

INSTRUCTIONS FOR LOGGING HOURS
COUNSELLING PSYCHOLOGY
MCGILL UNIVERSITY
(DRAFT)

Follow the instructions below to track and log hours for the MA Internship, MA Project, and PhD programs. Note that hours should never be counted more than once and please consult with your McGill supervisor should you have any questions or concerns. Also note that although this process is meant to help track hours as needed for the APPIC application, the Counselling Psychology Program cannot guarantee the accuracy of the conversion. Moreover, the spreadsheet may not always reflect changes that APPIC has made to their application.

- 1. Use the excel spreadsheet found on the ECP website.**
- 2. When logging hours ensure that you select the correct tab that corresponds to the course for which you are logging the hours.**
- 3. Input identifying information (i.e., trainee name, student number, McGill supervisor name etc.) Also indicate the type of site (i.e., treatment setting) at the top of the hours log form. The options are as follows:**
 - Child Guidance Clinic
 - Community Mental Health Center
 - Department Clinic (Psychology clinic run by a department or school)
 - Forensic/Justice setting (e.g., jail, prison)
 - Inpatient Psychiatric Hospital
 - Medical Clinic/Hospital
 - Outpatient Psychiatric Clinic/Hospital
 - Partial Hospitalization/Intensive Outpatient Programs
 - Private Practice
 - Residential/Group Home
 - Schools
 - University Counseling Center / Student Mental Health Center
 - VA Medical Center
 - Other (Please speak to your supervisor before using this option)
- 4. Tabulate the hours accrued each week using the appropriate categories and change the week labels to reflect the appropriate week/year. Also keep a count of the total number of individuals, couples, or groups you have interacted with. The logging categories are as follows:**

INDIVIDUAL DIRECT HOURS

- for the following categories count the number of individuals

Counselling: Individual emotional/social counselling

Career/Vocational: Individual career/vocational counselling

Assessments & Testing: Administering individual tests and conducting assessments

and/or providing individual feedback of test results

School Counselling Interventions:

- **Consultation:** Providing consultation to persons involved in the client's life as part of a direct clinical intervention (e.g., providing info to relatives or teachers, discussing client concerns with a physician or allied health professional; within the context of a school setting).
- **Direct Intervention:** School related direct interventions.
- **Other:** Check with McGill supervisor before use of this category

OTHER PSYCHOLOGICAL INTERVENTIONS

-For this category count the number of individuals with whom you intervened. (E.g., One 2 hour workshop with five people counts as 5 individuals and the hours logged would be 2. You would not log 5 people and 10 hours nor would you log it as 1 group and 2 hours).

Consultation: Consulting with persons involved in the client's life as part of a direct clinical intervention (e.g., providing info to relatives, discussing client concerns with a physician or allied health professional; not in a school setting).

Sports Psychology/Performance Enhancement: Individual or group sports or performance enhancement related interventions.

Medical/Health Related Intervention: Individual or group medical/health enhancement related interventions or workshops (e.g., providing counselling for stress management or psychoeducational workshops).

Intake Interview/Structured Interview: Conducting intake or structured interviews where is this is client who you will not see for counselling/where this is not part of the counselling process.

Other (Providing Information): Providing information to individuals or groups. For example, sometimes interns need to provide general information to clients about services available at a community centre or they may lead workshops that are not medical/health related.

GROUP DIRECT HOURS

-Count either the number of couples or groups not the number of people in the group.

Counselling: Group counselling

Family: Family counselling

Couple: Couple's counselling

Assessment & Testing: Administering tests and conducting assessments in a group and/or providing feedback of test results in a group setting

SUPERVISION

Individual: One-on-one supervision with the supervisor

Group: Supervision that occurs within a group setting and that is not focused directly on the intern

Individual in Group: Supervision focused directly on the intern that occurs within group supervision

ACTIVITIES TO SUPPORT PRACTICE

Indirect Client Contact: Observing but not interacting with a client (e.g., observing therapy through a one-way mirror; sitting in on an intake performed by another therapist)

Staff Meetings: Meetings of staff members focused on administrative issues

Conference Planning: Planning for professional conferences related to the internship site

Professional Conferences: Attendance at professional conferences related to the internship site

Planning Groups & Workshops: Planning and/or preparing for groups and workshops, whether counselling focused or psychoeducational.

Reports & Record-Keeping: Note-taking, report-writing, and/or other record-keeping

Training: Engaging in training (e.g., office procedures, such as scheduling, note-taking, etc.) that orients the intern to the policies and procedures of the internship site

Case Conferences: Meetings, often interdisciplinary in nature (e.g., IEP meetings at a school), in which others are presenting their cases or as a form of intern and staff training and development (note: if the intern presents her or his case in case conference, that time should be entered in the Individual Supervision in Group category)

Test Scoring: Scoring of individual and/or group tests/assessments

Professional Preparation Time: Preparation time related to the internship (e.g., reviewing tapes; reading articles)

Consultation: Consultation with an agent of the client, such as another professional, when the client is not present, (e.g., regarding the coordination of care).

MISCELLANEOUS

Outreach & Public Relations: Engaging with the public related to services offered by the internship site (e.g., media interviews; non-psychoeducational presentations to groups about the services offered at an internship site; open houses; career days)

Referrals: Time spent in providing referrals to other service providers

OTHER PSYCHOLOGICAL EXPERIENCE STUDENTS OR ORGANIZATIONS

Supervision/Advising/Mentoring Staff or Trainees: Providing supervision, advice, or mentoring to staff members or trainees (e.g., DEC student interns)

Program Development/Outreach Programming: Working on program development or outreach programming.

Outcome Assessment of Programs/Projects: Providing an assessment of programs/projects to the site.

Systems of Intervention/Organizational Consultation/Performance

Improvement: Consultation or performance improvement at a systemic or organizational level.

Other: Check with McGill supervisor before use of this category

5. **Track the cultural backgrounds of each client. Factors to note are race/ethnicity, sexual orientation, disability status, and gender. Enter this information into the course logging form.**

6. **Count and enter the number of integrated psychological reports you have written for each client (if applicable).** The definition of an integrated report is a report that includes a history, an interview and at least two tests from one or more of the following categories: personality assessment (objective, self-report, and/or projective), intellectual assessment, cognitive assessment, and neuropsychological assessment.

7. **Track the name of each psychological test you have administered and enter the type in brackets (if applicable). Use the following table to determine the type of test you used (if the test cannot be found consult with your supervisor).**

Test Type	Specific Test
ADULT Assessment Instruments	
Symptom Inventories	
	Hamilton Depression Scale
	Beck Anxiety Inventory
	Adult Manifest Anxiety Scale
Diagnostic Interview Protocols	
	SADS
	SCID
	DIS
General Cognitive Assessment	
	Stanford-Binnet 5
	TONI 3
	WAIS III AND WAIS IV
	OTHER: Woodcock Johnson Tests III of Cognitive Abilities
Visual Motor Assessment	
	Bender-Gestalt
Commonly Used Neuropsychological Measures	
	Boston Diagnostic Aphasia Exam
	Brief Rating Scale of Executive Functioning (BRIEF)
	Dementia Rating Scale - II
	California Verbal Learning Test
	Continuous Performance Test
	Delis Kaplan Executive Function Test
	Finger Tapping
	Grooved Pegboard
	Rey-Osterrieth Complex Figure
	Trailmaking Test A & B
	Wechsler Memory Scale III

	Wisconsin Card Sorting Test
Measures of Academic Functioning	
	Strong Interest Inventory
	Wechsler Individual Achievement Test (WIAT)
	Wide Range Assessment of Memory and Learning (Version: _____)
	Woodcock Johnson Tests III of Achievement
	WRAT-4
Behavioural/Personality Inventories	
	Millon Clinical Multi-Axial III (MCMI)
	Minnesota Multiphasic Personality Inventory
	Myers-Briggs Type Indicator
	Personality Assessment Inventory
Measures of Malingering	
	Structured Interview of Reported Symptoms (SIRS)
	Miller Forensic Assessment of Symptoms Test(M-FAST)
	Rey 15-Item Test
	Test of Memory Malingering (TOMM)
Forensic/Risk Assessment	
	Psychopathy Checklist-Revised (PCL-R); Static 99
	Violence Risk Assessment Guide (VRAG)
	History-Clinical-Risk 20 (HCR-20)
	Validity Indicator Profile
Projective Assessment	
	Human Figure Drawing
	Kinetic Family Drawing
	Sentence Completion
	Thematic Apperception Test
	Rorschach
	Other (specify: _____)
	Rorschach Scoring System (Specify: _____)
CHILD and ADOLESCENT Assessment Instruments	
Parent/Youth-Report Measures	
	Behavior Assessment System for Children (BASC)
	Achenbach System of Empirically Based Assessment
Symptom Inventories	
	Barkley-Murphy Checklist for ADHD
	Conner's Rating Scales
	Self-report Measures
Diagnostic Interview Protocols	
	DISC
	Kiddie-SADS
General Cognitive Assessment	
	Bayley Scales of Infant and Toddler Development - III

	Differential Abilities Scale - II (DAS-II)
	Mullen Scales of Early Learning
	Stanford-Binet 5
	WPPSI-III
	WISC-IV
	OTHER: Woodcock Johnson Tests III of Cognitive Abilities
Visual-Motor Assessment	
	Bender Gestalt
	Developmental Test of Visual-Motor Integration (Berry)
Neuropsychological Assessment Measures	
	Brief Rating Scale of Executive Function (BRIEF)
	Children's Memory Scale
	Continuous Performance Test (Version:_____)
	Delis Kaplan Executive Function System
	NEPSY-II
	Rey-Osterrieth Complex Figure
Measures of Academic Functioning	
	Wechsler Individual Achievement Test (WIAT)
	Wide Range Assessment of Memory and Learning (Version:_____)
	Woodcock Johnson-III Tests of Achievement
	WRAT-4
Behavioral/Personality Inventories	
	Millon Adolescent Personality Inventory (MAPI)
	Minnesota Multiphasic Personality Inventory - Adolescent (MMPI-A)
Projective Assessment	
	Human Figure Drawing
	Kinetic Family Drawing
	Roberts Apperception Test for Children (RATC)
	Rorschach (Scoring System:_____)

8. Note the number of times that a test was administered/scored and the number of reports you wrote using that test. Enter this information into your log.
9. It is important to be aware that the names of tests administered/scored do not carry over to the Totals Sheet or the APPIC Conversion Sheet. As such, be sure to record the name and type of test that you use in the Totals Sheet and the APPIC Conversion Sheet.
10. Also note that if you use an “other category” the name/labels that you fill in per course should also be manually entered into the Totals Sheet and the APPIC

Conversion Sheet.

- 11. Once you are done logging your hours make a copy of the relevant course excel sheet. Do this by opening a new excel workbook and save it as “Hours Log EDPC XXXX_ Last name.” Leave the new excel document open. Go back to the Hours Log_Student Version workbook and left click on the relevant course tab> then select the “move or copy” option> select “Hours Log EDPC XXXX_ Last name” for the “move the relevant course sheet(s) to” section. Then select the relevant course sheet to copy, click the “create copy” checkbox, and then hit “ok.” DO NOT copy paste the cells from one workbook into a new workbook. E-mail the hours log sheet to your McGill supervisor (and site supervisor if applicable) to be approved.**
- 12. The McGill supervisor will forward a final and approved copy to the ECP Graduate Advisor.**
- 13. Note. MA Internship students: Your site supervisor can sign a printed copy, which you can submit to your McGill supervisor to attest that your site supervisor has signed off on your hours. However, you will also need to submit the electronic version of your hours form to your McGill supervisor to finalize and send to the ECP Graduate Advisor.**