

## Sample Practicum/Internship Plan

The following is a sample of a suggested format to follow when the Practicum/Intern Coordinator, the Practicum Student or Intern, and the Field Supervisor develop a Practicum/Internship Plan. It may be adapted with approval of the UBC Practicum/Internship Coordinator depending on the needs of the Practicum Student/Intern, field supervisor, and/or setting.

**Name of Practicum Student/Intern:** \_\_\_\_\_

**Start and End Dates of Practicum/Internship:** \_\_\_\_\_

**Site Practicum/Internship Supervisor :** \_\_\_\_\_

**Additional Supervisors (on and off site):** \_\_\_\_\_

**University Practicum/Internship Coordinator::** \_\_\_\_\_

### **DESCRIPTION OF THE SETTING OR SETTINGS IN WHICH THE PRACTICUM STUDENT/INTERN WILL WORK:**

(DESCRIBE THE PRACTICUM/INTERNSHIP SETTING(S), INCLUDING ANY ROTATIONS AND PROVIDE A DESCRIPTION OF THE INTENDED TRAINING PROGRAM TO BE UNDERTAKEN DURING THE PRACTICUM/INTERNSHIP. PROVIDE A DESCRIPTION OF THE PLANNED DIDACTIC COMPONENT OF THE PRACTICUM/INTERNSHIP (IF APPLICABLE))

### **DESCRIPTION OF THE RANGE OF EXPERIENCES PLANNED FOR THE PRACTICUM/INTERNSHIP AND THE POPULATIONS TO BE SERVED**

(DESCRIBE THE PLANNED, PROGRAMMED SEQUENCE OF TRAINING ACTIVITIES THAT PROVIDE BREADTH AND QUALITY OF TRAINING. DESCRIBE THE RANGE OF PSYCHOLOGICAL SERVICES TO BE CONDUCTED DIRECTLY WITH RECIPIENTS OF PSYCHOLOGICAL SERVICES. DESCRIBE ANY ADDITIONAL ACTIVITIES)

### **DESCRIPTION OF THE STRUCTURE OF SUPERVISION:**

(A MINIMUM RATION OF ONE HOUR OF SUPERVISION FOR EACH FOUR HOURS OF CLIENT CONTACT PER WEEK WITH SUPERVISOR WHO CARRIES CLINICAL RESPONSIBILITY FOR CASES BEING SUPERVISED; AT LEAST TWO HOURS PER WEEK REGULARLY SCHEDULED INDIVIDUAL FACE-TO-FACE SUPERVISION.)

### **DESCRIPTION OF DUE PROCESS ARRANGEMENTS**

(WHAT PROCEDURES ARE IN PLACE TO DEAL WITH CONCERNS ABOUT PRACTICUM STUDENT/INTERN PERFORMANCE?  
WHAT PROCEDURES ARE IN PLACE TO DEAL WITH PRACTICUM STUDENT/INTERN CONCERNS ABOUT TRAINING?  
WHAT ARE THE PROCEDURES FOR NOTICE, HEARING AND APPEAL?)

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## SAMPLE PRACTICUM/INTERNSHIP GOALS AND OBJECTIVES AND EVALUATION PLAN

Goals	Primary Supervisor	Method of Evaluation	Achieved	Not Yet Achieved
<b>Assessment</b>				
<p>1. Developmental Assessment and Diagnostics: To develop proficiency in the developmental assessment of children primarily in the 0-6 age range.</p> <p><i>Comments:</i></p>		<ul style="list-style-type: none"> <li>• Demonstrates proficiency in measure selection, administration, and interpretation of results in appropriate cases.</li> </ul>		
<p>2. Clinical Assessment: To develop proficiency in the clinical assessment of children in the 0-6 age range.</p> <p><i>Comments:</i></p>		<ul style="list-style-type: none"> <li>• Develop an understanding of clinical assessment of young children.</li> <li>• Demonstrate proficiency of clinical assessment using a variety of data sources as appropriate across 10 cases.</li> <li>• Demonstrate ability to use assessment information in treatment planning.</li> <li>• Demonstrate ability to incorporate assessment information into written documentation.</li> </ul>		
<p>3. Clinical Assessment: To develop proficiency in the clinical assessment of a small number of children in the 6-17 age range.</p> <p><i>Comments:</i></p>		<ul style="list-style-type: none"> <li>• Demonstrates appropriate skill in:               <ul style="list-style-type: none"> <li>○ formal assessment (psychometric instruments; interview)</li> <li>○ formulation</li> <li>○ treatment planning</li> </ul> </li> <li>• Demonstration of these skills through:               <ul style="list-style-type: none"> <li>○ written documentation</li> <li>○ formulating &amp; presenting cases in supervision; including case presentation to team for at least one interesting case (full presentation from assessment to treatment and outcomes)</li> </ul> </li> <li>• Will involve approximately 6 cases in the 6-17 age range with varying diagnostics.</li> </ul>		

## *Interventions*

4. Play Therapy: To establish an understanding of play therapy as an intervention, develop knowledge of the application of play therapy, and become proficient in the use of play therapy with children in the 0-6 age range.

*Comments:*

5. Family Therapy: To work with a small number of families and develop an understanding of approaches to family therapy.

*Comments:*

6. Cognitive Behaviour Therapy: To develop an understanding of CBT as it applies to children in the 0-19 age range, with a focus on younger children.

*Comments:*

- apply play therapy techniques as appropriate to a variety of cases involving a variety of presenting concerns and developmental levels.

- Work with staff to: Develop an understanding of IPT informed family work. Critically review recorded IPT informed family session. Be involved as co-therapist with 2 families where IPT approach is used.

- Work with identified staff to: Develop an understanding of the McDonough approach of working with parent-infant dyads on the attachment relationship (as well as other forms of this approach, e.g. Benoit, Cohen). Employ the interaction guidance approach in appropriate situations to support the attachment relationship.

- Complete Ministry certification program in CBT.

### **Consultation Systems**

8. Consultation Systems: To develop a better understanding of approaches to consultation from the individual to community level.

*Comments:*

- Demonstrate proficiency in applying knowledge of consultation to work with various agencies and individuals. Proficiency will be evaluated as per regular discussion and check-in around specific interactions.

### **Supervision Skills**

9. Supervision Skills Training: To further develop supervision skills training and apply this knowledge to the training of individuals in a clinical setting.

*Comments:*

- Meets or exceeds expectations on a number of variables and skills related to supervision.
- Feedback from the supervisee will be incorporated.
- The method of evaluation will be appropriate to the supervision setting (practicum student, community practitioner, etc.)

### **Ethics**

- 10 Ethics: To become more familiar with the ethics and principles that guide the practice of psychology.

*Comments:*

- Demonstrates familiarity with the Code of Conduct of the College of Psychologists.
- Demonstrates appropriate skill in handling ethical dilemmas (scenarios; assigned clients)

### **Diversity of Population**

- 11 Diversity of population by age: To expand skill set (assessment, intervention) with a variety of children across the age range of 0-17 years.

*Comments:*

- Achieves satisfactory competence in administration, scoring, and interpretation of a range of age appropriate instruments
- Will involve the same clients as in the Assessment Goal outlined above.

12 Diversity of population by culture and linguistic group: To develop clinical approach and skill that reflects an appreciation of and sensitivity around cultural issues in mental health,

*Comments:*

- will demonstrate understanding of important issues and apply understanding in work with cases where variable of culture and linguistic group is a primary factor (minimum of 2 cases).

**Research**

13 Research activities: To continue involvement with the Children in Care Project. To consider other research opportunities within Child and Youth Mental Health.

*Comments:*

- Present research findings to an appropriate venue in Mental Health or in community.

**Other**

14 Autism: to develop a better understanding of the presenting symptoms of autism and autism spectrum disorders to the extent that symptoms and the need to make referrals for autism assessment can be recognized.

*Comments:*

- Complete reading on basic presenting issues and characteristics around identification of children with ASD. Develop a basic awareness of clinical approaches to working with children with ASD.

**Supervisor Signatures**

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*Date*

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*Date*

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*Date*

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*Date*

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**Practicum Student/Intern Signature**

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*Date*

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