

Scholar-practitioner model and the opportunity to have hand on experience in clin...

[Psychology](#)



of Affiliation: Psychology scholar-practitioner model and the opportunity to have hand on experience in clinical psychology Scholar practitioner model also called the Vail mode, a name taken after the 1973 Vail conference on professional Training in psychology that realized its first articulation. This model, which is a professional doctoral degree, seeks to train students in the area of clinical practice, and entrants earn doctor of philosophy, PsyD, degrees after a successful completion. During the course students, get knowledge on application of scholarly findings to practice as well as to be consumer of research.

The counseling centre serves as the main body that admits interns from APA recognized program in clinical and psychology. This follows the believe that by this time, they posses vital skills that will help them think critically and evaluate the proceedings of research based knowledge using the broad base of practical experience. Although students are not supposed to carry research in the course of their internship, they are encouraged all through the year to grow and make use of their critical thinking skills, their capability to analyze novel research discoveries as a basis for clinical interventions, and the information they have on scientific literature. To realize these goals, the centre develop strategies such as , use o9f case assignments, mentoring and modeling, internal and external rotation, training seminars, individual and group supervision, formal and informal consultation, in-service training, assigned readings and attendance at professional workshop and conferences.

With regard to the training staff of the USF Counseling Center

conceptualization, practitioner -scholar model is inline with the mutuality of

science and practice (Hoshmand and Polinghorne, 1992). Here, psychological practice is stated as a human practice psychological science as being a human practice and psychological practice as a human practice, a factor that helps to emphasize the significance of the development of reflective skill in psychology practice. In an attempt to attain the goals of this model, these processes are strongly encouraged in the counseling centre by means of modeling, supervision, and mentoring. This is done as a way of integrating the practice and scientific functions making the professional training.

According to the proposal laid by Hoshmand and Polinghorne, “ practice forms the locale for knowledge growth via practical reasoning progression and for the realistic assessment of knowledge claim”. In this case, the model allows an expert practitioner to assess continually the fit of scientific Knowledge to the demands of practice. To develop better results trial and error method is used to modify the construct systems to produce new understanding.

Five stages are employed to assist in the acquisition of the practice knowledge. During the first stage, also called novice stage, the basis of knowledge is essentially external to the practitioner, and practice involves application of the procedures and rules resulting from academic training. In the last (or expert) stage, the basis of the knowledge is primarily the practitioner’s experience, and practice requires drawing from the earlier understanding to the exclusivity of a particular clinical situation. Such is the case that expert knowledge forms a contextualized and dynamic understanding that is an outcome of the relations of cognitive patterns with the environmental cues. As one gains more insight reflective thought and

professional experience, mental designs are revised and attuned. Research has it that, individuals tend to change from thinking with their patterns to - cognitive consciousness as they engage themselves in reflection.

Reference

Hoshmand, L. T., & Polkinghorne, D. E. (1992). Redefining the science-practice relationship and professional training. *American Psychologist*, 47, 55-66.