

GOALS AND OBJECTIVES OF SUPERVISION - SAMPLE

Name of Supervisee

Mary Smith

Last name

Mary Sally Smith

Given name(s)

Name of Primary Supervisor

Jones

Last name

Bill

Given name(s)

123

Registration #

Yes

APE?

Names of Secondary Supervisors

Brown

1. Last name

Bob

Given name(s)

456

Registration#

Yes

APE?

Doe

2. Last name

John

Given name(s)

N/A

Registration #

No

APE?

SUPERVISION CONTEXT

Location and Setting: Schoolname is a public, postsecondary technical institution offering certificate and diploma programs. Schoolname is located in Townname and offers 26 on-campus, post-secondary programs.

Client Population: Clients are applicants and students of Schoolname. The student population of approximately 234 represents diverse cultures, including First Nations and Métis people, new immigrants from (Central Europe, Africa, Asia, and South America), and new residents from rural communities.

Staff and Services: Schoolname employs five post-secondary counsellors. The supervisee is the designated Counsellor for Sometype Services. Other services for students include education/personal counselling and career counselling; registration and administration services; learning assistance and assistive technology; library, recreation, cafeteria, and health nurse services; and student association services and advocacy.

Supervisee's Employment Role: The supervisee's role as Counsellor for Sometype Services includes the following activities:

- a) Verify documentation by applicants who identify themselves as having a disability;
- b) Administer and interpret psycho-educational assessments;
- c) Assist applicants, registrants, and students who have disabilities to apply for study grants and student loans;
- d) Identify reasonable assistance and/or accommodations for persons with documented disabilities;
- e) Prescribe alternate learning strategies for students with disabilities and communicate them to students, faculty, and staff as needed;
- f) Coach and promote self-advocacy for applicants and students with disabilities to access services and accommodations;
- g) Provide personal, educational, and career counselling support for applicants and students, especially those who have disabilities;

- h) Identify and facilitate appropriate modification of program achievement testing for persons with disabilities;
- i) Consult with external agency personnel as needed to provide appropriate supports and accommodations for future, present, and past students with disabilities given applicable permissions;
- j) Collect, analyze, and report demographic, program participation, and program completion data for all students who are eligible for disability accommodations;
- k) Evaluate the effectiveness of supports and services provided to applicants and students with documented disabilities;
- l) Provide information and training sessions to faculty and students on topics related to disability issues and strategies; and
- m) Participate in the activities of the Education Equity Committee, which promotes understanding and valuing of individual diversity.

SUPERVISION GOALS

The overall purpose of Supervised Practice is to achieve the MRA and APE competency levels required to qualify for a full-practice license with approved practice endorsement from the Saskatchewan College of Psychologists in the following ten MRA and APE goal areas:

1. Relationship/interpersonal skills with clients and families, colleagues, supervisors, support staff, work teams, community professionals, and the practice site itself;
2. Skills in application of research;
3. Psychological assessment skills;
4. Intervention skills;
5. Consultation and interdisciplinary collaboration skill;
6. Diversity: individual and cultural differences;
7. Ethics and legal issues;
8. Leadership skills; and
9. Professional development skills.

1. RELATIONSHIP AND INTERPERSONAL SKILLS

The objective of supervised practice is to develop the following interpersonal and relationship skills with a) clients and families, b) colleagues, c) supervisors, d) support staff, e) work teams, and f) community professionals:

- a) **Clients and Families**—The objective is to develop from *Intermediate* to *Advanced* level in the following areas:
 - i. Ability to take a respectful, helpful professional approach to patients/clients/families;
 - ii. Ability to form a working alliance;
 - iii. Ability to deal with conflict, negotiate differences; and
 - iv. Ability to understand and maintain appropriate professional boundaries.
- b) **Colleagues**—The objective is to develop from *Intermediate* to *Advanced* level (**except as otherwise noted for i. below*) in the following areas:

- i. Ability to work collegially with fellow professionals. *Objective is to develop from *Advanced* to *Proficient* level;
 - ii. Ability to support others and their work and to gain support for one's own work; and
 - iii. Ability to provide helpful feedback to peers and receive such feedback openly, avoiding defensiveness, from peers.
- c) **Supervisors**—The objective is to develop from *Intermediate* to *Advanced* level in the following areas:
- i. Ability to work collaboratively with the supervisor. Collaboration means understanding, sharing and working by a set of common goals for supervision. Competencies ii & iii below may be considered aspects of collaboration with the supervisor;
 - ii. (Completed Work Experience) Ability to prepare for supervision;
 - iii. Ability/willingness to accept supervisory input, including direction; ability to follow through on recommendations; ability to negotiate needs for autonomy from and dependency on supervisors; and
 - iv. Ability to self-reflect and self-evaluate regarding clinical skills and use of supervision, including using good judgement as to when supervisory input is necessary.
- d) **Support Staff**—The objective is to maintain initial *Advanced* level in the following area:
- i. Ability to be respectful of support staff roles and persons.
- e) **Service Teams**—The objective is to develop from *Novice* to *Advanced* level in the following areas:
- i. Ability to participate fully in team's work; and
 - ii. Ability to understand and observe team's operating procedures.
- f) **Community Professionals**—The objective is to develop from *Intermediate* to *Advanced* level in the following area:
- i. Ability to communicate professionally and work collaboratively with community professionals.
- g) **The Supervised Practice Site Itself**—The objective is to develop from *Intermediate* to *Advanced* level (**except as otherwise noted in iii. below*) in the following areas:
- i. Ability to understand and observe agency's operating procedures;
 - ii. Ability to participate in furthering the work and mission of the supervised practice site; and
 - iii. Ability to contribute in ways that will enrich the site as a supervised practice experience for future restricted psychologists. *Objective is to develop from *Novice* to *Intermediate* level.

Sources of Competence Claimed above the Novice Level

Graduate Course: Practicum in Educational Psychology, EDPSY 819.6 (6 credits) from the University of Somename, 1992-1993. Learning activities included 3 classroom hours per week for two terms focused on preparation for supervision plus peer and instructor critique of students' audio- or video-taped intervention sessions. 12 practicum hours per week for one term of supervised career counselling with the general public.

Professional Work Experience:

- a) 5 years full-time equivalent experience facilitating career exploration and employment training programs with employment disadvantaged youth and/or women from 1981 to 1990 at Somename. Responsibilities for each of 10 programs included coordination of introductory training sessions in 6 to 8 different Schoolname programs and negotiation of 10-15 individual work placements with local employers.
- b) 3 years full-time experience as instructor and program advisor with the Faculty of Education, University of Somename from 1993 to 1996. Related experience during this time included...
 - i. working collaboratively with faculty to plan and deliver a quality program;
 - ii. chairing the instructional technology committee;
 - iii. co-authoring papers and co-delivering conference or workshops presentations with colleagues;
 - iv. participating in collegial exchange of feedback related to research, publishing, teaching, and professional relationships;
 - v. Planning, supervising, and assessing junior and senior practica in the undergraduate program; and
 - vi. Serving on the graduate studies committee to develop standards and guidelines for graduate education program projects based on practicum experience.
- c) Part-time sessional lecturing experience delivering 2 courses to Aboriginal students in First Nations communities in 1993 and 1998;
- d) 7 years part-time experience tutoring distance education courses in career development for Somename University from 1997 to 2005. Related experience during this time included ...
 - i. participating in the program advisory committee and course revision processes,
 - ii. collaborating with representatives of multiple organizations to develop and deliver a new course in Career Counselling with Aboriginal clients, and
 - iii. receiving ongoing student feedback and annual performance appraisals.
- e) 1 year part-time experience delivering career assessment and counselling services at Someschool in 2000-2001;
- f) 6 months full-time experience facilitating career development and employment support services for incarcerated youth in 2001. Related experience during this time included ...
 - i working closely with employers, youth facility staff, and personnel of other agencies to develop and implement individual case plans; and
 - ii self-reflecting, evaluating, and refining practice to successfully adapt to working with a distinct institutional culture and multi-barriered population while seeking supervisory guidance and peer consultation whenever needed.
- g) 2.67 years full-time experience managing a community based organization with over 15 staff delivering services to socio-economically disadvantaged families from 2001-2004. Related experience during this time included ...

- i. developing partnerships with other community organizations to deliver programs, including with schools and health care organizations;
 - ii. ensuring provision of appropriate direction, support services, and resources for over 15 staff; and
 - iii. implementing a 360° feedback performance appraisal process for staff and management.
- h) 7 months full-time experience providing career/educational counselling to prospective students and the general public at Someschool and providing personal counselling to basic education students at Someschool in 2004-2005. Related experience during this time included ...
- i. consulting closely with other counsellors, instructional staff, program head, and representatives of other agencies to provide student support as needed;
 - ii. seeking interim and summative feedback from supervisors to master new counselling roles; and
 - iii. self-reflecting, evaluating, and refining practice to successfully adapt to new roles and population needs while seeking supervisory guidance and peer consultation when needed.
- i) Completing four commissioned writing projects from 1996 to 2004. The writing process included developing outlines, sequential drafts, and final products under the collective supervision of advisory committees ranging in size from 10 to 30 members.

Learning Plan to Develop Relationship and Interpersonal Skills

Formal Education: none planned for the supervised practice term.

Supervised Practice: the supervisee, in consultation and/or collaboration with the supervisor, will...

- a) observe, analyze, and emulate relationship and interpersonal skills demonstrated by the supervisor with clients and families, colleagues, supervisors, support staff, work teams, community professionals, and the practice site in general;
- b) monitor and evaluate the quality of communication and relationships with clients and families, colleagues, supervisors, support staff, work teams, community professionals, and the practice site in general; and
- c) consult with the supervisor as needed regarding strategies to prevent or resolve communication or relationship issues with clients and families, colleagues, supervisors, support staff, work teams, community professionals, and the practice site in general.

The supervisor will...

- a) monitor and evaluate the supervisee's relationships with clients and families, colleagues, supervisors, support staff, work teams, community professionals, and the practice site in general; and
- b) provide constructive feedback and advice as needed to improve the supervisee's relationship and interpersonal skills.

2. RESEARCH APPLICATION SKILLS

The objective of supervised practice is to develop the following research application skills from *Novice* to *Intermediate* level:

- a) Development of skills and habits in seeking and applying theoretical and research knowledge relevant to practice of psychology in the clinical setting, including accessing and applying scientific knowledge bases; and
- b) Understanding and application of theoretical and research knowledge related to diagnosis/assessment and intervention, diversity, supervision, ethics, and so on.

Learning Plan to Develop Research Application Skills

Formal Education: the supervisee will complete related courses in the fall term of 2005:

- a) CAAP 613, *Assessment*, a 3-credit, graduate-level course from the Someschool Graduate Program in Counselling. See Appendix A for a course syllabus; and
- b) PSYC 689, *Learning Disabilities: Issues and Interventions*, a 3-credit, graduate-level course from SomeUniversity. See Appendix B for a course syllabus.

Supervised Practice: the supervisee, in consultation and/or collaboration with the supervisor, will...

- a) apply current research findings and theoretical knowledge learned from the above graduate courses to the practice of psycho-educational assessment and intervention with students who have learning disabilities;
- b) locate, evaluate, and apply relevant research findings and theoretical knowledge from published print or online literature sources to general practice as follows:
 - i. diagnosing, assessing, and intervening with students;
 - ii. recognizing and responding effectively to diversity;
 - iii. planning and participating in supervision;
 - iv. applying ethical principles;
 - v. consulting with instructors, colleagues, work teams, and community professionals;
 - vi. evaluating client progress and outcomes and professional practice; and
- c) maintain an annotated bibliography of readings for periodic review with the supervisor.

The supervisor will...

- a) monitor and guide the supervisee's efforts to locate, evaluate, and apply relevant research findings and theoretical knowledge from published print or online literature sources; and
- b) recommend particular published or unpublished material, authors, or literature sources to the supervisee.

3. PSYCHOLOGICAL ASSESSMENT SKILLS

A major objective of supervised practice is to develop the following assessment skills from the *Novice* to *Advanced* level (*except as otherwise noted for a) and b) below):

- a) Ability to select and implement multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups.
*The objective is to develop from the *Novice* to *Intermediate* level;
- b) Ability to use systematic approaches to gathering data to inform clinical decision-making.
*The objective is to develop from the *Novice* to *Intermediate* level;
- c) Knowledge of psychometric issues and bases of assessment methods;
- d) Ability to integrate assessment data from different sources for diagnostic purposes; and
- e) Ability to formulate and apply diagnoses; to understand the strengths and limitations of current diagnostic approaches.

Learning Plan to Develop Psychological Assessment Skills

Formal Education: the supervisee will complete a related course in the fall term of 2005:

- a) CAAP 613, *Assessment*, a 3-credit, graduate-level course from the Someschool Graduate Program in Counselling. See Appendix A for a course syllabus.

Supervised Practice: the supervisee, in consultation and/or collaboration with the supervisor, will...

- a) discuss practical applications of CAAP 613 course content to the psychological assessment and diagnosis of students with learning difficulties and disabilities in the practice setting;
- b) identify goals for psycho-educational assessment and apply psychometric knowledge to select appropriate instruments and activities to conduct valid assessments of individual clients;
- c) administer psycho-educational assessments; interpret results; diagnose learning difficulties and/or disabilities; and report process, conclusions, and recommendations for referred Someschool postsecondary students;
- d) review existing psycho-educational, medical, and psychiatric reports for Someschool applicants and students and explain implications for success and accommodations in a Someschool program; and
- e) conduct clinical assessment interviews as part of diagnosing learning difficulties and disabilities. With written client consent, the supervisee will audio-tape assessment interviews or have the supervisor observe them for later analysis and critique.

The supervisor will...

- a) observe clinical assessment interviews and test administrations and provide constructive feedback and direction for improvement;
- b) review and critique psycho-educational assessment reports prepared by the supervisee and adjust conclusions or recommendations as needed; and

- c) ensure that assessment theory and practice are applied appropriately to Someschool applicants and students.

4. INTERVENTION SKILLS

A major objective of supervised practice is to develop the following intervention skills from *Novice* to *Intermediate* level (**except as otherwise noted in d) and h) below*):

- a) Ability to formulate and conceptualise cases;
- b) Ability to plan treatments;
- c) Ability to implement intervention skills, covering a wide range of developmental, preventive and “remedial” interventions, including psycho-educational interventions, crisis management and psychological/psychiatric emergency situations, depending on the focus and scope of the supervised practice site;
- d) Knowledge regarding the concept of empirically supported practice. *The objective is to develop from the *Novice* to the *Advanced* level;
- e) Knowledge regarding specific empirically supported treatment methods;
- f) Ability to apply specific empirically supported treatment methods;
- g) Assessment of treatment progress and outcome; and
- h) Effective use of supervision to implement and enhance skills. *The objective is to develop from the *Novice* to the *Advanced* level.

Learning Plan to Develop Intervention Skills

Formal Education: the supervisee will complete a related course in the fall term of 2005:

- a) PSYC 689, *Learning Disabilities: Issues and Interventions*, a 3-credit, graduate-level course from Somename University. See Appendix B for a course syllabus.

Supervised Practice: The supervisee, in consultation and/or collaboration with the supervisor, will...

- a) discuss practical applications of PSYC 689 to designing and evaluating interventions with students in the practice setting who have learning difficulties and disabilities;
- b) apply basic clinical skills during assessment interviews to assess learning disabilities and difficulties, plan accommodations, and monitor student progress and outcomes. With written client consent, the supervisee will audio-tape intervention interviews or have the supervisor observe them for later analysis and critique; and
- c) monitor, and evaluate, and report student progress and outcomes. Consult with supervisor to generate treatment alternatives as needed.

The supervisor will...

- a) provide constructive feedback regarding the supervisee's audio-taped or observed interventions to evaluate clinical skills and intervention strategies and to provide direction as needed to improve performance and outcomes.

5. CONSULTATION and INTERDISCIPLINARY COLLABORATION SKILLS

The objective of supervised practice is to develop the following consultation and interdisciplinary collaboration skills from the *Novice* to the *Intermediate* level:

- a) Knowledge of the unique patient/client roles of other professionals;
- b) Ability to effectively relate to other professionals in accordance with their unique patient care roles;
- c) Understanding of the consultant's role as an information provider to another professional who will ultimately be the patient care decision maker;
- d) Capacity for dialoguing with other professionals which avoids use of psychological jargon;
- e) Ability to choose an appropriate means of assessment to answer referral questions;
- f) Ability to implement a systematic approach to data collection in a consultative role; and
- g) Consultative reports are well organized, succinct and provide useful and relevant recommendations to other professionals.

Learning Plan to Develop Consultation and Interdisciplinary Collaboration Skills

Formal Education: none planned during the practice term.

Supervised Practice: the supervisee, in consultation and/or collaboration with the supervisor, will...

- a) observe the supervisor and others during consultations to identify effective strategies and approaches;
- b) participate in consultation and interdisciplinary collaboration to meet client needs, clarifying the professional roles and decision making powers of other participants;
- c) practice preparing consultative reports that are well-organized, succinct, relevant, and useful for the recipient; and
- d) develop written and oral communication styles featuring plain language and minimal jargon.

The supervisor will...

- a) model effective consultation and interdisciplinary collaboration skills;
- b) explain the roles and decision making power of consulting or collaborating disciplines;
- c) observe the supervisee in consultative and collaborative practice sessions, providing constructive feedback as needed; and
- d) critique the quality of supervisee's consultation reports and use of clear language.

6. DIVERSITY—INDIVIDUAL AND CULTURAL DIFFERENCES

The objective of supervised practice is to develop the following skills related to individual and cultural differences from the *Intermediate* to the *Advanced* level:

- a) Knowledge of self in the context of diversity (one's own attitudes, stimulus value, and related strengths/limitations) as one operates in the clinical setting with diverse others (i.e., knowledge of self in the diverse world);
- b) Knowledge about the nature and impact of diversity in different clinical situations (e.g., clinical work with specific racial/ethnic populations); and
- c) Ability to work effectively with diverse others in assessment, treatment and consultation.

Sources for above Competencies Claimed above the Novice Level

Professional Work Experience:

- a) 5 years full-time equivalent experience facilitating career exploration and employment training programs with employment disadvantaged youth or women from 1981 to 1990. My experience during this time included working effectively with male and female students with diverse abilities, education levels, ages, sexual orientation, race and ethnicity, and socio-economic backgrounds;
- b) 1 year part-time experience (128 days) delivering career assessment and counselling services at Someschool in 2000-2001. My experience during this time included working effectively with male and female clients with diverse abilities, education levels, ages, sexual orientation, race and ethnicity, and socio-economic backgrounds;
- c) 6 months full-time experience facilitating career development and employment support services for incarcerated youth in 2001. My experience during this time included working effectively with male young offenders originating from Aboriginal communities in Northern Saskatchewan who were situated in an urban corrections institution;
- d) 2.67 years full-time experience managing a community based organization with over 15 staff delivering services to socio-economically disadvantaged families from 2001-2004. Related experience included supervising non-Aboriginal and Aboriginal outreach workers who provided culturally-sensitive, holistic support services to at-risk families primarily of an urban, poverty culture. A majority of participants were of Aboriginal ancestry (traditional, neo-traditional, or assimilated). A minority were new immigrant/refugee families from African, Balkan, or South American countries;
- e) Over a 2-year period (2003-2004), I developed and delivered a university credit course in Career Counselling with Aboriginal Clients. The course included Units on the history and culture of plains Aboriginal peoples, a Unit of career theory compatible with traditional Aboriginal perspectives, and a Unit of practical resources and strategies selected to meet the specific career development needs of Aboriginal clients. The course development process included extensive cultural and historical research as well as consultation with an advisory board of Aboriginal representatives. I co-instructed the course

with a First Nations person to a mixed group of non-Aboriginal and Aboriginal students with Aboriginal elders and spiritual advisors as guest lecturers.

Learning Plan to Develop Diversity-ICD Skills

Formal Education: none planned during the supervised practice term.

Supervised Practice: the supervisee, in consultation and/or collaboration with the supervisor, will...

- a) locate and consult professional literature concerning ICD issues and strategies applicable to the Schoolname student population, especially students with disabilities;
- b) identify relevant ICD factors (e.g., gender, class, race, disability, sexual orientation, culture, language, family structure, etc.) and implications for individual clients, especially in relation to psycho-educational assessment, supporting adjustment and success, designing interventions and accommodations, and evaluating progress and outcomes; and
- c) identify significant differences between the supervisee's ICD factors and those of clients and their potential implications for the working relationship and intervention strategies.

The supervisor will...

- a) recommend applicable learning resources and critique theories and models presented by the supervisee regarding ICD issues and strategies; and
- b) guide and validate supervisee identification of relevant ICD factors for individual clients as well as significant ICD differences between the supervisee and a client, and the implications of both for professional practice.

7. ETHICS

The objective of supervised practice is to develop the following competencies related to ethical practice from the *Novice* to the *Advanced* level:

- a) Knowledge of ethical/professional codes, standards and guidelines; knowledge of statutes, rules, regulations and case law relevant to the practice of psychology;
- b) Recognise and analyse ethical and legal issues across the range of professional activities in the supervised practice setting;
- c) Recognise and understand the ethical immersions/features of his/her own attitudes and practice in the clinical setting;
- d) Seek appropriate information and consultation when faced with ethical issues;
- e) Practice appropriate professional assertiveness related to ethical issues (e.g., by raising issues when they become apparent to the restricted member); and
- f) Evidence commitment to ethical practice.

Learning Plan to Develop Ethical Practice Skills

Formal Education: none planned during the practice term.

Supervised Practice: the supervisee, in consultation and/or collaboration with the supervisor, will...

- a) identify ethical issues and apply principles of the Canadian Code of Ethics for Psychologists, 3rd Edition and other ethical guidelines to individual cases; and
- b) comply with provisions of applicable privacy and protection legislation with respect to release of client information. Applicable legislation includes Canada's Personal Information Protection and Electronic Documents Act (PIPEDA), Canada's Health Information Protection Act (HIPA), and Saskatchewan's Freedom of Information and Protection of Privacy Act (FOIPP).

The supervisor will...

- a) assign general reading related to Individual and Cultural Differences;
- b) ensure that ethical principles and privacy legislation are applied appropriately; and
- c) guide recognition of and response to relevant ICD issues for the counsellor, client, or both.

8. LEADERSHIP SKILLS

The objective for supervised practice is to maintain leadership skill levels at the initial *Intermediate* level. As a novice member of the work team, opportunity for the supervisee to further develop competency in the following areas is not anticipated:

- a) Recognize one's role in creating policy, participation in system change, and management;
- b) Understand the relationship between roles of supervisor, manager and executive;
- c) Understand the role of leadership in management success;
- d) Ability to identify leadership, business and management skills;
- e) Understand the purpose and process of strategic planning;
- f) Understand the basics of financial management as it pertains to clinical service delivery;
- g) Understand the purpose and structure of meetings and how to run them well; and
- h) Ability to self-evaluate one's skills as manager and leader.

Sources for Competencies Claimed above the Novice Level

Professional Work Experience:

- a) 2.67 years full-time experience from 2001-2004 managing a community-based organization with over 15 staff delivering services to families at risk of poor outcomes for child birth and development. Related experience included the following:
 - i. Was responsible for drafting policy, implementing system change, and managing operations of the organization on a daily basis;
 - ii. As program manager, performed clinical supervisory duties, reported to the board of directors, and worked collaboratively with the board executive;
 - iii. Provided leadership to implement new services, hire staff, expand services, and, conversely, to reduce services and staff in response to funding cuts;

- iv. Recognized effective leadership, business, and management skills modelled by staff members, community partners, and board members;
- v. Facilitated the process of strategic planning for the organization;
- vi. Managed and accounted for a financial budget of over \$600,000 per year, overseeing all financial aspects of service delivery;
- vii. conducted weekly staff meetings and participated community partnership consultations and monthly board meetings; and
- viii. Self-assessed management and leadership skills annually with a 360-degree feedback performance appraisal process. Recognized professional strengths and weaknesses as a manager and leader.

Learning Plan for Developing Leadership Skills—not applicable for this skill area.

Formal Education: none planned during the supervised practice.

Supervised Practice: opportunity to increase supervisee competency beyond current *Intermediate* level is not anticipated during the supervised practice.

9. PROFESSIONAL DEVELOPMENT

The objective of supervised practice is to develop the following competencies related to professional development from the *Novice* to the *Intermediate* or *Advanced* level, as per SCP expectations at the conclusion of supervised practice. Competencies are organized into three skill areas as follows:

- a) Practical skills to maintain effective clinical practice,
- b) Professional development competencies, and
- c) Meta-knowledge/meta-competencies – skilled learning.

a) Practical Skills to Maintain Effective Clinical Practice

- i) Timeliness: completing professional tasks in allotted/appropriate time (e.g., evaluations, notes, and reports); arriving promptly at meetings and appointments;
- ii) Developing an organised disciplined approach to writing and maintaining notes and records;
- iii) Negotiating/managing fees and payments;
- iv) Organising and presenting case material; preparing professional reports for health care providers, agencies, etc.;
- v) self-identify personal distress, particularly as it relates to clinical work;
- vi) seek and use resources that support healthy functioning when experiencing personal distress; and
- vii) organize the work day, including time for notes and records, rest and recovery etc.

b) Professional Development Competencies

- i Critical thinking and analysis;
- ii Using resources to promote effective practice (e.g., published information, input from colleagues, technological resources);

- iii Responsibility and accountability relative to one's level of training, and seeking consultation when needed;
- iv Time management;
- v Self-understanding and reflection;
- vi Self-care;
- vii Awareness of personal identity (e.g., relative to individual and cultural differences);
- viii Career development & professional identity (aided, for example, by attending professional development seminars, career development courses, practice job talks & interviews, etc.);
- ix Social intelligence; ability to interact collaboratively and respectfully with other colleagues;
- x Willingness to acknowledge and correct errors; and
- xi Ability to create and conduct an effective presentation.

c) Meta-knowledge, Meta-competencies, and Learning Skills

- i Knowing the extent and the limits of one's own skills; learning the habit of and skills for self-evaluation of clinical skills;
- ii The ability to use supervision, consultation and other resources to improve and extend skills (note the related relationship competence – to work collegially and responsively with supervisors);
- iii The ability to use supervision, consultation and other resources to improve and extend skills (note the related relationship competence – to work collegially and responsively with supervisors);
- iv Knowledge of the process for extending current skills into new areas;
- v Commitment to life-long learning and quality improvement; and
- vi Awareness of one's identity as a psychologist (Education Leadership Conference): an aspect and reflection of Meta-knowledge that is role specific, knowing what one knows and can do (and should do) as a psychologist.

Learning Plan to Develop Professional Development Skills

Formal Education: none planned during the supervised practice term.

Supervised Practice: The supervisee, in consultation and/or collaboration with the supervisor, will...

- a) implement organizing tools and time management skills to complete professional tasks (e.g., assessments, consultations, and report writing) in a timely fashion, maintain prompt attendance at scheduled events, and balance working time for interventions, reporting, consultation, and professional recovery;
- b) develop a consistent, disciplined approach to conducting psycho-educational assessments, organising and presenting case material, preparing reports, and requesting information from other professionals;
- c) maintain awareness of personal identity and how it relates to professional practice, monitor personal well-being, practice healthy self-care, and enlist support resources as needed to relieve personal distress;

- d) exercise critical thinking and analysis to select and learn from professional resources (e.g., publications, supervisory input, peer expertise, and technological resources) to promote effective practice;
- e) demonstrate responsibility and accountability relative to training level, consulting with supervisor or other credible expertise sources as needed;
- f) crystallize a professional identity, reinforced by participation in professional development opportunities and collaboration with professional colleagues;
- g) develop the capacity to create and conduct effective presentations of information, knowledge, or skills to students, parents, colleagues, or community professionals;
- h) reflect upon and recognize the range and limits of professional knowledge, and acknowledge intellectual strengths and weaknesses; and
- i) use acquired skills and knowledge to solve tasks, recognize when additional skills and knowledge are required or an error is made, and acquire new or missing skills as needed.

The supervisor will...

- a) evaluate the supervisee's organizational and time management skills, recommending appropriate strategies as needed;
- b) assess the structure of the supervisee's record keeping and report writing, recommending improvements and adaptations as needed;
- c) objectively evaluate the supervisee's well-being, recommending strategies to relieve stress or distress as needed;
- d) provide advanced expertise when consulted to fill gaps in the supervisee's knowledge and skill base;
- e) identify supervisee errors and failures, recommending alternate strategies for future success; and
- f) promote development of a positive professional identity congruent with the supervisee's personality style and personal identity.

Supervisor's Name (signature above)

Supervisee's Name (signature above)

Date

Date