



THE ROYAL

Psychology Practicum Student Training Handbook: Policy, Procedures, and Due Process Guidelines



Version Date: September 4, 2018

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I. INTRODUCTION

Welcome, and thank you for your interest in our practicum training opportunities.

Eligibility Criteria

Due to the number of requests for placements and the complexity of the clinical presentations of the populations we serve, we only offer practicum placements to Ph.D. level students from Clinical Psychology Programs.

Practicum Training

The Royal Ottawa Health Care Group (ROHCG; hereafter The Royal) provides a full range of mental health services to residents of Eastern Ontario and Western Quebec. Clinical Psychology Practicum training is offered at the **Royal Ottawa Mental Health Centre (ROMHC)** and the **Brockville Mental Health Centre (BMHC)**. The ROMHC provides training experiences and opportunities for in-depth assessment and treatment of a wide range of mental health issues; the BMHC has two foci, forensic psychology training (includes clinical psychology and neuropsychology opportunities) and geriatric/neuropsychology training. Due to the high demand for clinical psychology placements, University of Ottawa clinical psychology students have priority, followed by requests from practicum students completing a clinical Ph.D. or Psy.D. program from other academic institutions, provided that there is a Teaching Affiliation Agreement between the Royal and the given academic institution.

As part of our commitment to education and care and as part of our mandate as an academic health sciences centre, The Royal is committed to practicum training and facilitating learning and professional growth for practicum students. We also appreciate the benefit practicum students bring in terms of their perspectives, experiences, and skills. The philosophy of the program is a strengths-based, empowering approach to supervision which involves a bi-directional process involving discussion of clinical cases, reading, ethical and legal issues and any concerns.

Broadly, the practicum training experience is designed to provide the student with the opportunity to gradually assume the professional roles of a psychologist, consistent with the scientist-practitioner model. These roles entail the integration of previous training and a further development of the scientific, professional, and ethical bases of professional practice.

Practicum Training Handbook

This handbook has been developed by The Royal's Psychology Training Committee. The handbook is designed to provide an overview of pertinent organization policies and procedures and information regarding expectations concerning clinical training, clinical supervision, and professional development. Practicum supervisors also comply with the requirements and procedures, which are outlined in this handbook. Students are expected to know and follow the guidelines contained in this handbook. Should an issue arise that is not covered in this handbook the student should first contact the Practicum Coordinator (PC; see contact information below). The Director of Clinical Training (DCT) at The Royal should be contacted only if the issue is unable to be addressed with the PC.

Contact Information for Practicum Coordinators and Director of Clinical Training:

Dr. Judy Makinen, C.Psych.	Director of Clinical Training Email: Judy.Makinen@theroyal.ca
Dr. Anik Gosselin, C.Psych.	Practicum Coordinator, BMHC Email: Anik.Gosselin@theroyal.ca
Dr. Philip Grandia, C.Psych.	Practicum Coordinator, ROMHC Email: Philip.Grandia@theroyal.ca

II. REQUIREMENTS

In order to make your transition to The Royal as smooth as possible, there are a few guidelines that you should review and forms you will need to complete before your placement commences. You will receive a general student information package from human resources and other forms to complete, explaining which documents to complete and where to bring your documents. Please review carefully.

Police Records Check

A Police Records Check for Service with the Vulnerable Sector valid within six months of start of placement (no matter the length of your placement) is required. To prevent any delays in starting student placements, students may want to get their Police Records Check from their local police service well in advance, keeping in mind that the records check must be within six months of their start date. If the student has not been a resident of Ontario for the past 5 years, then they must obtain the Police Records Check from their former place of residence. Wait times vary across police services, and can be as long as 6-8 weeks. The original document must be presented to the PC and an appointment will need to be made with Human Resources, prior to the first day of placement. Please refer to the general information booklet provided by Human Resources for details on this process at both the ROMHC and BMHC sites. Practicum students interested in doing a placement at the Secure Treatment Unit in Brockville should be aware that the Ontario Ministry of Correctional Services and Community Safety requires an additional security clearance in order to enter the facility. This clearance begins with a copy of the Vulnerable Sector Police Records Check.

Professional Liability Insurance

Practicum students are required to have professional liability insurance before seeing any clients during their practicum training placement. Insurance is available privately (e.g., www.bmsgroup.com offers a discount for members of the Canadian Psychological Association) or through your university department.

Immunizations

Students must certify that their immunization requirements are up to date **prior** to placement. Please refer to the general student information package from Human Resources for details.

Corporate Welcome

All staff, volunteers and students are required to attend a full day Corporate Welcome organized by Learning and Development. The PC or the supervisor will register practicum students.

Workload Measurement

Record your direct clinical care activities daily on the computerized workload measurement system used by the program where you will be doing a placement (Emerald WMS, CRMS or Meditech). Orientation for Emerald Workload Measurement System is provided through an e-learning module on OREO which should be completed in the first few weeks of placement. Students can access this module through the Psychology Discipline page. The system is used as a means of providing data to the Royal and tracking the contributions of trainees. Thus, accuracy of reporting is critical.

Please refer to the OREO site for information on the Workload Measurement System.

III. PROFESSIONAL, ETHICAL AND LEGAL CONDUCT

Students must avoid multiple relationships including those stated below. Students may not be supervised by the following:

- Anyone for whom they have served as a paid psychological assistant
- Student's current or past psychotherapist
- Anyone with whom they have or have had in the past a business relationship with outside The Royal
- Anyone with whom they have, or have had in the past, a sexual relationship or an emotionally intimate relationship
- A relative
- It is imperative that each student consults with the PC/DCT in any and all relationships where there is a lack of clarity.

Practicum students are responsible for behaving in a professional manner. Therefore, practicum students are expected to be familiar with the *CPA Code of Ethics* and the *College of Psychologists of Ontario Standards of Professional Conduct*. The Royal also has its own policies and procedures, which should be discussed with the student's supervisor. In cases where staff is suspected of unprofessional, unethical, or illegal practices, the student must notify their supervisor immediately and/or the PC/DCT.

IV. PRACTICUM PLACEMENT PROCESS

The length of the placement (e.g., 6 months, 12 months) and minimum requirements for the placement is determined by each program. Please refer to program descriptions provided to your academic institution for specific information. It is important to note that although students are recommended for a placement at The Royal based on their training needs and specific program requirements (e.g., level of experience), this does not guarantee the placement. All students must undergo an interview to assess suitability.

Practicum Student Responsibilities

Students who do not match with a placement should discuss their other options with the Director of Clinical Training at their University. There is no appeal process in place at this stage of the process.

When the student has been informed of the potential placement site, they must contact the PC at the respective site (ROMHC or BMHC). However, before the PC will proceed with the process, the practicum student must confirm that they have the following documents:

- an electronic copy of their CV;
- current (within 6 months) Police Reference/Records Check (for the Vulnerable Sector);
- proof of professional liability insurance (e.g., BMS Group);
- ensure their immunizations are up-to-date.

Once placement has been deemed suitable (see below), it is also the student's responsibility to:

- attend the mandatory Corporate Welcome;
- complete all mandatory training;
- obtain office keys and ID Badge if applicable and return them at the end of placement.

Practicum Coordinator's Responsibilities

The PC will forward the CV to the prospective supervisor, who will review it and contact the student for an interview. The student must confirm that they possess the aforementioned documents before an interview is arranged. Note: it is at the supervisor's discretion to decide on placement suitability and to inform the student and PC of the decision and rationale.

ROMHC Placements

Once the PC has been notified by the supervisor to proceed with the placement, the PC must meet with the student to:

- complete HR forms (Student Placement Record Form, sign confidentiality pledge, etc.) then bring the documentation to Human Resources;
- Make an appointment with Occupational Health;
- email Facility Services Help Desk (copy Security, Sharmaine O'Reilly to initiate computer accounts, HR Help Desk, and the supervisor) with the student's name, start date, length of placement, and the program in which they will be working, so a work order can be sent to Security to initiate ID Badge.

BMHC Placements

Once the PC has been notified by the supervisor to proceed with the placement, the PC will inform Sharmaine O'Reilly to initiate computer accounts, and will inform HR and the program where the student will be placed. Sharmaine will obtain information from the supervisor (i.e., start date, duration of placement, room and phone numbers, and paths for computer access) and also send documents for the supervisor to fill in with the practicum student at the beginning of placement.

The student will make an appointment with Human Resources one to two weeks prior to start of placement to complete all HR forms (Student Placement Record Form, sign confidentiality pledge, CPIC, etc.) and with Occupational Health and Safety to review vaccinations.

Supervisor's Role and Responsibilities

After the supervisor interviews the student and the placement is deemed suitable, the supervisor will inform the student and Practicum Coordinator of the placement decision. If the placement proceeds, Sharmaine O'Reilly will send a form to the supervisor requesting information needed (i.e. open computer accounts, office space, keys, etc.) and discuss/arrange the following during the first few meetings with the practicum student. It is the supervisor's responsibility to ensure the following:

1. Orientation to the program/service and institution, including:

- training on the OREO mandatory modules (a form will be provided by Sharmaine O'Reilly to the supervisor and student to check and sign)
- provide training to complete workload measurement
- request office space, access to a phone and keys for the student to access major areas
- inform the program's administrative manager and assistant of the upcoming of a practicum student
- orientation to the physical space and resources, including where the student can obtain supplies, administrative support, therapy rooms, etc.
- clinical team meeting times and other important meetings/program activities

2. Complete the supervisory agreement

This process will involve helping the practicum student identify his/her short-term goals for the rotation they are completing with you. This form is available on OREO. It is critical that expectations are clear and mutually discussed and agreed upon.

The following areas are covered:

- Alternate supervision plan
 - Rotation goals
 - Specific duties (number of clients and compulsory and optional activities)
 - Limitation of activities
 - Supervision (frequency, method and preparation)
 - Criteria, modes and frequency of evaluation
 - Evaluation process and time frame including provision of all evaluation form
3. The supervisor should discuss with the practicum student his/her expectations regarding the manner in which the practicum student should prepare for supervision sessions. This includes the expectation to: review notes; listen to tapes; select specific passages; do additional reading and seek out second opinions, and so forth. The supervisor and practicum student should discuss whether the practicum student is expected to arrive with a summary and a case formulation, whether supervision will take the form of an open discussion and brainstorming, and whether parts of a recording will be reviewed.
 4. The supervisor should discuss the focus of supervision including assessment or therapy techniques; development of case formulation; development of treatment plan; diagnostic issues; maintaining a consistent approach; exploration of ethical issues; report writing; etc.

5. The priority given to different cases and aspects of training (e.g., discussion of case history at the beginning of supervision; maintaining a treatment focus during therapy; termination issues at the end of therapy) should be discussed.
6. The supervision process should be collaborative, bi-directional, strengths-based and dynamic. The philosophy is to provide a safe and empowering learning environment to enhance learning and the engendering of professional competence in a developmental manner
7. The timing and method of feedback (i.e., systematic and objective; given soon after a therapeutic experience; explicit and specific performance criteria are outlined; feedback is reciprocal) should be discussed. Please note that a mid-term evaluation is optional but recommended if the placement is longer than 6 months. The final evaluation should not contain a significant amount of new information, as feedback should be ongoing during supervision. These evaluations serve as an opportunity to integrate and synthesize previously discussed information and to highlight strengths and areas for growth. Evaluations can be filled out collaboratively with the practicum student or by the supervisor beforehand and reviewed collaboratively with the practicum student. The supervisor is responsible for providing the PC with two copies of practicum student evaluations. The PC will write a cover letter and mail the evaluation to the academic institution's DCT.

Supervision Notes

The College of Psychologists of Ontario recommends that supervision notes be completed after each supervision session of a non-registered provider (see supervisor form on OREO). Supervisors and practicum students should keep their supervision notes. If issues of concern arise, it is in the supervisor's and the practicum student's best interest to document these in detail.

Evaluation:

1. The practicum student and supervisor will meet to discuss the progress to date and to evaluate the quality and focus of supervision. The basis for this discussion will be the mid-term (optional for 6-month placements) and final evaluation form. If a concern arises that is of an ethical nature that requires more immediate attention, this will be done with consultation of the practicum student.
2. With regard to the evaluation of the practicum student, the supervisor needs to discuss with the student the perspective of the evaluation. For example, the evaluation can reflect the student's progress to date (i.e., a comparison of the student's current performance level to the level at which they began the placement, and/or completion of stated goals outlined in the supervision agreement). Alternatively, the evaluation may reflect a comparison of the practicum student's performance to that of other practicum students at the same stage of training. Ideally, the evaluation will reflect a combination of these two approaches.
3. As stated earlier, feedback during the evaluation should not be new. This should be a time to consolidate feedback given previously during the weekly supervision sessions.

4. The practicum student's input is solicited to ensure that the feedback is consistent with his/her experience and to determine ways in which the student may fulfill goals of the practicum placement (e.g., skill sets, type and number of assessments). The supervisor and practicum student will sign the practicum evaluation form indicating that the content has been discussed. Signing does not imply agreement. The supervisor will retain the signed copy, provide a copy to the student and send a pdf to the Practicum Coordinator. The PC will submit the electronic evaluation along with a letter to the university summarizing progress and areas for further development.

V. Due Process Guidelines

If Problems Arise

The following guidelines are designed to facilitate open communication about practicum trainee difficulties and effective problem-solving in response to them.

IDENTIFICATION AND MANAGEMENT OF TRAINEE PROBLEMS & CONCERNS:

DUE PROCESS GUIDELINES

This document provides trainees and staff with a definition of impairment, a listing of possible sanctions and an explicit discussion of the due process procedures. Also included are important considerations in the remediation of problems or impairment.

I. Definition of Problematic Behavior

Problematic Behavior is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways:

1. inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
2. inability to acquire professional skills to reach an acceptable level of competency; and/or
3. inability to manage personal stress, strong emotional reactions, and/or psychological dysfunction which interfere with professional functioning

It is a professional judgment as to when a trainee's behavior becomes problematic rather than of concern. Trainees may exhibit behaviours, attitudes or characteristics which, while of concern and requiring remediation, are not unexpected or excessive for professionals in training. Problems typically become identified as deficits when they include one or more of the following characteristics:

1. the trainee 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 academic or didactic training;
3. the quality of services delivered by the trainee 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; and/or
6. the trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.

II. Remediation and Sanction Alternatives

It is important to have meaningful ways to address problematic behavior once it has been identified. In implementing remediation or sanction interventions, the training staff must be mindful and balance the needs of the trainee with the problematic behaviour, the clients involved, members of the trainee training group, the training staff, and hospital staff.

1. Verbal warning to the trainee emphasizes the need to discontinue the (inappropriate) behavior under discussion. This intervention should typically be documented in the supervisor's notes.
2. Practicum Coordinator & Training Executive Involvement: ensures that the behavior is acknowledged beyond the supervisory level. Specifically, a meeting with the trainee and the Practicum Coordinator, Director, and Assistant Director ensures that the trainee formally acknowledges:
 - a. that the Practicum Coordinator and Training Executive are aware of, and concerned with, the performance rating;
 - b. that the concern has been brought to the attention of the trainee;
 - c. that the Practicum Coordinator and Training Executive will work with the trainee to rectify the problem or skill deficits; and
 - d. that the behaviors associated with the rating are not significant enough to warrant more serious action.

Practicum Coordinator and Training Executive involvement should be documented in writing (including email or fax) including plans as outlined in C above.

3. Written Warning & Direction: to the trainee indicates the need to discontinue an inappropriate action or behavior. This letter will contain:
 - a. a description of the trainee's unsatisfactory performance;
 - b. actions needed by the trainee to correct the unsatisfactory behavior;
 - c. the time line for correcting the problem;
 - d. what action will be taken if the problem is not corrected;
 - e. notification that the trainee has the right to request a review of this action; and
 - f. indication that the trainee's university program will be notified of the issue and receive a copy of the written warning.

A copy of this letter will be kept in the trainee's file. The remediation outcome, either successful or unsuccessful, must also be documented and placed in the file. The university program is also informed in writing of the outcome.

In the event that the written warning does not produce resolution then, depending on the severity of the issue, Intervention, Probation, Suspension of Direct Service Activities

or dismissal from the residency will be initiated. The University program is informed in writing regarding any Intervention, Probation, Suspension of Direct Service, and the outcome.

1. **Intervention** is a time-limited, remediation-oriented closely supervised period of training designed to return the trainee to an acceptable level of performance. An intervention is an accommodation made to assist the trainee in responding to personal reactions to environmental stress or other factors affecting professional conduct, with the full expectation that the trainee will complete the practicum placement. This period will include more intensive supervision conducted by the regular supervisor in consultation with the Training Committee members. Several possible and perhaps concurrent courses of action may be included in an intervention. These include:
 - a. increasing the amount of supervision, either with the same or other supervisors;
 - b. change in the format, emphasis, and/or focus of supervision;
 - c. recommending personal therapy and identifying potential options;
 - d. reducing the trainee's clinical or other workload; and/or
 - e. requiring specific academic coursework or external training (e.g., workshop).

The length of an intervention period will be determined by the Practicum Coordinator and Training Executive in consultation with the supervisors and the Professional Practice Leader. Termination of the intervention period will be determined after discussions with the trainee and by the Practicum Coordinator and the Training Executive in consultation with the supervisor and the Professional Practice Leader.

2. **Probation** is also a time limited, remediation-oriented, more closely supervised training period. Its purpose is to assess the ability of the trainee to complete the placement. Probation involves a concern/behaviour that the Practicum Coordinator and the Training Executive systematically monitor for a specific length of time. The degree to which the trainee addresses, changes or otherwise improves the problematic behaviour is monitored. The trainee is informed of the probation in a written statement which includes:
 - a. the specific behaviour associated with the unacceptable rating;
 - b. the recommendations for rectifying the problem;
 - c. the time frame for the probation during which the problem is expected to be ameliorated; and
 - d. the procedures to ascertain whether the problem has been appropriately rectified.

A follow-up meeting will take place with the supervisor and Practicum Coordinator to determine whether there has been sufficient improvement in the trainee's behaviour. If there has not been sufficient improvement in the trainee's behaviour to remove the Probation or modified schedule, then the Director and Assistant Director will discuss possible courses of action to be taken with the

supervisor, and with the Professional Practice Leader as required. Practicum Coordinator and the Training Executive will communicate in writing to the trainee that the conditions for revoking the probation or intervention period have not been met. This notice will include the course of action the Practicum Coordinator and the Training Executive have decided to implement. These may include continuation of the remediation efforts for specified time period or implementation of another alternative. Additionally, the Practicum Coordinator and the Training Executive will communicate to the Professional Practice Leader that if the trainee's behaviour does not change, the trainee will not successfully complete the placement.

3. **Suspension of Direct Service Activities** requires a determination that the welfare of the trainee's client population has been jeopardized. Therefore, direct service activities will be suspended for a specified period as determined by the Practicum Coordinator, Trainee Supervisor and the Training Executive in consultation with the Professional Practice Leader. At the end of the suspension period, the Practicum Coordinator and the Training Executive, in consultation with the trainee's supervisor, will assess the trainee's capacity for effective functioning and determine when direct service can be resumed.
4. **Dismissal from the Placement** involves the permanent withdrawal of all hospital responsibilities and privileges. When specific interventions do not, after a reasonable time period, rectify the impairment and the trainee seems unable or unwilling to alter her/his behaviour, the Practicum Coordinator, Trainee Supervisor and the Training Executive will discuss with the Professional Practice Leader the possibility of termination of training or dismissal from The Royal. Dismissal would be invoked in cases of severe violations of the CPA Code of Ethics, or when imminent physical or psychological harm to a client is a major factor, or the trainee is unable to complete the residency due to physical, mental or emotional illness. When the trainee has been dismissed, the Practicum Coordinator and the Training Executive will communicate to the residence's academic department the circumstances, remediation plans and the outcome that led to the trainee being dismissed from the practicum placement.

III. Procedures for Responding to Inadequate Performance by a Trainee

If a trainee receives an unacceptable rating from any of the evaluation sources, or if a staff member has concerns about a trainee's behaviour (e.g., ethical or legal violations, professional incompetence), the following procedures will be initiated:

1. The staff member will consult with Practicum Coordinator and the Training Executive to determine if there is reason to proceed and/or if the behaviour in question is being rectified.
2. If the staff member who brings the concern to the Practicum Coordinator and the Training Executive is not the trainee's supervisor, the Practicum Coordinator and the Training Executive will discuss the concern with the trainee's supervisor.
3. If the Practicum Coordinator and the Training Executive and supervisor(s) determine that the alleged behavior in the complaint, if proven, would constitute a serious

- violation, the Practicum Coordinator and the Training Executive will inform the staff member who initially brought the complaint.
4. The Practicum Coordinator and the Training Executive will meet with the Professional Practice Leader to discuss the concerns and possible courses of action to be taken to address the issues.
 5. The Practicum Coordinator and the Training Executive and Professional Practice Leader may meet to discuss possible courses of action.
 6. Whenever a decision has been made by the Professional Practice Leader or Practicum Coordinator and the Training Executive about a trainee's training program, the Practicum Coordinator and the Training Executive will inform the trainee in writing and will meet with the trainee to review the decision. Any formal action taken by the Training Program will be communicated in writing to the trainee's academic department. This notification indicates the nature of the concern and the specific alternatives implemented to address the concern.
 7. The trainee may choose to accept the conditions or may choose to challenge the action. The procedures for challenging the action are presented below.

IV. Due Process: Dispute Resolution General Guidelines

Due process ensures that decisions about trainees are not arbitrary or personally based. It requires that The Royal identify specific evaluative procedures which are applied to all trainees, and provide appropriate appeal procedures available to the trainee. All steps need to be appropriately documented and implemented. General due process guidelines include:

1. During the orientation period, presenting to the trainee, the program's expectations related to professional functioning.
2. Stipulating the procedures for evaluation, including when and how evaluations will be conducted. Such evaluations should occur at meaningful intervals.
3. Articulating the various procedures and actions involved in making decisions regarding impairment.
4. Communicating, early and often, with graduate programs about any suspected difficulties with trainees and when necessary, seeking input from these academic programs about how to address such difficulties.
5. Instituting, when appropriate, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies.
6. Providing a written procedure to the trainee which describes how the trainee may appeal the program's action.
7. Ensuring that the trainee has sufficient time to respond to any action taken.
8. Using input from multiple professional sources when making decisions or recommendations regarding the trainee's performance.
9. Documenting, in writing and to all relevant parties, the actions taken by the program and its rationale.
10. In the case where the Director of Training and Professional Practice Leader positions are held by the same individual, the Practicum Coordinator at that site will act in place of the Director of Training.

V. Due Process: Dispute Resolution Procedures

The basic meaning of due process is to inform and to provide a framework to respond, act or dispute. When a matter cannot be resolved between the Practicum Coordinator and the Training Executive and trainee or staff, the steps to be taken are listed below.

A. Grievance Procedure/Appeal Process

There are two situations in which grievance procedures can be initiated.

1. Trainee Grievances: In the event that a trainee encounters any difficulties or problems with a training staff member or a fellow trainee (e.g., poor supervision, unavailability of supervisor, evaluations perceived as unfair, workload issues, personality clashes, other staff conflict) during his/her training experiences, a trainee should:
 - a. Discuss the issue with the staff member(s) or fellow trainee(s) involved.
 - b. If the issue cannot be resolved informally, the trainee should discuss the concern with the Practicum Coordinator and/or the Training Executive. All discussions will be summarized and all parties involved in the meeting(s) will receive a copy of the documentation.
 - c. If the Practicum Coordinator and the Training Executive cannot resolve the issue informally within five (5) working days, the trainee can formally challenge any action or decision taken by the Practicum Coordinator and the Training Executive, the supervisor or any member of the training staff by following the procedure below:
 - i. The trainee should file a formal complaint, in writing and with all supporting documents, with the Practicum Coordinator and the Training Executive. If the trainee is challenging a formal evaluation, the trainee should do so within ten (10) working days of receipt of the evaluation.
 - ii. Within five (5) working days of receipt of a formal complaint, the Practicum Coordinator and the Training Executive must consult with the Professional Practice Leader and implement Review Panel procedures as described below.
2. Staff Grievances: If a training staff member has a specific concern about a trainee, the staff member should:
 - a. Discuss the issue with the trainee(s) involved.
 - b. Consult with one or both of the Practicum Coordinator and the Training Executive.
 - c. If the issue is not resolved informally, the staff member may seek resolution of the concern by written request, with all supporting documents, to the Practicum Coordinator and the Training Executive for a review of the situation. When this occurs, the Practicum Coordinator and the Training Executive will within five (5) working days of receipt of a formal complaint, the Practicum Coordinator and the Training Executive

must consult with the Professional Practice Leader and implement Review Panel procedures as described below.

B. Review Panel and Process

1. When needed, a review panel will be convened by the Practicum Coordinator and the Training Executive. The panel will consist of three staff members selected by the Professional Practice Leader with recommendations from the Practicum Coordinator and the Training Executive and the trainee involved in the dispute. The trainee/staff member has the right to hear all facts, with the opportunity to dispute or explain the behaviour of concern.
2. Within five (5) working days, a hearing will be conducted. Within five (5) working days of the completion of the review, the Review Panel submits a written report to the Professional Practice Leader, including any recommendations for further action. Recommendations made by the Review Panel will be made by majority vote.
3. Within three (3) working days of receipt of the recommendation, the Professional Practice Leader will either accept or reject the Review Panel's recommendations. If the Professional Practice Leader rejects the panel's recommendations, due to an incomplete or inadequate evaluation of the dispute, the Professional Practice Leader may refer the matter back to the Review Panel for further deliberation and revised recommendations or may make a final decision.
4. If referred back to the panel, they will report back to the Professional Practice Leader within five (5) working days of the receipt of the Professional Practice Leader's request for further deliberation. The Professional Practice Leader then makes the final decision regarding what action is to be taken.
5. The Director and Assistant Director informs the trainee, staff members involved and if necessary, in consultation with the Professional Practice Leader members of the training staff of the decision and any action taken or to be taken. If the grievance is in regard to a staff member, the College of Psychologists of Ontario is informed, as necessary.
6. If the trainee/staff member disputes the Professional Practice Leader's final decision, the trainee has the right to contact the Department of Human Resources to discuss this situation.

C. Ombudsperson

The availability of an Ombudsperson will be assured by the Training Committee on an annual basis. The working definition of an Ombudsperson is an individual whom the trainee can contact to discuss concerns related to training that she/he does not want to address with the Practicum Coordinator and the Training Executive at the current time. Trainees will be made aware that discussions with

the Ombudsperson will not be reported to any member of the Training Committee or current supervisors unless the situation requires invoking the limits of confidentiality specified by the College of Psychologists of Ontario.

The Ombudsperson's role will be filled by a psychology faculty member who is familiar with psychology training at The Royal.