



PRACTICUM MANUAL

2025-2026

THE UNIVERSITY OF TULSA
HENRY KENDALL COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF PSYCHOLOGY

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PRACTICUM MANUAL

1. Practicum Overview and History

1.1 Overview

Practicum and field work provide students with their first opportunities to obtain supervised experience in clinical settings. Students acquire direct, hands-on experience with a variety of psychological problems, assessment techniques, and treatment interventions under the direct supervision of practicing professionals (primarily licensed psychologists, though skill acquisition is also supported by adequately trained and licensed professionals from other related fields such as psychiatry, social work, and professional counseling). A major objective of graduate practicum is to provide breadth of experience; hence premature specialization within any particular approach is discouraged.

1.2 Practicum Coordinator

The goal of the Practicum Coordinator position is to facilitate and develop relationships between practicum sites and the clinical program. The practicum coordinator maintains on-going contact with practicum sites, supervises students along with other faculty and contract supervisors, and is part of the core clinical faculty. Students are expected to discuss potential practicum placements (prior to reaching out to the site) with the practicum coordinator and should keep the coordinator apprised of any issues or concerns that may arise on the site. All documentation of the practicum experience (as indicated in the practicum course syllabi) should be submitted to the coordinator each semester.

1.3 Training Clinic

In 2015, the University of Tulsa (TU) received initial funding for the True Blue Neighbors Behavioral Health Clinic (TBN-BHC), an outpatient community mental health clinic with the goal of meeting the needs of the local community. Additionally, this clinic was developed to serve as the internal practicum placement/psychology training clinic for the TU Clinical Psychology Graduate Programs. Students in the program are required to complete a year of training at TBN-BHC prior to starting external practicum placements. The clinic provides psychological assessment and psychotherapy services free of charge, with all services being provided by graduate students supervised by licensed clinical psychologists. Some licensed clinical faculty members serve as

supervisors, as does the Clinic Director, and other licensed psychologists who are contracted as supervisors from the community.

1.4 Training model

The emphasis for the practicum coursework is on the practice of psychology as:

- A. Applied behavioral science, where good practice involves appropriately applying findings from the scientist-practitioner literature to ensure increasingly favorable outcomes, and
- B. An art to be continually developed through experience with feedback.

This scientist–practitioner model stands as one of the clearest distinctions between professional psychology and other helping professions, many of which emphasize proficiency in technique (e.g., therapeutic approaches, selection of medications). In contrast, the scientist-practitioner approach requires a working knowledge of methodologies for studying human behavior and an empirically informed discipline of critical thinking. Appropriately applied, scientist-practitioner skills produce a number of advantages, including more accurately defining cause-effect relationships and related predictions, reduced risk of harm to clientele while identifying probable sources of gain, clarifying “active ingredients,” and ultimately more positive client outcomes. It also encourages practitioners to engage in life-long learning and stay up to date on the current literature about best practices.

2 Practicum Requirements

2.1 Overview

Students enroll in practicum courses as part of their clinical training and degree requirements. There are three different courses related to practicum training at TU: Pre-practicum, Practicum, and Advanced Practicum. These will be reviewed in more detail below.

Students enroll in courses based on their progression through the program, as detailed in this manual and the Clinical Psychology Handbook. The practicum courses involve regularly scheduled class meetings (i.e., weekly classes for pre-practicum, weekly group supervision for practicum) to discuss relevant clinical issues and training appropriate to the student’s level of experience in the program. For practicum, these meetings will utilize a group format to complement practical, supervised work experience in a practicum site, as detailed in the class syllabi. Students engaged in appropriate clinical work at an approved practicum site (internal or

external) under the supervision of a licensed provider are covered by the university professional liability policy. As a note, students engaged in clinical practice that is conducted outside of a practicum placement, and activity that is not appropriately supervised, and/or an activity that does not fall under their role as a TU graduate student may not be covered by the university's liability.

Students are expected to demonstrate a developmentally appropriate level of clinical acumen. This will be monitored primarily through practicum evaluations from the student's site supervisor every semester. Students are expected to display professionalism. Inherent with such expectations, students must act responsibly, legally, and ethically. Because practicum class meetings play a critical role in the integration of science and practice, students are expected to regularly attend practicum except for an appropriately excused absence or with instructor approval. See TU Clinical Program Handbook for specific details.

2.2 Program pre-requisites

Prior to receiving a practicum placement, students must have satisfactorily completed (grade of A or B) Psychology 7223 (Theory and Practice), 7113 (Clinical Assessment: Intellectual), 7153 (Psychopathology), 7193 (Clinical Assessment: Personality), and 7543 (Diversity, Ethics, & Law). Students are also expected to enroll in PSY 7351 (Pre-practicum) prior to starting their first practicum placement at the clinic. Pre-practicum is typically during the spring semester of the first year of the clinical program, however, students will not be able to enroll in this if they have not received a grade of A or B in the above courses taken in the fall semester of that year. Although students typically enroll in PSY 8063 (Scientist-Practitioner- Based Psychotherapy) after they have started their first practicum, students must satisfactorily complete the course with a grade of A or B and receive a grade of A or B in Practicum to continue Practicum at the clinic during their second year.

3 Practicum Sequence

3.1 Pre-practicum

Students in good standing typically start their practicum sequence the second semester of their first year with a 1-hour credit course called the Pre-practicum (PSY 7351). This course meets weekly at the TBN-BHC. The course aims to provide students with introductory clinical skills to facilitate their transition to clinical practicum, with a specific emphasis on building upon the assessment

skills gained in the first semester coursework. While this course does not involve working directly with clients, students are expected to apply classroom knowledge in a manner consistent with legal mandates, professional standards of clinical psychology practice, and the APA ethics code while completing all class activities and while they are in the TBN-BHC.

3.2 Practicum – Internal placement

Students in good standing typically start their clinical work in practicum during the summer semester between their first and second year in the program and enroll in PSY 8450 or 8451 (based on the student's summer funding) during the summer, and 8453 during the fall and spring semesters. It is expected that all students will complete their first practicum as an internal placement at the TBN-BHC clinic. The main goal of the internal placement is to provide broad generalist training experiences with diverse clientele. Students at TBN-BHC can carry up to five active clients at a time and are expected to get experience with assessment and therapy with both children and adults.

The practicum course will include regular class meetings to complement practical, supervised work experience with actual clinical populations. In lieu of a traditional class structure and to better facilitate the discussion of clinical and professional development issues, practicum classes (PSY 8450-3) will meet as group supervision teams. The practicum coordinator will assign all enrolled students into teams each semester with supervisors at TBN-BHC. The teams will meet for group supervision each week, in addition to weekly individual supervision. All practicum teams will use the same syllabus, which outlines basic requirements for the course (e.g., end of semester paperwork, case presentation). Each of the supervision teams will be able to set a plan each semester for the topics and structure of group supervision outside the basic requirements outside of what is outlined in the syllabus.

In the course of their practicum placements, students are expected to meet the following goals:

1.) Deliver a range of psychological services, including assessment, intervention and consultation, in a manner consistent with legal mandates, professional standards of clinical psychology practice, and the APA ethical principles and standards. 2.) Use a scientist-practitioner model in a clinical setting, including an understanding of the scientific evidence that supports the theory or procedures

on which assessment and therapeutic techniques are based. Clinical practice procedures are expected to be evidence-based.

3.3 Practicum – External placement

Starting in their third year in the program (upon successful completion of their internal practicum year), students are able to pursue external practicum experiences. During the spring semester of the 2nd year, students will work with the Coordinator of Practicum Training to determine a student's placement, with the Coordinator making the final placement decision. It is recommended that students pursuing external practicum placements meet with the Coordinator whenever considering a new placement, or at least annually (typically in the spring semesters). The Coordinator works with the student to help identify a good practicum site. Considerations for placement include breadth and general educational needs, prior evaluations, and the training interests of the student, which are often determined in consultation with CPC, the clinic director, and the student's advisor, as appropriate. The student should not initiate contact with a placement without permission of the Coordinator or assume that a particular placement will be available. After contacting potential sites, students might be asked to interview with staff at the site to help determine if it is a good fit. The Coordinator must approve the placement before the student can start an external practicum placement. External sites may have additional requirements for students placed with them, including but not limited to: application and information on previous clinical experiences, professional references, background checks, and drug screenings. These requirements are specified in the Practicum Site Directory. Students enrolling in Practicum and Field Work are encouraged to arrange to meet with the Coordinator well in advance of the beginning of classes so that the placement can be confirmed as early as possible. Regardless of external placement, students will maintain a minimum of one client at the clinic.

Students in good standing typically start their external practicum placements during the summer or fall semester of their third year in the program and enroll in PSY 8450 or 8451 (based on the student's summer funding) during the summer, and typically 8453 during the fall and spring semesters. Students may elect to enroll in more or less hours of practicum based on discussion with their advisor and the Practicum Coordinator.

It is expected that students enrolled in the practicum course (PSY 8450-3) will continue to carry at least one active client at TBN-BHC (typically through their fourth year). Students enrolled in Advanced Practicum (PSY 8550-3) can request to carry clients at TBN-BHC with permission from the clinic director. The main goal of the external practicum placements is to expand on foundational clinical experiences, and to broaden the student's exposure to different clinical settings and modalities. It should be noted that external placements may have certain expectations of student trainees at their site, including but not limited to the number of hours worked per week, the number of active cases being seen, timelines for client documentation, days off/taking leave, and the level of independence when conducting any level of clinical care with a client. Students are encouraged to discuss these topics with site supervisors when making decisions about a practicum placement. Upon requesting and getting approval for a practicum placement, students agree to the policies and expectations of the site. If a student believes that an expectation for a site is unrealistic or has another concern about the feasibility of meeting the expectation, they are expected to first discuss and try to resolve the issue with their on-site supervisor. Additional concerns can then be brought to the practicum coordinator and DCT as needed for discussion.

Students should discuss their short- and long-term clinical goals with their advisor and the practicum coordinator to help facilitate the selection of an external practicum placement. All students are expected to contact the practicum coordinator to discuss potential placements prior to reaching out to the practicum placement, and should do so well in advance of when the student intends to start at the placement. The practicum coordinator may request to meet with the student as needed to discuss placement preferences, especially in the case of new practicum placements and to coordinate efforts if multiple students are interested in a particular site. The practicum coordinator has the responsibility to determine a student's placement. The practicum coordinator will consider breadth and general educational needs, prior evaluations, and the training interests of the student, often consulting with CPC, the DCT, and the student's advisor, as appropriate. The student should not initiate contact with a placement or assume that a particular placement will be available. The student may indicate interests to the practicum coordinator, but the coordinator makes the final determination as to the placement.

The practicum course will include regular class meetings to complement practical, supervised work experience with actual clinical populations. In lieu of a traditional class structure and to better

facilitate the discussion of clinical and professional development issues practicum classes (PSY 8450-3) will meet as group supervision teams. The practicum coordinator will assign all enrolled students into teams each semester with supervisors at TBN-BHC. The teams will meet for group supervision each week, in addition to weekly individual supervision at each of the student's practicum placements. All practicum teams will use the same syllabus, which outlines basic requirements for the course (e.g., end of semester paperwork, case presentation). Each of the supervision teams will be able to set a plan each semester for the topics and structure of group supervision outside the basic requirements outside of what is outlined in the syllabus.

In the course of their practicum placements, students are expected to meet the following goals:

1.) Deliver a range of psychological services, including assessment, intervention and consultation, in a manner consistent with legal mandates, professional standards of clinical psychology practice, and the APA ethical principles and standards. 2.) Use a scientist-practitioner model in a clinical setting, including an understanding of the scientific evidence that supports the theory or procedures on which assessment and therapeutic techniques are based. Clinical practice procedures are expected to be evidence-based. After successful completion of the supervision class, students are encouraged to seek experience with supervised peer supervision if those opportunities are available on their practicum placements.

3.4 Advanced practicum

Advanced practicum is meant to support advanced practicum students in their clinical training with professional development opportunities for the next stages of their training. In addition to involvement on their practicum placement(s), students will meet with the instructor and DCT to prepare application materials for clinical internship and other professional development opportunities (e.g., interviewing, board certification, EPPP, licensure) as needed. Qualified students can apply for advanced practicum by completing an advanced practicum application. Students are eligible for advanced practicum starting in the summer semester prior to when they plan to apply for clinical internship. The application needs to be submitted **and approved** by the enrollment period of the preceding semester. Please understand that admission to advanced practicum is not automatic, and students are expected to discuss the appropriateness of the application with their advisor prior to submission of this form. The Practicum Coordinator may consult with the student's advisor or the CPC in determining eligibility. In submitting an advanced

practicum application, the student and their advisor are asserting that the student is ready for Advanced Practicum, specifically, that the student is 1). An advanced doctoral student in clinical psychology, with plans to apply to clinical internship in the academic year of the semester for which they are applying for Advanced Practicum, 2). Determination from the applicant's advisor regarding readiness to participate in Advanced Practicum as indicated by their signature on this application, and 3). The Student is currently in good standing with the program.

Students complete an application that includes a proposal and verification of eligibility signed by the student and faculty advisor and submitted to the Practicum Coordinator. The practicum coordinator reviews the application for final approval and permission to enroll in the course. Once the application and plan have been approved, the student is able to contact the graduate school to request an override to enroll in Advanced Practicum (grad-enroll@utulsa.edu). It is recommended that students include any documentation of the approval and copy the Practicum Coordinator on the correspondence.

4 Practicum Sites and Student Placement

4.1 External Practicum Site Agreements

Formalized agreements are made between the clinical psychology program and training sites. A model written contract (see appendix A) is distributed to all current sites and agreeable revisions are negotiated between officials from the university and the sites. Sites also receive a copy of the current practicum syllabus, evaluation form, and practicum activity report in order for them to be familiar with the program's practicum standards. Further clarifications of the program's practicum standards are made through ongoing communications with the site supervisors including the annual practicum site visit.

4.2 Choosing a Practicum Site

There are a wide variety of practicum placements for students to choose from. Students are able to see a list of current, recent, and previous practicum placements and read descriptions regarding the nature of the site and proposed practicum experiences. The practicum coordinator has the responsibility to determine a student's placement. The practicum coordinator will consider breadth and general educational needs, prior evaluations, and the training interests of the student, often consulting with CPC, the DCT, and the student's advisor, as appropriate. The student should not

initiate contact with a placement or assume that a particular placement will be available. The student may indicate interests to the practicum coordinator, but the coordinator makes the final determination as to the placement.

Practicum placements are arranged between the practicum coordinator, student, and practicum site, taking into account the needs of each. Consideration is given to student's interests, clinical training courses and performance in previous placements. Typically, students are encouraged to have a diversity of experience in terms of variety in populations, presenting problems, theoretical orientations, assessments and interventions. An attempt is also made to advance students' experiences in order of increasing responsibility; as students gain experience and confidence they are expected to play a more central role in delivery of psychological services, as appropriate for the specific site/placement.

A range of site placements are used including inpatient psychiatric, outpatient private practice, Veterans Administration Medical Centers, Native American health services, pediatric psychological assessment, university psychological services, medical college psychiatric outpatient, family therapy services, and neuropsychological assessment, amongst others. A complete list of current and past practicum sites can be found in the Practicum Site Directory.

A current list of practicum sites will be sent out annually, or interested students may contact the Practicum Coordinator directly.

4.3 Duration

The duration of external practicum placements may vary as a function of the needs of both the practicum site and student. Typically, students are placed at a practicum site for a period of time sufficient to complete the equivalent of one or two semesters of clinical work. The length of the placement is agreed upon by the student, practicum site, and practicum coordinator. Any changes to previously discussed plans regarding length of the practicum experience should be discussed with both the practicum site and the practicum coordinator. Given that many agencies and institutions that engage in clinical work do not operate on the academic calendar, students may be expected to maintain hours at a practicum site during times when the university is on breaks from classes and/or closed for university holidays. It is the student's responsibility to make arrangements

for leave of any kind with the practicum site/practicum supervisor, and students are encouraged to limit prolonged absences during a placement as to not interfere with client care or training experiences at the practicum.

4.4 Restructure of practicum arrangement

Deviations from regular practicum procedures (e.g., need to restructure a practicum arrangement due to illness, unanticipated mismatch between student needs/skills and site needs) are handled on an individual case basis. Site supervisors and students are encouraged to express any concerns about the appropriateness of the practicum arrangement. Solutions to concerns will be pursued in an effort to find ones that are reasonably agreeable to all concerned, with considerations for the welfare of clientele coming first. Possible accommodations may involve rearranging the student's duties at the site, removing the student from the site, lowering grade to reflect documented deficits, constructing a remediation plan specifying areas and means for improvement, reducing hours on site, postponing work to a future semester, or arranging an alternate training site.

5 Course Requirements

5.1 Requirements

Doctoral students in the program are required to successfully complete (i.e., grade A or B) a minimum of thirteen semester hours of practicum course credit. The time on site is expected to include regular, face-to-face supervisory sessions, typically a minimum of one hour per week. While there are no requirements regarding the number of hours needed in a given semester, it is recommended that students plan to spend at least 12 hours per week on practicum activities across sites. Students who want to engage in practicum at more than one site should consult with the practicum coordinator to ensure that they are able to meet the expectations of each site while also balancing other responsibilities.

Students are encouraged to reference the course materials from the most recent semester in Appendices C-F to see the specific requirements for each class related to practicum training. Students in Practicum and Advanced Practicum students will be expected to complete a Competency Development Report describing their developing clinical competencies, creating a developmental narrative of progress from the trainee's perspective. This is designed to be an activity in which the student reflects on the competencies gained during that semester, and

collectively across practicum training sites (current and previous). This may assist students in understanding their own areas of strengths and weakness and may influence their discussions for future training placements. Additionally, students in Practicum are asked at the end of the semester to explore three separate potential internship placements of interest and their basic hours requirements to apply. This is to assist students in gaining familiarity with the system used to search for and apply to internship placements, as well as gain a better understanding of the pre-requisite experiences needed to successfully match at an internship site.

Students also complete a practicum activity report that includes hours spent in various activities (e.g., intervention, assessment, supervision, training seminars) in regard to their time spent at the practicum placement over the course of that semester. A separate practicum activity report is expected for each individual practicum site a student has been placed. This report is signed by the site supervisor and the student and returned to the practicum coordinator at the end of the semester.

6 Student Evaluation

6.1 Grading

Specific criteria for grading practicum are described in detail in the specific syllabi associated with the specific practicum courses. Grades below "B" in Practicum are not considered acceptable and will not count toward graduation requirements. If two grades below "B" are earned in Practicum a student will not be allowed to enroll in the course again, and hence cannot graduate unless the course was taken for elective credit only. Grades below "B" in these courses are also considered to indicate unsatisfactory progress.

6.2 Supervisor evaluations of student

Students' progress in the practicum is monitored in several ways. A requirement for practicum is for students to formally agree to practice consistent with the Oklahoma Psychologists Licensing Act, APA ethical code ASPPB code of conduct and all other laws regulating the practice of psychology in the state of Oklahoma. Once practicum is begun, the practicum coordinator generally monitors a student's clinical progress indirectly through discussions with the student, their on-site supervisor, and supervisors of the group supervision teams. Students and supervisors are strongly encouraged to contact the practicum coordinator with any questions or concerns throughout the semester.

Students on a practicum placement are required to be formally evaluated by the practicum site supervisor, which is submitted to the practicum coordinator at the end of the academic semester of enrollment. This is the only required and formalized type of feedback from the supervisor to the student, but supervisors and students are encouraged to engage in informal feedback on an ongoing basis. The coordinator provides an evaluation form (see appendix A) to be used each semester the student is enrolled as a means of assessing the strengths and weaknesses of the student over the course of the semester. In the event that a student is completing practicum with more than one placement in a given semester, it is important to note that students are expected to submit a completed evaluation for each of their current practicum sites.

6.3 Student evaluation of practicum site

Students are expected to provide a formal evaluation of their training experiences at sites (see Appendix B) each semester. Students may complete this anonymously and can elect to give permission for a copy of this evaluation to be sent to the supervisor. As a note, even if the student does not give permission for the evaluation to be shared with the practicum supervisor/practicum placement, feedback may still be shared in aggregate with multiple submitted evaluations. The exception to this may be in the event of a concern that might require more urgent attention. In those instances, feedback would not be provided to the supervisor/practicum site without the practicum coordinator first discussing the concern with the student and the Director of Clinical Training or Clinical Program Committee given the nature and severity of the concern raised.

The practicum coordinator reviews all of these evaluations and follows up as indicated on an individual case basis. These evaluations are managed and aggregated by the Psychology Departmental Assistant. In the event that the supervisor is a faculty member, the DCT, and/or the practicum coordinator, evaluations of the supervisor and practicum placement can be submitted to the Psychology Department Associate Chair, Dr. David Rettinger. After an initial review, the Chair will submit these evaluations to the Psychology Departmental Assistant after addressing any relevant concerns.

APPENDIX A - Practicum Supervisor Evaluation of Student Performance

4-8-21 revision

**University of Tulsa
Graduate Programs in Clinical Psychology
Practicum Student Performance Evaluation Form**

Trainee Name: <input style="width: 95%;" type="text"/>	Date of Evaluation: <input style="width: 95%;" type="text"/>
Practicum Site: <input style="width: 95%;" type="text"/>	Period of Evaluation: <input style="width: 95%;" type="text"/>
Supervisor: <input style="width: 95%;" type="text"/>	Supervisor's Specialty: <input style="width: 95%;" type="text"/>
Licensed Psychologist: <input type="checkbox"/> Yes <input type="checkbox"/> No	If not a psychologist, what type of Mental Health Professional?
Was this trainee supervised by individuals under your supervision? <input type="checkbox"/> Yes <input type="checkbox"/> No	

Ratings are based on the following (check all that apply):

- Role play observation
- Direct observation
- In-person [in-room or one-way mirror]
- Live simultaneous audio-video streaming
- Audio or video recording
- Reports from other faculty and staff
- Discussion of clinical materials
- Presentation to class
- Class discussion
- Written paper

Training Level of Person Being Assessed: MA Ph.D. **Year in Graduate Program:**

For each element listed below, rate the student using the following scale:

Level 1: Just beginning to learn this skill and/or currently performs inadequately on this skill/skill set. Needs close supervision. Does not appear to have acquired requisite ability to demonstrate this skill/skill set.

Level 2: Performs skills/skill set only in the most rudimentary fashion. Needs close supervision. Shows little ability to integrate this skill/skill set with other skills at the current time.

Level 3: Performs skill/skill set adequately, although somewhat self-consciously. Has begun to integrate skill/skill set with other skills. Will benefit from continued supervision.

Level 4: Performs skill/skill set with competence. Is comfortable using skill/skill set and can integrate it with other skills to arrive at a more complex approach to clinical psychology. Is able to articulate when supervision is needed regarding this skill/skill set.

Level 5: Demonstrates mastery of this skill/skill set. Is proficient without benefit of supervision; seeks consultation when appropriate.

Please offer descriptive words and comments, as you are able, in the comments section.

- 1. Ethics:** Student demonstrates knowledge of and acts in accordance with each of the following:
 - the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
 - Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
 - Relevant professional standards and guidelines.

Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Level 5 <input type="radio"/>	Not Observed at this site <input type="radio"/>
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	--

Comments:

2. **Ethics:** Student recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve the dilemmas.

Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Level 5 <input type="radio"/>	Not Observed at this site <input type="radio"/>
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	--

Comments:

3. **Ethics:** Conducts self in an ethical manner in all professional activities.

Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Level 5 <input type="radio"/>	Not Observed at this site <input type="radio"/>
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Comments:

4. **Individual and cultural diversity:** Demonstrates understanding of and reflection about how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.

Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Level 5 <input type="radio"/>	Not Observed at this site <input type="radio"/>
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Comments:

5. **Individual and cultural diversity:** Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including case conceptualization, training, supervision/consultation, and service.

Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Level 5 <input type="radio"/>	Not Observed at this site <input type="radio"/>
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	--

Comments:

6. **Individual and cultural diversity:** Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., service delivery, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included

is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Level 5 <input type="radio"/>	Not Observed at this site <input type="radio"/>
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	--

Comments:

- 7. Individual and cultural diversity:** Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Level 5 <input type="radio"/>	Not Observed at this site <input type="radio"/>
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	--

Comments:

- 8. Professional values, attitudes, and behaviors:** Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others

Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Level 5 <input type="radio"/>	Not Observed at this site <input type="radio"/>
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Comments:

- 9. Professional values, attitudes, and behaviors:** Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.

Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Level 5 <input type="radio"/>	Not Observed at this site <input type="radio"/>
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	--

Comments:

- 10. Professional values, attitudes, and behaviors:** Actively seek and demonstrate openness and responsiveness to feedback and supervision.

Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Level 5 <input type="radio"/>	Not Observed at this site <input type="radio"/>
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	--

Comments:

11. Professional values, attitudes, and behaviors: Respond professionally in increasingly complex situations

Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Level 5 <input type="radio"/>	Not Observed at this site <input type="radio"/>
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Comments:

12. Communications and interpersonal skills: Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Level 5 <input type="radio"/>	Not Observed at this site <input type="radio"/>
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	--

Comments:

13. Communications and interpersonal skills: Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Level 5 <input type="radio"/>	Not Observed at this site <input type="radio"/>
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	--

Comments:

14. Communications and interpersonal skills: Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Level 5 <input type="radio"/>	Not Observed at this site <input type="radio"/>
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	--

Comments:

15. Assessment: Demonstrate current knowledge of diagnostic classification systems, functional and

dysfunctional behaviors, including consideration of client strengths and psychopathology.

Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Level 5 <input type="radio"/>	Not Observed at this site <input type="radio"/>
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	--

Comments:

16. Assessment: Demonstrate understanding of human behavior within its context (i.e. family, social, societal, and cultural).

Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Level 5 <input type="radio"/>	Not Observed at this site <input type="radio"/>
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	--

Comments:

17. Assessment: Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.

Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Level 5 <input type="radio"/>	Not Observed at this site <input type="radio"/>
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	--

Comments:

18. Assessment: Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.

Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Level 5 <input type="radio"/>	Not Observed at this site <input type="radio"/>
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	--

Comments:

19. Assessment: Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Level 5 <input type="radio"/>	Not Observed at this site <input type="radio"/>
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	--

Comments:

[Empty light blue box]

20. Assessment: Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Level 5 <input type="radio"/>	Not Observed at this site <input checked="" type="radio"/>
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	---

Comments:

[Empty light blue box]

21. Intervention: Establish and maintain effective relationships with the recipients of psychological services.

Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Level 5 <input type="radio"/>	Not Observed at this site <input type="radio"/>
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	--

Comments:

[Empty light blue box]

22. Intervention: Develop evidence-based intervention plans specific to the service delivery goals.

Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Level 5 <input type="radio"/>	Not Observed at this site <input type="radio"/>
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	--

Comments:

[Empty light blue box]

23. Intervention: Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Level 5 <input type="radio"/>	Not Observed at this site <input type="radio"/>
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	--

Comments:

[Empty light blue box]

24. Intervention: Demonstrate the ability to apply the relevant research literature to clinical decision making.

Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Level 5 <input type="radio"/>	Not Observed at this site <input type="radio"/>
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	--

Comments:

[Empty light blue box]

25. Intervention: Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.

Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Level 5 <input type="radio"/>	Not Observed at this site <input type="radio"/>
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	--

Comments:

26. Intervention: Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Level 5 <input type="radio"/>	Not Observed at this site <input type="radio"/>
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	--

Comments:

27. Supervision: Demonstrate knowledge of supervision models and practices and ability to apply fundamental knowledge of supervision practices through appropriate utilization of supervision.

Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Level 5 <input type="radio"/>	Not Observed at this site <input type="radio"/>
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	--

Comments:

28. Supervision: Applies knowledge of supervision in direct or simulated practice with psychology trainees, or other health professionals. This may include demonstration of basic application of knowledge of supervision in direct or simulated practice with psychology trainees

Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Level 5 <input type="radio"/>	Not Observed at this site <input type="radio"/>
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	--

Comments:

29. Consultation: Demonstrates knowledge and respect for the roles and perspectives of other professions and basic application of knowledge of consultation in interactions with other professionals

Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Level 5 <input type="radio"/>	Not Observed at this site <input type="radio"/>
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	--

Comments:

30. **Consultation:** Demonstrates knowledge of consultation models and practices and fundamental knowledge of consultation practices through discussions of consultation in supervision experiences.

Level 1 <input type="radio"/>	Level 2 <input type="radio"/>	Level 3 <input type="radio"/>	Level 4 <input type="radio"/>	Level 5 <input type="radio"/>	Not Observed at this site <input type="radio"/>
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	--

Comments:

31. **Other Work Skills and Personal Resources:** Please comment on this practicum student's organizational ability, motivation, initiative, determination, timeliness, reliability, independence, interest in discovery, resiliency, capacity to cope with the practicum experience, openness to supervision, and other relevant personal characteristics.

32. **Areas for growth and development:** Recognizing that all psychologists continue to develop throughout their careers, please comment on areas where you believe the student will most benefit in the future from supervisory guidance. How can the future training continue to contribute to the course of learning and development of this intern?

33. **What do you see as particular strengths of this student?**

Supervisor Signature*:

Student Signature*:

Date of Evaluation:

Please feel free to offer additional comments.

*I understand that electronic transmission of my typed name and date here represents my signature to this document and compliance with all of the above.

APPENDIX B - Student Evaluation of Practicum Placement

The University of Tulsa Revised May 2021
EVALUATION OF PRACTICUM SITES/SUPERVISION
(To be completed by student for EACH practicum site)

Student name (optional): _____ Year in program(optional): _____

Site Information:

Dates of evaluation: _____ Period of evaluation: _____


Primary supervisor: _____

Was amount of supervision adequate? Please comment:

Mode of supervision (check all that apply): videotape; audiotape;
 direct (live, one-way mirror) observation; post-hoc discussion


Please rate your supervisor by indicating the appropriate letter according to the following code:
P = Poor; BA= Below Average; A= Average; AA= Above Average; S= Superior; NA= Not Applicable.

1. Theoretical knowledge

Choose A Rating 


Comments: _____

2. Ability to integrate clinical material and theory.

Choose A Rating 


Comments: _____

**3. Open to weaknesses/criticisms of theoretical position or
therapy system used.**

Choose A Rating 

Comments: _____


4. Helps trainee with case conceptualization.

Choose A Rating 

Comments: _____


P = Poor; BA= Below Average; A= Average; AA= Above Average; S= Superior; NA= Not Applicable.

5. Encourages consideration of cultural factors.

Choose A Rating 


Comments: dddd llll

6. Gives useful pointers about techniques—helps trainee with what to do/say in sessions.

Choose A Rating 


Comments: dddg

7. Shows enthusiasm for clinical training.

Choose A Rating 


Comments:

8. Shows interest in trainees professional development.

Choose A Rating 


Comments:

9. Provides a good role model.

Choose A Rating 


Comments:

10. Establishes rapport and relates easily with trainee.

Choose A Rating 


Comments:

11. Is available outside of supervision hour if needed.

Choose A Rating 


Comments:

12. Encourages trainee to ask questions.

Choose A Rating 

Comments:


13. Allows for differences in trainee's style and orientation.

Choose A Rating 

Comments:


P = Poor; BA= Below Average; A= Average; AA= Above Average; S= Superior; NA= Not Applicable.

14. Supports trainee's voicing of doubts/differences.

Choose A Rating 


Comments:

15. Offers criticisms and suggestions in a constructive way.

Choose A Rating 


Comments:

16. Is open and non-judging: Trainee feels comfortable bringing in mistakes as well as good points.

Choose A Rating 


Comments:

17. Keeps appointments as scheduled.

Choose A Rating 

Comments:

18. Overall evaluation of supervisor:

Choose A Rating 

Comments:

19. In your experience, what are the overall strengths of the supervisor?

20. What are the overall weaknesses/areas of growth for the supervisor?

21. In your experience, what are the overall strengths of the site?

22. What are the overall weaknesses/areas of growth for the site?

APPENDIX C - Pre-practicum Requirements from Syllabus

Required Course Components:

- **Attend and participate** in class.
 - You are expected to attend and participate in every class. Failure to attend class or arrive on time will not be tolerated. Class participation involves going beyond showing up to class. You are expected to speak and contribute to the class discussions as part of your participation. Professionalism [dress, attitude, confidentiality, ethics], enthusiasm, and timeliness are expected and will contribute to your class participation grade. Students who are repeatedly late for class may be penalized up to one full letter grade. If you are unable to attend a class, you must notify Dr. Steward. Students with more than one unexcused absence may be penalized a full letter grade. Students who feel they are unable to attend a specific class in-person due to circumstances related to the ongoing pandemic should contact the instructor in advance to make arrangements to attend class virtually or make other arrangements as deemed appropriate by the instructor.
- **Complete a quiz on administration and scoring for each of the assessments covered in the class and submit practice write-ups of the assessment measures (with the exception of the WPPSI-IV).**
 - Over the course of the semester students will gain experience with several assessment measures, including an overview of the assessment and how to administer it, information on how to score the assessment, and an opportunity to practice writing up results from the instrument using a practice case. Given the virtual nature of the class session and to reduce times when students need to come in to the clinic, all students will complete a quiz on each of the assessments covered that will assess basic knowledge of administration and scoring rules for that specific assessment. In addition, students will turn in a practice write-up of the assessment and submit for feedback.
- **One written integrative report**

Students will submit an integrated assessment report using information from the practice case they have been working with over the course of the semester. Students are encouraged to utilize feedback from the edits received throughout the semester on the practice assignments for each assessment. Students will integrate the information from the multiple assessment measures and the clinical history and diagnostic interviewing information from the case. The integrative report will include the following information, with diversity considerations incorporated throughout:

 - Presenting complaints
 - Brief history of the client/problem (provided)
 - Behavioral observation (provided)
 - Assessment data and interpretation
 - Brief diagnostic impressions/rule outs being considered
 - Summary and conclusions integrating client history and all relevant assessment features
 - Recommendations

- References [All information that is found in any material other than the case itself must be cited. All citations will be included in the reference section; APA style is to be followed.]

Please note that due to the limited information provided with the case, students are not expected to have a complete diagnostic, conclusions, or recommendations section. The goal of the assignment is to practice integrating information across multiple data points and sources, and to start learning the structure of an integrated report. Students are discouraged from making definitive statements in these areas unless they feel they have enough evidence to support that statement, and are recommended to include their clinical thinking process in their report and possibly what other information they would like (e.g., given deficits in X and Y and a possible diagnosis of Z, it is possible that Mr. Person may benefit from A, B, and C).

Grades:

Points for the various class requirements and class participation are as follows:

- Class attendance and participation: 50
- Assessment administration and scoring quizzes: 150 points total
 - WISC-V: 50
 - WMLS-III: 50
 - WRAT-5: 50
- Assessment writing: 300 total (point distribution below)
 - Complete an assessment write-up from scored WISC-V protocol: 100
 - Complete an assessment write-up from scored WMLS-III protocol: 100
 - Complete an assessment write-up from scored WRAT-5 protocol: 100
- Complete an integrative report based on edits from relevant assessment write-ups with added presenting problems, history of the problem, behavioral observation, assessment interpretation, clinical impressions, and recommendations: 100
- Total points: 600
- Grades will be based on the following criteria: A = 90-100%, B = 80-89%, C = 70-79%.

Appendix D - Practicum Requirements from Syllabus

Course Requirements:

I. Group supervision (i.e., practicum class meetings). The nature of each class meeting will be determined by the supervisor and supervision teams, and the schedule will be set by the supervising psychologist. All group supervision teams will be required to have students do **one case presentation per semester** (requirements and rubric provided below) and **have two assigned readings** set by the supervisor. Additional group supervision activities may include: discussion of clinic operations topics, discussion/scheduling of upcoming cases/events, case presentations, didactics covering a particular topic area, discussion of assigned readings, small group discussion of students' clinical cases, and/or observation of therapy/assessment videos.

Readings (including additional readings set by the supervisor outside of the required two) will be assigned as deemed necessary by the instructor and students will be given at least one-week notice of new readings assignments. Students are expected to be active participants in the class meetings. Students should be prepared to respond to requests to summarize the readings for the day (i.e., have more than skimmed the material, but have read for understanding). The instructor reserves the right to modify the course syllabi and schedule during the course of the semester, and add new assignments as deemed appropriate.

Important dates and required tasks for group supervision are included in this document. Any other activities are at the discretion of the supervisor and the team, with the ultimate responsibility falling to the supervisor to determine the content and structure of group supervision. When considering the academic calendar, group supervision for the [**Academic semester and year**] semester is recommended to not continue beyond XX/XX/20XX, although individual supervision appointments will likely continue as long as the student is seeing clients onsite (for both internal and external practica).

II. Clinical Cases. Students in their second year will conduct their clinical work at the University's internal training clinic, the True Blue Neighbors Behavioral Health Clinic (TBN-BHC) and are expected to carry a case load of up to five clinical cases. Students and supervisors are encouraged to discuss the rate at which the student builds their case load and how to develop broad generalist therapy and assessment skills across the training year. When possible (based on clinic need and availability), clinical cases may be requested based on student training goals. This may include individual cases (therapy or assessment), co-therapy cases, and observational experiences the student is involved with on an ongoing basis. Students will be expected to be prepared to discuss their cases during individual and group supervision. Work with these clients may cross semesters. More information on expectations of clinical work can be found in the TBN-BHC Policy and Procedures and Telehealth manuals, with which all students should be familiar.

Students in their third year and above who are enrolled in PSY8453 will be expected to carry at least one active clinical case at TBN-BHC at a time, in addition to expectations on their external practicum placement(s). The nature of the case and approval of any additional cases may be discussed with the student's TBN-BHC supervisor, and requests for specific training needs and/or presenting problems will be accommodated when possible.

III. Class Participation. Students are expected to attend and participate in every group supervision session. Failure to attend class or to arrive on time will not be tolerated. Students are expected to **speak and contribute** to the class discussions as part of their participation. When classmates are presenting, students will be expected to ask questions and fully engage in the discussions. Professionalism [attitude, confidentiality, ethics], enthusiasm, and timeliness is expected and will contribute to the class participation grade. Being late or unprepared for supervision more than once may also impact the student's participation grade. Student's grade in this domain can be reduced for tardiness to supervision, lack of preparedness, and not contributing to discussion. The instructor has the discretion to reduce the student's participation score in the course by 5 points per class meeting in which one of the above expectations is not met.

If students are unable to attend a class, they must notify their supervisor with as much notice as possible. Students with more than one unexcused absence may be penalized a full letter grade. If students know they will be absent for any reason during the semester they should gain permission from their supervisor and discuss a plan. Students may propose extra work/contributions to class members to compensate for absences that are approved by the instructor. In case of emergency leave, students will notify their supervisor as soon as possible and make arrangements with their site supervisors and/or the TBN-BHC Associate Directors/Director (when relevant) for the care of their clients.

IV. Case presentation. All enrolled students are expected to give a case presentation to their group supervision team each semester. The case presentations should include 15-20 minute presentation followed by 15-20 minutes of discussion with the group supervision team. The case presentation should include the following at a minimum the following components, with additional components added based on instruction from the supervisor:

- a. Presenting complaints
- b. History of the problem
- c. Behavioral observations
- d. Assessment

- e. Diagnostic impressions [including a differential diagnostic section and DSM-5-TR diagnoses]
- f. Theoretical formulation:
 - Formulate the case from the perspective of a specific model
 - Include predisposing, precipitating, perpetuating, and protective factors
- g. Treatment recommendations
- h. Diversity considerations [integrated throughout the report, including formulation and recommendations]
- i. Potential complicating factors
- j. Potential ethical issues [identify relevant ethical standards and principles, how they apply to the case specifically, and specify how you will deal with each]

Students are encouraged to discuss their plans for their case presentation well in advance with their supervisor, ideally at the beginning of each semester and **at a minimum 3 weeks prior** to when the case presentation is scheduled, and have practiced their presentation to ensure its timely delivery.

V. Practicum paperwork. All enrolled students are required to complete the following tasks prior to the end of the semester. Students are encouraged to use this as a checklist to ensure they have completed all of the required documents. Practicum paperwork is due by **[DEADLINE SPECIFIED EACH SEMESTER]**. Please use fillable PDFs for the Practicum Activity Reports and the evaluations.

- _____ A. Practicum Competency Development Report at the end of the semester. This is designed to allow the student an opportunity to reflect on their practicum training experiences over the past semester and aid them in doing a self-assessment of where they are in the development of their foundational skills, as measured by the APA competencies. Students who are on multiple practicum experiences in a semester are able to compile their reflections into **one submission/report**.
- _____ B. Practicum Activity Report at the end of the semester. Students are expected to track their hours throughout their clinical training, and should submit their hours to their supervisor for their approval and signature at the end of each semester they are enrolled in practicum. **Separate activity reports should be completed, signed (by student and supervisor) and submitted for each practicum site.**
- _____ C. Internship Site List – Listing 3 internship websites you visited from the APPIC

Website. Students should include the names and locations of the site, what tracks and/or rotations from the site you might be interested in, and including the minimum practicum hour requirements (direct vs total, assessment hours, intervention hours, supervision).

 D. Student Evaluation of Practicum Placement for **each current practicum site.**

VI. Favorable Supervisor Evaluation Report. Near the end of the semester evaluation forms will be distributed for your supervisor to complete and return. Students are encouraged to remind their supervisor of the evaluation and deadlines as needed, and to discuss the evaluation and provide the supervisor feedback as part of the end of the semester task. Note that since supervisor evaluations may not arrive before grades are due, a grade could be changed later.

Evaluations of student performance which do not come back as favorable, addresses significant concerns about the student's performance, and/or that the student does not appear to be progressing at expected rates for their level of experience are subject to additional action. This may include having the student meet with the practicum coordinator and/or the DCT, the issue being brought to the student's academic advisor, or the issue addressed as part of the Clinical Program Committee.

Grades:

Criteria must be met for requirements I-VI in order to receive a grade for the course.

No grade above a C will be given in the event of a verified site supervisor's and/or site administrator's report of unacceptable professional behavior (e.g., unethical or negligent behavior that results in risk of harm to clientele, unfavorable performance on supervisor's evaluation of student indicating unfavorably remediated issue or concern). A grade of B may be given for circumstances in which the supervisor and/or site administrator communicates concern that the student's performance was below the expected level and/or that a concerning issues or behavior occurred over the semester but has been fully resolved. Decision about the course grade will be made in consultation with the student's practicum supervisor(s) and in consultation with the Director of Clinical Program and the Practicum Coordinator as needed. If a student receives a student evaluation indicating significant concern(s), the instructor has the discretion to bring the concern to the student's advisor and/or the Clinical Program Committee.

Points for the various class requirements are as follows:

- Attendance and participation: 100 pts
- Case presentation: 100 pts
- Completed and turned in practicum paperwork: 100 pts
- Total points: 300

Course Grade	Percent (points)
A	90 – 100% (270-300 points)
B	80 - 89% (240-269 points)
C	70 – 79% (210-239 points)
D	60 – 69% (180-209 points)
F	0 – 59% (0 – 179 points)

Appendix E - Advanced Practicum Requirements from Syllabus Course Requirements:

I. Practicum class meetings. The nature of each class meeting will be determined by the instructor and class members. *The class will meet every other week*, with specific topics to be determined by the class and instructors. Given the discussion base of this course and the emphasis on continued development of practical and professional knowledge **attendance is required**. In the event that a student is not able to attend a class meeting, the student is expected either **1).** provide documentation appropriate with a University Approved Absence or **2).** contact the instructor in advance, watch the recording of the class, and email instructor and classmates with thoughts and comments as a means of participation and adding to the discussion.

If students are unable to attend a class, they must notify the instructor with as much notice as possible. Students with more than one unexcused absence may be penalized a full letter grade. If students know they will be absent for any reason during the semester they should gain permission from the instructor and discuss a plan. In case of emergency leave, students will notify the instructor as soon as possible.

II. Class Participation. Students are expected to attend and participate in every class meeting. Students are expected to **speak and contribute** to the class discussions as part of their participation. Professionalism, reflection, enthusiasm, and timeliness are expected and will contribute to the class participation grade. Being late to class, unprepared, not engaging with the class and discussion of topics, submitting assignments late, not providing feedback to peers in a timely manner, or any other unprofessional behavior will result in the loss of participation points. The instructor has the discretion to reduce the student's participation score in the course by 5 points per class meeting in which one of the above expectations is not met.

III. Practicum paperwork. All enrolled students are required to complete the following tasks prior to the end of the semester. Students are encouraged to use this as a checklist to ensure they have completed all of the require documents. Practicum paperwork is due by **[DEADLINE SPECIFIED EACH SEMESTER]**. Please use fillable PDFs for the Practicum Activity Reports and evaluations.

_____ A. Practicum Competency Development Report at the end of the semester. This is designed to allow the student an opportunity to reflect on their practicum training experiences over the past semester and aid them in doing a self-assessment of where they are in the development of their foundational skills, as measured by the APA competencies. Students who are on multiple practicum experiences in a semester are able to compile their reflections into **one submission/report**.

_____ B. Practicum Activity Report at the end of the semester. Students are expected to track their hours throughout their clinical training, and should submit their hours to their

supervisor for their approval and signature at the end of each semester they are enrolled in practicum. **Separate activity reports should be completed, signed (by student and supervisor) and submitted for each practicum site.**

___ C. Student Evaluation of Practicum Placement for **each current practicum site.**

IV. Favorable Supervisor Evaluation Report. Near the end of the semester evaluation forms will be distributed for your supervisor(s) to complete and return. Students are encouraged to remind their supervisor of the evaluation and deadlines as needed, and to discuss the evaluation and provide the supervisor feedback as part of the end of the semester task. Note that since supervisor evaluations may not arrive before grades are due, a grade could be changed later.

Evaluations of student performance which do not come back as favorable, addresses significant concerns about the student's performance, and/or that the student does not appear to be progressing at expected rates for their level of experience are subject to additional action. This may include having the student meet with the practicum coordinator and/or the DCT, the issue being brought to the student's academic advisor, or the issue addressed as part of the Clinical Program Committee.

Grades:

Criteria must be met for requirements I-IV in order to receive a grade for the course. No grade above a C will be given in the event of a verified site supervisor's and/or site administrator's report of unacceptable professional behavior (e.g., unethical or negligent behavior that results in risk of harm to clientele, unfavorable performance on supervisor's evaluation of student indicating unfavorably remediated issue or concern). A grade of B may be given for circumstances in which the supervisor and/or site administrator communicates concern that the student's performance was below the expected level and/or that a concerning issues or behavior occurred over the semester but has been fully resolved. Decision about the course grade will be made in consultation with the student's practicum supervisor(s) and in consultation with the Director of Clinical Program and the Practicum Coordinator as needed. If a student receives a student evaluation indicating significant concern(s), the instructor has the discretion to bring the concern to the student's advisor and/or the Clinical Program Committee.

Points for the various class requirements are as follows:

- Attendance, participation, provided thoughtful and constructive feedback to peers: 100 pts
- Submission of above paperwork/materials: 100 pts

- Total points: 200

Course Grade	Percent (points)
A	90 – 100% (180-200 points)
B	80 - 89% (160-179 points)
C	70 – 79% (140-159 points)
D	60 – 69% (120-174 points)
F	0 – 59% (0 – 149 points)

Appendix F - Practicum Site Contract
EXTERNSHIP/OFF-CAMPUS PRACTICUM AGREEMENT

THIS AGREEMENT, made and entered into is between ("Agency"), a nonprofit corporation of the State of Oklahoma, and The University of Tulsa, 800 South Tucker Drive, Tulsa, OK 74104-3189 ("University"), an Oklahoma not for profit corporation, which owns and operates The University of Tulsa College of Arts and Sciences ("College").

WITNESSETH, THAT:

WHEREAS, Agency desires to provide graduate student(s) in the Department of Psychology of the University with practicum sites in the field of psychology for clinical training for no more than 20 hours per week per student for a three- credit hour practicum and prorated accordingly for more credit hours.

WHEREAS, the University desires to provide students possessing the minimum qualifications of a Bachelor's Degree or its equivalent with practicum experiences in psychology with the Agency's designated Psychologist to include some or all of the following: individual, group, family counseling/psychotherapy, psychoeducational interventions, assessments, consultation, report writing, treatment documentation, research, and/or other activities consistent with training in Psychology; and,

WHEREAS, Agency and University desire to cooperate in providing practicum sites and experiences in a Clinical Psychology Training Program as set out above (the "Program"); and,

NOW THEREFORE, for and in consideration of the mutual promises, agreements and covenants as hereinafter set forth, and other good and valuable consideration, it is hereby agreed by and between the Agency and University as follows:

1. Equal Opportunity. Agency Program, University, and College of Arts and Sciences shall employ, advance, accept, admit and otherwise treat in all manner in their employment and educational program, all persons without regard to race, color, national or ethnic origin, sex, age, religion, creed, handicap, disability or status as a veteran.
2. Cooperation of Agency. Agency agrees to cooperate with the University and College of Arts and Sciences in providing practicum sites to University students through the Program, for practical clinical psychology training. The University will confer with the Agency prior to the placement of any student in order to establish or to review the purpose, provisions, and responsibilities involved in the practicum experience. In addition to any supervision of the students provided by the University, weekly on-site supervision by a licensed psychologist or Licensed Professional Counselor (or licensed/certified Masters' level mental health professional if trainee is pre-Masters' level) will be provided by the Agency.
3. Clinical Practicum Sites. Agency further agrees to make available the clinical settings and means for student experiences, including but not limited to supplies and materials necessary to enable the student to function effectively. Agency will provide adequate provisions for safeguarding confidential materials, such

as case files, client records, and student records.

4. Services, Resources, Facilities. Agency further agrees to make available to students and University faculty or other personnel involved in the Program the following:

- a. Such space and facilities as are necessary for pre-assignment and post-assignment conferences;
- b. Such instructional and library or other resource material as is available to or located at the Agency;
- c. Parking space, cafeteria facilities, and other similar services on the same terms at which those services are regularly provided to Agency employees;
- d. Facilities are available for storage of personal belongings, but security for such items is not provided.

5. Number of Program Participants. Agency further agrees that the number of students receiving clinical psychology training at or through the Agency shall be determined by mutual agreement of the Agency's Practicum Site Supervisor, the Director of Clinical Training, and the Dean of the University's College of Arts and Sciences. Primary factors to be considered in establishing said number are the adequacy of physical facilities at the Agency; the availability of agency personnel to supervise, train, and work with students participating in the Program; and adequacy of overall learning experience available.

6. Orientation. Agency further agrees to provide orientation to the Program, including but not limited to the clinical training experience available at the Agency, to members of University faculty or other University personnel whose teaching responsibilities at the University include or may include clinical psychology practicum training. Such knowledge may be made available for University faculty assigned to evaluating, counseling, and conferring with students regarding the Program.

7. Emergency Medical Care. The Agency which has available on-site emergency services further agrees to make available emergency medical care to students and University faculty or other personnel who are injured or otherwise become ill while at the Agency or are on an off-premises assignment as part of the Program; provided, that this provision shall not be construed to limit or otherwise prohibit any student, faculty, or University personnel from seeking such emergency medical care at any other facility besides Agency, or to refuse medical care. Emergency medical care provided to students and University faculty will be at the expense of the student or faculty member and shall be charged to them as determined by the Agency.

8. Agency Rules, Regulations, and Policies. Agency further agrees to provide each student, University faculty member, or other personnel with a copy of the current written Rules, Regulations, and/or Policies for Practicum's of the Agency, or any unwritten interpretations of the Rules, Regulations, and/or Policies for Practicums of the Agency.

9. Practicum Site Supervisor. Agency further agrees to appoint a Practicum Site Supervisor ("Site Supervisor") whose duties shall include:

- a. Interviewing qualified University students for the Program;
- b. Observing, supervising, and counseling students participating in the Program; and,

c. Assisting in evaluating students participating in the Program in accordance with (1) the learning objectives for practicum placement as defined by the University; (2) practicum and field work section of *Handbook to Graduate Programs in Psychology*; and, (3) the evaluation process as defined by the University.

10. Indemnification. Agency agrees to save and protect University from all legal liability, including costs and attorney fees, caused by or arising out of the University's participation in this agreement. Agency agrees that University shall maintain the right to reasonably select and retain counsel of its own choosing to defend against any claim covered by this provision or allow Agency to retain counsel to defend University, at University's sole discretion. University agrees that this provision does not apply to claims or litigation where the sole negligence of University is alleged.

11. Cooperation of University. The University agrees to cooperate with the Agency in determining the number of students receiving clinical psychology training at or through the Agency, as provided in Paragraph 5 herein, and in resolving problems presented in criminal background checks.

12. General Provisions. The University further agrees as follows:

a. That it will provide Agency, by and through the Site Supervisor, with current written copies of (1) the learning objectives for psychology training experiences as defined by the University; (2) student evaluation forms; and, (3) practicum and field work section of *Handbook to Graduate Programs in Psychology*; See copies in Attachments A and B, and (4) criminal background information;

b. That it will establish lines of communication with the Site Supervisor prior to any practicum placement of a student as to the University's expectations and goals and feedback mechanisms with regard to the Program, the Site Supervisor, and the students participating in the Program;

c. That the University will provide to the Site Supervisor a time schedule and suggested criteria regarding evaluation of students;

d. The University will prepare each student for his or her initial interview with the Site Supervisor. Site Supervisor will notify the University of particular students for participation in the Program. The University shall notify the Agency of said Site Supervisor of which students will participate in the Program;

e. That it will observe and consult with students and communicate with the Site Supervisor regarding each of said student's performance and progress or other matters;

f. That it will inform students of all physical examinations and criminal background checks required by the Agency and that it further will inform students of their responsibility for the costs of said physical examinations;

g. That it will inform students regarding appropriate dress for participants in the Program and further regarding each student's need to abide by the Rules, Regulations, and Policies of the Agency and to provide

his or her own transportation to and from the Agency at student's expense;

h. That it will inform students and University faculty that they shall respect and conscientiously observe the confidential nature of all information which may come to either of or all of them, individually or collectively, with respect to patient records and comply with American Psychological Association (APA) ethical standards and state laws about the practice of psychology;

i. That it will assure that all University students participating in the Clinical Psychology Training Program will have in force a professional liability insurance policy with limits of \$2,000,000 per occurrence and \$4,000,000 aggregate. In this regard, University further agrees to provide Agency with a certificate of insurance for the students participating in the field Program stating that said students has liability insurance coverage in said amount; and,

j. That it accepts the condition that no student or University faculty is to be considered an employee of the Agency under this agreement.

13. Withdrawal or Removal of Student and Notification Thereof. University and Agency agree that either University or Agency may withdraw or remove any student enrolled in the Program if, in the opinion of either party, said student is not making satisfactory progress in the Program or, for any other reasonable cause, including but not limited to health or recurrent and unexcused tardiness or absence. In any event, University shall have the right to withdraw any student from the Program. In the event that a determination is made by Agency or University that a student should be withdrawn from the Program, the party making said determination shall notify the other party in writing of said determination at least 24 hours prior to the withdrawal or removal of said student, stating specifically the grounds or cause for said withdrawal or removal. Written notice also shall be given to the student by the party making said determination at least 24 hours prior to said withdrawal or removal, stating specifically the grounds or cause for said withdrawal or removal. Under appropriate circumstances, such withdrawal may be immediate for health or safety reasons but must be followed up by a required written notice within 24 hours.

14. Conferences and Review. Agency and University agree that they, by and through their designated representatives, shall confer periodically, for the purpose of evaluating as to whether this Agreement should be continued; provided however, that nothing contained herein shall be construed as granting either party hereto the automatic right to renew or reinstate this Agreement after its termination.

15. Non-assignability. The rights and duties accruing to Agency and University under the terms of this Agreement may not be assigned, delegated, or otherwise transferred by Agency or University, unless prior written mutual consent to said assignment is obtained from University and Agency.

16. Term of Agreement. The term of this Agreement shall commence _____, and shall continue, subject to modification or termination as otherwise provided for a period of five (5) years. This agreement may be modified or terminated at any time by the written mutual consent of Agency and University. This Agreement may be terminated for any reason by University or Agency at the end of the later of 10 days or the current academic cycle, whichever is longer, after written notice terminating the

Agreement is given to Agency or University, as the case may be. This Agreement may be terminated for good cause by either Agency or University immediately and without prior notice, provided however, that the terminating party give written notice of the basis for termination to the party within two (2) business days of the basis for termination.

17. Notices to Agency, Field Placement Program, University, and College of Arts and Sciences. All notices under this Agreement shall be made to the following persons at the following listed addresses:

AGENCY

UNIVERSITY

_____, Provost
_____, Dean of Arts and Sciences
_____, Director of Clinical Training
_____, Practicum Coordinator

18. The University has authorized only certain persons to sign agreements of this nature on its behalf. No agreement is enforceable against the University unless signed by an authorized signatory.

19. This AGREEMENT shall be governed by the laws of the State of Oklahoma and agree that all disputes shall be resolved in a court of competent jurisdiction in Tulsa County, Oklahoma.

20. This AGREEMENT constitutes the entire AGREEMENT between the parties and supersedes all prior agreements, arrangements, and understanding relating to the subject matters hereof. Any modification hereto shall be valid only if set forth in writing and signed by all parties hereto.

Executed and agreed to this _____ day of _____, 20____.

AGENCY

THE UNIVERSITY OF TULSA
("University")

By: _____
Print Name of Director

and

By: Jennifer Airy, PhD. _____ Date
Provost, The Univ. Of Tulsa

Director Signature Date

By: _____
Print Name of Supervisor
Licensed Psychologist

By: Blaine Greteman, Ph.D. _____ Date
Dean of the Kendall College of Arts and
Sciences

By: _____

Supervisor Signature Date

Joanne Davis, Ph.D.
Director of Clinical Training

Date

By:

Jennifer Steward, Ph.D.
Clinical Practicum Coordinator

Date