

# **University *of* Hartford**

**DEPARTMENT OF PSYCHOLOGY**

**GRADUATE INSTITUTE OF PROFESSIONAL PSYCHOLOGY**

**DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY**

## **Student Handbook**

### **Part 2: Practicum Policies & Procedures**

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# CLINICAL PRACTICUM IN THE PSY.D. PROGRAM

## OVERVIEW OF THE PSY.D. PROGRAM

The University of Hartford's Graduate Institute of Professional Psychology offers an APA-accredited ([www.apa.org](http://www.apa.org)) program of study and training leading to the Doctor of Psychology (Psy.D.) degree in Clinical Psychology. The program seeks to develop highly competent, compassionate clinical psychologists who are skilled in the delivery of direct services, effective in consultation to community agencies, knowledgeable about current empirical and theoretical developments, capable of designing and critically evaluating clinical services, and able to assume positions of leadership. As a member of the National Council of Schools and Programs of Professional Psychology (NCSPP), the Psy.D. Program endorses and incorporates NCSPP's resolutions and guidelines concerning standards, curriculum, and diversity in the preparation of professional psychologists.

### Practitioner/Scholar Training

The Psy.D. Program follows the Practitioner/Scholar training model. The primary commitment of this model is the preparation of students as scholarly-informed clinicians who can develop productive careers in a variety of settings. Practice-focused course work and supervised practical experiences provide the opportunity to develop skills in the assessment of behavior, personality, and intellectual functioning, and in clinical interventions with children, adults, couples, families, and groups. Courses, clinical practica, the predoctoral internship, and the dissertation project all serve to expose students to scholarly research and theory as it is implemented in psychological practice. The program's training approach emphasizes ethical practice, professional development, and inter-disciplinary relations. Students are encouraged to be active members of state and national professional organizations.

### Program Requirements and Curriculum

Academic requirements include foundation courses in individual differences, in the social, cognitive-affective, and biological bases of behavior, and in clinically focused courses in psychological assessment, intervention, and research. Degree requirements include two years of clinical practica, a one-year predoctoral internship, and a dissertation project. The complete degree requirements for the Psy.D. degree are described in detail in the *GIPP Student Handbook: Program Overview*.

## PHILOSOPHY OF PRACTICUM TRAINING

The Psy.D. Program views clinical training as a central component of its mission to develop highly competent professional psychologists. The practicum experiences are a highly valued part of the Psy.D. Program and provide the opportunity for students to integrate their knowledge of psychological research, theory, and practice. Through face-to-face encounters with clients, supervisors, and members of other mental health disciplines, students learn the knowledge, skills, attitudes, and ethics of the profession. Site supervisors are considered partners with Psy.D. Program faculty in developing competent future psychologists.

Our view of clinical training is consistent with the American Psychological Association (APA) accreditation standards and the guidelines for professional psychology training developed by NCSPP. We believe that the developmental and interpersonal process of clinical training should be purposeful and directed. We emphasize a multitheoretical, generalist approach with an emphasis on diversity, ethics, and socialization into professional psychology:

1. **Training as generalists:** It is our intent and obligation to educate students as broadly as possible in the general practice of psychology at the doctoral level, in preparation for specialization at the postdoctoral level. The initial training of our students is best accomplished by those practicum placements that also value generalist training. Students can acquire increasing levels of specialization through more advanced practica or internship training. Students in the Child and Adolescent Track are also offered the opportunity to do practica at child, adolescent and family sites.

2. **Training is purposeful and directed:** (For students in both the Generalist and Child and Adolescent Tracks) the ideal practicum placement will occur at a site that places a high value on the training of psychology students. The practicum supervisor should have a training philosophy and work with the student to develop an organized series of training experiences. The practicum experience should be differentiated from supervised work in that the student is identified as a trainee and given responsibilities that provide maximum potential for learning. Both student and supervisor should understand the goals of the training experience, and periodic progress evaluations are used to update training goals.
3. **Training is developmental:** Training in clinical psychology is a process that progressively develops a student's knowledge and skills. Students come to the Psy.D. Program with a variety of past experiences, abilities, and training needs. During the first year of the Psy.D. Program, students are exposed to the foundations of psychological knowledge through coursework in psychopathology, personality, and the basic skills of psychological assessment and treatment. Students who are part of the Child and Adolescent Track may do a Prepracticum at an approved site. In the second year, students begin a first practicum with an emphasis on exposure to a variety of assessment and treatment services. Experience in the first practicum is complemented by further academic preparation in professional ethics, advanced psychological assessment, human diversity, family therapy, and cognitive-affective bases of behavior. In the third year, students broaden and deepen their clinical knowledge and skills, building on experiences from the first practicum. Elective course offerings are designed for the student to gain knowledge in chosen areas of clinical service delivery. In the fourth and fifth years, students focus on completion of the predoctoral internship and the doctoral dissertation.
4. **Training values diversity and contextual sensitivity:** The Psy.D. Program supports the values and practices of affirmative diversity in all aspects of its community. Affirmative diversity enhances the quality of both educational and interpersonal experiences by upholding the fundamental value, respect, and positive acceptance of individual and cultural differences. Affirmative diversity appreciates differences based on race, ethnicity, gender, socio-economic status, religion, sexual orientation, age, physical challenge, and learning disability. We value equal access to training opportunities for all of our students. In turn, each student's training should include experiences with clients from various cultural and ethnic backgrounds.
5. **Training is multi-theoretical:** In the Psy.D. Program, clinical psychology is viewed as a discipline encompassing a wide range of accepted theories. By bringing together faculty and supervisors who can articulate different perspectives, the program seeks to broaden the student's knowledge and appreciation of the multiple viewpoints within psychology. Over the course of academic and practicum training, the student should have exposure to a variety of theoretical perspectives on human functioning and clinical intervention.
6. **Training is an interpersonal process:** Understanding the process and dynamics of therapeutic and supervisory relationships is an essential component of developing psychotherapeutic skill. Mutual processing of the supervisory relationship helps a student to maintain a positive working relationship and to learn a model for how such processing can enhance therapeutic endeavors. Supervision should be student-specific, with attention to the individual student's needs, style, and strengths, and should help the student attend to issues of personal experience and development that affect his/her therapeutic activities.
7. **Training incorporates a focus on ethics and professional socialization:** Students must be aware of the profession's goal of promoting human welfare. Students are trained in the application of APA's *Ethical Principles of Psychologists and Code of Conduct* (2010) in clinical practice. The student's training in ethical practice is aided by supervision in managing ethical dilemmas. Additionally, students are expected to become socialized in the profession of psychology by their interaction with multiple role models in the field. Both the overt and intangible values of the profession are to be promoted through all interactions with professional staff at the practicum site.

## PRACTICUM POLICIES AND PROCEDURES

Each student in the Psy.D. Program is required to obtain supervised clinical experience during their doctoral training in the form of two, year-long, part-time clinical practica which take place during the second and third years in the academic sequence. Each of the two practicum years is ordinarily spent at a different practicum site in order to broaden the student's exposure to professional activities.

A practicum is an arranged program of supervised training at a facility or institution that provides psychological services. Examples of such facilities include medical centers, residential treatment programs, outpatient mental health clinics, child guidance centers, correctional facilities, therapeutic schools, and organized group practices. In these settings, the student is required to provide clinical services including psychological assessment, psychotherapy, consultation, and/or clinical case management. The specific professional activities at the practicum site are negotiated at the time of the training agreement and reflect both the training needs of the student and the service delivery needs of the institution.

To ensure that students receive high quality clinical training which meets nationally recognized professional standards and the students' training needs, the Psy.D. Program maintains a liaison with all practicum sites. The faculty collaborates with practicum supervisors to develop training opportunities, place students, resolve problems during the training year, and evaluate students' progress at mid-year and at end-of-year. These functions are the responsibility of the Seminar Leaders and the Coordinator of Practicum Training, whose roles are described below.

### Practicum Participants

1. **Students:** Students who have successfully completed the first year of coursework, a Pre-practicum placement, if required, and who are in Good Standing in the Psy.D. Program are eligible to apply for practicum placement. **Students attempting to secure their first Practicum should complete their first Practicum at a site that has a minimum of a one-year affiliation with GIPP.** Subsequent Practica may be completed out-of-state, with the approval of the Coordinator of Practicum Training. Continuation in practicum is contingent upon the student's Good Standing in the Psy.D. Program. Any student who suspends or terminates his/her affiliation with the Psy.D. Program is no longer eligible to continue practicum activities in progress. Enrollment in a 3<sup>rd</sup>-year practicum is contingent on successful completion of a 2<sup>nd</sup>-year practicum.
2. **Site Supervisors:** Site Supervisors are considered Adjunct Clinical Faculty of the Psy.D. Program. Primary supervisors are doctoral-level, licensed clinical psychologists who hold current state licensure to practice psychology. Most secondary supervisors will be psychologists at similar levels of certification; however, members of other disciplines and license-eligible psychologists actively pursuing licensure may be considered as secondary supervisors based on their particular level of expertise. It is expected that all supervisors are familiar with the goals and mission of the Psy.D. Program, have read and understand the *Clinical Practicum Manual*, and will abide by all its policies and procedures. Supervisors are expected to cooperate with site visits, student evaluation procedures, and requests for information.; failure to do so may result in the recommendation that an individual no longer serve as a supervisor for our program. Supervisors are also expected to have some training in supervision (e.g., coursework, independent reading, workshops, years of experience), documented on their CVs. It is our hope that all of our supervisors value clinical training, and will be superlative role models for our students in that regard. **When taking on a psychology trainee, the supervisor also agrees to insure that the trainee is not placed in a situation of discrimination or sexual harassment, either by the supervisor, other employees of the site, or by clients at the site. Reports of this by students will be taken seriously and will be directly followed up by the Coordinator of Practicum Training.**
3. **Seminar Leaders:** While in the second year of the Psy.D. Program, students are enrolled in the Professional Practice Seminar (CPS 616 and 617) as a required part of the academic program. In the third year, students take the Case Conference Seminar (CPS 740 and 741). These seminars serve as a forum where students engaged in practica can present cases, discuss their practicum experiences, and integrate their clinical work with their theoretical learning. The Seminar Leaders are faculty of the Psy.D. Program who act as the clinical advisors for all students in his or her seminar.

The Seminar Leaders also serve as the primary Psy.D. Program liaison with the practicum supervisors. They visit the training site of each student at least once during the year to meet with the primary supervisor. Additional responsibilities of the Seminar Leaders include: review of the *Clinical Practicum Agreement* forms

that are completed in preparation for the training year; completion of evaluative materials on student training and competence; and regular meetings with the Coordinator of Practicum Training.

4. **Coordinator of Practicum Training:** The Coordinator of Practicum Training is responsible for the continued development, implementation, and oversight of the practicum system including the day-to-day administration of all practicum-related activities. The Coordinator serves as the Program's liaison with each practicum agency, consulting to agencies wishing to develop training opportunities for our students, approving practicum arrangements on behalf of the Program, and maintaining practicum information resources. S/he is responsible for developing and disseminating all policies and procedures that apply to practica, as well as for interpreting and applying those policies to specific situations which may arise. The Coordinator maintains a comprehensive database of practicum opportunities and of each student's clinical training record. S/he is available to students and Seminar Leaders for consultation around practicum-related matters.

## Practicum Activities

1. **Time:** Students are required to complete a minimum of 500 hours of practicum activity per year, usually completed over a nine-month academic period, from September through May\*. To meet this requirement, students are present at the practicum site for 16-20 hours per week, divided over two to three days. The exact time required at any one practicum site is determined by supervisor and student agreement. Any deviations from these time commitments must be approved by the Coordinator of Practicum Training. Students and Site Supervisors negotiate the weekly schedule before the start of the practicum. As a general rule, about half of the student's time at the practicum site should be devoted to providing direct service while the other half is devoted to supervision and other training activities. The proportion of time spent in direct clinical service may vary over the course of the practicum year (e.g., fewer direct contact hours as a student begins, progressing to more hours at the end of the year).

\*Note: At some sites, particularly school settings, students are required to work at practicum through the end of the school year in June to assure continuity of care to their clients, as well as to participate in end-of-year termination activities at the school. Any new Practicum placements initiated after May 15 will require a separate Summer Practicum Agreement.

2. **Clinical Activities:** The practicum experience should be a rich clinical experience with attention to maximizing the student's clinical and professional learning. The specific professional activities at the practicum site reflect both the training needs of the student and the service delivery needs of the institution and are determined collaboratively by the Site Supervisor and student. During the first practicum experience, the student may initially engage in observational learning and progress to more direct service provision over time. Students in the Child and Adolescent Track will be required to participate in practicum placements such that at least 50% of their training experience is devoted to children and/or adolescents and their families. Therefore, at least one academic year practicum must be in a setting where the training and the student's activities are fully devoted to children and/or adolescents under the age of 18 and their families. With the approval of the track coordinators, a student may instead complete two full-year practica, each of which is devoted at least 50% to children, and/or adolescents, and their families, and still fulfill the track requirements. All attempts will be made to place students in a clinical seminar in which there are other students focusing on child and adolescent populations.
3. **Supervision:** Two hours per week of face-to-face clinical supervision at the practicum site are required. The two hours of supervision may be provided by the primary supervisor or by a primary and a secondary supervisor.

One of these supervisory hours must be individual supervision with the primary supervisor who has direct responsibility for the student's practicum experience. The primary supervisor must be a licensed, doctoral-level clinical psychologist who has clinical responsibility and authority within the practicum agency. The primary supervisor will ideally be present at all times when the student is at the site. Another clinical staff member should be designated for consultation to the student during those times when the primary supervisor is not available.

Ideally the secondary supervisor should also be a licensed, doctoral-level clinical psychologist from the agency. In those practicum agencies that do not have the resources to offer two weekly hours of supervision with a licensed psychologist, the second hour of required supervision may be provided by a license-eligible

psychologist or by a licensed clinician of another mental health discipline. The second supervisory hour may be either individual or group supervision. For group supervision, the supervisory group must be small enough and last a sufficient amount of time so that each group member has a chance to receive regular feedback on his/her work.

4. **Additional Learning Opportunities:** Beyond the supervision hours, it is preferred that there will be at least two hours weekly of other types of learning opportunities available to the student at the practicum site. Team meetings, case conferences, grand rounds, and didactic seminars are all such possible learning opportunities.
5. **Permission for the Use of Clinical Work Samples and Audio/Visual Taping:** Samples of a student's clinical work at practica are used in three ways to fulfill Psy.D. Program course requirements: (1) second-year students use psychological testing data acquired at their practicum for intensive analysis in the Psychological Assessment III course; (2) audiotapes of second and third-year students' clinical work may be presented in each student's Professional Practice or Case Conference Seminar for extra supervision and monitoring of the student's progress; and (3) second-year students are required to audio or videotape a clinical session and present the case verbally as part of the Qualifying Exam (please see the *Qualifying Examination Guidelines* for further information). Students must obtain permission from their clients and from their practicum site to tape sessions and to use clinical information for these academic purposes. In all cases where clinical work samples are being presented, students are expected to maintain the confidentiality of their clients' case materials in accordance with the Ethical Principles for Psychologists. Only initials are to be used (never the client's full name) on the consent forms.
6. **Practicum Documentation:** Students are expected to keep a log of their clinical practicum activities listing the number of hours of direct clinical service and the demographics of the clients they have seen. This log may be used for monitoring of activities by Seminar Leaders and the Coordinator of Practicum Training and students should be prepared to present it if it is requested by the Seminar Leader or Coordinator of Practicum Training. A sample *Practicum Log* appears in Appendix A of this manual. However, most students choose to utilize the Time to Track website ([www.time2track.com](http://www.time2track.com)) to log clinical hours. Keeping a log of clinical activities is also essential for students when they are preparing documentation for internship applications. For the purposes of applying to internships, the official, most updated APPIC practicum log may be downloaded from the APPIC web site (<http://www.appic.org>). The Practicum log, which will remain in the student's file, must be turned in in order for a student to receive a grade of "pass" for Practicum.
7. **Ethical Practice:** It is critical that agencies involved in training students adhere to the highest standards of ethical professional practice and impart these standards to students in training. Practicum site supervisors and students should be familiar with and practice in accordance with the APA *Ethical Principles of Psychologists and Code of Conduct* (2002, 2010) and the *Connecticut General Statutes* that pertain to the practice of psychology.
8. **Dual Relationships with Supervisors:** Students cannot receive practicum supervision from persons with whom they have a prior personal or professional relationship. Supervision from the student's spouse, relative, close friend, employer, or employee is not allowed.
9. **Compensation:** The Psy.D. Program strongly supports the practice of compensating students, if possible, for the practicum experience. Such monetary support should be in the form of a stipend which is agreed upon prior to the start of the practicum. The stipend should support the student as a trainee, rather than compensate the student for specific tasks completed. A percentage of fees or fee for service arrangement may *not* be used as the basis for practicum compensation.
10. **Professional Liability Insurance:** All students on practicum are required by the Psy.D. Program to carry professional liability insurance in the amount of \$1,000,000 per incident/\$3,000,000 aggregate per year. Students are required to enroll in the plan at the time of registration for their first semester in the Psy.D. Program. In general, this liability insurance policy provides protection for the student only while s/he is attending the Psy.D. Program and while s/he is on a practicum or internship placement. The policy also does not generally cover the student while engaging in non-school related professional activities, but students should consult their individual policy providers for clarification.

A student must submit proof of current liability insurance to the Coordinator of Practicum Training before starting a practicum placement; this will be kept in the student's permanent file. Liability insurance coverage must be renewed annually and proof of coverage must be submitted to the Coordinator at the time of renewal. Failure to provide proof of current coverage may result in disciplinary action, including suspension or termination of the practicum placement by the Coordinator of Practicum Training.

11. **Practicum and a Paid Professional Position at the Same Site:** Students are expected to do their practica at agencies at which they have not been previously employed. This avoids possible dual relationships with colleagues and potential confusion of roles and helps increase the student's breadth of experience. The only exception is in the case of a large agency in which the student's placement as a trainee is in a department or unit distinct from the unit where s/he has been employed. Such a situation must be cleared with the Coordinator of Practicum Training before the student may negotiate a practicum at that site. The student should obtain a signed letter from the site supervisor (on site letterhead), which states that there is not a conflict of interest with the student being placed at that site. Signed approval will be kept in the student's file.
12. **Practicum at the Same Site for More than One Year:** For the student to be exposed to a variety of training experiences, the two required practica should be completed at different agencies. However, certain agencies may be able to provide enough breadth of experience that would allow a student to remain at that agency for a second year in a department or unit distinct from the unit where s/he has completed the first practicum. Sites which meet this requirement must be approved for a two-year sequence by the Coordinator of Practicum Training.
13. **Private Practice as a Practicum Site:** Occasionally, practica may be developed within an organized private practice group, provided that all the general requirements for a practicum site are met and that the supervisor assumes full clinical responsibility for the student's activities. Bills cannot be issued in the student's name and payments must be directed to the organization or one of its principal members. All of these arrangements must be clearly specified in the student's practicum agreement. In accordance with APA guidelines and ethical standards, the student's own private practice cannot be used as a practicum site.
14. **Site Visits:** Each practicum site is visited annually (either physically or via phone) by the practicum student's Seminar Leader and/or the Coordinator of Practicum Training. The purposes of the site visit are: 1) to provide a personal link between the Psy.D. Program and the practicum site; 2) to provide necessary information to sites about the Psy.D. Program; 3) to enable the Psy.D. Program to learn more about the site's needs and resources; and 4) to work together to monitor student progress effectively. All site visits are conducted between November 15<sup>th</sup> and February 15<sup>th</sup>.

It is required that the Seminar Leader visit the practicum site and meet (either in person or via phone) with the student's primary supervisor. If time permits, the secondary supervisor and other relevant agency staff are encouraged to attend this meeting. In situations where two or more students have the same primary supervisor, one Seminar Leader may be chosen to conduct the site visit in person, and the other Seminar Leader(s) may complete their site visit with a phone contact. Particularly in unusual circumstances (e.g., long distance), a Seminar Leader may request permission from the Coordinator of Practicum Training to complete the site visit with a phone contact.
15. After each site visit, the *Practicum Site Visit Form* (see Appendix B) is completed by the Seminar Leader and is returned to the Coordinator of Practicum Training, who keeps it on file for 3 years, after which time it is destroyed. The completed *Practicum Site Visit Form* should focus on the practicum site and the quality of training activities. Concerns about supervision or student performance should be communicated directly to the Coordinator of Practicum Training (please see the *Student Handbook* for further information on the resolution of conflict between students and supervisors).
16. **Resolution of Concerns and Conflicts:** It is expected that the student and the Site Supervisor will attempt to address any concerns that arise during the practicum experience. Should any problem arise which cannot be resolved successfully in this manner, the student's Seminar Leader should be consulted. The Seminar Leader should, in turn, inform the Coordinator of Practicum Training of his/her efforts to intervene. Both the student and the Seminar Leader should document, in writing, all attempts to resolve the conflict.

If these informal efforts do not result in a satisfactory resolution of the conflict, the Coordinator of Practicum Training will collaborate with all parties to reach an amicable resolution. If the student is not satisfied with the



efforts of the Coordinator of Practicum Training, after informing the Coordinator of Practicum Training, he/she may consult with the Program Director for resolution (please see the *Student Handbook* for further information on the resolution of conflict between students and supervisors). A referral to the Committee for Review of Evaluative Concerns (CREC) may be requested.

17. **Ending Practicum Prematurely:** The student has an ethical responsibility to fulfill his/her commitment to a practicum site as planned. In the event that the agency or the student can no longer fulfill the terms of the Clinical Practicum Agreement, the practicum placement may be ended prematurely by consensus of the student, Site Supervisor, Seminar Leader, and the Coordinator of Practicum Training. A student may not terminate with one practicum or initiate a new one before receiving approval from the Seminar Leader and Coordinator of Practicum Training. A student may not leave a practicum site without adequate termination with clients at that site. The student must also submit a letter (on site letterhead) from his/her supervisor stating that the supervisor has approved the termination; this document will be placed in the student's file. If a student terminates with a site without following the above procedures and without the Coordinator of Practicum Training's approval, the Coordinator of Practicum Training may recommend to the core faculty that a Special Advisement Review be called for this student.

If circumstances necessitate that a student needs to take a leave of absence from Practicum (e.g., maternity/paternity leave, serious illness, etc), the student must submit to the Coordinator of Practicum Training a written planned proposal for fulfilling the Practicum requirements as outlined in the Practicum Agreement. This proposal must include a reason for the leave, a timeline for completion, and is to be signed by both the student and site supervisor. This document will be kept in the student's permanent file. The student's progress will be monitored by the Coordinator of Practicum Training, and a grade of "Incomplete" will be filed until the Practicum Agreement is completed and all hours requirements have been met.

18. **Secondary Practica:** While it is not standard practice, a student may also elect to complete a secondary Practicum in addition to his/her primary placement. The student should discuss this with their academic advisor, and must obtain approval for this from their Academic Advisor and the Coordinator of Practicum Training. The Coordinator of Practicum Training will review student requests for secondary practica with members of the Doctoral Training Committee. If approved, the student is expected to submit all the necessary paperwork as required of the primary placement, including a practicum Agreement, evaluations of both the site and student, as well as a signed hours log. This paperwork will be due on the same schedule as for the primary placement. Secondary Practica can be secured only after all students have been placed in their primary Practica.
19. **Policy of Nondiscrimination:** Although most practicum experiences are conducted off the campus of the University of Hartford, the student's presence at a practicum site constitutes engagement in an educational activity of the University. Consequently, it is required that all University policies will be followed regarding nondiscrimination on the basis of race, gender, creed, color, age, physical disability, sexual orientation, and national and ethnic origin.

Discriminatory behavior, including acts of sexual harassment, by any staff of the agency may result in suspension or termination of the practicum placement by the Coordinator of Practicum Training.

### **Practicum Placement Procedures**

Placing students in practica is a collaborative process involving the faculty, site supervisors, and students. A series of procedures is followed each year to assist students in obtaining appropriate practicum placements for the subsequent academic year.

1. **Site Availability Research:** The Coordinator of Practicum Training contacts existing practicum sites each Fall to ascertain available placements for the upcoming year. The Coordinator also works with other agencies to develop new practicum sites and to assist any students with developing practicum sites specific to their individual training needs. Students who choose to develop a practicum site on their own are required to follow the policies and procedures for developing a new site (see policies below). Students may also apply to practicum sites that have independent application procedures. A list of all available practicum sites with which the GIPP has had a previous positive practicum relationship is compiled for distribution to students and is available in an online format on the Psychology Department homepage.

Under no circumstances will an experience be able to be counted as a Practicum if it has not received prior approval and a Practicum Agreement has not been completed. In other words, a student may not begin a placement and then decide that they would like to count this as Practicum experience.

2. **Student Information:** Late in the Fall semester, the Coordinator of Practicum Training holds a number of informational meetings for all students who will be participating in practicum for the following academic year. During the meeting, practicum placement procedures are reviewed and written information describing the available practicum opportunities is distributed. In addition, interviewing procedures, documentation requirements, CV's and etiquette are reviewed.

To learn more about any practicum site in which they are interested, students are urged to contact fellow students currently placed at those sites. The Coordinator of Practicum Training will also distribute in the fall a list of student placements for that academic year. Students also have an opportunity to meet many of the potential practicum supervisors during the student conversation hour at the Supervisor's Day activities held at the end of the Fall Spring semester. Students also are required to bring and distribute their CV at this event. Students specify their preferences for practicum placement by submitting the Practicum Request Form (see Appendix C) to the Coordinator of Practicum Training after attending Supervisor's Day.

3. **Site Matching Process:** After attending informational meetings and consulting with the Practicum Coordinator students will develop a list of sites to apply to. Students seeking practicum placements out of state may be required to follow that state's protocol for site selection and applications and students who will be electing this option are required to consult with the Coordinator of Practicum prior to doing so. First year students seeking second year practica will be prohibited from selecting sites with taping restrictions or sites that are assessment only due to the need to meet Qualifying Examination requirements in their second year. Second year students seeking third year practica have no restrictions unless they are also required to participate in Qualifying Examinations. Third/Fourth year students seeking optional advanced practicum placements are not permitted to attend Supervisor's Day or participate in the site matching process until after. Once all first and second year students are placed at a site the Coordinator of Practicum Training will notify advanced students that they may begin contacting sites. Exception to this requirement may apply when there are sites who have restricted their applicant pool to only include advanced students. The Coordinator of Practicum Training will notify advanced students of these opportunities as they arise.
4. **Site Interviews:** Students are prohibited from accepting a placement offer from supervisor's on Supervisor's Day. After attending Supervisor's Day and after receiving permission from the Coordinator of Practicum the student schedules on-site interviews with potential Site Supervisors. At this interview, students will provide the supervisor with a current vita at the time of the interview even if they have provided it previously at Supervisor's Day. Interviews commence after Supervisor's day and will continue until the end of January.
5. **Matching Procedures:** During the fall semester the Coordinator of Practicum will determine the preferred deadline for Supervisors to make placement offers to students. Students may accept offers prior to this deadline if they are made early, however no offers may be accepted prior to or on Supervisor's Day. Students will rank order their site preferences as they interview and students may not hold more than one offer at a time. If they receive an offer from a higher ranked site students will contact the site supervisor whose offer they placed on hold to inform them that they have accepted an offer elsewhere. Once a student has accepted an offer they will provide the Coordinator of Practicum with the site name and Supervisor's contact information.
6. **The Clinical Practicum Agreement:** After notifying the Coordinator of Practicum Training that a verbal agreement for practicum placement has been reached, the student schedules a second meeting with the Site Supervisor to complete the Clinical Practicum Agreement (see Appendix D). This written agreement specifies the details of the training objectives, activities, and responsibilities of each of the parties involved in the student's practicum experience. The student must submit a completed copy of the Clinical Practicum Agreement to the Coordinator by the end of the Spring semester. The student and Site Supervisor should each retain a copy of the Clinical Practicum Agreement. The Coordinator will ensure that a copy is given to the Seminar Leader and that the original is placed in the student's file.

A student must submit a completed Clinical Practicum Agreement to the Coordinator of Practicum Training before starting a practicum placement. Failure to provide this document may result in disciplinary action, including suspension or termination of the practicum placement by the Coordinator of Practicum Training.

7. **Additional Agreements:** Although the Clinical Practicum Agreement covers the necessary details of the practicum experience, a practicum agency may require its own training agreement form to be completed. Such agreement forms usually focus on the employment status of the practicum student and/or the formal relationship between the agency and the University. The Coordinator of Practicum Training will assist the student with completing any agreement forms required by the agency. As such forms may require the signature of University officials, the student should request assistance before the conclusion of the Spring semester.

A practicum agency may also require the student to submit health information or records, proof of professional liability coverage, may require a background check, and/or verification of citizenship. As these are personal records, it is the student's responsibility to submit copies of these documents directly to the practicum agency upon request.

### **Student-initiated Practicum Site Development**

Students are invited to develop practicum training positions for themselves at sites with which the GIPP does not yet have a training relationship. This is usually the route taken by students who have a specific training interest or geographic constraints. Students who elect to develop their own practicum site are required to follow the following policies and procedures to gain approval from the Coordinator of Practicum Training for the new site:

1. **General Practicum Policies:** In developing a new practicum site, students must use the GIPP Clinical Practicum Manual as a guide. All policies for current practicum sites apply to the development of new sites.
2. **Approval Authority:** Newly developed practicum sites must be approved by the Coordinator of Practicum Training.
3. **Proposal of a New Practicum Site:** A student who is interested in developing a new practicum site must submit a New Practicum Proposal Form (Appendix E) to the Coordinator of Practicum Training by the February deadline set by the Coordinator.
4. **Approval Procedure:** After reviewing the Practicum Proposal Form, if the Coordinator of Practicum Training approves the practicum for further exploration, the student must assure that the potential supervisor has received a copy of the Clinical Practicum Manual. This can happen one of two ways: either the student delivers a copy to the potential supervisor (often as part of the discussion of development of the practicum site) or, the student informs the Coordinator of Practicum Training that he/she has not delivered a copy and therefore requests that the Coordinator mail one. The Coordinator of Practicum Training will also then make phone contact with the potential supervisor (using the phone information on the Practicum Proposal Form) to explore the site's suitability. If the proposed practicum site complies with the GIPP practicum policies and is approved by Coordinator of Practicum Training as an appropriate training experience for the student, the student will then be informed that he/she may begin and work on completing the Practicum Agreement Form with the supervisor.
5. **Documentation.** The Practicum Agreement Form must be completed by the May deadline. There will be absolutely no exceptions for newly formed practicum sites. New sites may be developed after the Practicum Agreement Form submission deadline in May Pending approval of the Coordinator of Practicum Training.
6. Exploring and developing a new practicum site does not exclude a student from participating in the GIPP practicum matching process. However, if a student makes a verbal commitment to train at a site they have developed, he or she should not enter their name into the GIPP match process. Documentation of approval will be completed by the Coordinator of Practicum Training, and will remain in the student's permanent file.
7. Once a verbal and/or written commitment (e.g. a signed Practicum agreement) is made for a student to begin a Practicum at a site, GIPP considers this to be a binding contract with that site. It is only under extremely

extenuating circumstances that a student may request to be released from a placement agreement. The student must consult with the site from which they would like to be released via phone or in-person regarding the request. A written request must then be made by the student and submitted to the Coordinator of Practicum Training, who will consult with the Director and the site as to whether or not the release is warranted. The Coordinator of Practicum Training and the Director reserve the right to consult with Core faculty regarding approval for a placement release.

## Evaluation Procedures

Students participating in practicum are formally evaluated by the Site Supervisor at the end of each semester. The evaluation for each semester must be based in part on direct observation of the student by the immediate supervisor. Direct observation includes in-person observation, live video streaming, or video recording, and the basis of the evaluation must be so noted on the evaluation form. The Coordinator of Practicum Training provides standard evaluation forms for all practicum students in mid-November and mid-April. The student is responsible for delivering the evaluation forms to his/her Site Supervisor for completion, and returning them to the Coordinator of Practicum Training. A copy of the completed evaluation should be kept as a record at the practicum site, and students should make their own copies for their own records.

1. **Forms:** The *Supervisor's Evaluation of Practicum Student* (see Appendix F) is completed and signed by the Site Supervisor(s) and discussed with the student. The student signs this form to indicate that s/he reviewed and discussed this evaluation, regardless of agreement with its content. *Students should make and retain copies of all documentation handed in for Practicum course completion.*

The *Student's Evaluation of Practicum Placement* (see Appendix G) is completed by the student and discussed with the Site Supervisor(s). The primary supervisor signs this form to indicate that s/he reviewed and discussed this evaluation, regardless of agreement with its content. In addition, and under unusual circumstances, the student may submit a confidential evaluation of the site directly to the Coordinator of Practicum Training. The Coordinator of Practicum Training must be consulted *prior* to this being done, in an attempt to resolve any conflict first.

2. **Procedures:** The student submits both evaluation forms to the Coordinator of Practicum Training for his/her review prior to the end of the semester. Failure to do so before the stated deadline results in the student receiving an Incomplete grade for the Practicum. An Incomplete grade in Practicum in the year the student is eligible to receive the master's degree may interfere with a student's ability to be awarded the master's degree. The Coordinator will consult with the Site Supervisor around any evaluation which does not clearly indicate a satisfactory performance for the semester. The grade for the Practicum has no direct bearing on the grade for participating in the associated Professional Practice or Case Conference Seminar. Enrollment in a third-year practicum is contingent on successful completion of a second-year practicum, including timely submission of evaluation forms.

The original *Supervisor's Evaluation of Practicum Student* and *Student's Evaluation of Practicum Placement* are filed in the student's record. A copy of the *Supervisor's Evaluation of Practicum Student* is sent to the student's Seminar Leader for review. A copy of the *Student's Evaluation of Practicum Placement* is filed in the practicum site files maintained by the Coordinator of Practicum Training.

### 3. Criteria for passing grade for Practicum:

In order to receive a grade of P (Passing) for Practicum, the following criteria must be met:

- a) Students must register for CPS 651 (Fall) and CPS 652 (Spring), or CPS 751 (Fall) and CPS 752 (Spring) during the appropriate academic year.
- b) Students must provide evidence of appropriate professional liability insurance prior to beginning practicum each academic year.
- c) Students must provide a Clinical Practicum Agreement, signed by the student and

the supervisor prior to the beginning of the Practicum (according to the deadline set by the Coordinator of Practicum).

- d) At the end of the Practicum (and according to the deadlines set by the Coordinator of Practicum Training), the GIPP Coordinator of Practicum Training must receive:
- 1) A final *Evaluation of Practicum Student* (due at the end of each semester) from the Practicum supervisor regarding the student, signed by both the student and supervisor(s), with an overall minimum ranking of “Good” (3).
  - 2) A final *Evaluation of Practicum Placement* (due at the end of each semester) from the Practicum student regarding the site, signed by both the student and supervisor(s).
  - 3) A copy of APPIC practicum hours completed for the semester (actual and projected), signed by both the student and supervisor(s).
- e) If any items on the evaluation are scored a 2 or below, the Coordinator of Practicum Training will apprise the appropriate Seminar Leader of this information, with the intention of the Seminar Leader counseling the student on this matter. If there is cause, the Coordinator of Practicum Training may make the recommendation to the Core faculty that a Special Advisement Review be scheduled for the student.

*Please Note.* Students will receive a grade of I (Incomplete) until such time as materials listed above have been received by the Coordinator of Practicum Training. Once those materials have been received, the Coordinator of Practicum Training will submit a change of grade from I to P for the outstanding semester(s).

#### **Fourth Year Practica/Externship**

Many students elect to complete a Practicum/Externship in their fourth year of the program prior to internship application, with the intention of rounding out their training experiences and strengthening their application. This Practica is not a requirement of the program, and therefore students do not register for it, nor do they pay tuition. Because Practica in the second and third year is both a program and APA requirement, students in those years must be placed for Practica prior to the placement of fourth years. Students entering their fourth years may apply to GIPP affiliated sites once all other students have been placed. If a student desires to apply for a fourth year placement, s/he should consult with the Coordinator of Practicum Training regarding site availability and sequence of training prior to application. Practicum Agreements will need to be completed, as well as evaluations in order for a student to be able to count a fourth year + practicum for hours on their Association of Psychology Post Doctoral and Internship Centers (APPIC) application. The Coordinator of Practicum Training will be the contact person (in lieu of a Seminar Leader) for all fourth year + practicum concerns. ***If this paperwork is not submitted according to program deadlines, the program reserves the right to disallow students from counting these hours on their internship application, or to inform an internship site that these hours may not be considered as part of the student’s application.***

After this discussion, the procedure should be as follows:

1. If the site already has an affiliation with GIPP, the student can proceed with contacting and interviewing with a site and completing a Fourth Year Practicum Agreement (see Appendix D). If the site does not have a prior affiliation with GIPP, or is an out-of-state site, a student may apply at any time. Students must follow the procedures outlined in this manual for new site development must be followed (see pp. 10-11). Site approval will be done on a rolling basis.
2. Students are expected to complete both site and student evaluations as well as submit a signed hours log. It is the student’s responsibility to submit these two weeks prior to the end of each semester. Failure to submit these in a timely manner will result in the student not being able to count these hours on his/her application for internship (see above).
3. All other rules as outlined in this manual apply to a fourth year Practicum/Externship.

### **Advanced Students (Fifth year +) Seeking Practica**

Students seeking practica in their fifth year or beyond must first receive written permission from the Coordinator of Practicum Training, their Academic Advisor and their Dissertation Chair. The Coordinator of Practicum Training will forward all written requests to the Doctoral Training Committee for approval or consideration of a Special Advisement Review (SAR).

### **Summer Practica**

Students often elect to complete a summer Practicum to accrue additional experience, such as additional assessment hours. In addition, students often elect to begin or end a primary academic year placement during the summer months. The Coordinator of Practicum Training will be the contact person (in lieu of a Seminar Leader) for all summer practicum concerns. Procedures for the summer experience are as follows:

1. Students must inform the Coordinator of Practicum Training of their intention to do a Summer Practicum no later than two weeks prior to the end of the spring semester, particularly if the placement will be out-of-state. If it is an unaffiliated site, the procedures for new site development must be followed, as described above.
2. If a student is electing to begin/end a current Practicum into the summer months, a summer agreement needs to be completed **only** if a student's tasks/hours per week differ from the academic year. If they remain the same, students may simply add the hours onto the original agreement. Evaluations and hours logs need to be completed for the summer term. The evaluations and hours log are due no later than the first day the fall semester.

## APPENDICES

- A. Practicum Log (pp. 14-15)
- B. Practicum Site Visit Form (pp. 16-17)
- C. Practicum Request Form (p. 18)
- D. Clinical Practicum Agreement (pp. 19-22)
- E. New Practicum Proposal Form (p. 23)
- F. Supervisor's Evaluation of Practicum Student (pp. 24-28)
- G. Student's Evaluation of Practicum Placement (pp. 29-32)
- H. Pre-Practicum Policies and Procedures (p. 33)
- I. Evaluation of Pre Practicum Student (pp. 34-35)

## Appendix A

APPIC Practicum Log (adapted from APPIC application)2013-2014

| Practicum Site Hours                                  | Previous Cumulative | Fall10 Semester | Cumulative Site | Week #____ | Week #____ | Week #____ | Week #____ | Week #____ |
|---|---------------------|-----------------|-----------------|------------|------------|------------|------------|------------|
| <b>Fall 2013 Semester</b>                             | Total Site Hours    | Total Hours     | Practicum Hrs   | Fa10       | Fa10       | Fa10       | Fa10       | Fa10       |
| <b>1. Intervention Experience</b>                     |                     |                 |                 |            |            |            |            |            |
| a. Individual Therapy                                 |                     |                 |                 |            |            |            |            |            |
| Older Adults (65+)                                    |                     |                 |                 |            |            |            |            |            |
| Adults (18-64)  |                     |                 |                 |            |            |            |            |            |
| Adolescents (13-17)                                   |                     |                 |                 |            |            |            |            |            |
| School-Age (6-12)                                     |                     |                 |                 |            |            |            |            |            |
| Pre-School Age (3-5)                                  |                     |                 |                 |            |            |            |            |            |
| Infants/Toddlers (0-2)                                |                     |                 |                 |            |            |            |            |            |
| b. Career Counseling                                  |                     |                 |                 |            |            |            |            |            |
| Adults  |                     |                 |                 |            |            |            |            |            |
| Adolescents   |                     |                 |                 |            |            |            |            |            |
| c. Group Counseling                                   |                     |                 |                 |            |            |            |            |            |
| Adults  |                     |                 |                 |            |            |            |            |            |
| Adolescents (13-17)                                   |                     |                 |                 |            |            |            |            |            |
| Children (12 and under)                               |                     |                 |                 |            |            |            |            |            |
| d. Family Therapy                                     |                     |                 |                 |            |            |            |            |            |
| e. Couples Therapy                                    |                     |                 |                 |            |            |            |            |            |
| f. School Counseling Interventions                    |                     |                 |                 |            |            |            |            |            |
| 1. Consultation                                       |                     |                 |                 |            |            |            |            |            |
| 2. Direct Intervention                                |                     |                 |                 |            |            |            |            |            |
| 3. Other  |                     |                 |                 |            |            |            |            |            |
| g. Other Psychological Interventions                  |                     |                 |                 |            |            |            |            |            |
| 1. Sports Psych/Perf. Enhancement                     |                     |                 |                 |            |            |            |            |            |
| 2. Medical/Health-Related                             |                     |                 |                 |            |            |            |            |            |
| 3. Intake Interview/Structured Interview              |                     |                 |                 |            |            |            |            |            |
| 4. Substance Abuse Interventions                      |                     |                 |                 |            |            |            |            |            |
| 5. Consultation                                       |                     |                 |                 |            |            |            |            |            |
| 6. Other Interventions (e.g., tx planning w/ patient) |                     |                 |                 |            |            |            |            |            |
| h. Other Psych Experience with Students and/or Organ. |                     |                 |                 |            |            |            |            |            |
| 1. Supervision of other students                      |                     |                 |                 |            |            |            |            |            |
| 2. Program Development/Outreach Programming           |                     |                 |                 |            |            |            |            |            |
| 3. Outcome Assessment of programs or projects         |                     |                 |                 |            |            |            |            |            |
| 4. Systems Interv./Org. Consult/Perf. Improvement     |                     |                 |                 |            |            |            |            |            |
| 5. Other (specify: _____)                             |                     |                 |                 |            |            |            |            |            |
| <b>TOTAL INTERVENTION HOURS 1(a-h)</b>                |                     |                 |                 |            |            |            |            |            |



| <b>Practicum Site Hours</b>  | Previous Cumulative | Fall10 Semester | Cumulative Site | Week #_____ | Week #_____ | Week #_____ | Week #_____ | Week #_____ |
|--|---------------------|-----------------|-----------------|-------------|-------------|-------------|-------------|-------------|
| <b>Fall 2013 Semester</b>  | Total Site Hours    | Total Hours     | Practicum Hrs   | Fa10        | Fa10        | Fa10        | Fa10        | Fa10        |
| <b>2. Psychological Assessment Experience</b>  |                     |                 |                 |             |             |             |             |             |
| 1. Psychodiagnostic test administration  |                     |                 |                 |             |             |             |             |             |
| 2. Neuropsych Assessment   |                     |                 |                 |             |             |             |             |             |
| 3. Other (specify: _____)  |                     |                 |                 |             |             |             |             |             |
| <b>TOTAL ASSESSMENT HOURS</b>  |                     |                 |                 |             |             |             |             |             |
| <b>3. Supervision Received</b>   |                     |                 |                 |             |             |             |             |             |
| a. Individual Supervision by Licensed Psychologist   |                     |                 |                 |             |             |             |             |             |
| b. Group Supervision by Licensed Psychologist  |                     |                 |                 |             |             |             |             |             |
| c. Indiv. Sup. by Licensed Allied Ment. Health Professional  |                     |                 |                 |             |             |             |             |             |
| d. Group Sup. by Licensed Allied Ment. Health Professional   |                     |                 |                 |             |             |             |             |             |
| e. Other Superv. (e.g., advanced grad student) - Indiv.  |                     |                 |                 |             |             |             |             |             |
| f. Other Superv. (e.g., advanced grad student) - Group   |                     |                 |                 |             |             |             |             |             |
| <b>TOTAL SUPERVISION HOURS - INDIVIDUAL</b>  |                     |                 |                 |             |             |             |             |             |
| <b>TOTAL SUPERVISION HOURS - GROUP</b>   |                     |                 |                 |             |             |             |             |             |
| <b>4. Support Activities**</b>   |                     |                 |                 |             |             |             |             |             |
| <b>TOTAL SUPPORT ACTIVITIES</b>  |                     |                 |                 |             |             |             |             |             |
| ** includes case conferences; case management; consultation; didactice training/seminars; progress notes; chart review; psych assessment scoring, interpretation, and report-writing; video/audio recording review |                     |                 |                 |             |             |             |             |             |

Signature of Student: \_\_\_\_\_

Date signed: \_\_\_\_\_

Signature of Supervisor: \_\_\_\_\_

Date signed: \_\_\_\_\_

*Appendix B*

**UNIVERSITY OF HARTFORD**  
**GRADUATE INSTITUTE OF PROFESSIONAL PSYCHOLOGY**

**Practicum Site Visit Form**

Date of Visit: \_\_\_\_\_  
In person/Phone

**Trainee:** \_\_\_\_\_  
*Agency Name* \_\_\_\_\_  
*Dept.* \_\_\_\_\_  
**Primary Supervisor** \_\_\_\_\_  
**Secondary Supervisor** \_\_\_\_\_  
**Seminar Leader** \_\_\_\_\_

**Overview of Facility**

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**Current Practicum Activities & Supervision**

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**Concerns**

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**Practicum Site Visit Form Addendum (Optional)**

**Student's performance at site (strengths/concerns)**

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**Please note:** Completion of this section is optional. Information gained at the site visit with regard to the student's performance should be discussed with the student, whether or not it is recorded here. If the Seminar Leader decides to complete this section, a copy of both pages of the site visit form will be filed in the student's file.

Appendix C

UNIVERSITY OF HARTFORD
GRADUATE INSTITUTE OF PROFESSIONAL PSYCHOLOGY

Practicum Request Form

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Academic Year \_\_\_\_\_

Instructions: Please make your final requests for practicum placement for the academic year. Answer items 1-3 by placing a check in the box(es) that best describe your interests. For item 3, please list in order your top 10 choices for practicum assignment, along with comments regarding your requests. Form is due in mailbox of the Coordinator of Practicum Training by March 15.

1. What age-range(s) of clients would you like to work with next year?

- Children Adolescents Adults Geriatrics

2. In what setting(s) would you like to be placed next year? (Check all you are interested in)

- Inpatient Partial Hospital Outpatient
Elementary School Special Education Program Forensic/Correctional
College Counseling

Where do you plan on living next year?

Town/City \_\_\_\_\_ State \_\_\_\_\_

3. List 10 choices (in order) for practicum next year:

- 1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

4. Comments: (Please use this section to describe what features of your preferred sites are most important to you and to note any issues that would affect your practicum placement).

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

- 5. Fluency in another language?
6. Master's degree? Or license in another mental health discipline?
7. Your phone number (where you are reachable usually):

*Appendix D*

**UNIVERSITY OF HARTFORD**  
**GRADUATE INSTITUTE OF PROFESSIONAL PSYCHOLOGY**

Academic  
Year \_\_\_\_\_  
Summer \_\_\_\_\_

*Clinical Practicum Agreement*

1. **Parties:** This Agreement is entered into by the following parties:

**Trainee:** \_\_\_\_\_  
who is a student in good standing in the Psy.D. Program at the University of Hartford’s Graduate Institute of Professional Psychology  
 2<sup>nd</sup> Year       3<sup>rd</sup> Year       4<sup>th</sup> Year

**Agency Name** \_\_\_\_\_  
**Dept./Unit** \_\_\_\_\_  
**Mailing Address** \_\_\_\_\_  
**City, State, Zip** \_\_\_\_\_

**Primary Supervisor:** \_\_\_\_\_ **Degree** \_\_\_\_\_  
Licensure, State(s) & # \_\_\_\_\_  
**Phone** \_\_\_\_\_ # \_\_\_\_\_  
**E-Mail** \_\_\_\_\_

**Supervisor 2:** \_\_\_\_\_ **Degree** \_\_\_\_\_  
Licensure, State(s) & # \_\_\_\_\_  
**Phone** \_\_\_\_\_  
**E-Mail** \_\_\_\_\_

**Supervisor 3:** \_\_\_\_\_ **Degree** \_\_\_\_\_  
Licensure, State(s) & # \_\_\_\_\_  
**Phone** \_\_\_\_\_  
**E-Mail** \_\_\_\_\_

**Agency Training Director:** \_\_\_\_\_ **Degree** \_\_\_\_\_  
Licensure, State(s) & # \_\_\_\_\_  
**Phone** \_\_\_\_\_ # \_\_\_\_\_  
**E-Mail** \_\_\_\_\_

**GIPP Seminar Leader** \_\_\_\_\_  
**Associate Director, GIPP**      Kelly T Weber, Psy.D.      860-768-5227      Weber@hartford.edu

2. **Duration:** This Agreement will be in effect over the course of the training period:

Start Date \_\_\_\_\_ End Date \_\_\_\_\_ Total # weeks \_\_\_\_\_ **A**

*Minimum: September to May or September to June at school sites*

3. **Weekly Schedule:**

|           | <i>Fall Semester</i> |  | <i>Spring Semester</i> |
|-----------|----------------------|--|------------------------|
| Monday    |                      |  |                        |
| Tuesday   |                      |  |                        |
| Wednesday |                      |  |                        |
| Thursday  |                      |  |                        |
| Friday    |                      |  |                        |

*Required 16-20 hours/week*

Total hours/week \_\_\_\_\_ **B**

4. **Vacation Time** \_\_\_\_\_

Total hours vacation \_\_\_\_\_ **C**

5. **Total hours for year (A x B)-C =** \_\_\_\_\_

6. **Scheduling commitments:** The student affirms that the above practicum schedule does not conflict with any other academic commitments at the University of Hartford and is a priority for the student's attendance.

7. **Training goals & objectives:**

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8. **Activities for meeting goals & objectives:**

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9. **Supervision:**

|                    | <i>Hours/week</i> | <i>Type of Supervision</i> | <i>Area of Supervision</i> |
|--------------------|-------------------|----------------------------|----------------------------|
| Primary Supervisor |                   |                            |                            |
| Supervisor 2       |                   |                            |                            |
| Supervisor 3       |                   |                            |                            |

(Minimum: A total of at least 2 hours of supervision/week required)

10. **Additional learning activities (seminars, in-service, rounds, research)**

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11. **Psychodiagnostic materials available**

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12. **Agency consent for release of case information:** The agency will allow the student to use psychological assessment data and other clinical information obtained at the agency to fulfill course work requirements, to make clinical case presentations in program seminars, and to complete Qualifying Exams. The student will discuss any such uses of clinical material with the primary supervisor in a timely manner. It is the student's responsibility to follow proper procedures for obtaining informed consent from the client for release of information, for maintaining client confidentiality, and for final disposition of the materials.

13. **Agency consent for release of audio/visual case information:** The agency will allow the student to use audio- or videotape samples of clinical work for academic purposes, following the same procedures as outlined in Item 12.

14. **Employment:**  The student is not a current or former employee of the agency.  
 or  An exception has been granted by the Director of Practicum Training for the following reason:

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15. **Previous practicum:**  The student has not engaged in a previous practicum at this agency.  
 or  An exception has been granted by the Director of Practicum Training for the following reason:

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16. **Stipend:** \$ \_\_\_\_\_/Year
17. **Is an additional contract or application between the site and the University of Hartford required?**  
 \_\_\_\_\_ if yes attach to this agreement.
18. **Background Check:** Will the student be required to have a background check? \_\_\_\_\_
19. **Flu Shot:** Will the student be required to have a flu shot, PPD or other vaccination?  
 \_\_\_\_\_
20. **Taping Restrictions** \_\_\_\_\_.

If yes which please explain \_\_\_\_\_

21. **NPI#:** Will student be required to have a NPI# \_\_\_\_\_
22. **Evaluations:** The supervisors agree to complete the evaluation forms for the student trainee at the end of each semester. The evaluation for each semester must be based in part on **direct observation** of the student by the immediate supervisor. Direct observation includes in-person observation, live video streaming, or video recording, and the basis of the evaluation must be so noted on the evaluation form.
23. **Liability insurance:** For the entire period covered by this Agreement, the student agrees to maintain professional malpractice insurance in the amount of \$1,000,000 per incident and \$3,000,000 aggregate per year.
24. **Other stipulations:**

\_\_\_\_\_  
 \_\_\_\_\_

25. **Date:** This Agreement is entered into on this \_\_\_\_\_ day of \_\_\_\_\_

**Signatures:**

\_\_\_\_\_  
**Student**

\_\_\_\_\_  
**Primary Supervisor**

\_\_\_\_\_  
**GIPP Seminar Leader**

\_\_\_\_\_  
**Supervisor 2**

\_\_\_\_\_  
**GIPP Associate Director/Coordinator of  
 Practicum Training**

\_\_\_\_\_  
**Supervisor 3**

\_\_\_\_\_  
**Agency Training Director, if applicable**



*Appendix E*  
**UNIVERSITY OF HARTFORD**  


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*New Practicum Proposal Form*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Proposed Practicum Site: \_\_\_\_\_

Department/Unit: \_\_\_\_\_

Address \_\_\_\_\_

CONTACT PERSON \_\_\_\_\_

Phone \_\_\_\_\_

Description of Site:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Supervision:**

Primary Supervisor: \_\_\_\_\_ Degree \_\_\_\_\_

Secondary Supervisor: \_\_\_\_\_ Degree \_\_\_\_\_

**Practicum Activities (note who might serve as supervisor for each activity):**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

|                    | <i>Hours/week</i> | <i>Type of Supervision</i> | <i>Area of Supervision</i> |
|--------------------|-------------------|----------------------------|----------------------------|
| Primary Supervisor |                   |                            |                            |
| Supervisor 2       |                   |                            |                            |

- |                          |     |                          |    |   |
|--------------------------|-----|--------------------------|----|---|
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Are you a current or former employee of this agency?  |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Is a contract between the site and the University of Hartford (separate of the agreement form) required by the site? If yes, please attach. |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Is there a taping restriction?  |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Would this be a stipend or paid practicum? If yes, explain terms  |

\_\_\_\_\_  
 \_\_\_\_\_

Attach:

1. Printed brochure or descriptive materials about site
2. Potential supervisor(s) CV's

*Appendix F*

**UNIVERSITY OF HARTFORD**

**GRADUATE INSTITUTE OF PROFESSIONAL PSYCHOLOGY  
EVALUATION OF PRACTICUM STUDENT**

Semester & Year \_\_\_\_\_

**Trainee:** \_\_\_\_\_

*Agency Name* \_\_\_\_\_

*Dept.* \_\_\_\_\_

**Primary Supervisor** \_\_\_\_\_

**Instructions:** For each of the following areas, please use the rating scale below to evaluate the trainee relative to other students at a similar level of training and experience. Your comments at the end of each section will assist with our understanding of the trainee's strengths and weaknesses.

The evaluation for each semester must be based in part on **direct observation** of the student by the immediate supervisor. Direct observation includes in-person observation, live video streaming, or video recording, and the basis of the evaluation must be so noted on the evaluation form. Please note below the basis for your evaluation of the student this semester (check all that apply):

- |                              |   |
|------------------------------|---|
| _____ In-person Observation  | _____ Discussion of Work                  |
| _____ Live Video Streaming   | _____ Review of Documentation             |
| _____ Video Recording        | _____ Review of Other Written Work        |
| _____ Audio Recording        | _____ Feedback from Staff and Supervisors |
| _____ Case Presentations     | _____ Feedback from Clients and Families  |
| _____ Other (Specify): _____ |   |

- |  |
|--|
| <p><b>(EX) Excellent:</b> Student's performance was at an exceptionally high level.</p> <p><b>(VG) Very Good:</b> Student's performance was solidly competent, clearly above average, and characterized by an absence of difficulties. Suggestions for continued improvement are offered.</p> <p><b>(GD) Good:</b> Student's performance was basically competent and fulfilled requirements. There were no major problems and the work was adequate. Suggestions for continued improvement are offered.</p> <p><b>(SC) Satisfactory with Concerns:</b> Student's performance was minimally acceptable; there was a major problem or many minor difficulties that identify a need for remediation/corrective action, as noted in the comments section.</p> <p><b>(US) Unsatisfactory:</b> : Student's performance was unacceptable; no credit for the practicum can be given. There were several major problems that identify a need for remediation/corrective action, as noted in the comments section.</p> <p><b>(NA) Not Applicable:</b> Student is not expected to engage in this activity or supervisor does not have enough information to rate student.</p> |
|--|

**I. PROFESSIONAL CHARACTERISTICS**

|   | <b>US</b> | <b>SC</b> | <b>GD</b> | <b>VG</b> | <b>EX</b> | <b>NA</b> |
|---|-----------|-----------|-----------|-----------|-----------|-----------|
| 1. Shows responsibility in attendance, completing work on time, following procedures. | 1         | 2         | 3         | 4         | 5         | NA        |
| 2. Shows enthusiasm for learning.   | 1         | 2         | 3         | 4         | 5         | NA        |
| 3. Demonstrates knowledge and application of professional ethics.                     | 1         | 2         | 3         | 4         | 5         | NA        |
| 4. Demonstrates/discusses engagement in self- care activities.                        | 1         | 2         | 3         | 4         | 5         | NA        |
| 5. Maintains positive attitude and maturity in clinical activities.                   | 1         | 2         | 3         | 4         | 5         | NA        |
| 6. Able to work independently.  | 1         | 2         | 3         | 4         | 5         | NA        |
| 7. Able to interact and work successfully with other trainees.                        | 1         | 2         | 3         | 4         | 5         | NA        |
| 8. Able to interact and work successfully with professional staff.                    | 1         | 2         | 3         | 4         | 5         | NA        |
| 9. Shows sensitivity and respect for persons of diverse backgrounds and cultures.     | 1         | 2         | 3         | 4         | 5         | NA        |
| 10. Adequately prepares for supervisory sessions.                                     | 1         | 2         | 3         | 4         | 5         | NA        |
| 11. Communicates effectively with supervisor.   | 1         | 2         | 3         | 4         | 5         | NA        |
| 12. Shows receptivity to critique and suggestion for improvement.                     | 1         | 2         | 3         | 4         | 5         | NA        |
| 13. Assesses own strengths and weaknesses accurately.                                 | 1         | 2         | 3         | 4         | 5         | NA        |
| <b>Overall Rating</b>   | <b>1</b>  | <b>2</b>  | <b>3</b>  | <b>4</b>  | <b>5</b>  |           |

**Comments:**

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**II. CASE MANAGEMENT SKILLS**

|  | <b>US</b> | <b>SC</b> | <b>GD</b> | <b>VG</b> | <b>EX</b> | <b>NA</b> |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| 1. Engages client in collaborative relationship                                  | 1         | 2         | 3         | 4         | 5         | NA        |
| 2. Consults with family and relevant others in developing treatment plans.       | 1         | 2         | 3         | 4         | 5         | NA        |
| 3. Develops treatment plans with reasonable short-term and long-term goals.      | 1         | 2         | 3         | 4         | 5         | NA        |
| 4. Develops treatment plans with clearly specified objectives and interventions. | 1         | 2         | 3         | 4         | 5         | NA        |
| 5. Makes appropriate referrals to community resources.                           | 1         | 2         | 3         | 4         | 5         | NA        |
| 6. Collaborates with medical staff and facilities on client's behalf.            | 1         | 2         | 3         | 4         | 5         | NA        |
| 7. Assist client in maintain and expanding social network.                       | 1         | 2         | 3         | 4         | 5         | NA        |
| 8. Monitors client's progress toward achievement of treatment goals.             | 1         | 2         | 3         | 4         | 5         | NA        |
| 9. Documents clinical activities in clear and timely manner.                     | 1         | 2         | 3         | 4         | 5         | NA        |
| 10. Submits billing information in clear and timely manner.                      | 1         | 2         | 3         | 4         | 5         | NA        |
| <b>Overall Rating</b>  | <b>1</b>  | <b>2</b>  | <b>3</b>  | <b>4</b>  | <b>5</b>  |           |

**Comments:**

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### III. ASSEMENT AND CONSULTATION SKILL

Describe nature of assessment and consultation experiences:

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|   | US       | SC       | GD       | VG       | EX       | NA |
|---|----------|----------|----------|----------|----------|----|
| 1. Knows background and application of a variety of assessment procedures | 1        | 2        | 3        | 4        | 5        | NA |
| 2. Considers issues of diversity and culture in assessment.               | 1        | 2        | 3        | 4        | 5        | NA |
| 3. Obtains information via interviewing skills.                           | 1        | 2        | 3        | 4        | 5        | NA |
| 4. Obtains information via observational skills                           | 1        | 2        | 3        | 4        | 5        | NA |
| 5. Follows standard testing procedures.                                   | 1        | 2        | 3        | 4        | 5        | NA |
| 6. Integrates findings from available sources.                            | 1        | 2        | 3        | 4        | 5        | NA |
| 7. Effectively answers referral questions.                                | 1        | 2        | 3        | 4        | 5        | NA |
| 8. Delineates client's problems and resources.                            | 1        | 2        | 3        | 4        | 5        | NA |
| 9. Uses DSM-V-TR to develop a formal diagnosis.                           | 1        | 2        | 3        | 4        | 5        | NA |
| 10. Communicates findings to relevant individuals.                        | 1        | 2        | 3        | 4        | 5        | NA |
| 11. Writes effective assessment reports                                   | 1        | 2        | 3        | 4        | 5        | NA |
| <b>Overall Rating</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |    |

**Comments:**

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### IV. THERAPY SKILLS:

Describe the number and types of therapy cases supervised:

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|  | US       | SC       | GD       | VG       | EX       | NA |
|--|----------|----------|----------|----------|----------|----|
| 1. Develops rapport with clients.  | 1        | 2        | 3        | 4        | 5        | NA |
| 2. Understands the impact of countertransference on the therapy relationship.            | 1        | 2        | 3        | 4        | 5        | NA |
| 3. Demonstrates the level of self-knowledge needed for good clinical care.               | 1        | 2        | 3        | 4        | 5        | NA |
| 4. Self-reflects on process of own interactions with clients.                            | 1        | 2        | 3        | 4        | 5        | NA |
| 5. Able to respond with empathy.   | 1        | 2        | 3        | 4        | 5        | NA |
| 6. Able to consider issues of culture and diversity in therapy.                          | 1        | 2        | 3        | 4        | 5        | NA |
| 7. Knows relevant theories of psychotherapy.   | 1        | 2        | 3        | 4        | 5        | NA |
| 8. Conceptualizes cases from a theoretical model.  | 1        | 2        | 3        | 4        | 5        | NA |
| 9. Uses theoretical model to develop treatment goals and objectives.                     | 1        | 2        | 3        | 4        | 5        | NA |
| 10. Demonstrates critical thinking skills appropriate for the doctoral level of training | 1        | 2        | 3        | 4        | 5        | NA |
| 11. Applies techniques/interventions relevant to a theoretical model.                    | 1        | 2        | 3        | 4        | 5        | NA |
| 12. Understands appropriate methods for measuring change in therapy.                     | 1        | 2        | 3        | 4        | 5        | NA |
| 13. Assists clients with emergency and crisis intervention, when needed.                 | 1        | 2        | 3        | 4        | 5        | NA |
| <b>Overall Rating</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |    |

**Comments:**

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**V. PROBLEM CHECKLIST**

Listed below are problems which may require supervisory attention at various points in a practicum student’s training. Please indicate **Yes**, **No**, or **Don’t Know** whether any problem has remained a supervisory concern *over the past month*.

|   |     |    |    |
|---|-----|----|----|
| 1. Display lack of self confidence in interactions with clients.  | Yes | No | DK |
| 2. Appropriately manages countertransference and/or discusses it in supervision                                       | Yes | No | DK |
| 3. Overuses psychological jargon.   | Yes | No | DK |
| 4. Becomes overinvolved with the client.  | Yes | No | DK |
| 5. Demonstrates detachment or lack of interest toward client.   | Yes | No | DK |
| 6. Tries to fit client into inappropriate treatment model.  | Yes | No | DK |
| 7. Sees the same clinical issue in all clients.   | Yes | No | DK |
| 8. Evidences difficulty dealing with sexual material.   | Yes | No | DK |
| 9. Evidences difficulty dealing with issues of aggression/violence.   | Yes | No | DK |
| 10. Fails to consider client’s medical issues or use of substances.   | Yes | No | DK |
| 11. Fails to consider client’s ethnic or cultural background.   | Yes | No | DK |
| 12. Does not seek appropriate consultation/advice during crises.  | Yes | No | DK |
| 13. Does not understand legal issues regarding the reporting of suspected child abuse                                 | Yes | No | DK |
| 14. Does not understand legal issues regarding the duty to protect others from harm                                   | Yes | No | DK |
| 15. Does not understand legal issues regarding involuntary hospitalizations.  | Yes | No | DK |
| 16. Does not understand legal issues regarding confidentiality  | Yes | No | DK |
| 17. Does not understand agency policies regarding personnel issues (e.g., diversity, disabilities, sexual harassment) | Yes | No | DK |
| 18. Other: _____  | Yes | No | DK |

**VI. GENERAL SUMMARY**

|                            | US       | SC       | GD       | VG       | EX       |
|----------------------------|----------|----------|----------|----------|----------|
| <b>Overall Evaluation:</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |

**Trainee's main strengths and assets:**

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**Areas of needed improvement:**

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**Training recommendations:**

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Signature of Student

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Date evaluation discussed

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Signature of Primary Supervisor

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Reviewed by Coordinator of Practicum

*Appendix G*

**UNIVERSITY OF HARTFORD**

**GRADUATE INSTITUTE OF PROFESSIONAL PSYCHOLOGY**  
***STUDENT'S EVALUATION OF PRACTICUM PLACEMENT***

Semester  
& Year \_\_\_\_\_

Trainee: \_\_\_\_\_

Agency Name \_\_\_\_\_

Dept. \_\_\_\_\_

Primary Supervisor \_\_\_\_\_

Supervisor 2 \_\_\_\_\_

Supervisor3 \_\_\_\_\_

GIPP Seminar \_\_\_\_\_

Leader \_\_\_\_\_

**Note:** The following rating scale will be used to evaluate your practicum experience this semester. Please add comments at the end of each section to clarify your ratings.

**(EX) Excellent:** Exceptionally high level of quality.

**(VG) Very Good:** Solidly high quality and characterized by an absence of difficulties.

**(GD) Good:** Basically acceptable and sufficient quality; fulfilled requirements. No major problems.

**(SC) Satisfactory with Concerns:** Minimally acceptable quality; at least one major problem or many minor difficulties that identify a need for corrective action, as noted in the comments.

**(US) Unsatisfactory:** Unacceptable quality; several major problems that identify a need for corrective action, as noted in the comments.

**(NA) Not Applicable:** Not relevant to this placement, or not enough information available.

**I. AGENCY SETTING AND SUPPORT**

| <b>Please circle most appropriate rating:</b>           | <b>US</b> | <b>SC</b> | <b>GD</b> | <b>VG</b> | <b>EX</b> | <b>NA</b> |
|---|-----------|-----------|-----------|-----------|-----------|-----------|
| 1. Adequacy of office space.                            | 1         | 2         | 3         | 4         | 5         | NA        |
| 2. Availability of testing supplies.                    | 1         | 2         | 3         | 4         | 5         | NA        |
| 3. Willingness of support staff to assist student.      | 1         | 2         | 3         | 4         | 5         | NA        |
| 4. Acceptance of student trainee by professional staff. | 1         | 2         | 3         | 4         | 5         | NA        |
| 5. Integration of student into agency activities.       | 1         | 2         | 3         | 4         | 5         | NA        |
| 6. Overall working environment of the agency.           | 1         | 2         | 3         | 4         | 5         | NA        |

**Comments on agency setting and support:**

**II. TRAINING ACTIVITIES**

| <b>Please circle most appropriate rating:</b>             | <b>US</b> | <b>SC</b> | <b>GD</b> | <b>VG</b> | <b>EX</b> | <b>NA</b> |
|---|-----------|-----------|-----------|-----------|-----------|-----------|
| 14. Specification of training objectives.                 | 1         | 2         | 3         | 4         | 5         | NA        |
| 15. Relevance of practicum tasks to training needs.       | 1         | 2         | 3         | 4         | 5         | NA        |
| 16. Adequacy of caseload to meet training needs.          | 1         | 2         | 3         | 4         | 5         | NA        |
| 17. Balance of caseload to provide for varied experience. | 1         | 2         | 3         | 4         | 5         | NA        |
| 18. Exposure to variety of psychological tests.           | 1         | 2         | 3         | 4         | 5         | NA        |
| 19. Quality of didactic or inservice training.            | 1         | 2         | 3         | 4         | 5         | NA        |

**Comments on agency setting and support:**

**III. SUPERVISION**

| <b>Please circle most appropriate rating:</b>                | <b>US</b> | <b>SC</b> | <b>GD</b> | <b>VG</b> | <b>EX</b> | <b>NA</b> |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| 1. Supervisor's respect and support for the student.         | 1         | 2         | 3         | 4         | 5         | NA        |
| 2. Supervisor's ability to explain his/her supervisory style | 1         | 2         | 3         | 4         | 5         | NA        |
| 3. Supervisor's enthusiasm for training activities.          | 1         | 2         | 3         | 4         | 5         | NA        |
| 4. Supervisor's function as a positive role model.           | 1         | 2         | 3         | 4         | 5         | NA        |
| 5. Quality of evaluative feedback and recommendations.       | 1         | 2         | 3         | 4         | 5         | NA        |
| 6. Supervisor's openness to discussing difficulties.         | 1         | 2         | 3         | 4         | 5         | NA        |
| 7. Availability of supervision in an emergency/crisis.       | 1         | 2         | 3         | 4         | 5         | NA        |
| 8. Supervisor's understanding of multicultural issues.       | 1         | 2         | 3         | 4         | 5         | NA        |
| 9. Overall quality of supervision.                           | 1         | 2         | 3         | 4         | 5         | NA        |



**Comments on supervision:**

**IV. PRACTICUM ACTIVITIES**

1. Average hours per week of practicum activities \_\_\_\_\_ hours/week
2. Hours per week of *individual* supervision: \_\_\_\_\_ hours/week
3. Hours per week of *group* supervision: \_\_\_\_\_ hours/week
4. Total number of *assessment* clients so far:

\_\_\_\_\_ full psychological batteries (intelligence & projective)  
 \_\_\_\_\_ neuropsychological batteries  
 \_\_\_\_\_ partial psychological batteries  
 \_\_\_\_\_ other

5. Total number of *individual* clients so far for whom you served as *therapist*: \_\_\_\_\_
6. Total number of *individual* clients so far for whom you served as *case manager*: \_\_\_\_\_
7. Total number of *family therapy* cases you have seen so far: \_\_\_\_\_
8. Group therapy experience this **year**

| Title or type of group led/co-led | Average # of clients in group | Number of group sessions |
|-----------------------------------|-------------------------------|--------------------------|
|                                   |                               |                          |
|                                   |                               |                          |
|                                   |                               |                          |

9. Total number of clients seen for *other services* this year: \_\_\_\_\_

**V. QUALITATIVE ITEMS**

1. Comment on areas of supervisor's particular expertise:

\_\_\_\_\_

\_\_\_\_\_

2. What training experiences did this placement provide *most* successfully?

\_\_\_\_\_

\_\_\_\_\_

3. What training experiences did this placement provide *least* successfully?

\_\_\_\_\_

\_\_\_\_\_

4. Additional comments?

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Signature of Student

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Date evaluation discussed

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Signature of Primary Supervisor

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Reviewed by Coordinator of Practicum

## *Appendix H:*

### **Pre-practicum Policies and Procedures**

As availability permits, students may participate in an optional 15-week period of pre-practicum training, for approximately 8-10 hours per week, in an agency that provides services to children and/or adolescents. The pre-practicum must also include 30-60 minutes of supervision per week with a licensed clinician (i.e. Psy.D./Ph.D., LCSW, LMFT, etc.). If the supervisor is not licensed or license-eligible, this must be approved by the Coordinator of Pre-Practicum Training. If a student so desires, and it is acceptable to the agency, the student may extend his/her training at the site; some sites, however, may require a year commitment.

All students participating in Pre-Practicum will also be enrolled in CPS 606: Pre-Practicum in Clinical Psychology and will complete the requirements of this course which will include the submission of the Pre-Practicum Supervisor Evaluation Form (Appendix I) to their Academic Advisor at the conclusion of each semester in which they are participating in Pre-Practicum.

*Appendix I*  
**UNIVERSITY OF HARTFORD**

**GRADUATE INSTITUTE OF PROFESSIONAL PSYCHOLOGY**

*EVALUATION OF PREPRACTICUM STUDENT*

Semester & Year \_\_\_\_\_

**Trainee:** \_\_\_\_\_

*Agency Name* \_\_\_\_\_

*Dept.* \_\_\_\_\_

**Primary Supervisor** \_\_\_\_\_

*Prepracticum Student Ratings: Please rate applicable items using the scale below. If not applicable, please note "N/A."*

|               |          |                  |          |          |
|---------------|----------|------------------|----------|----------|
| (5) Excellent | (4) Good | (3) Satisfactory | (2) Fair | (1) Poor |
|---------------|----------|------------------|----------|----------|

**COMPETENCE IN POTENTIAL CLINICAL SKILLS**

**Areas for Future Development**

|                                      |   |   |   |   |   |    |  |
|--------------------------------------|---|---|---|---|---|----|--|
| Demonstrates rapport with clients    | 1 | 2 | 3 | 4 | 5 | NA |  |
| Interacts appropriately with clients | 1 | 2 | 3 | 4 | 5 | NA |  |
| Demonstrates cultural sensitivity    | 1 | 2 | 3 | 4 | 5 | NA |  |

**KNOWLEDGE BASE**

**Areas for Future Improvements**

|  |   |   |   |   |   |    |  |
|--|---|---|---|---|---|----|--|
|  |   |   |   |   |   |    |  |
| Demonstrates aptitude for research                                   | 1 | 2 | 3 | 4 | 5 | NA |  |
| Demonstrates aptitude for combining research with clinical knowledge | 1 | 2 | 3 | 4 | 5 | NA |  |
| Understands the developmental concerns of the population in question | 1 | 2 | 3 | 4 | 5 | NA |  |

|                                 |   |   |   |   |   |    |  |
|---------------------------------|---|---|---|---|---|----|--|
| Demonstrates eagerness to learn | 1 | 2 | 3 | 4 | 5 | NA |  |
|---------------------------------|---|---|---|---|---|----|--|

| <b>SELF-REFLECTION</b>                                      |   |   |   |   |   |    | <b>Areas for Future Improvements</b> |
|---|---|---|---|---|---|----|--------------------------------------|
| Ability to assess own strengths and weaknesses              | 1 | 2 | 3 | 4 | 5 | NA |                                      |
| Ability to receive feedback and suggestions for improvement | 1 | 2 | 3 | 4 | 5 | NA |                                      |
| Self-efficacy in delivering services                        | 1 | 2 | 3 | 4 | 5 | NA |                                      |

| <b>WORK ETHIC</b>  |   |   |   |   |   |    | <b>Areas for Future Improvements</b> |
|--|---|---|---|---|---|----|--------------------------------------|
| Ability to work independently, but be able to ask for help when needed | 1 | 2 | 3 | 4 | 5 | NA |                                      |
| Ability to communicate effectively                                     | 1 | 2 | 3 | 4 | 5 | NA |                                      |
| Punctuality  | 1 | 2 | 3 | 4 | 5 | NA |                                      |
| Respect for colleagues   | 1 | 2 | 3 | 4 | 5 | NA |                                      |

Additional Comments

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\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Signature of Primary Supervisor

\_\_\_\_\_  
Date evaluation discussed

\_\_\_\_\_  
Reviewed by Coordinator of Practicum