



**School of Professional Psychology  
Sport and Performance Psychology  
Practicum Handbook**

**2012-2013**

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## Introduction

The purpose of this Handbook is to provide students, practicum supervisors, and faculty with information on University of the Rockies' practicum training in sport and performance psychology.

## Practicum Goals

**Relationship:** Practicum students will have the knowledge, skills, and attitudes required to develop and sustain productive professional relationships with clients, organizations, colleagues, supervisors, and others.

**Assessment:** Practicum students will have the knowledge, skills, and attitudes needed to accurately select, administer, and score appropriate assessment instruments and interpret and report their results.

**Intervention:** Practicum students will have the knowledge, skills, and attitudes needed to identify, plan, administer, and evaluate preventive treatment and remedial strategies designed to enhance the positive functioning and well-being of clients.

**Research and Evaluation:** Practicum students will have the knowledge, skills, and attitudes necessary to analyze critically psychological theory and research and, as practitioners, to act as applied scientists and life-long learners.

**Consultation and Education:** Practicum students will have the knowledge, skills, and attitudes required to act effectively as entry-level consultants and educators.

**Management and Supervision:** Practicum students will have the knowledge, skills, and attitudes required to act effectively as entry-level managers and supervisors.

**Diversity:** Practicum students will become culturally sensitive professionals as a result of knowledge, skills, and attitudes integrated into practice. Trainees will understand and appreciate differing cultural/ethnic/societal circumstances of clients, develop productive relationships with a wide range of populations varying in race, gender, age, ethnicity, national origin, socioeconomic status, language, religion, ability/disability, sexual orientation, and other individual differences.

## **Sport and Performance Psychology Practicum**

Students in Sport and Performance Psychology complete **PSY 8966-8970 Professional Psychology Practicum I-V (6 credits)**.

Through the practicum courses, students will obtain direct professional experience via at least one professional psychology consulting opportunity. Each student has a University of the Rockies Faculty Practicum Supervisor as well as a Practicum Site Supervisor. Students have the opportunity to serve in a variety of roles related to their chosen specialization. They also have the opportunity to work with a variety of professional psychology styles and cultures as part of their practicum experience. Students locate practicum sites based on their particular interests, with the support of the School of Professional Psychology faculty and Dean. Students must complete each practicum course before registering for the subsequent course. The practicum experience is sequential; each course should build upon experience gained and skills developed during the preceding course.

The goal of the sport and performance psychology practicum is for students to acquire the skills, consulting expertise, ethics, and first-hand knowledge of sports organizations and human performance required to serve as a well-equipped and knowledgeable sport psychologist or sport organization consultant. The practicum courses complement classroom education, providing students with the opportunity to work with athletes, sports organizations, and other organizations, and with experienced leaders and consultants, which helps students develop their professional identities.

Students are directly supervised by a Faculty Practicum Supervisor who is appointed by the Dean of the School of Professional Psychology. Students may direct questions to their Faculty Practicum Supervisors and to the Dean. The Dean (or a designee) approves applications for practicum experience and approves requests to extend practicum beyond the graduation requirement.

## **Practicum Course Learning Outcomes**

As a sport and performance psychology practicum student, you will:

1. Understand the dynamics of an amateur or professional sports (or other) organization that impact individual and group behavior in an amateur or professional sports (or other) organization;
2. Assess a variety of organizational cultures;
3. Demonstrate understanding of various physical, cognitive, emotional, and social factors that impact individual, competitive, and team performance;
4. Synthesize information about individuals in order to make appropriate recommendations based on the individual's functioning;
5. Synthesize information about organizations in order to make appropriate recommendations based on the organization's functioning;
6. Develop recommendations that include an understanding of the importance of social and cultural diversity;
7. Practice in an organization, based on an accurate appraisal of ethical considerations;
8. Demonstrate application of clinical skills relevant to athletes, other individuals, and the organizations in which they compete or perform; and
9. Demonstrate skill in evaluating the need for and appropriate use of assessment instruments.

## **Practicum Hours**

In order to successfully complete each practicum, the student must clock a minimum of 36 supervised contact or consultation hours per course for a total of 180 hours of practicum across all 5 courses. The practicum hours are to be completed using the following guidelines (with the understanding that hours may vary depending on the nature of the practicum):

- 50% direct contact with athletes, individuals, and/or consultee organization
- 15% supervision with School of Professional Psychology Faculty Practicum Supervisor and Practicum Site Supervisor
- 35% completion of related activities (for example, designing individual performance plans or schedules, research, evaluation of assessment instruments, data analysis, analysis of recommendation alternatives, etc.)

The percentage of hours spent in the above activities may be adjusted as deemed necessary by the Faculty Practicum Supervisor.

All students have the option of completing additional Doctorate-level practicum hours during their program, above and beyond the required hours, with approval from the Dean of the School of Professional Psychology.

### **Selecting the Practicum Site**

Ideally, the practicum site will be an amateur or professional sports organization that has a sport or performance psychologist on staff or available on a consulting basis. Students may be approved to complete their practicum within a sport and performance psychology or other private psychological practice setting, provided the student works under a qualified practitioner within the sport and performance segment of the practice. ***The Dean (or designee) must approve all practicum sites and Practicum Site Supervisors in advance of practicum enrollment.*** Approvals are handled on a case-by-case basis, depending upon the student's interests and skill sets and the opportunities provided by the practicum site.

### **Practicum Site Supervisors**

Ideally, Practicum Site Supervisors will be appropriately trained sport and performance psychologists, providing direct or consultation services, and will be appropriately credentialed (licensed/certified) psychologists. If this is neither possible nor practical, students should locate a Practicum Site Supervisor who is actively engaged in providing sport and performance psychology services. The Dean of the School of Professional Psychology must approve all Practicum Site Supervisors.

*Please note: If a student intends to count his or her practicum hours toward AASP Certification, the practicum must be supervised by an AASP Certified Consultant or the supervisor's credentials must be reviewed and approved by the Certification Review Committee in advance of the practicum start. The student should forward a copy of the AASP supervisor's CV/Resume along with his or her Practicum Letter of Intent and Memorandum of Understanding to the Dissertation and Thesis Administrator.*

### **Faculty Practicum Supervisors**

Faculty Practicum Supervisors are assigned by the Dean of the School of Professional Psychology, typically for the full length of the student's practicum experience. Requests for specific Faculty Practicum Supervisors will be accepted (but not guaranteed approval). Every reasonable effort will be made to accommodate student requests and to match students with the most appropriate Faculty Practicum Supervisor, based on skills and interests.

## **Practicum Application: Letter of Intent and Memorandum of Understanding**

The Practicum Letter of Intent and Memorandum of Understanding must be completed and submitted to your Academic Advisor a minimum of three (3) weeks prior to the beginning of the initial practicum course. If the student remains in the same practicum site and with the same Practicum Site Supervisor, this application needs only to be submitted once. If the student wishes to change practicum sites or Practicum Site Supervisors, a new application must be submitted, reflecting the desired change. (Under most circumstances students are encouraged to continue with the same practicum site and Supervisor.)

## **Association for Applied Sport Psychology (AASP) Certification**

The Association for Applied Sport Psychology is an organization that provides a certification as a consultant, and students may want to structure their practicum to meet part of the mentored experience needed for this certification. At the current time, AASP requires 400 hours of mentored experience, and the mentor must be an approved AASP mentor. If a student plans to use his or her practicum hours at University of the Rockies as part of the mentorship hours needed for AASP certification, the student is responsible for ensuring the practicum experience meets all of AASP's guidelines. Details on AASP certification are available at [appliedsportpsych.org/Consultants/become-certified](http://appliedsportpsych.org/Consultants/become-certified).

## **Documenting the Practicum Experience**

In order to review the progress of each student enrolled in practicum, several documents are required at the beginning of each practicum course, and others are required at the end of each practicum course. The following forms must be completed and submitted by each practicum student:

- A. *Practicum Letter of Intent and Memorandum of Understanding*
- B. *Memorandum of Understanding between Student and Practicum Site*
- C. *Student Practicum Hours Log*
- D. *Student Evaluation of Practicum Site*
- E. *Site Supervisor's (or Point of Contact's) Evaluation of Student Performance*
- F. *Progress Report*
- G. *Evaluation of Learning Outcomes*

It is the responsibility of the student to ensure that all forms are completed and submitted to the Faculty Practicum Supervisor. All forms must be submitted in a timely manner in order for the student to receive credit for each practicum course. Failure to submit forms may result in a failing grade for practicum.

1. The ***Practicum Letter of Intent and Memorandum of Understanding*** (Appendix A) provides a record of the organization(s) and Practicum Site Supervisor(s) with which/whom the student is working, and verifies that practicum site and Supervisor have been approved by the School of Professional Psychology. The student is required to provide a *Sport and Performance Psychology Practicum Letter of Intent* for each organization with which he or she is working, consulting, or providing services. It must be submitted to the Dean of the School of Professional Psychology **three weeks prior to the student's desired matriculation in practicum.**
2. ***Memorandum of Understanding*** (Appendix B) is an agreement between the student and the practicum site which details the expectations of the student and the practicum site. It must be submitted to the School of Professional Psychology Faculty Practicum Supervisor **during the first week of each practicum course.**
3. ***Student Practicum Hours Log*** (Appendix C) is the student's record of activities in which the practicum hours were spent. The log must be submitted to the School of Professional Psychology Faculty Practicum Supervisor **before the final day of each practicum course.**
4. ***Student Evaluation of Practicum Site*** (Appendix D) is the student's appraisal of the practicum site and includes any recommendations for students considering the organization as a practicum site in the future. The form must be submitted to the School of Professional Psychology Faculty Practicum Supervisor **prior to the last day of each course.**
5. ***Evaluation of Learning Outcomes Form*** (Appendix E) is the student's self-evaluation of accomplishments related to the learning objectives for the course. The evaluation is a self-reflection on what the student has learned, and will help frame future experiences. This form is not used for evaluation of student performance in practicum. The form must be submitted to the School of Professional Psychology Faculty Practicum Supervisor **prior to the last day of each course.**
6. ***Site Supervisor's (or Site Point of Contact's) Evaluation of Student Performance*** (Appendix F) is the Practicum Site Supervisor's evaluation of the student's performance while providing services, consultation, etc. for individuals or the organization. *NOTE: It is the student's responsibility to provide the Practicum Site Supervisor with the form and to submit the form to the School of Professional Psychology Faculty Practicum Supervisor prior to the last day of each course.*



## **Ethical Guidelines**

Students are expected to refrain from engaging in any activities that are unethical or illegal, those for which they are not qualified, and those for which they lack the required credentials. Students are expected to comply with the professional and ethical standards established by the American Psychological Association (APA), the Association for Applied Sport Psychology (AASP), and the laws of the state in which they are completing the practicum. Students are not to represent themselves as clinical psychologists or attempt to treat any type of mental illness or disorder, but are to refer such cases to appropriately licensed mental health professionals. Students may not evaluate, treat, or consult with friends or relatives as clients. The School of Professional Psychology Faculty Practicum Supervisor and the Dean of the School of Professional Psychology have final authority for evaluating students in the practicum experience.

## **Professional Conduct**

Students are expected to conduct themselves in a manner consistent with the mission of University of the Rockies. Failure to comply with professional and ethical standards of conduct may be grounds for disciplinary action and/or dismissal from University of the Rockies. Students are required to adhere to all rules and requirements of the practicum site, including confidentiality, dress code, business demeanor, etc., when providing any services to the practicum site.

### ***Mission Statement of the University***

*University of the Rockies provides high-quality, accessible learning opportunities globally for diverse groups of individuals seeking preparation for life goals, professional practice, service, and distinguished leadership.*

## **Dress Code**

Students are required to dress in appropriate attire when representing University of the Rockies. Professional attire within organizational settings is interpreted for men as: clean slacks and dress shirts (or a collared shirt or turtleneck with a sport coat); and for women as: dresses (with sleeves or a shirt or jacket with sleeves covering shoulders), pantsuits, or ensembles. In those situations where strenuous exercise is required to demonstrate programs or procedures within an athletic environment, allowances can be made to accommodate the situation, but must remain within the boundaries of the dress code of the student's practicum site. Proper physical cleanliness is also expected, which includes freedom from offensive odors and freedom from diseases that may be communicable by airborne infectious agent. Visible cleavage or underwear is not acceptable. Hats may only be used as sun protection outdoors. Facial piercings, other unusual and visible body-piercing devices, and visible tattoos are prohibited. Most denim attire, excessively short skirts (exceeding 4 or more inches above the knee when seated), and t-shirts do not qualify as business attire.

## Compensation for Practicum Work or Consultation

It is the general policy of the School of Professional Psychology (in keeping with APA Guidelines for programs in clinical, counseling, and school psychology) that students are not to be compensated for services that are a part of the practicum experience, since the practicum is intended to be primarily a supervised learning (rather than a service-rendering) experience. However, University of the Rockies recognizes that in some situations monetary arrangements may be acceptable and appropriate when a student provides unique, skill-based consulting services as part of the practicum experience. Any monetary arrangements between a practicum student and a practicum site must be detailed in writing in a *Memorandum of Understanding* or contract and must be signed by the student, a designated representative of the practicum site, and the School of Professional Psychology Faculty Practicum Supervisor **prior** to the student accepting any remuneration for services. An original copy of the *Memorandum of Understanding* or contract must be provided to the School of Professional Psychology Faculty Practicum Supervisor and will become a part of the official student file at University of the Rockies.

## Coursework Materials

In some cases, students may make recommendations for the use of testing materials, surveys, etc. as a part of consultation or working with an individual client within the organization. The cost of materials is the responsibility of the practicum site and not of University of the Rockies. Students are required to include an estimate of expenses that may be incurred by the practicum site when making recommendations and/or proposals to the client or organization. All recommendations, understandings, and agreements between a student and a practicum site must be approved in writing by the Practicum Site Supervisor and the School of Professional Psychology Faculty Practicum Supervisor. University of the Rockies may cover the cost of interpretive manuals or other supporting documents on a case-by-case basis as a part of the practicum coursework support. Students must submit a request for such materials in writing prior to purchasing materials. The purchase of materials is at the discretion of University of the Rockies and is reviewed by the School of Professional Psychology Faculty Practicum Supervisor.

This form is to be completed and returned to your Academic Advisor.

School of Organizational Leadership      Program: \_\_\_\_\_  
 School of Professional Psychology      Program: \_\_\_\_\_

Date: \_\_\_\_\_ Proposed Start Date: \_\_\_\_\_

**Student Information**

Student First Name: \_\_\_\_\_ Student Last Name: \_\_\_\_\_

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

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

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

**Proposed Practicum Site**

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

Type of Organization: \_\_\_\_\_

Point of Contact/On-site Supervisor: \_\_\_\_\_ Supervisor Title: \_\_\_\_\_

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

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

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

Please provide a brief description of your proposed practicum project. Specifically, what are the objectives of the project for you, the client and the organization?

**Dean/ Faculty Approval**

Dean's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Approved: Yes  No

Faculty Practicum Supervisor (Please print): \_\_\_\_\_

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date



This form is to be completed and submitted with your *Practicum Letter of Intent* to the Dean for approval before you can schedule your Practicum course. This *Memorandum of Understanding* serves as a foundation for the *Practicum Action Contract*, Appendix 3 of the School of Organizational Leadership Practicum Handbook. The primary purpose of the *Memorandum of Understanding* is to ensure that the student and practicum site organization are considering a project suitable for a practicum.

**Suggested Resource:**

Block, P. (2000). *Flawless Consulting: A Guide to Getting Your Expertise Used*. 2<sup>nd</sup> Edition San Francisco: Jossey-Bass

**Student Name:** \_\_\_\_\_

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

**Proposed Practicum Site:** \_\_\_\_\_

1. **Analysis of the Work:** *Describe in one or two sentences the business problem or opportunity your practicum project will address.*

2. **Objectives of the Project:** *Give a description that allows the reader to clearly understand what success would look like (e.g. what are the organizational improvements/benefits you expect?)*

3. **The Kind of Information You Seek:** *Describe how you and the organization will measure success. What will change and/or what metrics or measures will improve? Some kinds of information you may want to specify are technical data, figures, workflow, attitudes, etc.*

4. **Your Role in the Project:** *Describe your role, specifying the scope/nature of your work.*

5. **Project Deliverables and Timeframe:** *What outputs or services will you deliver? What is the anticipated timeframe to complete the work?*

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### **Sample Elements of Memorandum of Understanding or Contract**

1. The boundaries of your role in the practicum
2. Objectives of your experience
3. The types of individuals and groups with whom you will be working
4. Your role in the service delivery or project(s)
5. The interventions you might deliver
6. What support and involvement you need from the client(s) and the Practicum Site Supervisor
7. Time schedule for completion of projects/tasks
8. Confidentiality rules
9. Plan for supervision from Practicum Site Supervisor

*Adapted and modified from:*

Block, P. (2000). *Flawless consulting: A guide to getting your expertise used*. 2<sup>nd</sup> ed. San Francisco: Jossey-Bass.

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The following definitions are used when completing the *Sport and Performance Psychology Practicum Hours Log*:

**Date:** Record the date of the activity.

**Type of sport or activity:** Describe the type of sport, activity, or group involved in the activity.

**Total hours spent in preparation or observation of sport psychology services:** Record the number of hours you spent preparing for the activity or the number of hours you spent observing sport psychology services being conducted.

**Hours spent working with individuals:** Record the number of hours spent in direct provision of services to individuals.

**Hours spent working with groups or teams:** Record the number of hours spent in direct provision of services to groups or teams.

**Skills employed during intervention:** Describe the skills employed during the activity.

**Hours of supervision received:** Record the number of hours of supervision received (from both Practicum Site Supervisor and Faculty Practicum Supervisor).

**Total hours of practicum experience:** Record the total number of hours for this activity (sum of previous entries).

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Student Name: \_\_\_\_\_ Course: \_\_\_\_\_

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

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: (\_\_\_\_) \_\_\_\_\_ Email: \_\_\_\_\_

Point(s) of Contact

**Rate the quality of your practicum experience and the person who was your Practicum Site Supervisor or Point of Contact using the following scale:**

- 6 = Outstanding
- 5 = Above Average
- 4 = Satisfactory
- 3 = Minimally Acceptable
- 2 = Weakness
- 1 = Unsatisfactory

**Please circle your answer regarding your practicum experience:**

1. The practicum experience overall was:	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
2. Promoted ethical and professional development	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
3. Provided appropriate contact person	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
4. Promoted professional collaboration	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
5. Promoted logical and critical thinking	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
6. Promoted analysis of client issues and dynamics	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
7. Promoted appropriate intervention planning	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
8. Provided opportunity to use assessment instruments	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
9. Promoted integration of knowledge and practice	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
10. Promoted and modeled good communication	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
11. Promoted intellectual and professional curiosity	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
12. Promoted staff rapport with practicum students	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
13. Provided opportunity for new consulting experiences	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
14. Provided opportunity to integrate clinical skills	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1



What are the strengths of this practicum site?

What are the weaknesses of this practicum site?

Additional Comments:

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

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

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Please rate the degree to which you accomplished each of the Course Learning Outcomes listed below, and provide brief examples of activities related to each outcome. If a goal does not apply to your experience, please indicate "Not Applicable."

1. Understand the dynamics of an amateur or professional sports (or other) organization and how those dynamics impact individual and group behavior in the organization.	<input type="checkbox"/> Completely Accomplished	<input type="checkbox"/> Mostly Accomplished	<input type="checkbox"/> Somewhat Accomplished	<input type="checkbox"/> Partially Accomplished	<input type="checkbox"/> Minimally Accomplished	<input type="checkbox"/> Not At All Accomplished	<input type="checkbox"/> Not Applicable
Examples of activities related to this goal:							
2. Assess a variety of organizational cultures.	<input type="checkbox"/> Completely Accomplished	<input type="checkbox"/> Mostly Accomplished	<input type="checkbox"/> Somewhat Accomplished	<input type="checkbox"/> Partially Accomplished	<input type="checkbox"/> Minimally Accomplished	<input type="checkbox"/> Not At All Accomplished	<input type="checkbox"/> Not Applicable
Examples of activities related to this goal:							
3. Demonstrate understanding of various physical, cognitive, emotional, and social factors that impact individual, competitive, and team performance.	<input type="checkbox"/> Completely Accomplished	<input type="checkbox"/> Mostly Accomplished	<input type="checkbox"/> Somewhat Accomplished	<input type="checkbox"/> Partially Accomplished	<input type="checkbox"/> Minimally Accomplished	<input type="checkbox"/> Not At All Accomplished	<input type="checkbox"/> Not Applicable
Examples of activities related to this goal:							
4. Synthesize information about individuals in order to make appropriate recommendations based on the individual's functioning.	<input type="checkbox"/> Completely Accomplished	<input type="checkbox"/> Mostly Accomplished	<input type="checkbox"/> Somewhat Accomplished	<input type="checkbox"/> Partially Accomplished	<input type="checkbox"/> Minimally Accomplished	<input type="checkbox"/> Not At All Accomplished	<input type="checkbox"/> Not Applicable
Examples of activities related to this goal:							

5. Synthesize information about organizations in order to make appropriate recommendations based on the organization's functioning.	<input type="checkbox"/> Completely Accomplished	<input type="checkbox"/> Mostly Accomplished	<input type="checkbox"/> Somewhat Accomplished	<input type="checkbox"/> Partially Accomplished	<input type="checkbox"/> Minimally Accomplished	<input type="checkbox"/> Not At All Accomplished	<input type="checkbox"/> Not Applicable
Examples of activities related to this goal:							
6. Develop recommendations that include an understanding of the importance of social and cultural diversity.	<input type="checkbox"/> Completely Accomplished	<input type="checkbox"/> Mostly Accomplished	<input type="checkbox"/> Somewhat Accomplished	<input type="checkbox"/> Partially Accomplished	<input type="checkbox"/> Minimally Accomplished	<input type="checkbox"/> Not At All Accomplished	<input type="checkbox"/> Not Applicable
Examples of activities related to this goal:							
7. Practice in an organization, based on an accurate appraisal of ethical considerations.	<input type="checkbox"/> Completely Accomplished	<input type="checkbox"/> Mostly Accomplished	<input type="checkbox"/> Somewhat Accomplished	<input type="checkbox"/> Partially Accomplished	<input type="checkbox"/> Minimally Accomplished	<input type="checkbox"/> Not At All Accomplished	<input type="checkbox"/> Not Applicable
Examples of activities related to this goal:							
8. Demonstrate application of clinical skills relevant to athletes, other individuals, and the organizations in which they compete or perform.	<input type="checkbox"/> Completely Accomplished	<input type="checkbox"/> Mostly Accomplished	<input type="checkbox"/> Somewhat Accomplished	<input type="checkbox"/> Partially Accomplished	<input type="checkbox"/> Minimally Accomplished	<input type="checkbox"/> Not At All Accomplished	<input type="checkbox"/> Not Applicable
Examples of activities related to this goal:							
9. Demonstrate skill in evaluating the need for and appropriate use of assessment instruments.	<input type="checkbox"/> Completely Accomplished	<input type="checkbox"/> Mostly Accomplished	<input type="checkbox"/> Somewhat Accomplished	<input type="checkbox"/> Partially Accomplished	<input type="checkbox"/> Minimally Accomplished	<input type="checkbox"/> Not At All Accomplished	<input type="checkbox"/> Not Applicable
Examples of activities related to this goal:							

**Student Information**

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

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

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Please have your Practicum Site Supervisor complete this form and return it to you. Students are responsible for ensuring that the completed form is posted in the online classroom for review by your Practicum Faculty Supervisor.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_

**4 Area of strength 3 Standards met 2 Area of concern 1 Standards not met NA Not applicable**

A. Acts in an ethical, legal, and professional manner:

4       3       2       1       NA

**Examples may include the following:**

- Uses verbal or written comments expressing any ethical or legal concerns related to consultation, research, or organizational issues.
- Discusses recommendations concerning any ethical or legal concerns.
- Maintains appropriate boundaries with clients, professors, staff, and other professionals.
- Displays integrity by adhering to zero tolerance for lying, cheating, and plagiarizing.
- Other \_\_\_\_\_

B. Thinks logically and critically regarding the services provided:

4       3       2       1       NA

**Examples may include the following:**

- Displays clarity, relevancy, breadth, depth, and logic in written or oral work.
- Communicates an understanding of the significance relevant topics.
- Communicates an understanding of the application of relevant topics.
- Other \_\_\_\_\_

C. Communicates effectively in written form and oral presentation:

1. Writes clear, concise, complete, coherent, and consistent written presentations

4       3       2       1       NA

2. Demonstrates clear language, thorough knowledge of the subject, and professional demeanor in oral presentations

4       3       2       1       NA

D. Evaluates and modifies decisions and behavior, as appropriate, through self-assessment and reflective practice:

4       3       2       1       NA

**Examples may include the following:**

- Makes statements indicating self assessment in the approach to working with the consulting client showing the ability to adapt to the requirements of the client.
- Demonstrates needed changes in behavior as a result of verbalized self reflection based on input from the consulting client.

E. Displays intellectual and professional curiosity in pursuit of knowledge and learning:

4       3       2       1       NA

**Examples may include the following:**

- Discusses current research, workshops, and in-services as they apply to the consulting client.
- Exhibits creative and innovative perspective in learning and presenting information.
- Exhibits openness to other's ideas and perspectives.
- Other \_\_\_\_\_

F. Builds and maintains effective relationships through the use of appropriate clients for purposes of personal, interpersonal, and professional growth:

4       3       2       1       NA

**Examples may include the following:**

- Respects the needs of others by communicating in a timely manner about difficulties, concerns, and issues that may impact relationships.
  - Attempts to satisfy personal needs using constructive, respectful behaviors and avoiding manipulation, disrespect, and dishonesty.
  - Is accountable for own feelings, behaviors, and thoughts, and doesn't blame others.
  - Strives to affirm in others what is observed as healthy positive performance.
  - Expresses accurate empathy as demonstrated by listening skills and verbal and non-verbal behavior.
  - Other \_\_\_\_\_
-

G. Integrates prior learning with newly acquired knowledge:

4       3       2       1       NA

**Examples may include the following:**

- Displays the ability to integrate prior learning with knowledge gained in coursework.
- Uses new and previous information in discussions with the consulting client.
- Accomplishes quality presentations/consults.
- Displays the ability to separate personal biases, etc. from issues of clients in order to evaluate and make recommendations as objectively as possible.
- Other \_\_\_\_\_

H. Values diversity and multi-cultural issues and recognizes their impact in business settings:

4       3       2       1       NA

**Examples may include the following:**

- Is comfortable with individual differences.
- Is aware of gender issues.
- Understands cultural diversity.
- Advocates utilization of diversity issues in business settings.
- Explores personal issues about racial, ethnic, religious, cultural, and gender issues.
- Other \_\_\_\_\_

Practicum Site Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_