

Developing Quality Practicum Training

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Learning Objectives

1. Be aware of how practicum experiences as described in the G&P are relevant to both doctoral graduate programs and internship training programs.
2. Understand the importance of linking practicum learning and experiences to program goals, objectives, and competencies.
3. Think of innovative ways to create meaningful practicum experiences within a doctoral program.
4. Learn strategies for enhancing the quality of practicum experiences and addressing common problems in the provision of quality practicum training.

Linking Outcome Assessment and Program Enhancement in Professional Psychology

- CoA – Domain B to Domain F
- Department of Education
- Practicum Experiences
 - Provide initial clinical contact and opportunity to link academics with practice
 - Positive outcomes are linked to success at doctoral level as well as match to internship rates

Linking Practicum Learning and Evaluation of Performance

- Program Goals- which can be based specifically on practicum experiences?
- Program Objectives- which objectives can be achieved totally or partly through practicum?
- Program Competencies- which can be operationally defined using practicum experiences?

Performance Evaluation at Practicum Level

- Practicum site supervisors provide feedback to students and to program
- Feedback must be linked to program's stated goals, objectives, and competencies
- Practicum evaluations must be integrated into students' overall performance in program
- Program and practicum sites must be committed to remediation when needed

Practicum Outcomes and Program Enhancement

- Does practicum training contribute to students' competence achievement? How? What positives can be enhanced?
- What changes could be made to address any areas of poor student achievement?
- Are there program competencies tied to practicum that are not being addressed at all? What training needs to be added?
- Does practicum training meet minimum standards?

Practicum Standards- where do they come from?

- Doctoral Programs
- Expectations of Internships
- Expectations of ASPPB
- Accreditation guidelines

Standards of the G&P

- Background: designed to permit maximum flexibility for doctoral programs
- Limitations: G&P lacks specificity re: number of supervision hours, professional discipline and licensure status of supervisors
- Linkages: implicit link between practicum experiences in terms of sequence, duration, nature, and content to program's immediate and long-term goals with program expected to make linkages explicit

Domain B4 G&P

- B4-program requires that students receive adequate and appropriate practicum experiences
- B4a- use settings committed to training; use adequate number of appropriate professionals; provide wide range of training and educational experiences through applications of EST's
- B4b-integrate practicum with other elements of the program; provide adequate forums for discussion of practicum
- B4c-ensure that practicum experiences are appropriate for and c/w program's training goals and objectives
- B4d- address sufficiency of experiences in preparation for internship

Doctoral Program Expectations of Practicum Training

Exposure to and evaluation of competence in:

- **Assessment- diagnostic, cognitive, objective personality**
- **Intervention- individual, family, couples, groups**
- **Consultation**
- **Research**
- **Supervision**

• Kaslow, NJ; Pate, WE; Thorn, b (2005). Academic and Internship Directors' Perspectives on Practicum Experiences: Implications, *Professional Psychology: Research and Practice*, 36, 307-317

Internship Expectations of Practicum Training

Exposure to and evaluation of competence in:

- **Assessment- diagnostic assessment ranks high, but less agreement about other types of assessment**
- **Intervention- individual and group**
- **Consultation**
- **Research**
- **Supervision**
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• Kaslow, NJ; Pate, WE; Thorn, b (2005). Academic and Internship Directors' Perspectives on Practicum Experiences: Implications, *Professional Psychology: Research and Practice*, 36, 307-317

Quality Enhancement of Practicum Training

- **Supervision- professional discipline of supervisors, licensure status, role of doctoral program faculty in supervision/integration of practicum experiences**
- **Nature of practicum sites- commitment to training, organization of sites, "richness" of experiences, including diversity**
- **Linkage between practicum and program goals- clearer links permit more focused training and encourage proper sequencing and increasing complexity of experiences at one site and/or across sites**

Quality Enhancement Practicum Training, cont.

- Awareness and clarity at practicum site of the goals and objectives of the doctoral program and site's role in helping students meet those goals
- Program's commitment to pre-practicum training and assessment of practicum readiness
- Communication between the practicum sites and the doctoral program, including training contracts and regular evaluation of the site by the students
- Information from internship sites regarding intern performance that points out strengths and deficits in the practicum training

Increased Focus on Quality and How to Achieve It

- **APPIC Hours-** minimum hours needed before internship application
- **Move to Competencies-** across whole spectrum of psychology training
- **ADPTC Development of Practicum Competencies**

Areas for Innovation & Creativity

- The G&P encourages creativity by leaving room for programs to structure practica in different ways
- Relating practicum learning to academics
- Developing practica in innovative places
- Using competency model across practicum sites as a way to make training sequential, cumulative, and graded in complexity

Graduate Student's Expectations of Quality Training

- **Training Site Selection Criteria**
- **Student- Supervisor Relationships**
- **Potential Problems & Solutions**

Training Site Selection Criteria

- Student's Training Needs
- Program's Training Requirements
- Practica Sites' Training Orientation

Student's Training Needs

- Supervision
 - Client Contact
 - Assessment
 - Research Experience

Program's Training Requirements

- B.4 (a) Place students in settings that: are clearly committed to training...
- B.4 (b) Integrate the practicum component of the students' education and training...
- B.4 (c) Ensure that the sequencing, duration, nature, and content of these experiences are both appropriate...
- B.4 (d) Describe and justify ... practicum experiences

Practica Sites' Training Orientation

- Site Personnel
 - Credentials
 - Theoretical Orientations Represented
 - Formal Stability
- Types of Services
 - Case Management
 - Crisis Intervention
 - Group or Individual Therapy

Professional Associations of the Site

- Accreditation(s) received
- Affiliations with other agencies

Supervision

- Student- Supervisor Relationships
- Knowledge
- Skill Building
- Evaluation & Feedback
- Ethical and Legal Responsibility
- Boundaries
- Friendship vs. Mental Health Supervisor
- Practice concerns unique to setting

Potential Problems & Solutions

- Evaluation
- Communication
- Power Dynamic
- Role Ambiguity
- Expectations
- Periodically Reassess
- Student Contracts
- Training Requirements

CoA's Expectations of Quality Training

CoA Is Informed by the Professional Community

Compliance with the G&P

- Practicum Standards Adherence to the G&P- many ways to develop practicum that meet standards
- Ideas/Small Groups to identify and discuss issues in practicum training

History of Recent Developments

- ADPTC - Competencies (Hatcher & Lassiter, 2007)
- ASPPB - Practicum Quality, 2009
- APPIC - Membership Standards

Competencies Required Internship and ADPTC Model

- Baseline skills and progress to be achieved are identified before starting practicum
- 11 competency areas listed with expected levels of competence to be achieved at the end of practicum experience for each skill
- 5 skill levels specified and behaviorally defined

Possible New IR

- Clarification to B4

Evaluation of Adequacy

- **Innovative Practicum Experiences**
- **Creative Thinking**
- **Ideas from the Audience for creative and innovative practicum training**

Innovative Practicum

Recent Developments Across the Country

Solving the Internship Imbalance Problem

Continuing Competence (Education)