

# PSYC\*7991, Course Outline: Winter 2021

## General Information

**\*\*\*DUE to the COVID-19 pandemic, this course is offered in an alternate format. Classes, student meetings, and client work will be conducted either primarily or entirely online through video conferencing in order to prioritize physical distancing. If in-person work is approved, students are required to complete the COVID-19 Infection Prevention and Awareness Training on Courselink before returning to campus.\*\*\***

**Course Title:** PSYC\*7991 Clinical Practicum I

### **Course Description:**

This course is intended to foster clinical psychology graduate student training and experience in clinical competencies. Students may have the opportunity to provide psychological services to child and adolescent clients. Services are provided either at the Center for Psychological Services, or, with instructor permission, either at external practicum settings or by an approved telepsychology platform. Students will carry out clinical work under the direct supervision of clinical faculty, CPS staff or licensed psychologists at external practica. In addition to the possibility of direct clinical services, students may engage in readings, discussions, role-plays and written assignments focused on clinical skill development. 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, Spring

**Class Schedule and Location:** Students will meet regularly with their assigned clinical supervisor. In addition, students will meet as needed as cohorts with the course instructor, to discuss practicum and professional issues relevant to each particular stage of development (eg. preparing to apply for external practicum placements).

## Instructor Information

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

**Instructor Email:** tberman@uoguelph.ca

**Office location and office hours:** Please email to arrange a teleconference or phone meeting

## **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 the student's stage in the program, and on their individual needs.

### Specific Learning Outcomes

#### MA1 Level

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 knowledge about selecting, administering, and scoring selected psychometric assessment measures.
4. Identify key ethical considerations in implementing clinical work with children, adolescents and families.
5. Students will develop greater self-awareness and sensitivity to issues of diversity and skills for working with diverse populations.
6. Show awareness of when it is important to consult a supervisor.
7. Demonstrate ability to prepare for and engage in clinical supervision (both individual and group supervision).
8. Self-reflect on own professional development (e.g., clinical goal setting and monitoring, exploration of strengths and areas for further development, self-awareness).

#### MA2 Level

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 supervisors, and fellow students.
4. Demonstrate knowledge about selecting, administering, scoring and interpreting psychometric assessment measures.
5. Show understanding of formulation and diagnosis in a child and adolescent population.
6. Demonstrate skill at assessment report writing.
7. Ability to identify and make recommendations based on assessment results.
8. Ability to carry out or role play feedback of assessment results and conclusions to children, youth, parents and school teams.
9. Identify key ethical considerations in implementing clinical work with children, adolescents and families.

10. Students will develop greater self-awareness and sensitivity to issues of diversity and skills for working with diverse populations.
11. Show awareness of when it is important to consult a supervisor.
12. Demonstrate ability to prepare for and engage in clinical supervision (both individual and group supervision).
13. Self-reflect on own professional development (e.g., clinical goal setting and monitoring, exploration of strengths and areas for further development, self-awareness).

#### PhD1 Level

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 knowledge about selecting, administering, scoring and interpreting psychometric assessment measures.
7. Demonstrate 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. Students will develop greater self-awareness and sensitivity to issues of diversity and skills for working with diverse populations.
17. Show awareness of when it is important to consult a supervisor.
18. Demonstrate ability to prepare for and engage in clinical supervision (both individual and group supervision).
19. Self-reflect on own professional development (e.g., clinical goal setting and monitoring, exploration of strengths and areas for further development, self-awareness).

## PhD2

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 knowledge about 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. Students will develop greater self-awareness and sensitivity to issues of diversity and skills for working with diverse populations.
17. Show awareness of when it is important to consult a supervisor.
18. Demonstrate ability to prepare for and engage in clinical supervision (both individual and group supervision).
19. Self-reflect on own professional development (e.g., clinical goal setting and monitoring, exploration of strengths and areas for further development, self-awareness).

## PhD3

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 knowledge about 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. Students will develop greater self-awareness and sensitivity to issues of diversity and skills for working with diverse populations.
17. Show awareness of when it is important to consult a supervisor.
18. Demonstrate ability to prepare for and engage in clinical supervision (both individual and group supervision).
19. Self-reflect on own professional development (e.g., clinical goal setting and monitoring, exploration of strengths and areas for further development, self-awareness).
20. Develop skills at providing supervision of clinical work carried out by more junior students, in situations such as intake interviews, assessment, and/or therapy.

**Additional Notes:**

1. Video Evaluation of Clinical Competencies: Client sessions will be observed live or video-taped 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 evaluations will occur at the end of each term.
2. Client Documentation: Students are expected to document all clinical work with clients. This will include notes of phone and in-person intakes, 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. All components of the course are to be completed with sufficient competency to earn a SAT or satisfactory rating.

[Graduate Grade interpretation](#)

## **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](mailto: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 **Monday, April 12<sup>th</sup>, 2021**. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).  
[Current Graduate Calendar](#)