

PSYC*7993, Course Outline: Fall 2024

General Information

Course Title: PSYC*7993 Clinical Practicum 3

Course Description:

This course is intended to foster clinical psychology graduate student training and experience in clinical competencies. Students provide psychological services to child and adolescent clients. Services are provided at external practicum settings. Students will carry out clinical work under the direct supervision of licensed clinical psychologists. Students will gain competency in clinical skills, including professionalism and interpersonal relationships, assessment, intervention, ethical practice, and supervision.

Credit Weight: 0.25

Academic Department (or campus): Psychology

Semester Offering: Fall-Winter

Class Schedule and Location: Students will spend two days per week at their external practicum site. Students will meet regularly with their assigned clinical supervisor.

Instructor Information

Instructor Name: Tamara Berman, Ph.D., C.Psych.

Instructor Email: tberman@uoguelph.ca

Office location and office hours: FVMI 229, contact to arrange

Course Content

Specific Learning Outcomes: To obtain a level of clinical competency commensurate with student's level of training. Students and supervisors will set individualized goals and learning outcomes in a supervision contract at the beginning of each course enrollment. Goals set depend on experiences available at the practicum setting, and on the student's individual needs.

1. Demonstrate professional demeanor when interacting with a client population.
2. Show awareness of expected skills and behaviors at different ages and stages of child development.
3. Demonstrate proficiency in maintaining professional relationships with assigned clients, supervisors, and fellow students.

4. Demonstrate proficiency in carrying out intake interviews.
5. Demonstrate proficiency in completing suicide risk evaluation.
6. Demonstrate proficiency in selecting, administering, scoring and interpreting psychometric assessment measures.
7. Demonstrates skill in writing complete and concise notes following client interactions.
8. Show understanding of formulation and diagnosis in a child and adolescent population.
9. Demonstrate skill at assessment report writing.
10. Ability to identify and make recommendations based on assessment results.
11. Ability to deliver feedback of assessment results and conclusions to children, youth, parents and school teams.
12. Demonstrate knowledge of a range of intervention approaches relevant to children, adolescents and families.
13. Gain experience acting as primary therapist for children, adolescents and/or families.
14. Demonstrate competency in assessing and monitoring treatment process and progress.
15. Identify key ethical considerations in implementing clinical work with children, adolescents and families.
16. Show awareness of when it is important to consult a supervisor.
17. Demonstrate ability to prepare for and engage in clinical supervision (both individual and group supervision).
18. Self-reflect on own professional development (e.g., clinical goal setting and monitoring, exploration of strengths and areas for further development, self-awareness).

CCAP Competencies & Facets	Level	Specific LO
Professionalism & Interpersonal Relationships		
1. Demonstrates knowledge of self (e.g., motivation, culture, resources, values, personal biases, factors that may influence the professional relationship such as limits)	Intermediate	18
2. Demonstrates knowledge of others, including the macro- (e.g., work, national norms, etc.) and micro-environments (e.g., personal differences, family, culture, gender differences, etc.) in which people function	Intermediate	2,8
3. Engages in a professional level and style of conduct and deportment (e.g., organization, timeliness, dress and hygiene, practicing within one's competence)	Advanced	1,3,18
4. Establishes and maintains trust and respect in the professional relationship (e.g., follows-through on commitments, proactively seeks out supervision when necessary)	Advanced	1,3,16,17
5. Establishes and maintains professional relationships with clients from all populations served and	Advanced	1,3

<p>appropriate interdisciplinary relationships with colleagues and learners</p> <p>6. Engages in reflective practice and adjusts personal approach, as needed, in professional contexts (e.g., self-care, communicating with colleagues, seeking supervision or feedback)</p>	Intermediate	16,17,18
Assessment & Evaluation		
1. Demonstrates knowledge of human populations served and human development	Intermediate	1,2
2. Demonstrates skill in formulating appropriate referral questions	Advanced	4,8
3. Demonstrates knowledge of and selects appropriate psychological assessment methods, based on psychometric properties and evidence base, across referral and practice areas (e.g., cognitive, personality, diagnostic, strengths)	Intermediate	6
4. Appropriately applies assessment methods (standardized measures and clinical interviewing), consistent with case formulation, and scores and interprets assessment data	Intermediate	6,8
5. Demonstrates knowledge of diagnostic systems including DSM-5 and others (e.g., ICD-10) and effective skills in making a diagnosis when appropriate	Intermediate	8
6. Demonstrates knowledge of and ability to conceptualize cases with consideration to intra-, inter-personal, and systemic contexts, along with strengths	Intermediate	2,8
7. Demonstrates skill in effective written and verbal communication (e.g., results from assessment, diagnostic feedback)	Intermediate	7,9,11
8. Demonstrates skill in developing recommendations and action plan based on assessment findings	Intermediate	10
Intervention & Consultation		
1. Demonstrates knowledge of major evidenced-based intervention theories and approaches with individuals and systems (e.g., children, families, groups, organizations). This includes demonstrating respect for the positive aspects of all major intervention approaches, with an openness to varied viewpoints and approaches	Intermediate	12
2. Demonstrates knowledge of the relation between assessment and intervention	Intermediate	10

<ol style="list-style-type: none"> 3. Effectively selects, plans, implements, evaluates, and modifies interventions; this includes awareness of when to refer and/or terminate the intervention and the use of evidence-based measures 4. Demonstrates skills in documentation, and both written and verbal communication, regarding intervention process, progress, and termination 5. Demonstrates knowledge of appropriate consultation practices (includes seeking and providing) 6. Assesses and evaluates intervention progress and modifies the intervention as indicated including but not limited to use of evidence-based measures 	<p>Intermediate</p> <p>Advanced</p> <p>Intermediate</p> <p>Intermediate</p>	<p>12,13,14</p> <p>7</p> <p>16,17</p> <p>13,14</p>
<p>Ethics & Standards</p> <ol style="list-style-type: none"> 1. Demonstrates knowledge of major ethical principles, issues, and dilemmas, and common professional issues relevant to the practice of psychology 2. Demonstrates knowledge of standards and codes of professional conduct 3. Demonstrates knowledge of standards and codes of professional conduct 4. Proactively Identifies and conceptualizes potential and actual ethical issues and dilemmas, using key ethical codes (i.e., CPA, TCPS), relevant jurisprudence and legislation, and CPA ethical decision-making process in resolving professional and ethical issues. 5. Implements ethical concepts, codes of conduct, legislation, and consultation into professional practice. 	<p>Advanced</p> <p>Advanced</p> <p>Advanced</p> <p>Intermediate</p> <p>Intermediate</p>	<p>5,15</p> <p>5,15</p> <p>15</p> <p>5,15</p> <p>5,15</p>
<p>Supervision</p> <ol style="list-style-type: none"> 1. Demonstrates knowledge of the multiple roles, responsibilities, and acquisition of competencies in supervision (i.e., of supervisor and supervisee) 2. Demonstrates knowledge of the ethical, legal, and contextual issues of supervision (including both supervisor and supervisee) 3. Identifies supervision goals and learning objectives, and tracks progress in achieving these goals 4. Engages effectively in the supervision process (individual, peer, and group supervision) as supervisee (e.g., prepared for supervision, openness to supervision, participation in collaborative 	<p>Advanced</p> <p>Advanced</p> <p>Advanced</p> <p>Advanced</p>	<p>16,17</p> <p>16,17</p> <p>16,17,18</p> <p>16,17,18</p>

supervision process, aware of limits, fosters open and participatory climate)		
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Additional Notes:

1. Evaluation of Clinical Competencies: Client sessions will be supervised and evaluated for clinical competency by the assigned clinical supervisor. Feedback will be provided on a regular basis during individual and/or group supervision. More formalized written evaluation will occur at the end the enrollment.
2. Client Documentation: Students are expected to document all clinical work with clients. This will include notes of phone and in-person contacts, session notes and final reports for therapy clients, and assessment reports.

Final examination date and time: NA

Final exam weighting: NA

Course Resources

Required Texts: None.

Course Policies

Grading Policies

This course is not graded but rather a SAT/UNSAT grade will be assigned at the end of each enrollment. Students will receive regular written and oral feedback about their performance in the course with respect to competencies that need to be demonstrated. A detailed written Practicum Evaluation will be completed by the student’s direct clinical supervisor at the end of the enrollment. The Evaluation will be shared with the course instructor, who will assign the final grade. All components of the course must be completed with sufficient competency to earn a SAT or satisfactory rating.

[Graduate Grade interpretation](#)

Sharing of Information

In the interest of ensuring optimal student development, the DCT, practicum committee, and Maplewoods clinical supervisors meet regularly to discuss student progress in clinical competence, performance and behavior, as well as to plan appropriate clinical experiences. These discussions may include review of the student’s clinical training record, communications from clinical supervisors, and Time 2 Track hours accrued.

Student overall performance in the CCAP program, including clinical competence, performance, and behavior in clinical settings, is also discussed by CCAP Faculty in each semesterly Student Review meeting. Regardless of grade attained in a practicum course, a student may be identified in the Student Review as needing remediation in one or more of clinical competence, performance and/or behavior in clinical settings. If the need for remediation is identified, an Action Plan will be created to meet these needs. To support ongoing competency development, information about students' clinical competencies (including any remediation plans) may be shared with the student's clinical supervisor(s) in upcoming clinical practica. Whether the practicum takes place at the Maplewoods Centre, or at an external site, there is ongoing communication between external practicum supervisors, the Practicum Coordinator and the DCT regarding development of clinical competencies.

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Grounds for Academic Consideration](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the [Graduate Calendar](#):

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email accessibility@uoguelph.ca or the [Student Accessibility Services Website](#)

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#) .

Drop date

The last date to drop one-semester courses, without academic penalty, is **Friday November 29, 2024**. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).
[Current Graduate Calendar](#)