

Bridges of the Mind
Psychological Services Inc.

Bridges of the Mind
Practicum Training Manual
2024-2025

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Introduction

At Bridges of the Mind Psychological Services, Inc., our commitment to excellence in comprehensive neurodevelopmental psychological assessments extends to our passion of training and supervision of our practicum students. Our program is meticulously crafted to prepare students with the necessary skills and knowledge to engage in ethical and proficient neurodevelopmental psychological assessment practices. This document serves as a comprehensive guide outlining the structure, objectives, and requirements of our practicum program.

Mission

At Bridges of the Mind Psychological Services, Inc., we are a team with a passion and commitment to serving our community through outreach and individually tailored services. We strive to provide an inclusive, diverse, and accepting workplace, where professionalism and expertise are valued, supporting the growth of our providers through continuing education and professional development. We support people across the lifespan with learning and developmental differences through clarifying assessments, which provide a framework for understanding and allow for tailored interventions, to bridge from the evaluation to resources and services. We are dedicated to our community and our team is here to support and guide your family. We believe that by lifting up all in our community and supporting our care partners, we contribute to a more vibrant, healthy, and emotionally sustainable world.

Vision

We envision a world that celebrates neurodiversity, where every individual has the opportunity to thrive. Inclusive communities will embrace differences as strengths, providing tailored resources to empower those with learning and developmental differences. Our caring professionals will illuminate paths to growth through personalized assessments and interventions, serving as guides for individuals and families on their journeys.

We will foster an environment of lifelong learning, continuous improvement, and deep respect for the inherent worth of all people. Our diverse and expert team will embody an ethic of professionalism, collaborating to support each other and the success of every care partner.

Together, we will co-create a vibrant ecosystem of understanding, one that cherishes neurodiversity and emotional sustainability. In this equitable world, the unique brilliance within every mind can flourish.

Values

1. **Enrich:** We incorporate diverse perspectives, innovative techniques, and evidence-based practices to promote growth, resilience, and well-being for our clients, providers, and the community.
2. **Kind:** We foster trust through empathetic listening and respectful engagement, maintaining a positive outlook even during moments of disagreement or conflict.
3. **Collaborative:** We work together harmoniously and synergistically toward shared objectives to foster teamwork, mutual respect, and open communication that contributes to a vibrant, healthy, and emotionally sustainable environment for all.
4. **Compassionate:** We prioritize empathy and support within collective interactions to foster understanding, alleviate distress, and support each person's unique journey.
5. **Flourish:** We cultivate a culture of lifelong learning, development, and growth that empowers the realization of one's full potential.

Diversity and Non-Discrimination Policy

At Bridges of the Mind Psychological Services, Inc., we firmly believe that diversity enriches our practice and strengthens the communities we serve. We strive to create an environment that is equitable, welcoming, appreciative, and inclusive for all clients, staff, and trainees. Our core values are respecting each individual's unique background, promoting personal growth, and ensuring everyone feels safe, comfortable, and able to succeed.

We actively work to increase awareness, dispel ignorance, and cultivate comfort with cultural differences. Cultural competency is an integral part of our training, with numerous experiences provided to personally support trainees and ensure they develop the knowledge, skills, and awareness to provide high-quality, culturally-responsive psychological services.

Bridges of the Mind enthusiastically welcomes and supports applicants from all backgrounds. We believe a diverse environment significantly enhances the quality of our work. We provide equal opportunities to all prospective trainees, employees, and clients, without discrimination based on age, disability, ethnicity, gender identity, language, national origin, race, religion, sexual orientation, socioeconomic status, or any other factor irrelevant to one's abilities. All are evaluated solely on their qualifications and fit with our training program and philosophy.

We solicit continual feedback from all stakeholders to evaluate and improve our effectiveness in promoting diversity, equity, and inclusion. Our goal is to embody these core principles in everything we do while delivering exceptional psychological services to every member of our communities.

Bridges of the Mind Services

Neurodevelopmental Assessments: Neurodevelopmental assessments are comprehensive evaluations for the lifespan designed to assess an individual's cognitive, motor, language, and socio-emotional development, particularly focusing on neurological functioning and its impact on overall development.

During a neurodevelopmental assessment, a variety of standardized tests, observations, and interviews may be utilized to gather information about the individual's developmental milestones, strengths, weaknesses, and areas of concern. These assessments may cover a wide range of domains, including motor skills, speech and language abilities, social interactions, attention, memory, executive functions, and academic skills.

Neurodevelopmental assessments are commonly used to identify and diagnose various developmental disorders and conditions such as autism spectrum disorder, attention deficit hyperactivity disorder (ADHD), intellectual disabilities, and learning disorders. They play a crucial role in understanding an individual's unique profile of strengths and challenges, guiding intervention planning, and facilitating access to appropriate support services.

The results of a neurodevelopmental assessment provide valuable insights into the individual's cognitive and behavioral functioning, aiding in the formulation of personalized treatment plans and educational strategies. Additionally, these assessments may be conducted at different stages of development to monitor progress over time and adapt interventions accordingly.

Psychoeducational Assessments: Psychoeducational assessments are comprehensive evaluations conducted to understand an individual's cognitive, academic, emotional, and behavioral functioning within an educational context.

During a psychoeducational assessment, a variety of standardized tests, observations, interviews, and behavior rating scales are utilized to gather information about the individual's cognitive abilities, academic skills, social-emotional functioning, and behavioral patterns. These assessments may cover domains such as

intellectual functioning, academic achievement, attention and executive functioning, memory, language skills, and social skills.

The primary goal of a psychoeducational assessment is to identify strengths and weaknesses in the individual's learning profile, as well as any factors that may be impacting their academic performance and overall well-being. This information is essential for developing tailored intervention plans, educational accommodations, and support services to address the individual's unique needs.

Psychoeducational assessments are commonly used to assess for learning disabilities, attention deficit hyperactivity disorder (ADHD), emotional and behavioral disorders, intellectual disabilities, giftedness, and other developmental or educational concerns. The results of these assessments provide valuable insights into the individual's learning style, cognitive processing, and emotional regulation, guiding educators, parents, and other professionals in providing appropriate interventions and support.

Individual Educational Evaluations: Individual Educational Evaluations (IEE) are comprehensive evaluations designed to assess a student's academic abilities, learning style, and educational needs within the school setting.

During an Individual Educational Evaluation, a variety of standardized tests, observations, interviews, and academic tasks are used to gather information about the student's academic skills, learning strengths, weaknesses, and any barriers to learning they may be experiencing. These assessments cover areas such as reading, writing, mathematics, comprehension, and other academic domains relevant to the student's grade level and educational goals.

The primary objective of an Individual Educational Evaluation is to identify the student's unique learning profile and determine appropriate educational interventions, accommodations, and supports to facilitate their academic progress and success. These assessments may also help identify any specific learning disabilities, developmental delays, or other educational challenges that may require specialized instruction or support services.

Individual Educational Assessments are tailored to the individual student's needs and may include assessments for eligibility for special education services, development of Individualized Education Programs (IEPs), or evaluation of progress towards educational goals. The results of these assessments are used to inform educational planning and decision-making, ensuring that each student receives the support and resources necessary to reach their full potential in the classroom.

Individual Therapy: Individual therapy is a specialized form of psychotherapy designed to support individuals living with neurodevelopmental disorders such as autism, ADHD, intellectual disabilities, and learning disorders. Therapists with expertise in these conditions provide personalized, one-on-one sessions to help clients develop essential skills, manage challenging symptoms, and improve overall functioning and quality of life.

The primary goals of this therapy are to:

- Identify the client's unique strengths, needs, and therapy goals through collaborative assessment
- Teach communication, social, emotional regulation, organizational, and independent living skills
- Implement evidence-based therapeutic modalities tailored to the client's learning style and sensory profile
- Empower the client to make meaningful progress in reaching their fullest potential

By creating a safe, understanding environment, the therapist works closely with the client to address the complex cognitive, behavioral, and psychosocial aspects of their neurodevelopmental disorder. Regular individual therapy sessions offer ongoing support, skill-building, and symptom management to enhance the client's functioning in daily life.

Bridges of the Mind Team

Welcome to Bridges of the Mind Psychological Services, Inc., where we take pride in fostering a supportive and exceptional team environment. Our dedicated professionals include our 4 licensed psychologists, 2 postdoctoral fellows, 1 current doctoral psychology intern, office manager, and 2 administrative assistants. Moreover, we are privileged to host practicum students from local graduate schools each year, providing them with valuable clinical experience. Together, our team is committed to providing exceptional psychological services.

Dr. Erika Frieze (she/her) – Owner and Clinical Training Director

Dr. Frieze received her B.A. in Psychology at the University of California, Santa Barbara in 2003. She then received her Doctor of Psychology (Psy.D.) from Alliant International University in Sacramento in 2008. During her time in her doctorate program she also received her certificate in Infant Preschool Mental Health. Dr. Frieze's clinical experience began as an in-home ABA therapist.

She has been fortunate to work within school, clinic, and home settings conducting psychological assessments. Dr. Frieze's postdoctoral training at Kaiser Permanente's Autism Spectrum Disorders Clinic allowed for the best foundation and training. For seven years she was one of the primary psychologists at the University of California, Davis MIND Institute, conducting clinical evaluations for neurodevelopmental disorders, regional center evaluations, and with the social skills program. Dr. Frieze spent two years as a staff psychologist at Dignity Healthcare in Woodland, California where she continued to conduct neurodevelopmental assessments for infants through early adulthood, before she opened her private practice. Her professional goal is to serve as many patients as possible in a timely fashion. Dr. Frieze's waiting lists have been as long as 9 months for these types of assessments that are so needed in the community, therefore she felt driven to be in private practice full time, while continuing to serve the majority of the northern California regional centers as a vendor conducting limited scope assessments.

Dr. Frieze is the past Sacramento Valley Psychological Association Behavioral Medicine and Neuropsychological Chair. Additionally, Dr. Frieze is licensed in the state of Nevada (PY1105) as well as California (PSY22737). Dr. Frieze is research reliable in the best practice assessment for Autism Spectrum Disorders, the Autism Diagnostic Observation Scale, Second Edition (ADOS-2), and all of her evaluations have been highly regarded in the community for the past 16 years.

Dr. Allison Womack (she/her) - Clinical Director

Dr. Allison Womack is a Licensed Psychologist with a passion for supporting neurodivergent individuals across all ages. She earned her B.A. in Psychology from the University of Victoria in 2006, followed by a M.A. in Applied Behavior Analysis from the University of the Pacific in 2012, and her Ph.D. in School Psychology from Syracuse University in 2017. Additionally, she is a Board Certified Behavior Analyst-Doctoral (BCBA-D).

With 20 years of experience, Dr. Womack has worked with children, adolescents, and adults diagnosed with autism spectrum disorder, developmental disabilities, and various mental health disorders in several settings, including homes, schools, behavioral clinics, and community programs. She has extensive experience conducting comprehensive psychological assessments as part of multi-disciplinary teams and consulting on behavior management strategies in school, home, and residential environments. Her work includes leading psychoeducational assessments and guest lecturing at universities. Dr. Womack has co-authored eight peer-reviewed publications and developed and implemented research projects leading to over 30 regional and international conference posters and presentations.

As the Clinical Director of ABA services across various sized mental health clinics in Sacramento for six years, Dr. Womack dedicated herself to understanding and affirming neurodivergent experiences. Through her assessments, she aims to help parents better understand and support their children in a compassionate and

supportive manner. Dr. Womack also enjoys working with young adults and adults, helping them to understand themselves better and to live happier, more meaningful lives. She provides evidence-based recommendations that promote individual growth and self-understanding.

In her free time, Dr. Womack loves spending time outdoors with her husband, two young children, and their dog. She is committed to creating an inclusive and supportive environment for all her clients.

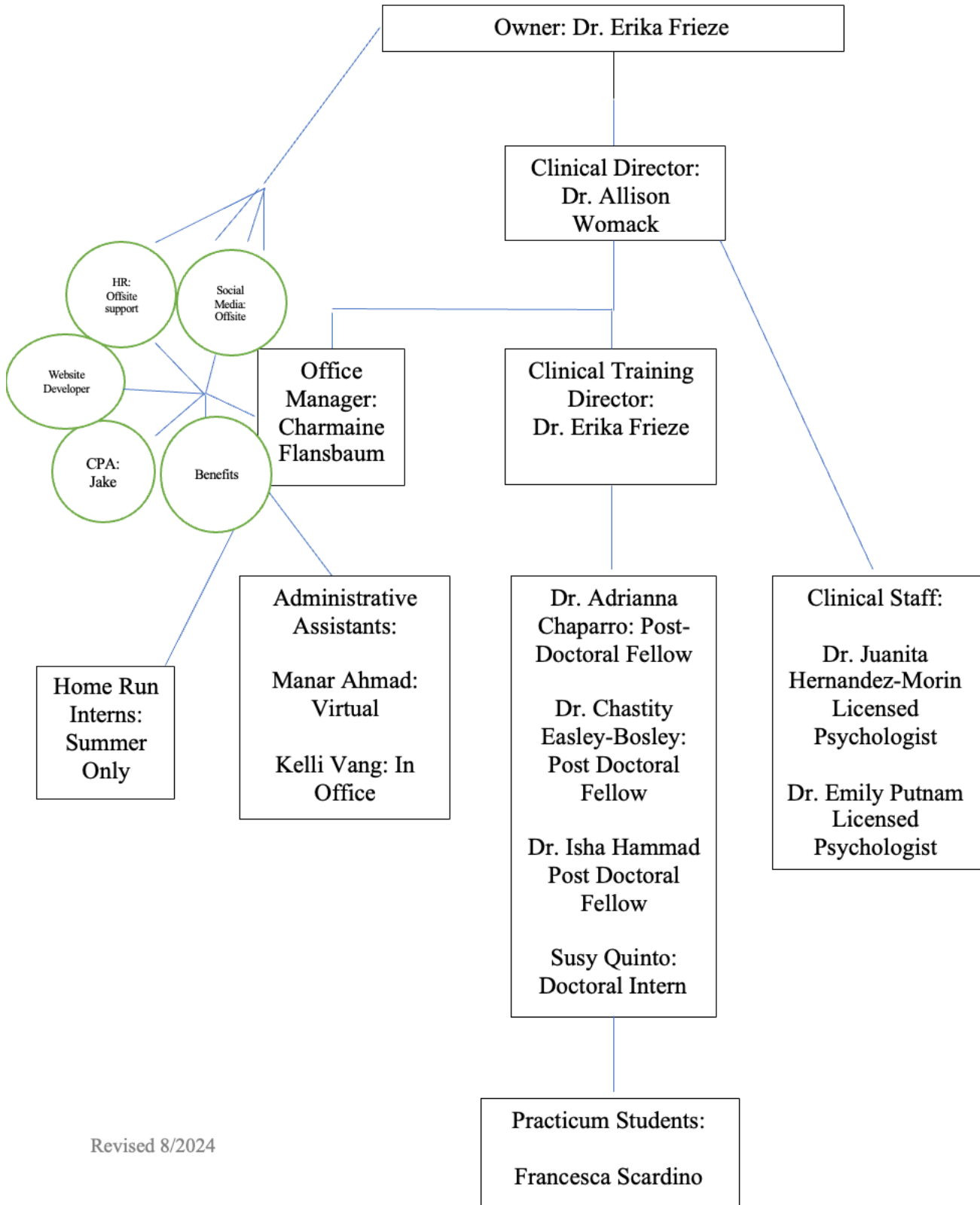
Defining Our Team

1. **Licensed Psychologist:** A licensed psychologist holds a doctoral degree in psychology (Ph.D. or Psy.D.) and is licensed to practice independently. They assess, diagnose, and treat mental health disorders, provide therapy, assessment, and may specialize in areas such as clinical psychology, counseling psychology, or neuropsychology.
2. **Postdoctoral Fellow:** A postdoctoral fellow is a recent doctoral graduate in psychology who is gaining supervised clinical experience to meet licensure requirements. They work under the supervision of a licensed psychologist to further develop their clinical skills and expertise.
3. **Doctoral Intern:** A doctoral intern is a graduate student pursuing a doctoral degree (Ph.D. or Psy.D.) who participates in an internship or practical training experience as part of their academic program. The internship allows the doctoral intern to apply their theoretical knowledge in a real-world professional setting, gain hands-on experience, and develop additional skills under the guidance of experienced supervisors, often earning academic credit towards their degree requirements.
4. **Registered Psychological Associate:** A registered psychological associate is an individual who has completed the educational requirements to become a psychologist, but is still in the process of obtaining their full professional license or certification. During this transitional period, the registered psychological associate works under the supervision of a licensed psychologist, gaining practical experience and demonstrating their competence before practicing independently as a fully credentialed psychologist.
5. **Doctoral Practicum student:** A doctoral practicum student is a graduate student in psychology who is completing a supervised practicum studentship as part of their doctoral training program. They gain practical experience in assessment, therapy, and other clinical activities under the guidance of licensed professionals.
6. **Administration Staff:** Administrative staff members provide support with various administrative tasks such as answering phones, scheduling appointments, managing records, and handling paperwork.
7. **Office Manager:** An office manager oversees the administrative functions of a mental health practice. They may handle scheduling, billing, client inquiries, and office operations to ensure the smooth functioning of the practice.
8. **Clinical Training Director:** The Clinical Training Director is responsible for overseeing the development, implementation, and evaluation of the clinical training components within the organization's programs. They lead the design of comprehensive, evidence-based clinical curricula to ensure trainees acquire the necessary competencies and skills. The Clinical Training Director coordinates the delivery of clinical training activities, such as supervised experiences and skills-based workshops, and provides individualized support and guidance to trainees. Additionally, they collaborate with faculty, clinical supervisors, and external partners to continuously improve the clinical training program based on data-driven insights and feedback. The Clinical Training Director plays a crucial role in fostering a robust, high-quality clinical training environment that prepares trainees for successful careers.

9. Clinical Director: The clinical director is responsible for overseeing the clinical operations of a mental health practice. They may supervise clinicians, develop clinical programs, ensure adherence to ethical and legal standards, and provide clinical guidance and support to staff.

10. CEO (Chief Executive Officer): The CEO is the highest-ranking executive in a mental health organization. They are responsible for overall strategic planning, financial management, business development, and organizational leadership.

Bridges of the Mind Psychological Services, Inc. Organizational Chart



Revised 8/2024

About Our Locations

Sacramento (Arden) Office Location

Bridges of the Mind Psychological Services, Inc. is proud to introduce our new state of the art clinic located in the vibrant city of Sacramento. This location opened in 2024. Our office has 13 beautifully decorated offices, one large conference room, a one way observational room utilized for training, a children's sensory focused waiting room, a separate spacious adult waiting room, a beautiful employee kitchen, a zen/wellness room for our team members, and several storage areas. Located just northeast of downtown Sacramento, the Arden office area is a thriving and well-connected hub for businesses of all sizes. Nestled within a vibrant community known for its diverse neighborhoods, abundant green spaces, and rich cultural heritage, this prime commercial district offers an ideal setting for companies seeking a strategic and inviting location.

At the heart of the Arden office landscape stands the iconic Arden Fair Mall, a premier shopping and entertainment destination that has long been a local landmark. Surrounding the mall is a charming network of tree-lined streets, home to a vibrant mix of local businesses, trendy boutiques, and family-owned restaurants, providing a wealth of amenities and resources for employees and clients alike.

Beyond the bustling commercial district, the Arden office area boasts a wealth of natural beauty, with several scenic parks and recreational areas dotting the landscape. The Arden Arcade, a lush greenway that follows the path of the American River, offers miles of walking and cycling trails, perfect for midday breaks or after-work activities, allowing employees to recharge and rejuvenate in a serene, natural setting.

Whether you're seeking a central, well-connected location, a collaborative and stimulating work environment, or a balance of urban convenience and natural respite, the Arden office area in Sacramento offers a truly unique and unparalleled opportunity for businesses to thrive and grow. Our office is conveniently situated in a central location, making it easily accessible for clients from across the region. We are roughly 60-90 minutes from San Francisco, Napa, and Lake Tahoe. We are excited to serve the diverse population of Sacramento and surrounding areas.

South Lake Tahoe (Satellite Office)

In addition to our main location in Sacramento, Bridges of the Mind Psychological Services, Inc. has a satellite office in breathtaking South Lake Tahoe. Opened in January 2023 this is a one room office with a spacious reception area and an employee kitchen. This office is primarily used by our licensed providers who see regional center and private pay clients. This office is not staffed on a daily basis but is utilized throughout the year as needed per client location request. The office is nestled in the stunning Sierra Nevada mountains, South Lake Tahoe is renowned for its natural beauty and outdoor recreational opportunities. Our satellite office serves as a tranquil haven, catering to the unique needs of the community in this idyllic setting.

Both of our locations exemplify our mission to create a warm and welcoming environment where individuals can receive the care they deserve and create beautiful places for your doctoral internship to begin.

Practicum Overview

The practicum placement at Bridges of the Mind Psychological Services, Inc. is a developmental process including supervised, hands-on experiences that allows students to develop and refine their assessment skills. Practicum students will be assigned to work with clients across a variety of age groups and presenting concerns, gaining experience in the administration, scoring, and interpretation of a range of psychological assessments.

At Bridges of the Mind, we believe that assessment practitioners should be trained as versatile professionals capable of selecting and conducting assessments across diverse populations and settings. Our philosophy emphasizes the development of generalist skills to effectively address a wide range of client needs and concerns through comprehensive assessment practices.

Our primary goal at Bridges of the Mind is to prepare assessment practicum students for success in their chosen careers by providing them with supervised experiences in various assessment functions. We strive to offer students exposure to a diverse range of assessment instruments, techniques, and populations. Additionally, our program aims to provide a comprehensive understanding of the operations and ethical considerations involved in conducting assessments within a clinical or educational setting.

By emphasizing practical experiences and exposure to real-world assessment scenarios, our assessment practicum program prepares students with the skills and knowledge needed to transition confidently to the next stage of their professional journey. We are dedicated to fostering the growth and development of future assessment professionals who are capable of making meaningful contributions to the field of psychology.

Goals and Objectives

The primary goals of the assessment practicum are to:

1. Provide students with opportunities to develop experience and potential competence in psychological assessment, including the selection, administration, scoring, and interpretation of appropriate assessment tools.
2. Foster the development of ethical decision-making and professional conduct in the practice of psychological assessment.
3. Encourage the integration of assessment findings into comprehensive, client-centered treatment recommendations.
4. Promote the development of effective written and verbal communication skills in the presentation of assessment results.
5. During their practicum experience, students will have the opportunity to deepen their understanding of cultural stressors and how they impact clients' functioning, including recognizing how individuals from different cultural backgrounds may present with unique symptoms and challenges. Alongside this cultural learning, students are encouraged to continually cultivate their own cultural humility, maintaining an open and respectful stance while acknowledging the limitations of their own cultural knowledge.

By the end of the practicum, students will be able to:

1. Demonstrate developmentally appropriate proficiency in the selection, administration, scoring, and interpretation of a variety of psychological assessments. Please reference the fidelity/mastery form in the appendix. This is expected to be completed for all cases.
2. Integrate assessment findings into comprehensive case conceptualizations and treatment recommendations. This will be per the student's supervisors' template and discretion.
3. Effectively communicate assessment results, both in written reports and verbal presentations.
4. Apply ethical principles and professional standards to the practice of psychological assessment. Please reference this link for the [APA ethical guidelines](#).
5. Collaborate effectively with other mental health professionals in the assessment process.

Practicum Student Competencies

Practicum students at Bridges of the Mind Psychological Services, Inc. will develop the following foundational and functional competencies during their practicum training:

1. Research

- Critically evaluate research and scholarly activities such as case conferences, presentations, and publications.
- Gain experience disseminating research or other scholarly work at the local level.

2. Ethical and Legal Standards

- Adhere to the APA Ethical Principles and Code of Conduct, relevant laws/regulations, and professional standards/guidelines.
- Recognize ethical dilemmas and apply ethical decision-making processes to resolve them.
- Conduct themselves ethically in all practicum activities.

3. Individual and Cultural Diversity

- Demonstrate awareness of how their personal backgrounds, attitudes and biases may impact working with diverse individuals.
- Apply knowledge about diversity in research, training, consultation and service delivery.
- Integrate awareness of individual and cultural differences into their professional roles.

4. Professional Values and Attitudes

- Embody professional values such as integrity, accountability, lifelong learning, and concern for welfare of others.
- Engage in self-reflection, be open to feedback/supervision, and work to improve professional functioning.
- Respond professionally in increasingly complex situations.

5. Communication and Interpersonal Skills

- Develop effective relationships across individuals and groups.
- Demonstrate proficient written and verbal communication using professional terminology.
- Display strong interpersonal skills and ability to manage difficult communications.

6. Assessment

- Understand diagnostic systems, normal/abnormal behaviors, and contextual influences on behavior.
- Select and apply evidence-based assessment methods, collect relevant data, interpret results to inform case conceptualization, and communicate findings.

7. Intervention

- Establish and maintain effective therapeutic relationships.
- Develop and implement intervention plans based on assessment, diversity, and contextual factors.
- Apply research literature to clinical decision-making and evaluate/modify interventions.

8. Supervision

- Apply knowledge of clinical supervision models in direct or simulated practice.
- Demonstrate basic supervision skills such as observation, evaluation, guidance, and feedback.

9. Consultation and Interprofessional Skills

- Understand and respect roles of other professions.
- Apply consultation models in direct or simulated consultation with clients/families, other professionals, or groups.

Developmental Approach and Training Structure for Practicum Program

At Bridges of the Mind Psychological Services, our training program embraces a developmental approach, carefully structured to guide students through progressive stages of learning and practice in psychological assessment. This journey begins with observational learning, advances to supervised practice, and culminates in opportunities for independent engagement in the assessment process if appropriate. Moreover, students will also have exposure to observing intake interviews and feedback sessions, and as their skills develop, they may actively participate in conducting and writing up these sessions under supervision.

1. *Observational Learning Phase:* During the initial phase of the program, students will observe seasoned clinicians conducting psychological assessments. This immersive experience allows them to witness firsthand the nuances of assessment administration, rapport-building techniques, and effective communication strategies with clients. During this phase students will also be given independent study assignments to familiarize themselves with various assessment tools.

2. *Supervised Practice:* Building upon their observational experiences, students will progress to supervised practice with non-clients under the close guidance of experienced clinicians. This stage involves hands-on participation in assessment administration, scoring, and interpretation, with supervisors providing constructive feedback and guidance every step of the way.

3. *Independent Engagement:* As students demonstrate readiness and competence (i.e., high administration and scoring fidelity checks demonstrating proficiency), they will gradually transition to independent engagement in specific aspects of the assessment process. This may entail administering assessments autonomously, drafting sections of assessment reports, or leading intake interviews and feedback sessions under supervision, depending on their developmental level of training.

Through this comprehensive and developmental approach, students at Bridges of the Mind are equipped with the knowledge, skills, and confidence needed to excel in the ethical and competent practice of psychological assessment. Our program prioritizes individualized guidance, experiential learning, and ongoing mentorship to support the professional growth and development of each student.

Training Activities

The assessment practicum at Bridges of the Mind will include the following training activities:

1. **Assessment Administration:** Practicum students will be responsible for reading assessment manuals and learning the assessment materials. This will occur before administering a variety of psychological assessments, including cognitive, personality, and diagnostic measures, under the supervision of a licensed psychologist or a postdoctoral fellow/doctoral intern who is under the supervision of a licensed psychologist. Practicum students will be expected to spend 3 hours of their week in self-study of materials and at least 3 hours of direct observation.
2. **Scoring and Interpretation:** Students will learn to accurately score and interpret assessment results, integrating findings into comprehensive case conceptualizations.
3. **Report Writing:** Practicum students will develop skills in writing clear, concise, and well-organized psychological assessment reports that effectively communicate assessment findings and recommendations. This will explicitly be gone over in supervision including how to use templates and how to adapt report writing and templates for individual clients.
4. **Feedback and Presentation:** Students will have opportunities to present their assessment findings and recommendations to clients, families, and other mental health professionals, with the goal of improving their verbal communication skills.
5. **Supervision and Didactic Training:** Practicum students will participate in individual and group supervision with licensed psychologists, as well as engage in didactic training on topics related to psychological assessment.
6. **Communication between Bridges of the Mind and the students school** will be conducted through the Director of Training through BOTM and the students Director of Training of their program. Students will understand that BOTM shares any pertinent information with their school and will complete any required forms.

Ethical and Professional Standards

At Bridges of the Mind Psychological Services, Inc., practicum students are expected to adhere to the highest ethical and professional standards in their practice. This includes familiarity with and adherence to the following ethical guidelines:

- American Psychological Association’s Ethical Principles of Psychologists and Code of Conduct (2010)
- American Counseling Association’s ACA Code of Ethics (2005)
- All State of California laws and regulations regarding ethical conduct and service delivery

Additionally, practicum students agree to abide by the policies and procedures established by Bridges of the Mind.

Practicum students are expected to conduct themselves in a professional manner at all times and contribute to the smooth functioning of the organization. This includes dressing professionally while interacting with clients or conducting outreach activities. Students are encouraged to communicate with their supervisors or the Training Director if any personal concerns interfere with their ability to work effectively.

Practicum students are responsible for familiarizing themselves with and adhering to the guidelines and procedures outlined in the Bridges of the Mind Handbook and Policy and Procedure Policies.

Bridges of the Mind Practicum Application Procedure

At Bridges of the Mind we offer practicum opportunities in assessment for graduate students in counseling, counseling psychology, clinical psychology, and school psychology.

To apply for a practicum placement, interested students should visit our website at www.bridgesofthemind.com for additional information about our practice. Our practicum application forms can be found on the website, along with detailed information about the application process.

Students have the option to apply for one full academic year practicum placement. Preference will be given to applicants who are 3rd year students with a passion for assessment and who have completed their assessment coursework and/or a previous assessment placement. Please note that we have limited space available, with a maximum of two students accepted per training year (August to May).

It's important to note that practicum placements for the summer (June to Mid-August) are not available at this time.

Important dates for 2024-2025 School Year:

- Application Deadline: February 2, 2024
- Review of Application and Response from Clinic: February 23, 2024
- Interviews: March 15, 2024
- Position Notification Date: March 29, 2024
- Start Date: August 19, 2024
- End Date: May 30, 2025

The final assignment of practicum placements will be determined by the training committee based on the applicants' qualifications, interests, and program requirements. We require a Background check through the Department of Justice via Livescan prior to beginning your practicum placement.

We encourage interested students to review the application procedures carefully and submit all required materials by the specified deadline. These deadlines will continue to be updated each year on our website,

www.bridgesofthemind.com. If you have any questions or require further assistance, please don't hesitate to contact us at info@bridgesofthemind.com. We look forward to receiving your application and potentially welcoming you to our practicum program at Bridges of the Mind.

Application Requirements:

- Completion of a Practicum Interest Form via our website (www.bridgesofthemind.com)
- Updated and current CV
- Cover letter demonstrating that student has reviewed and understood our program, training, and interest in our program
- Three current professional references

Bridges of the Mind Practicum Training Schedule and Guidelines

Weekly Didactic/Training Sessions (2 hours):

- Held every Friday from 9am to 11am
 - Structured learning sessions covering various topics relevant to psychological assessment and community resources.
 - Active participation and engagement expected from all practicum students.

Group Supervision (2 hours):

- Held every Friday from 11am to 1pm
 - Group discussions led by experienced supervisors to review cases, provide feedback, and discuss clinical challenges.
 - Opportunity for peer consultation and collaboration.

Individual Supervision (1 hour):

- Scheduled individually with assigned supervisors.
- Rotate supervisor every quarter (3 months).
- One-on-one meetings to discuss individual caseload, professional development goals, and receive personalized feedback.

Monthly Meetings (Second Friday of the Month):

- Monthly meetings held on the second Friday of each month.
- Time for program updates, announcements, and discussion of any administrative matters.
- All practicum students are expected to attend.

Lunches (First Thursday of the Month):

- Monthly hosted lunch gatherings held on the first Thursday of each month.
- Informal networking opportunity for practicum students and staff to connect and build relationships.

Yearly Orientation (First Week of Practicum in September):

- Mandatory orientation held during the first week of practicum in September.
- Introduction to program policies, procedures, expectations, and training requirements.

Office Hours and On-Site Requirement:

- Practicum students are required to be in the office for a total of 3 days per week, from 8:30 AM to 4:30 PM.
- Any two days of the week are chosen by the student, with the third day being mandatory on Fridays.
- On-site presence during scheduled hours is mandatory unless pre-approved by the Training Director and supervisor.
- Planned absences must be requested and approved in advance through our policy and procedure processes. The Training Director will review and respond to all requests.

- Communication from doctoral practicum students regarding practicum matters should be conducted via email rather than phone or text messages. Doctoral practicum students are also encouraged to document questions to discuss during formal supervision meetings to ensure that all team members are able to meet their work demands for providing the best care possible for our clients.

These guidelines are designed to ensure a structured and supportive learning environment for all practicum students at Bridges of the Mind. Practicum students are encouraged to adhere to these guidelines and actively engage in all training activities to maximize their learning and professional development.

Confidentiality and Practicum Class Presentations

Practicum students are generally asked to make presentations on their practicum work as part of their academic requirements. Due to the sensitive nature of client information and our commitment to confidentiality, students are not permitted to access or take recorded material or case notes outside of Bridges of the Mind premises. *Practicum students are required to pass any class presentation material by their primary supervisor to make sure that all aspects of client confidentiality are concealed. Additionally, if you are to discuss or share client information for a class presentation, then this also must be passed by your supervisor prior.*

Supervision

Each practicum student is assigned a primary individual supervisor who provides 1 hour of weekly individual supervision. Additionally, students participate in 2 hours of weekly group supervision facilitated by senior staff and doctoral practicum students on a rotating basis. Supervisors review and sign all case notes. Supervisors will ensure regular availability for supervision meetings and make arrangements in the event of temporary unavailability. Practicum students are encouraged to consult with other clinical team members as needed, keeping their primary supervisor informed of any significant developments. The student supervisor and student will have a mutual agenda for each week's supervision meeting located on our Google Drive. The purpose of this shared document is to add any thoughts, questions, or concerns to go over in weekly supervision to help the student meaningfully engage in supervision and to mitigate overstepping the open door policy of BOTM.

Practicum students will receive regular individual and group supervision from postdoctoral fellows (supervised by a Licensed Psychologist) and/or a Licensed Psychologist at Bridges of the Mind. Supervisors will provide ongoing feedback and evaluation of the student's performance, with a focus on developing the student's competence in psychological assessment. Supervision is defined as the process by which a more experienced and qualified professional provides guidance, support, and oversight to a practicum student. This supervision occurs within a structured framework and aims to enhance the professional development and competence of the supervisee. Students will rotate every three months to a different supervisor.

Evaluation of the student's progress will be based on the following criteria:

- Demonstrated proficiency in the administration, scoring, and interpretation of psychological assessments.
- Ability to integrate assessment findings into comprehensive case conceptualizations and treatment recommendations.
- Effective written and verbal communication of assessment results
- Adherence to ethical principles and professional standards
- Collaboration with other mental health professionals

At 6 months and the end of the practicum year, students will receive formal, written evaluations of their performance, which will be used to determine the student's readiness for more advanced training or independent practice.

Evaluation

Practicum students receive informal and ongoing feedback throughout their placement. They are formally evaluated by their supervisor(s) at the middle and end of each semester using evaluation forms provided by Bridges of the Mind and their academic department.

Additionally, students are required to evaluate their supervisors at the end of each semester. Copies of evaluations are maintained in the Bridges of the Mind files cabinet and distributed as needed to fulfill graduate program requirements.

Practicum student's programs also require BOTM supervisors to complete their respective evaluations. The student is responsible for notifying their supervisor of any paperwork or evaluations that their program requires.

Due Process and Grievance Policy

This policy outlines the due process, appeals, and grievance procedures for our doctoral practicum students at Bridges of the Mind. These processes will be given to and reviewed with the practicum student.

Rights and Responsibilities

These procedures are a protection of the rights of both the practicum student and the practicum students training program, and also carry responsibilities for both.

Practicum Student: The practicum student has the right to be afforded with every reasonable opportunity to remediate problems. These procedures are not intended to be punitive; rather, they are meant as a structured opportunity for the practicum student to receive support and assistance in order to remediate concerns. The practicum student has the right to be treated in a manner that is respectful, professional, and ethical. The practicum student has the right to participate in the Due Process procedures by having their viewpoint heard at each step in the process. The practicum student has the right to appeal decisions with which they disagree, within the limits of this policy. The responsibilities of the practicum student include engaging with the practicum training program and the institution in a manner that is respectful, professional, and ethical, making every reasonable attempt to remediate behavioral and competency concerns, and striving to meet the aims and objectives of the program.

Bridges of the Mind has the right to implement these Due Process procedures when they are called for as described below. The program and its staff have the right to be treated in a manner that is respectful, professional, and ethical. The program has a right to make decisions related to remediation for a practicum student, including probation, suspension and termination, within the limits of this policy. The responsibilities of the program include engaging with the practicum student in a manner that is respectful, professional, and ethical, making every reasonable attempt to support practicum students in remediating behavioral and competency concerns, and supporting practicum students to the extent possible in successfully completing the practicum training program.

Due Process Policy

Practicum students may occasionally need to deviate from standard training requirements, such as in the case of ADA accommodations. Practicum students should first discuss any needed accommodations with their primary supervisor. If adjustments to the training program are deemed necessary, the Training Director will be consulted, and a formal plan will be developed.

The due process policy at Bridges of the Mind Psychological Services, Inc outlines the procedures and steps that will be taken when a practicum student exhibits concerning behavior or performance issues during their training program. Here are the key elements in Bridges of the Mind Psychological Services, Inc's due process policy:

1. Notice: Practicum students must be informed of any deficiencies or problems as soon as they arise, typically first verbally and then in writing if more formal action is needed.
 2. Hearing: Practicum students should have the opportunity to respond to any allegations or concerns presented against them. This could occur during regular meetings with supervisors or through a more formal hearing process. Please see outline below.
 3. Appeals: Practicum students have the right to appeal any adverse actions taken against them, such as probation, suspension, or termination of the practicum placement. The appeals process is outlined in the policy below.
 4. Remediation: Formal remediation plans with clear objectives and timelines may be used to give practicum students opportunity to correct deficiencies. The remediation process is outlined in the policy below.
 5. Termination: Policy outlines reasons and processes for termination if remediation attempts fail.
- Record keeping: Documentation related to the proceedings is maintained.
 - Confidentiality: Information is limited to those involved in the proceedings.
 - Fairness and impartiality: Policy emphasizes objective decision-making focused on the practicum student's welfare.

The goal of the due process procedure at Bridges of the Mind Psychological Services, Inc., is to protect the rights of the practicum students while also maintaining the performance standards of the program. The policy aims to address issues effectively and prevent unnecessary termination.

Definition of a Problem

For purposes of this document, a problem is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways: 1) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior; 2) an inability to acquire professional skills in order to reach an acceptable level of competency; and/or 3) an inability to control personal stress, psychological dysfunctions, and/or excessive emotional reactions which interfere with professional functioning.

It is a professional judgment as to when an issue becomes a problem that requires remediation. Issues typically become identified as problems that require remediation when they include one or more of the following characteristics:

1. The practicum student does not acknowledge, understand, or address the problem when it is identified;
2. The problem is not merely a reflection of a skill deficit which can be rectified by the scheduled sequence of clinical or didactic training;
3. The quality of services delivered by the practicum student is sufficiently negatively affected;
4. The problem is not restricted to one area of professional functioning
5. A disproportionate amount of attention by training personnel is required;

6. The practicum student's behavior does not change as a function of feedback, and/or time;
7. The problematic behavior has potential for ethical or legal ramifications if not addressed;
8. The practicum student's behavior negatively impacts the public view of the agency;
9. The problematic behavior negatively impacts other trainees;
10. The problematic behavior potentially causes harm to a patient; and/or,
11. The problematic behavior violates appropriate interpersonal communication with clinical team.

Informal Review

When a supervisor or other team member believes that a practicum student's behavior is becoming problematic or that a practicum student is having difficulty consistently demonstrating an expected level of competence, the first step in addressing the issue should be to raise the issue with the practicum student directly and as soon as feasible in an attempt to informally resolve the problem. This may include increased supervision, didactic training, and/or structured readings. Supervisors should clearly indicate that the practicum student has entered the Informal Review phase of the Due Process Procedures. The supervisor or team member who raises the concern should monitor the outcome.

Formal Review

If a practicum student's problem behavior persists following an attempt to resolve the issue informally, or if a practicum student receives a rating below a "3" on any learning element on a supervisory evaluation, the following process is initiated:

- A. **Notice:** The practicum student will be notified in writing that the issue has been raised to a formal level of review, and that a Hearing will be held.
- B. **Hearing:** The supervisor or team member will hold a Hearing with the Training Director (TD) and practicum student within 10 working days of issuing a Notice of Formal Review to discuss the problem and determine what action needs to be taken to address the issue. If the TD is the supervisor who is raising the issue, an additional faculty member who works directly with the practicum student will be included at the Hearing. The practicum student will have the opportunity to present their perspective at the Hearing and/or to provide a written statement related to their response to the problem.
- C. **Outcome and Next Steps:** The result of the Hearing will be any of the following options, to be determined by the Training Director and other team member who was present at the Hearing. This outcome will be communicated to the practicum student in writing within 5 working days of the Hearing:
 1. Issue an "Acknowledgement Notice" which formally acknowledges:
 - a. that the supervisor is aware of and concerned with the problem;
 - b. that the problem has been brought to the attention of the practicum student;
 - c. that the supervisor will work with the practicum student to specify the steps necessary to rectify the problem or skill deficits addressed by the inadequate evaluation rating; and,
 - d. that the problem is not significant enough to warrant further remedial action at this time.
 2. Place the practicum student on a "Remediation Plan" which defines a relationship such that the team member, through the supervisors and TD, actively and systematically monitor, for a specific length of time, the degree to which the practicum student addresses, changes and/or otherwise improves the problematic behavior or skill deficit. The implementation of a Remediation Plan will represent a probationary status for the practicum student. The length of the probation period will depend upon the nature of the problem and will be determined by the practicum student's supervisor and the TD. A written Remediation Plan will be shared with the practicum student and the practicum student's home doctoral program and will include:
 - a. the actual behaviors or skills associated with the problem;
 - b. the specific actions to be taken for rectifying the problem;

- c. the time frame during which the problem is expected to be ameliorated; and,
- d. the procedures designed to ascertain whether the problem has been appropriately remediated.

At the end of this remediation period as specified in ‘c’ above, the TD will provide a written statement indicating whether or not the problem has been remediated. This statement will become part of the practicum student’s permanent file and will be shared with the practicum student’s home doctoral program. If the problem has not been remediated, the Training Director may choose to move to Step D below or may choose to extend the Remediation Plan. The extended Remediation Plan will include all of the information mentioned above and the extended time frame will be specified clearly.

3. Place the practicum student on suspension, which would include removing the practicum student from all clinical service provision for a specified period of time, during which the program may support the practicum student in obtaining additional didactic training, close mentorship, or engage some other method of remediation. The length of the suspension period will depend upon the nature of the problem and will be determined by the practicum student’s supervisor and the TD. A written Suspension Plan will be shared with the practicum student and the practicum student’s home doctoral program and will include:
 - a. the actual behaviors or skills associated with the problem;
 - b. the specific actions to be taken for rectifying the problem;
 - c. the time frame during which the problem is expected to be ameliorated; and,
 - d. the procedures designed to ascertain whether the problem has been appropriately remediated.

At the end of this suspension period as specified in ‘c’ above, the TD will provide to the practicum student and the practicum student’s home doctoral program a written statement indicating whether the problem has been remediated to a level that indicates that the suspension of clinical activities can be lifted. The statement may include a recommendation to place the practicum student on a probationary status with a Remediation Plan. In this case, the process in #2 above would be followed. This statement will become part of the practicum student’s permanent file.

- D. If the problem is not rectified through the above processes, or if the problem represents gross misconduct or ethical violations that have the potential to cause harm, the practicum student’s placement within the practicum training program may be terminated. The decision to terminate a practicum student’s position would be made by the Training Committee and a representative of Human Resources and would represent a discontinuation of participation by the practicum student within every aspect of the training program. The Training Committee would make this determination during a meeting convened within 10 working days of the previous step completed in this process, or during the regularly-scheduled monthly Training Committee meeting, whichever occurs first. The TD may decide to suspend a practicum student’s clinical activities during this period prior to a final decision being made, if warranted. The practicum training program will notify the practicum student’s home doctoral program of the decision.

All time limits mentioned above may be extended by mutual consent within a reasonable limit.

Appeal Process

If the practicum student wishes to challenge a decision made at any step in the Due Process procedures, the practicum student may request an Appeals Hearing before the Training Committee. This request must be made in writing to the TD within 5 working days of notification regarding the decision with which the practicum student is dissatisfied. If requested, the Appeals Hearing will be conducted by a review panel convened by the TD and consisting of the TD (or another supervisor, if appropriate) and at least two other members of the training faculty who work directly with the practicum student. The practicum student may request a specific member of the training faculty to serve on the review panel. The Appeals Hearing will be held within 10 working days of the practicum student’s request. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant

information. The review panel may uphold the decisions made previously or may modify them. Decisions made by the review panel will be shared with the practicum student and the practicum student's home doctoral program.

If the practicum student is dissatisfied with the decision of the review panel, they may appeal the decision, in writing, to the Clinical Director. If the practicum student is dissatisfied with the decision of Clinical Director, they may appeal the decision, in writing, to Clinical Director. Each of these levels of appeal must be submitted in writing within 5 working days of the decision being appealed. The Clinical Director has final discretion regarding outcome. Decisions made during these appeal processes will be shared with the practicum student and the practicum student's home doctoral program.

Grievance Procedures

Grievance Procedures are implemented in situations in which a psychology practicum student raises a concern about a supervisor or other team member, trainee, or any aspect of the practicum training program. Practicum students who pursue grievances in good faith will not experience any adverse professional consequences. For situations in which a practicum student raises a grievance about a supervisor, team member, trainee, or the practicum studentship program:

Informal Review

First, the practicum student should raise the issue as soon as feasible with the involved supervisor, team member, other trainee, or the TD in an effort to resolve the problem informally.

Formal Review

If the matter cannot be satisfactorily resolved using informal means, the practicum student may submit a formal grievance in writing to the TD. If the TD is the object of the grievance, the grievance should be submitted to the Clinical Director. The individual being grieved will be asked to submit a response in writing. The TD (or Clinical Director, if appropriate) will meet with the practicum student and the individual being grieved within 10 working days. In some cases, the TD or Clinical Director may wish to meet with the practicum student and the individual being grieved separately first. In cases where the practicum student is submitting a grievance related to some aspect of the training program rather than an individual (e.g. issues with policies, curriculum, etc.) the TD and Clinical Director will meet with the practicum student jointly. The goal of the joint meeting is to develop a plan of action to resolve the matter. The plan of action will include:

- i. the behavior/issue associated with the grievance;
- ii. the specific steps to rectify the problem; and,
- iii. procedures designed to ascertain whether the problem has been appropriately rectified.

The TD or Clinical Director will document the process and outcome of the meeting. The practicum student and the individual being grieved, if applicable, will be asked to report back to the TD or other Clinical Director in writing within 10 working days regarding whether the issue has been adequately resolved.

If the plan of action fails, the TD or Clinical Director will convene a review panel consisting of the TD and at least two other members of the training faculty within 10 working days. The practicum student may request a specific member of the training faculty to serve on the review panel. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel has final discretion regarding outcome.

If the review panel determines that a grievance against a staff member cannot be resolved or is not appropriately resolved, then the issue will be turned over to Human Resources in order to initiate the agency's due process procedures.

APPENDIX

APPENDIX A

Practicum Student Performance Review

Practicum Student Name:

Primary Supervisor:

Date:

Methods used in evaluating competency (check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> Direct Observation | <input type="checkbox"/> Supervision |
| <input type="checkbox"/> Documentation Review | <input type="checkbox"/> Case Presentation |
| <input type="checkbox"/> Review of Audio/Video | <input type="checkbox"/> Comments from other team members |

Rating Criteria
1 – Significant Development Needed: Significant improvement in developmental functioning and skills acquisition is needed to meet expectations; remediation required.
2 – Developing Skill Level: Demonstrates entry level competence for an intern; close supervision required on most cases.
3 – Intermediate Skill Level: Expected level of competency for the intern by mid-point of training program; routine or minimal supervision required on most cases.
4 – Advanced Skill Level: Expected level of competency for intern at completion of the training program; intern is ready for entry-level practice.
5 – Seasoned Professional Skill Level: Functions autonomously with a level of skill representative of seasoned experience; rare rating for internship.
N/A – Not Applicable/Not Observed/Cannot Say

The goal of a practicum training program is to prepare a doctoral student for entry-level practice as a doctoral intern depending upon the jurisdiction in which they plan to practice. While a trainee may have multiple supervisors, a single evaluation form addressing each profession-wide competency is used to provide formal feedback to practicum students at two timepoints: Mid-Year and End-of-Year. The evaluation is completed by the primary supervisor after consultation with all the trainee’s supervisors. The trainee is rated on a scale of 1-5 for each competency (see below). Although average scores are computed for each competency area, practicum must meet competency benchmarks for each competency element.

1. Research	Rating
Demonstrate the ability to critically evaluate research and scholarly activities such as case conferences, presentations, and publications.	
Demonstrate the ability to research concepts at the local (including the host institution), regional, or national level (e.g., case conference, presentation, publications).	
Average score for area of competency	
Comments:	

2. Ethical and Legal Standards	Rating

Demonstrate advanced knowledge of, and independently apply, APA Ethical Principles and Code of Conduct, and other relevant ethical, legal, and professional standards and guidelines.	
Recognize ethical dilemmas as they arise and apply ethical decision-making processes to resolve dilemmas.	
Independently act to safeguard the welfare of others and implement including successfully implementing knowledge of appropriate actions related to mandatory reporting in cases of suspected child abuse, neglect, or endangerment of children, elderly, or disabled persons.	
Display ethical behavior and attitudes in all interactions and professional activities.	
Average score for area of competency	
Comments:	

3. Individual and Cultural Diversity	Rating
Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.	
Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.	
Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences, including intersectionality, in articulating an approach to working effectively with diverse individuals and groups.	
Demonstrate the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews differ with their own.	
Average score for area of competency	
Comments:	

4. Professional Values, Attitudes, & Behaviors	Rating
Behave in ways that reflect the values and attitudes of Bridges of the Mind Psychological Services, Inc. and the field of psychology, including integrity, deportment, the integration of science and practice, professional identity, accountability, and concern for the welfare of others.	
Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.	
Seek out opportunities to engage in self-reflection leading to personal and professional growth, wellbeing, and professional effectiveness (e.g., trainings, seminars, mentoring, personal therapy, effective use of supervision).	
Actively seek and demonstrate openness and responsiveness to feedback and supervision.	
Demonstrate awareness of their own competencies, skills, strengths, and needs and act to address them by seeking guidance, coaching, and/or feedback from their supervisor to maintain professional behavior.	
Respond professionally in increasingly complex situations with a greater degree of independence.	
Keep timely, clear, relevant documentation in compliance with institutional timelines, standards, and procedures.	
Demonstrate ability to explore and refine time management skills to prioritize clinical, administrative, and training duties.	
Average score for area of competency	
Comments:	

5. Communication and Interpersonal Skills	Rating
Demonstrate the ability to establish and maintain positive rapport and effective communication with clients, families, supervisors, trainees, colleagues, and community partners.	
Demonstrate self-awareness and self-modification related to non-verbal communication, including appropriate management of personal affect.	
Demonstrate strategies to recognize, articulate, and resolve interpersonal differences or conflicts while maintaining appropriate boundaries and professional demeanor.	
Produce and comprehend oral, nonverbal, and written communications that are informative, well-integrated, and that demonstrate a thorough grasp of professional language and concepts.	
Average score for area of competency	
Comments:	

6. Assessment	Rating
Independently elicit clinical information via diagnostic interviews (i.e., structured, semi-structured, unstructured), behavioral observations, and mental status exams to gather necessary information to understand the presenting problem, referral questions, and differential diagnoses.	
Demonstrate current knowledge and application of knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.	
Select and apply appropriate assessment methods that are in line with the referral question and respectful of individuals' identities based on available empirical literature reflecting 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 characteristics of the client.	
Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases.	
Demonstrate understanding of human behavior within context (e.g., family, social, systemic, cultural).	
Demonstrate current knowledge of diagnostic classification systems and functional and dysfunctional behaviors, including consideration of clients' strengths and needs.	
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.	
Produce well-integrated reports that demonstrate the ability to synthesize the client's presenting concern, relevant history, behavioral observations, and test data in case conceptualization, diagnosis, feedback, and treatment recommendations.	
Demonstrate proficiency in using best practice measures in the assessment and diagnosis of neurodevelopmental disorders (e.g., administration and scoring of the ADOS-2), and independently administer these tools with fidelity.	
Average score for area of competency	
Comments:	

7. Intervention	Rating
-----------------	--------

Establish and maintain effective relationships with clients and families including establishing rapport, eliciting participation and engagement with the therapeutic process, and maintaining therapeutic boundaries.	
Develop and implement evidence-based intervention plans specific to the service delivery goals informed by the current scientific literature, assessment findings, diversity considerations, and contextual variables. This includes the ability to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.	
Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing progress evaluation.	
Develop evidence-based intervention plans specific to the patient's individual needs and therapy goals.	
Implement interventions informed by the current scientific literature, assessment findings, patient characteristics, and contextual variables.	
Evaluate intervention effectiveness of the treatment and adapt intervention methods and goals in line with the evaluation results.	
Average score for area of competency	
Comments:	

8. Supervision	Rating
Demonstrate ability to describe the ethical, legal, and contextual responsibilities and priorities in relationships between supervisors and supervisees.	
Apply knowledge of supervision models and theories in direct or simulated practice with psychology trainees, or other health professionals.	
Apply the supervisory skill of observing in direct or simulated practice.	
Apply the supervisory skill of evaluating in direct or simulated practice.	
Apply the supervisory skills of giving guidance and feedback in direct or simulated practice.	
Demonstrate knowledge of supervision models and practices.	
Understand and appropriately verbalize the primary model(s) that guide provision of supervision.	
Demonstrate knowledge of contemporary evidence-based supervision literature.	
Demonstrate the ability to assess, guide, and provide constructive feedback when working with others under supervision, or in simulated practice.	
Average score for area of competency	
Comments:	

9. Consultation and Interpersonal Skills	Rating
Demonstrate knowledge and respect for the roles and perspectives of other professions.	
Ability to apply consultation models and practices in direct or simulated consultation with clients/families, other healthcare professionals, interprofessional groups, or systems related to health and behavior.	
Average score for area of competency	
Comments:	

Additional comments regarding student's strengths and areas for growth:

Goals for next review period:

Resources/supports needed for continued professional growth:

This evaluation has been reviewed with the practicum student and their supervisor.

Practicum Student Signature

Date

Supervisor Signature

Date

APPENDIX B

The Supervisory Relationship Questionnaire

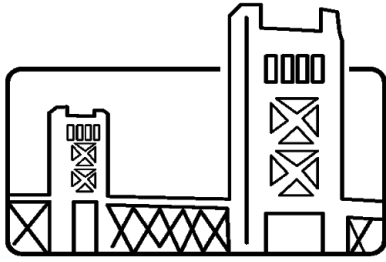
Developed by Marina Palomo (supervised by Helen Beinart)

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The following statements describe some of the ways a person may feel about his/her supervisor.

To what extent do you agree or disagree with each of the following statements about your relationship with your supervisor? Please tick the column which matches your opinion most closely.

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree
SAFE BASE SUBSCALE							
1. My Supervisor was respectful of my views and ideas	1	2	3	4	5	6	7
2. My supervisor and I were equal partners in supervision	1	2	3	4	5	6	7
3. My supervisor had a collaborative approach in supervision	1	2	3	4	5	6	7
4. I felt safe in my supervision sessions	1	2	3	4	5	6	7
5. My supervisor was non-judgemental in supervision	1	2	3	4	5	6	7
6. My supervisor treated me with respect	1	2	3	4	5	6	7
7. My supervisor was open-minded in supervision	1	2	3	4	5	6	7
8. Feedback on my performance from my supervisor felt like criticism	7	6	5	4	3	2	1
9. The advice I received from my supervisor was prescriptive rather than collaborative	7	6	5	4	3	2	1
10. I felt able to discuss my concerns with my supervisor openly	1	2	3	4	5	6	7
11. Supervision felt like an exchange of ideas	1	2	3	4	5	6	7
12. My supervisor gave feedback in a way that felt safe	1	2	3	4	5	6	7
13. My supervisor treated me like an adult	1	2	3	4	5	6	7
14. I was able to be open with my supervisor	1	2	3	4	5	6	7
15. I felt if I discussed my feelings openly with my supervisor, I would be negatively evaluated	7	6	5	4	3	2	1
Total Safe Base Subscale =							
STRUCTURE SUBSCALE							
16. My supervision sessions took place regularly	1	2	3	4	5	6	7
17. Supervision sessions were structured	1	2	3	4	5	6	7
18. My supervisor made sure that our supervision sessions were kept free from interruptions	1	2	3	4	5	6	7
19. Supervision sessions were regularly cut short by my supervisor	7	6	5	4	3	2	1
20. Supervision sessions were focused	1	2	3	4	5	6	7
21. My supervision sessions were disorganized	7	6	5	4	3	2	1
22. My supervision sessions were arranged in advance	1	2	3	4	5	6	7
23. My supervisor and I both drew up an agenda for supervision together	1	2	3	4	5	6	7
Total Structure Subscale =							
COMMITMENT SUBSCALE							
24. My supervisor was enthusiastic about supervising me	1	2	3	4	5	6	7



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25. My supervisor appeared interested in supervising me	1	2	3	4	5	6	7
26. My supervisor appeared uninterested in me	7	6	5	4	3	2	1
27. My supervisor appeared interested in me as a person	1	2	3	4	5	6	7
28. My supervisor appeared to like supervising	1	2	3	4	5	6	7
29. I felt like a burden to my supervisor	7	6	5	4	3	2	1
30. My supervisor was approachable	1	2	3	4	5	6	7
31. My supervisor was available to me	1	2	3	4	5	6	7
32. My supervisor paid attention to my spoken feelings and anxieties	1	2	3	4	5	6	7
33. My supervisor appeared interested in my development as a professional	1	2	3	4	5	6	7
Total Commitment Subscale =							

REFLECTIVE EDUCATION SUBSCALE

34. My supervisor drew from a number of theoretical models	1	2	3	4	5	6	7
35. My supervisor drew from a number of theoretical models flexibly	1	2	3	4	5	6	7
36. My supervisor gave me the opportunity to learn about a range of models	1	2	3	4	5	6	7
37. My supervisor encouraged me to reflect on my practice	1	2	3	4	5	6	7
38. My supervisor linked theory and clinical practice well	1	2	3	4	5	6	7
39. My supervisor paid close attention to the process of supervision	1	2	3	4	5	6	7
40. My supervisor acknowledged the power differential between supervisor and supervisee	1	2	3	4	5	6	7
41. My relationship with my supervisor allowed me to learn by experimenting with different therapeutic techniques	1	2	3	4	5	6	7
42. My supervisor paid attention to my unspoken feelings and anxieties	1	2	3	4	5	6	7
43. My supervisor facilitated interesting and informative discussions in supervision	1	2	3	4	5	6	7
44. I learnt a great deal from observing my supervisor	1	2	3	4	5	6	7
Total Reflective Education Subscale =							

ROLE MODEL SUBSCALE

45. My supervisor was knowledgeable	1	2	3	4	5	6	7
46. My supervisor was an experienced clinician	1	2	3	4	5	6	7
47. I respected my supervisor's skills	1	2	3	4	5	6	7
48. My supervisor was knowledgeable about the organizational system in which they worked	1	2	3	4	5	6	7
49. Colleagues appeared to respect my supervisor's views	1	2	3	4	5	6	7
50. I respected my supervisor as a professional	1	2	3	4	5	6	7
51. My supervisor gave me practical support	1	2	3	4	5	6	7
52. I respected my supervisor as a clinician	1	2	3	4	5	6	7
53. My supervisor was respectful of clients	1	2	3	4	5	6	7

54. I respected my supervisor as a person	1	2	3	4	5	6	7
55. My supervisor appeared uninterested in his / her clients	7	6	5	4	3	2	1
56. My supervisor treated his / her colleagues with respect	1	2	3	4	5	6	7
FORMATIVE FEEDBACK SUBSCALE							
57. My supervisor gave me helpful negative feedback on my performance	1	2	3	4	5	6	7
58. My supervisor was able to balance negative feedback on my performance with praise	1	2	3	4	5	6	7
59. My supervisor gave me positive feedback on my performance	1	2	3	4	5	6	7
60. My supervisor's feedback on my performance was constructive	1	2	3	4	5	6	7
61. My supervisor paid attention to my level of competence	1	2	3	4	5	6	7
62. My supervisor helped me identify my own learning needs	1	2	3	4	5	6	7
63. My supervisor did not consider the impact of my previous skills and experience on my learning needs	7	6	5	4	3	2	1
64. My supervisor thought about my training needs	1	2	3	4	5	6	7
65. My supervisor gave me regular feedback on my performance	1	2	3	4	5	6	7
66. As my skills and confidence grew, my supervisor adapted supervision to take this into account	1	2	3	4	5	6	7
67. My supervisor tailored supervision to my level of competence	1	2	3	4	5	6	7
Total Formative Feedback Subscale =							

Bridges of the Mind Practicum Program Supervision Contract

This contract provides a description of the supervision provided by [REDACTED] ("Supervisor"), to [REDACTED] ("Supervisee"), Psychology Practicum Student.

I. Goals of Supervision

- a. Promote development of supervisee's professional identity and competence.
- b. Monitor to ensure competent professionals enter the profession.
- c. Provide evaluative feedback to the supervisee.
- d. Foster the development of ethical decision-making and professional conduct.

II. Structure of Supervision:

- a. One hour (60 minutes) of individual weekly supervision and two hours of weekly group supervision will be provided. In general, individual supervision will be conducted on [REDACTED] at [REDACTED].
- b. Supervisee will have the opportunity to work with various Supervisors across the practicum placement at BOTM to experience different approaches. Supervisee and Supervisor will revisit the practicum supervision contract with each new Supervisor at the outset of the relationship to ensure clarity in the supervisory process.
- c. Supervisee and Supervisor will draft weekly shared individual supervision notes to facilitate the supervisory process. Supervisee is encouraged to add questions throughout the week to the supervision notes to be reviewed during the formal supervision meeting.
- d. In general, supervision will consist of assessment material review, formal instruction on the implementation of assessment materials including integrity checks, professional development, and cultural competency.
- e. Limits of confidentiality exist for supervisee disclosures in this supervision experience (e.g., supervisor's normative reporting to graduate programs, BOTM training team, faculty, upholding legal and ethical standards, licensing boards).
- f. Supervisees and supervisors are required to actively participate in supervision.
- g. In event of emergency, Supervisee can contact Supervisor, Dr. Womack, or Dr. Frieze by phone.

III. Method of Evaluation:

- a. Feedback will be provided by the Supervisor during each meeting. A formal evaluation, using a standard evaluation form of supervisee clinical skills, will be provided in the middle and at the end of the practicum.
- b. Specific feedback provided by Supervisor will focus on Supervisee's demonstrated assessment skills and be based on Supervisor's observation of skills.
- c. Supervisee will also formally evaluate Supervisor in the middle and at the end of the practicum, as well as provide ongoing input into the process of supervision.

IV. Duties and Responsibilities of Supervisor and Supervisee:

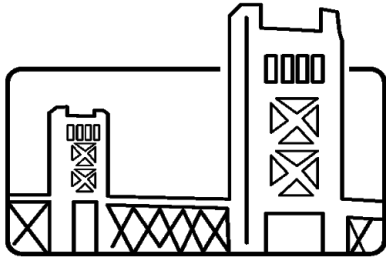
a. Supervisor:

- a. Model and ensure American Psychological Association *Ethical Principles and Code of Conduct* are upheld.
- b. Examine client clinical information and collaboratively develop appropriate assessment plan.
- c. Encourage Supervisee to examine approach and techniques used.
- d. Encourage Supervisee to review clinical documentation with onsite supervisor.
- e. Monitor Supervisee's basic attending skills in responding to a diverse clientele.
- f. Intervene when client welfare is at risk.
- g. Assist Supervisee in reviewing various clinical theories, with goal of gaining an appreciation for

This contract is effective from **XX/XX/XXX** to **XX/XX/XXX.**
(start date) (finish date)

(Date of revision or termination) **_____**

This contract is based on a format developed by Osborn & Davis (1996).



Bridges of the Mind

Psychological Services Inc.

Conclusion

The assessment practicum at Bridges of the Mind is designed to provide a comprehensive and enriching training experience for students. By focusing on the development of essential assessment skills, ethical decision-making, and effective communication, the practicum aims to prepare students for the successful practice of psychological assessment.

ACKNOWLEDGMENT OF RECEIPT OF PRACTICUM TRAINING MANUAL

I have received a copy of Bridges of the Mind's Practicum Training Manual. I understand and agree that it is my responsibility to read and comply with the policies contained in this manual. I further understand that all previously issued manuals, and any inconsistent policy statements or memoranda, are superseded by this Practicum Training Manual.

Practicum Student Signature

Printed Name

Date

