

PSC Practicum Contract For WRHA Sites (2011)

Date _____

Term/Year _____
(ie. Winter 2010)

Practicum Type: **External Specialty**

Check Practicum Number:

Specialty 1
PSYC 7930
Level 3 ____

Specialty 2
PSYC 7940
Level 4 ____

Specialty 3
PSYC 7950
Level 5 ____

Specialty 4
PSYC 7952
Level 6 ____

Specialty 5
PSYC 7954
Level 7 ____

Specialty 6
PSYC 7956
Level 8 ____

General Practicum Guidelines

Each practicum involves a minimum of 150 hours of **clinical activity** and should usually not exceed 200 hours without director's permission. This is the figure the Director of Clinical Training will use in describing the student's practicum experience to potential internship sites. Clinical activity includes all of the activities involved in practicum, such as seeing clients, being in supervision, doing intake interviews, writing process notes, preparing treatment plans, writing reports, scoring tests, making phone calls, reviewing tapes, and attending PSC in-services. During the 13-week term the student will spend a minimum average of about 10-12 hours per week in PSC activity. Students are strongly advised to keep a log of their actual hours spent on practicum (including client contact, supervision time, and total clinical activity), as a detailed record of clinical hours will be a required on internship applications. Modifications of these guidelines should be clearly outlined in this contract and approved by the director.

Specialty External Practica Only

All specialty practica must be approved by the Director of Clinical Training Prior to commencement. Approval of external specialty practica will be confirmed through written correspondence from the Director of Clinical Training to the proposed supervisor and will be copied to the student, Psychology Graduate Office, and WRHA (if the practicum is within WRHA jurisdiction). Evaluation dates and a competency evaluation form will be included.

Supervisor(s): _____

Trainee: _____

Location: _____

Time Involved: _____

Client Population and Clinical Setting: _____

Goals and Requirements: _____

Supervision: _____

Confidentiality Statement
Psychological Service Centre
University of Manitoba

The Psychological Service Centre is legally and ethically responsible to operate the clinic and all its teaching functions in accordance with applicable privacy legislation (including PHIA and FIPPA), the Canadian Psychological Association Code of Ethics, American Psychological Association Code of Ethics, the Registration Guidelines of the Psychological Association of Manitoba, and the policies of The University of Manitoba.

All faculty, staff and students are responsible to know and understand these rules, and to comply with all their obligations there under. Any breach must be reported to the Director of Clinical Training immediately. Ignorance of these rules is not an acceptable excuse. Those in breach of these requirements may face disciplinary action, up to and including suspension, dismissal, or termination.

More detailed information may be found in the orientation manual.

FIPPA/PHIA

(http://umanitoba.ca/admin/governance/governing_documents/community/244.htm)

CPA

(<http://www.cpa.ca/cpsite/userfiles/Documents/Canadian%20Code%20of%20Ethics%20for%20Psycho.pdf>)

APA

(<http://www.apa.org/ethics/code/index.aspx>)

Approved by:

Supervisor(s)

Date

Practicum Student

Date

Director of Clinical Training

Date

**Director of Training
Clinical Health Psychology
(WRHA)**

Date

Memo: *Registration for practica essential for liability coverage*

To: Clinical students and faculty
From: Dr. Ed Johnson, Director, Clinical Training

I am writing to remind you that it is essential that all clinical students be fully registered for clinical practica (including summer practica) prior to the commencement of practica. Failure to do so leaves the student, supervising faculty, and the clinical program at risk and significant personal liability for legal costs and damages should any harm occur and a lawsuit ensue in the course of practica. Unless students are registered for practica, their clinical activities may not be recognized by the university as part of their training and thus may not be covered by the university's liability insurance.

It is the student's responsibility to ensure that their practicum registration is complete prior to the commencement of practica. Failure to do so may result in disciplinary action.

May 31st, 2006

Edward Johnson, Ph.D., C.Psych.
Associate Professor

THE PSYCHOLOGICAL ASSOCIATION OF MANITOBA

CORE COMPETENCIES FOR PROFESSIONAL PRACTICE IN PSYCHOLOGY

The Psychological Association of Manitoba evaluates all applicants for registration as a psychologist for preparation in five areas of knowledge and skill for professional practice: **Interpersonal Relationships, Assessment & Evaluation, Intervention & Consultation, Ethics & Standards, and Research**. To assist in making this evaluation, the Association has adopted the following definitions of the five areas of knowledge and skills:

1. Interpersonal Relationships

This basic competency forms part of all the other competencies. Psychologists normally do their work in the context of interpersonal relationships (parent-child, spouses, boss-employee, etc.). They must therefore be able to establish and maintain a constructive working alliance with their clients, and possess adequate cultural competency.

Required knowledge:

- (a) Knowledge of theories and empirical data on the professional relationship, such as interpersonal relationships, power relationships, therapeutic alliance, interface with social psychology, and more specific knowledge of the fluctuations of the therapeutic/professional relationship as a function of the intervention setting.
- (b) Knowledge of self, such as motivation, resources, values, personal biases, and factors that may influence the professional relationship (e.g. boundary issues).
- (c) Knowledge of others, such as the macroenvironment in which the person functions (work, national norms, etc.) and the microenvironment (personal differences, family, gender difference, etc.).

Required Skills:

Effective communication, establishment and maintenance of rapport, and establishment and maintenance of trust and respect in the professional relationship.

Evaluation:

The required knowledge and skills in interpersonal relationships are evaluated on the basis of supervised experience, references, and an oral examination.

2. Assessment and Evaluation

A competent professional psychologist draws on diverse methods of evaluation, determining which methods are best suited to the task at hand, rather than relying solely or primarily on the formalized testing as an automatic response to situations requiring assessment. The appropriate subject of evaluation in many instances is not an individual person but a couple, family, organization, or system at some other level of organization.

The skills required for assessment can and should be applied to many situations other than initial evaluation, including, for example, treatment outcome, program evaluation, and problems occurring in a broad spectrum of non-clinical settings. The primary purpose of psychological assessment is to provide an understanding that informs a practical plan of action. It may result in a diagnostic classification or in the identification of strengths or competencies.

Required knowledge:

Assessment methods, knowledge of populations served, human development, and diagnosis. All applicants are expected to demonstrate graduate training in assessment and evaluation. In addition, applicants will be evaluated on their formal preparation to formulate and communicate diagnoses.

Required skills:

Formulations of a referral question, selection of methods, information collection and processing, psychometric methods, formulation of hypotheses and making a diagnosis when appropriate (see note above), report writing, and formulation of an action plan.

Evaluation:

The required knowledge and skills in assessment and evaluation are evaluated on the basis of graduate courses in the psychology degree program, supervised practice, and an oral examination.

3. Intervention and Consultation

The intervention competency is conceptualized as activities that promote, restore, sustain, and/or enhance positive functioning and a sense of wellbeing in clients through preventative, developmental, and/or remedial services. A broad, comprehensive vision of the intervention competency should include explicitly theory as well as the following knowledge and skills.

Required knowledge:

The learning of an array of varied interventions with individuals and systems (e.g., couples, families, groups, and organizations), a respect for the positive aspects of all major approaches (which should reflect an openness to varied viewpoints and methods), awareness of when to make appropriate referrals and consult, awareness of context and diversity, and knowledge of interventions that promote health and wellness.

Required skills:

Establish and maintain professional relationships with clients from all populations served, establish and maintain appropriate interdisciplinary relationships with colleagues, gather information about the nature and severity of problems and formulate hypotheses about the factors that are contributing to the problem through qualitative and quantitative means, select appropriate intervention

methods, and analyze the information, develop a conceptual framework, and communicate this to the client.

Evaluation:

The required knowledge and skills in intervention and consultation are evaluated on the basis of graduate courses in the psychology degree program, supervised experience, and an oral examination.

4. Research

Professional psychology programs should include research training such that it will enable students to develop: a basic understanding of and respect for the scientific underpinnings of the discipline, knowledge of methods so as to be good consumers of the products of scientific knowledge, and sufficient skills in the conduct of research to be able to develop and carry out projects in a professional context and, in certain cases, in an academic context with the aid of specialized consultants (e.g. statisticians).

Required knowledge:

Basic knowledge of research methods and of the applications of scientific research, including applied statistics and measurement theory, the logic of different models of scientific research (from laboratory experimentation to quasi-experimental and field research), and qualitative research methods (including observation and interviewing), etc., particularly with respect to the nature of reliability and validity in the gathering and interpretation of qualitative data.

Required skills:

Critical reasoning skills, applications of various research approaches to social systems, and the ability to write professional reports.

Evaluation:

The required knowledge and skills in research are evaluated on the basis of graduate courses in the psychology degree program and a completed graduate research project.

5. Ethics and Standards

Professionals accept their obligations, are sensitive to others, and conduct themselves in an ethical manner. They establish professional relationship within the applicable constraints and standards.

Required knowledge:

Ethical principles, standards of professional conduct, responsibilities to clients, society, the profession, and colleagues, awareness of potentially conflicting principles, standards for psychological tests and measurements, standards for conducting psychological research, and jurisprudence and local knowledge.

Required skills:

Ethical decision-making process, proactive identification of potential ethical dilemmas, and resolution of ethical dilemmas.

Evaluation:

The required knowledge and skills in ethics and standards are evaluated on the basis of graduate courses in the psychology degree program, supervised experience, a written examination, and an oral examination.