

# University of La Verne

**College of Health and Community Well-Being  
PsyD Program in Clinical Psychology**



**Clinical Training Handbook**

Accredited by:

The Commission on Accreditation of the American Psychological Association

Questions related to the program's accredited status should be directed to the  
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## TABLE OF CONTENTS

Section 1: Introduction.....	6
Section 2: Organizational Structure and Responsibilities.....	7
A. Program Chair/Director of Clinical Training.....	7
B. PsyD Program Committee.....	7
C. Graduate Psychology Manager .....	8
Section 3: Student Responsibilities.....	8
A. Ethical Standards.....	8
1. Sexual harassment.....	8
2. Multiple relationships .....	8
B. Maintenance of Records and Malpractice Insurance .....	9
C. Communication with Program .....	9
1. Confidentiality of communication .....	10
Section 4: Clinical Training Course Sequence .....	10
A. Year 1 Courses .....	10
B. Year 2 Courses .....	11
C. Year 3 Courses .....	11
D. Year 4 Courses .....	12
E. Year 5 Courses .....	13
Section 5: Practicum Training .....	13
A. Practicum Defined.....	13
B. Practicum Requirements .....	13
1. Practicum prerequisites.....	13
2. Practicum settings .....	13
3. Practicum courses .....	13
4. Hours.....	14
5. Duration .....	14
6. Mutual expectations .....	14
C. Practicum Hours.....	14
1. Direct service hours .....	15
2. Indirect service hours .....	15
3. Supervision .....	15

a. Individual supervision.....	15
b. Group supervision.....	15
c. Peer supervision .....	16
4. Credit for clinical hours from other programs/disciplines/work settings .....	16
5. Tracking hours .....	16
D. Personal Psychotherapy Requirement.....	17
E. Standards for Practicum Settings.....	17
F. Practicum Placement Process .....	18
G. Practicum Evaluation .....	19
1. Student evaluation of supervisor(s) and placement site.....	20
2. Supervisor evaluation of students .....	20
H. Problem Identification and Resolution .....	21
1. Problem behaviors .....	22
2. Impairment.....	22
3. Incompetence .....	23
4. Resolution .....	23
I. Probation/Dismissal for Practicum-Related Activity .....	23
J. Appeals and Grievance Process .....	24
Section 6: Internship Training .....	24
A. Internship Defined.....	24
B. Internship Requirements .....	25
1. Internship prerequisites.....	25
2. Internship settings .....	25
3. Internship courses .....	25
4. Hours.....	25
5. Duration .....	25
6. Mutual expectations.....	26
C. Internship Hours.....	26
D. Standards for Internship Settings .....	26
E. Internship Application Process.....	26
1. Applying .....	27
2. Interviewing.....	28

3. Ranking .....	28
4. Match .....	28
5. Post-match.....	29
F. Release from Match/Change of Internship .....	29
G. Internship Evaluation .....	29
H. Problem Identification and Resolution .....	31
1. Problem behavior .....	32
2. Impairment.....	32
3. Incompetence .....	33
4. Resolution .....	33
I. Probation/Dismissal from Internship-Related Activity .....	33
J. Appeals and Grievance Process .....	34
Section 7: Postdoctoral Training and Licensure .....	34
References.....	36

## Section 1. Introduction

The purpose of the Clinical Training Handbook is to provide information necessary for students to satisfy the predoctoral field-training requirements that have been established by the PsyD program at the University of La Verne. Those requirements are consistent with the *Standards of Accreditation* of the American Psychological Association (APA 2017a) and the licensing requirements of the California Board of Psychology. The handbook is provided to all students enrolled in the PsyD program at the University of La Verne. It is also distributed to practicum and internship supervisors at the various sites in which students complete their training requirements.

The PsyD program follows the recommendations of the American Psychological Association (APA), the National Council of Schools and Programs in Professional Psychology (NCSPP), the Association of Psychology Postdoctoral and Internship Centers (APPIC), and the Association of State and Provincial Psychology Boards (ASPPB) pertaining to practicum and internship training.

The program is committed to the integration of science and practice through training that is sequential, cumulative, and graded in complexity. The primary objective of practicum training is to provide students with a structured sequence of clinical experiences where they can systematically develop and apply their clinical skills and competencies. Consistent with a developmental model, the practicum training sequence begins with entry-level placements and progresses gradually to increasingly challenging and more demanding positions where students will assume greater clinical responsibility as they consolidate their skills and develop a professional identification with the practice of psychology. A primary goal of practicum training is to develop the student's clinical competencies to the levels necessary for the predoctoral internship. Students must complete two years of supervised training at two different sites, a minimum of 1500 total hours of practicum experience, and receive supervisor ratings at or above the minimal levels of acceptable achievement (described below) before they are eligible to apply for internship. Students begin practicum in the second year of the program and continue their practicum training through the third year. An advanced practicum in the fourth year of study is optional but selected by many students. Advanced practicum can entail specialized training experiences and further prepares students for internship application.

The predoctoral internship is one of the program's two capstone experiences (with dissertation as the other) and is designed to occur in students' final year of training. The purpose of the internship is the extension of previous professional and academic training. Internship provides, at a level of greater expertise than practicum, for the integration of scientific, professional, and ethical knowledge, attitudes, and skills basic to the practice of professional psychology. It is an organized training program which provides a planned, integrated sequence of clinical and didactic experiences with the goal of providing sufficient training and supervision so that the intern may, upon completion, function responsibly as a professional psychologist, and to be qualified for post-doctoral training or their first professional position.

## Section 2: Organizational Structure and Responsibilities

### **A. Program Chair/Director of Clinical Training (PC/DCT)**

The PsyD Program Chair/Director of Clinical Training is responsible for administering the PsyD program including (but not limited to) overseeing admissions, practicum and internship training, the competency examination, dissertation oversight, student evaluation, maintenance of student records, and maintenance of the program's accreditation. The PC/DCT consults with and makes recommendations to the program's core faculty, associated faculty, adjunct faculty, and other program contributors relative to students' training issues.

The PC/DCT is also responsible for: anticipating the needs and concerns of students; developing appropriate agenda items for the PsyD Program Committee, and representing the University of La Verne and its doctoral program at relevant meetings (i.e. Southern California Association of Psychology Training Program's (SCAPTP), Association of Psychology Internship and Postdoctoral Centers (APPIC), National Council of Schools and Programs of Professional Psychology (NCSPP), American Psychological Association (APA), and other relevant meetings).

The PC/DCT serves as a liaison to training sites, which includes the following responsibilities:

- Where appropriate, make initial contact with potential training sites and conduct site visits to ascertain the appropriateness of the particular site for training.
- Conducting site visits of practicum sites and, where possible, internship sites, meeting with both students and supervisors, responding to training site and student needs as they arise, and providing consultation to training sites to enhance their training programs.
- Conduct scheduled evaluations of training sites.
- Meet with students to advise them regarding clinical training, which includes recommending, reviewing, and approving training site choices, and assisting with the application process.
- Participate in the professional evaluation of students after completion of training experiences.
- Ensure that students systematically evaluate their training experiences at appropriate points in time.

### **B. PsyD Program Committee (PPC)**

The PsyD Program Committee (PPC) is composed of all core program faculty. The PC/DCT serves as chair of this committee and sets the meeting agenda. The committee meets at least monthly during the academic year. The agenda and minutes of all meetings are made available to the PPC faculty. The PPC is responsible for the formulation of PsyD program policies and makes recommendations concerning continuance, modification, or discontinuance of these policies. All decisions are made upon majority vote of voting members present at each meeting. Members of the PPC also assist the PC/DCT with various program-related activities such as admissions and annual evaluation of students' progress.

### **C. Graduate Psychology Manager**

The Graduate Psychology Manager (GPM) assists the PC/DCT in maintenance of all records related to students' clinical training. The GPM also serves as a liaison with training sites by informing them of program policies and procedures. Additionally, the GPM, where appropriate, represents the University of La Verne and its doctoral program at relevant meetings.

## **Section 3: Student Responsibilities**

Students are expected to know and follow the contents of this handbook. Should an issue arise that is not covered in the handbook, the student should consult with the PC/DCT. Failure to follow the guidelines as set forth in this handbook may affect the student's progress through the program. The major areas of student responsibility are listed below:

### **A. Ethical Standards**

Students are responsible for behaving in a professional, ethical, and legal manner at the university and in their clinical placements. To fulfill this requirement, students are expected to be familiar with the *APA Code of Ethics* (APA 2017b) and the *California Laws and Regulations Relating to the Practice of Psychology*. Students may not engage in any unprofessional, unethical, or illegal practices at their training sites even if such practices are condoned, expected, or encouraged by site supervisors and/or staff. Students must promptly notify their supervisors of any such practices that they observe at the site by staff or other trainees. The PC/DCT must be notified immediately regarding these issues. In cases where the supervisor is suspected of unprofessional, unethical, or illegal practices, the student must notify the PC/DCT immediately. Students who feel they would be in jeopardy or punished for reporting unprofessional, unethical, or illegal behavior to the site itself, must report these concerns to the PC/DCT.

#### **1. Sexual Harassment**

Students are advised that sexual harassment is a violation of federal law and may violate the civil and criminal laws of the State of California. The following behavior may constitute sexual harassment: lewd remarks, whistles, or personal reference to one's anatomy; unwanted physical contact such as patting, pinching, or constant brushing against a person's body; subtle or overt pressure for sexual favors; persistent and offensive sexual jokes and comments.

#### **2. Multiple Relationships**

Students must avoid multiple relationships including those stated below. Infractions are considered inappropriate to their status as trainees and appropriate disciplinary action will be taken. Students may not have held a paid or unpaid staff position within the previous year at any site where they are placed unless they are given a different experience. Further, they may not hold such a position during the time they are in training there without the approval of the PC/DCT. Students who are unclear about their status as trainee or staff member should discuss this issue with the PC/DCT.



Students may not be supervised by the following:

- a. Anyone for whom they have served as a paid psychological assistant.
- b. Student's current or past psychotherapist.
- c. Anyone with whom they have, or have had in the past a business relationship with outside the site.
- d. Anyone with whom they have, or have had in the past a sexual relationship or an emotional relationship.
- e. A relative.

It is imperative that each student consults with the PC/DCT in all relationships where there is a lack of clarity.

### **B. Maintenance of Records and Professional Liability Insurance**

Related to the responsibility of maintaining ethical standards, students are responsible for maintaining appropriate documentation and records at their training sites. Further, students are required to purchase/renew professional liability insurance for each year they are enrolled in clinical training and before seeing clients.

The program recommends minimal coverage of \$1,000,000/3,000,000. A couple low cost options include:

<https://www.trustinsurance.com/Insurance-Programs/Student-Liability>  
<https://www.americanprofessional.com/covered-professions/student/>

The University maintains its own separate liability insurance relevant to students' placements.

### **C. Communication with Program**

Students are expected to remain in contact with the PC/DCT while completing their clinical placements. Students are expected to inform the PC/DCT when placement conditions differ from those contracted for by the training site, the student, and the school, or which interfere with proper training. Examples of such conditions may include the following:

- Supervision that does not meet with the terms of the affiliation and/or other contractual agreements, and/or is not consistent with the requirements outlined in this handbook.
- Insufficient training opportunities (i.e., in-services, case conferences, client load, supervision).
- Any training site changes (i.e., financial or administrative problems, changes in personnel) that may adversely affect the professional standards and/or clinical or administrative functioning of the site.
- Any form of exploitation, which includes sexual harassment, workload, or any and all inappropriate requests, such as tasks that are unrelated to the training of a clinical psychologist.
- Discriminatory practices based on race, color, national origin, age, gender, sexual orientation, religion, or physical disability.

## **1. Confidentiality of communication**

Any communication between a student and the PC/DCT, PPC, and/or the GPM regarding training issues is not viewed as confidential. However, the welfare and training of the student as well as the needs of the profession, the public, and the university will be taken into consideration when determining how to use any shared information. The student may participate in discussions regarding the dissemination of information.

The supervision experience is generally considered open for discussion between supervisors and the PC/DCT. Supervisors will be instructed to use discretion regarding the form and content of what they communicate, and students may request that certain personal information be treated as confidential by supervisors. However, each supervisor must consider whether the disclosure of information will be beneficial to the training of the student, as well as to the good of the public. It is recommended that the student and supervisor discuss these issues prior to the disclosure of sensitive information to the PC/DCT.

Supervisors' evaluations of students are only available to the PsyD program faculty, staff, and accrediting agencies and are to be treated similarly to course evaluations. Disclosure of information is to be done solely on a "need to know" basis.

As a function of the selection process, training sites have the right to contact former supervisors at previous placement agencies. It is broadly assumed that the student's listing of these placements on their applications and vitae constitutes a tacit release of information.

## **Section 4: Clinical Training Course Sequence**

Clinical training follows a sequential, cumulative, and graded in complexity plan. Courses may not be taken out of sequence. The sequence described below assumes that students will remain on track. Students falling off track should consult with the PC/DCT and refer to the *Program Policies and Procedures Handbook*.

Two course prefixes are currently in place (Psy and PsyD). Students matriculated prior to fall 2021 use the Psy course prefixes. Students matriculated fall 2021 and after use the PsyD course prefix. Please see the program's website for the curriculum and course numbers at <https://health.laverne.edu/psyd/curriculum-schedule/>.

### **A. Year 1 courses**

#### **Professional Development Seminar I (fall)**

The purpose of this seminar is to assist first year students in developing a professional identity as a psychologist, to provide a vehicle to discuss current professional issues, and to serve as an extended orientation to the PsyD program. The primary goal during fall is to orient and prepare students for the practicum application process.

### **Professional Development Seminar II (spring)**

The purpose of this seminar is to assist first-year students in developing a professional identity as a psychologist, to provide a vehicle to discuss current professional issues, and to serve as an extended orientation to the PsyD program. The first half of the spring semester is devoted to issues relevant to practicum placement. The second half of the semester provides students an orientation to the dissertation.

## **B. Year 2 courses**

### **Practicum I (fall)**

First part of a year-long beginning level practicum course that accompanies the first year of practicum experience for doctoral students in the Clinical Psychology Program. The purpose of this course is to provide training and supervision that augments and enhances the training students receive at their practicum sites.

### **Supervision Lab I (fall)**

Peer supervised lab as part of Practicum I experience. Students enrolled in Supervision Lab I serve as peer supervisees and must meet with their peer supervisor weekly throughout the semester.

### **Practicum II (spring)**

Second part of a year-long beginning level practicum course that accompanies the first year of practicum experience for doctoral students in the Clinical Psychology Program. The purpose of this course is to provide training and supervision that augments and enhances the training students receive at their practicum sites. The course also assists students with developmental transition from entry-level to intermediate level clinical training.

### **Supervision Lab II (spring)**

Peer supervised lab as part of Practicum II experience. Students enrolled in Supervision lab II serve as peer supervisees and must meet with their peer supervisor weekly throughout the semester.

## **C. Year 3 courses**

### **Practicum III (fall)**

First part of a year-long intermediate level practicum course that accompanies the second year of practicum experience for doctoral students in the Clinical Psychology Program. The purpose of this course is to refine training and supervision experiences that augment and enhance the training students receive at their practicum sites.

### **Practicum IV (spring)**

Second part of a year-long intermediate level practicum course that accompanies the second year of practicum experience for doctoral students in the Clinical Psychology Program. The purpose of this course is to refine training and supervision experiences that augment and enhance the training students receive at their practicum sites. The course also assists students with developmental transition from intermediate level to advanced level clinical training and with beginning the predoctoral internship application.

#### **D. Year 4 courses**

##### **Practicum V (fall)**

First part of a year-long advanced level, elective practicum experience. This course is intended for students seeking to supplement their required practicum experiences in order to better prepare for the process of applying for internships and to improve their clinical skills.

##### **Practicum VI (spring)**

Second part of a year-long advanced level, elective practicum experience. Assists students with developmental transition from advanced level trainee to identity of a predoctoral intern. The course also assists students with understanding postdoctoral training and the process of becoming a licensed psychologist.

##### **Advanced Supervision Skills I (fall)**

Introduces students to the theory and practice of ethical and competent clinical supervision through didactic and experiential activities. Assists students with developmental transition from advanced level trainee to identity of a predoctoral intern.

##### **Supervision Lab III (fall)**

Peer supervised lab as part of Advanced Supervision I experience. Students enrolled in Supervision Lab III serve as a peer supervisor and must meet with their peer supervisee weekly throughout the semester.

##### **Advanced Supervision Skills II (spring)**

Continues to introduce students to the theory and practice of ethical and competent clinical supervision through didactic and experiential activities. Assists students with developmental transition from advanced level trainee to identity of a predoctoral intern.

##### **Supervision Lab IV (spring)**

Peer supervised lab as part of Advanced Supervision II experience. Students enrolled in Supervision Lab IV serve as a peer supervisor and must meet with their peer supervisee weekly throughout the semester.

##### **Advanced Consultation Skills I (fall)\***

Introduces students to the theory and practice of ethical and competent psychological consultation across a broad range of settings, contexts and systems that benefit from skillful application of psychological knowledge. Assists students with developmental transition from advanced level trainee to identity of a predoctoral intern.

##### **Advanced Consultation Skills II (spring)\***

Continuation to introduce students to the theory and practice of ethical and competent psychological consultation across a broad range of settings, contexts and systems that benefit from skillful application of psychological knowledge. Assists students with developmental transition from advanced level trainee to identity of a predoctoral intern.

\* effective with the 2021 (PsyD prefix) curriculum, course has been integrated into one course: Advanced Consultation Skills offered during fall semester.

## **E. Year 5 courses**

### **Internship I (fall)**

First part of a year-long predoctoral internship experience. The course is designed to support the didactic and experiential experiences at the internship site, and to further develop student's professional knowledge and skills.

### **Internship II (spring)**

Second part of a year-long predoctoral internship experience. The course is designed to support the didactic and experiential experiences at the internship site, and to further develop student's professional knowledge and skills.

## **Section 5: Practicum Training**

### **A. Practicum Defined**

Practicum training is field experience taken for academic credit that provides students experiences with client/patient problems and learning of relevant psychological skills under supervision. The goal of this training is to develop the student's clinical competencies to the levels necessary for the clinical predoctoral internship in year 5 of the program. Students must complete a minimum of 1500 hours of supervised training at the practicum level before they are eligible to apply for internship. An advanced practicum experience in the 4<sup>th</sup> year of the program is optional. Possible reasons for an advanced practicum experience include students desiring to gain specialized experiences not obtained during their first two practica, or students earning additional practicum hours in order to increase their likelihood of securing a predoctoral internship.

### **B. Practicum Requirements**

Students must meet all of the following requirements in order to receive credit for practicum in the PsyD program at the University of La Verne:

#### **1. Practicum prerequisites**

Students must successfully complete (B- or better in letter grade courses and credit in CR/NCR courses) all required Year 1 courses in order to participate in their first practicum experience and enroll in Practicum I & II during Year 2. Occasionally students may decide to postpone starting practicum because of scheduling conflicts or personal situations. Postponing practicum will delay a student's program of study and time to completion. Any decision concerning postponement of the practicum must be made in consultation with the PC/DCT.

#### **2. Practicum settings**

Students are required to have at least two different practicum experiences at different sites in their practicum training sequence.

#### **3. Practicum courses**

Students must enroll in Practicum I & II during the first practicum and Practicum III & IV during the second practicum. Students who elect to complete an optional advanced third practicum in their fourth year of training must enroll in Practicum V & VI. In addition, regardless of whether students elect to complete a third advanced practicum, they must enroll in Advanced Supervision Skills I & II, Supervision Lab III & IV, and Advanced

Consultation Skills in their fourth year of the program as part of their curriculum requirement. Occasionally, students may decide to postpone internship application and request additional practicum experiences beyond the advanced practica (i.e. Practicum V & VI). In order to be regarded as formal practicum training, the student would need to register for independent study (Psy/PsyD 699). Any such training also requires a contract with the site.

Students must comply with all course requirements before these courses are considered completed or an IP will be given. These requirements include turning in relevant practicum documents to the PC/DCT in a timely manner. Students must meet the minimal level of achievement for both course performance and performance at their site.

#### **4. Hours**

Students must complete a minimum number of practicum hours as described below. Practicum hours may be obtained remotely in the event of a pandemic or other catastrophic event.

#### **5. Duration**

Each student must remain in their practicum placement setting for minimum of nine months and a maximum of one calendar year. Each student's duration at their site is specified in the practicum contract maintained with each site and described below.

#### **6. Mutual expectations**

Students are expected to fulfill the terms of the agreement with the site, to be there the stipulated number of hours each week, and to perform the duties specified in the contract as well as those which are reasonably requested by the site. Students should not attempt to perform duties unless they are physically and emotionally prepared to do so. Students who are unable to fulfill the obligations of the training must inform their primary supervisor and PC/DCT immediately, and obtain consent for a leave due to illness or other reasons (i.e., personal problems and conflicts pertaining to their work at the site). The site is also expected to fulfill its contract with students. If any circumstances arise which threaten or significantly alter or disrupt the training of students as specified in the contract, these circumstances should be communicated to the PC/DCT immediately.

### **C. Practicum Hours**

Students may spend a minimum of 15 hours and a maximum of 25 hours per week in practicum activities. Students typically spend 20 hours per week at their practicum sites. Any exceptions to these requirements must be requested in writing to the PC/DCT. Failure to satisfy these conditions may require additional experience at another agency. Professional psychology practice does not conform to the usual academic calendar of classes, vacations, and examinations, so students may be expected to meet with clients during interterm and holidays. Schedules are coordinated with on-site supervisors, and should be resolved to the mutual satisfaction of both the practicum site and the student.

Students must use the program's system for tracking practicum hours (*Time2Track*) described below. A summary of these hours, signed/approved by the supervisor, is to be turned in to the PC/DCT at the completion of the practicum.

### **1. Direct service hours**

Direct service hours are defined as actual clock hours in face-to-face services to patients/clients ("45-50 minute" hour). Direct services should constitute about 50% of a student's practicum time. Direct service hours include:

- a. Direct treatment/intervention with clients by format (i.e., co-therapy, crisis intervention, family therapy, group counseling, couples therapy, individual therapy, intake interview, structured interview).
- b. Assessment activity including test administration and feedback (but not interpretation, and writing); the use of diagnostic systems and tools; and the use of clinical interviews and observations.
- c. Formal consultation and prevention services rendered, which includes outreach and psychoeducational activities.

### **2. Indirect service hours**

Indirect service hours are defined as time spent outside direct service hours, but focused on the client. Indirect services constitute about 25% of a student's practicum time, and include activities such as report writing, progress notes or tape review, in-service activities, scoring/interpretation of psychological tests/assessments, and time spent planning interventions.

### **3. Supervision**

Supervision constitutes about 25% of a student's practicum time. At each student's placement, the site, through its clinical supervisors, will provide each student with a minimum of one hour of individual supervision each week. Ideally, sites will also provide students with two hours of group supervision during each week. Time spent in practicum courses may only be considered group supervision as indicated in (b) below. Students in their first practicum experience are also required to participate in the program's peer supervision requirement as indicated in (c) below.

- a. **Individual supervision** is defined as regularly scheduled face-to-face supervision with the specific intent of dealing with psychological services rendered by the student to clients/patients. Individual supervisors must be licensed psychologists (or a postdoc accruing hours toward licensure under supervision of a licensed psychologist). Secondary supervision may be provided by other licensed professionals (i.e., MFT, LCSW) with approval of the PC/DCT. Each supervisor must have clinical responsibility for the clients for which the student is being supervised. This usually means that the supervisor is an employee of the practicum setting, not an independent contractor. Exceptions are possible, however, and these exceptions must be approved by the PC/DCT.
- b. **Group supervision** includes actual hours of focus on specific cases in a group context either at the practicum placement or within the practicum class. Group didactic activities, such as grand rounds or in-service training

on specific topics, do not count as group supervision because they do not focus on providing supervision on the assessment or management of specific clinical cases. These hours are recorded as support activities (indirect services).

- c. **Peer supervision** is a program requirement that is completed in years two and four of the program. Year 2 students must enroll in both the Year 2 practicum class (Practicum I & II) and the accompanying supervision labs (Supervision lab I & II). Year 2 students must complete 20 hours as a *peer supervisee* (10 hours during Supervision Lab I and 10 hours during Supervision lab II). Peer supervision hours received as a peer supervisee are recorded as supervision in time2track. Year 2 students must meet all of the *peer supervisee* requirements in order to receive a passing grade for Practicum I & II and the accompanying supervision labs.

Year 4 students must enroll in both the Year 4 supervision class (Advanced Supervision I & II) and the accompanying supervision labs (Supervision Lab III & IV). Year 4 students must complete 20 hours as a *peer supervisor* (10 hours during Supervision Lab III and 10 hours during Supervision Lab IV). Peer supervision hours received as a peer supervisor are recorded as support activities in time2track. Year 4 students must meet all of the *peer supervisor* requirements in order to receive a passing grade for Advanced Supervision I & II and the accompanying supervision labs.

Peer Supervisor-Peer Supervisee matches are made by the instructor for Psy Advanced Supervision Skills I & II in consultation with the PC/DCT. The PC/DCT monitors students' progress in meeting the peer supervision requirement with support from the instructor of Advanced Supervision Skills I & II.

#### **4. Credit for clinical hours from other programs/disciplines/work settings**

Practicum hours must be completed while in the program. Practicum experiences and units from another program are non-transferable and are not accepted for transfer credit. Hours earned during and/or after an MFT program will not be credited toward the PsyD practicum. PsyD practicum hours may be applied towards MFT licensure experience hours under the following conditions:

- a. The PC/DCT is informed of the student's intent to do so.
- b. The clinical supervisor and agency are willing to do so.
- c. Hours from the PsyD practicum that are applied to the MFT licensure are within the scope of practice for MFTs.
- d. Is permissible as long as it does not interfere with the PsyD practicum experience.

Students who are employed by mental health agencies may not use these hours to fulfill the Program's practicum requirement.

#### **5. Tracking Hours**

The PsyD program uses *Time2Track* as the standard tracking tool for clinical hours. Students are required to use the system while on practicum. Students may



also use the system to track hours while on internship (see section 6 below). The cost for these subscriptions is paid for by the PsyD program. General information about use of *Time2Track* is presented to students in Professional Development Seminar. More specific information on the use of *Time2Track* is provided to students in their first practicum course (Practicum I). Students must provide a copy of their *Time2Track* hours, signed/approved by their supervisor, at the end of each semester of practicum experience.

#### **D. Personal Psychotherapy Requirements**

Each student is required to complete a minimum of 20 hours of personal psychotherapy during the program and prior to the predoctoral internship. Personal therapy provides students with the capacity for self-awareness and an appreciation of the psychotherapeutic process that contributes to the individual's development as a psychologist. It is the student's responsibility to locate a therapist and meet the cost of their personal psychotherapy. Personal psychotherapy is not to be confused with supervision, and as such, students shall not receive supervision hours for personal psychotherapy.

Each student is required to provide verification that they have completed their personal psychotherapy requirement to the PC/DCT using the program's *personal psychotherapy verification and hours tracking form*, or other approved means (i.e. letter from student's therapist). Students must complete a minimum of 10 hours of personal psychotherapy during each year of required practica (Practicum I & II, Practicum III & IV). Students must complete their first 10 hours of psychotherapy by June 1<sup>st</sup> of their second year in the program and prior to taking the competency exam. Students must complete another 10 hours of personal psychotherapy by the end of Practicum IV.

#### **E. Standards for Practicum Settings**

Because of its commitment to training, the program requires that practicum sites meet the following standards:

- The practicum site has a clear commitment to training. The training activity of staff professionals is recognized as a legitimate employment related activity. Good evidence of this is that the setting has a history of providing supervision and other training activities for psychology trainees and/or trainees in other disciplines.
- There is at least one licensed psychologist who is competent to supervise the training experiences specified in the student's practicum training agreement.
- The setting should serve a variety of clients in terms of ethnicity, age, gender, and DSM diagnosis, as well as health related disturbances (i.e., HIV/AIDS, cancer, dementia, etc.).
- The student must be clearly identified to both staff and patients as a psychology practicum student.
- The student must not have any dual role or conflict of interest relationship within the setting. This prohibits students from being "paid employees" of

a site. Students may receive a training stipend for practicum if provided by their placement but should not be compensated as employees. Relatedly, the program cannot restrict students' employment activities outside of the program. As such, students may work outside the program as Psychological Associates but any such employment cannot be counted towards fulfilling their practicum training hours.

- Practicum in a solo private practice is prohibited. Practicum training in a group private practice, with a history of practicum training, is permitted.

#### **F. Practicum Placement Process**

The PsyD program at the University of La Verne is committed to maintaining practicum placements that facilitate learning and professional growth for its students. Training sites that place a high premium on clinical training and community service, and that are professionally stimulating, open to change, and sufficiently flexible to accommodate individual needs and requirements, are selected for student placements.

Broadly, the practicum training experience is designed to provide the student with the opportunity (in terms of setting, experience, and supervision) to gradually assume the professional roles of a professional psychologist consistent with the scholar/practitioner model. These roles entail the integration of previous training and a further development of the scientific, professional, and ethical bases involved in professional functioning. The integration of clinical research and clinical practice is a core emphasis of the PsyD clinical training program.

The placement of PsyD students for practica is done in consultation with the PC/DCT. PsyD students are not permitted to contact sites or change site assignments without the approval of the PC/DCT.

The following information outlines the general process for practicum placement. Specific details (i.e. specific dates, availability of practicum sites, etc.) are updated annually by the PC/ DCT and GPM, and provided to students in the practicum application materials for that year.

- Practicum training begins in the second year of the program. Students are advised by the PC/DCT in Professional Development Seminar during fall of their first year and through individual advising appointments when necessary. Students applying for their second or third practicum experiences have the opportunity for individual advising with the PC/DCT but are not required to do so.
- Students may only apply to sites approved by the program. In rare cases, PsyD students may obtain their own placements, in consultation with the PC/DCT, but they are not permitted to contact sites or change site assignments without the approval of the PC/DCT. All students are responsible for applying to approved sites and for arranging interviews with those sites.

- The PsyD program abides by SCAPTP guidelines (Southern California Association of Psychology Training Programs) with regard to practicum placement. The program permits students to apply to and accept offers from both SCAPTP and non-SCAPTP sites. However, the program abides by SCAPTP policies for site notification of students and for students' acceptance of offers. SCAPTP policies permit notification of students applying to non-SCAPTP sites prior to the SCAPTP Uniform Notification Day. The SCAPTP UND is the second Monday in April. Any student who accepts an offer from a non-SCAPTP site prior to the SCAPTP UND must immediately withdraw application from all SCAPTP sites.
- The program adheres to SCAPTP guidelines on students' acceptance of offers (regardless of whether such offers are made by SCAPTP or non-SCAPTP sites).
- Students who do not match through the practicum application process (non-SCAPTP or SCAPTP) must work with the PC/DCT to secure a practicum placement. Students have until July 1<sup>st</sup> to obtain a practicum placement for the fall. Any student not securing placement for required practica (i.e. Practicum I,II, II, IV) by July 1<sup>st</sup> will be required to sit out practicum for the training year and will subsequently be forced off track which will delay that student's program of study and time to completion.
- Affiliation agreements are provided to practicum sites by the GPM after the agency has accepted students for practicum training. The PCT/DCT, with support from the GPM, maintains appropriate contractual relationships with the practicum training sites. These contractual relationships include (but are not limited to) university affiliation agreements, agency contracts, county contracts, state contracts, and federal contracts.

### **G. Practicum Evaluation**

Consistent with Standard IIIC3 of the American Psychological Association's *Standards of Accreditation*, students in the University of La Verne's PsyD Program in Clinical Psychology receive annual written feedback on the extent to which they are meeting the program's requirements and performance expectations. Information about this process is presented in section 4 of the *Program Policies and Procedures Handbook*. The information presented below pertains specifically to evaluation of students' practicum performance.

Fundamental to a successful training experience is the provision of ongoing feedback to students that facilitates professional and personal growth. The evaluation process is designed to assess both the professional growth of the student and the placement site as a training institution. Because students receive ongoing feedback from the on-site training staff (including the Training Coordinator, and individual and group supervisors in various core areas), and other professionals with whom they have significant contact, a student should have "no surprises" resulting from the formal evaluation procedures. Students are evaluated by their individual supervisor(s) and given feedback at the end of each semester.

Consistent with Standard IIB3-d, each practicum evaluation is based in part on direct observation of the practicum student and their developing skills (either live or electronically). Practicum evaluation is designed to assess the student's progress on meeting specific objectives or goals, competence in the delivery of psychological services, and exhibition of professional behavior. The evaluation of the student's performance is documented and discussed with the student individually and makes recommendations and suggestions that are relevant for the next semester as well as future needs of the student. Evaluation documents are returned to the PC/DCT and are stored in the student's file.

Students must demonstrate minimal levels of achievement at both their practicum site and within their practicum courses. At their sites, students must demonstrate competence for their developmental level of training. By completion of the first practicum (Practicum I & II), students are expected to demonstrate competence as a "novice." By completion of the second practicum (Practicum III & IV), students are expected to demonstrate an "intermediate" level of competence. By completion of the optional third practicum (Practicum V & VI), students are expected to demonstrate an "advanced" level of competence.

With the exception of the Supervision Lab courses, which are graded on a credit/no credit basis, the minimal level of passing grade for all practicum related courses is a B- (see *Program Policies and Procedures Handbook*, section 3b for more information). Students must achieve average supervisor ratings of "3" or higher in each of the competency areas relevant to their level of training.

In addition to the satisfactory completion of assignments in each practicum course, students must also turn in to the PC/DCT required practicum documents. These documents are available to students through the program website. In addition to documentation of professional liability insurance, personal psychotherapy verification, and *Time2Track* hours noted above, the following practicum documents are required for each year of practicum training:

**1. Student evaluation of the supervisor(s) and placement site**

It is important that students evaluate both their supervisor and their placement site. This allows students to provide constructive and effective feedback about the quality of training they received, and to provide the program with critical information regarding the strengths and weaknesses of the placement site. Student evaluation forms of the supervisor and site are completed at the end of each academic semester and sent to the PC/DCT. These forms are not submitted to the placement site or supervisor. Rather, it is expected that should a placement site or supervisor receive a poor rating, these issues will have been addressed early on in the student's training and appropriate action taken by the PC/DCT.

**2. Supervisor evaluation of the student**

The primary supervisor at the placement site evaluates the student at the end of each semester on the appropriate evaluation forms provided by the program. The evaluation of the student's performance should be discussed with the student individually by the supervisor. The primary supervisor should also make recommendations and suggestions that are relevant for the student's future

training needs. Evaluation documents are returned to the program and are stored in the student's file. Supervisors should provide students a copy of their evaluation. As noted above, students must achieve supervisor ratings of "3" or higher in each of the competency areas relevant to their level of training.

#### **H. Problem Identification and Resolution**

On occasion, problems with trainees' professional competence (PPC) may arise (Shen-Miller et al., 2015). The following guidelines are designed to facilitate open communication about practicum trainee difficulties and effective problem-solving in response to them. When significant problems arise that are resolvable and/or resolved at the practicum site the PC/ DCT must be informed. The Practicum Training Director at the site must communicate to the PC/DCT in a timely manner when problems arise with a practicum trainee that are not readily resolvable at the practicum site, that are recurrent, or that may lead to the institution of due process procedures or an alteration in the practicum trainee's program. The mode of communication will vary to suit the circumstance, but may include formal letters or emails, phone or conference calls, and on-site communication between them. This communication should include:

- A clear statement of the problem, remediation plan, and expected outcomes needed to resolve the problem(s)
- What the practicum site response has been to date; and
- What role, if any, the practicum site would like the program to play in addressing the problem

The Practicum Training Director of the site should consult this handbook for identifying and dealing with problem trainees. This will assist in handling and documenting problems that arise in the practicum and facilitate the graduate program's dealing with the trainee's problems. Once communication about a problem is initiated, the program and practicum site must maintain ongoing contact until the problem is resolved. This contact will include discussions of the remediation plan and plan for monitoring and evaluating the practicum trainee's performance. The practicum trainee may request and should receive copies of all formal communications regarding performance.

Students whose performance gives cause for concern will receive ratings that are inconsistent with the student's expected developmental level as assessed on the Practicum Evaluation Form. Ratings lower than that expected for the student's developmental level are explored as deficiencies in that student's performance.

If the student is believed to have the capability to remediate difficulties and successfully complete training, as determined by their supervisor, the PC/DCT will discuss the evaluation with the student, and help the student to devise a plan for improvement.

However, in the case of serious concern expressed by a supervisor, or as a result of a violation by a student of field placement policy, and/or unethical behavior, the PC/DCT will make recommendations regarding the student's needs and completion of the training requirements. A training supervisor's written report of performance deficiencies must clearly define the behaviors of concern.

Although behaviors rarely fit into a single definition, the following are offered as general guidelines for determining the severity of the problem. These guidelines are neither exhaustive nor mutually exclusive.

**1. Problem behaviors**

Problem behaviors are behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with clients' diverse lifestyles and ethnic backgrounds, and lack of appreciation of a training site's norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status (Bemak et al., 1999; Elman et al., 1999; Johnson & Huwe, 2002).

**2. Impairment**

An impairment manifests as an interference in professional functioning reflected in one or more of the following ways: an inability and/or unwillingness to acquire and integrate professional behaviors and ethical standards; an inability to acquire the level of professional skills necessary to reach an acceptable level of competency; and/or an inability to control personal stress, psychological problems, and/or excessive emotional reactions which interfere with professional functioning. This definition of impairment applies to all behaviors and attitudes associated with the completion of a practicum placement and are incorporated into evaluation procedure described above. While it is a professional judgment as to when a student's behavior becomes more serious (i.e., impairment) rather than just of concern, for purposes of this document, an impairment refers to trainees' behaviors, attitudes, or characteristics which, while of concern and which may require remediation, are perceived to be unexpected or excessive for professionals in training. Impairments typically include one or more of the following characteristics (Bemak et al., 1999; Elman et al., 1999; Johnson & Huwe, 2002):

- The student does not acknowledge, understand, or address the problem when it is identified.
- The problem is not merely a reflection of a skill deficit that can be rectified by further supervision, academic or didactic training.
- The quality of the student's service delivery is negatively affected and may be considered to be unhelpful or detrimental to clients.
- The problem is not restricted to one area of professional functioning.
- A disproportionate amount of attention by training personnel is required, compared to other students in the group.
- The trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.
- Multiple and similar observations are made by more than one supervisor.
- The problematic behavior has potential for ethical or legal ramifications if not addressed.

- The student's behavior negatively impacts the public view of the training site.
- The problematic behavior negatively impacts the student's cohort.

### **3. Incompetence**

Incompetence is manifested as a lack of ability, which may include either professional or interpersonal skills, or academic deficiency. Moreover, when students continue to provide psychological services beyond their current level of competency, they are committing an ethical violation (Bemak et al. 1999; Elman et al., 1999; Johnson & Huwe, 2002).

It is important to have meaningful ways to address a problem once it has been identified. Several possible, and perhaps concurrent, courses of action designed to remediate problems include but are not limited to:

- Increasing supervision, either with the same or other supervisors
- Changing in the format, emphasis, and/or focus of supervision
- Recommending and/or requiring personal therapy in a way that all parties involved have clarified the manner in which therapy contacts will be used in the student evaluation process
- Reducing the student's clinical or other workload and/or requiring specific academic coursework; and/or
- Recommending, when appropriate, a leave of absence and/or a second practicum placement

### **4. Resolution**

When a combination of the above interventions do not, after a reasonable time period, rectify the problem, or when the trainee seems unable or unwilling to alter their behavior, the PC/DCT may need to take more formal action, including such actions as:

- Giving the student a limited endorsement, including the specification of those settings in which he/she could function adequately
- Communicating to the student and program faculty that the student has not successfully completed the practicum placement, with the possibility of repeating the practicum placement
- Recommending to the program faculty a career shift for the student; and/or
- Recommending to the program faculty the termination of the student from the clinical training placement

All the above steps need to be appropriately documented and implemented in ways that are consistent with due process procedures.

### **I. Probation/Dismissal for Practicum Related Activities**

Information regarding probation/dismissal is presented in section 6 of the *Program Policy and Procedures Handbook*. The PC/DCT may recommend to the PsyD Program

Committee (PPC) that a student be placed on probation, removed from a practicum placement and/or dismissed from the PsyD program for behaviors and/or performance while at a practicum site or within the practicum courses.

#### **J. Appeals and Grievance Process**

Information regarding appeals/grievances is presented in section 7 of the *Program Policy and Procedures Handbook*. The following information pertains to student grievances of their practicum site. A student who believes the placement site has evaluated them unfairly should first attempt to discuss it directly with the placement site supervisor. If that is unsuccessful, they should then discuss it with the PC/DCT. While it is hoped that any concerns or complaints can be discussed and resolved informally, a formal mechanism is appropriate in light of the power differential between supervisors and students.

In general, students are encouraged to work actively to create training experiences that fit their needs and interests and to work with the PC/DCT to ensure that their needs are met. Giving feedback (both positive and negative) to staff members/supervisors or the practicum placement by the student is encouraged and welcomed. Written complaints may be submitted to the PC/DCT in relation to the following situations:

- When a student disagrees with a standard evaluation by a supervisor (not an evaluation of an "impairment")
- When a student has a complaint concerning a staff member/supervisor regarding a situation other than evaluation
- When a student has a complaint concerning another student
- When a student disagrees with actions taken by the Training Director of the practicum site

The student is to speak directly with the staff member/supervisor or other students involved for a resolution. If the situation is not resolved, or if the student prefers not to speak directly to the staff member/supervisor, the student may discuss the complaint with the Training Coordinator of practicum placement. If the complaint is not resolved in the meeting with the student, staff member/supervisor, and practicum placement Training Coordinator, and/or primary supervisor, the PC/DCT will request the student to submit a written complaint to the PPC.

### **Section 6: Internship Training**

#### **A. Internship Defined**

The PsyD program at the University of La Verne defines the predoctoral internship as a full-time commitment. The program does not offer a half-time internship option. The purpose of the predoctoral internship is the extension of previous professional and academic training. It provides, at a level of greater expertise, for the integration of scientific, professional, and ethical knowledge, attitudes, and skills basic to the practice of professional psychology. The internship is an organized training program which provides a planned, integrated sequence of clinical and didactic experiences with the goal of providing sufficient training and supervision so that the intern, may,



upon completion, function responsibly as a professional psychologist, and be qualified for post-doctoral training or their first professional position.

## **B. Internship Requirements**

Students must meet all of the following requirements in order to receive credit for internship in the PsyD program at the University of La Verne:

### **1. Internship prerequisites**

In order to be eligible to apply for internship, students must have first been advanced to Doctoral Candidacy (see *Program Policies and Procedures Handbook* section 3J:2) and provide proof that they have submitted a draft of their IRB application to their chair before receiving DCT verification to apply for internship. This policy may not be appealed. The predoctoral internship is meant to be completed during students' 5<sup>th</sup> year in the program.

### **2. Internship settings**

The internship takes place at an organized service delivery site that has training as one of its missions, has a clearly identified training component, has identified supervisory personnel, and has other predoctoral interns. The primary focus of the internship must be training, not the provision of services, and the training supervisors must have sufficient time to carry out the supervision.

### **3. Internship courses**

Students must enroll in Full-time Internship I during the fall semester and Full-time Internship II during the spring semester during their internship placement. Students do not meet for the course but are instead monitored by the PC/DCT and respond via email, phone, or other distance learning platforms (i.e. WebEx, Zoom). Students must comply with all course requirements before these courses are considered completed, or an IP will be given. These requirements include turning in relevant internship documents to the PC/DCT in a timely manner and consulting with the PC/DCT a minimum of once per semester while on internship. Students must meet the minimal level of achievement for both course performance and performance at their site.

### **4. Hours**

Students must complete a minimum number of internship hours as described below. Internship hours may be obtained remotely in the event of a pandemic or other catastrophic event.

### **5. Duration**

Each student must remain in their internship placement setting for minimum of nine months and a maximum of one calendar year. Each student's duration at their site is specified in the internship contract maintained with each site and described below.

PsyD students are required to fulfill their contract by honoring the length of their contract with the agency. Students will remain in their internship placement settings for the duration of their specified contract length, even if they complete their total number of specified hours before the end of their contract with the site.

Students who remain at their site after their official date of completion of contracted training are no longer working under the auspices of the PsyD program. Therefore, the PsyD program is relieved of responsibility for problems that arise for the first time after the date of the official end of the contracted training.

#### **6. Mutual expectations**

Students are expected to fulfill the terms of the agreement with the site, to be there the stipulated number of hours each week, and to perform the duties specified in the contract as well as those which are reasonably requested by the site. Students should not attempt to perform duties unless they are physically and emotionally prepared to do so. Students who are unable to fulfill the obligations of the training must inform their primary supervisor and PC/DCT immediately, and obtain consent for a leave due to illness or other reasons (i.e., personal problems and conflicts pertaining to their work at the site). The site is also expected to fulfill its contract with students. If any circumstances arise which threaten or significantly alter or disrupt the training of students as specified in the contract, these circumstances should be communicated to the PC/DCT immediately.

#### **C. Internship Hours**

Students must complete a minimum of 1500 hours at their internship site to meet the PsyD program requirements and the requirements as outlined by the California Board of Psychology. Students may be required by their site to complete more than 1500 hours. Students are expected to work a standard 40-hour week while on internship. Students may spend a minimum of 35 hours per week and a maximum of 44 hours per week at their internship site.

Professional psychology practice does not conform to the usual academic calendar of classes, vacations, and examinations. Therefore, students may be expected to meet with clients during interterm and holidays. Schedules are coordinated with the Internship Site Training Director and on-site supervisors, and resolved to the mutual satisfaction of the site and the student.

#### **D. Standards for Internship Settings**

The PsyD program permits students to apply only to APA-accredited internships. The PsyD program adheres to APPIC guidelines and regulations for internship placement. Students are expected to familiarize themselves with these requirements. This handbook is meant to augment APPIC policies. It is not meant to replace those policies. Students are expected to abide by the policies of their internship placement site and APPIC.

#### **E. Internship Application Process**

Internship application begins in the fall semester. The PC/DCT works closely with eligible intern applicants to ensure as smooth an application process as possible. The PC/DCT reviews students' application materials and verifies student's training activities and eligibility. Students must complete a minimum of 1500 total practicum hours by October 1 of the year they are applying for internship to be eligible to apply.

Practicum hours accrued after October 1 are entered into the section “Anticipated Practicum Hours” on the AAPI but cannot be used to meet eligibility requirements.

Students are reminded that some in-class hours should be included on their internship applications as supervision or support activities. Students should track these hours separately from their practicum placements. Instructions as to how to do so are provided in Practicum I. Those hours are outlined on the following table:

<b>Pre 2021 cohorts</b>		
<b>Course</b>	<b>Supervision</b>	<b>Support</b>
Practicum I	16	16
Practicum II	16	16
Supervision Lab I	10	-
Supervision Lab II	10	-
Practicum III	16	16
Practicum IV	16	16
<b>Total</b>	<b>84</b>	<b>64</b>

<b>2021 and later cohorts</b>		
<b>Course</b>	<b>Supervision</b>	<b>Support</b>
Practicum I	-	48
Practicum II	-	48
Supervision Lab I	10	-
Supervision Lab II	10	-
Practicum III	-	48
Practicum IV	-	48
<b>Total</b>	<b>20</b>	<b>192</b>

Students who possess a terminal Masters degree from another training program may count hours from that program on their internship application under the following conditions:

- Students must have received supervised training that was a different professional experience
- Students must provide evidence to the PC/DCT that this experience was equivalent in nature to program sanctioned practicum experiences
- Students must provide evidence that a training agreement was in place at the beginning of the training experience
- Students must provide evidence of supervisor’s evaluation of their performance as well as documented (signed) records of hours obtained

Hours obtained from employment are not accepted as practicum hours and are not to be counted on the internship application.

### **1. Applying**

APPIC is responsible for establishing the policies and monitoring the implementation of the internship match. The match is administered by National Matching Services Inc. (NMS) on behalf of APPIC. Students should familiarize themselves with the match process as described by APPIC: <https://appic.org/>

The PsyD program permits students to apply only to APA-accredited internships. Students may not apply to internships outside of these agencies.

To apply, students must:

- Obtain PC/DCT approval of sites and application materials in order to enhance the fit and quality of their application. Students may not apply to sites for which they have not obtained approval.
- Apply through APPIC match to a minimum of 15 APA-accredited sites in phase 1.
- Register with National Matching Service (NMS)  
<https://www.natmatch.com/psychint/>

## **2. Interviewing**

After applying, students will begin receiving rejections and invitations to interview. Interviews typically require travel, and students should budget their time and finances accordingly. Interviews may be conducted remotely in the event of a pandemic or other catastrophic event at the discretion of training sites.

## **3. Ranking**

After all interviews are completed, each applicant submits a rank order list on which they list the desired sites, in order of preference (first choice, second choice, etc.). Similarly, each internship site submits a rank order list on which they identify desirable applicants, in order of preference.

## **4. Match**

The match is conducted in two phases. All applicants and internship sites must submit their rank order lists by the rank order list deadline for Phase I of the match. The matching algorithm then places individuals into positions based on the preferences stated in these lists. Each applicant is placed with the most preferred internship site on the applicant's rank order list that ranks the applicant and does not fill all its positions with more preferred applicants. Similarly, each site is matched with the most preferred applicants on its list, up to the number of positions available, who rank the program and who do not receive positions at sites they prefer. The results of Phase I of the match are then communicated to applicants and sites. According to APPIC guidelines, internship training directors must put in writing their appointment agreements with matched applicants in letters postmarked or e-mailed no later than 7 days following receipt of the APPIC Match results for each phase of the match.

Applicants who register for the match prior to the rank order list deadline for Phase I of the Match and who do not obtain a position in Phase I are eligible to participate in Phase II. A list of programs with positions available in Phase II of the match is provided shortly after the distribution of the results of Phase I. Applicants have approximately one week to identify and apply to open positions. All applicants and internship sites must submit their rank order lists by the deadline for Phase II of the Match. A second match is carried out using those lists, and the results of Phase II of the Match are then communicated to applicants and sites.

## **5. Post-match**

Any student who does not match in an internship after both Phase I and Phase II of the APPIC match have concluded may apply through the APPIC post-match vacancy service. Students not matching through that process will be required to reapply through the APPIC match again the following year. Students may apply each year thereafter until matched or until timing out of the program. Students should consult section 3k of the *Program Policies and Procedures Handbook* regarding continuous enrollment.

The PC/DCT initiates contact with the internship site at the start of the training year for those students who do match, consistent with standard V-A3a of the *Standards of Accreditation*. The PC/DCT maintains contact with the sites at which students have placed throughout their training.

Unlike practicum, the match itself is considered the training contract. Consistent with APPIC policies, the PsyD program does not require additional contracts between the academic program and the internship site. A separate contract may be put in place, however, if a particular situation calls for such.

## **F. Release from Match/Change of Internship**

Internship matches are considered binding and changes in internship during the year are highly unusual and strongly discouraged. At times, however, a student may wish to leave an internship placement for a variety of reasons. In such instances, students must abide by APPIC policies regarding release from the match.

Similarly, at times an internship might wish to dismiss a student for a variety of reasons. Any requests for change of placement initiated by an internship site will be investigated by the PC/DCT to determine the reason for the request and to assist the student with separation from the site if necessary. The PC/DCT will contact APPIC for consultation in such instances. While it is an internship's right to terminate a student, when necessary, because of serious ethical/performance difficulties, it is expected that sites considering termination of a student will immediately contact the PC/DCT to provide information and consult on any pending dismissal from training.

## **G. Internship Evaluation**

Students are expected to abide by the standards and requirements of their internship placement and by the policies outlined in this handbook while on internship. Students must be familiar with and abide by the laws and regulations of the state/territory/jurisdiction of their internship site relating to the practice of psychology.

Students whose internship is within California need to complete the *California Supervision Agreement Form* (SAF) at the beginning of their internship. Such students are cautioned that the California Board of Psychology may deny internship hours if this form is not completed. Students whose internship is outside California are not required to complete this form pursuant to 1387.4 of the California Board of Psychology Laws and Regulations which reads:

### 1387.4 Out of State Experience

*(a) All out of state SPE must be (1) supervised by a primary supervisor who is a psychologist licensed at the doctoral level in the state, U.S. territory or Canadian province in which the SPE is taking place, (2) in compliance with all laws and regulations of the jurisdiction in which the experience was accrued and (3) in substantial compliance with all the supervision requirements of section 1387.*

*(b) Supervised professional experience can be accrued at a U.S. military installation so long as the experience is supervised by a qualified psychologist licensed at the doctoral level in the U.S. or Canada.*

*(c) SPE can be accrued in countries outside the U.S. or Canada which regulate the profession of psychology pursuant to the same requirements as set forth in section 2914 of the code. SPE accrued in countries outside the U.S., its Territories or Canada must comply with all the supervision requirements of section 1387. The burden shall be upon the applicant to provide the necessary documentation and translation that the board may require to verify the qualification of the SPE.*

The relevant portion of the regulation above is that students must be in compliance with all laws and regulations of the jurisdiction in which the internship experience was accrued and students must be in substantial compliance with all supervision requirements of section 1387. Demonstrating such compliance can be accomplished by having the supervisor complete the California Supervision Agreement form (SAF) regardless of whether the internship is within California or outside California. Note: some supervisors in other states may not want to do this or cannot do this as they do not meet California standards. In such a case, students are advised to have some sort of internship contract/agreement in place and get a copy of it.

In addition to maintaining satisfactory performance at their internship site, students must also turn in required internship documents to the PC/DCT. Unlike practicum, the program does not use its own forms to assess students' competencies while on internship. Instead, the program uses the forms provided by the internship used to assess the training goals of that site. Students must demonstrate minimal levels of achievement at their internship site. These minimal levels of achievement are determined by the site consistent with its accreditation status. At minimum, students are to turn in to the PC/DCT the following documents related to internship:

- Proof of professional liability insurance- Students must either purchase such insurance or provide proof that the student's internship site is providing liability insurance for the student. Proof of insurance must be submitted prior to the student seeing clients.
- Supervisor's midyear evaluation of student's performance.
- Supervisor's final evaluation of student's performance.
  
- Verification of hours- Students may use *Time2Track* to record their hours while on

internship or provide verification of hours using the internship site's method/forms. The California *Verification of Experience Form* (VEF) may be used as verification of students' internship hours.

Students are strongly advised to keep copies of any evaluations or hours logs they receive during internship and to provide a copy of such records to the program.

#### **H. Problem Identification and Resolution**

On occasion, problems with trainees' professional competence (PPC) may arise (Shen-Miller et al., 2015). The following guidelines are designed to facilitate open communication about training difficulties with interns and effective problem-solving in response to them. Resolution of problems arising during internship will be made consistent with APPIC policies and procedures.

When significant problems arise that are resolvable and/or resolved at the internship site the PC/ DCT must be informed. The Internship Training Director at the site must communicate to the PC/DCT in a timely manner when problems arise with an intern that are not readily resolvable at the site, that are recurrent, or that may lead to the institution of due process procedures or an alteration in the intern's program. The mode of communication will vary to suit the circumstance, but may include formal letters or emails, phone or conference calls, and on-site communication between them. This communication should include:

- A clear statement of the problem, remediation plan, and expected outcomes needed to resolve the problem(s)
- What the internship site response has been to date; and
- What role, if any, the internship site would like the program to play in addressing the problem.

The Internship Training Director of the site should consult this handbook for identifying and dealing with problem trainees. This will assist in handling and documenting problems that arise in the internship and facilitate the graduate program's dealing with the trainee's problems. Once communication about a problem is initiated, the program and internship site must maintain ongoing contact until the problem is resolved. This contact will include discussions of the remediation plan and plan for monitoring and evaluating the intern's performance. The intern may request and should receive copies of all formal communications regarding their performance.

Students whose performance gives cause for concern will receive ratings that are inconsistent with the student's expected developmental level as assessed on the internship site's rating form. Ratings lower than that expected for the student's developmental level are explored as deficiencies in that student's performance.

If the student is believed to have the capability to remediate difficulties and successfully complete training, as determined by their supervisor, the PC/DCT will discuss the evaluation with the student, and help the student to devise a plan for improvement. However, in the case of serious concern expressed by a supervisor, or as a result of a violation by a student of internship placement policy, and/or unethical behavior, the PC/DCT will make recommendations regarding the intern's needs and completion of

the training requirements. A training supervisor's written report of performance deficiencies must clearly define the behaviors of concern.

Although behaviors rarely fit into a single definition, the following are offered as general guidelines for determining the severity of the problem. These guidelines are neither exhaustive nor mutually exclusive.

### **1. Problem behaviors**

Problem behaviors are behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with clients' diverse lifestyles and ethnic backgrounds, and lack of appreciation of a training site's norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status (Bemak et al., 1999; Elman et al., 1999; Johnson & Huwe, 2002)

### **2. Impairment**

An impairment manifests as an interference in professional functioning reflected in one or more of the following ways: an inability and/or unwillingness to acquire and integrate professional behaviors and ethical standards; an inability to acquire the level of professional skills necessary to reach an acceptable level of competency; and/or an inability to control personal stress, psychological problems, and/or excessive emotional reactions which interfere with professional functioning. This definition of impairment applies to all behaviors and attitudes associated with the completion of an internship placement and are incorporated into evaluation procedure described above. While it is a professional judgment as to when a student's behavior becomes more serious (i.e., impairment) rather than just of concern, for purposes of this document, an impairment refers to trainees' behaviors, attitudes, or characteristics which, while of concern and which may require remediation, are perceived to be unexpected or excessive for professionals in training. Impairments typically include one or more of the following characteristics (Bemak et al., 1999; Elman et al., 1999; Johnson & Huwe, 2002):

- The student does not acknowledge, understand, or address the problem when it is identified.
- The problem is not merely a reflection of a skill deficit that can be rectified by further supervision, academic or didactic training.
- The quality of the student's service delivery is negatively affected and may be considered to be unhelpful or detrimental to clients.
- The problem is not restricted to one area of professional functioning.
- A disproportionate amount of attention by training personnel is required, compared to other students in the group.
- The trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.
- Multiple and similar observations are made by more than one supervisor.



- The problematic behavior has potential for ethical or legal ramifications if not addressed.
- The student's behavior negatively impacts the public view of the training site.
- The problematic behavior negatively impacts the student's cohort.

### **3. Incompetence**

Incompetence is manifested as a lack of ability, which may include either professional or interpersonal skills, or academic deficiency. Moreover, when students continue to provide psychological services beyond their current level of competency, they are committing an ethical violation (Bemak et al., 1999; Elman et al., 1999; Johnson & Huwe, 2002).

### **4. Resolution**

It is important to have meaningful ways to address a problem once it has been identified. Several possible, and perhaps concurrent, courses of action designed to remediate problems include but are not limited to:

- Increasing supervision, either with the same or other supervisors
- Changing in the format, emphasis, and/or focus of supervision
- Recommending and/or requiring personal therapy in a way that all parties involved have clarified the manner in which therapy contacts will be used in the student evaluation process
- Reducing the student's clinical or other workload and/or requiring specific academic coursework; and/or
- Recommending, when appropriate, a leave of absence

When a combination of the above interventions do not, after a reasonable time period, rectify the problem, or when the trainee seems unable or unwilling to alter their behavior, the PC/DCT may need to take more formal action, including such actions as:

- Giving the student a limited endorsement, including the specification of those settings in which he/she could function adequately
- Recommending to the program faculty a career shift for the student; and/or
- Recommending to the program faculty the termination of the student from the clinical training placement and/or program

All the above steps need to be appropriately documented and implemented in ways that are consistent with due process procedures.

### **I. Probation/Dismissal for Internship-Related Activity**

Information regarding probation/dismissal is presented in section 6 of the *Program Policy and Procedures Handbook*. The PC/DCT may recommend to the PsyD Program Committee (PPC) that a student be placed on probation, removed from internship placement and/or dismissed from the PsyD program for behaviors and/or performance while at an internship placement.

## **J. Appeals and Grievance Process**

Information regarding appeals/grievances is presented in section 7 of the *Program Policy and Procedures Handbook*. The following information pertains to student grievances of their internship site.

A student who believes the internship site has evaluated them unfairly should first attempt to discuss it directly with the internship site supervisor. If that is unsuccessful, they should then discuss it with the PC/DCT. While it is hoped that any concerns or complaints can be discussed and resolved informally, a formal mechanism is appropriate in light of the power differential between supervisors and students.

In general, students are encouraged to work actively to create training experiences that fit their needs and interests and to work with the PC/DCT to ensure that their needs are met. Giving feedback (both positive and negative) to staff members/supervisors or the internship placement by the student is encouraged and welcomed. Written complaints may be submitted to the PC/DCT in relation to the following situations:

- When a student disagrees with a standard evaluation by a supervisor (not an evaluation of an "impairment")
- When a student has a complaint concerning a staff member/supervisor regarding a situation other than evaluation
- When a student has a complaint concerning another student
- When a student disagrees with actions taken by the Training Director of the internship.

The student is to speak directly with the staff member/supervisor or other students involved for a resolution. If the situation is not resolved, or if the student prefers not to speak directly to the staff member/supervisor, the student may discuss the complaint with the Training Coordinator of internship placement. If the complaint is not resolved in the meeting with the student, staff member/supervisor, and internship placement Training Coordinator, and/or primary supervisor, the PC/DCT will request the student to submit a written complaint to APPIC.

### **Section 7: Postdoctoral Training and Licensure**

There are generally six primary requirements for licensure as a clinical psychologist in the United States:

- A doctoral degree in the field
- Predoctoral practicum experience
- Predoctoral internship experience
- Postdoctoral experience
- Passing the national licensure exam (EPPP- Examination for Professional Practice in Psychology).
- A state specific supplemental exam

Students should familiarize themselves with the licensure requirements of the state in which they seek licensure. States vary in licensure requirements. Some states only permit

applicants from APA-accredited programs to obtain licensure. Similarly, some states also require students to have obtained an APA-accredited internship.

Some states do not require additional examination beyond the EPPP, nor do they require postdoctoral training. California currently requires 1500 hours of postdoctoral training as well as supplemental state examination.

Postdoctoral hours cannot be counted towards licensure until a student's degree has posted. For that reason, students are strongly encouraged to complete any outstanding degree requirements (i.e. completion of final dissertation requirements, turning in required internship documents) as quickly as possible.

There are two general paths through postdoctoral training. Students may seek to secure a formal postdoctoral fellowship through APPIC. Some employment settings may require such training. A second, more common, option is to secure supervised experience from a licensed psychologist. Such experience may be obtained in a number of settings (hospital, counseling center, clinic, private practice, etc.). While each state/jurisdiction varies, in general, a postdoc will need to register with the state in some fashion (i.e. supervision agreement form, psychological assistant, etc.).

The PC/DCT regularly sends information regarding postdoctoral training opportunities to students while on internship and after they graduate. The PC/DCT assists students and graduates by writing reference letters and by verifying graduates' training experiences where necessary. Graduates should submit their requests for verification to the GPM and should also notify the program when they obtain licensure.

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