

PSYC*7992, Course Outline: Winter 2016

General Information

Course Title: PSYC 7992 CP:ADE Practicum II

Course Description: This practicum is designed to give students their first concentrated exposure in the CP:ADE program in directly working with a psychologist and/or psychological associate for two days a week in the delivery of psychological services. Students will complete placements at the following settings for their practice experience: Bluewater District School Board, Grand Erie District School Board, Halton District School Board, Peel District School Board, Toronto District School Board, and the Waterloo Region District School Board.

Students are expected to devote 2 days plus class time each week to the practicum.

Credit Weight: 1

Academic Department (or campus): Psychology

Semester Offering: W

Class Schedule and Location: ROZH, Room 109, Thursday 2:30-5:20

- Thursday, January 14, first class.
- Monday, February 15- 19, Winter Break. No class scheduled this week and schools closed Feb 15 for Family Day.
- Friday, March 11th, 40th class day, students will be given general feedback by instructor
- Monday March 14 - March 18, Winter break for public schools.
- March 25 – holiday for University; and holidays for school boards March 30 and April 2.
- Thursday, April 7, last class.
- Wednesday, April 13, all work on site should be completed for evaluation.
- Wednesday April 20th, evaluation due to instructor from supervisor.

Instructor Information

Instructor Name: Arlene Young, Ph.D. C. Psych.

Instructor Email: ayoung09.uoguelph.ca

Office location and office hours: MACK 3004—Thursday 9:30 – 11:30 and feel free to drop in.

Course Content

Specific Learning Outcomes: The overarching objective is to develop competence and skills needed for delivering psychological services in the context of a school board setting. These skills

are transferable to subsequent practice in hospitals and mental health facilities. Students are required to expand and refine the preliminary assessment and report-writing skills acquired in PSYC*6690, 6700, and 601, draw on their knowledge from previous courses, and engage in a range of consultative activities. Specific objectives include:

- Apply theory and research knowledge appropriately to clinical work in both assessment and intervention domains
- Accurately administer and score a variety of assessment and interview measures of both structured/formal and unstructured/formats
- Interpret assessment results accurately
- Formulate and conceptualize cases based upon information gathered
- In written reports integrate assessment results from a variety of sources
- Assess and select appropriate interventions
- Extend and apply knowledge of ethical and professional codes, standards of practice, guidelines, statutes, rules, and regulations relevant to practice in psychology
- Participate in school consultation and team problem solving with individuals of different professions, gaining an understanding of the roles and competencies of other professionals
- Assume responsibility under supervision for client from consent to feedback

Seminars: Weekly classes will be held to jointly discuss standards of professional practice, legislative and policy issues, issues around supervision and the practice of psychology in school settings, ethical issues, intake interviews, intervention, and models pertaining to the delivery of services and work with children experiencing difficulties. In addition, class time will be spent jointly problem solving with respect to the cases students are handling, sharing experience and observations, and building professional skills.

Course Assignments and Tests: Ongoing feedback will be provided by on-site supervisors to supervisees in face-to-face supervision regarding the above learning objectives as casework is undertaken. By the 40th class, each student will be notified by the instructor regarding general satisfaction of their performance to date.

In class, student report each week on their activities, learning and casework, and will make one case presentation in the latter half of the semester when a case has been or is near completion. Presentations should include the following:

- Demographics including fake name, age, gender, grade, ethnicity, family circumstances
- Presenting problem
- Relevant history
- other agencies, personnel involved and nature of involvement
- Assessment Instruments used
- Case conceptualization including deficits/strengths, stressors, environment/culture; predisposing, precipitating, prolonging, protective factors and prioritization of problems (in order: issues of safety, issue that requires reporting, non-lethal or non-reportable crisis, problem(s) generating the greatest symptoms/concerns
- Treatment plan and key recommended interventions

- Personal reflections: differences between you and the client that required work on your part; what you learned; what you feel proud of or that went well; what you could or wish you could have done better on; how the case links to previous course material; what ideas or feedback from others would you like regarding the case.

Final examination date and time: A written end of practicum evaluation based on the students' performance will be completed by the onsite supervisor. Supervisors will be reminded by the instructor to complete the evaluation form by April 25th at the latest so that students can review it with their supervisor before sending to the instructor in time to submit a grade by April 28.

Course Resources

Required Texts: Students should read (or have read) and be familiar with Regulations, Standards of Professional Conduct and Guidelines of the Ontario College of Psychologists and Canadian Code of Ethics for Psychologists. Additional readings will be provided as topics arise.

Other Resources: Assessment instruments in the Department's test collection may be checked out for use in the practicum through the Centre for Psychological Services, Students are to return material promptly and to ensure that it is not needed at CPS in the loan period. Wherever possible students should try to borrow materials and use protocols from their host practicum site.

Course Policies

Grading Policies

Performance will be graded as Satisfactory or Unsatisfactory based on the formal written evaluation by the supervisor using the evaluation form for CP:ADE practica provided by the instructor.

Documentation required to complete the course is as follows:

- Students complete the practicum agreement form with their supervisor at the beginning of the practicum and make 2 copies -- one for the off-site supervisor and one for the instructor which will to be placed in the students' graduate file at the end of the semester. This form lists the practicum setting and on-site supervisor(s) under whom the student works, contact numbers, addresses, etc. and goals for the practicum and has signatures.
- Students keep a record (Time2Track and diary) of their activities and hours over the course of the practicum, reporting hours and activities as part of the evaluation form completed by practicum supervisors at the end of the semester.
- The evaluation feedback is to be discussed by the student and supervisor together, the form signed by both supervisor and student, and then given to the instructor for

signature for a pass or fail grade. It is then placed in the student graduate practicum file. No credit will be awarded unless all documents are received.

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 [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 the Centre for Students with Disabilities as soon as possible.

For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: [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 March 11. For regulations and procedures for Dropping Courses, see the [Academic Calendar](#).