



PACIFICA

GRADUATE INSTITUTE

PHD PROGRAM IN CLINICAL PSYCHOLOGY

CLINICAL TRAINING HANDBOOK



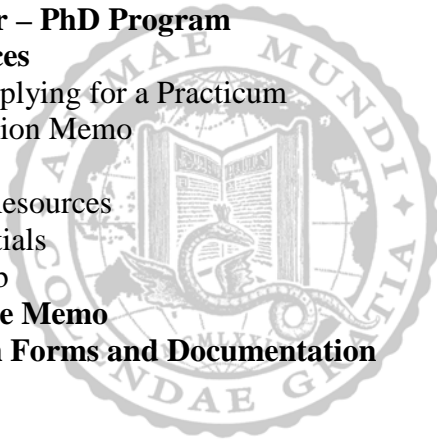
2015-2016 Academic Year

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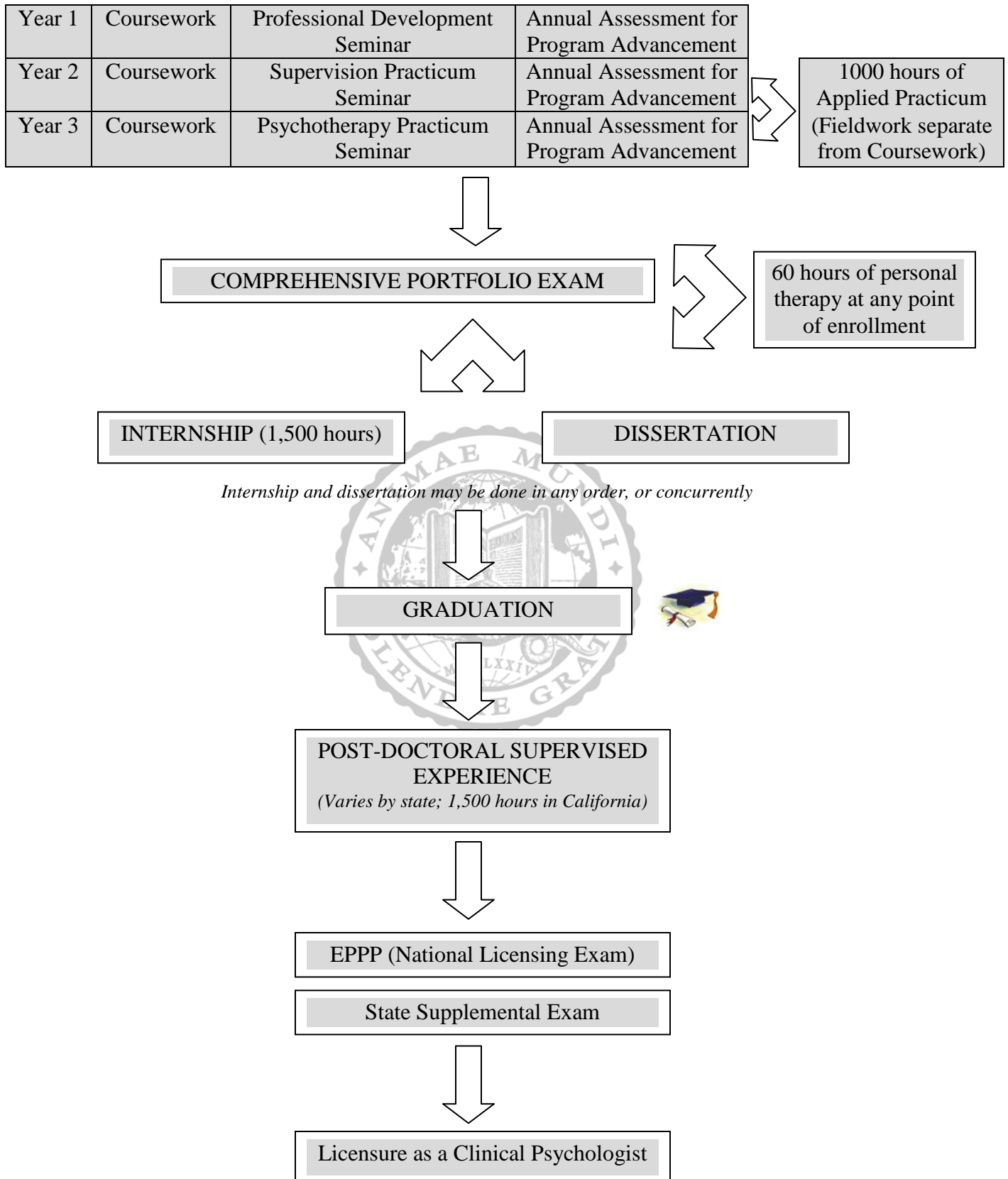
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The Pathway to Licensure from Pacifica – PhD Program



Overview of the Licensure Process

In the United States, there are generally six primary requirements for licensure as a clinical psychologist:

- A doctoral degree in the field (generally a PhD, PsyD, or EdD)
- Pre-doctoral practicum experience
- Pre-doctoral internship
- Post-doctoral supervised experience (or “post-doc”)
- A standardized nationwide exam called the EPPP
- A state specific supplemental exam

The Clinical Training Office is intended to coordinate and facilitate students’ efforts to complete the second and third requirement, i.e., practicum and internship. The Director of Clinical Training (DCT) also plays a lesser role in assisting students with other licensure requirements, such as documentation of completion of the above requirements, and other means of student support as appropriate. Although the DCT supports and educates students about requirements for licensure, it is ultimately the student’s responsibility to remain educated about and comply with the requirements in the jurisdiction in which they plan to become licensed.

There follows a brief overview of each of the above requirements for licensure as they concern the Pacifica student. Please note that the given examples are derived from the current requirements of the state of California, and will vary in other jurisdictions.

State Licensure Law

In the United States, psychologists are licensed by psychology boards specific to state, and state law dictates the process of licensure. However, state policies are more or less based on licensure models which evolve over time. Both the American Psychological Association (APA) and the Association of State and Provincial Psychology Boards (ASPPB) have published licensure models. Not only do these two models sometimes differ, but individual states vary in their application and interpretation of these models.

Both models generally suggest two years of sequential, graded, and increasingly complex supervised clinical experience as a requirement for licensure as a psychologist. A recent development with which students should become familiar is the role of practicum training in licensure. Both ASPPB and APA licensure models have recently encouraged increasing flexibility regarding the timing of supervised professional experience required for licensure (see below). Specifically, they have suggested that practicum experience be considered as contributory to the two years of supervised experience eligible for licensure. Washington and Utah have since changed their licensing requirements to include hours accrued during practicum training. California has not moved to accept practicum training at this time.

Doctoral Degree

All states in the U.S. except West Virginia (and Puerto Rico) require a doctorate for clinical psychology. Some Canadian provinces award the title for masters’ level degrees (Alberta, Nova

Scotia, and others...check your local requirements). Psychology licensing boards generally require a doctorate degree in psychology, educational psychology, or in education with a field of specialization in counseling psychology or educational psychology from an acceptable accredited or approved educational institution. Applicants with doctorate degrees from accredited Canadian schools need only submit their official transcripts, provided that the transcripts are in English. If the transcripts are in any other language than English, they must be translated in English by an accredited agency. Pacifica Graduate Institute is accredited by the Western Association of Schools & Colleges (WASC) to award the doctoral program.



Pacifica is not accredited by the American Psychological Association (APA). Some states require applicants to have a doctoral degree in psychology from an APA-accredited doctoral program. If the applicant in these states does not hold a degree from an APA-accredited school, some boards may examine the applicant's transcript for equivalency. It is important for students to familiarize themselves with the licensure requirements in the jurisdiction where they plan to practice in the future. Pacifica's clinical training programs are influenced by California licensure requirements.

Practicum Training

The details and specifics of practicum training will be covered in more detail later in this manual, but in general, **Pacifica requires 1000 hours of practicum** training under the supervision of a clinical psychologist licensed in the jurisdiction of the training site. Obtaining additional hours beyond the required 1000 will serve to deepen the integration of learning and practice as well as enhance a student's chance of landing a more desirable internship site as well. Practicum placements are part-time and many students accrue their 1000 hours in more than one placement, over two or more years.

Practicum training is an organized, sequential series of supervised field placements of increasing complexity, designed to prepare the student for internship. Training experiences follow appropriate academic preparation and are overseen by the Clinical Training Office. The purpose of practicum is to supplement and enhance the student's academic coursework with practical, clinical work in a real-world service delivery setting.

At Pacifica, students are encouraged to complete at least 500 hours of Diagnostic Practicum and 500 hours of Psychotherapy Practicum. The Diagnostic Practicum placement includes assessment, psychological testing, and other training elements designed to teach skill sets, knowledge bases, and professional perspectives on psychological diagnosis. The Psychotherapy Practicum placement emphasizes psychotherapy skills and other clinical interventions practiced by clinical psychologists.

It is generally understood that students entering practicum are at the beginner level of clinical experience in psychology, so prior clinical experience is not expected (although prior experience working in other disciplines, such as social work, may help the individual student to land a particular practicum). However, most practica do require that the student have taken a minimum of coursework prior to starting. The practicum site and the clinical training office jointly have the responsibility of moving the student from "beginner" to "ready for pre-doctoral internship." Students should realize that practica are generally unpaid. There are, however, some provisions for deriving practicum credit for a paid job, if the job meets Pacifica's requirements for a practicum training site.

Pre-Doctoral Internship

Pacifica requires 1500 hours of pre-doctoral internship as part of the degree program clinical requirements. This may be completed in one setting for a year on a full-time basis, or two years on a part-time basis. However, it is in the student's interest to accrue as many internship hours as possible because licensing boards accept internship hours towards licensure and jurisdictions vary in their required number of hours. Keep in mind, the balance of the remaining supervised hours must generally be accrued post-doctorally. For example, California requires 3000 hours for licensure of which half can be pre-doctoral, while other states require more (check your state requirements). For this reason, many internships actually design their programs for 1900 or more hours. By the successful completion of internship, students are expected to be ready to function as staff (pre-licensed) psychologists.

The internship is intended as a capstone training experience coming at the end of the doctoral program. It is a summative training experience designed to prepare the student for independent professional functioning, though in most cases, after completion of pre-doctoral internship, students will continue on with a period of supervised post-doctoral work to qualify for licensure. As such, the internship should be conducted at a higher level of complexity and responsibility than the practicum training experience. Generally, students start internship when they have completed all practicum training, required coursework, and passed the comprehensive exam. Internship is designed to provide a higher level of training, with greater independence for the student.

Typically, internships are more structured and organized than practicum sites, particularly in their selection procedures. It is important for students to recognize that internships are generally accredited by various agencies and organizations and their level of accreditation may impact the student's ability to become licensed in a given jurisdiction. Licensing boards are increasingly requiring accreditation in order to accept an applicant's pre-doctoral internship hours towards licensure. The highest level of accreditation is given by the American Psychological Association (APA). Another indication of a well-organized, quality internship is membership in the Association of Psychology Postdoctoral and Internship Centers (APPIC), which operates a nationwide matching system. California also has a state-level membership organization, the California Psychology Internship Council (CAPIC).

Effective with the 2018 APPIC Match (the 2017-2018 application cycle), APPIC will begin to require APA accreditation program status for all applicants for internship positions beginning in 2018 moving forward. Therefore, Pacifica students may not be eligible to apply for APPIC internships starting with the 2018 Match.

Post-Doctoral Supervised Experience

Post-Doctoral Supervised Experience or "post-doc" refers to the period of time between doctoral degree completion and achieving licensure. This is often a time of real vulnerability and uncertainty for the new graduates because they are no longer in school, but are not yet licensed. It is difficult to command the salary and range of job opportunities of a licensed clinical psychologist without making the final sprint towards licensure. The DCT recommends that students indeed make this period of time as much of a sprint as possible. This is the time to take your exams (see The EPPP section below) and work towards accruing the final hours of supervised experience. It is in the student's best interest to apply for licensure as soon as is practical.

There are two general pathways through the post-doctoral period. One way is to accrue more supervised experience from a licensed psychologist in a clinic, hospital, private practice or some other health-related setting. This is the path chosen by many people who want to work as clinicians or in private practice.

Some county and state mental healthcare systems hire “pre-licensed” psychologists because they are able to “waive” state licensure requirements. For this reason, many county mental health agencies are full of new graduates putting in their hours towards licensure, many of whom leave the position after licensure. Other non-governmental agencies or individuals may hire unlicensed psychologists with some kind of training agreement. Every state and province has its own system for handling this part of the training experience, but in general, the applicant will have to register with the state to obtain some type of transitional supervisee status, during which time the applicant may accrue the supervised hours of experience.

The other path is to secure a formal post-doctoral fellowship, which, like the internship, is a formally organized training experience with a definite start and end point. Graduates interested in either research or academic careers may choose this option.

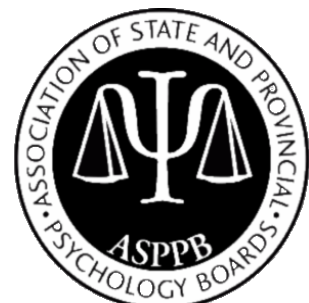
Finding a post-doc is more informal than applying to graduate school or securing an internship. It’s best to begin working out a plan for the post-doctoral period while still in school. There are fewer road maps, and recent graduates may feel especially on their own during this crucial time. Most insurance providers won’t reimburse clinicians in this category for their services. And because there are generally not enough formal post-doctoral programs for the number of students who need supervision, some people in this category end up seeking supervision in ways that can potentially offer lower-quality training.

Keep in mind that from the point of view of licensure, a primary purpose of the post-doc is to round out the number of supervised hours required by your state, beyond those you may have accrued in internship. For example, in California, a student who accrued 1500 hours in pre-doctoral internship should expect to need another 1500 hours post-doctorally in order to complete the total 3000 hours required in California. Depending on the state, the options for rounding out these remaining hours include, for example, joining a formal post-doctoral fellowship, working under an investigator’s clinical research grant or working on-the-job at a clinic or with a private practitioner.

Students should also keep in mind that it is difficult to earn a professional salary during this unlicensed period. Lack of reimbursement from insurance providers puts a financial pressure on otherwise willing employers, whose liability is heightened because they employ post-docs. In 2001, the average full-time research post-doc stipend was \$29,388, while the average for clinical post-docs was \$23,580.

The EPPP

All U.S. states and Canadian provinces (except Quebec and Prince Edward Island) require applicants to pass the Examination for Professional Practice in Psychology (EPPP), which is a 225-item multiple-choice test developed by the Association of State and Provincial Psychology Boards on core areas of psychology. In other words, virtually all psychologists seeking licensure in North American take this standardized test. Passing



scores for the EPPP are set by each state. Most states require at least a 70 percent or a score of 500. However, there is some variation and it is possible to receive a passing score in one state and failing in another.

Applicants who take the EPPP soon after completing their doctoral degree tend to do better on the test than those who wait. However, each licensing jurisdiction sets its time-table for the EPPP, including the point at which applicants are approved to take the test.

The EPPP is comprised of eight core areas, listed here with approximate percentage of the total test devoted to each area:

- Biological bases of behavior (12%)
- Cognitive-affective bases of behavior (13%)
- Social & cultural bases of behavior (12%)
- Growth and lifespan development (12%)
- Assessment and diagnosis (14%)
- Treatment, intervention, prevention, and supervision (14%)
- Research methods and statistics (8%)
- Ethical, legal, and professional issues (15%)

Many applicants avail themselves of professionally-prepared preparatory materials to study for the EPPP. Moreover, the ASPPB offers online practice tests and even a full-scale mock-up at a testing location. It is not uncommon for applicants to study for several months prior to taking the test. If an applicant fails the test, there is a waiting period before taking it again, delaying the process of licensure.

Most applicants take the EPPP in the office of a professional testing provider, usually held in larger cities. The format is usually computer-generated; however, scores are not immediately available. Applicants must get approval by the state licensing board to take the test, make the appointment, and then wait to receive scores. The ASPPB Score Transfer Service maintains a permanent record of EPPP scores and, at a candidate's request, the service will report the candidate's EPPP score to the licensing board of another state or province in which the candidate seeks licensure or certification.

The State Supplemental Exam

Most jurisdictions require, in addition to the EPPP, a state-specific exam. Of the jurisdictions requiring oral assessment, some provide a theoretical case for you to review in detail in order to demonstrate your clinical competence. Others ask questions related to professional ethics and your state's mental health laws. Some cover clinical, legal, and ethical matters, while other states' exams are unstructured.

Among the states requiring only written supplemental exams, the content similarly varies. Most include some element of state jurisprudence as it relates to the practice of psychology. As with the EPPP, applicants take the test in a site determined by the state. In California, the supplemental exam is computerized and results are available immediately after completion of the test.

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Clinical Training at Pacifica

Practicum and internship involve supervised field placements in a psychological services environment, in which the students have contact with clinical populations. The purpose of practicum and internship training is to provide the opportunity for students to apply theoretical knowledge, develop and implement clinical methodologies, and to encourage the development of professional and personal attitudes relevant to the identity of a professional psychologist and health service psychologist. Practicum and internship are sequential, graded applied learning experiences designed to supplement and parallel the content of their academic work. As a rule, a student's supervised practicum or internship experience should never outpace or exceed their academic training.

Clinical training at Pacifica Graduate Institute is based on understanding of human problems through clinical psychology, informed and elaborated by depth approaches. Such a clinical understanding comprises the basis for the recommendation and implementation of effective intervention for the alleviation or resolution of human problems, within a climate of absolute respect for the client(s). The ethical standards for professional psychologists as developed by the American Psychological Association are incorporated into student training at all levels. The clinical training program also aspires to conform to practicum and internship training guidelines established by the Association of State and Provincial Psychology Boards and the American Psychological Association. The policies established in this manual are designed to be consistent with those guidelines.

Pacifica's clinical training program is intended to facilitate the development, through supervised direct client contact, of competent clinical psychologists who are able to develop basic, effective, culturally competent intervention and assessment services. Pacifica requires two levels of clinical training prior to graduation: practicum placement, and pre-doctoral internship. These two clinical training experiences should total at least 2500 hours of "SPE" (supervised professional experience).

The Clinical Training Office

The clinical training office, in conjunction with the faculty, monitors academic and clinical development of students throughout the graduate program. Students are assessed for clinical skills and interpersonal behavior as well as for academic achievement. Therefore, aspects of students' behavior, interpersonal relationships, and emotional adjustment are all relevant to their successful progress through the training program.

The clinical training office consists of the following persons with the following functional areas:

<p>Juliet Rohde-Brown, PhD Director of Clinical Training jrohdebrown@pacific.edu Phone: (805) 679-6139 Fax: (805) 565-5796</p>	<p>Bridget Carlson Clinical Training Coordinator bcarlson@pacific.edu Phone: (805) 679-6191 Fax: (805) 565-5796</p>
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Director of Clinical Training

The Director of Clinical Training has overall responsibility for the integrity and policies of the training program, including setting relevant training standards and ensuring that Pacifica's training program adheres to them. DCT helps to manage the relationships between students and training sites. Dr. Rohde-Brown may be contacted for a variety of student needs, including the following:

- Advisement on practicum and internship placement
- Preparation for interviews
- Advocating for students in practicum and internship placement
- Discussion of clinical training issues encountered in the field or elsewhere

Clinical Training Coordinator

Bridget coordinates student records and acts as a liaison between DCT and students. Students are directed to submit all routine paperwork (readiness packets, proposal forms, training agreements, supervisor evaluations, all application forms, etc.) to Bridget.

Requirements for Practicum and Internship Hours

A minimum of 2500 hours of combined practicum and internship hours are required for graduation. 1000 of these hours will derive from practicum placements and 1500 from internship. Students are encouraged to acquire hours in excess of the requirement for both categories. All practicum hours must be finished prior to beginning internship (see below for additional requirements for starting internship). Practica and internship must be organized in a sequential and graded fashion to parallel academic coursework.

Requirements for Personal Therapy

Students are required to complete 60 hours of personal therapy while actively enrolled at Pacifica. Students are expected to choose their own therapist(s). Therapists must be licensed mental health clinicians or certified analysts. Students may satisfy the personal therapy requirement via individual, group, couple, and/or family therapy, but are prohibited from having a personal therapy relationship with any Pacifica faculty—core, adjunct, or contributing—until they have graduated or withdrawn from the Institute. Completed hours are to be recorded on the Personal Therapy Documentation form and signed by the therapist. Pacifica faculty strongly recommend the completion of a minimum of 25 hours of personal therapy for each year of enrollment. Personal therapy hours must be accrued while actively enrolled at Pacifica.

Only psychotherapy fulfills this requirement. Groups created for the purpose of being psychoeducational, support groups, 12-step programs, or other non-psychotherapy formats will not be accepted. If you have questions about the acceptability of a specific group, please address them with the Director of Clinical Training prior to engaging in the psychotherapy. Individual sessions are to be at least 45 minutes in length, and group therapy sessions are to be at least 90 minutes in length.

Changes in Training Status

Students must report significant changes in their training status to the clinical training office, using the **Clinical Training Status Change form**. This form should be used to report:

- Accepting a new practicum or internship site
- Leaving a training site
- Change in supervisor
- Substantial increase or decrease in number of hours worked
- Unplanned change in rotation, location, or treatment population

Please note that the training office will continue to log hours for students at their training site until a student advises that the training has been completed, by means of this Status Change form.

Clinical Training-Only Status

The “Clinical Training-Only” enrollment category allows students to accrue internship or practicum hours during those periods when they are enrolled in **neither** the two-year dissertation period **nor** in academic coursework. Clinical Training-Only status can be obtained for practicum or internship levels of training. A quarterly fee will apply.

At the internship level, students must be qualified by the DCT to be internship-eligible for this status. Eligibility for internship requires doctoral candidacy, which is achieved when student has:

- 1) successfully completed all coursework
- 2) passed the Comprehensive Exam and Annual Assessment for Program Advancement
- 3) dissertation concept paper approved by faculty
- 4) Completed 1000 hours of practicum

Students in the PhD program enrolled in the two-year dissertation period are already fully enrolled and need not sign up for clinical training-only status. To enroll, students should complete and send the **Application for Clinical Training-Only Status form** to the Training Office. This application will only be approved if the student’s current clinical training placement has been fully documented (including all proposals, training agreements, and current liability insurance).

Federal regulations determine that students in this status are not eligible for financial aid. Therefore Pacifica is required to notify your lender that you are no longer enrolled. The six-month grace period will begin, and if Clinical Training-Only status extends beyond one quarter, the student may be required to begin repayment on any loans.

Policy on Training Sites with Statements of Creed

Pacifica is committed to a policy of nondiscrimination against students and mental health consumers with regard to race, religion, age, ethnic background, or sexual orientation. In addition, the school is committed to fostering the training of groups currently under-represented in the field of clinical psychology.

Practicum and internship sites approved by Pacifica are expected to conduct their selection and training in a nondiscriminatory manner. Sites are expected to select applicants without regard to race, religion, age, ethnic background, or sexual orientation. Sites which have a selection policy which disallows students based upon any of the above criteria will be asked to clarify the legal and/or clinical rationale for such policies.

Student Representation of Professional Credentials

Professional psychologists have an ethical obligation to accurately represent their credentials in all professional documents, correspondence, and statements. Students and graduates are required to apply the following guidelines in representing themselves on their CV, business cards, letter closings, e-mail closings, employment applications, other professional documents, and during conference presentations, workshops, etc. In all cases, when using a business card in the context of clinical training (i.e., practicum, internship, or post-doc), include the name and license number of your supervisor. Students qualify for one or more of the following distinctions as they move through the program:

Doctoral Student. From the date of enrollment into the program until you achieve doctoral candidacy below (i.e., you have passed all courses and comprehensive exam portfolio), please use the designation "Doctoral Student in Clinical Psychology." The Vita should include inclusive dates, such as August [year] to the present or August [year] to July [year].

Doctoral Candidate. Upon passing all courses and comprehensive exam, use the title "'Doctoral Candidate" is permitted.

Doctoral Intern. When enrolled in an internship, use the designation "Doctoral Intern at (name of the internship program)." The Vita should include inclusive dates as described previously.

Licensure Period. Use the designation required by the applicable state psychology licensing law. In California, this title will typically be "Psychological Assistant" if you are officially registered to the board as such.

II Practica

General information

Pacifica requires a total of 1000 hours of practicum training for the PhD programs. Ideally, students will accrue the 1000 hours during years 2-3 of the PhD program. Students are authorized to begin their first practicum training upon successfully passing the Annual Assessment for Program Advancement interview in the Spring of their first year. For students matriculating in 2009 and later, the second year placement is a Diagnostic Practicum, and the third year is a Psychotherapy Practicum. Students who matriculated prior to 2009 did not experience the differentiation between diagnostic and psychotherapy practica, and for organizational purposes, all their practice experience will be categorized as “psychotherapy practicum.” The reason for the differentiation between training years is to ensure an appropriate balance of clinical skill and experience, and also to help ensure that practicum training is sequential and graded in such a way that it parallels academic coursework. It is generally expected that students will obtain 500 hours in Diagnostic Practicum and 500 in Therapy Practicum. Normally, the practicum involves 16-20 hours per week over the fall, winter, and spring quarters. Students may continue practicum into the summer if they wish, and if the practicum training site agrees.

Students are ordinarily required to change training sites between the Diagnostic and Therapy Practicum placements. Students experiencing significant hardship with this requirement beyond their control may petition the Director of Clinical Training for an exemption from this requirement, by means of a **Petition for Exception form**. Acceptable reasons for exemption may include residence in a rural area with limited training opportunities, or significant financial or personal hardship that would result from changing sites.



Form
Required

Students must apply for, and obtain, readiness status for practicum during every year of the academic program. Practicum application season generally runs from December through March. Students who delay obtaining their practica may experience difficulty graduating on schedule. Students are suggested to spend 16-20 hours per week in their practicum training. **Students must obtain permission from the DCT to accrue more than 24 hours per week.** In order to produce competitive applicants for later internship applications, the clinical training office requires these minimum percentages of time spent in intervention, supervision, and support activities:

Definitions

Intervention Services are professional clinical activities that you have provided in the presence of a client (including telehealth services based on two-way, interactive videoconferencing as the modality where the focus of the clinical application includes diagnostic and therapeutic services). This category **does not include** phone sessions or supervision. All services must be appropriately supervised by a licensed clinician who is named in the approved training agreement. The training office requires a minimum of **35% of your total time on site** be spent providing intervention services.

Supervision can be provided by licensed psychologists, licensed allied mental health providers (e.g., social workers, marriage and family therapists, psychiatrists), and advanced doctoral students whose supervision is supervised by a licensed psychologist. **The primary supervisor must be a clinical psychologist licensed in the jurisdiction where services are to be provided.** The supervisor must be named in the approved training agreement. Supervision activity involves a formal evaluative component, and may include both supervision received as an individual (i.e., one-to-one) and within a group. Supervision that you may provide to less advanced students should not be recorded in this section, and may instead be counted as “Intervention Services.”

Individual supervision is defined as regularly scheduled, one-on-one, face-to-face supervision with the specific intent of overseeing the psychological services rendered by the supervisee.

Group supervision is defined as regularly scheduled, face-to-face supervision with multiple supervisees, with the specific intent of overseeing the psychological services rendered by the supervisees.

Some practicum sites incorporate both didactic and experiential components in the training. While the didactic portion is excellent training, it should not be recorded as a supervision activity; it should instead be record in the “Support Activities” section. Similarly, Grand Rounds that consist of in-service education on specific topics would not be considered supervision, but would be considered a support activity. **The training office requires a minimum of 1 hour of supervision per 10 hours total spent on site; at least 1 hour must be face-to-face with the primary supervisor.** More information on supervision requirements is to be found on page 19.

Support Activities may include practicum activities spent outside the counseling/therapy hour while still focused on the client/patient (e.g., chart review, writing progress notes, consulting with other professionals, case conferences, case management, video/audio review of recorded sessions, assessment interpretation and report writing, etc.). In addition, it includes participation in didactic training held at the practicum site (e.g. grand rounds, seminars).

Restrictions

No credit will be given for any practicum experience which has not been pre-approved by DCT. The clinical training office issues a letter (titled “Practicum Site Proposal Acceptance”) specifying the date on which the student may begin to accrue hours. There is no provision for obtaining practicum hours for training experiences which were not pre-approved.

Students may not have proprietary interest in the business of a primary or delegated supervisor, and may not serve in any capacity which would hold influence over any supervisor’s judgment in providing supervision.

The Board of Psychology of the State of California specifically prohibits paying supervisors for the purpose of providing supervision (California Code of Regulations, Title 16, Article 3, 1387 (8)).

Students must request written permission from the DCT to accrue more than 24 hours per week on practicum (please use Petition for Exception form).

Practicum credit for pre-existing paid employment is ordinarily prohibited, but there may be unusual circumstances in which students working for large, diverse clinical facilities (most often county agencies or large hospitals) may obtain practicum training in a different program, department, or clinic than the one in which they are employed. Such sites must have a clear training component which will (to the DCT's satisfaction) materially contribute to the student's ongoing, stage-appropriate education, and must otherwise meet practicum training site requirements. Only up to 500 hours will be approved, and no hours will be credited prior to approval of the DCT.

Students requesting work site approval should approach the DCT with the request as soon as possible upon entering the clinical program or obtaining the position. Note that because practicum hours are not awarded during first year, such paid employment will only count towards practicum if it continues into 2nd year and beyond. Verbal approval by DCT is not enough. Students must wait for written approval prior to start counting practicum hours.

Under no circumstances should a student enroll in the clinical doctoral program assuming that a current job will qualify as a practicum site. Students are reminded that the purpose of practicum placements is to learn new skills under supervision, not to simply "log hours." Therefore, for example, a long-standing job held under a different level of licensure (i.e., clinical social worker or marriage and family therapist credential) would not ordinarily represent a doctoral level training experience, unless substantially new training elements are undertaken for the purpose of practicum training, under appropriate supervision.

Practicum in a solo private psychotherapy practice is explicitly disallowed. Practicum in larger group practices may be approved pending disclosure of the training plan, especially if the group shows a history of practicum training. Assessment oriented practica and clerkships in private practice settings may be approved after a review by DCT.

Practicum credit will not be awarded to students working under a license or credential of a different discipline (psychiatry, medicine, nursing, social work, marriage and family therapy, pastoral care, etc). Students may not use a private practice operated under a different mental health certification or credential to satisfy practicum requirements.

Professional Liability Insurance

All students enrolled in practica must be covered by their own professional liability insurance; practicum experience gained while not covered by a student's own policy will not be allowed. **It is not enough to be covered by the training agency's insurance.** Students who already carry professional liability insurance under a different title (i.e. MFT, LCSW, etc) must contact their insurance carrier and add 'doctoral student' occupation under coverage occupations. The minimum requirement for student insurance coverage must be \$1,000,000 per individual incident and \$3,000,000 aggregate. Pacifica does not carry liability insurance for students. If a student allows required insurance coverage to lapse during practicum or internship, time period not covered by insurance will not be counted, and the student may be placed on Clinical Probation (See pp. 37-38). For information on where to obtain liability insurance refer to Appendix C on page 46.

Prerequisites and Qualifications for Practicum Field Placement

Students may begin practicum at the beginning of the second year. The DCT may also approve some placements upon successful completion of the 1st year Assessment Module in the Spring. This means beginning to identify and interview for practica placements by end of first year (see practicum and internship timetable, appended to this manual. See Appendix A pp. 39-40). Practicum credit will not be awarded during the first year. New practicum sites must be approved by the DCT prior to interview with the site. Please refer to the site proposal procedures below (See page 25).

Students must petition the Director of Clinical Training to be cleared to begin the process of acquiring practicum and internship, using the appropriate **Readiness Packet**. There are separate forms for application for readiness for Practicum and Internship. The due dates for readiness packets are as follows:

Documents	Deadline
Practicum Readiness Packet	Second session of Fall Quarter in the 1 st year and & 2 nd year (and each year thereafter that student will apply for practicum)
Internship Readiness Packet	July 1 st in the year applying for internship

Types of Sites Available

Practicum sites may include:

- State / county mental health facilities
- Outpatient clinics
- Private psychiatric hospitals
- Private hospitals with psychiatric units
- Community hospitals with psychiatric units
- Schools
- Treatment centers for the developmentally disabled, behavior disordered, and/or emotionally disturbed adults and children
- Chemical dependence treatment programs (inpatient or outpatient)
- Specialized programs, such as those for eating disorders, rape crisis, or rehabilitation
- Health-Related settings

Additional types of sites may be proposed by the student for approval by the DCT.

Selection Criteria for Practicum Training Sites

Pacifica requires students to attend practicum sites which are organized psychological service units providing professional psychological services to individuals, families, or groups designated as clients by the psychological services unit. "Psychological services" includes, but is not restricted to: diagnosis, prevention, treatment, and amelioration of psychological problems and emotional and mental disorders of individuals and groups. Psychological treatment means the use of psychological methods in a professional relationship to assist one or more individuals to acquire greater human

effectiveness or to modify feelings, conditions, attitudes and behavior which are emotionally, intellectually, or socially ineffectual or maladjustive. Practicum credit is extended only to organized training experiences in doctoral level practice of clinical psychology under the supervision of a clinical psychologist licensed in the jurisdiction in which the practicum training occurs. These definitions are derived from the guidelines published by the Board of Psychology for the State of California, available at http://www.psychology.ca.gov/laws_regs/2012lawsregs.pdf .

Supervised practicum experience may also include activities representing socialization into the profession of psychology, including integrated modalities such as mentoring, didactic exposure, role-modeling, enactment, observational/vicarious learning, and consultative guidance, or any supervised activities that address the integration of psychological concepts and current and evolving scientific knowledge, principles, and theories to the professional delivery of psychological services. Only hours approved by the practicum supervisor as meeting these criteria are to be counted as practicum hours for purposes of the 1000 hour practicum requirement.

While the practicum student may obtain practicum training with an agency or organization which provide other types of services (medical care, case management, legal services, etc), the practicum should be explicitly organized around providing psychological services. Other types of services which are not primarily psychological in nature (i.e., nursing, medical practice, home health care) are not appropriate elements of practicum training in clinical psychology. **Only hours of service providing psychological services as defined above under the supervision of a licensed clinical psychologist may count as practicum hours.** In other words, only work done under the supervision of the site supervisor counts towards practicum hours. The primary supervisor shall determine what student activities are to be included among approved practicum hours.

Any practicum placement not currently approved by Pacifica must be approved by the DCT by means of a **Training Site Proposal Form**. This form should be submitted to the Clinical Training Coordinator *prior to interviewing at a site*, to ensure that the practicum placement will be approved. Approval is contingent on the practicum placement meeting program requirements, especially with regard to clinical supervision and to the appropriateness of the training for the student's background and level in the Clinical Psychology program, at which point this site may be considered as a dedicated or captive site for our student(s), depending on mutual agreement between the site and Pacifica. It is crucial for students to be familiar with the guidelines for clinical training in their state. For instance, some states count practicum hours toward the overall hours for licensure.

In general, practicum sites should provide training consistent with the practitioner model of training graduate level students of clinical psychology and health service psychology. These characteristics should include:

- Emphasis on the acquisition of clinical skills
- Clinically relevant treatment population
- Appropriate credentialing of staff and site (i.e., licensure of supervisors, accreditation or licensure of the agency as a whole, etc)
- Emphasis on training



Form
Required

Specific to California

Since many Pacifica students are from California, for those students, there are two programs that are crucial to know about. Northern California sites and doctoral programs participate in what is referred to as the Bay Area Psychology Internship Council (BAPIC) which oversees and manages the practicum application and acceptance process. Pacifica is not included in their participation list because BAPIC only includes programs that have street addresses in Northern California. This means that students from Pacifica may not apply to the BAPIC sites. There are rare occasions where a BAPIC site may not fill all of their practicum placements, at which point, some of the sites may be willing to consider a Pacifica student. With that said, in the bay area, Pacifica students must apply to sites that are not within the BAPIC system, but that are dedicated to Pacifica.

There is a similar organization to BAPIC in Southern California which is called the Southern California Association of Psychology Training Programs (SCAPTP). Pacifica does participate with SCAPTP. The typical deadline for SCAPTP site applications is by the end of the third week in February. The Uniform Notification Day is the **second Monday in April, beginning at 9:00 a.m and ending at 11 a.m.** Students are required to provide phone numbers where they can easily be reached during the hours of 9 to 11am on Notification Day. The website may be viewed at www.scaptp.org. Planning is in the initial stages for a standardized application and registration portal to be made available on the SCAPTP website. Please know that some sites may only be available to certain doctoral programs, so it is important to check with Dr. Rohde-Brown before applying. The following bullet-pointed information is quoted from the *SCAPTP-Policies for Practicum Notification Day*:

- Neither an agency nor an applicant may reveal choices or ranking before Uniform Notification Day. No practicum offers in any form may be extended by agencies before Notification Day.
- Applicants must reply to all offers by agencies no later than the closing time on Notification Day.
- An applicant must respond immediately in one of three ways to an agency's offer: the offer may be accepted, rejected or "held". (Holding an offer means that the student is asking the agency to wait for a final decision because that student is waiting to hear from an agency that is more desirable.) No agency may offer a "held" place to any student until the hold is released. All holds must be decided on **WITHIN 30 MINUTES**.
- Applicants may hold no more than one offer at a time. (It is assumed that students will rank their sites prior to Notification Day to help assure a smooth flow on that day.)
- An applicant may accept only one offer. Once an offer is accepted, a hold, if present, **must** be released immediately. Applicants are to call all other agencies and inform them that they are no longer available.
- Once agencies have filled all their positions, they are expected to inform all students in their applicant pool via phone or email that their site has completed the process.
- Training commitments made by both the agency and the student are **BINDING**.
- At the close of Notification Day (11:00 am) any applicant who has not been placed, and any site that still has openings, may contact each other to facilitate a placement. At this time, all applicants and agencies become *free agents*.

There is another kind of site referred to as a dedicated or captive site. Any student who has attained a placement in a captive site needs to notify SCAPTP sites of immediate withdrawal, so as not to

impede the process of other students having chances at the particular SCAPTP practicum placement. A captive site is understood to be a “non-competitive” site, at which students from one program do not compete with students from other programs, as the site has an agreement with the graduate program to place students at their site each year. In Southern California, the typical deadline to apply to captive/dedicated sites is the end of January and the notification of acceptance is by the end of the third week in February.

Practicum Training Agreements

The student, the training site, and Pacifica enter into a contractual relationship in which the student’s delivery of clinical services and other relevant contributions within the agreement are exchanged for clinical supervision, exposure to clinical populations and professional role models, and participation in other professional activities provided by the training agency. Once a student has accepted a practicum site, he or she should submit a **Practicum Training Agreement**, which is signed by the student, primary supervisor, agency training director, and Pacifica’s Director of Clinical Training. Practicum Training Agreement must be completed annually.

Supervision Requirements for Practica

Students should receive weekly supervision in an amount not less than 25% of time spent providing direct services to clients. Since at least half of the time in practicum should be spent providing services to clients, supervision time should account for 10-12% of the total time spent in practicum. At least one hour per week must be individual supervision with the primary supervisor, who must be a licensed psychologist. The remaining required supervision hours can be satisfied either in group or individual supervision with the primary or delegated supervisor.

A psychologist licensed or registered with the jurisdiction in which the practicum is taking place shall be responsible for maintaining the integrity and quality of the training experience for each practicum student. This is the “primary supervisor.” This person has primary supervisory responsibility for the entire practicum experience and must be on the staff of the setting in which the practicum takes place. To be “on staff” means, at a minimum, that the supervisor has working familiarity with the organizational requirements and methodologies of the training site, is familiar with the population being treated at the agency, and has access to the student’s clinical records at the site. Contracting supervisors may be engaged from the local community if the arrangement meets the above requirements. Some formal institutional agreement between the consulting supervisor and the training site will then be necessary. Pacifica does not become involved in the negotiation of this agreement, but it does require a copy of any such agreement as part of the **Practicum Training Agreement**.

Beyond the minimum hour per week with the primary supervisor, the balance of supervision may be provided by a licensed mental health professional from another mental health discipline. This is the “delegated supervisor,” who may hold certification as a licensed clinical social worker, licensed mental health practitioner, licensed marital family therapist, board certified psychiatrist, or local equivalent.

Supervision from interns or more advanced students is acceptable only if the supervising psychologist has oversight of the functioning of the more advanced student in a vertical team model.

In some cases, a mental health clinician who is not a psychologist has organizational and/or administrative oversight of a clinical program in which a student receives training. Such an arrangement does not disqualify the agency as a practicum training site, as long as there is a licensed clinical psychologist who maintains the integrity and quality of the training experience for each practicum student, and provides at least 50% of the total supervision of the Pacifica student. Supervision should include, but not be limited to, the following content areas:

- Discussion of services provided by the supervisee
- Selection, service plan, and review of each case or work unit of the supervisee
- Discussion of and instruction in theoretical conceptions underlying the supervised work
- Discussion of the management of professional practice or other administrative or business issues
- Evaluation of the supervisory process, supervisee, and supervisor
- Discussion of the coordination of services among other professionals involved in particular work units
- Review of relevant laws and rules and regulations
- Discussion of ethical principles including principles that apply to current work
- Review of standards for providers of psychological services
- Discussion of other relevant reading materials specific to cases, ethical issues, and the supervisory process

The nature of supervision will vary depending on the theoretical orientation of the supervisor, the training and experience of the supervisee, and the duration of the supervisory relationship. Audio tapes, video tapes, client supplied information such as behavioral ratings and one-way mirror observations are also appropriate when deemed useful. However accomplished, supervision shall include some direct observation of the supervisee's work. The preferred mode of supervision is face-to-face discussion between supervisor and supervisee. Primary supervision should be set at a regular, uninterrupted time each week.

Supervision should be immediate enough that the student receives the feedback and training necessary not only to review past psychotherapy sessions, but to prepare for future sessions.

Supervisors are expected to communicate clear expectations to students at the beginning of the practicum, and to provide clear feedback regarding progress throughout the year. Students should inform the clinical training office immediately of any difficulties encountered at the practicum, or of any substantive changes in the practicum experience (including change of supervision).

In addition to the wide variety of theoretical orientations represented in the practicum sites which train Pacifica students, students are encouraged to conceptualize their cases from a depth psychology perspective. Faculty leading academic classes and practicum seminars will be available to assist students in doing so, even in the absence of support for the depth psychology orientation at the training site.

Sequence of Thursday Evening Seminars

Professional Development Seminar

During the first year of the doctoral program, students will attend Professional Development seminars. Students will not be placed in practicum field training during this period. This seminar is designed to assist students in developing an identity as a clinical psychologist, essential basic interpersonal and emotional capacities vital to the discipline, and organizational knowledge about mental health systems and licensure. Attention is given to intrapersonal development of the student as a clinician. The seminar is three and one quarter hours, and is held each of the three weeks that the student attends classes at the Pacifica campus.

In some of these seminars, students will be assisted in preparing a CV, preparing for interviews, and assembling the paperwork required for applying for practicum. Students are encouraged to interact with their advisors, faculty, and the clinical training office to develop short- and long-term goals for their clinical training.

In the Fall, a significant focus of the professional development seminar will include preparing students for application and interview for supervision practicum during the second year.

Supervision Practicum Seminar

Second year supervision practicum begins to focus on the integration of student practicum based clinical experience with their didactic learning at Pacifica. Special focus is given to case conceptualization and formulation from depth psychological perspective, and the dynamic discussion of case material in light of assessment of personality functioning, interpersonal dynamics, and other factors such as the unconscious material, coping and defense functioning, and treatment progress. Focus on transference and the countertransference is emphasized. Specific goal of this practicum is on the application of depth psychological approaches to clinical formulation.

Each student will be required to present an individual case based on their clinical experience, following guidelines provided by the course instructors.

Psychotherapy Practicum Seminar

The third year practicum seminar will continue to focus on the integration of student practicum based clinical experience with their didactic learning at Pacifica. Special focus is given to case conceptualization and formulation from depth psychological perspective, and the dynamic discussion of case material in light of assessment of personality functioning, interpersonal dynamics, and other factors such as the unconscious material, coping and defense functioning, and treatment progress. Focus on transference and the countertransference is emphasized. Specific goal of this practicum is on the application of depth psychological approaches to clinical formulation.

Sequence of Practicum Training

Diagnostic Practicum

Pacificia recommends the development of strong psychodiagnostic skills and working knowledge of applied diagnostic nosological systems as an important foundation to competence as a clinical psychologist. Training in diagnosis and assessment prior to therapy and other clinical interventions is in the interest of maintaining a graduated, sequential, and graded approach to clinical training. Skills emphasized in the diagnostic practicum could include:

- Diagnostic interviewing of identified patient and collateral contacts
- Appropriate use of psychological tests
- Review of treatment / medical records
- Behavioral observation and mental status exam
- Integrative assessment using multiple information sources

A. Goals of Diagnostic Practicum Training

At the completion of the diagnostic practicum the student should be able to integrate clinical data from a number of relevant sources to:

1. Provide a diagnosis and recommendations supported by relevant data
2. Formulate a well-organized case formulation consistent with established theoretical models
3. Write a psychological reports which meaningfully communicate conclusions to non-psychologists
4. Apply depth psychological approaches to clinical formulation.

B. Prerequisites and recommendations

Students must have successfully completed the following courses in order to be eligible to begin diagnostic practicum:

1. CL758 - Annual Assessment for Program Advancement

It is recommended that students complete the following courses before starting diagnostic practicum:

1. CL 755, CL 756, CL 757 Professional Development Seminar I, II, III
2. CP930 Psychological Assessment I
3. CP931 Psychological Assessment II
4. CP730 Advanced Psychopathology I



C. Diagnostic and Clinical Interviewing

The skills and knowledge base attendant in diagnostic interviewing is a foundation of the diagnostic practicum. Supervision of relevant interviewing skills is therefore recommended during this period of training.

The diagnostic interview is a crucial means of building rapport with a client. In addition, the diagnostic interview should allow the clinician to establish:

1. Presenting problem and reasons the client is seeking assistance.
2. Events precipitating the onset of problems or symptoms.
3. Current level of adaptive functioning.
4. Current, relevant life circumstances.
5. History of illness or symptoms and other background information.
6. Clinical observations enabling a mental status exam, including the level of reality testing and affect modulation.
7. Enough information in general to formulate working diagnostic hypotheses regarding the recommended course of action or treatment.

D. Diagnostic Interviewing with Collateral Contacts

In order to obtain a more complete and relevant set of clinical data, psychologists may require interviews with family members of other significant individuals or agencies, particularly in clinical work with children, adolescents, and the severely mentally ill. When appropriate, students should be trained to take a relevant developmental history, and to conduct interviews with several sources. In such cases, careful observation of family, group, or other system dynamics and communication styles are emphasized.

E. Integrative Assessment

Pacifica's recommendation is a minimum of six integrative psychological assessments during the diagnostic practicum training. Such assessments should be geared to answering a referral question, and should include a clinical interview and original psychological testing. These and all other client assessments are supervised by the on-site practicum supervisor, who also determines the format and content of the assessments.

Psychotherapy Practicum

The psychotherapy practicum training typically occurs during the student's third year. It emphasizes development of skills of psychotherapy and other therapeutic interventions. It is noted that theoretical orientation, specific population characteristics, and treatment options will vary widely across applied settings. Although Pacifica encourages the development of perspectives informed by depth psychology, students will encounter a wide array of theoretical orientations both during and after their graduate training. Therefore, students are encouraged to explore a variety of points of view and treatment approaches with an open mind, and even to begin to think how to integrate such approaches. Pacifica students placed in therapy practicum sites are expected to adjust to, and work with, the training site in a way that is mutually beneficial to both parties. Pacifica faculty will assist

students in applying depth perspectives to their work during academic classes and practicum seminars.

Some of the different psychotherapy modalities that students may encounter include:

- Individual adult psychotherapy
- Individual adolescent/child psychotherapy
- Couples or marital therapy
- Family therapy
- Group therapy
- Conjoint therapy
- Health Service Psychotherapy

A. Goals of Psychotherapy Practicum Training

As a general rule, one third of the time spent on-site in psychotherapy practicum should be spent providing face-to-face clinical services. In general, the goals of psychotherapy practicum involve the continued and elaborated understanding of clinical theories of personality, psychopathology, and psychotherapy, and the application of this understanding to applied clinical situations. Emphasis is placed on teaching psychotherapy skills and formulating from a theoretical model.

B. Prerequisites and recommendations

Students must have successfully completed the following in order to be eligible to begin psychotherapy practicum:

1. 500 hours of Diagnostic Practicum
2. CL762 - Annual Assessment for Program Advancement



It is recommended that students complete the following courses before starting psychotherapy practicum:

- CL759, CL760, CL761 Supervision Practicum Seminar I, II, III
- CL837 Cognitive Foundations of Human Behavior
- CL838 Affective Foundations of Human Behavior
- CP711 Psychoanalytic-Based Psychotherapy I
- CP731 Advanced Psychopathology II
- CL912 Evidence-Based Best Practices
- CL917 Phenomenological Psychology: Theory and Practice

Practicum Application Procedures

Throughout the on-campus sessions, the clinical training office will arrange informational meetings about the training sequence to help students ensure that they stay on schedule and get their required clinical training. Such meetings will describe the placement process, advise students regarding practicum placement, answer questions, and provide overviews regarding the future trajectory of training. However, students are also strongly urged to take initiative in their own training process, be

prepared before deadlines arrive, and to educate themselves about their training milestones as it relates to completing a degree at Pacifica, obtaining post-doctoral training, and becoming licensed in their chosen jurisdiction. Students are reminded that choices made at one level of training often have significant impact on the later development of their careers. For this reason and others, students are encouraged to pursue the highest quality training opportunities available to them, rather than to look at practicum training as something to “check off the list.” Students who live in rural or underserved areas are urged to begin the process of obtaining placements early.

During the fall term of each year in the program, students should begin reviewing Pacifica’s list of practicum sites. The sites are listed according to geographical area and include notes about training activities offered there and any special considerations. By the second session of fall quarter in the first year, students should submit all practicum readiness paperwork included in Training Packet I (Practicum Readiness Packet) to the office of clinical training in order to start the practicum readiness process. Students must resubmit paperwork included in Training Packet I to the clinical training office on the second session of fall quarter in their second year in order to start the practicum readiness process for the second practicum.

If a student has undertaken three interviews for practicum and not awarded a site, the Director of Clinical Training may refer the student for remediation. This remediation may include remedial clinical work, additional requirements for preparation, clinical probation, and/or referral to their advisor or the chair.

Training Packet I (Practicum Readiness Packet)

- a. **Practicum Readiness Form**
- b. **Student CV**
- c. **Statement of Training Goals**
- d. **Acknowledgment of HIPAA Form** (*only once*)
- e. **Training Site Proposal Form** (*For new sites*)



Form Required

In the **Practicum Readiness Form** the student requests permission to interview at up to three practicum sites. This form indicates to the clinical training office that the student is ready to begin applying for practicum, and that the students understand the policies and procedures for application to practicum. Along with this form, students will be asked to submit acknowledgment of HIPAA form, a current C.V., and a written statement of goals they wish to accomplish while in practicum training. The student will be notified in writing or by email once the readiness form has been approved, including which sites they have been cleared to approach. Note that final approval to begin work at the practicum site is contingent upon approval of **Training Packet II** documentation and the **Annual Assessment for Program Advancement**. Students are notified in writing that they have been approved to start work by means of a start letter which supplies the date that the student may begin. **The training office will not accept or approve hours obtained outside the timeframe established by the start letter.**

If a student lives in an area in which there are no available practicum sites, or if a student otherwise wishes to approach a site not previously approved by Pacifica, the Readiness Form must be followed by a **Training Site Proposal Form**. This form signals the DCT to contact the site and review it for appropriateness as a practicum placement. Students may not interview at a site without approval from the DCT to do so.

A **Practicum Site Search** form should be submitted to the Clinical Training Office if the student has attempted to obtain a practicum site using the process established in this manual, but has been unable to secure a site because of scarcity of sites in the student area.

Following approval by the DCT to approach a site, the student may arrange interviews with the site. Following the interview, once the practicum site has expressed interest in working with the student, he or she should submit a practicum application package (Packet II) to the office of clinical training, which includes the following:

Training Packet II (Practicum Paperwork)

- **Clinical Training Status Change** form (1st column, indicating that the student has been accepted at the site)
- **Practicum Training Agreement**
- Primary supervisor's CV and license information
- Copy of student liability insurance policy



Form Required

To receive credit for the practicum field placement hours, students must have their practicum approved prior to beginning the practicum through submission of all above forms. Students are expected to represent Pacifica in a professional and ethical manner throughout the application procedures. Many students will represent their training site's first impressions of Pacifica, and an individual student's professional conduct (and subsequent performance on the practicum) may factor into the availability of the site for future Pacifica students.

When a student accepts an offer from a practicum, the verbal acceptance is binding and represents a contractual agreement among Pacifica, the training site, and the student. The student should immediately notify any other training site of their withdrawal from candidacy, and thank them for consideration.

Students are generally expected to switch practicum sites between their diagnostic and psychotherapy practicum years. It is advantageous to the student to obtain a broad range of training. If this requirement represents a significant hardship (for example, if the student lives in a rural area with few training resources), the student may submit a **Petition for Exception** to the DCT.

Note that final approval to begin either Diagnostic or Psychotherapy Practicum is contingent upon successfully passing the Annual Assessment for Program Advancement in the spring term.

Documenting Practicum Hours

Students are required to maintain accurate data of the hours they accrue in practicum training on the **Practicum Weekly Logs**. The Practicum Weekly logs should be used to sum practicum hours each quarter; these hours are documented in the quarterly *Supervisor Evaluation of Student Form* as well as in internship applications during internship application season.

Students are encouraged to utilize any of the online tracking tools to track their practicum hours. For more information about the online tracking tools, please view Appendix B, Hints and Resources on page 41-45.

Students are assessed by site supervisors according to a criterion-referenced assessment rubric in the **Supervisor Evaluation of Student** form. Student hours will also be documented quarterly in these evaluation forms.

Providing timely and accurate documentation of training is a responsibility of the student, and an important professional standard which will remain vital throughout any career as a psychologist. Students should ensure that they obtain copies of all training records, and ensure that the Clinical Training Office is receiving them on the required schedule. Do not assume that documentation is “just happening”. Students in the past have lost credit for training activities because of lack of documentation.



III

Pre-Doctoral Internship

General Information

Pre-doctoral internship at Pacifica is a capstone training experience. It is intended to represent a summative training experience which incorporates all of the learning and training obtained during the course of the doctoral program. Therefore, students may begin pre-doctoral internship only upon successful completion of all program coursework, all required practicum hours, and successful passing of the Comprehensive Exam.

Pacifica requires **1500 total hours on pre-doctoral internship, obtained in no more than two settings, over a period of no more than 30 months** as a requirement for graduation. The clinical training obtained at internship should represent a significantly higher level of training than obtained in practicum. During internship, therefore, the student should expect increased responsibility and to begin to approximate the full range of professional functions of a psychologist operating in that training setting. All 1000 required practicum hours must be logged prior to starting internship, reflected in a **letter from Clinical Training office documenting that practicum requirements have been satisfied**. It is noted that taken together, total hour requirements for clinical training placement come to 2500 hours.

Please note that Pacifica's clinical training requirements are based on California Board of Psychology regulations; other state requirements may vary. Students are expected to inform themselves about the licensure requirements in the state where they desire licensure.

Internship ideally occurs during the fourth or fifth year of doctoral training, depending on the relative sequence of the dissertation process. Students may find it advantageous to complete dissertation prior to internship. Some internship sites prefer applicants who have completed the dissertation. Also, for the 2014-2015 academic year the California Psychology Internship Council (CAPIC) is requiring students to have their dissertation proposal approved in order to apply to full time or 2nd year part time CAPIC internships. However, students may decide for themselves how to sequence internship and dissertation requirements.

Unlike practicum training, internship programs are often members of organizations which uphold standardized training standards. Nationwide internship status is indicated by APA accreditation, or a listing with the Association of Psychology Postdoctoral and Internship Centers (APPIC -see below). In California, the California Psychology Internship Council (CAPIC) also sets standards for internships in California. Internships that belong to APPIC or CAPIC follow a strict application schedule (appended to this manual). Students are strongly urged to familiarize themselves with this schedule and to follow its milestones.

Students who seek non-accredited internships are **strongly encouraged to seek an internship which is accredited at a level acceptable to state licensure**. The training office will require these students to document in writing how the desired non-accredited site will meet licensing requirements in the student's jurisdiction.

Application Process

Application to accredited and/or listed internships in the U.S. and Canada is administered by APPIC (**Association of Psychology Postdoctoral and Internship Centers**) by means of a competitive online match program which follows a structured schedule during the year. CAPIC (California Psychology Internship Council) administers a similar internship match program for internship programs it lists in California. Generally, applications are made through APPIC and CAPIC in early fall to winter. Students are strongly urged to apply for CAPIC internships and to familiarize themselves with the internship application process. The APPIC website is <http://www.appic.org/> The CAPIC website is <http://www.capic.net/> Once students have registered online, they have access to the lists of sites and to the schedules for application deadlines and such. The clinical training office also sends out reminders about both the APPIC and CAPIC schedules. In California, CAPIC provides a Northern California and a Southern California Fair, at which students can meet the training directors from sites face-to-face and ask questions. It is highly recommended that students attend these fairs. They take place during fall and/or early winter. Dates and locations are distributed as soon as they are determined by the CAPIC board.

Effective with the 2018 APPIC Match (the 2017-2018 application cycle), APPIC will begin to require APA accreditation program status for all applicants for internship positions beginning in 2018 moving forward. Therefore, Pacifica students may not be eligible to apply for APPIC internships starting with the 2018 Match.

Generally, students apply for internship by late Summer and into Fall, and conduct interviews in the Winter, leading up to a matching day or uniform notification day, depending on the membership of the internship. Therefore, students desiring to go directly into internship after completing coursework would apply by the Summer of 2nd year. Students should attend all meetings scheduled by the Clinical Training Office beginning in the 2nd year.

Students must submit the **Training Packet III (Internship Readiness Packet)** by July 1st in the year they wish to apply, in order to ensure eligibility for internship. No further permission is needed from the DCT to apply for internships which are APA approved, or APPIC or CAPIC listed, although some documentation (see below) must be submitted to the clinical training office upon acceptance from the training site. Students wishing to apply for an internship not belonging to one of these three categories must submit a **Training Site Proposal form** for each such site, prior to interview. Internship hours will not be credited in absence of pre-approval of the site.

Prerequisites to apply

Students must have met the following prerequisites in order to be eligible to apply for internship:

- 1) At least 500 hours of the required 1000 of practicum must be completed by the time of the internship application
- 2) At the time of the internship application, the student must be currently enrolled in a practicum which is expected to yield sufficient hours to complete the practicum requirement prior to the projected start date of any internship under consideration (i.e., the remaining 500 hours)
- 3) Successfully passed the Annual Assessment for Program Advancement
- 4) **Training Packet III (Internship Readiness Packet)** submitted
- 5) Approval of DCT by means of Internship Readiness approval letter



Prerequisites to begin

Students must have met the following prerequisites in order to be eligible to start their internship:

- 1) All 1000 hours of practicum completed and official letter of completeness has been issued.
- 2) Successful completion of comprehensive exam
- 3) Completion of all coursework and seminars with no outstanding incompletes, including a “B” grade or better in all coursework and seminars
- 4) For students matriculated in 2010 or later, successful completion of all three Annual Assessment Modules for program advancement. For students matriculating in 2009 or earlier, completion of all Annual Assessment Modules for program advancement that were offered to their class.
- 5) The student must be actively enrolled and in good academic and clinical training standing.

Application Procedures

Throughout the on-campus sessions, the clinical training office will arrange informational meetings about the training sequence to help students ensure that they stay on schedule. Such meetings will describe the placement process, advise students regarding internship placement, answer questions, and provide overviews regarding the future trajectory of training. However, students are also strongly urged to take initiative in their own training process, be prepared before deadlines arrive, and to educate themselves about their training milestones as it relates to completing a degree at Pacifica, obtaining post-doctoral training, and becoming licensed in their chosen jurisdiction. Students are reminded that choices made at one level of training often have significant impact on the later development of their careers. For this reason and others, students are encouraged to pursue the highest-quality training opportunities available to them, rather than to look at internship training as something to “check off the list.” Students who live in rural or underserved areas are urged to begin the process of obtaining internship placements early. It is not unusual for graduate students to travel to other parts of a state or country to take internship.

In the third year of the PhD program (or later if a student completes dissertation first), students should begin identifying appropriate internship sites for their next year in the fall. Internships typically field applications in the fall, interview in winter, and notify students of placement decisions on uniform notification days or match days. APPIC internship sites belong to a nationwide matching program with a set schedule during the year and a uniform notification day, at which time all applicants are notified of the results of their internship search. CAPIC also follows a set schedule during the year with a notification day in which internship sites call applicants with offers. It is crucial for students to educate themselves about the APPIC/CAPIC process if interviewing with such training sites.

Steps for Applying for Internship

- 1) Once student has successfully completed the Annual Assessment for program advancement, accrued at least 500 practicum hours, and is presently accruing the remainder of the practicum hours, student submits the Training Packet III (Internship Readiness Packet) to the clinical training office. This packet is due July 1st in the year applying for internship, regardless of what type of



Form Required

internship student chooses to undertake. This packet is submitted each subsequent year that student applies for internship.

- 2) Internship Application process with CAPIC and APPIC will go as follows:
 - a. Student submits **Training Packet III (Internship Readiness Packet)** by July 1st
 - b. Student receives Internship Readiness Approval letter
 - c. Student starts registration with CAPIC and APPIC online
 - d. Students applying to CAPIC and APPIC will submit their essays for review and feedback via D2L online by September 1st (information on D2L will be given to student after their internship readiness approval letter has been processed)
 - e. Student receives feedback on essays and adjusts essays accordingly
- 3) Review currently active internship sites listed by CAPIC and/or APPIC on their respective websites. Pacifica does not maintain a list of non-accredited sites.
- 4) Attend required internship meetings scheduled by the clinical training office
- 5) Meet with your advisor, practicum supervisors, the DCT, and other faculty who are familiar with your work and training goals to discuss possible training sites.
- 6) Request letters of recommendation from your chosen referees. Internship sites often request up to 3 letters. Students are advised to include letters from supervisors of practicum field training, not just academic faculty. Letters should be requested as early as possible to avoid delays.
- 7) Request official copies of transcripts to be sent with your application.
- 8) Obtain samples of your clinical work, especially past psychological evaluations, which are often required by internship sites. Ensure they are free of confidential identifying information.
- 9) Complete and submit electronic applications. Note that you will have to designate your status as either a PhD or PsyD student. Note that many accrediting bodies such as APPIC and CAPIC use standard application forms, and most internship sites add supplemental questions or requests.
- 10) Prepare to interview approximately in November to February.
- 11) Follow APPIC or CAPIC guidelines regarding contact with sites during the identified selection day or matching day.
- 12) Acknowledge your acceptance of an offer in writing.
- 13) Submit all required forms/documentations to clinical training office (refer to section below)
- 14) Student receives a letter of approval to start from DCT
- 15) Begin internship, typically in August or September.

Forms

The following forms from Training Packet IV should be submitted to the office of clinical training:

Training Packet IV (Internship Application Packet)

- **Clinical Training Status Change** form (complete 1st column)
- **Training Site Proposal Form** (Completed before student is approved to start Internship. For sites that are not APPIC, CAPIC, or APA)
- **Internship Training Agreement** (APPIC/APA sites not necessary. Completed annually)
- **CAPIC Internship Training Agreement** (For CAPIC sites only. Completed annually)



Form
Required

- Psychological Assistant Certificate from BoP (For psych assistantships)
- **Application to Employ a Psychological Assistant Form** (For psych assistantships)
- **Supervision Agreement form** (SPE form – CA Board of Psychology form for internships in California)
- Proof of student liability insurance (or proof of renewal if expired)
***Hours accrued while not being insured will not be accepted**
- Supervisor CV with license information
- Description of how internship site meets licensure regulations in the state you wish to become licensed (for sites other than APA, APPIC, CAPIC, or psychological assistantship settings)

Student conduct during the application process

Students are expected to observe all Pacifica policies and policies of the APPIC, CAPIC, or other accrediting body. Students are responsible for demonstrating readiness for internship and to have internship sites approved prior to interviewing. Failure to observe administrative tasks as outlined above may result in delays or missed opportunities.

Students should be honest, ethical, and professional in their interactions with internship staff. In particular:

- Students may not give verbal acceptance of an offer then retract it, or otherwise **renege** on an internship agreement.
- Students must not mislead internships about their qualifications or eligibility.
- Students must not terminate a clinical training contract prior to the established end date of the contract, unless permission has been obtained from the primary supervisor of the site and Pacifica's DCT.

Students are encouraged to share their experiences with each other and with the DCT, so that the information may be used to benefit other Pacifica students.

Reneging on an internship agreement is grounds for **Clinical Probation** (See pp. 37-38).

Requirements for Internship Sites

The minimum requirement for internship is 1500 hours of appropriately graded clinical training at a single training site. It is noted that additional hours may or not benefit the student in terms of hours counted towards licensure. Internship should be completed through full-time experience in one calendar year, or half-time experience through two years. Students are encouraged to seek paid internships; it is reasonable to expect a stipend at this level of training. The DCT strongly encourages students to seek internships accredited by the Committee on Accreditation of the American Psychological Association (APA), or listed with the Association of Psychology Postdoctoral and Internship Training Committee (APPIC), or with the California Practicum and Internship Committee (CAPIC).

If the student wishes to engage in an internship that is not so accredited, the student must document to the DCT if the internship meets the following criteria:

- 1) The internship must be set in a psychological service unit, which is an organization, agency, department, or other organized entity which provides psychological services, defined as diagnosis, prevention, treatment, and amelioration of psychological problems and emotional and mental disorders of individuals and groups.
- 2) The psychological service unit must use and train the intern in the use of empirically validated treatments, defined here as a treatment model well-documented in the literature of clinical psychology appropriately applied to a presenting problem under the supervision of a licensed psychologist trained in that model, specifically including depth and psychodynamic models of psychotherapy.
- 3) It must be an organized training program, in contrast to on-the-job training, which is designed to provide the intern with a planned, programmed sequence of training experiences.
- 4) The internship has an identifiable staff psychologist licensed in that jurisdiction who is responsible for the integrity and quality of the training program.
- 5) The internship has, in addition to the primary supervisor above, at least two additional licensed mental health professionals, who would also be available for supervision and consultation.
- 6) The internship provides training in a range of assessment and treatment activities conducted directly with clients seeking services.
- 7) At least 25% of the time is spent in direct client contact.
- 8) Students should receive weekly supervision in an amount not less than 25% of time spent providing direct and indirect services to clients (see definitions above). Since at least half of the time spent on practicum should be spent providing direct or indirect services, supervision time should account for 10-12% of the total time spent on practicum. At least one hour must be individual supervision.
- 9) In addition to the supervision requirements, the internship provides at least two hours of other learning opportunities per week such as: case conferences, seminars dealing with clinical issues, group supervision, etc.
- 10) The internship must have a minimum of one other trainee enrolled at the time the Pacifica student begins.

In the absence of formal accreditation, the Director of Clinical Training shall be the ultimate arbiter in determining whether a site has met these requirements.

Psychological Assistant Positions

Currently, the California Board of Psychology accepts pre-doctoral internship hours accrued as a registered psychological assistant towards the total licensure hour requirements. It is noted that **anyone obtaining a pre-doctoral psychological assistant position must register the position with the board of psychology prior to beginning the supervised experience.** In California, the potential supervisor must submit an Application to Employ a Psychological Assistant. It may take several weeks or months for this application to be approved. If approved, the board sends a certificate to the psychological assistant, and once in possession of this certificate, the student may begin accruing hours.

In California, according to the Board of Psychology, pursuant to section 2913 of the Business and Professions Code, psychological assistants can only be employed by the following:

- Licensed psychologists

- Board-certified psychiatrists
- Bronzan-McCorquodale (formerly Short-Doyle) contract clinics
- Psychology clinics
- Psychological corporations
- Medical corporations

In August of 2009, the California Board of Psychology updated requirements for psychological assistants in private practice, requiring more explicit training plans:

http://www.psychology.ca.gov/laws_regs/2012lawsregs.pdf .

The DCT ordinarily discourages students from accruing internship hours in this manner. It is more difficult to obtain appropriately broad clinical experience in such a setting, although such settings are typically appropriate at the post-doctoral level. Additionally, it is often more difficult to obtain direct service experience at a rate comparable to an organized program. Students who wish to apply for approval for an internship placement as a psychological assistant must submit the written approval from the Board of Psychology in addition to the other materials required to approve an internship site (see below). In other words, students must have the approval of the Board of Psychology prior to approval by the DCT of their internship as a psychological assistant (however, the student may petition the DCT to review the potential training agreement prior to Board of Psychology approval so that the student knows in advance whether to attempt to apply to the Board). Students seeking similar placement outside of California must also submit written evidence that such a placement will be acceptable as pre-doctoral SPE to their appropriate board of psychology. In any case, students must be prepared to document an acceptable rationale of their need to obtain a psychological assistant internship despite recommendations to seek an organized internship training program.

Restrictions

- 1.) Pre-existing paid professional positions may never serve as internship. The internship should be an organized, self-contained training experience meeting the criteria outlined above.
- 2.) Normally, students are expected to complete internship hours at an agency different from the site in which they obtained practicum hours. Permission from the DCT is required to remain at a practicum site for internship. A student may petition the DCT to allow them to continue at a prior placement for internship under the following conditions:
 - The training site is large and diverse enough to offer additional training beyond which the student has already received
 - The internship training is offered at a higher level of intensity and responsibility than the prior practicum training
 - The student provides a written explanation of how the internship-level training will be different from the practicum-level training.
- 3.) Students must obtain their 1500 hours of internship in a single 30 consecutive-month period, at no more than two sites total.
- 4.) Under no circumstances may a student use his or her existing practice for internship.

5.) Students may accrue no more than 44 hours per week for internship, including supervision.

Separation from Internship

When a student concludes internship, he or she submits a **Student Evaluation of Site form** as well as a **Change of Status form**. The evaluation form allows students to rate their experience at a training site for the benefit of other students and the Pacifica community, and helps the DCT to make decisions about future relationship with the site. A completion letter will be sent out documenting official conclusion of the internship. The completion letter will not be issued in absence of Student of Evaluation of Site and Change of Status forms.



Form Required

Students must not terminate a clinical training contract prior to the established end date of the contract, unless permission has been obtained from the primary supervisor of the site and Pacifica's DCT.



IV

Assessment of Students in Clinical Training

Student Rating Scales

The Clinical Training office has ultimate responsibility to assess individual student progress through this training sequence. The DCT evaluates student behavior and interpersonal functioning to determine appropriateness for applied clinical training at the various levels described here.

This handbook has described a graded, sequential program for clinical training in clinical psychology with an emphasis in depth models. Students are assessed by site supervisors according to a criterion-referenced assessment rubric (see **Supervisor Evaluation of Student** form) which assesses student performance as compared to their given developmental stage (i.e., diagnostic practicum, psychotherapy practicum, internship). This rubric includes several training goals and associated training objectives, which are ultimately based on the core competencies established for the doctoral program. These goals and objectives form the basis for evaluation of student progress.

Students are cleared for the next level of training at Annual Assessment Modules, at which time supervisor feedback is reviewed, along with grades, consideration of interpersonal behavior, and other indicators of performance. Students whose specific scores in a certain functional area fall below the benchmark for their level will be referred to DCT for specific improvement planning. Student assessments are monitored throughout the year, and the DCT may address an individual student at any time regarding outcomes below the expected range.

Professional Conduct

All students are expected to conduct themselves in an ethical and professional manner on campus and at training sites. Student conduct and interpersonal functioning is one of the most important factors in determining eligibility and type of placement. Site supervisors at all training levels rank student conduct very highly in selecting, retaining, and evaluating student placement.

Students are expected to maintain appropriate professional behavior on campus and at all training sites. Significant failures to do so will be addressed, formally or informally (see below). At a minimum, appropriate professional behavior includes:

- Courteous and polite communication, verbally and in writing
- Respect for other points of view, even in cases of disagreement
- Honesty and integrity

Appropriate professional behavior does not include:

- Verbally attacking, demeaning, or inappropriate blaming of others
- Threats or aggressive physical contact
- Dishonesty, cheating, or plagiarism

Appropriate professional behavior includes becoming familiar with, and following the Ethical Principles of Psychologists and Code of Conduct (available at www.apa.org/ethics/code2002.html). Students operating as clinicians are bound by the legal and ethical codes of the state or jurisdiction as well as in which they are working, including Duty to Warn/Protect, as well as the Health Insurance Portability and Accountability Act (HIPAA). Students are expected to familiarize themselves with local legal requirements covering their area of clinical functioning, with the assistance of their site supervisors. Such laws, regulations, and ethical requirements should be covered in clinical supervision.

If a student discovers that there has been an ethical complaint against him or her, formally or informally, regardless of the source, the student must inform the Director of Clinical Training within three business days. In the case of formal ethics complaints or investigations involving a Pacifica student, the DCT may suspend a student's participation in clinical training or withhold credit for clinical training for the duration of the investigation.

Consequences of failure to meet Pacifica's professional conduct expectations may include verbal or written warnings, remediation planning, referral to Education Council, or clinical probation.

Students with Emotional or Behavioral Problems

Pacifica recognizes students as whole people who may experience emotional or behavioral difficulties underlying, or related to, academic and clinical difficulties. Students are encouraged to discuss any such experiences with their advisors, supervisor, or the DCT as appropriate. Students are expected to use their judgment in terms of undertaking clinical work that is beyond their current emotional capacity to handle in a professional and appropriate manner. The capacity to recognize one's own limitations will extend beyond the graduate school years and across one's entire career. Therefore students are encouraged to recognize their own limitations and emotional "blind spots." Students are encouraged to prevent problems before they become problems. As indicated above, students who exhibit emotional or behavioral problems which result in significant impact on clinical or academic performance may be referred, at the DCT's discretion, for Clinical Probation or to the Education Council for planning.

Responsibilities Concerning Practica

Practicum placement involves the student, practicum training agency, and Pacifica in a common working relationship in which all parties are responsible to each other as outlined below.

Primary Supervisor Responsibilities

- Communicate clear expectations to students at the beginning of practicum
- Regularly scheduled, uninterrupted supervision time with clearly articulated expectations about supervision requirements (tapes, process notes, etc)
- Clinical supervision described in the initial training agreement and a scope and intensity adequate to the clinical activities performed by the student and no less than one hour per week
- Clear feedback to students regarding clinical competence and progress, including areas of strength and weaknesses, throughout the training period

- Timely completion and return of student evaluations by the end of each term (Fall, Winter, Spring, and Summer)
- Pacifica's DCT should be informed of any difficulties with a student's training as early as possible, or of any substantive changes to the practicum experience
- Students should be oriented to the training agency, including policies for record keeping and other expectations, before beginning clinical work

Student Responsibilities

- Students are expected to conduct themselves in an ethical, professional, and reliable manner, including observation of timelines, notification of absences, permission for vacation, and other professional responsibilities. Students are required to behave with courtesy and professionalism with all training site personnel and school personnel
- Students should integrate themselves into the culture and methodologies of the training site, and develop good working relationships with staff and clients
- Students should display attitudes of openness to self-examination and new learning
- Students should advise the DCT of difficulties encountered on any training site
- Students should submit all required paperwork by the due deadline and communicate with the clinical training office regarding any difficulties with obtaining completed paperwork
- Students are responsible for maintaining copies of their Supervisor Evaluation of Student forms, and for advising the training office of any significant delays in receiving this documentation. This form represents a vital training record, and failure to submit it in time may result in lost hours
- If a student becomes academically disqualified or administratively withdrawn from Pacifica, they should notify the clinical training office of the steps they will undertake to notify the training site of their status change at Pacifica

Director of Clinical Training

- Will provide students with up-to-date practicum resource materials describing approved practicum experiences, prerequisites, expectations, and procedures
- Will advise students, along with Pacifica faculty, advisors, and clinical training staff, in the practicum selection and application process
- Along with the seminar leaders, will monitor student progress and individualized training goals, and will be available for consultation and advisement to training sites and students
- Will develop new training sites and recommend their affiliation with Pacifica
- Will regularly visit, call, and/or write to individual training sites and facilitate a working relationship between the school and the site
- Will contact the site to notify of student status change if student becomes academically disqualified or administratively withdrawn from Pacifica

Clinical Probation

The Director of Clinical Training (DCT) is responsible for monitoring student behavior and performance at clinical training field placement, including practicum and internship. In cases where the DCT, Pacifica faculty, or training site supervisor identifies a need for remediation of student performance, DCT will review the situation. In cases of minor concerns, the DCT may simply discuss

concerns about the student's performance with the student informally, in order to help the student improve performance. In other cases, the DCT may place the student on Clinical Probation for the purpose of identifying specific steps to remediate the problem. Clinical Probation involves a specific written Remediation Plan which addresses the relevant knowledge, skill set, and/or professional attitudes of the student.

Cause for clinical probation might include the following examples among others:

- 1) Behavior inconsistent with the Ethical Principles of Psychologists and Code of Conduct, Duty to Warn/Protect requirements, and the Health Insurance Portability and Accountability Act (HIPAA)
- 2) Entering into unethical dual relationship with administration, supervisor, or client of a practicum or internship site
- 3) Failure to follow training program requirements, such as maintaining liability insurance
- 4) Failure to appear at required scheduled events at the training site
- 5) Taking time off without approval from supervisor
- 6) Recording an interaction with a client without informed consent by the client, and permission by the supervisor
- 7) Removing materials from the training site without permission of supervisor
- 8) Withdrawing from practicum training or internship without consulting with DCT
- 9) Accepting a training site and then later turning it down to accept another
- 10) Inappropriate use of computer-generated interpretive reports of psychological assessments

In some cases, the DCT may recommend formal clinical probation, in which case a formal remediation plan will be presented to the student. The remediation plan will outline:

- 1) The specific competency at stake in the situation
- 2) The problem behaviors which indicate failure to reflect the desired competency
- 3) Expectations for acceptable performance
- 4) Actions required of the student
- 5) Actions required of the DCT, faculty, or supervisor
- 6) Timeframe for completion of the actions above
- 7) Assessment methods
- 8) Consequences of unsuccessful remediation

The student will have an opportunity to agree or disagree with the findings of the Remediation Plan and will be allowed to make comments. Students may appeal the requirements of the Remediation Plan through the Program Chair, and then to the Education Council if the Chair does not agree with the student's appeal.

The Director of Clinical Training will develop a remediation plan which addresses the knowledge, skill set, and/or professional attitudes of the student. The plan may range from a reading or writing assignment (such as researching the relevant ethical guidelines underlying the problem) to additional coursework or other training to removal from a practicum or internship position.

Appendix A

Training Calendar – PhD Program

	1 st YEAR	2 nd YEAR	3 rd YEAR
September	<ul style="list-style-type: none"> Clinical Training Office meets with students during the 1st half of Professional Development Seminar 		<ul style="list-style-type: none"> Students applying to internship prepare applications, documenting clinical hours and seeking letters of recommendation. Students may start their registration for the APPIC match online September – CAPIC registration starts
October	<ul style="list-style-type: none"> Submit Training Packet I (Practicum Readiness Packet) 2nd session of Fall quarter Clinical Training Office holds presentation during the Professional Development Seminar 	<ul style="list-style-type: none"> Submit Training Packet I (Practicum Readiness Packet) 2nd Session of Fall quarter for the 2nd year of practicum 	<ul style="list-style-type: none"> October – APPIC list of participating sites becomes available. Application deadlines for sites vary. Students must submit application to sites that deadline is nearing October – CAPIC application process starts
November	<ul style="list-style-type: none"> Practicum application season starts 	<ul style="list-style-type: none"> Practicum application season starts 	<ul style="list-style-type: none"> Students must contact and apply to APPIC sites that deadline is nearing November – CAPIC NoCA and SoCA Fair November – CAPIC enables submissions of applications to internships
December	<ul style="list-style-type: none"> Practicum application season continues Students submit Training Packet II (Practicum Application Packet) paperwork as needed 	<ul style="list-style-type: none"> Practicum application season continues Students submit Training Packet II (Practicum Application Packet) paperwork as needed 	<ul style="list-style-type: none"> December - Deadline to register for the APPIC Match online. Instructions on submitting Rank Order Lists and obtaining match results will be available for APPIC
January	<ul style="list-style-type: none"> Practicum application season continues Training Packet II is submitted as needed 	<ul style="list-style-type: none"> Practicum application season continues Training Packet II is submitted as needed 	<ul style="list-style-type: none"> January – APPIC Rank Order List for Phase I opens January – CAPIC Match I Ranking process opens January - CAPIC deadline to submit applications for Match I January – CAPIC reopens online application for students participating in Match II
February	<ul style="list-style-type: none"> Training Packet II is submitted as needed 	<ul style="list-style-type: none"> Training Packet II is submitted as needed 	<ul style="list-style-type: none"> February – APPIC Phase I Rank order list deadline & Phase I Match Day February – APPIC list of sites with unfilled positions will be provided. These positions will be offered during Phase II of the match February – deadline to submit applications to Phase II of APPIC match February – CAPIC Match I rank order deadline and Match I Notification day February – CAPIC Match II application submissions enabled February – CAPIC Match II application deadline

	1 st YEAR	2 nd YEAR	3 rd YEAR
March	<ul style="list-style-type: none"> • Training Packet II is submitted as needed 	<ul style="list-style-type: none"> • Training Packet II is submitted as needed 	<ul style="list-style-type: none"> • March – APPIC Phase II deadline to submit rank order list • March – APPIC Phase II Match day • March – APPIC Post-Match Vacancy Service will provide information on open positions • March – CAPIC Match II application deadline & CAPIC Match II ranking deadline • March – CAPIC Match II notification Day & CAPIC Clearinghouse opens
April	<ul style="list-style-type: none"> • Annual Assessment for program advancement starts • Training Packet II is submitted as needed 	<ul style="list-style-type: none"> • Annual Assessment for program advancement starts • Training Packet II is submitted as needed • Clinical Training office holds Internship Application Presentation during lunch hours 	
May	<ul style="list-style-type: none"> • Annual Assessment for program advancement continues • Training Packet II is submitted as needed 	<ul style="list-style-type: none"> • Annual Assessment for program advancement continues • Training Packet II is submitted as needed 	<ul style="list-style-type: none"> • May – CAPIC Post-Clearinghouse opens • Early Comprehensive Exam and Annual Assessment for Program Advancement as needed
June	<ul style="list-style-type: none"> • Annual Assessment for program advancement continues • Training Packet II is submitted as needed 	<ul style="list-style-type: none"> • Annual Assessment for program advancement continues • Training Packet II is submitted as needed 	<ul style="list-style-type: none"> • Training Packet II is submitted as needed • Clinical Training Office holds Internship Application Presentation during lunch hours
July	<ul style="list-style-type: none"> • Training Packet II is submitted as needed 	<ul style="list-style-type: none"> • Training Packet II is submitted as needed • July 1st – Training Packet III (Internship Readiness Packet) due 	<ul style="list-style-type: none"> • Comprehensive Exam and Annual Assessment for program advancement • July 1st – Training Packet III (Internship Readiness Packet) due
August	<ul style="list-style-type: none"> • Training Packet II is submitted as needed 	<ul style="list-style-type: none"> • Training Packet II is submitted as needed • Students may start registering for APPIC match process online. 	<ul style="list-style-type: none"> • Comprehensive Exam and Annual Assessment for program advancement • APPIC/CAPIC internships may start in August

Appendix B

Hints and Resources

The process for Applying for a Practicum

Students may choose to apply with an existing practicum where other Pacifica students have been trained before. The link to the list of Pacifica Approved practicum sites can be found online at: <http://www.pacifica.edu/innercontent-m.aspx?id=2200>

Here are some tips for approaching the practicum application process:

- 1) Be ready for the process by having a professional-looking C.V., three letters of recommendation, and a Letter of Introduction from the DCT.
- 2) Have your malpractice insurance lined up. This often takes some time to do. Go ahead and send it in when you have the proof of coverage.
- 3) Review the list of available practicum sites in your area.
- 4) Get cleared to begin the process by submitting a **Training Packet I (Practicum Readiness Packet)**. Indicate your top 3 choices on the practicum readiness form, and/or nominate a site or sites of your own for the DCT to contact for consideration.
- 5) DCT approves you to apply to one or more sites. If you nominated a new site, the DCT will contact the site to determine appropriateness as a placement.
- 6) One approval has been attained by the DCT, follow the protocol of the particular site's application process. Some site Training Directors do not wish to be contacted by phone or email directly. Websites for sites typically have specific application procedures to follow. However, if contact is indicated, the general protocol for an email correspondence is to include a copy of your C.V. and the letter of introduction from the DCT. If calling, offer to email, fax, or mail them. In Southern California, be sure to follow SCAPTP guidelines unless you are focusing on a dedicated/captive site.
- 7) Negotiate an interview time.
- 8) On the day of your interview, dress professionally. Follow the interview advice described below. Be polite and professional, and focus on how you might help and fit in with the organization's goals and methodologies. During the interview, bring a copy of Pacifica's Practicum or Internship Supervision Agreement for the organization to review. If organizational questions remain, refer them to the DCT.
- 9) If offered a position, ensure you have submitted the following *prior to beginning work*:

Training Packet II – Practicum Application Packet

- **Clinical Training Status Change** (1st column)
- Proof of student liability insurance
- Curriculum Vitae of primary supervisor
- **Practicum Training Agreement** signed by the student, the primary supervisor and agency training director (completed annually)

Internship Application Memo

You must have written approval from DCT prior to applying for any type of internship and prior to starting your internship.

Type Of Internship	Prerequisites
CAPIC	<ol style="list-style-type: none"> 1. <u>Prior to Start of registration with CAPIC</u> <ul style="list-style-type: none"> • Internship Readiness Packet (Readiness Form, CV, Goals)- Due dates: <ul style="list-style-type: none"> ➢ All Tracks – July 1st • Two CAPIC Essays on D2L – Due dates: <ul style="list-style-type: none"> ➢ All Tracks – September 1st 2. <u>Prior to Start of Training</u> <ul style="list-style-type: none"> • Official Letter of Acceptance from Training Site (<i>if one was issued</i>) • Student Liability Insurance Policy 3. <u>Before or on the 1st Day of Training</u> <ul style="list-style-type: none"> • Status Change (1st Column); • CAPIC Internship Training Agreement; • Copy of Supervision Agreement form; • Supervisor’s CV;
APPIC	<ol style="list-style-type: none"> 1. <u>Prior to Start of Registration with APPIC</u> <ul style="list-style-type: none"> • Internship Readiness Packet (Readiness Form, CV, Goals)- Due dates: <ul style="list-style-type: none"> ➢ All Tracks – July 1st • Four APPIC Essays on D2L – Due dates: <ul style="list-style-type: none"> ➢ All Tracks – September 1st 2. <u>Prior to Start of Training</u> <ul style="list-style-type: none"> • Official Letter of Acceptance from Training Site (<i>if one was issued</i>) • Student Liability Insurance Policy 3. <u>Before or on the 1st Day of Training</u> <ul style="list-style-type: none"> • Status Change for APPIC/APA sites (1st column) 4. <u>Before or After Training Starts</u> <ul style="list-style-type: none"> • Supervisor’s CV

<p>California Psychological Assistantship</p>	<ol style="list-style-type: none"> 1. <u>Due Dates for Internship Readiness Packet (Readiness Form, CV, Goals)</u> <ul style="list-style-type: none"> • All Tracks – July 1st 2. <u>Due Prior to Contacting Site</u> <ul style="list-style-type: none"> • Training Site Proposal Form 3. <u>Due Prior to Approval To Start:</u> <ul style="list-style-type: none"> • Status Change (1st column) • Internship Training Agreement – Unaccredited • Supervisor’s CV with license information • Student Liability Insurance Policy • Board of Psychology Forms/Documentations : <ol style="list-style-type: none"> I. Copy of ‘Application to Employ a Psychological Assistant’ form II. Copy of BoP psychological assistant certificate III. BoP email regarding approval of application and supervision plan IV. Copy of Supervision Agreement form
<p>California Exempt Setting or Mental Health Waiver</p>	<ol style="list-style-type: none"> 1. <u>Due Dates for Internship Readiness Packet (Readiness Form, CV, Goals)</u> <ul style="list-style-type: none"> • All Tracks – July 1st 2. <u>Due Prior to Contacting Site</u> <ul style="list-style-type: none"> • Training Site Proposal Form 3. <u>Due Prior to Approval To Start:</u> <ul style="list-style-type: none"> • Status Change (1st column) • Internship Training Agreement – Unaccredited • Copy of Supervision Agreement form • Supervisor’s CV with license information • Student Liability Insurance Policy
<p>Non-Accredited Internship – outside California</p>	<ol style="list-style-type: none"> 1. <u>Due Dates for Internship Readiness Packet (Readiness Form, CV, Goals)</u> <ul style="list-style-type: none"> • All Tracks – July 1st 2. <u>Due Prior to Contacting Site</u> <ul style="list-style-type: none"> • Training Site Proposal Form • Description of how this site meets licensure requirements in the state you plan to be licensed 3. <u>Due Prior to Approval To Start:</u> <ul style="list-style-type: none"> • Status Change (1st column) • Internship Training Agreement – Unaccredited • Supervisor’s CV with license information • Student Liability Insurance Policy

Interview Tips

- Dress professionally. Even if the worksite is casual, it is customary to show respect for the organization by dressing better-than-average. Your look should be professional and tasteful. Keep in mind that until proven otherwise, mental health treatment organizations, like all healthcare settings, tend to the conservative and professional in appearance and attitude.
- Know the organization ahead of time. Familiarize yourself with their treatment methodologies and any underlying principles. Use their language.
- Practice cultural competence. During the interview and early in your tenure at your practicum site, listen, learn, and stay open to multiple perspectives. Be polite and self-contained until you have a fuller sense of the internal culture of the organization.
- Keep in mind that Pacifica’s theoretical orientation, Depth Psychology, may be little known or appreciated in many settings. Keep in mind that you might wish not use words or phrases specific to your model, which others are not likely to understand. If you encounter any resistance or indifference to your point of view, you may wish to use a response such as, “Well, I am here to learn, and I would hope that despite our different points of view, we will find common ground in our efforts to help your clients.” You are seeking training in a clinical discipline, whose ultimate goals (the ethical and professional treatment of human beings with emotional and behavioral problems to have better, safer lives) transcends theoretical orientation. Your goal is to obtain quality clinical training. You might find that some of your most formative experiences come at the confluence of different points of view.
- Be courteous at all times and in all situations.
- Moreover, be self-respectful and appropriately assertive in expressing your perspective and needs.
- If, despite your attempts to be courteous and open-minded, you feel that you will be mistreated or taken advantage of on a training site, provide this feedback to the DCT and seek a different site.

Pacifica’s Online Resources

Pacifica’s Department of Clinical Training maintains an internet page at:
http://www.pacifica.edu/clinical_psychology_internship.aspx

This page contains links to all relevant forms and other useful resources. Keep checking back.

Bank Your Credentials

Some graduate student support organizations provide a “credentials bank” program on their websites. Banking or recording information about your postdoc, internship and doctoral degree through organizations like the National Psychologist Trainee Register (www.nationalregister.org) or ASPPB's Credentials Bank (www.asppb.org) means you won't have to locate transcripts or supervisors for signatures later on. Links to both banking programs are provided on Pacifica’s clinical training webpage.

Support on the Web

The National Association of Graduate-Professional Students

<http://www.nagps.org/>

Association for Support of Graduate Students

<http://www.asgs.org/>

Time 2 Track - Software for keeping track of practicum and internship experience.

<http://time2track.com/>

APPIC sponsored Tracking tool for keeping track of your practicum hours

<http://www.mypsychtrack.com/>



Appendix C Liability Insurance Memo

TO: Clinical Psychology Doctoral Program Students
FROM: Director of Clinical Training
RE: Student Professional Liability Insurance

Students must submit written proof to the Director of Clinical Training that they carry professional liability insurance prior to the approval of a site. The minimum requirement for student insurance coverage must be one million dollars (\$1,000,000.00) per individual incident and three million dollars (\$3,000,000.00) aggregate. Pacifica Graduate Institute does not carry liability insurance for students. Please note that this insurance covers students only for “activities that are required by (your) graduate program.” It will, therefore, provide coverage for you only while working at a Pacifica-approved practicum/internship site and only while you are supervised by a Pacifica-approved supervisor. Students who already carry professional liability insurance under a different title (i.e. MFT, LCSW, etc) must contact their insurance carrier and add ‘student’ occupation under coverage occupations. It is not enough to be covered by the training agency’s insurance.

Students may obtain a policy with any one of the following:

- American Psychology Association Insurance Trust (APAIT)
Professional Liability Insurance Program, P.O. Box 9324
Des Moines, Iowa 50306
(800) 477-1200 \$35.00 Annual Premium – www.apait.org
*Individual must be a student member of the American Psychological Association (APA)
(800) 374-2721
- American Professional Agency
95 Broadway, Amityville, NY 11701
(800) 421-6694 or (516) 691-6400
*Individual must not be receiving compensation at the site to be considered for this student liability insurance policy.
\$35.00 Annual Premium
- CANADIAN RESIDENTS
*Individual must be a student member of The Canadian Psychological Association and the Provincial Association of Psychologists who co-sponsor a professional liability insurance program with:
McFarlan Rowlands Insurance
380 York Street, London, Ontario (519) 679-8880

Appendix D

Training Program Forms and Documentation

Form	Who Submits	When
Practicum and Internship Checklist	Training Office	Student reviews this to ensure completion of paperwork
Practicum Readiness Form	Student	Second session of Fall quarter of first year and second year. Part of Training Packet I
Acknowledgment of HIPAA Regulations	Student	Submitted together with the Practicum Readiness Form on the second session of fall quarter in the first year only. Part of Training Packet I
CV and statement of goals	Student	Submitted together with Practicum Readiness Form and HIPAA acknowledgment on the second session of fall quarter in the first year and second year. Part of Training Packet I
Letter of Practicum Readiness Approval	Training Office/DCT	When student Training Packet I is complete
Training Site Proposal Form	Student	Submitted prior to approaching site for an interview and if the student wishes to nominate a new practicum or internship site for the DCT to review
Internship Readiness Form	Student	July 1 st in the year applying for internship
Letter of internship readiness approval	Training Office/DCT	Given to student after Internship Readiness Packet is submitted, reviewed, and approved by DCT
Student Liability Insurance	Student	Submitted with training agreement. Student must remain insured throughout the training experience. Part of Training Packet II and Training Packet IV
Site Supervisor CV and license info	Student	Student submits site supervisor CV and license info together with the training agreement. Part of Training Packet II and Training Packet IV
Training Agreement – Practicum	Student	When training site has decided to offer student a position. Represents a contract with the site. Part of Training Packet II
Letter of Practicum site approval	Training Office/DCT	Sent to student after all paperwork is submitted, reviewed, and approved by DCT
Training Agreement-Internship	Student	For Psych Assistantships and non-accredited sites. Student submits this and awaits approval from DCT prior to starting. Part of Training Packet IV
Training Agreement – CAPIC Internship	Student	When a student obtains a CAPIC internship. Part of Training Packet IV
Supervisor CV and license info (Internship Level)	Student	Student submits this with the Clinical Training Status Change form. Part of Training Packet IV
Letter of Internship Site Approval	Training Office/DCT	When a psych assistantship or non accredited site is approved
Clinical Training Status Change	Student	Beginning or ending a practicum or internship, or with any significant change to training plan (new supervisor, new hours of training, etc.). Part of Training Packet II and Training Packet IV

Supervisor Evaluation of Student	Site Supervisor (Student is responsible in making sure this form is submitted)	March 31, June 30, September 30, December 31 (practicum). June 30, December 31 (internship)
Practicum Weekly Log	Student	Submitted quarterly for students in practicum training, together with the Supervisor Evaluation of Student form (March 31, June 30, September 30, December 31)
Student Evaluation of Site	Student	When separating from a practicum or internship site
Petition for Exception	Student	When applying for an exception to an existing policy
Clinical Training Status Only Enrollment Form	Student	When accruing practicum or internship hours and not enrolled in anything else. To maintain enrollment
Letter of Practicum Completion	Training Office/ DCT	When student completes practicum and all documentation has been submitted
Letter of Internship Completion	Training Office/ DCT	When student completes internship and all documentation has been submitted
Personal Therapy Documentation	Student	When required personal therapy hours are completed
Letter of completion of Personal Therapy hours	Training Office/DCT	When student completes required personal therapy hours and submits documentation
Practicum Site Search	Student	After Training Packet I has been submitted. Submitted when the student has attempted to obtain a practicum site using the process established in this manual, but has been unable to secure a site because of scarcity of sites in the student area.
Psychological Assistant Certificate from the BoP	Student	When a student is planning to start a Psychological Assistant Internship in CA state, he or she must submit a copy of the psychological assistant certificate (issued by the Board of Psychology)
Application to employ a Psychological Assistant Form	Student	When a student is planning to start a Psychological Assistant Internship in CA state, he or she must submit a copy of the application form that the site supervisor completes and submits to the Board of Psychology
Supervision Agreement – Board of Psychology Document	Student	When a student start internship training in the state of California. A copy of this document is required for the student file
APPIC and APA Clinical Training Status Change	Student	Beginning or ending an APPIC or APA internship, or with any significant change to training plan (new supervisor, new hours of training, etc.).