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Clinical Psychological Assessment Training Issues in the COVID-19 Era: A Survey of
the State of the Field and Considerations for Moving Forward

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Table S1*Barriers to Effectively Carrying Out Teaching Duties: Frequency of Rank Ordered Responses from Most to Least Important*

	1 Most Important	2	3	4	5	6	7	8 Least Important
Insufficient knowledge of remote clinical assessment methods	9	8	6	4	2	0	0	0
Inadequate guidance from institutional authorities	8	6	4	2	1	0	0	0
Inadequate resources ^a	7	5	5	3	2	0	0	0
Public health/institutional restrictions interfere with teaching needs ^b	7	1	4	1	0	1	0	0
Insufficient knowledge of remote teaching methods	6	5	6	2	0	2	0	0
Personal reasons	5	5	5	1	0	0	1	0
Other	5	2	0	0	1	0	0	0
Inadequate guidance from psychology regulatory bodies	3	7	4	2	3	0	0	0

Note. $N = 50$. Respondents could rank between 1 or more options.

^a*List resources needed:* compensation for time needed to adapt courses; funding for digital tests; empirical support for reliability and validity of tests adapted for virtual administration; personal protective equipment; cleaning supplies for test materials; larger testing space; equipment for digitized test administration (iPads; document camera; software licenses); privacy compliant videoconference options.

^b*Specify how:* online meetings not conducive to participation or addressing sensitive issues with students on internship; ethical issues in sharing clinical materials remotely; restricted access to required test materials on campus; lack of clear information impedes planning; lack of consistency in regulations across disciplines; pressure to move all course components online; inadequate knowledge of clinical service needs; students not permitted to do practicum work.

^c*Specify:* inadequate time to transition to online teaching; safety risks to faculty/staff/students/clients; ensuring students have appropriate materials; how to convert from hands-on to online teaching; validity threats related to need for personal protective equipment; copyright issues for digital materials

Table S2*Concerns Related to Teaching in a Modified Format: Frequency of Rank Ordered Responses from Most to Least Important*

	1 Most Important	2	3	4	5	6	7	8 Least Important
Ability to effectively meet original course objectives	15	12	4	5	2	0	0	0
Ability to adequately prepare students for clinical practica	13	12	10	3	2	0	0	0
The potential of modifying teaching of standardized tests/threats to assessment validity	10	8	14	3	2	0	0	0
Health safety risks to myself, trainees, and/or clients/patients	8	1	2	4	2	2	0	0
Security risks related to using videoconference software or other digital teaching tools	2	5	6	5	4	2	1	0
Copyright infringement issues related to providing digital test materials to trainees	1	4	4	7	4	4	0	0
Other ^a	1	0	0	1	0	0	0	0
I will not be teaching in a modified format	0	1	0	0	1	0	1	0

Note. $N = 50$. Respondents could rank between 1 or more options.

^a*Specify*; maintaining equity in assessment training experiences.

Table S3

Barriers to Effectively Carrying Out Clinical Training and Supervision: Frequency of Rank Ordered Responses from Most to Least Important

	1 Most Important	2	3	4	5	6	7 Least Important
Clinic or clinical service closures	32	17	6	1	1	0	0
Students are restricted from training on-site	19	17	5	7	2	1	0
Inadequate resources ^a	15	14	16	2	1	2	0
Other ^b	12	1	0	1	1	0	1
Lack of competence in tele-psychology methods	11	13	14	8	5	0	0
Inadequate guidance from psychology regulatory bodies	10	8	9	6	5	2	0
Inadequate guidance from institutional authorities	8	14	5	7	3	1	0

Note. $N = 107$. Respondents could rank between 1 or more options.

^a*List resources needed:* personal protective equipment; plexiglass; cleaning supplies for test materials; access to computerized tests; equipment for digitized test administration (e.g., iPads, videocameras, microphones, document cameras, laptops, access to remote network); technology for students to work remotely; larger testing space; delays in accessing required technology (e.g., videoconference software); tests with appropriate tele-health normative data; procedural guidelines; restricted access to hospital site due to limited PPE; limited staff due to redeployment; published/standardized tests designed for remote administration.

^b*Specify:* No responses provided.

Table S4*Concerns Related to Clinical Training and Supervision in a Modified Format, Rank Ordered From Most to Least Important*

	1 Most Important	2	3	4	5	6	7 Least Important
Ability to effectively train and evaluate students on standardized assessment methods/threats to validity	40	29	9	3	1	0	0
Health safety risks to myself, students, and/or clients/patients	28	15	9	7	4	1	0
Ability to adequately prepare a modified course curriculum in a short period of time	12	12	19	3	4	0	0
Ability to adequately prepare students for subsequent clinical practica or internship	11	28	18	8	0	1	0
Security risks related to using videoconference software or other digital clinical tools	6	6	8	15	6	0	0
I will not be training and supervising students at this time	6	0	0	0	0	2	0
Other ^a	4	2	3	0	0	0	1

Note. $N = 107$. Respondents could rank between 1 or more options.

^aSpecify: difficulty managing group processes among trainees in a virtual format; older adults having less access to technology; ability to adequately address client/patient needs; unable to see client/patients; ability to meet student training requirements for direct patient hours; lack of supervisors; potential for second wave; reduced demand for assessment services.