Professional Psychology at
TheChicagoSchool®

CLINICAL PSY.D. PRACTICUM TRAINING MANUAL
2023-2024
(Effective August 28, 2023 until replaced by an updated edition)

Office of Placement & Training DC Campus-Clinical Psy.D. Program
(OPT DC Campus- Clinical Psy.D.)

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The Clinical Psy.D. Program at The Chicago School in Washington, DC is accredited by the Commission on Accreditation of the American Psychological Association

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

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American Psychological Association
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IMPORTANT OPT DATES FOR THE 2023-2024 Training Year

Due Date	Form/Item	Submit To
Early July – Mid September	**Due: Submission of Training Agreement**. All students are required to complete training agreements with their site supervisor <u>no later than two weeks after the start of practicum.</u> Students must submit training agreements for each site (primary and supplemental, if applicable).	Tevera Database
September 22nd	**Due: Training Agreement.** Final submission date for training agreements between student and site supervisor. If training agreements are not submitted then students will be removed from practicum sites.	
October TBD	**First Year's Mandatory Practicum Meeting:** (*for 2023-2024 first year students*) An Overview of practicum requirements and the application process	DCT/ADOT
Early – Mid November	Mandatory **PRACTICUM Orientation** (days to be announced for all cohorts)	DCT/ADOT
November TBD	**First Year's Mandatory Practicum Meeting:** (*for 2023-2024 first year students*) An Overview of the Training Database, Forms and Content	DCT/ADOT
November TBD	**Practicum Fair**	
December 1st	**Due: Site Preference list completed in Tevera, by 5:00pm.** All students applying for practicum for 2023-2024, should have reviewed the sites within the OPT database and listed their top preferences of sites to apply to.	Tevera Database
December 8th	**Due: Fall Evaluation/Hour Log.** All current practicum students are required to complete the Evaluation/Hour Log with their site supervisor at each practicum site (primary and supplemental, if applicable). It must be reviewed and signed by the student and supervisor(s) in OPT by 5:00pm on the posted deadline. Seminar leaders will also submit seminar evaluative ratings (same document) by the deadline.	Tevera Database
Early December – Early January	Begin to identify and formally request letters of recommendation from chosen letter writers.	LOR Writers
Month of January	Update CV to reflect current practicum, (if applicable), and any new employment position, TA positions, research, or	

	publications/presentations	
January TBD	Students will receive notification from DCT/ADOT of their approved practicum	
Late January – Mid-February	**2023-2024 Practicum Applications are due to sites**	Practicum Sites
Mid-February – Mid-March	**Practicum Interviews.** All students should notify their director of training when they have received an offer to interview at a practicum site	DCT/ADOT
The months of March & April	**Practicum Placement Notification Begins.** All students should notify their director of training when they have received a practicum offer and when they have accepted an offer.	DCT/ADOT & Tevera
April 23	**Practicum seminar leader evaluations due.** Seminar leaders will submit seminar evaluative ratings. Spring seminar grades will not be updated until the practicum has concluded and all other documentation is complete.	Tevera Database
The months of May-August	**Due: Final Evaluation/Hour Log**. All current practicum students are required to complete the Final Evaluation/Hour Log with their site supervisor at each practicum site (primary and supplemental, if applicable). It must be reviewed and signed by the student and supervisor(s) at the end of the practicum placement.	Tevera Database

COMMON CLINICAL TRAINING ACRONYMS

AAPI	APPIC Application for Psychology Internships
ABD	All But Dissertation
ADOT	Associate Director of Clinical Training
ADP	Academic Development Plan
ASPPB	Association of State and Provincial Licensing Boards
APA	American Psychological Association
APPIC	Association of Psychology Postdoctoral and Internship Centers
BBS	Board of Behavioral Sciences
CANVAS	Web-based portal for on-ground courses and campus resources
CCE	Clinical Comprehensive Exam
CV	Curriculum Vitae
CoA	Commission on Accreditation
DCT	Director of Clinical Training
E-Portal	Online attendance and grading
IP	In Progress (grade)
GPA	Grade Point Average
LOR	Letter of Recommendation
MAIC	Mid Atlantic Internship Consortium
NCSPP	National Council of Schools and Programs of Professional Psychology
NMS	APPIC online match organizer and host ("National Matching Service")
OPT	Office of Placement and Training (DCTs)
OPT Database	Web-based database that contains training profiles of all practicum sites and where students submit training-related paperwork through the end of the 2021-2022 training year
PPE	Professional Performance Evaluation
SAC	Student Affairs Committee (Institutional Disciplinary Body)
SAC-CP	Clinical Program Student Affairs Committee (Departmental Disciplinary Body)
SAP	Satisfactory Academic Progress
SoA	Standards of Accreditation
Tevera	Web-based database that contains training profiles of all practicum sites and where students submit training-related paperwork effective as of August 2022
UAD	Universal Acceptance Date

INTRODUCTION

The Clinical Psychology Psy.D. Program bases its training on the practitioner-scholar model of education, integrating core competencies informed by the educational model of the National Council of Schools and Programs of Professional Psychology (NCSPP; Kenkle & Peterson, 2009) and the Standards of Accreditation (SoA) of the American Psychological Association (APA) Commission on Accreditation (CoA). The Program's training is a progressive approach to graduate psychology education, which includes social engagement, multicultural training, and service to the community. The core competencies of our program include: Research, Individual and cultural diversity, Social justice, Ethical and legal standards, Professional values, Attitudes and behaviors, Communication and interpersonal skills, Assessment, Intervention, Consultation and interprofessional/interdisciplinary skills, and Supervision. Accordingly, the school believes that quality practicum training is essential to the process of becoming a competent practitioner of clinical psychology.

The Office of Placement and Training (OPT) includes the Director of Clinical Training (DCT) and Associate Director(s) of Clinical Training (ADOT). The DCT and ADOTs have expertise in the area of clinical training. The Department, DCT, and ADOTs are committed to serving the mission and philosophy of The Chicago School by:

❖ Providing support, guidance, and mentorship to students, faculty, and site supervisors around all aspects of professional training;

❖ Developing and maintaining a sufficient number of high quality training sites for students, with an emphasis upon creating opportunities for students to serve the underserved, diverse populations, and the local community;

❖ Utilizing progressive assessment strategies to assess and subsequently improve student performance and learning at their training sites;

❖ Coordinating and overseeing the placement of students seeking to fulfill the training requirements of their academic programs;

❖ Assisting in the development of a training plan that meets students' goals and career aspirations.

OVERVIEW & RATIONALE OF PRACTICUM TRAINNG FOR CLINICAL Psy.D. STUDENTS

At The Chicago School DC campus, students are required to participate in three years of organized, sequential, and well-supervised practica that increasingly expose them to the range of roles and responsibilities of a clinical psychologist. All practica are an extension of the student's academic coursework and are defined by an annual training agreement that details such things as supervisory contact information, duration of training experience, available clinical activities, and methods of evaluating the student's performance and the site's training program. When engaged in practical training, Clinical Psy.D. students are enrolled concurrently in a consultative Practicum Seminar course that is facilitated by program faculty.

It is important to note that the Clinical Psy.D. program has a history of a discrete clinical training model. Traditionally, the Basic (Diagnostic) Practicum training experience is considered to be the primary opportunity for students to gain intensive exposure to and training in psychological

testing and integrative report writing. Likewise, the second year of training, the Intermediate Practicum training, is considered the principal opportunity through which students gain intensive exposure and training in various therapeutic modalities. Lastly, the advanced practicum, which is the third year of training, provides opportunities for students to engage in more integrated and complex assessment and/or therapy services. While the different practica (Basic, Intermediate, and Advanced) tend to focus on one area of practice (therapy vs. assessment), it is not uncommon for sites to provide an integrative experience that provides opportunities for both therapy and assessment.

All students are required to complete three semesters each of Basic, Intermediate, and Advanced Practica. The first three-semester practicum (Basic) sequence is focused on administration, scoring, data interpretation and report writing as well as developing rapport with clients, developing proficiency with diagnostic interviewing, differential diagnoses, developing case formulations and beginning to understand how to implement treatment and evaluate its outcomes. The second three-semester (Intermediate) sequence is focused on strengthening case formulation skills, understanding how to identify, implement, and appropriately modify evidence-based interventions, understanding how to evaluate treatment outcomes and implementing relapse prevention strategies. The third three-semester (Advanced) sequence enables students to work with specialized populations and begin to develop a specialization. **All practica require supervision offered by the practicum site, as well as small group seminars offered by the school. Training experiences follow academic preparation and are overseen by the training program.** While some practicum sites do not provide training for a full 12 months, it is a requirement of the program that students be enrolled in practicum seminar for the full 12 months. Even if the student is not currently gaining experience on site, the seminar provides further instruction and growth in the area of case conceptualization and case presentation.

For a detailed description of the model, including an elaborated description of practicum training goals and objectives, please see Appendix A.

Disability Statement / Accommodations:

The Office of Placement & Training (OPT) is committed to actively working with and supporting students to ensure equal access to training. Requests for accommodation(s) must be approved by the Office of Student Support. Students may familiarize themselves with The Chicago School's Student Rights and Responsibilities policies in the student handbook. Accommodations are not retroactive and do not begin until the student has gone through the interactive request process with The Chicago School's Americans with Disabilities Act (ADA) Liaison team.

It is important to note that a training agency's primary obligation is to *clients;* therefore, OPT cannot guarantee that a training agency will honor accommodations. Accommodations made by The Chicago School do not transfer on to a student's training site and a student will need to apply for separate accommodation within the site's human resources or related department. If you have already received approval for accommodation from The Chicago School, it does not guarantee that you will be granted the same accommodation by your training site.

The Chicago School Directors of Training evaluate training sites to ensure that sites have reasonable safety and training protocols in place to protect The Chicago School community members. Students are expected to follow sites' safety and training protocols and use reasonable judgment at all times while at practicum or internship. If a student believes that a site has inadequate protocols in place or that a site fails to adhere to their protocols, the student should report it immediately to the DCT or their supervisor.

PREREQUISITES FOR PRACTICUM ELIGIBILITY

Who is Eligible?

Prior to the start of the application process, students are required to indicate their intent to participate in the search process. Students must complete a list of potential sites to which they request permission to apply. This form and other forms are located in the Tevera database (a proprietary database designed to track critical training data and manage online forms) by the posted deadline.

There are prerequisites to be eligible for practicum. For <u>all</u> Psy.D students, these are:

❖ A cumulative GPA $\geq$ 3.0 by the end of the Fall Semester for the application year;

❖ Approval of program faculty and the DCT;

❖ Completion or planned completion of required coursework;
    o Before beginning each Practicum, students are required to have satisfactorily completed and received passing grades (i.e., no less than a B-) for the required prerequisites as outlined in their specific Work Program. Student should consult directly with their academic advisor and review the Online Course Guide within the Student Handbook, as each cohort of students may not have the same required course order.

❖ **Advanced Psy.D Practicum** – Before beginning Advanced Practicum, students are required to have satisfactorily completed their **Clinical Competency Exam (CCE), Intermediate Practicum, and Intermediate Practicum Seminars I, II, and III.**

<u>International students</u> – International Students: Please note that it is the student's responsibility to coordinate with International Services and your academic program to ensure that you are adhering to all necessary requirements that will secure your eligibility to go on to practicum. Please find international student resources at https://community.thechicagoschool.edu/internationalstudentservices.

Please note: All Psy.D. students may be withheld from the practicum search and placement processes or removed from their placement, at any time, by the Department Chair or Director of Clinical Training if:

❖ They are no longer eligible to proceed in the process;

❖ There is a significant concern about their professional deportment and/or their ability to meet the demands of practicum training;

❖ They are not in good standing;

❖ There is a significant concern about their professional development and ability to meet the demands of practicum training;

❖ Performance is identified by either the Site Supervisor or the Seminar Leader as unacceptable and significantly below that which would be expected as indicated by a cumulative Practicum Evaluation Rating of "0" in any given domain;

❖ In the event a student receives two or more ratings of "1= Below Novice Level" within any given domain on the practicum evaluation form, this suggests that the student is performing below the expected level and an Academic Development Plan may be established to support the student's development.

❖ In the event a student did not successfully pass a prior practicum placement.

PRACTICUM SITE REQUIREMENTS

Psy.D. practicum training sites are rigorously evaluated by OPT. These sites must: articulate a training philosophy; demonstrate a clear treatment approach; and have <u>at least one</u> *doctoral-level licensed psychologist* who is qualified to supervise practicum students. All practicum training experiences must include:

❖ 9 – 12 months unpaid (i.e., hourly wage, fee for service, etc.) placement on-site;

❖ 16 – 24 hours of training per week on-site;

   o No more than 50% of practicum-related activities (direct patient contact, report writing) may be engaged in remotely/off-site. If the practicum student engages in tele-mental health services with patients, the site supervisor is responsible for ensuring that the location in which the student is providing services is within the supervisor's licensing jurisdiction(s).

❖ A <u>minimum</u> annual total of at least 600 hours on-site;

❖ 40-60% (at least 240 hours) of the total time on site must be spent providing direct services to clients;

❖ Though not required, many sites also offer additional learning experiences and training activities, such as grand rounds, case conferences, didactics, program development, and/or professional presentations. Students are expected to attend and participate in any additional learning experiences and training activities as indicated by their clinical supervisors or the site's policies.

❖ Direct Observation is required by the Commission on Accreditation and must occur at least once per semester by the immediate supervisor responsible for the activity or experience being evaluated;

❖ 2 hours of supervision each week, with one (1) hour being individual, face-to-face supervision that must be provided by a <u>doctoral level licensed psychologist</u>. A licensed

psychologist must have supervisory responsibility for the entire practicum experience; however, the second hour of supervision may be provided in a group format or by a licensed allied mental health professional (e.g., LCSW, LPC), or a psychology intern or an individual completing a postdoctoral fellowship who is supervised by a licensed psychologist. Due to LGPC and LGSW being provisional licenses, the second individual supervisor cannot be a LGPC or LGSW.

- o No more than 50% of supervision may be telesupervision. Any telesupervision must be via a synchronous audio-video format (i.e., Zoom). Phone is not an acceptable method of telesupervision.

*Note: Direct Observation is defined by the act in which supervisors will either view a testing or therapy intervention in progress either in-person, via video or audio recording, live stream, during co-therapy, or live observation (2-way mirror).

**Note: Hours of supervision will <u>not</u> count toward your requirements if they are from staff not licensed or license-eligible in the field of mental health.

***Note: Some sites provide clinical training where the 40-60% direct hours are not possible; thus these students need to discuss this during the training agreement review with their site supervisors and these students must meet with the DCT or ADOT to have a plan in place.

*Please refer to Maryland, Virginia, or the District of Columbia's Board of Psychology website if you have any questions about a specific supervisor's credentials.

- DC
- Maryland
- Virginia

The amount of supervision required is related to the number of hours the student is engaged in service-related activities. Thus, if a student is engaged in a 16-hour per week practicum, involving eight (8) hours per week of service-related activities, including four (4) hours of direct, face-to-face patient/client contact hours then, for the sake of public protection and effective learning, the student would be required to receive two (2) hours of supervision.

Maryland has altered this somewhat; it requires 2 hours of individual, face-to-face supervision for every 20 hours of experience, plus 2 hours of "other learning activities" (for example, case conferences, seminars, co-therapy with staff, group supervision). Since students can now use pre-doctoral hours towards licensure in Maryland, it is recommended that students seeking to become licensed in Maryland give preference to sites that meet the Maryland regulations so that the hours can count toward licensure. The trend towards pre-doctoral hours counting towards licensure is expected to spread across states, as recommended by the Association of State and Provincial Psychology Board. Students are encouraged to consult the requirements for any state in which they intend to be licensed.

Specific Note on Basic(Diagnostic) Practicum:

Students that go on Basic (Diagnostic) Practicum are **required** to complete **at least 8 full batteries with integrated reports.** If you do not complete the 8 batteries with integrated reports by the end of the training year, **you will not obtain a passing grade (i.e., credit) for your training year.** Some students fall under the impression that if they do not get the 8 batteries, they will be

permitted to complete them at a different time in their training. This is **not** the case.

*Note: Consistent with APPIC language, "an integrated testing report is defined as: a report that includes a review of history, results of an interview and **at least two psychological tests from one or more of the following categories:** 1. personality measures (including aptitude, interest inventories, symptom inventories, objective, or projective measures), 2. intellectual tests (including measures of achievement), 3. cognitive tests, and 4. neuropsychological tests." Please note that checklists or symptom measures, such as the BDI or SCID-IV, do not count within these categories. They may be present in the assessment, but do not count toward the required measures listed above. Additionally, it is preferred, but not required, that the two psychological tests come from two different categories. However, given particular client populations, one category with two tests will suffice.

EXPECTATIONS FOR THE APPLICATION PROCESS

This is an opportunity for students to develop and refine employment search skills. Therefore, we have established several professional behavior guidelines:

1) **Tevera Database:** Students who are applying to practica will have access to the Training Database. Students will have access to sites for which they are eligible to apply. For example, Basic Practicum sites will only be viewable to first year students. Each student applying to practicum will receive a username and password to access the database. Students will be able to research practicum sites accepting applications from The Chicago School DC campus students, download and submit all forms required of students, list sites to which they wish to apply, and track training hours, once placed. The Database will also contain important information regarding the practicum search process, site closures, newly developed sites, recent changes to contact information, etc. Students should check the Database daily during the practicum search process to be sure they are up-to-date on the latest information. It is the Training Department's goal that the Database will enhance and streamline a student's practicum application process and eliminate paper submission of forms as each student will have their own account that will store all necessary information. The Chicago School owns the information contained in the Database, and students are strictly prohibited from disseminating it in part or in whole to anyone outside the institution. We do our best to ensure that information contained within the Database is up-to-date; however, we are not always apprised of changes as they occur. In the event students identify information that is inaccurately noted in the Database, it is requested that such information be reported to the DCT as soon as possible to allow the department to make changes.

2) *Correspondence*. All practicum applicants are expected to maintain consistent contact with the DCT and ADOT.

   Email: In order to support and assist you in successfully securing a field placement, you must remain in active communication with OPT. OPT will provide you with a significant amount of information, general as well as personalized. The DCT and ADOTs will primarily communicate with students via their "@thechicagoschool.edu" email accounts. In the professional world, e-mail is used as the primary mode of communication. Therefore, it is something that professionals must check **daily during workdays**. This will also be the method of communicating late-breaking information regarding the practicum search process, recent changes in site contact information, helpful tips, answers to commonly asked questions, etc.

   Proactive Approach: The Department of Clinical Training and the Psy.D Department, particularly your training director and/or Department Chair, expect that you will correspond with us about important information at your earliest possible convenience. Knowledge of your status throughout the practicum search process allows us to proactively address concerns and identify areas where additional support is needed. If you wait too late to inform your training director of any difficulties you may be experiencing on practicum, then we may be unable to provide substantive support within a timely manner to ensure that your training trajectory is not impacted in a negative manner. Consequently, students are strongly encouraged to seek advisement early and often.

If you fall out of communication with your DCT and/or ADOT, they will: involve your academic advisor and the Department chair; may require you to prepare a written petition explaining the circumstances behind your non-compliance and asking for reinstatement (also obtain your advisor's signature endorsing your petition); may require you to meet personally with a member of the training department.

3) *Deadlines*. There are a number of steps that students must take to initiate and participate in the search for a practicum. It is critical that students complete all necessary paperwork **by the posted deadlines**, to not only remain in the practicum search process, but also because it demonstrates professionalism.

If you miss a deadline, you will need to: prepare a written petition explaining the circumstances behind your non-compliance and asking for reinstatement (also obtain your advisor's signature endorsing your petition); meet personally with a member of the training department, if required.

4) *Etiquette*. As a practicum applicant, you represent not only yourself but The Chicago School and the wider population of professional psychology graduate students. Positive impressions go a long way, while negative impressions will undermine your candidacy, as well as the reputation of The Chicago School. Professional etiquette includes, but is not limited to:

   o Submitting materials in a neat and timely fashion;
   o Politely interacting with EVERYONE involved in the process (at the sites, as well as at The Chicago School);
   o Representing yourself in an accurate manner;
   o Attending all interviews you schedule;
   o Complying with application and offer timelines; and
   o Responding in a timely manner and professionally to requests for information or additional contact.

*Note: If you suspect that you may have violated search process etiquette, bring the matter to the DCT or ADOT in the Clinical Psy.D Program as soon as possible. Student etiquette violations could potentially damage relationships between the site and the school. If you believe that a site has violated a rule or somehow treated you unfairly, immediately seek consultation, guidance and support through your Practicum Seminar Instructor, DCT and/or ADOT, and/or your Advisor.*****

CLINICAL TRAINING FORMS FOR THE PRACTICUM APPLICATION PROCESS

The Training Department requires several forms and documents to be completed and submitted during the practicum application process. This allows the Training Department to keep track of students in the search process. Students are **strongly encouraged** to save electronic versions or make photocopies of all forms for their personal records prior to submission. In the event a student experiences technical difficulty, students are expected to obtain the forms from the Training Department, complete the forms electronically, and submit them via email to the DCT or ADOT by the posted deadlines.

HOW DO I FIND PRACTICUM SITES TO APPLY TO?

When researching practicum opportunities, it is important to remain flexible. Think about challenging yourself by considering a training experience in an area that you have no previous experience. Remain open to new opportunities and consider the strong generalist base that is necessary before one can specialize.

Another important factor to consider when selecting sites is position competitiveness. Practicum positions vary in terms of their competitiveness. Position competitiveness is not necessarily an accurate measure of training quality; rather name recognition, geographic location, accessibility by public transportation, and the number of applications that a site is willing to receive more directly influence competitiveness level.

Students are encouraged to **create a balanced list of sites** to which they want to apply. Specifically, students are encouraged to research and select training programs that are: located throughout the Washington, D.C. Metropolitan area, including Maryland and Virginia, housed within different settings (e.g., school, community mental health center, hospital, etc.); and that serve diverse populations related to their clinical interests (e.g., some child and some adult sites).

Importantly, OPT is committed to assisting you in your efforts to secure a practicum. Additionally, there are several other good sources of information to assist you in your search, including:

- o   The Training Database;
- o   Fellow students who have already completed a practicum;
- o   Your assigned training advisor;
- o   Online resources, such as a site's own website.

Office of Placement and Training Database (OPT Database)
The Training Department maintains an interactive database of practicum site information that is available on the internet portion of the school's website. Students are encouraged to search the database as much as they like to identify sites of interest

The database is a Chicago School community property and responsibility, and an updated database is to the benefit of all The Chicago School students. OPT DC Campus- Clinical Psy.D. annually requests that sites provide us with the most current information about the training programs. We also are in contact with sites throughout the year. **However, sites are often changing and, unfortunately, sites may not inform OPT DC Campus- Clinical Psy.D. of these changes.** Students who are currently placed or searching may be the first to hear of these changes. Therefore, **it is imperative for students to let your assigned DCT or ADOT know of errors found in the database as soon as they are discovered.** This can be done by sending an email. Once the DCT or ADOT has confirmed the change of information with the site, the information in the database will be updated accordingly. If you have technical questions, please contact Tevera's helpdesk first. If that does not resolve the issue, please next contact the National Manager of Tevera Student Records and Data, Tim Downing, at opt@thechicagoschool.edu.

The Tevera Training Database is accessible by The Chicago School faculty, students, and site supervisors. Students and supervisors have access to pertinent areas of the training database. This serves as a one-stop-shop for all training documents, site information, and other practicum training needs. The Database facilitates aspects of training in several ways:

1)   Supervisors have the ability to update information regarding their own sites. The

Training Department will continue to reach out to sites to facilitate this process. Additionally, students are still encouraged to contact OPT DC Campus- Clinical Psy.D. when they become aware of any changes, including, but not limited to: supervisor, facility location, or contact person.

2) Students have access to all of their training documents through this electronic medium.

3) Site supervisors and students can review, complete, and sign forms electronically online.

Please keep in mind that The Chicago School owns the information contained in the database, and you are strictly prohibited from disseminating it in part or in whole to anyone outside the institution. **Sharing practicum site information with any non-Chicago School party will result in an immediate referral to the Student Affairs Committee.**

Information from Fellow Students

Fellow students are often a great source of information about practicum sites. Keep in mind that an individual student's perspective is just that (i.e., a personal opinion). Therefore, look beyond broad, categorically positive or negative statements about a particular site; instead, ask specific questions about what types of trainees would do well at a given site and who would not, the types of activities available to trainees, the climate of the site, etc. Accurate site appraisals only stem from numerous points of evaluation (e.g., site information, fellow student opinion, faculty or OPT input, and, most importantly, a personal review of the site during an interview).

DCT/Student Meetings

Students applying for practicum **must** meet with their assigned DCT or ADOT at least once each term in order to review their clinical interests, training goals, and possible career trajectory. Student are also encouraged to meet with their DCT or ADOT to discuss possible practicum sites for the subsequent training year. Prior to this meeting, students should review the online database as described above. For your meeting, bring a list of the sites in which you are interested (approximately 10-12 sites), a copy of your curriculum vitae, a sample cover letter, and a writing sample (which some sites require as part of your application). You and your DCT or ADOT should review your materials and site choices. Your DCT or ADOT will provide you with information regarding any additional requirements the site may have, their training program, what the site looks for in applicants, and how to improve your application to be a stronger applicant. Schedule a meeting with your DCT or ADOT as soon as possible.

Online resources

Some sites may have a website that advertises it services to the public. Students are encouraged to research the sites online (e.g., Google search) to learn additional information about the history of the organization, its staff and clientele, and the services offered there. This information may complement that which is offered on the Tevera Training Database. However, please be advised that the information may not always complement that which is offered on the database. In the event of any discrepancies (e.g., application deadlines, contact information), please notify OPT DC Campus- Clinical Psy.D. immediately. Students are reminded that they are not to contact any sites unless otherwise advised to do so. OPT DC Campus- Clinical Psy.D. will responsibly contact the site in question to verify the accuracy of information. Once verified, the information will be updated accordingly in the database and students will be notified of changes through their The Chicago School email accounts.

SUBMITTING YOUR SITE PREFERENCE LIST TO THE OPT DC CAMPUS - CLINICAL PSY.D.

Based on your interests, goals, strengths, weaknesses, etc., you will narrow down your site selections to no more than 10 sites**.** Once finalized, you will submit your rank ordered *Site Preference List* online in the Tevera Training Database **no later than the posted deadline** (see Important Dates at beginning of manual)**.** In order to be considered for a practicum placement, you must save your list online by the posted deadline. Failure to meet this deadline may result in being delayed or removed from the practicum search process.

<u>How does OPT DC Campus- Clinical Psy.D. decide which sites I can apply to?</u>
The DCT and ADOTs approve applications to sites based on individual situations. Past experience of the student, student training goals and needs, and the number of externs each site accepts is considered in the approval process. It should be noted that the preference is that **students have no more than 3 semesters of placement at private practice sites over the entire course of their graduate school training.**

APPLICATION GUIDELINES AND MATERIALS

While The Chiago School promotes and adheres to the practicum training guidelines and timelines as developed by the Washington Area Consortium, presently it is not a requirement for The Chicago School students to abide by these guidelines. These guidelines have been developed in order to maintain a fair and balanced approach to the practicum search and training process. However, many of the Washington, D.C., Virginia, and Maryland area training sites do not adhere to these policies. It is important to be aware of the guidelines, as many sites do adhere to them as well.

Students should pay careful attention to what each site requires in terms of application materials. **Do not send any more or less application materials than what is asked for by the site, except for a cover letter (i.e., send a cover letter to each site**). Sites commonly require the following:

- ❖ Cover letter
- ❖ Curriculum Vitae (visit the Career Service website for information and tools to generate a CV)
- ❖ Letters of recommendation
- ❖ A copy of your transcript
- ❖ Writing sample(s)
- ❖ Site specific documents, if required (e.g., an additional application form, essay)

INTERVIEWING

OPT will host mandatory information meetings for first year Clinical Psy.D. students in January to talk in detail about interviewing.   If students are particularly concerned about their interviewing style, they are always welcome to consult with the DCT and/or ADOT. In the meantime, keep in mind the following general guidelines about the interview process:

Interviews can be offered any time between the end of January and the end of March, with some interviews extending into April and beyond.

When you are called and offered an interview, accept it graciously. <u>You are strongly discouraged from declining any interview opportunity.</u> Each interview will provide you with

another chance to practice and hone your interviewing skills, learn about the current professional market, and develop professional relationships. When scheduling interviews, be sure to confirm the date, time, and location of your interview. Ask about special parking instructions or directions to the location of the interview.

When you accept and schedule an interview, YOU MUST ATTEND THAT INTERVIEW. It is unprofessional and impolite to cancel an interview on short notice, after business hours, or on voicemail or email.   If OPT DC Campus- Clinical Psy.D. learns that you failed to show for or cancelled an interview without DCT and/or ADOT approval, you could be referred for an Academic Development Plan (ADP). However, and in some instances, such as illness or emergency, it may be necessary to reschedule an interview. Please consult with the DCT or ADOT to further discuss how to address these situations.

If you accept an offer at a practicum site and still have interviews scheduled at other sites, you should discuss ways to proceed with the DCT and ADOTs. You will be required to professionally cancel your scheduled interview to be mindful of the time of site supervisors and their commitment to clinical work. Together with the DCT and/or ADOT, the student will determine the best way to communicate with the site that the interview will be cancelled.

Before each interview, review the Tevera Training Database information about the site. During the interview, and when asked if you have any questions, be sure to inquire about: the number of batteries typically completed during the training year; if you will have the opportunity to provide any psychotherapy services, such as individual or group therapy, to clients. Interviews also provide an opportunity to network with future employers, and to develop your professional identity in the community.

After the interview, it is a professional courtesy to send a very brief thank you note to sites for taking the time to consider you and your application. This note should **NOT** go into detail about your interests, raise new questions, etc. Keep it "short and sweet," while succinctly highlighting your interest and perception of a good match between you and the site. If you have communicated with a Practicum Site Training Director by email, you may send an email to thank them. If you have only communicated with the site by phone, draft a thank you note and send it by post.

POTENTIAL RESPONSES TO AN OFFER

Upon receiving an offer, students have one of three choices: (1) accept, (2) reject, or (3) "hold" the offer.

Accepting an Offer
Once you verbally, or in writing, accept an offer, you are bound to that "match." Under **NO** circumstance can you accept another offer. Rather, you should call every other site at which you interviewed and inform them that you are no longer a candidate for their position. Explain that you remain very interested in working with them in the future. This will help to keep bridges intact should you decide to pursue an additional professional relationship in the future. More likely than not, sites will remember your courtesy and the sincerity of your interest. Similarly, they will remember any lack of courtesy or unprofessional conduct (i.e., it's a very small training world).

Please remember that you are an ambassador of The Chicago School, thus your actions in the practicum search process reflect not only upon yourself, but The Chicago School and your peers. If, at any point after verbally accepting an offer, you fear that you have made the "wrong choice" you are **NOT to contact the site directly**. Because your verbal acceptance is a binding agreement between you and the site, you should immediately contact the DCT or ADOT.

Please contact your assigned director of training immediately after accepting an offer. **The Training Department needs to know WHEN you were offered the position, when you accepted the position, as well as WHERE you are going.** When all of your responsibilities are fulfilled, go out and celebrate!

Rejecting an Offer
If you reject an offer made by a site, either verbally or in writing, this too is binding. The site is free to extend that offer to another student, and students are free to accept another offer. Please be polite when rejecting an offer. Also, be thoughtful when rejecting a site; understand that you may not have other offers immediately available to you. If you reject an offer you should be prepared to re-enter the search process, including re-sending application materials, going on additional interviews, and/or potentially developing your own training site.

Putting a Site On-Hold
Academic institutions do not dictate the time allowed for students to "hold" an offer; rather, sites determine the conditions of their offers. In this model, sites can determine if they want an "answer on the spot," or if they will allow a period of time during which the student may consider the offer.

GUIDELINES GOVERNING WASHINGTON DC AREA CONSORTIUM SITES

Some training sites abide by the Washington DC Area Consortium of Doctoral Programs guidelines. Please check the site's detail page on the OPT database or the site's website to find out whether the site does or not. If students apply to these sites, they are also bound to adhere to the Washington DC Area Consortium deadlines and rules governing site offers and acceptances. The following section only applies to Washington DC Area Consortium sites (please see above for guidelines regarding non-Washington DC Area Consortium sites).

Washington DC Area Consortium Offers
Offers of practicum placements can be made prior to Universal Acceptance Date (UAD), which falls on **TBD.** Students can **hold only one offer at a time**, and if they receive more than one offer prior to UAD, students will decline offers of their lower ranked externships as soon as possible.

Acceptances of practicum positions can only begin at **9:00am on TBD** (UAD). Students **CANNOT**, under ANY circumstance, accept a consortium practicum offer prior to 9:00 a.m. of the consortium's UAD. Sites have been notified that you cannot accept before that time and have been strongly encouraged to not make any formal offers before that date. However, The Chicago School cannot control when sites make their offers. Nevertheless, you must abide by the consortiums rules about offer acceptance. **If OPT DC Campus- Clinical Psy.D. learns that a student accepted a consortium offer before the consortium UAD, the practicum offer will be considered void, the practicum site will be notified that the student was not permitted to accept, and the student will be referred to the Psy.D. Clinical Program Chair, OPT DC Campus- Clinical Psy.D., and possibly Student Affairs Committee (SAC) for disciplinary action.** This policy has been created to give students a reasonable amount of time to consider all their practicum opportunities while limiting sites' ability to pressure students into decisions they may later regret.

Students must decide on offers they receive after 9:00 a.m. on UAD **within one hour** up until 5:00 p.m. Students who receive an offer before UAD have until 9:59 a.m. on UAD to accept/decline the offer and inform the externship director as soon as possible. Externship directors cannot rescind an offer they made to a student prior to UAD or move to the next student on their list until after 10:00 a.m. on UAD. Failure to respond as outlined in the UAD procedures may mean the site moves on to the next student on their list. Externship offers made after 4:00 p.m. carry over to the next weekday at 10:00 a.m. Please refer to the DC consortium website for a more detailed explanation of the guidelines at https://psychpracticum.gmu.edu/consortium-guidelines/.

WHAT IF I DON'T GET AN OFFER ON UNIVERSAL ACCEPTANCE DAY OR BY APRIL 1ST?

If you have not placed by Universal Acceptance Day or by April 1st then contact your assigned DCT or ADOT.

OPT and the Clinical Psy.D. department expect that all unplaced practicum students will:
- remain in active and consistent contact with the DCT and/or ADOT;
- seek consultation from training directors and academic advisors;
- network with professors, mentors, peers, etc.;
- apply to as many available positions as possible;
- brainstorm alternative ways to manage factors that may be complicating search efforts, such as lack of personal transportation;
- learn about the site development process;

It is important that all students secure their practicum site **before registering for Fall courses** so that they can better plan their course and practicum schedules. At the latest, all students should secure a practicum position by **the 1st week of the Fall semester**.

WHILE ON PRACTICUM: CLINICAL PSY.D. POLICIES

Ethical Responsibilities & Professional Deportment
Students are expected to engage in professional, legal, and ethical behavior at all times and to follow the ethical guidelines set forth by their discipline's regulating body. The applicable code of ethics is the American Psychological Association's (APA) Ethical Principals and Code of Conduct (2003) which can be found at the APA's website (www.apa.org), along with the APA's Specialty Guidelines for Delivery of Services by Clinical Psychologists, and The Chicago School Student Code of Conduct (as written in The Chicago School Student Handbook under Student's Rights and Responsibilities). Failure to adhere to professional codes of ethics, standards of practice, and state laws may result in disciplinary action up to and including dismissal from the program. Each student is held accountable for the knowledge of the Program's and Institution's policies regarding deportment, code of conduct, remediation, and disciplinary actions (see The Chicago School Student Handbook and this manual for more details).

The following are examples of illegal, unethical, and/or unprofessional behavior:

- Acting in a manner inconsistent with ethical or legal guidelines that govern the practice of Psychology;
- Violating City, County, State, and/or Federal statutes;

- Failure to follow OPT guidelines;
- Failure to appear for scheduled practicum events or responsibilities without approval or proper notification;
- Failure to follow practicum sites' policies and guidelines;
- Taking vacation or personal time without approval;
- Taping a client without a properly executed consent and release of information;
- Removal or private use of practicum site property without permission (including but not limited to charting documentation);
- Violating patient confidentiality (e.g., playing a session tape to anyone not included in the consent form, failure to redact personally identifiable information from written or taped materials before seminar presentation, etc.);
- Failure to report a known or suspected incidence of child abuse or neglect, or suspected incidence of dependent/elder abuse or neglect;
- Withdrawing from a practicum for any reason ***without prior permission from DCT or ADOT***;
- Accepting a practicum position and then turning it down for an offer made from another site ***without prior permission from DCT or ADOT*** ;
- Having more than one practicum site on "hold";
- Misrepresenting yourself on practicum applications or during interviews;
- Insubordination with your supervisor and/or training director.

Liability Insurance
The Chicago School provides all enrolled students with professional liability insurance. The certificate of insurance is available in Tevera. As long as students remain active, i.e. enrolled in courses, they are covered by the school's liability insurance. The Chicago School liability insurance policy begins in April of each year. Although you are working under your site supervisor's license, and thus, their liability plan, you must maintain your own liability insurance through the school by being actively enrolled as a student.

Background Clearance
All degree-seeking and ABA certificate students must complete a background check as a condition of matriculation at The Chicago School. Training sites may require a student to submit to and pass an *additional* background check. Students who might reasonably anticipate issues to arise on a background check, even if it does not appear on The Chicago School background check, are advised to consult with the DCT or ADOT prior to practicum or internship search.

If there is any legal reason why you may not pass a background check (e.g., DUI, misdemeanor, etc.) that occurred in the past or recently, please speak with your DCT or ADOT immediately for guidance in these matters as these legal issues can impact practicum placement and even licensure as a psychologist – depending on the gravity of the issue. There are a select few sites that the DCTs will not permit applicants to apply to due to specific site requirements permitting no exceptions to background check issues. Not being transparent and forthcoming with your DCT or ADOT can impact your placement, your program progress, and The Chicago School's public and valuable relationships with trusted practicum training partners.

Enrollment in Practicum Seminar
While on practicum, students are concurrently enrolled in a Practicum Seminar. These seminars provide a venue for student discussion of practicum experiences and opportunities for peer support and professional consultation. The seminar extends and complements the on-site learning process, and it is not a substitute for supervision. The seminar leader and peer group members serve as consultants, not supervisors, to the cases presented in the seminar. As such, when

documenting your training hours, practicum seminar **DOES NOT** count toward group supervision hours, and students must always defer to and follow the instructions of their on-site supervisor. More detailed information about the practicum seminars are provided in respective course syllabi.

Although Practicum Seminar does not begin until August, students are allowed to start as early as July to allow sufficient time to complete training requirements. During this time, OPT DC Campus- Clinical Psy.D. provides oversight in place of enrollment in practicum seminar.

Difficulties on Practicum
If you encounter anything unusual or problematic at your site, and/or if you have any questions, **immediately contact your DCT or ADOT.** In general, the best solution occurs as early as the problem is identified and through informal means. <u>Therefore, the DCT or ADOT will only directly intervene with a site after reasonable attempts have been made by the student to resolve the problem at hand.</u> However, the DCT or ADOT is available to consult with students on an ongoing basis while they attempt informal resolution.

OPT DC Campus- Clinical Psy.D. routinely reviews practicum sites in order to ensure that the training sites provide experiences consistent with the goals and philosophies of the school. Information for this on-going assessment is derived from interactions between OPT DC Campus- Clinical Psy.D. and site personnel, as well as from feedback from seminar leaders and students about their practica experiences. Sites are required to review and update their site information on an annual basis. If a site's training goals change after a training agreement has been made, it is expected that the site will make such changes known to OPT DC Campus- Clinical Psy.D., which will then determine if the site remains eligible to train Chicago School students. **If your practicum site substantively changes its training program any time after you accept a position there, promptly contact your assigned training director to consult**.

When supervisors have concerns about a The Chicago School student, they are expected to clearly communicate their concerns directly with the student, develop specific and effective remediation plans to address the problem in question, and involve DCT or ADOT as necessary and appropriate. **In the event that any sort of informal (e.g., verbally discussed) or formal (e.g., documented) remediation efforts or plans are put in place while you are on practicum, you should inform and discuss this with your assigned DCT or ADOT as soon as possible.**

Conflict Resolution
Over the last several years, OPT DC Campus- Clinical Psy.D. has noted that students and site supervisors often indicate problems in the final evaluation. At that point, there is often little that can be done to remediate the situation. Workplace conflict is common and may create a professional development opportunity; it is your responsibility to consult about these problems and resolve them, if possible. At times, conflict may arise between a site and the student in training, and OPT DC Campus- Clinical Psy.D. makes a concerted effort to work with students to learn and practice conflict resolution skills.

The DCT and ADOT serve as the school's liaisons to practicum/internship training sites, helping to resolve any problems that may occur. If problems arise, we expect that sites will contact the DCT or ADOT at the earliest possible convenience. Similarly, if students encounter anything unusual or problematic at their training site, they should contact both their advisor and the DCT or ADOT immediately. In general, the best solution occurs as early as the problem is identified through informal means. The DCT or ADOT will therefore only directly intervene with a site after reasonable attempts have been made by the student to resolve the problem at hand. Our approach is multi-tiered. We begin by outreaching to students before their practicum training

commences, and specifically through didactic presentations that focus on a variety of issues that may come up on site and/or in supervision. For example, we encourage students to share training goals, be active participants in the supervisory process, and clarify supervisory expectations when in doubt. **For a more detailed description of our multi-tiered approach, please see Appendix C.**

In general, OPT DC Campus- Clinical Psy.D. expects that sites have clearly articulated policies and procedures for trainee selection, supervision, and performance evaluation. Increasingly it is important, for both students and sites, to have documented due process and grievance procedures. Students are encouraged to discuss these procedures with their site upon commencement of their training experience. If they find that their site does not have a formal policy, students are encouraged to begin a dialogue with their supervisor(s) to learn about the site's grievance procedures, as well as contact OPT DC Campus- Clinical Psy.D. OPT DC Campus- Clinical Psy.D. routinely reviews practicum/internship sites in order to ensure that training sites provide experiences consistent with the goals and philosophies of the school. Information for this on-going assessment comes from interactions between OPT DC Campus- Clinical Psy.D. and site personnel, as well as from feedback from seminar leaders and students about their practicum/internship experiences. Training sites are required to review and update their site information on an annual basis. If a site's training goals change after a training agreement has been made, it is expected that the site will make such changes known to OPT DC Campus- Clinical Psy.D. who will then determine if the site remains eligible to train our The Chicago School students. If a practicum/internship site substantively changes its training program any time after a student accepts their offer, they must contact OPT DC Campus- Clinical Psy.D. in a timely manner.

Students demonstrating lack of competency and/or judgment

All clinicians involved in training must address any issues that may arise regarding a student's lack of clinical competency and/or judgment. The Chicago School DC campus faculty have obligations to students as well as the profession and the public receiving services. As "gatekeepers," OPT DC Campus- Clinical Psy.D. occasionally must exercise these responsibilities by preventing unfit students from continuing in the program. Because of the gravity associated with such decisions, recommendations for retention, significant remediation, and/or dismissal from the program require an intensive and individualized formal review. Avoidance of such matters does not serve in the best interest of the student, the school, the profession, or the public.

The Chicago School DC campus' clinical training philosophy rests upon the belief that clinicians must demonstrate academic and clinical competency and that one is not sufficient without the other. Academic competency requires an adequate fund of knowledge plus the conceptual skills to integrate and apply this knowledge to case material. Clinical competency pertains to the ability to accurately assess psychological phenomena, to intervene effectively, and to adhere to legal, ethical, and professional duties associated with the mental health professions. Lack of clinical competency and/or judgment refers to those students who are unable to fulfill the minimal standards of clinical and/or academic competency.

The Chicago School DC campus understands that emotional and/or behavioral problems may underlie lack of clinical competency and/or judgment. If a student believes that accommodations are needed for a psychological issue, the student is responsible for requesting a reasonable accommodation by following the accommodations procedures listed on the school's website. The request will be reviewed and assessed in the same manner as other

accommodations requests, but may require that the school temporarily or permanently remove students from the practicum as a matter of patient safety. Furthermore, such problems only become an academic or training issue when they impact upon a student's ability or potential to become a competent professional. Concerns about a student's lack of clinical competency and/or judgment may be raised by the student, The Chicago School DC campus faculty, or site supervisors. Examples of behaviors suggestive of lack of clinical competency and/or judgment include:

- Any violations of APA ethical guidelines and relevant federal, state, provincial, and other jurisdictional laws and regulations related to the practice of psychology;
- Provision of services beyond one's scope of training;
- Conviction of a crime that directly bears upon the ability to continue training;
- Quality of service delivered that consistently results in negative outcomes for clients;
- An inability to control/manage personal stress, psychological issues, or emotional reactions that interfere with professional functioning and refraining from seeking support from your DCT and/or ADOT;
- Impairments in functioning due to the direct or indirect effects of substance abuse or addictions;
- An inability to acknowledge, understand, or address problematic behavior when identified;
- Significant deficiencies in clinical, academic, or professional judgment;
- Requiring a disproportionate amount of supervision to achieve an acceptable level of competency;
- Lack of demonstrating growth in professional skills through supervisor feedback, remediation efforts, or time in order to reach an acceptable level of competency.

Once a question about a student's lack of clinical competency and/or judgment is raised, OPT DC Campus- Clinical Psy.D. will conduct a comprehensive review of the circumstances according to established institutional policies. All involved parties must respect the student's rights to a thorough and objective review and to self-representation of the facts in question. Details and correspondence about concerns pertaining to a student's suspected emotional and/or behavioral difficulty are kept confidential until a final determination is made. A report of the findings may enter the student's Training File as deemed appropriate by OPT DC Campus- Clinical Psy.D. and/or the department chair.

On the basis of all information, OPT DC Campus- Clinical Psy.D. the department chair, and possibly other The Chicago School-DC faculty will make a final disposition. If the concerns are substantiated in part or in full, consequent actions may include, though are not limited to, any of the following:

- Allowing the student to continue in the curriculum on either a part- or full-time basis according to a remediation plan developed, implemented, and monitored by the school;
- Referring the student to appropriate professional assistance while continuing in the program on a part- or full-time basis with a remediation plan;
- Allowing the student to take a voluntary leave of absence;
- Referral to the Student Affairs Committee-Clinical Psychology for a hearing and possible sanctions;
- Placing the student on a required leave of absence while undergoing required remediation or participation in professional assistance;
- Recommendation to the Dean for dismissal from the program.

Remediation, withdrawals, and dismissals (also see Appendix C)

Students may earn an Academic Development Plan (ADP) when a concern is raised by the Training Department, practicum seminar leader, the clinical supervisor, or the site administration regarding an element of the student's training. These can be concerns that are related to the insufficient demonstration of clinical skill, professional deportment, conduct, and/or interpersonal skills. An ADP is designed to be collaborative and supportive rather than punitive in nature. ADPs are brief, behavioral in nature, and focused on the identified competencies that are outlined in the performance evaluation forms. Parties involved in the ADPs or other remediation plans may include the DCT, ADOT, student, supervisor, academic advisor, or department chair.

The DCT and ADOT will initially attempt to informally and collaboratively remediate issues that are raised about the student and the site's performance. Every effort will be made to act in good faith and to preserve the training experiences for the student and the relationship with the training site. When a concern is raised regarding the site's conduct and policies that remain un-remediable after initial attempts to resolve the issues, the DCT/ADOT may choose to withdraw the student from the practicum placement. Most withdrawals are made early in the training year, are collaboratively determined, and are related to fit or out of protection for the individual student's training experience.

The student trainee may be removed from their practicum or internship site due to: (1) Failure to function in a responsible and professional manner; (2) Failure to adhere to the ethical guidelines for professionals in their specified field; (3) Failure to adhere to the laws that govern whatever state or district in which the trainee is engaging in practicum or internship (e.g., mandated reporting of child abuse); (4) Termination by the site based on failure to adhere to agency policy and procedures or other behavior determined to be unacceptable for a student trainee.

Removal or termination from a placement site due to training issues deemed reasonable by the student's academic department will result in: (1) Referral to the Student Affairs Committee; (2) Failing grade for the seminar course for the term/semester; (3) Any hours accumulated during that semester will not count toward the total placement hours; (4) Repeating the practicum with a new placement site the following training year; (5) The implementation of an ADP; and/or; (6) Removal from the program, depending on the seriousness of the concern.

There are exceptions where a student may be removed or terminated from a site without negative consequences. This is done when it is determined there were extenuating circumstances where the student may not hold full responsibility for the termination of the training contract. Therefore, it is important for students to make the DCT and/or ADOT aware of any concerns as soon as possible. Exceptions are only made after the student makes a case for their desired exception using the Petition for Policy Exception, which is reviewed by the Committee on Policy Exception. Submitting a petition does not guarantee that a policy exception will be granted. All decisions made by the Committee on Policy Exception are final and cannot be overturned or appealed. The policy exception procedure is institutional not judicial, so there is no role for legal counsel.

Repeating a Practicum Course

If a student does not receive a passing grade for the practicum year, they will be required to repeat that practicum and meet all requirements including the minimum amount of time on site (16-24 hours per week for 9-12 months) and minimum hours requirements (240 direct contact

hours and 600 total hours). Students who choose to complete a second Advanced practicum before applying to Internship must complete all requirements of Advanced practicum including the minimum time on site and minimum hours requirements prior to commencing Internship.

Time Commitment to Practicum
The practicum training year runs from the start of the Fall Semester to the end of the Summer Semester. While it is possible some students may start later and end earlier, this will REQUIRE DCT approval AND you are not to begin accruing hours UNTIL you have successfully completed the necessary prerequisites from your previous academic year, including all documentation in the Training Database. However, you may complete a required orientation and the hours accrued may be included on internship applications.

The **minimum** number of total service hours for each practicum experience is 600. However, students cannot leave their practicum simply because they have met this minimum hour requirement. **Remember, students are committed to training at their practicum site for a predetermined period of time that was determined by the site (9 to 12 months depending on the site). A student's contract length is determined by the training objectives of the placement, the mission of the site, and the needs of the clients the site serves.** Requesting to leave the site early due to this reason alone is unprofessional and may cause deleterious impacts for the site, the clientele, and possibly for future The Chicago School DC campus applicants.

For students on Advanced Practicum, it is strongly recommended that they transparently discuss their internship application process at the start of the training year and maintain an open dialogue regarding interview dates and internship start dates. It is important that students are proactive about these discussions with their site. The site is not obligated to permit students extra time for internship interviews and to term their practicum contract early because they have secured an internship. Most sites are very understanding, but it remains professional and in the student's best interest to be actively forthcoming, humble, reasonable, fair, and honest with them. **All Advanced practicum students are required to meet the minimum practicum hours requirements** in order to successfully pass Advanced practicum and begin Internship.

*Note: Students may not begin a new practicum placement before July 1, 2023; cannot conclude a practicum placement before May 15, 2024; and should complete their practicum placements by August 15, 2024 at the latest.

Tracking Your Hours and Activities
It is very important that you closely document all of your hours and activities while on practicum. This helps to ensure that you adequately satisfied and/or exceeded The Chicago School practicum requirements, and you report this detailed information when you apply for internship. The Training Database, Tevera, provides each student with an electronic tracking log that you are required to submit along with your practicum performance evaluations twice a year. While not required, students are also welcome to explore and use various web tracking services, such as Time2Track (www.time2track.com).

Documentation Due While on Practicum
The below documentation is due at various points in the training year. *We strongly suggest allowing two weeks between ending one practicum and beginning the next to allow for documentation to be reviewed by the DCT/ADOTs and any documentation issues to be resolved.* **ALL** documentation from the previous practicum must be completed before starting on site at the next practicum or on site at Internship.

- *Clinical Psy.D. Acknowledgement of Receipt of Practicum Training Manual*
  - *Completed by student by the end of the second week of the semester (September 8, 2023)*

- *Clinical Psy.D. Practicum Training Agreement (including Telehealth addendum)*
  - *Completed by student with input/review from site supervisor*
  - *Due within two weeks of starting the 2023-2024 practicum*

- *Clinical Student Evaluation Form and Student Hour Log*
  - *Completed twice a year by the student, site supervisor, and practicum seminar leader*
  - *The student should complete the hours log; the supervisor should complete the ratings on the supervisor evaluation, review the hours log, and the student and supervisor should discuss before signing. The practicum seminar leader will also complete the ratings on the seminar leader evaluation.*
  - *Students should complete this process with each practicum site (primary and supplemental) they have. Seminar leaders will only complete this for the primary site evaluation.*
  - *The second evaluation is due at the conclusion of the Spring semester from the seminar leaders and within two weeks of concluding the practicum year from the student and site supervisor.*

- *Site Evaluation Form*
  - *Completed by the student at the conclusion of the Fall semester and again at the end of the training year.*

Grading

Each semester, OPT DC Campus- Clinical Psy.D. assigns practicum grades based upon the following material:
- the Clinical Student Evaluation Form completed by the *Seminar Leader*
- the Clinical Student Evaluation Form with the hour log completed by the *Practicum Site Supervisor*

The student is required to complete the following steps in order to receive a grade for the practicum/internship seminar:

1) Complete, sign and submit the Training Agreement and Telehealth Addendum online within two weeks of the start of practicum;
2) Complete and submit online evaluation / hour log, prior to the site supervisors' signature, by the end of Fall semester and within two weeks of concluding practicum;
3) Complete site evaluation by the end of the Fall semester and within two weeks of concluding practicum.
4) Run a Consolidated Report online using their practicum seminar class to populate the seminar and supervisor evaluations and hours log into the document.

If students receive below a 3 on a 5 point Likert scale on the final supervisor evaluation form, a remediation plan is developed to support the student in meeting the specific competency. The DCT, ADOT, and academic advisor work collaboratively with the student and practicum site to develop a remediation plan to address the area needing further support.

If the student does not complete the required forms, the student's registration will be placed on hold. The hold will be removed after the steps are completed. If a student does not submit required documentation including an hour log and training agreement by the end of the semester, then the hold will remain on their academic record and they will receive a grade of IP (In Progress). The IP grade will be changed to an I (Incomplete) after 6 weeks of student

noncompliance. Following that 6 weeks of an I, the grade will revert to a NC (No Credit) and the student will be required to repeat the practicum placement and seminar class. Note that the IP grade may be used for an extended period of time at the discretion of The Training Department.

For more information, please review the OPT DC Campus- Clinical Psy.D. grading policy (Appendix B).

Statuses
- ❖ A grade o "NC" (No Credit) is issued when students do not meet the requirements of the practicum/internship seminar, fail to properly complete the listed forms, or fail to submit requested forms before the deadlines.
- ❖ A grade of "In Progress" is initially assigned to allow time for the Training Department to receive and process all paperwork and determine individual grades. If all course requirements are met and all paperwork is submitted before the "Drop/Add' deadline of the following semester, the "In Progress" grade will be changed to "CR" (Credit). However, if all requirements are not met as identified by the Student Academic Progress report, or if all paperwork is not submitted properly, the grade may automatically change to "NC."
- ❖ A grade of "Incomplete" may be awarded according to the policies in the Student Handbook. However, if the above requirements are not completed within the required time frame, the grade will automatically be changed to a "NC."
- ❖ A grade of "Withdraw" may be assigned by the DCT under three circumstances: if the student withdraws for the semester; withdraws from practicum in accordance with the policies in the Student Handbook; or if the training site closes. A grade of "Withdraw" may also be assigned if the site, student and school mutually dissolve the training agreement.

Presenting Case Material
Students will be asked to present psychological assessment and treatment data obtained at the site for practicum seminar coursework requirements. At times, this may include client audio and video tapes. The student assumes full responsibility for presenting this material to the site supervisor for review prior to presenting material in class. Supervisor review should be scheduled far enough in advance to provide ample time to discuss the purposes of the materials and to initiate appropriate release(s) of information. While a formal consent for audio/video taping is required by the school, the students should discuss their site-specific informed consent and release of information forms. The student assumes full and final responsibility for cleansing all identifying information from the case materials in order to protect confidentiality. Lastly, it is always a students' responsibility to provide informed consent regarding their student status and the role of the school and supervisor. **See Appendix D and E for Consent for Release of Information forms.**

EVALUATION OF STUDENT PERFORMANCE

All site supervisors will complete a midterm and final evaluation of The Chicago School students' practicum performance. Site supervisors also verify the time students spend at their practicum sites by way of approving a midterm and final practicum hour log.   Over the years and across the majority of trainees, The Chicago School students receive good or better evaluations from sites regarding their practicum performance. The training directors and faculty of the Clinical Psy.D. program developed the practicum evaluation in an effort to align it with academic

objectives, as well as with the foundational and functional competencies outlined by the educational model of the National Council of Schools and Programs of Professional Psychology (NCSPP; Kenkle & Peterson, 2009) and the APA CoA's Profession-Wide Competencies. The Program's training is a progressive approach to graduate psychology education, which includes social engagement, multicultural training, and service to the community. The core competencies of our program include: Research, Individual and cultural diversity, Social justice, Ethical and legal standards, Professional values, attitudes and behaviors, Communication and interpersonal skills, Assessment, Intervention, Consultation and interprofessional/interdisciplinary skills, and Supervision. To learn more about NCSPP and its training model, and to gain access to free electronic resources pertinent to doctoral clinical training, please visit https://www.ncspp.net/. All students are highly encouraged to review this evaluation form with their site supervisor at the start of their practicum so that they can have a clear understanding of what they will be evaluated on.

STUDENT EVALUATION OF SITE

Many site supervisors have asked about students' feedback of their sites and training programs. OPT has a form that is given to students at the end of the fall semester and at the end of the training year to evaluate their practicum site and experience. While this information may be valuable to sites, OPT does not release it directly to sites. Students often feel much safer knowing that they can provide direct feedback of the site to OPT DC Campus- Clinical Psy.D. when they are assured that the information is confidential. However, OPT DC Campus- Clinical Psy.D. encourages sites to solicit feedback directly from students at different points in the training.

OBTAINING EMPLOYMENT AT PREVIOUS PRACTICUM SITES

Some students opt to stay on at sites as employees following completion of their practicum experience. These hours do not count towards practicum hours as they are not supervised in the same way and are not monitored by the school. Please note that the program discourages students from staying on sites as employees while they continue their doctoral program, as it is difficult to maintain a full-time schedule, a clinical job, and a practicum. Should a student choose to do this, they should consult with their DCT or ADOT as well as their academic advisor about how to manage their practicum schedule.

APPENDIX A:
GOALS & OBJECTIVES OF CLINICAL PSY.D. PRACTICA

Basic (Diagnostic) Practicum – Assessment Focus
Clinical psychology doctoral students start their required **Basic Practicum** as early as their second academic year at The Chicago School. The Basic Practicum may be focused exclusively on assessment activities (i.e., Diagnostic focus), or it may have some therapy experiences in addition to a primary focus on assessment activities. The Basic Practicum – Assessment Focus is designed to ensure competency in: psychological evaluation; test administration, scoring, and interpretation; and integrative professional report writing. Please note that students who are on a Basic Practicum – Assessment Focus are **required** to complete **at least 8 full batteries with integrated reports**. **If you do not complete the 8 batteries with integrated reports by the end of the training year, you will not get a passing grade** (i.e., credit) for your training year. Only in rare occasions (e.g., practicum is disrupted, supervisor leaves, etc.) will obtaining less than the required batteries be permitted, and these situations would require significant OPT involvement. As such, if at any time you are worried about meeting these requirements by the end of your training year, you should contact your assigned ADOT or DCT immediately. The Chicago School and the Clinical Psy.D. Department actively encourage Basic Practicum – Assessment Focus students to also engage in more psychological diagnoses, perform intakes or structured interviews, participate in research projects, attend multidisciplinary team meetings or in-services, shadow other professionals, observe therapy, or even co-lead therapy groups.

All Basic Practicum – Assessment Focus students are expected to achieve a fundamental proficiency in and appreciation of how to:

1. Build therapeutic rapport and alliances,
2. Engage in active and effective listening,
3. Conduct diagnostic clinical interviews,
4. Select instruments to create an appropriate battery of psychological tests to address referral questions,
5. Administer, score, and interpret standard psychological tests with a variety of clinical populations,
6. Adhere to the ethical and legal issues pertaining to psychological assessment,
7. Use the DSM (most recent version) to accurately classify psychiatric disorders,
8. Compose synthesized, organized, concise, useful, and well-written reports that answer the referral question(s),

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9. Participate in the development of personalized and culturally appropriate treatment plans based on assessment data,
10. Provide feedback to clients and referral sources, and
11. Benefit from supervisory and other learning experiences.

It is the students' responsibility to ensure that a minimum total of 8 test batteries with integrated reports are complete by the end of Basic Practicum. In cases, where the student is working with the DCT, an extension may be granted but must be completed by November 1st of the year of internship applications, typically the fourth year of graduate school. Failure to satisfy this criterion may result in postponement of applying for internship. Students are welcome to seek consultation from the DCT regarding this and other training questions and concerns at any point during their graduate education.

Intermediate Practicum – Therapy Focus

Upon successful completion of their Basic Practicum, doctoral students complete their required Intermediate Practicum during their third academic year. The Intermediate Practicum may be focused exclusively on therapy activities, or it may have a mixed focus on both therapy and assessment activities. However, as students must successfully complete their Clinical Competency Exam (CCE) using therapy cases from their practicum placement, it is important that students ensure that they have sufficient therapy cases to complete this requirement.

The Therapy-focused Intermediate practicum centers on the development of therapeutic skills, case conceptualization, treatment planning, and outcome evaluation. These students are expected to spend between 40-60% of their time in direct client contact (e.g., individual, couples, family, and/or group therapy). They can also develop and implement new therapy groups, participate in outreach prevention or education programs, take part in consultation/liaison services, attend interdisciplinary team meetings, assist in research, or further involve themselves in intake or testing cases.

Therapy-focused Intermediate practicum students are expected to be familiar with all aspects of the therapy process, as practiced by their site. While this practicum is designed to refine therapy skills, students should be prepared to enter their Intermediate practicum with entry-level proficiency and appreciation of how to:

1. Establish therapeutic relationships and appropriately time interventions,
2. Identify and understand clients' developmental and systemic context and their influences upon psychopathology and psychotherapy within specific psychological models,
3. Apply, understand, and articulate clients' experiences through multiple theoretical conceptualizations,
4. Formulate and implement treatment plans for specific psychological disorders that are culturally appropriate,
5. Engage in treatment with clients experiencing a variety of psychological disorders,
6. Assess and intervene with clients of varied age, gender, culture, ethnicity, sexual orientation, socioeconomic status, ableness, spiritual and religious beliefs, and other forms of difference,
7. Select and utilize a variety of intervention techniques for each client in order to effect positive therapeutic change,
8. Establish therapeutic relationships and appropriately time interventions,

9. Recognize, analyze and appropriately respond to transference and countertransference reactions,
10. Respond therapeutically in light of different stages of treatment, and
11. Consult with professionals of other disciplines,
12. Manage various aspects of cases.

<u>Advanced Practicum – Assessment/Therapy Focus</u>
The Advanced practicum is a required experience for all students who are enrolled in the Clinical Psy.D. program. The Advanced Practicum may be focused exclusively on therapy activities (i.e. Therapy Focus), assessment activities (i.e., Assessment Focus), or it may have a mixed focus on both therapy and assessment activities (i.e., Integrated Focus).

During this practicum year, Advanced students will build on past training experiences by way of: further developing their diagnostic skills; refining, articulating, and applying their theoretical orientation to clinical case material; and effectively selecting and utilizing various therapeutic techniques. Students also should be further exposed to empirically validated treatments and their application to diverse clientele. In addition to refining diagnostic and therapeutic proficiencies, students are expected to engage in supplemental activities that are commensurate with their level of professional development. Activities may include, but are not limited to, consultation, program development, exposure to administrative projects, and/or supervision of more novice students.

During the Advanced Practicum, should a student feel that the 40-60% direct hours are not possible, students are to discuss this during the training agreement review with their site supervisors and students must meet with their assigned ADOT or DCT to have a plan in place.

APPENDIX B:

Office of Placement & Training (OPT)'s University Policies & Procedures, Student Handbook:

1. Grading:

Please find The Chicago School's *Grading* policy in the student handbook. This policy is listed under "Academic Policies and Procedures" and is highlighted in the "In Progress" section.

The student is required to complete necessary documentation outlined by their department in order to satisfy deliverables associated with the training course grade. Prior to the end of the term/semester, all training course grades will be listed as In Progress (IP) as a placeholder until all course assignments and training documentation requirements are satisfied for the term/semester. All documentation is due by the "Official End of Term" date(s) (Please find these dates in the Academic Calendar) and the student's last day of training.

Practicum and Internship Courses

A student is required to complete the following steps in order to receive a grade for practicum and/or internship:
1. Turn in a completed and signed Training Agreement on the Office of Placement and Training (OPT) database by the second week of the term/semester.
2. Submit an hour log signed by the primary supervisor by the end of each term/semester.
3. Submit a site supervisor evaluation.
4. Submit a seminar leader evaluation.
5. Complete a site evaluation by the end of the term/semester.
6. Complete a consolidated report in the OPT database.
7. Submit any additional documentation required by academic department policy and/or state or governing board forms.

A student who fails to complete any of the above steps will remain in IP status in their practicum and/or internship course. Following 12 weeks from the end of the grading term, the grade will be changed to No Credit (NC) or Fail (F), and the student may be required to repeat the practicum or internship placement and seminar course.

A student who needs to complete practicum or internship hours to satisfy degree requirements, and who will be actively engaged in training on site after the add/drop date of the subsequent term/semester, must be enrolled in an extension course.

The Practicum/Internship Seminar courses are taken sequentially, and the student must show proficiency throughout the Practicum/Internship experience. Students who do not pass the seminar course are required to repeat the field experience in total. Hours accumulated during a semester will be counted toward total hours only if the student passes the seminar course. Hours accumulated during a semester will not be counted toward total hours if the student fails the seminar course.

2. In Progress (IP) Grade:

Please find The Chicago School's *In Progress (IP)* policy in the student handbook. This policy is

listed under "Academic Policies and Procedures."

A course is not considered complete until all course requirements have been met and the final course grade has been assigned. The IP grade may be used only in practicum, internship, field experience, and study abroad courses.
A student who has completed their final term/semester in their academic program must have all IP grade(s) resolved within 30 calendar days of the official end of the term/semester as published on the Academic Calendar or be enrolled in a corresponding extension course in order to remain in Active status at The Chicago School. A student who does not meet those requirements will be withdrawn from the institution. This rule supersedes the 12-week timeframe for practicum and internship courses described in this document.
Practicum and Non-Doctoral Internship Courses
A student is required to complete the following steps in order to receive a grade for practicum and/or a non-doctoral internship:
1. Turn in a completed and signed Training Agreement on the Office of Placement and Training (OPT) database by the second week of the term/semester.
2. Submit an hour log signed by the primary supervisor by the end of each term/semester.
3. Submit a site supervisor evaluation.
4. Submit a seminar leader evaluation.
5. Complete a site evaluation by the end of the term/semester.
6. Complete a consolidated report in the OPT database.
7. Submit any additional documentation required by academic department policy and/or state or governing board forms.

A student who fails to complete any of the above steps will be assigned an IP grade in the practicum and/or internship course. Following the 12 weeks from the end of the grading term, the grade will be changed to No Credit (NC) or Fail (F), and the student may be required to repeat the practicum or internship placement and seminar course.
A student who needs to complete practicum or internship hours to satisfy degree requirements and who will be actively engaged in training on site after the add/drop date of the subsequent term/semester must be enrolled in an extension course.

3. Training Course Extension:

A student may extend their time in practicum or internship to meet program or licensure requirements by a maximum of two semesters or four terms. A student who has not successfully completed the training requirements of the program after completing these additional two semesters or four terms receive a No Credit (NC) and may be required to repeat the training sequence in its entirety and associated course work.

A student may petition the Office of Placement & Training (OPT) policy exception committee for one additional semester or two additional terms. To qualify for an extension, the student must be deemed to have been making satisfactory progress to the point of the request for extension. A student who does not complete practicum or internship requirements by the end of that extension will receive a No Credit (NC) and may be required to repeat the entire training sequence and associated course work.

Where a program has both practicum and internship, this policy applies separately for each type of training requirement (e.g., a student may extend two semesters or four terms to complete a practicum sequence before a petition is required but remain eligible for an

extension to the internship sequence).

4. Repeating a Training Course:

Please find The Chicago School's *Repeating a Training Course* policy in the student handbook. This policy is listed under "Academic Policies and Procedures."

Should a student trainee fail any component of the training experience (training placement supervisor evaluation, seminar leader evaluation, and/or training course grade), they will be required to repeat either a portion of or the entire training experience depending on program requirements. This may include repeating training course(s) and/or training hours. A student is not permitted to count accrued training hours from a failed training experience unless extenuating circumstances are present as determined via policy exception.
Reasons that a student trainee may be required to repeat a training experience include, but are not limited to:

- Dismissal from a training site after unsuccessful remediation;
- Dismissal from a training site due to a serious, irremediable infraction;
- Lack of expected training competency including professional judgment;
- Transfer from another graduate program;
- Failure of the student trainee to submit required training documentation;
- Failure of the student trainee to successfully complete all requirements of the training seminar course sequence; and/or
- Leaving a training site without permission from the DCT.

A student who is displaced from training and must subsequently repeat a passed training course may be eligible to petition for policy exception related to tuition expense. Displacement is defined as being forced to cease training due to circumstances beyond the student's control. Dismissal from training does not qualify as displacement.
A student who must repeat a passed training course for a reason other than displacement will be responsible for repeating the training experience including retaking the training course and paying associated course costs.

5. Accommodations:

The Office of Placement & Training (OPT) is committed to actively working with and supporting students to ensure equal access to training. Requests for accommodation(s) must be approved by the Office of Student Support. Students may familiarize themselves with The Chicago School's Student Rights and Responsibilities policies in the student handbook. Accommodations are not retroactive and do not begin until the student has gone through the interactive request process with The Chicago School's Americans with Disabilities Act (ADA) Liaison team.

It is important to note that a training agency's primary obligation is to *clients;* therefore, OPT cannot guarantee that a training agency will honor accommodations. Accommodations made by The Chicago School do not transfer on to a student's training site and a student will need to apply for separate accommodation within the site's human resources or related department. If you have already received approval for accommodation from The Chicago School, it does not guarantee that you will be granted the same accommodation by your training site.

The Chicago School DCT evaluate training sites to ensure that sites have reasonable safety and training protocols in place to protect The Chicago School community members. Students are expected to follow sites' safety and training protocols and use reasonable judgment at all times while at practicum or internship. If a student believes that a site has inadequate protocols in place or that a site fails to adhere to their protocols, the student should report it immediately to the DCT or their supervisor.

6. <u>International students (F-1 Visa Holders):</u>

International Students: Please note that it is the student's responsibility to coordinate with the Designated School Official (DSO) and your academic program to ensure that you are adhering to all necessary requirements that will secure your eligibility for training. Please find international student resources <u>here.</u>

7. <u>Degree Conferral:</u>

Please find The Chicago School's *Degree Conferral* policy in the <u>student handbook</u>. This policy is listed under "Academic Policies and Procedures."

APPENDIX C:

<u>Office of Placement & Training (OPT)'s Training Manual Policies & Procedures:</u>

1. <u>Ethical responsibilities:</u>

Students are expected to engage in professional and ethical behavior at all times and to follow the ethical guidelines set forth by their discipline's regulating body. Failure to adhere to professional codes of ethics, standards of practice, and state laws may result in disciplinary action up to and including dismissal from the program.

The Chicago School policies are available for review in the Academic Catalog and Student Handbook available here. Discipline-specific codes of ethics are available below:

American Counseling Association (ACA)
American Psychological Association (APA)
American Public Health Association (APHA)
Behavioral Analyst Certification Board (BACB)
Board of Certified Behavior Analyst (BCBA)
[Council for the Accreditation of Counseling and Related Educational Programs   (CACREP)](Council for the Accreditation of Counseling and Related Educational Programs (CACREP))
Canadian Psychological Association (CPA)
American Association for Marriage and Family Therapy (AAMFT)
National Association of School Psychologists (NASP)
Society for Industrial Organizational Psychology (SIOP)

2. <u>Liability Insurance & Background Clearance:</u>

The Chicago School provides all enrolled students with professional liability insurance. The certificate of insurance is available on the Office of Training & Placement's (OPT) databases. As long as students remain active, i.e. enrolled in training seminar or extension courses, they are covered by the school's liability insurance. Students may also be required by their academic department and/or training site to maintain their own professional liability insurance. This liability insurance would be separate and distinct from the policy provided as a part of a student's matriculation at The Chicago School. Departments will inform students of the cost for this coverage prior to beginning training. Additionally, training sites may require a student to submit to and pass an additional background check. Of note, The Chicago School cannot share the results previously obtained in the new student process. Students who might reasonably anticipate that issues will arise on a background check, even if it does not appear on the The Chicago School background check, are required to consult with their program's DCT or ADOT prior to the practicum or internship search process.

3. <u>Vaccination Requirements:</u>

The Chicago School's Office of Placement & Training (OPT) defers to the practicum and internship training site's policies and procedures regarding background checks, training and certifications, and drug testing requirements. OPT further defers to practicum and internship training site's policies and procedures regarding immunization and vaccination requirements

(collectively "Health Standards") as they relate to COVID-19 or any other communicable disease. Students should therefore familiarize themselves with the training site's requirements prior to accepting a training offer to see if the site is a good fit.

Please note that accommodations granted by the Chicago School through the Accessibility Accommodations Request form may not be honored by a practicum or internship training site. Students therefore seeking accommodation(s), including without limitation, an accommodation to the Health Standards must follow the practicum or internship training site's accommodation application procedures.

4. <u>Site Vetting:</u>

The Office of Placement & Training (OPT) vets all sites prior to placing students and/or allowing students to begin training. This is done by the DCT or ADOT. The OPT representative meets with the site representative(s) to vet the site and to ensure the following:
- o Site meets programmatic requirements;
  - o Number of hours
  - o Supervision
  - o Documentation
  - o Follow compliance in HIPAA compliant documentation
  - o Other program specific needs
- o Site is able to adhere to documentation requirements and associated database platform;
- o Site agrees to follow the national OPT policies and timelines; and
- o If program requires, site agrees to terms of the Memorandum of Understanding (MOU).
- o **If the site is approved, they will be provided with:**
  - o MOU to review and sign
  - o Site Information Form
  - o Site Supervisor Manual (Revisited)
  - o Invitation from Tevera
  - o Certificate of Liability Insurance (If Requested)

This site vetting process differs for our doctoral internship programs. These programs utilize Association of Postdoctoral and Internship Centers (APPIC) and California Psychology Internship Council (CAPIC) when engaging students in site placements. APPIC and CAPIC have their own application and site vetting process to evaluate the suitability of sites and approve membership to their organizations.
Our Applied Clinical Psychology (ACP) program utilizes APPIC and CAPIC as well as are able to develop a psychological associate position. These sites will utilize the site vetting process described above.

5. <u>Site Visits:</u>

All new sites must undergo a site visit as a part of the vetting process. Additionally, the Office of Placement & Training (OPT) in each department will review students survey of site form at each grading period. During these review periods, each department will develop a plan to visit the sites that students have rated low or identified as challenging. Departments should strive to visit all sites bi-annually. Site visits do occur on an as needed basis due to training concerns or to help students and site supervisors navigate training challenges.

6. <u>Site Placement Review:</u>

Office of Placement & Training (OPT) routinely reviews practicum and non-doctoral internship sites in order to ensure that training sites provide experiences consistent with the goals and philosophies of the university and programmatic requirements. Information for this on-going assessment comes from:

- Student's general feedback and evaluation of site at each grading period;
- Interactions between OPT and site personnel;
- OPT site visits;
- Feedback from seminar leaders;
- Timeliness of submission of required paperwork;
- Management of training concerns and communication with OPT related to these concerns;
- OPT's internal consultation through formal and informal meetings regarding student experience on site; and
- Ensure that all documentation associated with the site is up to date.

Training sites are required to update their site information on an annual basis and to keep their information current. If a site's training goals change after a training agreement has been made, it is expected that the site will make such changes known to OPT which will then determine if the site remains eligible to train our The Chicago School students. If a practicum/internship site substantively changes its training program any time after a student accepts their offer, they must contact OPT in a timely manner.

7. Memorandum of Understanding:

All newly developed sites must have a fully executed Memorandum of Understanding (MOU) prior to students beginning clinical training on site. The Office of Placement & Training should identify active MOUs that need renewal on an annual basis.

8. Monetary Compensation for Supervision and Training:

Supervision: Students at The Chicago School are not permitted to pay for supervision at their clinical training site. Due to the ethical conflict of interest, students should not pay an individual who has evaluative authority over their professional outcome.

Training: Students are able to receive a stipend for their clinical training hours, however, are not permitted to receive hourly and/or salary pay. This is dependent on the site and their availability of funding and not determined by The Chicago School. Students in some departments may also be employees of their site and receive a salary and/or hourly pay. If your site does offer you a stipend, please contact your DCT/ADOT prior to accepting this compensation.

9. Driving:

Students at The Chicago School are not permitted to transport clients at any time and under any conditions. If a site requests that you transport a client, please consult with your DCT.

10. In-Home Treatment of Clients:

Students are allowed to provide services to clients in the client's home, however this must be done under the following conditions:

1. First, they must shadow a seasoned clinician executing this type of treatment;
2. Second, the student must feel ready to engage in this type of service, as determined by the supervisor, and comfortable to do it on their own;
3. Third, the supervisor must be available, by phone or in person, if an emergency arises or to consult with if the student has a question or concern; and
4. Finally, if your site allows for providing services within the community, the student needs to ensure that they are meeting the confidentiality requirements of the training site.

11. Professional Comportment Related to the Interview Process:

Responding to Interview Offers and Expected Conduct During the Interview Process:
Students will engage in the site placement interview and placement process according to their program's policies and procedures. The Office of Placement & Training (OPT) requires that when you are called and offered an interview that you accept it graciously. If you have applied to a site and are offered an interview, you must attend the interview, unless you have accepted another offer with the approval of your DCT. Each interview will provide you with another chance to practice and hone your interviewing skills, learn about the current professional market, and develop professional relationships. When scheduling interviews, be sure to confirm the date, time, and location of your interview. Ask about special parking instructions or directions to the location of the interview.

If OPT learns that you failed to show for or cancelled an interview, consequences could include you being referred to the Student Affairs Committee-Professional Comportment (SAC-PC) or being placed on an Academic Development Plan (ADP). However, and in some instances, such as illness or emergency, it may be necessary to reschedule an interview. Please consult with your OPT program liaison to further discuss how to address these situations.

Responding to Offers:

After accepting an offer refer to your program's policies and procedures around updating your placement information. Once you verbally, or in writing, accept an offer, you are bound to that "match/placement." Under NO circumstance can you accept another offer. Rather, you should inform every other site at which you interviewed or have an interview scheduled and notify them that you are no longer a candidate for their position. Please remember that you are an ambassador of the Chicago School, thus your actions in the practicum search process reflect not only upon yourself, but the Chicago School and your peers. If, at any point after verbally accepting an offer, you fear that you have made the "wrong choice" you are NOT to contact the site directly. Because your verbal acceptance is a binding agreement between you and the site, you should immediately contact the DCT. If you withdraw your acceptance of an offer, consequences could include you being referred to the Student Affairs Committee-Professional Comportment (SAC-PC) or being placed on an Academic Development Plan (ADP).

If you accept an offer at a practicum site and still have interviews scheduled at other sites, you should discuss ways to proceed with the DCT. You will be required to professionally cancel your scheduled interview to be mindful of the time of site supervisors and their commitment to clinical work. Together with the DCT, the student will determine the best way to communicate with the site that the interview will be cancelled.

Scheduling & Attendance:

Students are expected to maintain an agreed-upon training schedule with minimal changes or disruptions. Students are expected to provide adequate notice of absence from training, where possible. Students should report absences due to illness to the site supervisor and/or the DCT at least 48 hours in advance, where possible.

If the student requires an extended leave of absence from the site due to injury, serious illness, pregnancy or related conditions, or other reason, they should immediately notify the site's DCT as well as the Office of Placement & Training (OPT). In the instance that any of the above occur after accepting a site, but prior to starting a practicum, the student must contact OPT promptly to discuss immediate and/or future accommodations. The University's Accommodations policy can be found here. While on site, you will need to seek accommodations from your site as well as from the school.

Students are required to maintain contact with the OPT throughout their training experiences to ensure that they are meeting program requirements. If students are not meeting their hour requirement or anticipate that this will be a problem in the future, they must contact their DCT or ADOT in a timely manner. If there is any change to the student's active status while enrolled at The Chicago School (i.e., dismissal, LOA, etc.), they must notify their DCT immediately. If your status is inactive for any reason, you are no longer allowed to engage in training of any kind and must work with your DCT to create an exit plan from your training site. If you have reenrolled at The Chicago School, following an inactive status, you must reengage with your DCT to determine training status and next steps.

Termination from Training Site:

Students who are removed from training due to training related concerns may be referred to the Student Affairs Committee (SAC) depending on the concerns brought forth by the site or seminar leader. SAC will review information presented by the student, site, and/or seminar leader/instructor to determine an appropriate resolution. Possible outcomes include referral to the academic department for further advisement, creation of an Academic Development Plan (ADP), additional training requirements, or termination of the practicum/internship placement. A site may opt to terminate a student's placement if all attempts at remediation have failed. In this case, the site supervisor will be asked to provide documentation regarding the nature and progression of the concerns, the feedback provided to the student, the actions taken to intervene, and the student's response to the interventions. It is also within a site's prerogative to immediately terminate a student if it is determined that the student's behavior is either too egregious and/or is not remediable. This written account will be forwarded to SAC for review.

In all cases listed above, it is at the department and OPT's discretion to determine the most appropriate course of action.

12. Confidentiality:

Confidentiality is important in any class, but especially in an experiential class, in which students might disclose personal information in discussions with the class or instructor, or in their class writing. For respect, safety, and integrity we must maintain the utmost of confidentiality regarding what is communicated in class. Without risk, learning may not take place. It is hard to

risk without feeling one's privacy will be held in confidence. Exceptions to confidentiality include any information regarding potential harm to yourself or others, particularly to children. As a licensed psychologist, the instructor is a mandated reporter and therefore is required to report threats to an individual, be they self-inflicted or caused by others.

Additionally, in this class, at times the instructor and students may discuss details of clinical work or review client case materials as examples of course concepts. In accordance with the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct, reasonable precautions must be taken to protect confidential information. "Psychologists do not disclose in their writings, lectures, or other public media confidential, personally identifiable information concerning their client/patients, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless 1) they take reasonable steps to disguise the person or organization, 2) the person or organization has consented in writing, of 3) there is legal authorization for doing so (APA Ethics Code 2002, 4.07). As a result, in their discussions and course materials, instructors will remove or alter any details that could identify actual clients. Students also at times may bring to class real world and work experiences in order to enhance their own and others' learning. Students are similarly expected to protect the privacy and confidentiality of such information and materials. All students are expected to maintain all related notes and handouts from such classes in a professional manner. Failure to do so may result in a referral to the Student Affairs Committee.

13.<u>HIPAA Compliant Zoom Account</u>:

All students and faculty in programs that require professional training will be issued a Health Insurance Portability and Accountability Act of 1996 (HIPAA) compliant Zoom account. These accounts are strictly for students' educational use and **are not permitted to be used for clinical/counseling purposes**.

14. <u>Training Documentation: Clinical/Counseling/ABA/School</u>:

Students and training sites are expected to abide by all conditions detailed in the training agreement that is established within the first two weeks of training. Students must receive direct supervision by qualified site supervisors for all clinical or supervisory activities that take place at a training site. Students who experience disruption in their supervision or activities specified in their training agreement must contact their DCT or ADOT.

- Training Agreement
    - Completed by student with input/review from site supervisor
    - Due within two weeks of starting practicum
    - If it is not completed, training is suspended

The Office of Placement & Training (OPT) expects sites to provide clear and timely feedback about performance to students. Students who are placed on a formal or informal remediation plan, on "warning," or a performance improvement plan, by their training site, must contact their DCT or ADOT immediately so that the program may support the student in meeting site expectations. If a student is placed on a performance improvement plan, the site is required to provide the DCT or ADOT with the proper documentation for the student's training record.

The following documentation is required for successful completion of non-doctoral training experiences, due dates are program specific and can be found in training manuals.

- Site Supervisor Evaluation of Student Forms
- Seminar Leader Evaluation of Student Forms
- Student Hour Log
- Student's Evaluation of Site Forms
- Consolidated Report (Tevera Users Only)
- Additional documentation as specified by program

15. Training Documentation: I/O and Public Health:

Students and training sites are expected to abide by all conditions detailed in the training agreement that is established within the first two weeks of training. Students must receive direct supervision by qualified site supervisors for all clinical or supervisory activities that take place at a training site. Students who experience disruption in their supervision or activities specified in their training agreement must contact their DCT or ADOT.

- Training Agreement
  - Completed by student with input/review from site supervisor
  - Due within two weeks of starting practicum
  - If it is not completed, training is suspended

The Office of Placement & Training (OPT) expects sites to provide clear and timely feedback about performance to students. Students who are placed on a formal or informal remediation plan, on "warning," or a performance improvement plan must contact their DCT or ADOT immediately so that the program may support the student in meeting site expectations. If a student is placed on a performance improvement plan, the site is required to provide the DCT or ADOT with the proper documentation for the student's training record.

The following documentation is required for successful completion of the training experience, due dates are program specific and can be found in training manuals.

- Training Agreement
  - Completed by student with input/review from site supervisor
  - Due within two weeks of starting practicum
  - If it is not completed, training is suspended
- Supervisor Evaluation Form
  - A supervisor evaluation is completed once at the end of the semester in which the training/internship was taken.
- Student Evaluation of Site Form
  - Completed by student at the conclusion of the first semester and at the end of the placement experience. This form must be completed in order to receive a grade.

16. Conflict resolution:

The Director(s) and Associate Director(s) of Training serve as the school's liaisons to practicum/internship training sites, helping to resolve any problems that may occur. If problems arise, we expect that sites will contact Office of Placement & Training (OPT) at the earliest

possible convenience. Similarly, if our students encounter anything unusual or problematic at their training site, they should contact both their advisor and the DCT immediately. In general, the best solution occurs as early as the problem is identified through informal means. The DCT will therefore only directly intervene with a site after reasonable attempts have been made by the student to resolve the problem at hand, unless there have been egregious, serious, irremediable infractions at the site.

17. Remediation:

If concerns arise during training, the site will work to remediate these skills through a plan for improvement, otherwise known as a remediation plan. This remediation plan should be specific in the behavioral concerns and provide clear expectations for improvement. The Office of Placement & Training (OPT) will work with the site to assist in the expectations and goals of the remediation plan. This plan must be 30 days or more. A site must inform OPT prior to initiating a remediation plan and engage with OPT throughout the process, including if the requirements of the plan have been met. This process should be a collaborative one, including OPT, the site and the student. If the student does not successfully meet these expectations of the remediation plan, the site must inform OPT prior to terminating the student.

The student trainee may be removed from their practicum or internship site due to:

1) Failure to function in a responsible and professional manner;
2) Failure to adhere to the ethical guidelines for professionals in their specified field;
3) Failure to adhere to the laws that govern whatever state or district in which the trainee is engaging in practicum or internship (e.g., mandated reporting of child abuse);
4) Failure to successfully remediate areas of deficiencies as defined by the training site; and/or
4) Termination by the site based on failure to adhere to agency policy and procedures or other behavior determined to be unacceptable for a student trainee.

18. Supplemental practicum for certification or license seeking students:

Some students gain additional experience by completing supplemental training experiences. Supplemental training experiences are similar to other practicums or internships but may be a few months to a year or have a lesser weekly time commitment than the required practicum or internship. For example, a site at which you previously trained may welcome you back for a few months over the summer to gain additional training in testing. A supplemental practicum can only occur when a student is concurrently engaged in a full practicum experience, enrolled in a Practicum Seminar and approved by the Office of Placement & Training (OPT). Prior to commencing this supplemental training experience, a students must consult with OPT's DCT to review the nature of the experience and receive approval. Within two weeks of their start date, students must complete a Supplemental Training Agreement. Note that the student and supervisor will submit practicum evaluations and hour logs just as they would for a required training experience. Students must submit all forms for their primary and supplemental training experiences, with passing marks for their supervisors and seminar leaders to successfully receive credit for the training experiences.

APPENDIX D:

Consent and Release Form A:
For Recording, and Use of Session Information and Biographical Data for Educational Uses

I acknowledge and understand that as a client at the agency where I am receiving services ("Facility"), I am receiving such services through a student ("Student") being trained at the Facility in connection with their enrollment in a graduate psychology education program at The Chicago School of Professional Psychology ("The Chicago School"). I further acknowledge and understand that it is a routine practice in graduate psychology training programs to record client sessions for the purpose of educational and training uses.

I hereby authorize and consent to Student doing the following:

(1)   Record my image, likeness, and voice on a photographic, video, audio, electronic, or any other medium ("Recording") during the course of my sessions;

(2)   Use, reproduce, modify, exhibit and/or distribute any such Recording, in whole or in part, singularly or in conjunction with other Recordings, in any manner or medium now known or hereafter developed to further the Student's training and education at the Facility and The Chicago School ("Educational Uses"); and

(3)   Use of my biographical information in connection with any such Recording and Educational Uses.

I understand and acknowledge "sessions" which may be recorded include, but are not limited to, counseling/therapy appointments, evaluation interviews, and testing appointments.

I understand and acknowledge "Educational Uses" include, but are not limited to, use of Recordings and/or session content by the Student and The Chicago School for the purpose of class presentations and discussions, course papers and assignments, and review by the Student's supervisor(s) at the Facility and/or The Chicago School.

I have been advised and acknowledge and understand that I have the right to not have my sessions recorded and that I may, at any time, change my mind and revoke this consent to have my sessions recorded without affecting my ability to receive treatment. I understand and agree that, unless I revoke my consent and specifically request to not have a session or sessions taped, any or all sessions may be recorded. I have further been advised, and acknowledge and understand, that I can revoke my consent by informing the Student, either in writing or verbally, that I do not want to be recorded in future sessions.

I further acknowledge and understand regardless of whether I consent to the recording of my sessions, or if I consent and later revoke my consent, I acknowledge, understand and agree that the content of my sessions may be used for Educational Uses

I understand the Student will respect my confidentiality and to the extent possible remove personally identifying information to protect my identity when using Recordings or session content. I acknowledge, understand and agree that the Student may be required by law to break confidentiality in situations of immediate danger, such as those involving suicidal or homicidal threats, reports of child and elder abuse or neglect, and the inability to protect one's self from

significant harm.

This consent is valid for one year from date of Client's signature below.

_____   _____
Client's Printed Name   Date

_____   _____
Client's Signature (if 17 years or older)   Date

_____   _____
Guardian Signature (if client is under 18 years)   Date

_____   _____
Non- Guardian Signature (if client is under 18 years)   Date

_____   _____
Student's Signature   Date

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Consent and Release Form B:
For Use of Session Information and Biographical Data for Educational Uses

I acknowledge and understand that as a client at the agency where I am receiving services ("Facility"), I am receiving such services through a student ("Student") being trained at the Facility in connection with their enrollment in a graduate psychology education program at The Chicago School of Professional Psychology ("The Chicago School"). I further acknowledge and understand that it is a routine practice in graduate psychology training programs to discuss client sessions for the purpose of educational and training uses.

I hereby authorize and consent to Student doing the following:

> (1) Use, reproduce, modify, exhibit and/or distribute my file notes and all other session notes and content, in whole or part, in any medium now known or hereafter developed to further the Student's training and education at the Facility and The Chicago School ("Educational Uses"); and

> (2) Use my biographical information in connection with any such file notes and session content for Educational Uses.

I understand and acknowledge "sessions" include, but are not limited to, counseling/therapy appointments, evaluation interviews, and testing appointments.

I understand and acknowledge "Educational Uses" include, but are not limited to, use of file notes and any session content by the Student and The Chicago School for the purpose of class presentations and discussions, course papers and assignments, and review by the Student's supervisor(s) at the Facility and/or The Chicago School.

I have been advised and acknowledge and understand that I will not have my sessions recorded. Also, understand and acknowledge that, at any time, I may change my mind and revoke this consent to have my file notes and session content used for Educational Uses without affecting my ability to receive treatment. I understand and agree that, unless I revoke my consent and specifically request to not have a file notes and session content used for Educational Uses, that any or all of my file notes and session content may be used for Educational Uses. I have further been advised, and acknowledge and understand, that I can revoke my consent by informing the Student, either in writing or verbally, that I do not want my file notes and session content used for Educational Uses.

I further acknowledge and understand regardless of whether I consent to the use of my clinical information, or if I consent and later revoke my consent, I acknowledge, understand and agree that the content of my sessions may be used for Educational Uses.

I understand the Student will respect my confidentiality and to the extent possible remove personally identifying information to protect my identity when using session content. I acknowledge, understand and agree that the Student may be required by law to break confidentiality in situations of immediate danger, such as those involving suicidal or homicidal threats, reports of child and elder abuse or neglect, and the inability to protect one's self from significant harm.

This consent is valid for one year from date of Client's signature below.

_____   _____
Client's Printed Name   Date

_____   _____
Client's Signature (if 17 years or older)   Date

_____   _____
Guardian Signature (if client is under 18 years)   Date

_____   _____
Non- Guardian Signature (if client is under 18 years)   Date

_____   _____
Student's Signature   Date

APPENDIX E:
Confirmation of Signed Consent & Release

This is to certify that I attained the following consent forms from my volunteer or client before rendering any clinical activity to fulfill coursework requirements:

- ❑ <u>**Consent and Release Form (check one of the two following options):**</u>

  1. **____   <u>The Chicago School Consent and Release Form</u>** <u>(a Chicago School form is used with clients if the training site or hosting agency does not have a form authorizing the use of client material for articulated academic purposes)</u>

     OR

  2. **____   Practicum Site or Hosting Agency Consent and Release Form (***an agency release form should be used with clients for academic purposes only if that form specifically articulates (1) consent for audio and/or video taping and/or (2) the release of that information to fulfill articulated coursework requirements)*

- ❑ **Informed Consent of Student trainee status provided**
  The student therapist has informed the client of their trainee status, and client charts and session material may be shared in an academic setting for educational purposes

Additionally, I verify that:

- I retained either the original or a copy of the form in question and understand that I may be required to produce it upon request of The Chicago School faculty and/or administration.

- My site supervisor has verified that I obtained the original form in question and my site supervisor's signature indicates this.

- The consent was appropriately executed by the client, volunteer, or that person's legal guardian, and

- The terms of the consent and release of information, including but not limited to its nature and purpose, limits to confidentiality, and the rights and responsibilities of all involved parties, were fully explained to the person who executed the document in question.

_____

_____   _____
Student's Signature   Date

_____

Student's Printed Name

By my signature below, I acknowledge that I verified that the student whose name is printed above has obtained the original form in question.

_____   _____

Site Supervisor's Signature   Date

_____

Site Supervisor's Printed Name

This document is being submitted to fulfill course requirement as assigned by:

_____

Instructor's Name

APPENDIX F.
Clinical Psy.D. Practicum Training Agreement
(To be submitted via OPT database)

Practicum Type:_____

Instructions: Please fill out all sections of this training agreement, which serves as the written contract for the practicum/externship experience. **Do not leave any sections blank**. Rather, indicate N/A when necessary. Students and site supervisor should review and complete this form **within two weeks** of the practicum start date. This form must be submitted via the Office of Placement and Training (OPT) Database after both the student and supervisor sign electronically. Any changes to this agreement over the course of the year will need to be documented and approved by the site supervisor and The Chicago School's DCT.

Placement Guidelines

This agreement is entered into by   (the student), The Chicago School of Professional Psychology, and the Site. The Site agrees to adhere to the Practicum Guidelines of The Chicago School of Professional Psychology, Clinical Psy.D. Program, which are as follows:

The practicum experience lasts between 9 and 12 months, for at least 600 on-site training hours. The Student must be on-site 16 – 24 hours per week, with 40% - 60% of the student's training spent providing direct clinical services to clients. The site will provide 2 hours of supervision per week, with one hour being individual, face-to-face supervision provided by a doctoral-level licensed psychologist. The second hour can be spent in either individual or group supervision with a mental health clinician who possesses at least a Master's Degree, is licensed or license-eligible, and is supervised by a licensed psychologist.
Any alterations to these expectations should be noted below.

Please explain any changes or alterations to the aforementioned The Chicago School program expectations (for example, please specify if this is a supplemental practicum experience and what will be different about the experience):

It is understood that [Student Name] (the student) is completing a(n):

___ Basic/Diagnostic Practicum – that requires the student complete at least 8 full psychological batteries/integrative reports and carry a caseload that will allow them to deliver at least 240 hours of direct clinical services by the end of the training year. Students may have assessment and therapy cases, but the primary focus should be on assessments. ***Note:** Consistent with APPIC language, "an integrated testing report is defined as: a report that includes a review of history, results of an interview and at least two psychological tests from one or more of the following categories: 1. personality measures (objective, or projective measures), 2. intellectual tests (including measures of achievement), 3. cognitive tests, and 4. neuropsychological tests."

___ Intermediate Practicum – that requires the student carry a therapy caseload that will allow them to deliver at least 240 hours of direct clinical services by the end of the training year. Students may have therapy and assessment cases, but the primary focus should be on therapy.

___ Advanced Practicum – that requires the student to carry a caseload that will allow them to deliver at least 240 hours of direct clinical services by the end of the training year. They may complete assessment and therapy, but the primary focus should be agreed upon in the beginning, and consistent with the student's training needs and future goals.

___ Supplemental Practicum – please specify above (in the changes or alterations area) the focus of this supplemental practicum as focused on assessment, therapy, or mixed clinical services.

This agreement is in effect from (Month Day, Year) (first date of practicum) to (Month Day, Year) (last date of practicum).

This agreement is entered into on (Month Day, Year).

Site Information

Name of Site:	
Address:	
City:	
State:	
ZIP Code:	
Telephone Number:	
Training Director Name:	
Training Director Email:	
Primary Supervisor Name:	
Primary Supervisor Email:	
Secondary Supervisor Name:	
Secondary Supervisor Email:	
Tertiary Supervisor Name:	
Tertiary Supervisor Email:	

Practicum Training Goals

Please specify four major learning goals or objectives for this practicum (determined by supervisor and student).

1. _____

2. _____

3. _____

4. _____

Supervision Requirements

The Clinical Psy.D. Program requires sites to provide at least two hours of supervision, on average, per week. Please ensure there are at least two hours accounted for below, and please specify the type of supervision as individual or group supervision.

• One of the hours must be individual supervision with a doctoral-level licensed psychologist, focused on the student's clinical work.
• The second hour can be focused on the student's training in addition to their clinical work, and can include individual or group supervision, grand rounds, case conferences, didactics, presentations, or shadowing professionals from other disciplines. Although the second hour of supervision can be provided by a mental health clinician who possesses at least a Master's Degree, that person must be license-eligible, and supervised by a licensed psychologist.

Supervision Information

Primary Supervisor:	
Degree:	
Type of License:	
License Number:	
License State:	
License Expiration Date:	
Type of Supervision:	
Hours Per Week:	

Secondary Supervisor:	
Degree:	
Type of License:	
License Number:	
License State:	
License Expiration Date:	
Type of Supervision:	
Hours Per Week:	

Tertiary Supervisor	
Degree:	
Type of License:	
License Number:	
License State:	
License Expiration Date:	
Type of Supervision:	
Hours Per Week:	

Supervision Coverage

Students are not permitted to provide clinical services when a licensed psychologist is not on site. Please describe the plan for supervision coverage if the primary supervisor is not on site:

Expected Training Activities and Hours

I. Direct Clinical Services: interaction with clients that includes the face-to-face application of counseling, consultation, or human development skills. In general, the term is used in these standards to refer to time spent by practicum/externship students working directly with clients.

	Average Hours/Week
1. Intake/Interview	
2. Psychological Testing	
3. Individual Therapy	
4. Marital/Family Therapy	
5. Group Therapy	
6. Other:	

II. Case Management: Includes those activities required by the site such as site-specific forms, trainings, team meetings, and/or the completion of clinical paperwork.

	Average Hours/Week
1. Charting/Case notes	
2. Report Writing	
3. Tape Review	
4. Other:	

III. Supervision: This is a tutorial and mentoring form of instruction in which a supervisor monitors the student's activities in practicum/externship and facilitates the associated learning and skill-development experiences. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services offered to clients. Supervision also entail reviewing and signing all clinical documentation completed by the student.

	Average Hours/Week
1. Individual	
2. Group	
3. Other:	

IV. Professional Development: Any activities that further a students' development as a professional outside of structured coursework. These activities include reading books on specific types of interventions as they relate to clinical work, attendance at seminars and colloquia on identified topics.

	Average Hours/Week
1. Research, Readings	
2. Seminars, Didactics	
3. Staffing, Case Presentation	
4. Other:	

V. Consultation and Education: Any work primarily with other professionals or community resources providing information and education around specific populations and/or services. This may include meeting with a group of teachers to review services provided by the agency and/or education persons in the community on a specific topic.

	Average Hours/Week
1. Individual	
2. Group	
3. Other:	

VI. Research and Evaluation

	Average Hours/Week
1. Participating in/Conducting research	
2. Program Evaluation	
3. Other:	

VII. Management/Supervision by the Student

	Average Hours/Week
1. Interviews	
2. Group	
3. Staff	
4. Administrative Tasks	
5. Other:	

Additional Learning Activities and Evaluation Forms

I. List any case conferences, didactics, grand rounds, etc. Please specify frequency and duration:

II. List any evaluation forms the site may use in addition to the evaluation forms required by OPT:

Estimated Practicum Hours

Students are expected to be on-site between 16 and 24 hours per week, which is at least 2-days per week, every week of the month. All students are required to perform a minimum of 600 practicum hours, with 40% - 60% of these hours worked in direct clinical service. Please list the specific schedule (e.g., Tuesday 9am-5pm) students are expected to adhere to at the site.

Weekly Schedule:	First Semester	Second Semester
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Hours per week on site:_____
Days/Times required by the site: (this includes any mandatory meetings and/or supervision time.)
Vacation time: _____
Expected total practicum hours on site: _____ (this number should be at least 600 unless this is a supplemental practicum)

Practicum Evaluation

The student will be formally evaluated twice a year, at the end of the fall semester and at the end of the training year. This evaluation includes an hour log and a quantitative and qualitative evaluation measure. In order for a student to pass the practicum seminar class, the student must receive **a passing evaluation from both the seminar instructor and the site supervisor**. The student cannot receive a grade for the enrolled seminar class until the evaluation is completed by the site and the hour log is approved by the site supervisor. Additionally, the site supervisor must indicate if the student has passed, passed with remediation, or not passed on the evaluation form. If a site does not pass the student and/or dismisses a student from practicum before the end date of the practicum the site supervisor will still complete all final evaluations, hour logs and documentation. If the site supervisor does not complete the evaluation then The Chicago School's DCT may override the site supervisor's evaluation.

Training Agreement Stipulations

Scheduling Commitments: This agreement acknowledges that the student may only occasionally need to reschedule training responsibilities. These occasions are rare and may include required meetings with Clinical Training personnel regarding externship and practicum placements. The student may also require brief periods of time away from practicum to complete the Clinical Competency Exam, or attend internship interviews (if the student is preparing for internship).

Site Consent for Release of Case Information: The student will be allowed to present psychological assessment data obtained at the site for course work requirements and will be able to present clinical case material, which may include client audio or video tapes, in program coursework. The student assumes full responsibility for presenting this material to the site supervisor for review in a timely manner so that there is time to discuss the purposes of the use of the material, who will have access to the material, the final disposition of the material, and the initiation of appropriate release(s) of information. The student assumes full and final responsibility for disguising clinical information in order to protect confidentiality. The student also assumes full and final responsibility for ensuring that appropriate release(s) of information are obtained based on informed consent from the client/legal guardian.

Student Academic and Educational Records: If, during the clinical program, the training site obtains a student's "educational records," as defined under the Family Educational Rights and Privacy Act, it will comply with the provision of the Act as it relates to such records.

Direct Observation Commitments: This agreement acknowledges that the student must receive direct observation <u>at least twice per training year</u>, at the placement. Direct Observation is defined by the act in which supervisors will either view a session in progress either in-person, via video/live stream, during co-therapy, through live observation (2-way mirror), or by viewing a video or audio recording. Please estimate below the number of hours expected for the student for the training year, indicating zero (0) as applicable.

    _____   In-Person
    _____   Video/Live Stream
    _____   Co-Therapy
    _____   Live Observation
    _____   Video Recording
    _____   Audio Recording

If recording the therapy sessions for student evaluation and training purposes: Supervisors will either view a session in progress (via one-way glass or live on video camera) or students will record their sessions for ongoing supervision. This responsibility is in accordance with the Association for Counselor Education and Supervision guideline 2.06 which states, "Actual work samples via audio and/or video tape or live observation in addition to case notes should be reviewed by the supervisor as a regular part of the ongoing supervisory process". Additionally, APA Ethical Principles and Code of Conduct (2002), section 7.06b states, "Psychologists evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements" (emphasis added).

    1. If the training site does not have adequate recording equipment for supervisory purposes, the student will provide either audio or video recording equipment.

2. The training site will provide for appropriate storage of recorded sessions in accordance with APA policies (e.g., in a locked, secure area; coding used to protect anonymity, etc.) when requested.

3. The training site will provide informed consent with respect to recording of sessions for training purposes.

4. The training site will retain all session recording in the training site, as long as the case is active. Additionally, recordings are not to be viewed or listened to by anyone other than the appropriate supervisor, student, and training site staff. Finally, once a client has terminated therapy, the training site should make sure that all session recordings for that client are erased or otherwise destroyed.

5. Any method used to code or otherwise identify tapes should be kept in a secure and locked location and separate from where the tapes are stored to protect confidentiality.

_____I agree to allow students to audio or video record their therapy sessions for the purpose of direct supervision feedback and for evaluation of the student's competency requirements in their academic program.

If you do not agree, please explain: _____

Please list any site stipulations: _____

Student Acknowledgement

By signing, I understand that I am training under my supervisor's license. I will act in compliance with the APA Code of Ethics, including accurately recording all practicum hours and activities, accurately maintaining clinical records, and acting under the guiding principles of beneficence and non- malfeasance. Additionally, when I am unsure of my ethical and professional responsibilities, I will communicate my concerns to my supervisors and my academic training department, always practicing good judgment and consulting as needed. I also agree to the Student Evaluation conditions listed above and will complete, in full, both the end of the fall semester and end of the training experience student evaluations in a timely manner.

Student Signature:

Site Acknowledgement

By signing, I agree that the student's experience will be performed pursuant to my order, control, and full professional responsibility as a supervisor. As a supervising clinician, I will adhere to the APA Code of Ethics, and agree that the above stated clinical activities are within my competence to supervise. I agree to adhere to the Practicum Guidelines of The Chicago School of Professional Psychology, Clinical Psychology program. I agree to discuss concerns about the student's performance with the student and with the student's academic training department, if indicated. I also agree to the Student Evaluation conditions listed above and will complete, in full, both the end of the fall semester and end of the training experience student evaluations in a timely manner. **In support of the Chicago School's APA accreditation, I have uploaded my current CV and license to the OPT Database.**

This agreement is intended to specify the interns' or trainees' planned educational/externship program details. A separate Memorandum of Understanding shall be executed that defines the relationship and specifies the legal obligations of the training site and The Chicago School of Professional Psychology.

Primary Supervisor (Site): _____

License Number: _____

The Chicago School Acknowledgement

The Chicago School's DCT has reviewed the above training agreement and agrees to support the training activities outlined in this training agreement.

Director of Clinical Training: _____

Training Agreement Addendum

Updated Internship End Date: Month Day, Year

Comments: _____

Additional Supervisor: _____

Degree: _____

Type of License: _____

License Number: _____

License State: _____

License Expiration Date: _____

Type of Supervision: _____

Hours Per Week: _____

Office of Placement & Training:

*Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

IPT Document Management System June 25, 2019

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APPENDIX G.
Clinical Psy.D. Practicum Training Evaluation and Hour Log
(To be submitted via OPT database)

Site Information	
Name of Student:	
Experience Level:	
Site Name:	

Evaluator Directions

Dear Site Supervisor and Seminar Leader,

Thank you for your ongoing efforts, investment, and collaboration in providing high-quality clinical training and mentorship to the students of the Clinical Psy.D. program at The Chicago School.

Our program values diversity and we are happy to collaborate with you in offering a wide range of clinical experiences, supervisory approaches, and theoretical understandings to our students. We also hope that all training programs have one thing in common—a recognition of the importance of ongoing feedback and evaluation of students' performance and progress. The evaluation process is meant to be collaborative and is designed to facilitate growth, pinpoint areas of strength and weakness, and refine training goals.

On this revised form, you will be asked to evaluate each student's performance in a range of professional domains. Some items may not relate to your site; however, please discuss all relevant items with the student and provide him/her with suggestions for ongoing growth, development and/or improved performance. As you review the evaluation items, please bear in mind the **student's level of training** so that when you are rating a student as performing at their expected level of proficiency, that rating is in the context of the practicum level they are completing (i.e., the expected level for advanced practicum is higher than for a student's first practicum experience). Please answer all items as truthfully as possible, and do not hesitate to contact our office with any questions about the evaluation process. Once again, thank you for your help in giving feedback to our students and for being an integral facilitator of their development.

Practicum and Seminar Evaluation Rating Scale

N/A = Not applicable and/or rater is unable to evaluate

1 = Significantly Below Expectations: The student is performing at a level that shows significant deficits in the competency area, are well below the expected doctoral level, and require extensive remediation.

2 = Below Expectations: The student is performing at a level that does not fully meet the expectations within the competency area. This rating may not require remediation early on in

the practicum experience (e.g., during the mid-year evaluation), but it would require remediation if present at the end of the practicum year.

3 = Meets Expectations: The student is performing at a level that meets the expectations within the competency area for their level of training.

4 = Above Expectations: The student is performing at a level that is above the expectations within the competency area for their level of training.

5 = Consistently Exceed Expectations: The student is performing at a level that consistently exceeds the expectations within the competency area for their level of training.

Practicum Evaluation

Assessment	Site Supervis or Rating	Seminar Leader Rating
1. **Test Selection:** Select and applies assessment methods appropriate to the goals and questions of the assessment and relevant to the diversity characteristics of the recipient.		
2. **Scoring and Interpretation:** Able to score and interpret assessment results to inform case conceptualization, classification, and recommendations in a manner consistent with the profession's standards and guidelines and sensitive to diversity characteristics of the recipient.		
3. **Psychopathology:** Demonstrates a knowledge of diagnostic classification systems, including clients' strengths and psychopathology, across a variety of contexts so as to able to apply to the assessment and diagnostic process.		
4. **Communication of Findings:** Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner that is sensitive to a range of audiences		

Intervention	Site Supervis or Rating	Seminar Leader Rating
1. **Therapeutic Relationships**: Establishes and maintains effective relationships with the recipients of psychological services.		
2. **Theory-based Conceptualization**: Case conceptualizations are grounded clearly and consistently in at least one theoretical orientation.		
3. **Treatment Planning**: Develops evidencebased intervention plans specific to the service delivery goals.		
4. **Treatment Implementation**: Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables, and able to modify and adapt evidence-based approaches when clear evidence base is lacking.		
5. **Evidence Basis**: Demonstrates the ability to apply the relevant research literature to clinical decision making		

6. **Treatment Effectiveness**: Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation.		

Consultation and Interprofessional/ Interdisciplinary Skills	Site Supervis or Rating	Seminar Leader Rating
1. **Knowledge of Various Systems**: Demonstrates knowledge and respect for the roles and perspectives of other professions.		
2. **Consultation Models**: Demonstrates knowledge of consultation models and practices.		

Ethical and Legal Standards	Site Supervis or Rating	Seminar Leader Rating
1. **Knowledge and Behavior**: Is knowledgeable and acts in accordance with the current version of the APA ethics code; relevant organizational, local, state, regional, and federal laws, regulations, rules, and policies that govern health service psychology; and relevant professional standards and guidelines.		
2. **Ethical Dilemmas**: Recognizes ethical dilemmas as they arise, and applies ethical decision making processes in order to resolve the dilemmas.		
3. **Ethical Conduct**: Conducts self in an ethical manner in all professional activities.		

Individual and Cultural Diversity	Site Supervis or Rating	Seminar Leader Rating
1. **Personal Culture**: Demonstrates the requisite knowledge base and ability to articulate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.		
2. **Diversity Knowledge Base**: Demonstrates understanding of and ability to articulate the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.		
3. **Diversity in Professional Roles**: Demonstrates understanding of and ability to articulate knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers, and with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.		

Social Justice	Site Supervisor Rating	Seminar Leader Rating
1. **Awareness of Social Injustice**: Demonstrates awareness that the psychology of the individual is more fully understood by accounting for larger societal, social, institutional forces that may lead to inequalities, injustice, disadvantages, and marginalization of individual and communities.		
2. **Social Change Agent**: Appreciate and demonstrate the ability to serve as social change agent on behalf of individuals and communities through advocacy, education, consultation and other mechanisms of social transformation.		

Professional Values, Attitudes, and Behaviors	Site Supervisor Rating	Seminar Leader Rating
1. **Values, Attitudes & Behaviors**: Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others (e.g. timeliness, organization, appropriate dress).		
2. **Self-Reflection**: Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, wellbeing, and professional effectiveness.		
3. **Openness to Feedback**: Actively seeks and demonstrates openness and responsiveness to feedback and supervision.		
4. **Independence**: Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.		
5. **Preparation and Participation**: Is prepared for and actively participates in supervision.		

Communication and Interpersonal Skills	Site Supervisor Rating	Seminar Leader Rating
1. **Relationships**: Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.		
2. **Communication**: Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrates a thorough grasp of professional language and concepts.		
3. **Interpersonal S**kills: Demonstrates effective interpersonal skills and the ability to manage difficult communication well.		
4. **Feedback**: Addresses sensitive issues and provides constructive feedback in an empathic and respectful manner.		

OVERALL COMPOSITE EVALUATION OF STUDENT'S PERFORMANCE	Site Supervis or Rating	Seminar Leader Rating
Overall Composite Evaluation of Student's Performance		

Qualitative Feedback and Recommendation: For Site Supervisor and Student only

Site Supervisor: Please list and discuss the student's strengths:

Site Supervisor: Please list and discuss the student's developmental needs:

Site Supervisor: Please note any additional comments:

I recommend the following (pass / not pass) for this student:

End of Training Period Rating:_____

* Please note that if desired, (or if the student fails it will be required) The Chicago School can develop an Academic Development Plan for Clinical Training to help address the student's individual needs.

Student: You are welcome to comment on your experience and/or this evaluation here:

Qualitative Feedback and Recommendation: For Seminar Leader and Student only

Seminar Leader: Please list and discuss the student's strengths:

Seminar Leader: Please list and discuss the student's developmental needs:

Seminar Leader: Please note any additional comments:

I recommend the following (pass / not pass) for this student: End of Training Period Rating:

End of Training Period Rating:_____

* Please note that if desired, (or if the student fails it will be required) The Chicago School can develop an Academic Development Plan for Clinical Training to help address the student's individual needs.

Student: You are welcome to comment on your experience and/or this evaluation here:

Clinical Psy.D. Hour Log

Instructions: This form has two sections: 1) Clinical Psy.D. Practicum Evaluation Based on Standard of Accreditation and 2) Practicum Hour Log. You have already completed part 1 of the form. Part 2 is used to document the student's clinical activities and hours. It is important that the student keep accurate and detailed records of this information, as well as report it when he or she applies for internship. After the student completes the hour log portion of this document, the supervisor should verify the hours before providing the final sign-off of the hours by signing the evaluation below.

On the following pages, report actual clock hours in direct service to clients (i.e., face-to-face activities).

Hours should not be counted in more than one category. Indirect services (e.g., charting, treatment planning, etc.) are reported as "Support Activities". While most of your therapy activities will most likely occur in the same type of setting (e.g., hospital, university counseling center, etc.), students should keep detailed records about the exact treatment settings in which all clinical work occurred for future reference.

In the first column, count each hour of a group, family, or couples session as one practicum hour. For example, a two-hour group session with 12 adults is counted as two hours. In the second column, count a couple, family, or group as one unit. For example, meeting with a group of 12 adults over a ten-week period counts as one group. The first and second columns are for the Fall Semester. Use the third and fourth columns for the Spring Semester. It is okay if the Spring Semester includes continued hours into the Summer months. In the fifth and sixth tally your cumulative hours and number of different clients/groups, respectively, for the entire practicum year. Be careful not to double count individuals, groups, etc. seen in more than one semester.

As noted above, this information will be reported when you apply to internship so keep accurate and detailed records. Please refer to AAPI T2T sample for the categories of direct service and support hours.
https://www.appic.org/Portals/0/downloads/AAPI/T2T%20Sample%20PDF.pdf

Quick Start Guide for Entering Your AAPI Psychology Training Experiences
https://help.liaisonedu.com/Time2Track_Help_Center/Trainees/Trainees_with_Group_Accounts/AAPI_Psychology_Training_Experiences/01_Quick_Start_Guide

https://help.liaisonedu.com/@api/deki/pages/76766/pdf/Quick%2bStart%2bGuide%2bfor%2bEntering%2bYour%2bAAPI%2bPsychology%2bTraining%2bExperiences.pdf?stylesheet=default

Signatures

Site Supervisor and Seminar Leader:
By signing this document, I verify that I have reviewed the contents of this evaluation with the student either as a part of the seminar course and/or in individual meetings with the student.

Site Supervisor: _____

Seminar Leader: _____

Student: _____

OPT Director: _____

Grade Posted: _____

*Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

IPT Document Management System September 1, 2018

APPENDIX H.
Student Survey of Site
(To be submitted via OPT database)

Name of Site: [Agency Name]
Type of Training:

Dear The Chicago School Student,

Thank you for your ongoing efforts and hard work. Please complete this form about your Practicum/Internship experience to date. This form is the anonymous evaluation of your site experience and will take about 30 minutes to complete.

Your individual answers will not be shared with your site or site supervisor, are not individually accessible by The Chicago School and are utilized to report on your student experience at your site to assist in ongoing site evaluations and improvement in the services provided.

Answer honestly and explain as requested. Some questions may not relate to your experience. When this happens, please indicate "NA". **Remember that without a completed evaluation you will not receive a grade for your seminar course.** Be sure to click SAVE WORK as you complete each portion and SUBMIT at the end. Once again, thank you for your comments as ongoing feedback and evaluation is an integral aspect of professional and program development.

Section 1: Supervision Experience
Please indicate your answer to the following statements using the answers provided and please explain as indicated.

1. I obtained regular weekly, in-person individual supervision.
2. I obtained regular weekly, in-person group supervision.
3. Did you have difficulties obtaining supervision?
         a. If Yes, did you contact your DCT?
                  i. Please explain:
4. My primary supervisor is knowledgeable about evidence based practice.
         a. If No, please explain:
5. My primary supervisor is onsite or offsite.
6. My primary supervisor was regularly on site during my practicum training.
         a. If No, were you able to access your supervisor?
7. Does your site provide live (observation, in-session) supervision?
         a. If Yes, please indicate which type (in-person, via video/live stream, during co-therapy, or live observation (2-way mirror):
         b. If No, please explain:
8. I received at least the minimum amount of required supervision at my site as outlined by my program?
9. The supervision I was provided helped me develop my professional skills according to my training goals?
10. My Director of Clinical Training and/or the Associate Director of Clinical Training has been:
         Accessible:
         Helpful:
         Responsive in a timely manner:

Section 2: Training Experience Difficulties
Now, we are interested in learning about any difficulties you had during your training experience. Please explain as indicated.
1. Did you have difficulties rescheduling missed supervision?
    a. If Yes, please explain:
2. If you had difficulties obtaining supervision, did you discuss your concerns in your seminar course?
    a. If No, please explain:
3. If you contacted your DCT about difficulties obtaining supervision, did your DCT resolve these issues?
    a. If Yes, were they resolved in a professional, timely, courteous manner?
4. If you had difficulty obtaining direct client contact, did you discuss the issue in your seminar course?
    a. If No, please explain:
5. Did you contact your DCT if you had difficulty obtaining direct client contact?
    a. If No, please explain:
6. Did you have difficulties completing required course assignments at your site?
    a. If Yes, please explain:
7. I believe some of my supervisor's actions were unethical and/or illegal.
    a. If Yes, please explain:

Section 3: Student Experience
Next, we are interested in your experience as a student at your site. Please explain as indicated.
1. I received training on and opportunities to engage in different types of training activities. (I.E. service modalities group, individual, consultation, etc.)
    a. If No, please explain:
2. My practicum experience helped me to develop my knowledge base.
    a. If No, please explain:
3. My practicum/internship experience helped me to develop my ability to implement evidence-based interventions.
    a. If No, please explain:
4. Would you recommend this site to a peer?
    a. If No, please explain:
5. Did you contact your onsite supervisor if you experienced difficulties obtaining direct clinical hours?
    a. If No, please explain:
6. My site and supervisor provided me with training experiences in accordance with my training level (tier system, practicum, etc).
    a. If No, please explain:
7. Does your site allow you to create audio recordings of your sessions?
    a. If No, please explain:
8. Does your site allow you to create video recordings of your sessions?
    a. If No, please explain:
9. My site has a structured treatment planning and monitoring client progress process.
    a. If No, please explain:

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For the following sections 4-6 (Quality of Site, Primary Supervision, Supervisor Communication), we are interested in learning about your level of agreement with the following statements. Use the description ratings below to indicate to the extent that you agree with the following statements.

Based on the statement below, I:

Completely Disagree	Mostly Disagree	Partially Disagree	Partially Agree	Mostly Agree	Completely Agree

Section 4: Quality of Site
Based upon the rating scale above; how much do you agree with the following statements:
1. I received a thorough orientation at the beginning of my practicum.
2. Following orientation, I felt prepared to engage in my work.
3. Site policies (emergency procedures, documentation such as SI/HI procedures) were clearly articulated.
4. The training program at my site is well organized.
5. I was assigned appropriate work.
6. I received the resources to build, maintain a clinical caseload, and participate in pertinent learning activities.
7. I felt supported by my site, both professionally and personally.
8. I felt that the site was invested in my training experience, professional development and growth.
9. The training opportunities at my site provided me with skills applicable to my future career.
10. My site consistently provided me culturally responsive supervision and training that took into consideration my personal developmental needs.
11. My site engaged in culturally responsive, equitable, and respectful treatment that took into consideration the individual needs of each client.

Section 5: Quality of Primary Supervision
Based upon the rating scale above; how much do you agree with the following statements:
During supervision, my supervisor and I
1. Discussed client needs.
2. Discussed agency and/or setting needs.
3. Discussed my professional and/or personal development.
4. Discussed diversity development.
5. Discussed legal and ethical issues.
6. Discussed proper caseload development and maintenance.
7. Reviewed my testing and/or assessment work (paperwork, report writing).
8. Discussed application of applied theory to client work.
9. Discussed my training goals as I progressed through my training experience.

Section 6: Quality of Supervisor Communication
Based upon the rating scale above; how much do you agree with the following statements:
My supervisor:
1. Communicated in a clear manner.
2. Provided quality, helpful feedback to implement into clinical growth.
3. Established clear training goals at the beginning of my training experience.
4. Established clear professional expectations.
5. Modeled appropriate professional behavior.

6. Communicated the results of my evaluations in a timely manner.

7. Developed an open relationship in which we could speak freely without fear of repercussion.

8. Provided oversight and feedback related to diagnostic impressions and assessment.

Click here when you have completed filling out this form: SUBMIT

*Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

APPENDIX I.
COMPETENCY BENCHMARKS IN PROFESSIONAL PSYCHOLOGY

I.   PROFESSIONALISM

1. Professional Values and Attitudes: as evidenced in behavior and comportment that reflect the values and attitudes of psychology.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
1A. Integrity - Honesty, personal responsibility and adherence to professional values		
Understands professional values; honest, responsible	Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values	Monitors and independently resolves situations that challenge professional values and integrity
1B. Deportment		
Understands how to conduct oneself in a professional manner	Communication and physical conduct (including attire) is professionally appropriate, across different settings	Conducts self in a professional manner across settings and situations
1C. Accountability		
Accountable and reliable	Accepts responsibility for own actions	Independently accepts personal responsibility across settings and contexts
1D. Concern for the welfare of others		
Demonstrates awareness of the need to uphold and protect the welfare of others	Acts to understand and safeguard the welfare of others	Independently acts to safeguard the welfare of others
1E. Professional Identity		
Demonstrates beginning understanding of self as professional: "thinking like a psychologist"	Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development	Displays consolidation of professional identity as a psychologist; demonstrates knowledge about issues central to the field; integrates science and practice

2. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
2A. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context		

Demonstrates knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others	Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation	Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation
2B. Others as Shaped by Individual and Cultural Diversity and Context		
Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings	Applies knowledge of others as cultural beings in assessment, treatment, and consultation	Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation
2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context		
Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others	Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others	Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation
2D. Applications based on Individual and Cultural Context		
Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD (as defined by APA policy) as they apply to professional psychology. Understands the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues)	Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation	Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work

3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
3A. Knowledge of ethical, legal and professional standards and guidelines		
Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum	Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations	Demonstrates advanced knowledgeand application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards and guidelines

setting		
3B. Awareness and Application of Ethical Decision Making		
Demonstrates awareness of the importance of applying an ethical decision model to practice	Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma	Independently utilizes an ethical decision-making model in professional work
3C. Ethical Conduct		
Displays ethical attitudes and values	Integrates own moral principles/ethical values in professional conduct	Independently integrates ethical and legal standards with all competencies

4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.		
4A. Reflective Practice		
Displays basic mindfulness and self-awareness; engages in reflection regarding professional practice	Displays broadened self-awareness; utilizes self- monitoring; engages in reflection regarding professional practice; uses resources to enhance reflectivity	Demonstrates reflectivity both during and after professional activity; acts upon reflection; uses self as a therapeutic tool
4B. Self-Assessment		
Demonstrates knowledge of core competencies; engages in initial self-assessment re: competencies	Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills	Accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills
4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)		
Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care	Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice	Self-monitors issues related to self-care and promptly intervenes when disruptions occur
4D. Participation in Supervision Process		
Demonstrates straightforward, truthful, and respectful communication in supervisory relationship	Effectively participates in supervision	Independently seeks supervision when needed

II.   RELATIONAL

5.   Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
5A. Interpersonal Relationships		
Displays interpersonal skills	Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines	Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities
5B. Affective Skills		
Displays affective skills	Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively	Manages difficult communication; possesses advanced interpersonal skills
5C. Expressive Skills		
Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills	Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language	Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated; demonstrate thorough grasp of professional language and concepts

III.   SCIENCE

6.   Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
6A. Scientific Mindedness		
Displays critical scientific thinking	Values and applies scientific methods to professional practice	Independently applies scientific methods to practice
6B. Scientific Foundation of Psychology		
Demonstrates understanding of psychology as a science	Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior)	Demonstrates advanced level knowledge of core science (i.e., scientific bases of behavior)

6C. Scientific Foundation of Professional Practice		
Understands the scientific foundation of professional practice	Demonstrates knowledge, understanding, and application of the concept of evidence-based practice	Independently applies knowledge and understanding of scientific foundations independently applied to practice

7. Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities		
7A. Scientific Approach to Knowledge Generation		
Participates effectively in scientific endeavors when available	Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology	Generates knowledge
7B. Application of Scientific Method to Practice		
No expectation at this level	Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs	Applies scientific methods of evaluating practices, interventions, and programs

IV.   APPLICATION

8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
8A. Knowledge and Application of Evidence-Based Practice		
Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology	Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences	Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences

9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
9A. Knowledge of Measurement and Psychometrics		

Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing	Selects assessment measures with attention to issues of reliability and validity	Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups and context
9B. Knowledge of Assessment Methods		
Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam	Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances	Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning
9C. Application of Assessment Methods		
Demonstrates knowledge of measurement across domains of functioning and practice settings	Selects appropriate assessment measures to answer diagnostic question	Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad area of practice
9D. Diagnosis		
Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity	Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity	Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity

Assessment continued		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
9E. Conceptualization and Recommendations		
Demonstrates basic knowledge of formulating diagnosis and case conceptualization	Utilizes systematic approaches of gathering data to inform clinical decision-making	Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment
9F. Communication of Assessment Findings		

Demonstrates awareness of models of report writing and progress notes	Writes assessment reports and progress notes and communicates assessment findings verbally to client	Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner

10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.

10A. Intervention planning		
Displays basic understanding of the relationship between assessment and intervention	Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation	Independently plans interventions; case conceptualizations and intervention plans are specific to case and context
10B. Skills		
Displays basic helping skills	Displays clinical skills	Displays clinical skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations
10C. Intervention Implementation		
Demonstrates basic knowledge of intervention strategies	Implements evidence-based interventions	Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate
10D. Progress Evaluation		
Demonstrates basic knowledge of the assessment of intervention progress and outcome	Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures	Independently evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures

11. Consultation: The ability to provide expert guidance or professional assistance in response to a client's needs or goals.

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
11A. Role of Consultant		
No expectation at this level	Demonstrates knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher)	Determines situations that require different role functions and shifts roles accordingly to meet referral needs
11B. Addressing Referral Question		
No expectation at this level	Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions	Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral question

11C. Communication of Consultation Findings		
No expectation at this level	Identifies literature and knowledge about process of informing consultee of assessment findings	Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations
11D. Application of Consultation Methods		
No expectation at this level	Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings	Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases

V.   EDUCATION

12. Teaching: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
12A. Knowledge		
No expectation at this level	Demonstrates awareness of theories of learning and how they impact teaching	Demonstrates knowledge of didactic learning strategies and how to accommodate developmental and individual differences
12B. Skills		
No expectation at this level	Demonstrates knowledge of application of teaching methods	Applies teaching methods in multiple settings

13. Supervision: S**upervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.**

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
13A. Expectations and Roles		
Demonstrates basic knowledge of expectations for supervision	Demonstrates knowledge of, purpose for, and roles in supervision	Understands the ethical, legal, and contextual issues of the supervisor role
13B. Processes and Procedures		
No expectation at this level	Identifies and tracks progress achieving	Demonstrates knowledge of supervision

	the goals and tasks of supervision; demonstrates basic knowledge of supervision **models and practices**	models and practices; demonstrates knowledge of and effectively addresses limits of competency to supervise
13C. Skills Development		
Displays interpersonal skills of communication and openness to feedback	Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals	Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their clients
13D. Supervisory Practices		
No expectation at this level	Provides helpful supervisory input in peer and group supervision	Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting

VI.   SYSTEMS

14. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
14A. Knowledge of the Shared and Distinctive Contributions of Other Professions		
No expectation at this level	Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/ professionals	Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; demonstrates intermediate level knowledge of common and distinctive roles of other professionals
14B. Functioning in Multidisciplinary and Interdisciplinary Contexts		
Cooperates with others	Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning	Demonstrates beginning, basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning
14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes		
No expectation at this level	Demonstrates knowledge of how	Participates in and initiates

	participating in interdisciplinary collaboration/consultation can be directed toward shared goals	interdisciplinary collaboration/consultation directed toward shared goals
14D. Respectful and Productive Relationships with Individuals from Other Professions		
Demonstrates awareness of the benefits of forming collaborative relationships with other professionals	Develops and maintains collaborative relationships and respect for other professionals	Develops and maintains collaborative relationships over time despite differences

15. Management-Administration: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).		
15A. Appraisal of Management and Leadership		
No expectation at this level	Forms autonomous judgment of organization's management and leadership Examples: • Applies theories of effective management and leadership to form an evaluation of organization • Identifies specific behaviors by management and leadership that promote or detract from organizational effectiveness	Develops and offers constructive criticism and suggestions regarding management and leadership of organization Examples: • Identifies strengths and weaknesses of management and leadership or organization • Provides input appropriately; participates in organizational assessment
15B. Management		
No expectation at this level	Demonstrates awareness of roles of management in organizations	Participates in management of direct delivery of professional services; responds appropriately in management hierarchy
15C. Administration		
Complies with regulations	Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures	Demonstrates emerging ability to participate in administration of clinical programs
15D. Leadership		

No expectation at this level	No expectation at this level	Participates in system change and management structure

16. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
16A. Empowerment		
Demonstrates awareness of social, political, economic and cultural factors that impact individuals, institutions and systems, in addition to other factors that may lead them to seek intervention	Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision	Intervenes with client to promote action on factors impacting development and functioning
16B. Systems Change		
Understands the differences between individual and institutional level interventions and system's level change	Promotes change to enhance the functioning of individuals	Promotes change at the level of institutions, community, or society

APPENDIX J.
Supplemental Practicum Policies

Some students gain additional experience and hours by completing supplemental practica. These experiences are in addition to the required/primary training experiences and are completely optional. Supplemental practica are similar to other practica, but may only last for four months and have a lesser weekly time commitment than the required practica. For example, a site at which you previously trained may welcome you back for a few months over the summer to gain additional training in testing.

Prior to commencing this supplemental practicum experience, a student must 1) consult with their academic advisor and receive approval; and 2) consult with their DCT or ADOT to review the nature of the experience and receive approval. Students cannot participate in a supplemental practicum prior to the initiation of their Basic Practicum. Students will only be approved to be on a supplemental practicum for 15 weeks at a time. Students may request approval from their DCT or ADOT to extend their supplemental practicum at one site up to two times for a total of one year on site. Students may only complete a supplemental practicum at an existing, approved site.

Students will need to complete a Supplemental Practicum Training Agreement and Supplemental Telehealth Addendum within two weeks of starting at the supplemental site. Note that the student and site supervisor will submit practicum evaluations, student surveys of site, and hour logs just as they would for the primary practicum experience. An evaluation, student surveys of site, and hours logs will be completed at the end of each approved fifteen-week experience. Hours in excess of 8-10 hours on site per week will not be approved unless it is the only site at which you are (i.e., during the summer).

A supplemental practicum can only occur when a student is concurrently engaged in a full primary Practicum Experience and enrolled in a Practicum Seminar. The only exception to this condition is if a student is completing a supplemental practicum over the summer after their primary placement has ended and before their next primary placement begins. Under no other conditions can a practicum be school sanctioned. Students may not complete two supplemental practica concurrently. Students' primary supervisor at their supplemental site should be different from their supervisor at their primary placement.

Students may only be on site at their supplemental practicum at most one day a week (approximately 8-10 hours) during the academic yar. Students may request approval from their DCT or A-DCT to be on site up to twice a week (16 hours) during Summer II. One hour of supervision is required for every 8 hours on site.
Students may be removed from a supplemental practicum for similar reasons to removal from a primary placement. Students may also be removed from supplemental practicum if academic performance and/or performance at the primary placement declines.

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Supplemental Practicum Approval Form

Student name:

Date:

Supplemental site (if known):

Expected start date:

Expected end date:

Academic Advisor Approval
Academic advisor name:

Date:

Is the student in good academic standing? Yes No

Has the student passed all required courses? Yes No

Is there any reason the student should not complete a supplemental practicum (e.g., works full-time, difficulty balancing commitments)? Yes (please explain) No

Training Team Approval
DCT/ADCT name:

Date:

Has the student received approval from their advisor? Yes No

Is the student in good standing at their primary site? Yes No

Has the student had a meeting with training? Yes No

Is there any reason the student should not complete a supplemental practicum (e.g., at primary site ≥24 hours)? Yes (please explain) No

Does the student understand the supplemental practicum expectations? Yes No

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APPENDIX K.
Acknowledgement of Receipt of
Practicum Training Manual and the Competency Benchmarks in
Professional Psychology
(To be submitted via OPT database)

I <STUDENT NAME> have received and reviewed the **2023-2024 Clinical Psy.D. Training Manual and Competency Benchmarks in Profession Psychology**.

I agree to abide by the requirements of the training manual and the Clinical Psy.D. Department.

I also understand that my performance on practicum is measured by the competency benchmarks.

Finally, I acknowledge that failure to meet rules, expectations, and standards in the Clinical Psy.D. Training Manual may result in disciplinary action.

_____
Student Signature and Date