

**PRACTICUM SUPERVISION CONTRACT**  
**Western University**  
**Graduate Program in Clinical Psychology**

Instructions

*The purpose of this contract is to make explicit the learning conditions, expectations, styles and preferences as well as the needs of the student and the requirements of the supervisor and setting.*

*It is the responsibility of the student and the supervisor to review and discuss the items in this contract and to negotiate a contract which is acceptable to both parties prior to or at the beginning of the practicum placement. The student may complete any sections in advance of a meeting in preparation for the discussion. The process is important and the content is intended to provide signposts for conducting a dialogue between the supervisor and student.*

*The contract should be reviewed with an “expectation check” after 4-6 weeks and at which point any revisions could be noted and the contract is signed off by both parties. Following this, the practicum supervisor in the setting retains a copy. The student also retains a copy and provides a copy to the Coordinator of Practicum Placements.*

This is an agreement between: \_\_\_\_\_, and \_\_\_\_\_  
Supervisor Supervisor

The term of supervision will be from: \_\_\_\_\_ until \_\_\_\_\_ .  
Start date (yyyy/mm/dd) End date (yyyy/mm/dd)

This Individual Supervisor Agreement is to expire after the specified end date above. If the period of supervision is to end earlier, or be extended beyond this date, an amended Individual Supervisory Agreement should be created, agreed to, and signed by both parties.

**1. Practicum details**

Dates: From: \_\_\_\_\_ To: \_\_\_\_\_

Course: \_\_\_\_\_

Type of Practicum: \_\_\_\_\_ Total Hours Required: \_\_\_\_\_

Name of Practicum Student: \_\_\_\_\_ Year: \_\_\_\_\_

Student Contact Information:

Home Address: \_\_\_\_\_

Telephone #s: Home: \_\_\_\_\_ Office: \_\_\_\_\_ Cell: \_\_\_\_\_

Email: \_\_\_\_\_ Preferred Mode of Contact: \_\_\_\_\_

Person to Contact in Case of Emergency: \_\_\_\_\_ Phone: \_\_\_\_\_

Primary Supervisor: \_\_\_\_\_ Phone: \_\_\_\_\_

Email Address: \_\_\_\_\_

Person to Contact in Case of Emergency: \_\_\_\_\_ Phone: \_\_\_\_\_

Secondary Supervisor(s) (if used) \_\_\_\_\_ Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Name of Organization: \_\_\_\_\_

Service, Department, Program, Unit etc.: \_\_\_\_\_

Student's Previous Practicum Experience: \_\_\_\_\_

## 2. Basic arrangements (to be completed during contracting session)

- a. Number of direct client contact hours required \_\_\_\_\_
- b. Agreed upon hours/week \_\_\_\_\_
- c. Agreed upon days in attendance \_\_\_\_\_ (note any flexibility)
- d. Agreed upon time(s) of day for practicum \_\_\_\_\_
- e. Agreed upon office location \_\_\_\_\_
- f. Amount of supervision Frequency \_\_\_\_\_ Length \_\_\_\_\_
- g. Agreed upon supervision times (if known) \_\_\_\_\_
- h. Amount of delegated supervision \_\_\_\_\_
- i. Amount of group supervision \_\_\_\_\_
- j. Types of client(s) \_\_\_\_\_
- k. Documentation of supervision \_\_\_\_\_
- l. Back up supervision \_\_\_\_\_
- m. Title to be used by student in setting \_\_\_\_\_
- n. Documents to be submitted prior to starting \_\_\_\_\_
- o. Pre-practicum health requirements \_\_\_\_\_
- p. Police check requirements \_\_\_\_\_

## 3. Orientation to organization (to be completed during first few sessions, in accordance with the requirements of the setting)

	Notes
a. Agency/organization programs	_____
b. Policies and procedures	_____
c. Review confidentiality/privacy	_____
d. Review limits of confidentiality	_____
e. Dual relationships/boundary issues	_____
f. Health and safety procedures	_____
g. Fire regulations	_____
h. Orientation package	_____
i. Case/file management	_____
j. Clinical recording/documentation	_____
k. Introduction to key personnel	_____
l. Allocated space	_____

- m. Email/phone/fax/computer/copier \_\_\_\_\_
- n. Parking \_\_\_\_\_
- o. Allocated clerical support \_\_\_\_\_
- p. Organization emergency procedures \_\_\_\_\_
- q. Travel/expenses \_\_\_\_\_
- r. Meals/breaks \_\_\_\_\_
- s. Procedures when sick/unavailable \_\_\_\_\_
- t. Dress code \_\_\_\_\_
- u. Patient/client booking procedures \_\_\_\_\_
- v. Supervisor absence \_\_\_\_\_
- w. Billing protocol etc. \_\_\_\_\_
- x. Other \_\_\_\_\_

**4. Accommodation needs of student (if required)**

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**5. Learning objectives for this placement. These are specific learning areas on which to focus during this practicum, not just a list of activities in which the student will be involved.**

Rate each as either 1= High Priority; 2= Medium Priority 3 = Low or Not a Priority for this placement.)  
*Note: probably no more than 3-5 high priority areas should be selected.*

**a. Assessment/Diagnosis**

- i. Practice on administration of intellectual tests \_\_\_\_\_
- ii. Learning to use new intellectual/cognitive tests \_\_\_\_\_
- iii. Practice in using personality/other tests \_\_\_\_\_
- iv. Selecting appropriate tools for case \_\_\_\_\_
- v. Improving interpretation of psychometric tests \_\_\_\_\_
- vi. Gaining experience in interviewing skills \_\_\_\_\_
- vii. Learning structured diagnostic interviews \_\_\_\_\_
- viii. Learning risk assessment (suicide/violence) \_\_\_\_\_
- ix. Learning specific assessment tools (specify) \_\_\_\_\_
- x. Learning specific assessment procedures \_\_\_\_\_ (e.g. PCA, legal, insurance etc.)
- xi. Writing reports \_\_\_\_\_
- xii. Case formulation \_\_\_\_\_
- xiii. Differential diagnosis \_\_\_\_\_
- xiv. Making recommendations \_\_\_\_\_
- xv. Providing feedback \_\_\_\_\_
- xvi. Communicating a diagnosis \_\_\_\_\_
- xvii. Other \_\_\_\_\_

**b. Intervention**

- i. Expanding knowledge of evidence base \_\_\_\_\_
- ii. Practicing specific therapy technique \_\_\_\_\_ Specify \_\_\_\_\_
- iii. Establishing a therapeutic alliance \_\_\_\_\_
- iv. Working with difficult clients \_\_\_\_\_
- v. Improving self-awareness/reflective thinking \_\_\_\_\_
- vi. Individual therapy \_\_\_\_\_
- vii. Working with families \_\_\_\_\_
- viii. Working with groups \_\_\_\_\_
- ix. Assessment of change \_\_\_\_\_

- x. Learning background theories for therapies \_\_\_\_\_
- xi. Other \_\_\_\_\_

**c. General**

- i. Specific client populations/diagnoses \_\_\_\_\_ Specify \_\_\_\_\_
- ii. Working in multidisciplinary teams \_\_\_\_\_
- iii. Consulting to other professions \_\_\_\_\_
- iv. Dealing with ethical dilemmas \_\_\_\_\_
- v. Diversity and cultural competency \_\_\_\_\_
- vi. Becoming more confident/autonomous \_\_\_\_\_
- vii. Handling vicarious trauma/stress \_\_\_\_\_
- viii. Working with larger systems \_\_\_\_\_
- ix. Supervising others \_\_\_\_\_
- x. Understanding legislative issues \_\_\_\_\_
- xi. Conducting program evaluation/research \_\_\_\_\_
- xii. Other \_\_\_\_\_

**6. Supervision methods and approaches mutually agreed upon**

- a. Regular formal meetings \_\_\_\_\_
- b. Informal discussion/drop-in availability \_\_\_\_\_
- c. Use of direct observation \_\_\_\_\_
- d. Use of audio feedback \_\_\_\_\_
- e. Use of video feedback \_\_\_\_\_
- f. Use of role play \_\_\_\_\_
- g. Student review of video/audio tapes \_\_\_\_\_
- h. Live modelling by supervisor \_\_\_\_\_
- i. Co-therapy (ongoing) \_\_\_\_\_
- j. Shared case responsibility \_\_\_\_\_
- k. Regular verbal feedback \_\_\_\_\_
- l. Regular written feedback \_\_\_\_\_
- m. Review of written reports/casenotes \_\_\_\_\_
- n. Assigned readings \_\_\_\_\_
- o. Focus on transference/counter transference \_\_\_\_\_
- p. Focus on treatment adherence \_\_\_\_\_
- q. Focus on clinical problems \_\_\_\_\_
- r. Focus on interpersonal process in therapy \_\_\_\_\_
- s. Student-directed agenda items \_\_\_\_\_
- t. Supervisor-directed agenda items \_\_\_\_\_
- u. Focus on student's professional growth \_\_\_\_\_
- v. Focus on student's technical skill development \_\_\_\_\_
- w. Other \_\_\_\_\_

## 7. Theoretical orientation and preferred models

- a. Supervisor \_\_\_\_\_
- b. Student (current exposure) \_\_\_\_\_
- c. Student (desired exposure) \_\_\_\_\_

## 8. Student/Supervisor relationship: Style and conflict resolution

- a. Student self-perceived strengths \_\_\_\_\_
- b. Student self-perceived areas for growth \_\_\_\_\_
- c. Supervisor self-perceived style (*structured/unstructured etc.*) \_\_\_\_\_
- d. How conflicts will be addressed:  
(*For example, discuss steps in a procedure or who else might be involved*)
  - i. Interpersonal: \_\_\_\_\_
  - ii. Case related/theoretical: \_\_\_\_\_
  - iii. Relating to the evaluation(s): \_\_\_\_\_

## SUPERVISOR ROLES/RESPONSIBILITIES

### ***The Supervisor agrees to the following:***

1. The Supervisor is competent to provide the services undertaken by the Supervisee while under his/her supervision;
2. The Supervisor will continually assess the knowledge, skills and competence of the Supervisee and provide supervision as appropriate to the Supervisee's knowledge, skills, and competence based on that assessment;
3. The Supervisor will keep a record of supervision activities and contacts between the supervisor and Supervisee that will include all minimum requirements as stipulated by the College of Psychologists of Ontario Standards of Professional Conduct (2017).
4. If the Supervisor is unavailable for the Supervisee, the Supervisor will arrange for an alternate Member of the College of Psychologists of Ontario to provide support for the Supervisee in their supervised activities, and the Supervisor will provide that alternate person's name and contact information to the Supervisee.
5. The Supervisor will continually evaluate the appropriateness and quality of the Psychological services provided by the Supervisee, as well as the professional development of the supervisee, during the agreed-upon period of this Supervisory Agreement. Informal feedback may be provided at any time. Formal evaluation of the supervisee will occur twice during the specified period of supervision (once at the mid-point of the Rotation and once at the end of the Rotation) using the UWO Graduate Program in Clinical Psychology Evaluation forms.

6. The Supervisor's role in the planning, monitoring, and evaluation of the Supervisee's provision of Psychological services to patients/clients will be as follows:

*(e.g., selection of cases, procedures for booking appointments with patients/clients, creating plans for assessment and/or intervention, observation of Supervisee if appropriate/necessary, plans for monitoring progress of Psychological Service over the period of patient/client care).*

### **SUPERVISEE ROLES/RESPONSIBILITIES**

#### ***The Supervisee agrees to the following:***

1. The Supervisee will comply with all requirements under the legislation and regulations relevant to the Psychological services in which they engage including the College of Psychologists of Ontario Standards of Professional Conduct (2017) and the Canadian Code of Ethics for Psychologists (2017).
2. The Supervisee agrees to meet with the Supervisor for supervision according to the schedule/plan that is agreed to by both the Supervisee and Supervisor.
3. Unless already done so in advance by the Supervisor, the Supervisee will inform clients/patients at the onset of service provision of the following:
  - a. the Supervisee's professional status, qualifications, and functions;
  - b. the Supervisor's identity and how the Supervisor can be contacted;
  - c. that all services are reviewed with, and conducted under the supervision of, the Supervisor;
  - d. that meetings with the Supervisor can be arranged at the request of the client/patient, supervisor, and/or Supervisee;
  - e. that with respect to the limits of confidentiality, the Supervisor must have access to all relevant information about the client.
4. The Supervisee will ensure all psychological reports and formal correspondence related to the provision of psychological services will be co-signed by a Supervising Psychologist (the Supervisor or designated alternate).
5. The Supervisee will bring to the attention of the Supervisor issues that could potentially involve client/patient safety, mandatory reporting situations, physical or mental health needs/issues that require immediate or emergency attention.

6. Other specific expectations and duties of the Supervisee during the agreed-upon period of supervision will be as follows:

*Include typical planned/expected activities including assessment, intervention, consultation, report-preparation, individual and/or group work with clients, expected patient/caseloads, reading lists, and other relevant clinical and training activities expected.*

7. The Supervisee will not, unless expressly and explicitly directed by the supervisor, engage in the following activities: \_\_\_\_\_

*(indicate any limitations to be imposed on the activities of the supervisee, if applicable)*

*The Supervisor and Supervisee have read the above, had the opportunity to discuss the content and related questions, agree with the content of this contract and agree to abide by the relevant procedures and policies set out by the host agency regarding supervision of students and the Graduate Program in Clinical Psychology, Western University.*

Signatures:

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_