicum experiences may be arranged outside of school placements, normally, students may count in their practicum hours time spent:

- ❖ on location in schools
- ❖ scoring protocols or writing reports for schools (if these reports are not also course assignments)
- ❖ researching literature or tests directly related to practica
- ❖ attending professional development workshops or conferences (particularly those approved or suggested by the program)
- ❖ in practica or supervision meetings

Please see Appendix X for a list of types of cases encouraged for the practicum.

Practicum Hours with related Course Requirements

The majority of students' time in schools count toward the practicum. Time credited for practicum activity also may count toward other class requirements when practicum-based course assignments are required. But,

- ❖ For Senior Practicum students, the writing time for course assignments is not counted in your practicum hours.
- ❖ These activities, including how to credit these hours, should be planned in consultation with course instructors.
- ❖ Activities that "add" to the course requirements can be counted as practicum hours.
 - For example, if the assignment is to "conduct a functional behaviour assessment and develop a behaviour intervention plan for an individual or group", this is done during practicum.
 - The time spent writing this section of the report is coursework time.
 - Time spent writing up additional observations of social or test-taking behaviour and associated recommendations count as practicum hours.



Students are encouraged to incorporate other course requirements or options for assignments (e.g., program evaluation) into the practicum as relevant and desired by the site. When counting practicum hours, generally only report time not directly related to preparing assignments, but your time in school preparing projects should be counted as practicum hours. If you are unsure, ask your instructor and University-Based Supervisor for guidance.

Record-Keeping and Other Practicum Details

In order to establish that they have met the requirements of the practicum, students are responsible for keeping track of their hours and activities undertaken.

Appendix D contains the practicum log form students may use to track all relevant activities (an electronic form is available from Mindy). Students are free to add activity categories as needed. Students need to respect the guidelines for hours spent in key activities to provide an appropriate balance of activities to ensure skill development. Students are responsible for having the form initialled by their School-Based Supervisors and University-Based Supervisors once a month. Signed forms should be handed in to the University-Based Supervisors based on a schedule they specify. Forms may be printed out and signed in hard-copy or may be initialled electronically and forwarded via email to the University-Based Supervisor. **Students are responsible for ensuring their School-Based Supervisors have a copy of this manual.**

Appendix C contains the supervision contract that contains the goals of the student, timelines, and supervision styles of the School- and University-Based Supervisors. The contract needs to be signed by the student and the supervisors and submitted to the university within the first month of beginning of the practicum. This contract can be modified to meet site, supervisor, or student needs. Ultimately, a contract outlines procedures for report reading, communication, policies, emergencies, time management, planning activities, and any other relevant information. Students should also bring personal/professional goals to the attention of the supervisors. Students are expected to take an active role in contracting, asking any questions to clarify the nature of the relationship and placement.

All students should read the book chapter and complete the planning sheet provided by Mindy, which can also be found online. (See: Johnson, Edward A. *Working Together in Clinical Supervision: a Guide for Supervisors and Supervisees*. First edition., Momentum Press, 2017. (Selected Chapters, Available online through U of M library)

Assessment Reports

Report-writing strategies are taught as part of the first-year assessment course. Students are encouraged to ask their School-Based Supervisor for a sample report and/or template they wish the student to model their report on. Reports should provide School-Based Supervisor with relatively error-free professional product, that may be modified for school use. The supervision team will discuss report review procedure preferences and timelines. Students should follow this. School-Based Supervisors will be provided with copies of all students' reports. Faculty members may also consult on cases, read over reports, or support students in their work when School-Based and University-Based Supervisors are unavailable.

General Procedure:

- ❖ First-year students may choose to have their second-year mentor review their report.
- ❖ All students submit draft report to their University-Based Supervisor.
 - University-Based Supervisor will read and review report.
 - Most students will hand in multiple draft reports before it is deemed ready to be finalized.
- ❖ Students follow the University-Based Supervisor's suggestions and submit the updated report to the University-Based Supervisor (repeat as many times as necessary)
- ❖ Submit finalized report to School-Based Supervisor

Students are expected to write reports using identity first and/or person-first behaviourally-oriented language. The language orientation should be selected based on the given group's preference. Reports should be easily comprehensible to readers unfamiliar with psychology jargon. **Recommendations should be easily understood and identify the order of priority.**

Tips for Success

1. Students will find it beneficial to write reports as they go. For example, the Background Section could be written immediately following file review and before beginning any formal assessment.
2. Ask your University-Based Supervisor if they would prefer to review your report when it is complete, or if they want to review each section as it is being completed.
3. Use the *Track Changes* feature in Microsoft Word and ensure all previous comments have been addressed before resubmitting draft reports
4. Make sure you address your supervisors comments in revisions. Using track changes on various iterations will help your supervisor see what you did and ensure the supervisor doesn't have to repeatedly address the same idea.
5. If you choose not to address a supervisors' comment, explain why. There are often good reasons for this, but if you don't explain, they may feel you disregarded it.
6. If your supervisors give you a recommendation for future reports, please try to incorporate it in your next effort.
7. Try not to complete multiple reports all at once. This approach makes it hard for you to incorporate recommendations for growth, and cases supervisors more time.

Extensions

Students sometimes encounter practicum or personal; situations that impede rapid completion of key tasks. If this occurs, students have a right to request an extension. If this applies to you, contact your university supervisor to discuss, and then the instructor listed on the course (listed on UM learn) will need to approve the request. Students wishing to have practicum extensions must:

- 1) have permission from the Program Co-ordinator,
- 2) secure agreement from their School- and University-Based Supervisors,
- 3) complete and submit appropriate extension paperwork to "instructor of record for their year in the practicum); and,
- 4) submit a plan to the Program Co-ordinator and supervisors for completing outstanding hours.

Grading and Evaluations

Grading:

The practica are graded on a Pass/Fail basis. To pass the practicum, students must fulfill all requirements of the practicum as detailed above (e.g., hours, reports, types of activities) and receive an acceptable end of year evaluation. A remediation plan will be created in case the student is unable to has unsatisfactory performance. (See appendix G for evaluation form).

Evaluations:

Evaluations help identify goals for students, supervisors, and the program through the provision of feedback. They also provide the means by which the program is assured that all students have achieved an acceptable level of competency before passing the practicum.

There are a number of steps to evaluation.

1. Students are required to evaluate themselves first (via self reflection) using the official program evaluation form.
2. Students should submit this self-evaluation to both sets of supervisors at least 24 hours prior to the evaluation meeting.
3. Students should evaluate themselves at the outset of the practicum, as well as at each of the evaluation points. This will ensure they are able to monitor their own progress and provides a comparison point between the evaluations of supervisors and how students see their own development and learning needs.

University-Based Supervisors are responsible for ensuring students have two evaluation meetings each year. The program's formal evaluation form (see Appendix G) should be completed at each meeting. It is recommended that the supervision team (The UBS, student, and at least 1 SBS) meet in December or January to review progress, strengths, and goals for further development. **The mid-term evaluation is usually completed by the end of January**, with the expectation that each student will have completed one assessment by then. University-based supervisors may wish to adjust this timing, as appropriate.

The mid-term evaluation ensures that:

- ❖ students and supervisors are alert to any gaps in the student's learning,
- ❖ progress toward self-directed goals, or
- ❖ progress toward meeting the level of competency required for passing the practicum

The supervision team should meet again at the end of term two (approximately end of March or early April, unless an extension is granted) to complete the final evaluation. Students should receive a written copy of any relevant notes and evaluation forms. The final student evaluation and grade is determined by the University-Based Supervisor, in collaboration and consultation with the School-Based Supervisor. University-Based Supervisors forwards copies of all student evaluations to the program. Ideally, the Supervising and School-Based Supervisors meet with the student to discuss strengths and goals for further development. A written report is then provided to the program and to the student. These evaluations must be discussed in person with students.

Appendix A: Practicum Assignments and Expectations

Please note: Not all assignment expectations are detailed in this document. It only lists those which directly impact upon the practicum. Please see relevant course syllabi for more information.

First Year Practicum

First Term

- ❖ Observe a student and prepare sample contributions for IEP meeting. Describe student, other relevant others, learning environment (EDUA 7740).
- ❖ Observe an IEP meeting.
- ❖ Shadow a school psychologist for at least one full day.

Second Term

- ❖ Complete psycho-educational assessments, or other assessment as discussed. These assessments should include:
 - a. pre-referral consultations with school-based personnel and families
 - b. history-taking
 - c. mental status examination
 - d. relevant ability and achievement testing
 - e. a draft report completed by the student, reviewed by the University-Based Supervisor and provided to the School-Based Supervisor
 - f. participation or observation of the interpretation of assessment results to families and school personnel
- ❖ Conduct a social/emotional assessment (PSYC 7070)

Second Year Practicum

First Term

- ❖ Intervention project with evaluation component
- ❖ Conduct a functional behaviour assessment and behaviour intervention plan (PSYC 7090)

Second Term

- ❖ Complete three integrated assessment/intervention plans
 - 1 cognitive/learning case
 - 1 behavioural/emotional case
 - 1 “other”

Appendix B: Practicum Requirements

The information below is supplemental to your handbook and may be used to guide your activities in person and virtually throughout the practicum, as appropriate. Please discuss these possibilities with your SBS, understanding that there is a great deal of diversity across placements and that COVID restrictions may place some limits on your direct participation. Consider planning your first term roughly now and think ahead to term two for continued planning.

	Year 1	Year 2
Total hours	150	300
Core Hours:		
Supervision * note: university group supervision = 27 hours; T1 – 18; T2=12 Students will count university and school based supervision, so hours may exceed the minimum.	Min 25	Min 50
Mentoring	10 to 15 (receiving mentoring)	10 to 15 (providing)
Intervention		Up to 40
Face to face time including <ul style="list-style-type: none"> Assessments admin, time with staff or parents can also count here (but may fit under meetings better). May include interview and feedback time. Social emotional (or other) assessments may be included as relevant to program and school needs, and as appropriate to training level Note: Face to Face time May take the form of in person, or online/phone activities related to Assessment, intervention, and other school activities.	50 to 75 <ul style="list-style-type: none"> 3 basic assessments, usually limited to IQ and one other measure, plus background, observations, interview 	100- 175 <ul style="list-style-type: none"> 3 integrated, or 2 integrated and 1 “other activity”
Total time in core activities:	85 to 115	160 to 240
Flexible activities	Other Face to Face Activities Plan for 35 to 65 hours to 140 hours Plan for 60	
Workshop/PD attendance	Up to 20 hours	Up to 30 hours
Shadowing teacher, resource psychologist, or other allied health professionals (may include activities like observations, meetings, etc.)	Up to 50 hours	
Observations	2-5	4-10
System activities	Up to 10	20 to 30
Workshop or other facilitation	Up to 10	Up to 30
Meetings (Consultation, IEP, team, time with site psychs, etc.)		Up to 40
Report Writing/Scoring; File reviews, record keeping, CRFs	25 to 40	Up to 60
Learning tests or reading case-related	Up to 25	Up to 40
Other Appropriate Activities (includes additional face to face opportunities):		
Advocacy activities Staff or classroom workshop development and/or delivery (10 to 20 h) School resource development (web info, handouts, etc.)(10 to 20 hours) Program assessment or evaluation activities (10 to 20 hours) Others activities, as discussed with Site and Uni Supervisors		

Consult with University-based Supervisors if you are unsure of any potential activities, or require any further support to clarify.

Appendix C: Supervision Contract

UNIVERSITY OF MANITOBA
School Psychology Practicum Student Contract Form

Student's name: _____ Email: _____

Practicum Period: _____ to _____

Cooperating Psychologist: _____ Site: _____

Street: _____ City: _____ Postal Code: _____

Phone: _____ Email: _____

University-Based Supervisor: _____

Street: _____ City: _____ Postal Code: _____

Phone: _____ Email: _____

☐ First Year Practicum ☐ Second Year Practicum

Section 1: Student's Goals for the Practicum:

Section 2: Supervision Styles and Preferences (e.g., frequency of meetings, model of supervision used, direct or indirect)

School-Based Supervisor:

University-Based Supervisor:

Section 3: Timelines

Include in this section any availability issues and discuss how the team plans to support the student in meeting all requirements of the practicum.

Each team member (Student, School-Based Supervisor, and University-Based Supervisor) should initial below indicating they have reviewed and discussed the specified documents:

Documents	Student	School-Based Supervisor	University-Based Supervisor
Evaluation Form			
Practicum Handbook			
Practicum Requirements table			

Comments:

Please Sign and Date this Form. It must be returned to the program by the end of the second week of October.

Student

Date

School-Based Supervisor

Date

University-Based Supervisor

Date

Appendix D: Sample Practicum Log Sheet

(Double click to use spreadsheet)

Student:				
Week/Activity:				
Classroom observation				
Recess observation				
IEP meeting				
Supervision Meeting/time with mentor				
Case consult				
time w Resource (and SP)				
time w Counsellor (or OT) (and SP)				
time with Social Worker				
time w Classroom Teacher (and SP)				
time w Admin (and SP)				
Direct time with Psychologist				
Team Meeting				
Psych Discipline Meeting/Unit Meeting				
File review				
Reading Reports				
Review of test materials				
Observing Test Administration				
Test Administration (with Child)				
SP work with child				
Interview with Child				
Interview with Parent				
Interview with Teacher				
Interview with E.A				
Scoring Protocols				
Reviewing assessment results				
Updating CRF				
Writing up results/reports				
Mental Health Presentation/Play/Conference				
Parent/Teacher Conference Meeting				
Feedback to School Team				
Parent Feedback Meeting				
Prepare presentation				
Full Classroom Workshop				
Attend Division PD				
Intervention observation				
TERM ONE TOTAL				
Direct Time with Children				
Direct Time with Parents				
Direct Time with School Staff				
Trainee's initials				
School-Based Supervisor's initials				
University-Based Supervisor's initials				

Student:				
Week/Activity				
Classroom Observation				
IEP meeting				
Supervision Meeting/Time with mentor				
Formative Evaluation Meeting				
Summative Evaluation Meeting				
Case Conceptualization Meeting				
Parent meeting				
Unit Meeting				
Time w Resource				
Time w SW				
Time w Classroom Teacher (and SP)				
Time w SLP				
Time w Admin				
Direct time with Psychologist				
Phone Consultation with Coop				
School Team Meeting				
Student Services Meeting				
File Review				
Review of Test Materials				
Student Interview				
Meeting with student				
Test Administration (with Child)				
Scoring Protocols/Updating CRF				
Discussing case results/planning report				
Report Writing				
Prepare Presentation				
Give Inservice				
TERM TWO TOTAL				
Direct Time with Children				
Direct Time with Parents				
Direct Time with School Staff				
JUNIOR/SENIOR PRACTICUM TOTAL				
DIRECT TIME TOTAL				
Trainee's initials				
School-Based Supervisor's initials				
University-Based Supervisor's initials				

Appendix E: Sample Acceptable Cases

Considerable flexibility is allowed in the combination of cases seen during the practicum, based on approval from a student's School-Based Supervisor, University-Based Supervisor, and the Program Co-ordinator.

The minimum requirements for activities are:

- ❖ one case involving cognitive/learning issues,
- ❖ one involving behavioural/emotional issues, and
- ❖ a third report, or one "other" case (see below).

The "other" case might be:

- ❖ an activity such as a systemic intervention
- ❖ program design
- ❖ program evaluation, or
- ❖ in-service presentation.

In 'other' cases, the student does not have to participate in the entire program but must take a leadership role in some aspect of the implementation and must provide at least the outline of a plan for assessing outcome. Expectations for students choosing these options should be approved by the University-Based Supervisor and/or Program Co-ordinator (if desired by University-Based Supervisor) and discussed with School-Based Supervisors. The mix of experiences and timeframe must be discussed with and approved in writing (email is preferable) by the University-Based Supervisor and Program Co-ordinator.

Appendix F: University-Based Supervisor Checklist

University-Based Supervisor: _____

Student: _____

Responsibilities:

- ❖ Support students in conceptualizing cases
- ❖ Edit student reports (with one-to-two-week turnaround)
- ❖ Participate in practicum case conceptualization meetings
- ❖ Provide feedback to students on strengths and areas for development
- ❖ Supervise second-year student's mentorship to first-year student.
- ❖ Coordinate mid-term and final evaluations
- ❖ Assign final practicum grade
- ❖ Other support as requested by the student and/or division

Tasks & Approximate Dates	Check or N/A
YEAR 1	
Nov: Student has shadowed school psychologist	
Dec: Student completed ~40-50 hours	
Dec: Student starting to see first case, or planning for January	
Jan: Student finished seeing first case by end of month	
Jan: Student started seeing second case	
Jan: Student started seeing third case	
Feb: Student hands-in first report	
March: Student hands-in second report	
March: Student hands-in third report unless otherwise negotiated with supervisors	
YEAR 2	
Dec: Student completed ~100 hours	
December: First report submitted	
March: Student has submitted all assessment reports	
April: Checked in with student re: mentorship	
YEAR 1 AND YEAR 2	
September: Set up contracting and plan schedule, prepare for contracting	
September: Meet with mentoring student, Plan process	
Sept/Oct: First- and second-year students have connected	
September to Oct: Contract completed—2 nd week Oct at latest.	
Oct: Practicum hours log sheet initialled—last week of Oct.*	
Dec: Plans made for student fulfilling all requirements (case selection)	
December: Plan January evaluation, including self reflection	

Jan: Initial practicum hours log sheet by first week of classes	
Jan/Feb: Mid-term evaluation	
Feb: Initial log sheet by end of month	
April: All practicum requirements and hours completed	
April: Final evaluation completed	
April: First report fully edited	
April: Second report fully edited	
April: Third report fully edited	
April: Advised program of student's grade	

*Preferences for how often student submits hours may vary by supervisor. Please clarify preferences with your team.

Comprehensive Form

Type of Evaluation:		Mid Term_____ Final_____	
Trainee Name:		University Supervisor Name:	
Training Site:		Site (School-based) Supervisors:	
Term:	Fall ____ Winter ____ Spring/Summer ____	Practicum Type:	Special Placement Notes:
Year:		Practicum Course Number:	PSYC _____
Practicum Hours:	Total Practicum Hours: _____	Consisting of:*	
		Direct Contact- Intervention Hours:	
		Direct Contact- Assessment Hours:	
		Individual Supervision Hours:	
		Group Supervision Hours:	
		Indirect Hours:	
		To be completed at each assessment point by supervision team: Have all documentation and reports required to date been submitted by the trainee? Yes <input type="checkbox"/> No <input type="checkbox"/>	

Note: *Supervision hours include any time preparing for or discussing practicum tasks with your University based or Site supervisors. You may also count your supervisor's feedback on reports (within guidelines for hour allocation and with supervisors' input). Indirect hours may include report writing and research time.

Please Round time up in 15-minute increments.

Supervisor Information: Suggested evaluation process:

- Students should input all personal information and use the form to complete a self-assessment (to be shared in discussion) prior to evaluation meetings.
- Students must submit a 1-page summary of their practicum evaluation **one week prior to their final evaluation** each year.
- Site supervisors can assess the developmental level of the trainee early in the practicum, however, formal assessment using this form is only required at the mid-year and final evaluation.
 - This early evaluation of the trainee's developmental level could then be recorded on this form and used to guide how the supervisor will approach the training with this particular student, should that be useful to the school site.
- At the mid-point in the practicum, after the self-evaluation is shared, the supervisor rates the trainee's performance level, so far. This may be done in a meeting with the supervisor, or as agreed upon by School and University-Based Supervisors. This mid-term feedback will provide the trainee with guidance on any adjustments to make for the remainder of the practicum. This mid-point feedback is especially important when the supervisor believes that the trainee is having some performance problems.
- The comprehensive form must be used for the final evaluation. Both the Developmental Level and the Performance Scale would be rated again by the supervisor.

Notes: Any Below Minimum Performance Standard or Exceeding Performance Standard ratings require a written comment about why the rating was given. This evaluation is shared with University

Supervisors. Students who have significant difficulties identified at any stage of evaluation prior to the final evaluation in the final year will have a remediation plan developed with the supervisor to identify areas of needed improvement. Some activities may not have been part of the practicum at the mid-year or final evaluation, depending on year in program and practicum site context. This is acceptable and will be discussed at evaluations. Specifics of types of activities can be added in comments sections and will be presented in the 1-page final report completed by students.

Scale 1. Developmental Level: Indicate the developmental level of the trainee progressing towards competency

Level 1	<ul style="list-style-type: none"> • Entry-level • Usual starting point for students in first year • New skills introduced • Ability to clinically formulate cases is at an early stage • Supervision often more directive, structured, and prescriptive • Student working to feel more competent and confident • Cases more often pre-screened for suitability for beginning clinicians
Level 2	<ul style="list-style-type: none"> • Mid-level • Typical level of students who are ready for year 2 practicum • Student has been introduced to a range of clinical skills • Confidence level varies, depending upon the type of case • Ready to be supervised on more difficult cases • Student more able to perceive the unique characteristics of students
Level 3	<ul style="list-style-type: none"> • Upper-level • Nearly ready for practice • Clearer sense of personal style as a clinician • Professional behaviour mostly independent • Professional identity more defined

Scale 2. Performance level: Indicate the level of performance the trainee achieved on each domain

Not Applicable/Not Observed	Some domains may not occur in some divisions/placements; or the supervisor may not have had the opportunity to assess the trainee's competence in a particular domain.
Below Minimum Performance Standard	This rating is used when the trainee shows a significant weakness in either academic preparation or clinical ability in a particular domain. This rating would be used when a student appears to require significantly more instruction, supervision, or remediation in order to meet even a basic level of performance. <u>At the mid-point evaluation, such a rating would trigger the creation of a revised training plan to address the weakness. At the final evaluation, this rating on any domain would mean the trainee has not passed the practicum.</u>
Developing Towards Performance Standard	This rating means that the trainee still requires additional experience and supervision in a domain, but that the threshold of performance still warrants a passing grade. For a beginning trainee, or for a trainee in a newer area of clinical work, this rating would be completely acceptable. For a trainee with more experience, this rating may trigger recommendations for

	additional training before the trainee is rated as reaching a higher developmental level in the domain.
Achieving Performance Standard	This rating means that the trainee is on track with the expected development of clinical competencies in the domain. The level of supervision required by the student is at the expected level. Typically, this rating would be associated with observations by the supervisor of notable growth by the trainee over the course of the practicum.
Exceeding Performance Standard	This rating is used when the supervisor wishes to acknowledge that the trainee has exceeded expectations in a particular domain. Typically, the trainee has impressed the supervisor by demonstrating clinical skill or insight that was more sophisticated than expected for the stage of training.

Professional Domains

A. PROFESSIONALISM	Developmental Level			Performance Scale				
				(Note: Below Minimum Performance Standard and Exceeding Performance Standard ratings must be accompanied by a written justification in the comments section)				
1. Deportment (including attire and professional behaviors) is professionally appropriate for setting.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
2. The trainee forms and maintains productive and respectful relationships with students, peers/colleagues, supervisors, and professionals from other disciplines.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
3. Reports, progress notes and other required documentation are appropriate in content, length, and terminology; free of grammatical and spelling errors.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
4. Expressive skills: ability to communicate ideas, feelings, and information in verbal, non-verbal, and written forms.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
5. The trainee participates effectively in team meetings, staffing and other multidisciplinary meetings.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
6. The trainee is punctual for scheduled obligations; reliably and promptly fulfills work assignments.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
7. Displays an emerging professional identity as a school psychologist; uses resources (e.g., supervision, literature) for professional development.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
8. Student comes prepared to practicum with required materials and any advance preparation that is needed.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
Comments:								

B. KNOWLEDGE OF STRATEGIES OF SCHOLARLY INQUIRY	Developmental Level			Performance Scale				
				(Note: Below Minimum Performance Standard and Exceeding Performance Standard ratings must be accompanied by a written justification in the comments section)				
1. The trainee demonstrates familiarity with professional/scientific literature.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
2. The trainee demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
Comments:								

Competency Domains

C. SUPERVISION	Developmental Level			Performance Scale				
				(Note: Below Minimum Performance Standard and Exceeding Performance Standard ratings must be accompanied by a written justification in the comments section)				
1. Openness to supervision: The trainee is responsive to supervisor's observations and recommendations; provides sound theoretical/clinical justification when disagrees with supervisor.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
2. Communication with supervisor	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
3. Preparation for supervision	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
4. Effectively incorporates feedback into practice	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
5. Provides helpful supervisory input in peer and group supervision	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
Comments:								

D. DATA-BASED DECISION MAKING & PROGRAM EVALUATION (Includes assessment, intake, Program evaluation, and feedback activities)	Developmental Level			Performance Scale (Note: Below Minimum Performance Standard and Exceeding Performance Standard ratings must be accompanied by a written justification in the comments section)				
				Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
1. Rapport: Establishes rapport effectively and exhibits good interpersonal skills with students and staff (e.g., relaxed, empathic, perceptive, listens well, makes good eye contact, shows good judgment).	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
2. Test administration/scoring: The trainee is proficient with tests and assessment procedures, including scoring.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
3. Judgment in selecting assessment approaches: The trainee is able to develop an assessment strategy appropriate to individual student needs and/or referral question, or program evaluation.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
4. Interviewing: The trainee is able to perform an appropriately thorough interview yielding information useful in answering the referral questions (e.g., appropriate use of open-ended and direct questions; speaks at student's level of comprehension, observes student's behavior).	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
5. Understands and applies relevant psychological CONCEPTS (e.g., DSM-V). Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity, as appropriate.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
6. Report writing: The trainee is able to interpret test OR PROGRAM Evaluation data, formulate diagnostic conclusions, and provide recommendations that are comprehensive, specific, and pragmatic.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
7. Feedback: The trainee provides feedback effectively to school staff, family, and/or students, as relevant -about assessment results.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard

Comments:

E. CONSULTATION & COLLABORATION	Developmental Level			Performance Scale				
				(Note: Below Minimum Performance Standard and Exceeding Performance Standard ratings must be accompanied by a written justification in the comments section)				
1. Identifies literature relevant to consultation methods (assessment and intervention) within systems, student populations, or settings.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
2. Demonstrates appropriate collaborative skills in consultations with families, school staff, and other stakeholders.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
3. Accurately assesses needs of the other professionals, teams, parents, or programs requesting consultation and demonstrates knowledge of the consultant's role and limits.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
4. The trainee demonstrates knowledge and ability to select appropriate means of assessment to answer referral questions.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
5. The trainee uses good judgment in limiting consultation to area of skill/knowledge and scope of practice.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
6. The trainee responds to consultation requests and provides feedback in a timely manner; and informs the consultee of assessment findings; works well with team.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard

Comments:

F. INTERVENTIONS (E.G., CLASS or SCHOOLWIDE, SYSTEM, INDIVIDUAL, GROUP, ACADEMIC REMEDICATION, MENTAL HEALTH/SEL, ETC.)	Developmental Level			Performance Scale (Note: Below Minimum Performance Standard and Exceeding Performance Standard ratings must be accompanied by a written justification in the comments section)				
				Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
1. Knowledge and application of evidence-based practice: Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and student preferences appropriately.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
2. Rapport: The trainee establishes rapport effectively and exhibits good interpersonal skills with students, staff and/or families, (e.g., relaxed, empathic, perceptive, listens well, and shows good judgment).	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
3. Intervention plan: The trainee develops appropriate intervention plans utilizing at least one consistent theoretical orientation, with realistic and well-specified goals, including intervention alternatives, expected length of intervention, and specific strategies to be employed, etc.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
4. Effectiveness: The trainee is able to focus and manage intervention session(s) and is adept at applying appropriate behavioral and/or psycho-educational strategies.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
5. Implementation: The trainee is prepared for sessions, makes useful observations or insights, and follows up on assignments.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
6. Management of interpersonal dynamics: The trainee understands and manages boundaries, defensive or resistant responses, etc.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
7. Outcome: Has identified or used intervention monitoring methods which may include utilizing established outcome measures. Manages intervention closure effectively.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
Comments:								

G. INDIVIDUAL AND CULTURAL DIVERSITY	Developmental Level			Performance Scale (Note: Below Minimum Performance Standard and Exceeding Performance Standard ratings must be accompanied by a written justification in the comments section)				
				Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
1. The trainee is sensitive to diversity issues of gender, age, ethnicity, language, race, religion, sexual orientation and social/economic status.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
2. The trainee applies knowledge, sensitivity, and understanding regarding individual and cultural diversity issues to work effectively with diverse others in assessment, treatment, and consultation.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
Comments:								

H. ETHICAL, LEGAL, and PROFESSIONAL PRACTICE	Developmental Level			Performance Scale (Note: Below Minimum Performance Standard and Exceeding Performance Standard ratings must be accompanied by a written justification in the comments section)				
				Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
1. The trainee demonstrates intermediate level knowledge and understanding of the CPA Code of Ethics and other relevant ethical/professional codes, standards and guidelines.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
2. Demonstrates intermediate level knowledge and understanding of legal issues, laws, statutes, rules, and regulations related to the practice of psychology (e.g., PHIA and Child Abuse Reporting Guidelines).	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
3. Attitudes: honesty, integrity - includes openness to new ideas and a desire to help others (e.g., sharing workspace when necessary, assisting lost or confused students).	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
4. Demonstrates knowledge of and applies ethical decision-making to practice and dilemmas.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
Comments:								

PERSONAL DOMAIN

I. REFLECTIVE PRACTICE/SELF-ASSESSMENT/SELF-CARE	Developmental Level			Performance Scale				
				(Note: Below Minimum Performance Standard and Exceeding Performance Standard ratings must be accompanied by a written justification in the comments section)				
1. Reflective Practice. Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection-on-action); uses resources to enhance reflectivity; demonstrates elements of reflection-in-action.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
2. Self-Assessment. Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
3. Self-Care. Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice.	I	II	III	Not Applicable/Not Observed	Below Minimum Performance Standard	Developing Towards Performance Standard	Achieving Performance Standard	Exceeding Performance Standard
Comments:								

General Comments:

Please provide your overall impression of this trainee's current level of competence. We would particularly appreciate your input about the student's strengths and weaknesses, any concerns that continue, any positive or complimentary comments illustrating their performance, and if applicable the trainee's readiness to move to the next level:

Outcome:

I attest that all required administrative forms and reports for this practicum have been submitted to my supervisor.

Student Initials: _____

Final Grade by Supervisor

_____ The trainee **HAS** successfully completed the MIDTERM practicum requirements and is on track for successful completion.

_____ The trainee **HAS** had some difficulties reflected in MIDTERM practicum evaluation and a remediation plan is required.

_____ The trainee **HAS** successfully completed the ____Year 1 or Year 2____ practicum requirements.

_____ The trainee **HAS NOT** successfully completed the practicum requirements. A separate **remediation plan** has been set up that lays out additional requirements that the student must meet and which will be rated on a new form. If the student is not able to fulfill those additional requirements, then the student will fail the practicum.

_____ The trainee **HAS NOT** successfully completed the practicum requirements. The student's level of performance was below the minimal standard for supervised professional practice and judged to be below the level that could be addressed through an additional remediation plan.

One-Page Summary of Cases (for final evaluation only):

-Trainees are required to prepare a one-page summary of their work during the practicum. This should include the number and type of cases the student has seen, specific issues related to diversity (e.g., cultural, disability, sexual orientation, etc.), therapeutic or psychoeducational approaches used, and the outcome of intervention or assessment (**N.B: do not include student, staff, or family names, but you may include your site supervisors' names, particularly if this varied for different cases or activities**).

-Please append on a separate sheet and have your supervisor initial the summary.

Trainee Comments (if any):

Signatures:

We have reviewed this evaluation together:

Supervisor: _____ Date: _____(DD/MM/YYYY)

Supervisor: _____ Date: _____(DD/MM/YYYY)

Supervisor: _____ Date: _____(DD/MM/YYYY)

University Supervisor: _____ Date: _____(DD/MM/YYYY)

I have received a full explanation of this evaluation. I understand that my signature does not necessarily indicate my agreement:

Trainee: _____ Date: _____(DD/MM/YYYY)

Appendix H: Program Courses

All courses are 3 Credits unless specified

PSYC 7012 - Ethics, History and Profession of School Psychology 1

An overview of the fundamental concepts and issues of professional School Psychology. Ethical, professional, regulatory and legal issues pertaining to the practice of school psychology are examined. Also examined are the history of school psychology and the organization of educational systems. Students may not hold credit for both PSYC 7012 and the former PSYC 7010 (017.701). Prerequisite: permission of instructor required for non-School Psychology students.

PSYC 7022 - Psycho-educational Assessment and Measurement 1

Designed to provide students with training in the basic principles of psychological assessment and related measurement concepts, highlighting the process of data-based decision making. Emphasis will be placed on how information from a variety of psycho-educational sources is used to identify profiles for planning intervention programs. Students may not hold credit for both PSYC 7022 and the former PSYC 7020 (017.702). Prerequisite: permission of instructor required for non-School Psychology students.

PSYC 7024 - Psycho-educational Assessment and Measurement 2

A continuation of training in the basic principles of psychological assessment and related measurement concepts, highlighting the process of data-based decision making. Emphasis will be placed on how information from a variety of psycho-educational sources is used to identify profiles for planning intervention programs. Students may not hold credit for both PSYC 7024 and the former PSYC 7020 (017.702). Prerequisite: permission of instructor required for non-School Psychology students.

PSYC 7030 - Learning and Cognitive Impairment

(Formerly 017.703) An examination of cognitive and medical disorders that have a direct impact on learning, including disabilities, reading failure, Intellectual Developmental Disorders, Attention Deficit Hyperactivity Disorder, pervasive development disorders (e.g., autism), fetal alcohol syndrome, and co-occurring conditions. Effective compensatory interventions and social, behavioural and affective consequences will be emphasized. Prerequisite: permission of instructor required for non-School Psychology students.

PSYC 7040 - Teaching Strategies, Learning Styles, and Academic Remediation

(Formerly 017.704) Provides an overview of basic theories of learning as applied to effective classroom instruction. Knowledge of individual differences in learning and principles of best practices in classroom instruction will be applied to the development of effective and curriculum adaptations for students with specific academic problems. Prerequisite: permission of instructor required for non-School Psychology students.

PSYC 7050 - Junior Practicum in School Psychology

(Formerly 017.705) Supervised practice with school children in a field setting. Emphasis on development of skills in assessing intelligence, academic skills and social-emotional difficulties, and on communication of findings to parents, teachers, and school administrators through written and verbal reports. Pass/Fail course. Prerequisite: permission of instructor.

PSYC 7060 - Senior Practicum in School Psychology (6.0 Credit hours)

(Formerly 017.706) Supervised practice in a school setting. The focus is on development of skills relevant to case conceptualization, intervention, and supervision of junior practicum students. Pass/Fail course. Prerequisites: PSYC 7050 (or 017.705), permission of instructor.

PSYC 7070 - Social, Emotional, and Personality Assessment of Children/Youth

(Formerly 017.707) An overview of theory, research, and the educational implications of social, emotional, and personality assessment of children and adolescents. A variety of methods are examined with an emphasis on empirically-supported practices in the assessment of psychopathology and socio-emotional functions. Prerequisite: permission of instructor required for non-School Psychology students.

PSYC 7080 - Child/Youth Psychopathology

(Formerly 017.708) Examines mental health conditions, covering a range of internalizing and externalizing disorders in children and youth. Biopsychosocial and ecological models, risk and resiliency, and developmental and cultural issues are examined. Structured and semi-structured diagnostic interviews are reviewed. Prerequisite: permission of instructor required for non-School Psychology students.

PSYC 7090 - Behavioural Assessment and Intervention in School Settings

Behavioural management strategies and techniques for children and adolescents who present with serious disruptive and/or emotional and behavioural disorders in schools. A wide range of techniques and strategies are considered. Prerequisite: permission of instructor required for non-School Psychology students.

PSYC 7120 - Consultation and Supervision

(Formerly 017.712) An examination of theories and models of school-based consultation and collaboration. Practice with techniques and procedures associated with effective consultation with teachers, school administrators, and parents. Prerequisite: permission of instructor required for non-School Psychology students.

PSYC 7130 - School Psychology Research Design and Program Evaluation

(Formerly 017.713) Provides students with knowledge and skills needed to understand, design, and conduct evaluations of intervention programs for individuals experiencing academic or behaviour difficulties in school. Addresses the aims, theories, and methods of program evaluation, including relevant research design and statistical methods. Prerequisite: permission of instructor required for non-School Psychology students.

PSYC 7200 - Quantitative Methods in Psychology 1 THESIS STREAM ONLY

An introduction to descriptive and inferential statistics as it relates to the analysis of psychological data. Topics such as shapes of distributions, measures of central tendency and variability, hypothesis testing, and interval estimation, single and multifactor analyses, classical and robust methods of analysis will be discussed.

PSYC 7210 - Quantitative Methods in Psychology 2 THESIS STREAM ONLY

Applied statistics for psychologists, with a focus on regression analysis, linear models, and generalized linear models. Emphasis will be placed on the application of statistical methods and computer software in psychological research. Not to be held with the former PSYC 8420 (017.842). Prerequisite: PSYC 7200 or permission of instructor.

EDUA 7710 - Development in Learning Environments

(Formerly 129.771) Explores recent advances in developmental psychology as they apply to learning in classrooms and other education-related settings. Emphasis will be given to cognitive change, but motivation and social skill development will also be considered as they relate to cognitive development. Students may not hold credit for both EDUA 7710 (or 129.771) and the former 043.724 or 043.708.

EDUA 7712 – Working with Family, School, and Community Systems

Examining the effective development and implementation of support teams in school settings to establish collaborative and respectful partnerships between families, schools, and specialists. Not to be held with EDUA 7740 titled Working with Family, School, & Community Systems.

PSYC 7820 – Interventions 1

This course examines empirically-supported interventions ranging from primary through tertiary prevention/intervention efforts directed at individuals, groups, and families, as well as classroom- and school-based intervention and prevention programs to promote a range of adaptive outcomes and intervene in a range of maladaptive pathways. Prerequisite: permission of instructor required for non-School Psychology students.

PSYC 7830 – Interventions 2

This course examines empirically-supported interventions ranging from primary through tertiary prevention/intervention efforts directed at individuals, groups, and families, as well as classroom- and school-based intervention and prevention programs to promote a range of adaptive outcomes (e.g., social competence, positive peer relations) and intervene in a range of maladaptive pathways (e.g., development of internalizing and externalizing problems and disorders). The course briefly introduces some specific programs available to assist in intervention design; however, the focus is on broad theoretical principles and aspects of evidence-based perspectives. Opportunities to integrate assessment and intervention will be presented throughout the course. Prerequisite: PSYC 7820 (C+).