



Practicum Expectations and Supervision Contract

1. Student Information:

Form for student information including Name of student, Home Address, Telephone (Home, Office, Cell), Email address, Preferred mode of contact, and Emergency Contact (Name, Phone).

2. Practicum Details:

Table for practicum details with columns for Practicum (o1, o2, o3), Total Hours Required, Start Date, and End Date.

Practicum Placement:

Form for practicum placement including Organization Name, Address, Phone, and Fax.

Form for Primary Supervisor including Name, Phone, and Email.

Form for Secondary Supervisor(s) (if applicable) including Name, Phone, and Email for multiple supervisors.

Practicum Expectations

All practicum sites will offer different opportunities for students. During the initial meeting with the student, their site supervisor and their practicum program supervisor conclusions will be made regarding which specific opportunities are available to the student at their practicum site and the expectations of their experience there. Students are expected to ensure they follow up with these opportunities. Students are expected to inform their practicum program supervisor of any unusual circumstances that may prevent them from meeting the expectations outlined during this meeting.

Please check all opportunities the student will have access to at this practicum site:

Professional Development

- Report writing and case note submission for all assessments and interventions
- Examine research informed practice
- Professional development meetings
- Conduct professional seminars
- Develop listening and communication skills
- Inter-disciplinary teamwork
- Conduct evidence-informed decision making

Assessment

- Conduct more than one child assessment
- Report on more than one child assessment
- Conduct and report on assessment for various modalities (e.g., individual, group, couple, family, etc.)
- Conduct and report on assessment for a variety of child issues
- Conduct and report on assessment for a range of human diversity (cultural, gender, ethnic, etc.)
- Make logical treatment recommendations based on results of the assessment

Intervention

- Identify and target behaviours and create an intervention
- Use a variety of intervention strategies
- Use interventions for various treatment modalities (e.g., individual, group, couple, family, etc.)
- Use interventions for a variety of child/family issues
- Use interventions for a range of human diversity (cultural, gender, ethnic, etc.)
- Exposure to direct intervention implemented by other disciplines (e.g., speech and language)

Supervision

- Minimum one hour per week of supervision
- Observe site supervisor
- Hear feedback and use it in a constructive and productive manner
- Receive feedback regarding case notes/progress notes
- Accompany practicum supervisor during intervention activities
- Accompany practicum supervisor during assessment activities
- Examine one's own strengths, weaknesses and biases and the impact they have on professional functioning

Consultation

- Become familiar with other community agencies
- Refer clients or case co-ordinate with other community agencies
- Develop interpersonal relationships (therapeutic relationship, professional rapport, etc.)
- Consultation with schools
- Consultations with parents
- Consultations with inter-professional team

Please list other unique opportunities or expectations specific to this practicum site the student will have access to (if applicable):

Supervision Contract

Students in the School and Applied Child Psychology field of study are expected to complete three separate professional training practica. The practicum placements provide opportunities for professional introduction to the field, introduces student to general roles and responsibilities of school psychologists and serves as the initial training component under the supervision of a licensed psychologist. Over the course of the practicum training, each student must achieve a minimum of 600 hours and no more than 1000 hours of practicum training. As part of this training experience, at least 300 hours of supervised practicum training must be devoted to direct, face-to-face contact with children and families. As part of the Best Practices initiative around supervisory relationships, this form was designed to address a variety of issues related to practicum placements.

Instructions

The purpose of this contract is to make explicit the learning conditions, expectations, styles and preferences as well as the needs of the student and the requirements of the supervisor and setting.

It is the responsibility of the student and the supervisor to review and discuss the items in this contract and to negotiate a contract which is acceptable to bot parties prior to or at the beginning of the practicum placement. The student may complete any sections in advance of a meeting in parathion for the discussion. The process is important, and the content is intended to provide signposts for conducting a dialogue between the supervisor and student.

The contract should be reviewed with an “expectation check” after 4-6 weeks and at which point any revisions could be noted and the contract is signed off by both parties. Following this, the practicum supervisor in the setting retains a copy. The student also retains a copy and provides a copy to the Coordinator of Practicum Placements.

1. Basic Arrangements (to be completed during contracting session)

a. Number of direct client hours required	
b. Agreed upon hours/week	
c. Agreed upon days in attendance (note any flexibility)	
d. Number of days per week student is expected to attend practicum	
e. Agreed upon time(s) of day for practicum	
f. Agreed upon office location	
g. Amount of supervision/week	
h. Agreed upon supervision times (if known)	
i. Amount of delegated supervision	
j. Amount of group supervision	
k. Type of client(s)	
l. Documentation of supervision	
m. Back up supervision	
n. Title to be used by student in setting	
o. Documents to be submitted prior to starting	
p. Pre-practicum health requirements	
q. Police check requirements	

3. Accommodation needs of student (if required)

4. Learning Objectives

These are specific learning areas on which to focus during this practicum, not just list of activities in which the student will be involved.

Rate each as either 1 = High Priority, 2 = Medium Priority, or 3 = Low Priority or Not a priority for this placement.

Note: Probably no more than 3-5 high priority areas should be selected.

a. Assessment/Diagnosis

- _____ i. Practice on administration of intellectual tests
- _____ ii. Learning to use new intellectual/cognitive tests
- _____ iii. Practice in using personality/other tests
- _____ iv. Selecting appropriate tools for case
- _____ v. Improving interpretation of psychometric tests
- _____ vi. Gaining experience in interviewing skills
- _____ vii. Learning structured diagnostic interviews
- _____ viii. Learning risk assessment (suicide/violence)
- _____ ix. Learning specific assessment tools (specify) _____
- _____ x. Learning specific assessment procedures (e.g., PCA, legal, insurance, etc.)
- _____ xi. Writing reports
- _____ xii. Case formulation
- _____ xiii. Differential Diagnosis
- _____ xiv. Making recommendations
- _____ xv. Communicating a diagnosis
- _____ xvi. Other _____

b. Intervention

i. Expanding knowledge of evidence base

ii. Practicing specific therapy technique (specify)

iii. Establishing a therapeutic alliance

iv. Working with difficult clients

v. Improving self-awareness/reflective thinking

vi. Individual therapy

vii. Working with families

viii. Assessment of change

ix. Learning background theories of therapies

x. Other

c. General

i. Specific Client populations/diagnoses (specify)

ii. Working with multidisciplinary teams

iii. Consulting to other professions

iv. Dealing with ethical dilemmas

v. Diversity and cultural competency

vi. Becoming more confident/autonomous

vii. Handling vicarious trauma/stress

viii. Working with larger systems

ix. Supervising others

x. Understanding legislative issues

xi. Conducting program evaluation/research

xii. Other

5. Supervision Methods and Approaches (mutually agreed upon)

- a. Regular formal meetings
- b. Informal discussion/drop-in availability
- c. Use of direct observation
- d. Use of audio feedback
- e. Use of video feedback
- f. Use of roleplay
- g. Student review of video/audio tapes
- h. Live modelling by supervisor
- i. Co-therapy (ongoing)
- j. Shared case responsibility
- k. Regular verbal feedback
- l. Regular written feedback
- m. Review of written reports/case notes
- n. Assigned readings
- o. Focus on transference/counter transference
- p. Focus on treatment adherence
- q. Focus on clinical problems
- r. Focus on interpersonal process in therapy
- s. Student-directed agenda items
- t. Supervisor-directed agenda items
- u. Focus on student's professional growth
- v. Focus on student's technical skill development
- w. Other _____

6. Theoretical orientation and preferred models

Supervisor

Student
(current exposure)

Student
(desired exposure)

7. Student/Supervisor Relationship: Style and Conflict Resolution

a. Student
Self-Perceived Strengths

b. Student
Self-Perceived areas of growth

c. Supervisor
Self-perceived Style
(structure/unstructured, etc.)

d. How conflicts will be addressed:
(For example, discuss steps in a procedure or who else might be involved)

i. Interpersonal:

ii. Case related/theroretical

iii. Relating to the evaluation(s)

The Supervisor and Supervisee agree with the content of this contract and agree to abide by the relevant procedures and policies set out by the host agency regarding supervision of students and the Faculty of Education Graduate Programs Office, Western University.

Students, please initial the box to the right that you have read and understand the Professional Conduct Standards:

I agree to comply with all requirements under the legislation and regulations relevant to the service and The Standards of Professional Conduct (2017)

Supervisor Signature:

Date:

Student Signature:

Date: