



PSYD PRACTICUM GOALS AND OBJECTIVES

Student:

Date:

Semester:

Practicum Site:

Within 2 weeks of the beginning of each placement, the supervisor and student are expected to establish specific goals and objectives for the overall practicum. A review of the goals and objectives completed in the student's previous practica should be helpful as part of this process. Using the attached form, students and supervisors should rate the student's entry skill level for each goal identified and establish a target level of mastery based on the anticipated practicum experience. Progress towards the goals should be reviewed midway through the practicum, and revisions made where necessary. Exit ratings should be completed for each goal at the end of the practicum. There is no set number of goals to be established: **supervisors and students should feel free to set as many goals as seems appropriate.** Sometimes students and supervisors find it helpful to set additional short-term goals over the course of the practicum. An additional sheet is provided for this purpose.

Competencies

The following list of competencies is intended to help with assigning goals to particular domains. More detail concerning the types of skills that might be included in each section can be found by looking at the student evaluation form.

1. Science

A. Scientific Mindedness and Clinical Application of Research

2. Professionalism

- A. Self-Reflective Practice and Interpersonal Functioning
- B. Ethics and Professional Standards
- C. Individual and Cultural Diversity

3. Relationships

- A. Professional Department
- B. Consultation and Functioning in Interpersonal Systems
- C. Provision of Supervision

Functional competencies are the functions or actions that a psychologist is expected to carry out.

1. Assessment

A. Psychological Assessment & Diagnosis

2. Intervention

- D. Individual Intervention Skills
- E. Group Intervention Skills

3. Supervision

- C. Participation in Supervision Process
- D. Professional Development: Efficiency & Prioritization
- C. Provision of Supervision

Skill Level Ratings

Advanced Skills (AS): Skills and performance consistently meet the expected practice standards of the profession with minimal supervisory guidance and the student is able to fully engage in self-reflective practice. This rating might be expected at the completion of post-doctoral training or the Psychology Board registration year. However, it is possible that some interns and advanced practicum students will be functioning at this level within some of the competency areas.

High Intermediate Skills (HIS): Competency attained in all but most complex cases; students demonstrate sophisticated and refined clinical skills and generally meets all expected professional standards of practice. Supervisors still provide overall management of students' activities; however the depth of supervision is based on specific clinical needs (e.g. some areas will require very little oversight, while others may be the focus of more in-depth feedback). This rating might be expected at the end of the Internship or of some advanced practica.

Intermediate Skills (IS): Able to identify and meet expected professional standards but may need prompting, may not apply consistently, or may not understand nuance or complexity of issues. Most common rating during practica and at the beginning of internship. Routine supervision of clinical activities has a focus on refining and expanding professional and clinical skills.

Novice Skills (NS): Meets part of the expected professional standards of practice, and/or requires supervisory guidance to identify and build the requisite skills to meet standards. Most common rating for junior practicum. However, it would not be uncommon for a senior practicum student or an intern learning a new area to be performing as a novice (e.g. couples' therapy, group).

Does not Meet Expectations: Intensive remediation required to attain acceptable level of competency consistent with expected professional standards of practice. Implementation of an action plan is necessary with measurable objectives to guide the acquisition of requisite skills.

For the midpoint evaluation, please indicate if progress towards the target is **S** (satisfactory), **NS** (not satisfactory) or **NA** (not available).

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Name of Student: _____ Semester: _____

Practicum Location: _____ Supervisor: _____

Goal: Competency Domain: _____

LEVEL: Entry ____ Target ____ Midpoint S / NS / NA Exit ____

Goal: Competency Domain: _____

LEVEL: Entry ____ Target ____ Midpoint S / NS / NA Exit ____

Goal: Competency Domain: _____

LEVEL: Entry ____ Target ____ Midpoint S / NS / NA Exit ____

Goal: Competency Domain: _____

LEVEL: Entry ____ Target ____ Midpoint S / NS / NA Exit ____

Goal: Competency Domain: _____

LEVEL: Entry ____ Target ____ Midpoint S / NS / NA Exit ____

Use additional copies of this sheet as required

Establishment of Goals

Signature of the Student Date

Signature of the Supervisor Date

Mid-Point Evaluation

Signature of the Student Date

Signature of the Supervisor Date

Final Evaluation

Signature of the Student Date

Signature of the Supervisor Date

Supervisor's Comments:

Student's Comments:

PSYD PRACTICUM ADDITIONAL SHORT-TERM GOALS AND OBJECTIVES

Name of Student: _____ **Semester:** _____

Practicum Location: _____

Primary Supervisor: _____

Goal: Competency Domain: _____ Date added: _____

LEVEL: Entry ____ Target ____ Exit ____ Date completed: _____

Goal: Competency Domain: _____ Date added: _____

LEVEL: Entry ____ Target ____ Exit ____ Date completed: _____

Goal: Competency Domain: _____ Date added: _____

LEVEL: Entry ____ Target ____ Exit ____ Date completed: _____

Goal: Competency Domain: _____ Date added: _____

LEVEL: Entry ____ Target ____ Exit ____ Date completed: _____

Student Signature Date Supervisor Signature Date

Use additional copies of this sheet as required