

**Nova Southeastern  
University  
College of Psychology**

**Handbook of Doctoral  
Practicum Training:  
2020-2021**

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## Table of Contents

Introduction.....	3
Purpose.....	3
Clinical Practicum I, II and Summer Practicum Overview .....	3
Clinical Practicum III, IV and Summer Practicum Overview .....	3
Doctoral Internship in Psychology.....	3
Ethical Behavior.....	4
Impact COVID-19 Global Pandemic on Clinical Training .....	4
Professional Behavior .....	5
Professional Liability Insurance .....	6
Practicum Procedures.....	7
Clinical Practicum I, II and Summer Practicum .....	7
Clinical Practicum III, IV and Summer Practicum .....	8
Additional Information about Practicum Placements .....	8
Time Requirements and Procedures .....	8
Selecting Practicum Sites.....	9
Supervision .....	10
Practicum Grading Form.....	10
Grading .....	10
Practicum Placement Evaluation .....	11
Extension of Practicum Training .....	11
Duties and Responsibilities.....	11
Duties and Responsibilities of Students.....	11
Duties and Responsibilities of Site Supervisors .....	13
Duties and Responsibilities of PSC Faculty Directors, Staff Psychologist Directors, and Intensive Supervisors.....	14
Practicum Student Performance Difficulties .....	15
Office of Clinical Training Contact Information .....	16
Appendices:	
Appendix A: Practicum Grading Form.....	17
Appendix B: Practicum Placement Evaluation.....	21
Appendix C: Intensive Supervision Evaluation.....	27
Appendix D: Practicum Extension Forms (PSC and off-site) .....	31
Appendix E: Student Trainee Agreement.....	33
Appendix F: Competency Remediation Plan.....	36
Appendix G: TQCVL Verification Process.....	42

## Introduction

This handbook was prepared to assist Clinical Psychology doctoral students in the College of Psychology at Nova Southeastern University as they engage in clinical practica training. It will also help Nova Southeastern University Psychology Service Center (PSC) faculty clinic directors, staff psychologist clinic directors, faculty intensive supervisors, and community placement supervisors understand their respective roles. Students are advised that this handbook does not include all doctoral program or other COP policies. Students should consult the appropriate doctoral program handbooks for additional information.

### *Purpose*

The curricula of both Clinical Psychology doctoral programs require students to successfully complete two 12-month practicum placements, the first starting in the second year of the curriculum, and the second starting in the third year of the curriculum. Students may also take an elective practicum in the fourth year of the curriculum. These experiences allow students to integrate science and practice through staged and guided implementation of assessment and intervention methods and their theoretical and empirical foundations. As students learn theories and techniques in the classroom, they begin to practice and to apply these skills under close supervision. The goal of practica is to provide supervised clinical experiences with a focus on practice informed by science that will enhance the development of students' knowledge and skills as they become clinical psychologists. The Director of Clinical Training (DCT) or other designated core faculty members will site visit practicum placements regularly to insure continuity of training and compliance with the placement's practicum agreement.

Eligibility for practicum is determined by meeting all of the *College of Psychology Core Performance Standards for Admissions and Progress* (outlined in Psy.D. Program in Clinical Psychology Handbook and the Ph.D. Program in Clinical Psychology Handbook).

### *Clinical Practicum I, II and Summer Practicum Overview*

During the second year of matriculation, students are required to enroll in a 3 credit hour course for each of 3 semesters called **Clinical Practicum I, II and Summer Practicum (PSY 2701, 2702, 270A)**. This is a 480-hour practicum experience that enables students to gain firsthand experience at a clinical training site. Concurrently with each practicum registration, students enroll for 1 credit of intensive supervision with a faculty member (PSY 2703, 2704, 270B).

### *Clinical Practicum III, IV and Summer Practicum Overview*

During the third year of matriculation, students are required to enroll in a 3 credit hour course for 3 semesters called **Clinical Practicum III, IV and Summer Practicum (PSY 3701, 3702, 370A)**. This is a 720-hour practicum experience that enables students to extend their clinical training knowledge and skills. Concurrently with each practicum registration, students enroll for 1 credit of intensive supervision with a faculty member (PSY 3703, 3704, 370B).

### *Doctoral Internship in Psychology*

During the fall of the fourth year of matriculation, students begin the internship application process. Concurrently with their completion and submission of internship applications, students complete a course entitled Advanced Professional Development (PSY 4499) to facilitate critical thinking and related skills needed for success on internship and in their careers. The internship is

a full-time, 2,000 clock-hour field-based placement designed to serve as the culminating training experience in the program.

### **Impact COVID-19 Global Pandemic on Clinical Training**

As a result of the COVID-19 global pandemic, practicum hours and activities may be modified during the 2020-2021 training year in order to prioritize safety. As a result, the focus will remain on preparing students for internship and to practice as competent health service psychologists with a reduced focus on direct service hours.

Students should contact their supervisors at assigned sites with questions about training plans, the site's safety protocols, or service delivery options (e.g., telehealth versus face-to-face). Students must be in Florida to deliver telehealth services to clients residing in Florida. This is based on communication from the Florida Board of Psychology, and not any program rule or decision. Practicum sites have been made aware that students may provide face-to-face services so long as CDC and Department of Health guidelines are followed. Students should contact the DCT if sites ask them to provide their own personal protective equipment (PPE) as PPE will be made available to students who need it by the college.

While most practicum sites will include some telehealth options during the 2020-2021 training year, others including primary assessment-focused sites and hospitals may not be able to fully deliver their services using telehealth. Where there have been limits to telehealth service delivery, sites have developed creative clinical training opportunities to enhance student competencies. Competency development can happen in many ways, the delivery of direct services is only one of these ways. Hence, it will be very important for all students to be open to availing themselves of all the many training activities sites and supervisors have developed to help enhance their clinical training.

Despite all the many challenges brought about by this pandemic, it is important that students remain professionally committed. While classes will be 100% online after Thanksgiving during the 2020-2021 academic year, students are expected to honor their commitments to their assigned practicum site. Namely, a 12-month commitment for first- and second-practicum students and an 8-month commitment for elective practicum students. Hence, students will be expected to continue reporting to their practicum site, either virtually or in-person in accordance with their training agreement (including leave time policy) with the site, during the entire training year unless the site closes or the college or university suspend clinical rotations/training. If students become ill or need to take a leave of absence for any unforeseen situation that would also be understandable. If students have symptoms or test positive for COVID-19, it is important that they keep themselves and others safe by self-quarantining and seeking appropriate medical attention as needed. Students must follow the Return of the Sharks: Student Guidelines: <https://www.nova.edu/ehs/cv19-resources/student-guide/index.html>.

### *Ethical Behavior*

Students, faculty, and staff are responsible for abiding to the [ethical principles of the American Psychological Association \(APA\)](#). Students are responsible for reading, understanding, and being prepared to utilize the information from this document prior to starting their first clinical practicum. In the first year courses entitled Ethics and Professional Issues (PSY 1417) and Ethics

and Legal Issues (PSY 1418), all students will receive NSU didactics in the Health Information Portability and Accountability Act (HIPAA).

### *Professional Behavior*

Information regarding professional behavior and appropriate conduct for the College of Psychology can be found in the Psy.D. Program in Clinical Psychology Handbook, the Ph.D. Program in Clinical Psychology Handbook, and the [current COP Catalogue](#). Information on the review process for alleged violations of the University Student Code of Conduct, including academic standards and ethical standards for practicum placements are reviewed in the section titled *Professional Standing Committee* found in the above listed handbooks.

Several behavioral categories are considered to be an integral part of professional functioning. The broad categories include the following:

1. Professional Behavior
  - a. Demonstrating dependability (e.g., punctuality in submitting papers and assignments, meeting with clients, etc.)
  - b. Accepting responsibility for one's own work (e.g., presenting passages as one's own from the internet or other source is plagiarism)
  - c. Carrying through and completing tasks
  - d. Seeking guidance from appropriate sources
  - e. Dressing in a manner consistent with the professional setting
2. Intrapersonal Behavior
  - a. Displaying mature and appropriate behavior
  - b. Demonstrating ability to function independently
  - c. Exhibiting usual and customary judgment and discretion in both student and professional activities
  - d. Presenting a generally respectful and non-hostile attitude
  - e. Participating in activities that are pursuant to professional development
  - f. Developing intrinsic criteria to evaluate own performance
3. Interpersonal Behavior
  - a. Cooperating with and being respectful of others
  - b. Giving, accepting, and utilizing feedback effectively
  - c. Developing and maintaining positive relationships with peers and faculty
  - d. Developing satisfactory working relationships with supervisors and advisors
  - e. Respecting and incorporating individual and cultural diversity
  - f. Communicating appropriately and effectively
  - g. Demonstrating ethical responsibility
  - h. Adapting well to new situations
4. Students are expected to carefully read their student handbooks and are expected to follow all the guidelines set out therein. Additionally the following guidelines associated with specific practicum related behaviors must be adhered to:
  - a. Under no circumstances are students to arrange or attempt to arrange a practicum placement with any facility or program, whether it is part of the PSC or in the community. If a student becomes aware of a facility or program that he/she

believes might be a potential practicum placement, he/she should so advise the DCT.

- b. Students must put in the required hours at each site.
- c. When arranging practicum schedules with placements to which they have been assigned, students must bear in mind that only assigned classes take precedence over practicum schedule. Work hours or other personal matters do not take priority.
- d. Students will typically be notified of their recommended practicum placements in early March for either a Summer start (first of May) or Fall start (end of August). Each student will be notified of his/her placement assignment and intensive supervisor and should immediately contact the placement to arrange an interview. No student can be accepted for assignment to the placement without an interview. The placement has the right of refusal. It is important to contact recommended placements immediately upon receipt of placement notification, as some placements require extensive federal/state background checks.
- e. Students should also be aware that several practicum placements have background checks that include past arrests and convictions, urine screens, and so forth. It is imperative that each student report honestly. Failure to do so may result in his/her not being able to go to that placement, in addition to a possible referral to the Professional Standing Committee.
- f. Any students experiencing difficulties contacting a placement or supervisor or having difficulty meeting practicum hour requirements should contact the DCT or the Associate DCT. Students assigned to placements outside the PSC can also discuss issues with their intensive supervisor, who may consult with the DCT.
- g. Students need to be aware that first year practicum placements can begin in the summer of the first year or the fall of the second year. Therefore, students should not plan to engage in activities that could compete with beginning the practicum placement in the summer (e.g., vacations or work).
- h. Students cannot complete practicum placements at any facility or program that does not have a licensed clinical psychologist supervisor. Practicum placement recommendations are made with this proviso in mind.
- i. Any student who wishes to continue seeing clients beyond his/her assigned practicum placement year should submit a completed Practicum Extension Form to the DCT. These forms are available in the Clinical Training Office and on the COP website. This extension requirement applies to all [PSC](#) and [community placements](#).

### *Professional Liability Insurance*

All enrolled students have liability coverage through NSU. This coverage applies to academic, clinical practicum, or research activities for all semesters in which a student is registered.

All students are required to abide by the *American Psychological Association Ethical Principles of Psychologists and Code of Conduct*, understand the [State of Florida statutes for Licensed Psychologists](#) (Title XXXII, Chapter 490) and follow the policies and procedures of the College of Psychology. In addition, students must adhere to policies, procedures, rules and regulations of his/her assigned practicum placement or doctoral internship.

## Practicum Procedures

The DCT will determine each student's readiness for practicum based on his/her academic eligibility. Problems in professional behavior identified following referral to the Professional Standing Committee with concurrence by the Dean of COP will take precedence over academic eligibility, and may accordingly preclude practicum eligibility. **Students who do not meet the minimum requirements will be advised and remediated as appropriate.**

### *Clinical Practicum I, II and Summer Practicum*

The first practicum experience will start either in the summer (May) or Fall (end of August) during the student's second year. To be eligible to register for **Summer Practicum** or **Clinical Practicum I** (depending on practicum start date) students must have been matriculated, and have successfully completed (or be co-enrolled in) the following courses with a grade of at least a B-.

PSY 1401: History and Systems of Psychology  
PSY 1403: Adult Psychopathology  
PSY 1405: Developmental: Child & Adolescent  
PSY 1407: Developmental: Adult & Older Adult  
PSY 1408: Child & Adolescent Psychopathology  
PSY 1417: Ethics and Professional Issues  
PSY 1418: Ethics and Legal Issues  
PSY 1501: Assessment: Intelligence Testing with Lab  
PSY 1502: Diagnostic Interviewing  
PSY 1605: Diversity in Assessment & Interventions  
PSY 1610: Adult Intervention I  
PSY 1703: Pre-Practicum

There are two prerequisites for **Clinical Practicum II and Supervision II:**

PSY 2701: Clinical Practicum I  
PSY 2703: Supervision I

### *Clinical Practicum III and IV and Summer Practicum*

The second practicum experience will start in either the summer (May) of the second year or Fall (end of August) of the third year. However, students who began their first practicum in the fall cannot start a second practicum the following summer, as students cannot complete two practicum placements concurrently.

The following prerequisites with a Grade of B or higher are required for **Clinical Practicum III:**

PSY 2507: Objective Personality Assessment  
PSY 2509: Behavioral Assessment  
PSY 2511: Projective Personality Assessment  
PSY 2602: Systems/ Family Therapy  
PSY 2604: Child and Adolescent Intervention  
PSY 2606: Case Conceptualization

PSY 3501 (Psy.D. Only): Integrated Report-Co/prerequisite  
PSY 2702: Clinical Practicum II  
PSY 2704: Supervision II  
Summer Practicum and Summer Supervision

There are two prerequisites for **Clinical Practicum IV**:  
PSY 3701: Clinical Practicum III  
PSY 3703: Supervision III

*Additional information about practicum placements*

**Following notification of recommended practicum placements, students are required to contact the placement within 2 weeks to arrange for an interview with the director or supervisor at the site.** Although most students are accepted at their assigned site, each site has the opportunity to interview each student for a goodness of fit. If a site decides a student is not appropriate or if a student fails to receive the required clearance(s) at a site, the student should contact the Clinical Training Office immediately and another practicum site will be sought.

*Time Requirements and Procedures*

**Please note that the time requirements listed below are a minimum.** Some sites may require more hours, specific days of the week, evening hours, weekends, specific courses, past experiences, languages spoken, and other training requirements. The requirements for each site are described in detail in the COP practicum brochure that is available on the [COP website](#) and is updated each year. Please be sure to check the most recent practicum brochure online.

- First year practicum students are required to complete and document on average 10 weekly hours for Clinical Practicum I, II and Summer of which a minimum would be on average 4 face to face hours in direct service provision (e.g. assessment or intervention).
- Second year practicum students are required to complete and document on average 15 weekly hours for Clinical Practicum III, IV and Summer of which a minimum would be on average 6 face to face hours in direct service provision delivery (e.g. assessment or intervention).
- Elective practicum students are required to document on average 10 weekly hours of which a minimum would be on average 4 face-to-face hours in direct service provision (e.g. assessment or intervention). Elective practicum placements are typically for 2 semesters or 8 months. They are assigned after all first and second year practica students have been assigned.

**Please note that as indicated in the *Psy.D. Program in Clinical Psychology Handbook* or the *Ph.D. Program in Clinical Psychology Handbook*, the only requirement that can take precedence over practicum hours is enrollment in a required or elective course.** In other words, students cannot tell practicum placements that they cannot work certain times or days because of employment or other personal obligations. In instances in which conflicts between practicum placement and class schedules exist, students are encouraged to work with site supervisors to resolve the scheduling conflicts. If such efforts are unsuccessful, students should contact the DCT or the Associate DCT.



### *Selecting Practicum Sites*

All students are required to complete two 12-month years of practicum training. If consistent with career goals, one of these placements can be one at which most or all service provision is assessment oriented. This requirement is part of our generalist training models, and ensures preparation for applying empirically supported or evidence-based intervention methods during internship training and the ensuing career. Training in providing and assessing the efficacy of appropriate intervention methods also facilitates preparation for the Clinical Competency Examination, a prerequisite for the doctoral internship.

All practicum applications are to be completed online. Students will be notified by email when they can start the application process. Usually this will occur sometime in January. To complete the application students should do the following:

- Log on to <https://www.nova.edu/webforms/cps/practicum/request/draft.html>
- Students will be asked for a username and a password that will be emailed at the time of the announcements for completing the application form. Students will also be asked for their NSU number and their NSU email address.
- **Only NSU email addresses are to be used for the application process.**
- With few exceptions (e.g., concentration students in some years), students will be asked to select and rank order 10 possible practicum placements. The names of the placements are listed in boxes in the on-line application.
- Descriptions of the placements can be found in the COP Practicum Brochure that is available on the COP website at [www.http://psychology.nova.edu/](http://psychology.nova.edu/). On the left hand side go to Students and click on online documents. From here you can download the pdf file titled Practicum Brochure (make sure this is the current practicum year's brochure)
- Before making final choices students are advised to carefully look at the requirements in the COP doctoral Practicum Brochure (make sure this is the current practicum year's brochure). Some sites will not accept first year students or require certain courses or experiences (e.g., Neuropsychology) or certain time commitments (e.g., Friday mornings, weekend training for the first month). Some placements require criminal or other background checks, substance abuse screening, and/or health status/immunization confirmation. The Veteran's Affairs (VA) hospitals in Miami and West Palm beach require a Trainee Qualifications and Credentials Verification Letter (TQCVL) letter from the Office of Clinical Training (OCT), which will require students matched to a VA to submit confidential health information to the OCT and allow the OCT to disclose this information to the VA. Review these requirements in Appendix G prior to listing a VA practicum site.
- **Once students submit their applications further changes cannot be made. Students are urged to look over their applications carefully before submitting them.**
- After submission, a copy of the application and choices will be sent to each student at his/her NSU email address.

The two required years of practica must be completed within sites listed in the Practicum Brochure. **UNDER NO CIRCUMSTANCES SHOULD STUDENTS SEEK A PLACEMENT ON THEIR OWN NOR SHOULD THEY ATTEMPT TO CONTACT COMMUNITY SUPERVISORS TO DISCUSS PLACEMENTS WITHOUT THE ADVICE AND CONSENT OF THE DIRECTOR OF CLINICAL TRAINING.**

### *Supervision*

Students are required to have 45 minutes of program (i.e., case management) supervision and 45 minutes of intensive (i.e., in-depth focus on a limited number of cases) supervision per week or its equivalent in groups (e.g., if there are 6 students in a supervision group, the group will be 6 x 45 minutes or 4.5 hours in length).

In addition, the American Psychological Association (APA) requires that an appropriately credentialed (i.e., licensed psychologist) individual who is located at the site at least 20 hours per week provide all supervision. APA also requires direct observation of students engaged in direct service delivery. This may be done via live supervision or review of recordings.

Students who are in practicum placements directed by a COP faculty member (in the PSC) have as their supervisor the faculty member who heads the faculty clinic.

Students assigned to PSC clinics directed by staff psychologists or to community placements are also assigned COP faculty members who serve as their intensive supervisors, and who provide intensive supervision. Intensive supervision differs from case management oriented supervision in that the supervisors provide in-depth supervision on a subset of their students' caseloads. Using HIPAA-compliant forms provided by their practicum placements, students are required to obtain written consent prior to discussing or playing recorded sessions of clients in intensive supervision. Signed consent forms remain in the client's file at the practicum site. Intensive supervision is optional for elective practicum students.

### *Practicum Grading Form*

Each semester all students will be evaluated and will receive two grades: (a) a practicum grade, and (b) an intensive supervision grade. For students in PSC faculty clinics directed by COP faculty, the clinic directors will rate student competencies and accordingly give both grades using the Practicum Grading Form (See Appendix A). For students in the PSC clinics directed by staff psychologists and students assigned to community placements, the on-site psychologist supervisor will rate student competencies and assign the practicum grade. Evaluations should be based, in part, on direct observation of students engaged in direct service delivery either live or via recordings. Faculty intensive supervisor will rate student competencies and assign the intensive supervision grade.

### *Grading*

Using the Practicum Grading Form (See Appendix A), students will be evaluated on nine (9) areas of profession-wide competency: research; ethical and legal standards; individual and cultural diversity; professional values, attitudes and behaviors; communication and interpersonal skills; assessment; intervention; supervision; and consultation and interprofessional/interdisciplinary skills. Every semester, all practicum students must be directly observed by their primary licensed supervisor (this does not apply to intensive supervisors) either live-in person, by a one-way mirror, or audio/video recordings. These observations are intended to inform the evaluations of student performances. Supervisors are expected to have the student review, discuss, and sign the evaluation. In order to receive a grade for a practicum, students must satisfactorily demonstrate competencies as required by the practicum site and complete all of the practicum site requirements (e.g., paper work, reports etc.), and demonstrate satisfactory

performance on the Practicum Grading Form. Evaluations of the delineated competencies will be assigned according to the following system: Exceeds or Meets Expectations, Meets Minimal Expectations, or Does Not Meet Expectations, as follows:

A = 93-100% Meets or Exceeds Expectations

A- = 90-92% Meets or Exceeds Expectations

B+ = 88-89% Meets Expectations

B = 83-87% Meets Expectations

B- = 80-82% Minimum Level of Achievement

C+ = 78-79% Does not meet Expectations

C = 73-77 % Does not meet Expectations

C- = 70-72% Does not meet Expectations

F = Below 70% Does not meet Expectations

Supervisors are expected to have the student review, discuss, and sign the evaluation. The supervisor submits a recommended grade to the Director of Clinical Training, who assigns the final grade. Grades are not assigned until all evaluation forms have been received.

A grade lower than a B- in practicum or failure to attain minimum levels of achievement for any profession-wide competency area is considered unsatisfactory performance and will require remediation. The practicum course must be retaken if the practicum course grade is lower than B- (see the *Practicum student performance difficulties section below*). The supervision course will also be required for additional practica. It is a policy of the department that students are assured due process regarding concerns which might arise over their performance and functioning in practicum. For additional information please refer to the *Grievance and Appeals* section of the Psy.D. Program in Clinical Psychology Handbook and the Ph.D. Program in Clinical Psychology Handbook.

#### *Practicum Placement Evaluation*

Each semester students will also complete the Practicum Placement Evaluation form (see Appendix B), as well as an Intensive Supervision Evaluation (see Appendix C), if applicable. **These evaluations are anonymous and students are never identified in any data summaries provided to supervisors.** These forms need to be turned in to the Clinical Training Office each semester.

#### *Extension of Practicum Training*

At times, students may choose to extend a practicum placement, either to gain further experience or continue treating specific clients for training purposes. Students must obtain permission from the practicum supervisor and must submit a Practicum Extension Form (See Appendix D) to the Clinical Training Office prior to continuing the practicum placement beyond the required one-year period.

### **Duties and Responsibilities**

In order to optimize the practicum experience, it is important to delineate the responsibilities of all parties involved. The following sections describe the responsibilities of students, PSC faculty-directed clinic supervisors, PSC staff psychologists who direct general population clinics, on-site psychologists at community placements, and faculty intensive supervisors.

### *Duties and Responsibilities of Students*

The placement of a practicum student in a facility is made with consideration of the needs and strengths of the practicum student, as well as the specific needs of the placement setting.

**Practicum students are expected to act in a professional manner at all times (as described in this document under the heading of Professional Behavior) and is expected to fulfill the following responsibilities:**

1. Perform appropriate job-related functions in the facility as directed by the on-site supervisor(s).
2. Demonstrate competencies associated with the areas described in the Practicum Training Evaluation form.
3. If applicable, read assigned materials or applicable literature in the knowledge base.
4. Discuss with the site supervisor and/or the intensive supervisor any problems or issues that may arise at a practicum. **If a problem arises at the site that cannot be resolved, the student should contact the DCT or Associate DCT to discuss this further.**
5. Continuously work to improve his or her performance in response to constructive feedback provided by supervisors.
6. Complete the *Evaluation of Clinical Experience* form collected at the end of each semester.
7. Abide by the ethical principles of the American Psychological Association (APA), and understand the State of Florida statutes for Licensed Psychologists (Title XXXII, Chapter 490). Likewise, as representatives of NSU, all students have an obligation to perform at the highest level of functioning and to demonstrate professional behavior as specified in this handbook and the Clinical Psychology doctoral program handbooks at all times.
8. Become familiar with and abide by all state and federal regulations governing the practice of psychology (e.g., abuse of disabled, elders, children; rules governing breaking confidentiality).
9. Maintain confidentiality of client records and all relevant information.
10. Spend the required amount of time in practicum activities and supervision: First year practicum students – a minimum of 480 hours of practicum activities and 90 minutes of supervision per week. Second year practicum students – a minimum of 720 hours of practicum activities and 90 minutes per week of supervision. Elective practicum students – a minimum of 320 hours of practicum activities (for an 8-month placement and 45 minutes per week of individual supervision (with an additional 45 minutes of weekly supervision for those elective practicum students choosing to have intensive supervisors).
11. Audio or video record assessment, intervention or consultation sessions provided that clients (or guardians) allow for such and with the proper informed consent. **Students are never to coerce clients into signing consents for taping.**

12. Must have completed HIPAA training offered through COP prior to starting their first practicum as well as any other additional training required by practicum placements.
13. Ascertain from site supervisors whether any background check, drug screen, physical readiness or other screening is required prior to beginning the placement and to take all necessary steps to have such screening steps completed.

#### *Duties and Responsibilities of Site Supervisors*

The site supervisors have major responsibility in helping to structure a beneficial learning experience throughout the practicum placement and to provide students with the requisite clinical hours and supervision. The practicum site holds full authority for the management of client care, and thus has responsibility over cases students are seeing. Supervisors closely supervise the practicum students' activities and will follow these guidelines:

1. Acquaint the practicum students with all practicum site's rules and policies, including those governing the students' practicum experiences, and policies and procedures regarding safety and security at the facility.
2. Provide opportunities for the practicum students to learn to apply empirically supported intervention methods (if identified by the profession) or evidence-based intervention methods otherwise, and to evaluate their efficacy. Provide the students with opportunities to complete required clinical hours and activities, and to provide a minimum of 45 minutes of individual supervision or its equivalent in groups per week.
3. When appropriate, assist the practicum students in relating experiences in the practicum setting to theoretical constructs learned in coursework.
4. Directly observe students engaged in direct service delivery at minimum once per semester.
5. Provide continuous feedback to students about their performance. If necessary, report conflicts/concerns to the Director of Clinical Training or his/her designee. In the event of problematic student behavior or performance difficulties, the supervisor, will work together with the DCT and/or his/her designees to devise a plan (see Appendix F) by which the student may be assisted in achieving the stated objectives.
6. Complete the Practicum Grading Form and meet with students to discuss their competency attainment and associated grades each semester. Return the completed and signed evaluation form to the Clinical Training Office no later than two weeks after the end of the semester.
7. Maintain a valid license as a psychologist in the State of Florida and is employed at least 20 hours per week at the practicum placement.
8. Provide the practicum students with a place to work that offers privacy for the purpose of conducting assessments and/or interventions with clients and their families.
9. Provide opportunities for the practicum students to demonstrate clinical competencies relevant to the practicum placements and its clients.
10. Review and sign the practicum students' clinical records, charts, and reports as applicable.
11. Act as a troubleshooter as problems arise at the practicum site.

Affiliation agreements are required from each practicum site. It specifies the responsibilities of the facility, the student, and the university (through the Director of Clinical Training and/or his/her designees). An individual agreement between the student and his/her on-site supervisor (see Appendix E, Student Trainee Agreement) is also required. This agreement delineates starting and ending dates, primary responsibilities (e.g., 3-5 individual therapy clients, 1 2-hour group, and 2 hours of intakes weekly), and the required hours/days of attendance per week. Lastly, each practicum site must complete a description of its practicum placement that will go into the practicum brochure, and ensure it is received by the Office of Clinical Training prior to the end of the fall semester, in December, each training year.

*Duties and Responsibilities of PSC Faculty Directors, Staff Psychologist Directors, and Intensive Supervisors*

Psychology Services Center faculty directors, staff psychologist directors, and faculty intensive supervisors training practicum students at placements apart from the faculty-directed PSC clinics have a major responsibility in helping to structure a beneficial learning experience throughout the practicum. Additionally, PSC faculty directors have to provide students with the requisite clinical hours. PSC faculty directors have primary responsibility for cases students are seeing and are ultimately responsible for client care. All three categories of supervisors will follow these guidelines:

1. Provide opportunities for practicum students to relate and discuss their clinical experiences/competencies/diagnoses at the practicum site and to help students formulate appropriate case conceptualizations.
2. Provide opportunities for the practicum students to learn to apply empirically supported intervention methods (if identified by the profession) or evidence-based intervention methods otherwise, and to evaluate their efficacy. Provide the students with opportunities to complete required clinical hours and activities, and to provide a minimum of 45 minutes of individual supervision or its equivalent in groups per week.
3. Monitor the activities of the practicum students closely over the year and, if necessary, report conflicts/concerns to the Director of Clinical Training or his/her designee. In the event of problematic student behavior or performance difficulties, the supervisor, will work together with the DCT and/or his/her designees to devise a plan (see Appendix F) by which the student may be assisted in achieving the stated objectives.
4. Monitor students' performance continuously throughout the semester and complete the Practicum Grading Form each semester.
5. As appropriate and relevant, discuss with practicum students ethical standards for professional behavior and legal issues pertaining to psychologists and their clients.
6. Supervise assessment and/or intervention skills through role-playing, audio recording or video recording review, direct observation (when feasible) and written reports.
7. Help students to evaluate their experiences and to recognize areas of growth and areas where further development is needed.
8. Maintain a valid license as a psychologist in the State of Florida.
9. Intensive supervisors training students in PSC staff psychologist directed clinics or community practicum placements recognize that the program directors' or community placement supervisors' judgments about client management supersede

- their own. However, if the intensive supervisor has concerns about the management of any case, he/she is expected to contact the site supervisor to discuss the matter directly. The DCT should be notified immediately about any serious concerns.
10. Intensive supervisors are reminded to abide by the APA ethics code and HIPAA, including maintaining client privacy and confidentiality by requiring students to de-identify case material and ensuring students have informed clients about supervision case reviews prior to discussing cases in supervision.

### *Practicum student performance difficulties*

If a student in a first, second, or elective practicum evidences difficulties in competency attainment (i.e., knowledge acquisition or skill development), and/or behavioral difficulties that interfere with his/her development of the performance expected for his/her level of training, three stages of remediation may be employed. Difficulty in competency attainment is defined as one or more ratings below B-, within a competency area on the practicum evaluation (see Appendix A) in a single semester.

First, the on-site supervisor, faculty supervisor, or both will discuss the difficulties with the student, suggest changes (e.g., additional reading) or implement changes (e.g., providing for supervisor review additional audio recordings of practicum performance), and monitor and provide feedback on their impact.

Second, if such steps do not lead to the warranted knowledge or skill improvement, the on-site and/or faculty supervisor will jointly develop a written performance improvement plan (see Appendix F), review it with the Director or Associate Director of Clinical Training, and discuss and sign it with the student before implementation. The fully signed performance improvement plan will be provided to the Director of Clinical Training for monitoring and placement into the student's clinical training file. Written documentation of completed remediation must also be provided to the Director of Clinical Training following the remediation period.

Third, if the performance improvement plan does not result in the targeted change(s) during the period specified, the matter will be referred to the Director of Clinical Training. In consultation with the Clinical Training Committee, the Director of Clinical Training will meet with the student and his/her supervisors, identify the areas of continuing deficit or surfeit, and determine whether interruption of the clinical practicum sequence is warranted to facilitate more intensive remediation steps. Such steps can include, but are not limited to, retaking a specified skills course, shadowing more advanced practicum students, specified reading, and a recommendation for personal therapy. A minimum time period for the remediation process may be specified. Behavioral indicators for successful completion of the remediation process will be identified and included in a written remediation plan. At the scheduled conclusion of the remediation period, the student, the Director of Clinical Training, and the practicum supervisor(s) will meet again to review the student's performance on the behavioral indicators, and determine whether the student (1) can return to clinical practicum training, (2) needs to extend the remediation plan with or without modification(s), or (3) warrants referral to the

Professional Standing Committee for a determination of his/her fitness to continue doctoral training.

A grade lower than B- in a clinical practicum or supervision course during any semester or failure to attain one or more delineated competencies by the end of the practicum year requires a student to be evaluated by the Director of Clinical Training regarding fitness to continue in the clinical practicum sequence. Dismissal from or otherwise being asked to leave a clinical practicum likewise triggers an evaluation of fitness to continue by the Director of Clinical Training. At his/her discretion, the Director of Clinical Training may include other members of the Clinical Training Committee in such determination. If reinstatement in the clinical practicum sequence is judged to be feasible, successful completion of a remediation process may be required prior to such reinstatement. To review the documentation forms associated with the remediation process, please refer to Appendix F. In addition, if a student is to be continued, the practicum must be repeated (although possibly not at the same practicum placement) and a grade of B- or higher must be earned.

*Office of Clinical Training Contact Information*

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**Appendix A  
Practicum Grading Form  
Revised: Summer 2019**

Name of Student:\*

Date:\*

Supervisor's Name:\*

Supervisor's Email:\*

Supervisor:\*

Practicum Type:\*

Evaluation (Semester):\*

Evaluation (Year):\*

Academic Program:\*

---

**Grading Rubric**

A = 93-100% Meets or Exceeds Expectations

A- = 90-92% Meets or Exceeds Expectations

B+ = 88-89% Meets Expectations

B = 83-87% Meets Expectations

B- = 80-82% Minimum Level of Achievement

C+ = 78-79% Does not meet Expectations

C = 73-77 % Does not meet Expectations

C- = 70-72% Does not meet Expectations

F = Below 70% Does not meet Expectations

**I. RESEARCH: Ability to understand and to evaluate research critically to inform professional functioning.**

<b>Area</b>	<b>Rating</b>
1) Applies evidence of critical review and evaluation of research when planning assessments and/or interventions for clients.	
2) Includes diversity considerations in evaluating research when selecting interventions and assessment techniques.	

**II. PROFESSIONAL VALUES AND ATTITUDES: Behavior and comporment that reflect the values and attitudes of professional psychology**

<b>Area</b>	<b>Rating</b>
3) Demonstrates integrity/honesty, personal responsibility, and adherence to professional values.	
4) Understands how to conduct oneself in a professional manner.	
5) Is accountable and reliable.	

- 6) Shows concern for the welfare of others.
- 7) Exhibits beginning understanding of self as professional; “thinking like a psychologist”.
- 8) Demonstrates basic mindfulness and self-awareness
- 9) Shows emerging self-assessment skills and the ability to identify personal biases that can undermine clinical judgment.
- 10) Engages in self-care (attention to personal health and well-being to assure effective professional functioning); demonstrates understanding of the importance of self-care in effective practice; shows knowledge of self-care methods; attention to self-care.
- 11) For final Practicum evaluation only (Mark N/A at all other points): Responded professionally in increasing complex situations with a greater degree of independence across the practicum year.

**III. COMMUNICATION AND INTERPERSONAL SKILLS: Ability to communicate clearly and to relate effectively with others.**

<b>Area</b>	<b>Rating</b>
12) Develops and maintains productive and respectful relationships with a wide range of individuals, including colleagues, supervisors, supervisees, professionals from other disciplines.	
13) Develops and maintains productive and respectful relationships with individuals receiving psychological services.	
14) Communicates clearly using verbal, nonverbal, and written communications in a professional context.	
15) Demonstrates a thorough grasp of professional language and concepts.	
16) Demonstrates the ability to manage difficult communication effectively.	
17) Negotiates differences and handles conflict satisfactorily.	
18) Is open and receptive to supervisory feedback.	

**IV. INDIVIDUAL AND CULTURAL DIVERSITY Knowledge, awareness, sensitivities, and skills in working with diverse individuals, groups, and systems.**

<b>Area</b>	<b>Rating</b>
19) Shows an understanding of how own personal/cultural history, attitudes, and biases may affect how he/she understands and interacts with people different from himself/herself.	

20) Understands the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities, including supervision/consultation and service (prevention, intervention, and assessment).

21) Demonstrates the ability to integrate both awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., psychological assessment, intervention, consultation, and supervision).

22) Articulates an approach to working effectively with diverse individuals and groups, and applies this approach effectively.

**V. ETHICAL LEGAL STANDARDS AND POLICY** - Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

**Area**

**Rating**

23) Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making]; beginning knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting.

24) Exhibits awareness and application of an ethical decision-making model applied to practice.

25) Ethical attitudes and values evident in conduct.

**VI. ASSESSMENT** - Assessment and diagnosis of problems, capabilities, and issues associated with individuals, groups, and/or organizations.

**Area**

**Rating**

26) Demonstrates knowledge of measurement across domains of functioning and practice settings.

27) Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity.

28) Shows basic knowledge of formulating diagnosis and case conceptualization.

29) Completes reports and or progress notes in a timely manner

**VII. INTERVENTION** - Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.

**Area**

**Rating**

30) Develop evidence-based intervention plans specific to the service delivery goals.

31) Implement interventions informed by the current scientific/scholarly literature, assessment findings, diversity characteristics, and contextual variables.

32) Demonstrate the ability to apply the relevant research literature to clinical decision making.

33) Demonstrates basic helping skills (e.g., effective listening, communication of understanding and empathy, use of open-ended questions and other facilitating techniques, including clarification, confrontation, feedback, and silences).

34) Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.

35) Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

## VIII.SUPERVISION

### Area

### Rating

36) Demonstrates basic knowledge of expectations for supervision.

37) Shows interpersonal skills of communication and openness to feedback.

38) Exhibits basic knowledge of and sensitivity to issues related to individual and cultural differences as they apply to the supervision process and relationships.

39) Shows awareness of need for straightforward, truthful, and respectful communication in supervisory relationship.

## IX. CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS

**Ability to provide expert guidance in response to a client's goals and to interact effectively with professionals from multiple disciplines.**

### Area

### Rating

40) Demonstrates knowledge and respect for the roles and perspectives of other professions and professionals.

**IMPORTANT:** Before giving grades make sure that you consider that each grade should be given relative to each student's practicum level (i.e., first year students are typically new, second year students have had one year of practicum at the College of Psychology, and elective students have had 2 years of practica)

Practicum grade: (**For all Supervisors except Intensive Supervisors.**)

Intensive supervision grade: (**Only for Intensive Supervisors and NSU PSC Faculty Supervisors**)

**Fill in only at last semester of practicum:** Total Practicum Hours  
Credited:

**Overall Comments, Including Strengths and Areas Needing Improvement:**

**Additional Comments:**

---

**I affirm** that I observed this student providing services either live or via a recording during this grading period.

---

**I affirm** that I directly supervised on a weekly basis the above named practicum student's performance of the clinical activities summarized herein, and that I was a licensed psychologist for the entirety of that supervision period. ***If you are an intensive supervisor, please select N/A.\****

---

---

Signature of Practicum Student

---

Signature of Practicum Supervisor

**Appendix B  
Practicum Placement Evaluation**

Below is an evaluation form for students to use to evaluate their clinical practicum and their intensive supervision experience. This is done every semester in which a student is enrolled in a clinical practicum course. All information is confidential and never is given to supervisors except in a de-identified format.

**Name of Student:**

**Date:**

**Email:**

**NSU ID:**

**Phone / Cell Phone:**

**What practicum course did you just complete?**

**Semester:**

**Year:**

**Agency / Program Name:**

**Site and Intensive Supervisor  
are one and the same:**

**Name of Intensive  
Supervisor:**

**Additional Supervision  
Provided by:**

**Starting date for current practicum year:**

**Month:**

**Year:**

**How many hours have you completed since you started the last course you completed?**

**Student Activities:**

Fill in each box with the average number of hours per week at this site. If you have no hours, write "0."

**Patient Contact:**

Testing:

Therapy:

**Supervision of your work in**

Testing:

Therapy:

Staffings:

Research:

**Evaluations:**

Rating of placement as a learning experience:

Poor  
Fair  
Good  
Very Good  
Excellent

Rating of supervision received:

Poor  
Fair  
Good  
Very Good  
Excellent

Did you feel adequately prepared for this placement?

Poor  
Fair  
Good  
Very Good  
Excellent

If NO, what additional training would have been useful?

**Comment on the positive aspects of this placement:**

**Please provide any feedback you feel would have enhanced your experience in this placement.**

## Practicum “Site” Supervision Evaluation

A Nova site has one person for both practicum and intensive supervision as opposed to an off-site whereby you have a site supervisor and a Nova intensive supervisor.

### Practicum Supervisor’s Name:

Please rate your Practicum Supervisor in each of the areas listed below:

Supervisor’s knowledge of assessment/diagnostic issues, therapeutic techniques, and client populations.

1. Unsatisfactory
2. Below Average
3. Satisfactory
4. Above Average
5. Excellent

Supervisor’s knowledge of pertinent legal and ethical issues.

1. Unsatisfactory
2. Below Average
3. Satisfactory
4. Above Average
5. Excellent

Supervisor’s knowledge of relevant clinical and research literature.

1. Unsatisfactory
2. Below Average
3. Satisfactory
4. Above Average
5. Excellent

Supervisor’s knowledge of diversity issues and their impact on mental health.

1. Unsatisfactory
2. Below Average
3. Satisfactory
4. Above Average
5. Excellent



Supervisor's ability to relate effectively to students (attitude, flexibility and openness, interest and enthusiasm and capacity to facilitate student exploration of relevant personal issues).

1. Unsatisfactory
2. Below Average
3. Satisfactory
4. Above Average
5. Excellent

Clarity of objectives for supervision.

1. Unsatisfactory
2. Below Average
3. Satisfactory
4. Above Average
5. Excellent

Clarity of expectations and evaluation criteria.

1. Unsatisfactory
2. Below Average
3. Satisfactory
4. Above Average
5. Excellent

**Overall rating** of your practicum supervisor.

1. Unsatisfactory
2. Below Average
3. Satisfactory
4. Above Average
5. Excellent

Below, please indicate how much you strongly agree or disagree with the following statements:

I received the amount of supervision specified in my practicum contract.

1. I Strongly Disagree
2. I Disagree
3. I Agree Somewhat
4. I Agree
5. I Strongly Agree
- N/A Not Applicable

My supervision time was rarely canceled, delayed, or shortened.

1. I Strongly Agree
  2. I Disagree
  3. I Agree Somewhat
  4. I Agree
  5. I Strongly Agree
- N/A Not Applicable

When my supervision time was canceled, delayed, or shortened, the supervision time was subsequently made up.

1. I Strongly Agree
  2. I Disagree
  3. I Agree Somewhat
  4. I Agree
  5. I Strongly Agree
- N/A Not Applicable

My supervisor infrequently allowed interruptions (e.g. phone calls). If interruptions occurred with regularity, please describe them in the comment section provided.

1. I Strongly Agree
  2. I Disagree
  3. I Agree Somewhat
  4. I Agree
  5. I Strongly Agree
- N/A Not Applicable

My written work was carefully reviewed and sufficient feedback was given.

1. I Strongly Agree
  2. I Disagree
  3. I Agree Somewhat
  4. I Agree
  5. I Strongly Agree
- N/A Not Applicable

My supervisor was open to a range of approaches to treating my cases.

1. I Strongly Agree
  2. I Disagree
  3. I Agree Somewhat
  4. I Agree
  5. I Strongly Agree
- N/A Not Applicable

A sufficient amount of supervision time was spent reviewing taped therapy materials.

1. I Strongly Agree
  2. I Disagree
  3. I Agree Somewhat
  4. I Agree
  5. I Strongly Agree
- N/A Not Applicable

Didactic presentations, when warranted, were incorporated into the supervision.

1. I Strongly Agree
  2. I Disagree
  3. I Agree Somewhat
  4. I Agree
  5. I Strongly Agree
- N/A Not Applicable

My supervisor remained abreast of my caseload and my client's progress.

1. I Strongly Agree
  2. I Disagree
  3. I Agree Somewhat
  4. I Agree
  5. I Strongly Agree
- N/A Not Applicable

**General Comments:**

## Appendix C

### Intensive Supervision Evaluation

Not for supervisors of PSC faculty clinics or for off-site clinical supervisors (e.g. VA, hospitals, UM/JMMC, etc.). This is for intensive supervisors that supervise students who are at non Nova practicum sites.

#### Intensive Supervisor's Name:

Please rate your intensive supervisor in each of the areas listed below:

Supervisor's knowledge of assessment/diagnostic issues, therapeutic techniques, and client populations.

1. Unsatisfactory
2. Below Average
3. Satisfactory
4. Above Average
5. Excellent

Supervisor's knowledge of pertinent legal and ethical issues.

1. Unsatisfactory
2. Below Average
3. Satisfactory
4. Above Average
5. Excellent

Supervisor's knowledge of relevant clinical and research literature.

1. Unsatisfactory
2. Below Average
3. Satisfactory
4. Above Average
5. Excellent

Supervisor's knowledge of diversity issues and their impact on mental health.

1. Unsatisfactory
2. Below Average
3. Satisfactory
4. Above Average
5. Excellent

Supervisor's ability to relate effectively to students (attitude, flexibility and openness, interest and enthusiasm and capacity to facilitate student exploration of relevant personal issues).

1. Unsatisfactory
2. Below Average
3. Satisfactory
4. Above Average
5. Excellent

Clarity of objectives for supervision.

1. Unsatisfactory
2. Below Average
3. Satisfactory
4. Above Average
5. Excellent

Clarity of expectations and evaluation criteria.

1. Unsatisfactory
2. Below Average
3. Satisfactory
4. Above Average
5. Excellent

**Overall rating** of your practicum supervisor.

1. Unsatisfactory
2. Below Average
3. Satisfactory
4. Above Average
5. Excellent

Below, please indicate how much you strongly agree or disagree with the following statements:

I received an average of 45 minutes per week on my case(s).

1. I Strongly Disagree
2. I Disagree
3. I Agree Somewhat
4. I Agree

5. I Strongly Agree
- N/A Not Applicable

My supervision time was rarely canceled, delayed, or shortened.

1. I Strongly Agree
2. I Disagree
3. I Agree Somewhat
4. I Agree
5. I Strongly Agree
- N/A Not Applicable

When my supervision time was canceled, delayed, or shortened, the supervision time was subsequently made up.

1. I Strongly Agree
2. I Disagree
3. I Agree Somewhat
4. I Agree
5. I Strongly Agree
- N/A Not Applicable

My supervisor infrequently allowed interruptions (e.g. phone calls). If interruptions occurred with regularity, please describe them in the comment section provided.

1. I Strongly Agree
2. I Disagree
3. I Agree Somewhat
4. I Agree
5. I Strongly Agree
- N/A Not Applicable

My written work was carefully reviewed and sufficient feedback was given.

1. I Strongly Agree
2. I Disagree
3. I Agree Somewhat
4. I Agree
5. I Strongly Agree
- N/A Not Applicable

My supervisor was open to a range of approaches to treating my cases.

1. I Strongly Agree
  2. I Disagree
  3. I Agree Somewhat
  4. I Agree
  5. I Strongly Agree
- N/A Not Applicable

A sufficient amount of supervision time was spent reviewing taped therapy materials.

1. I Strongly Agree
  2. I Disagree
  3. I Agree Somewhat
  4. I Agree
  5. I Strongly Agree
- N/A Not Applicable

Didactic presentations, when warranted, were incorporated into the supervision.

1. I Strongly Agree
  2. I Disagree
  3. I Agree Somewhat
  4. I Agree
  5. I Strongly Agree
- N/A Not Applicable

My supervisor remained abreast of my caseload and my client's progress.

1. I Strongly Agree
  2. I Disagree
  3. I Agree Somewhat
  4. I Agree
  5. I Strongly Agree
- N/A Not Applicable

**General Comments:**

**Appendix D  
Practicum Extension Forms (PSC and off-site)**

**PSYCHOLOGY SERVICES CENTER  
REQUEST TO EXTEND CLINICAL EXPERIENCE BEYOND PRACTICUM**

Student Name \_\_\_\_\_ N# \_\_\_\_\_

Current Practicum Site \_\_\_\_\_

Date Practicum Terminates \_\_\_\_\_

Purpose of extension:

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

Number of clients you will be continuing to service \_\_\_\_\_

Name of direct supervisor who will provide supervision beyond practicum:

\_\_\_\_\_

Is this supervisor licensed as a psychologist in the State of Florida? \_\_\_\_\_

Is this a different supervisor than previously assigned at this site? \_\_\_\_\_

THIS EXTENSION WILL EXPIRE ON \_\_\_\_\_.

(Limit of 4 months per extension. If renewal is required, please come to the Clinical Training Office for a new form).

---

Student Signature

Date

---

Program Director/Supervisor

Date

---

Ana Martinez, Psy.D.  
Director of Clinical Services

Date

---

Approved: Director of Clinical Training

Date





## Appendix E

### NOVA SOUTHEASTERN UNIVERSITY College of Psychology 2018-2019 STUDENT TRAINEE AGREEMENT

Name of Student Trainee \_\_\_\_\_

Facility/Agency \_\_\_\_\_

Doctoral Program: Psy.D. \_\_\_\_\_ Ph.D. \_\_\_\_\_

Practicum Name/Number \_\_\_\_\_ Semester and Year \_\_\_\_\_

On-site Supervisor \_\_\_\_\_

Date Performance Agreement Established \_\_\_\_\_

Period of Agreement \_\_\_\_\_ to \_\_\_\_\_

#### CHECK ONE BOX BELOW:

**Eight (8) months with two (2) weeks vacation**

**Twelve (12) months with four (4) weeks vacation**

At the beginning of the practicum experience, discuss and establish with the trainee the major activities in which she/he is expected to engage and list them below. In addition, identify training objectives and methods within specified goal areas. These constitute a contract and should be considered to form part of the basis for evaluation of practicum performance for the student.

#### A. MAJOR ACTIVITIES

1. **Direct Clinical Contact** (Specify # hours, type of contact, etc.)
  
  
  
  
  
  
  
  
  
  
2. **Supervision** (Specify # hours and with whom, type of supervision, i.e., group, individual, case conference, etc.)
  
  
  
  
  
  
  
  
  
  
3. **Training, lecture, seminar, education activities, etc.** (Specify required activities)
  
  
  
  
  
  
  
  
  
  
4. **Other required activities** (Specify # hours, nature)

**B. SCHEDULE OF TIME SPENT AT PRACTICUM SITE**

**C. TRAINING GOALS**

Within each goal area, indicate specific training objectives within each goal area (assessment, intervention, supervision) and methods for achieving these objectives. Please indicate as many objectives as necessary to describe your training program generally and any individualized training objectives you may have identified for a student. Use additional sheets if necessary.

**Goal Areas**

**Objectives and Methods**

(Assessment, Intervention, Supervision, other)

- 1. \_\_\_\_\_
  - a. Objective
  - b. Method
  
- 2. \_\_\_\_\_
  - a. Objective
  - b. Method
  
- 3. \_\_\_\_\_
  - a. Objective
  - b. Method
  
- 4. \_\_\_\_\_
  - a. Objective
  - b. Method
  
- 5. \_\_\_\_\_
  - a. Objective
  - b. Method

**I have read and understood the above statements.**

\_\_\_\_\_  
Signature of Trainee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor/Training Director  
Practicum Site

\_\_\_\_\_  
Date

**Please email a completed signed copy to**  
cv303@nova.edu

Cavell Vassell  
Office of Clinical Training  
College of Psychology  
Nova Southeastern University  
3301 College Ave.  
Ft. Lauderdale, FL 33071

## DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY Competency Remediation Plan

Date of Competency Remediation Plan Meeting: \_\_\_\_\_

Name of Trainee: \_\_\_\_\_

Faculty/Supervisor/Advisor: \_\_\_\_\_

Names of All Persons Present at the Meeting: \_\_\_\_\_

All Additional Pertinent Supervisors/Faculty: \_\_\_\_\_

Date for Follow-up Meeting(s): \_\_\_\_\_

*Check all competency domains in which the trainee's performance does not meet the benchmark:*

**Profession-Wide Competencies:**

- |   |  |
|---|--|
| <input type="checkbox"/> Research                               | <input type="checkbox"/> Assessment  |
| <input type="checkbox"/> Ethical and legal standards            | <input type="checkbox"/> Intervention  |
| <input type="checkbox"/> Individual and cultural diversity      | <input type="checkbox"/> Supervision   |
| <input type="checkbox"/> Professional values and attitudes      | <input type="checkbox"/> Consultation and interprofessional/<br>interdisciplinary skills |
| <input type="checkbox"/> Communication and interpersonal skills |  |

**Discipline-Specific Knowledge (Category 1):**

- History and systems of psychology

**Discipline-Specific Knowledge (Category 2):**

- Basic content areas in scientific psychology
- Affective aspects of behavior
  - Biological aspects of behavior
  - Cognitive aspects of behavior
  - Developmental aspects of behavior
  - Social aspects of behavior

**Discipline-Specific Knowledge (Category 3):**

- Advanced integrative knowledge of basic discipline-specific content areas

**Discipline-Specific Knowledge (Category 4):**

- Research methods
- Statistical Analysis
- Psychometrics

Description of the problem(s) in each competency domain circled above:

Date(s) the problem(s) was brought to the trainee's attention and by whom:

Steps already taken by the trainee to rectify the problem(s) that was identified:

Steps already taken by the supervisor(s)/faculty to address the problem(s):

I, \_\_\_\_\_, have reviewed the above competency remediation plan with my supervising faculty member/supervisor/advisor, any additional supervisors/faculty, and the Director of Academic Affairs or Director of Clinical Training. My signature below indicates that I fully understand the above. I agree/disagree with the above decision (please circle one). My comments, if any, are attached (*PLEASE NOTE: If trainee disagrees, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*).

\_\_\_\_\_  
**Trainee Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Faculty Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Director of Clinical Training Signature  
or Director of Academic Affairs Signature**

\_\_\_\_\_  
**Date**

**All supervisors/ faculty with responsibilities or actions described in the above competency remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.**

\_\_\_\_\_  
**Print Name**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Print Name**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Print Name**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

## Competency Remediation Plan

Competency Domain/ Essential Components	Problem Behaviors	Expectations for Acceptable Performance	Candidate's Responsibilities and Actions	Supervisors'/ Faculty Responsibilities and Actions	Timeframe for Acceptable Performance	Assessment Methods	Dates of Evaluation	Consequences for Unacceptable Remediation

**DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY**  
**Summative Evaluation of Competency Remediation Plan**

Follow-up Meeting(s): \_\_\_\_\_ Date(s): \_\_\_\_\_

In Attendance: \_\_\_\_\_

Competency Domain/ Essential Components	Expectations for Acceptable Performance	Outcomes Related to Expected Benchmarks (met, partially met, not met)	Next Steps (e.g., remediation concluded, remediation continued and plan modified, next stage in Due Process Procedures)	Next Evaluation Date (if needed)



I, \_\_\_\_\_, have reviewed the above summative evaluation of my competency remediation plan with my supervising faculty member/supervisor/advisor, any additional supervisors/faculty, and the Director of Academic Affairs or Director of Clinical Training. My signature below indicates that I fully understand the above. I agree/disagree with the above outcome assessments and next steps (please circle one). My comments, if any, are below. (*PLEASE NOTE: If trainee disagrees with the outcomes and next steps, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*).

\_\_\_\_\_  
**Trainee Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Faculty Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Training Director Signature**

\_\_\_\_\_  
**Date**

**TRAINEE'S COMMENTS (Feel free to use additional pages):**

## Appendix G

### **TQCVL Verification Process for the Clinical Psychology Doctoral Programs in the Department of Clinical and School Psychology at Nova Southeastern University**

The *Trainee Qualifications and Credentials Verification Letter* (TQCVL) is a letter that DCTs are required to sign and submit to the VA on behalf of each trainee that will be working at the VA. The letter contains personal and medical information (e.g., vaccination status) to which the DCT is customarily not privy.

The following is a set of guidelines for handling this VA requirement to protect the privacy and respect the self-determination of clinical psychology students as they decide if they wish to pursue VA training opportunities. This process is also in place to ensure that the DCT feels comfortable signing a document that attests to information not appropriate for a DCT to review or evaluate (e.g., vaccination records). For this documented policy, the term *DCT* refers to the current Program Director of the Clinical Psychology Ph.D. and Psy.D. Programs at **Nova Southeastern University** or an acting DCT who has been appointed the role of acting Program Director in the absence or unavailability of the current DCT.

1. The TQCVL VA requirement will be made transparent to all program students, including the option not to pursue VA training if students wish not to disclose information required by the TQCVL letter; this information, including this written policy, will be included in detail in the
  - a. clinical psychology program's student handbook
  - b. practicum training orientation and materials
  - c. clinical internship training orientation and materials.
  
2. Students pursuing VA training and for whom the VA has requested a DCT-endorsed TQCVL must, per the VA, completed the following steps:
  - a. obtain a tuberculosis screening (with a formal physician note and signature attesting to this screening)
  - b. satisfy one of the following: i) obtain a hepatitis B vaccine, ii) show formal documentation of having already received such a vaccine (with a formal physician note and signature attesting to this vaccination), or iii) a signed declination waiver.
  - c. satisfy one of the following: by November 30<sup>th</sup> of the preceding year i) obtain an influenza vaccine, ii) show formal documentation of having already received such a vaccine (with a formal physician note and signature attesting to this vaccination), or iii) a signed declination waiver and a written acknowledgement that declining this waiver requires wearing a face mask at VA facilities during the entirety of the influenza season.
  - d. sign a program-specific statement that
    - i. permits the DCT to screen your name against the Health and Human Services' list of Excluded Individuals
    - ii. acknowledges that should your name show up on the Health and Human Services' list of Excluded Individuals, the DCT will be unable to endorse your TQCVL

- iii. sign a program-specific statement that, if assigned to male<sup>1</sup> at birth, a US citizen or immigrant, and between 18 and 25 years old (inclusive of 18 and 25), you have registered with Selective Service or will provide a Status Information Letter.
- e. For non-US citizen trainees,
  - i. provide the DCT with documented proof of current immigrant or non-immigrant status. This may include visa status documents, permanent resident card, Deferred Action for Childhood Arrivals (DACA) trainee Employment Authorization Document (Form I-766), and other forms as requested by the VA during this process
  - ii. sign a statement that permits the DCT to provide this documented proof of current immigrant or non-immigrant status along with the TQCVL to the VA.

The foregoing are mandatory requirements set by the VA. The DCT has no ability to waive or modify them. Of course, the decision to pursue training at the VA is at the sole option of the student, and a student who does not wish to comply with these requirements may seek training at a non-VA facility.

3. To protect the privacy and security of the information required to be collected for the TQCVL, the following protocols will be followed:
  - a. Any information collected by the Office of Clinical Training and the DCT for the purposes of completing your TQCVL will be reviewed only by the DCT for purposes of completing the TQCVL or verifying information on the TQCVL. No other faculty will have access to this information.
  - b. The information for completing the TQCVL will be stored in a locked filing cabinet in the office of the DCT. Other than the DCT and the Coordinator for the Office of Clinical Training, no other faculty, staff, or students will have access to the TQCVL information at **Nova Southeastern University**.
  - c. Information for the TQCVL will be stored for 1 year passed the date of earning the doctoral degree or otherwise discontinuing from the program. At this time, the TQCVL will be destroyed by the Office of Clinical Training.

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<sup>1</sup>Federal law requires that most males living in the US between the ages of 18 and 25 (inclusive of 18 and 25) register with the Selective Service System. This includes individuals who are US citizens, non-US citizens and dual nationals, regardless of their immigration status. *Male* for this purpose is defined as those individuals born male on their birth certificate regardless of current gender. Only male, non-US citizens on a student or visitor visa are exempt from registration. Males required to register, but who fail to do so by their 26th birthday, are **barred from any position in any Executive Agency**.