

# PACIFICA

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## GRADUATE INSTITUTE

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**Psy.D. Program in Clinical Psychology**

**CLINICAL TRAINING HANDBOOK**



**2018-2019 Academic Year**

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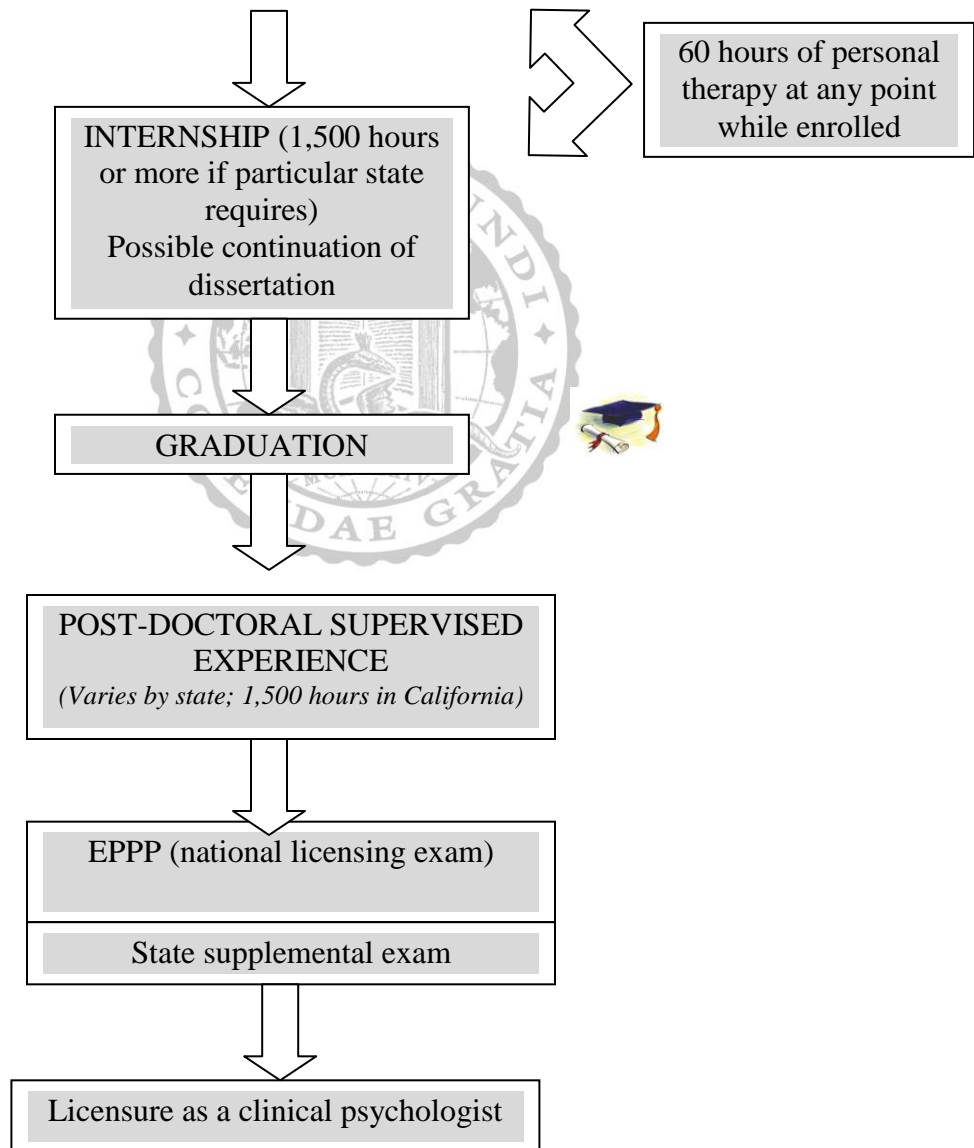
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## The Pathway to Licensure from Pacifica

Year 1	Coursework	Professional Development Seminar	1 <sup>st</sup> Year Annual Assessment for Program Advancement	1000 hours of Applied Practicum (Fieldwork separate from Coursework)
Year 2	Coursework	Diagnostic Practicum Seminar	2 <sup>nd</sup> Year Annual Assessment for Program Advancement	
Year 3	Coursework	Psychotherapy Practicum Seminar	3 <sup>rd</sup> Year Annual Assessment for Program Advancement & Comprehensive Exam	
Year 4	Coursework	Dissertation Progress Toward Completion	Dissertation Progress Toward Completion and Possible Oral Defense	



## Overview of the Licensure Process

In the United States, the following outlines the primary requirements for licensure as a clinical psychologist:

- A doctoral degree in the field (generally a Ph.D., Psy.D., or Ed.D.)
- Pre-doctoral practicum experience
- Pre-doctoral pre-internship experience (in some states)
- Pre-doctoral internship
- Post-doctoral supervised experience (or “post-doc”) in the majority of states
- 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 s practicum along with any pre-internship clinical requirements as well as 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. One of the items on students’ annual assessment evaluates whether or not a thorough review of their state requirements has taken place for that year.

There follows a brief overview of the above requirements for licensure as they concern Pacifica’s students. 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 a change 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. Some states (Arizona, Connecticut, Indiana, Kentucky, Maryland, North Dakota, Ohio, Utah, Washington, and Wyoming) have since changed their licensing requirements to include hours accrued during practicum training. The practicum training in such states is stringently overseen so that the structure may be as similar as possible to internship. There is an additional advanced phase between practicum and internship in some of these states that is referred to as pre-internship. Upon application for

licensure, individuals may be asked by their boards of psychology to complete a thorough list of where clinical training took place at each of the levels of training, who they were supervised by, details around the type of training and clients served, and hours completed. This will need to be verified by the student, site supervisor(s) and DCT of Pacifica Graduate Institute. They may also ask for a list of course work, descriptions of course material and/or syllabi and instructors' and a certain number of units for each course category. The California Board of Psychology has not moved to accept practicum training hours toward licensure at this time. Thus, they do not oversee the practicum training. The doctoral program oversees the training at the practicum level.

## Doctoral Degree

Most states in the U.S. require a doctoral degree in clinical psychology for licensure as a psychologist. 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 doctoral 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. Pacifica Graduate Institute is accredited by the Western Association of Schools & Colleges (WASC) to award a doctoral degree.



Pacifica is not accredited by the APA. Some states require applicants to have a doctoral degree in psychology from an APA-accredited doctoral program and some states, such as Florida, require both an APA doctoral degree and internship. In some cases, even an APA post-doctoral experience is expected in order to sit for licensure. In some states, if the applicant does not hold a degree from an APA-accredited school, their board may examine the applicant's transcript for equivalency. Even if courses and clinical components meet equivalency, some states require weekly residency. It is important for students to familiarize themselves with the licensure requirements in the jurisdiction where they plan to become licensed in the future. Pacifica's doctoral clinical training degree programs are constructed based on California licensure requirements. Please be aware that licensure requirements change frequently. That is why it is crucial for students to monitor their state's requirements on a yearly basis.

## Practicum Training

The details and specifics of practicum training will be covered in more detail later in this manual, but in general, **Pacifica requires a minimum of 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. In some states, training beyond the practicum level and prior to internship is an actual requirement and it is referred to as a pre-internship experience. Practicum placements are typically part-time and many students accrue their minimum of 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 setting.



In addition to the practicum competency requirements for psychotherapy skills and other clinical interventions practiced by clinical psychologists, diagnostic aspects of clinical work include assessment, psychological testing, and other training elements designed to teach skill sets, knowledge bases, and professional perspectives on psychological diagnosis. There is a strong emphasis in community-based contexts for the Psy.D. clinical training. Additional training in such areas as program outcome assessment and integrative healthcare in rural and underserved areas are strongly supported.

It is generally understood that students entering practicum are at the beginner level of clinical experience in psychology; therefore prior clinical experience is not expected or required. Though prior experience working in other disciplines, such as social work or marriage and family therapy, may help the student to land a particular practicum. However, most practica do require that the students have taken a minimum of coursework prior to starting the practicum. 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, though there are rare occasions in which practicum sites provide a small stipend. Though it is generally discouraged, it is possible in some cases to carve out a practicum at the student’s place of employment if the site meets Pacifica’s requirements for a practicum training site and there is an appropriate distinction between the work done in the context of practicum and work done as an employee. Students may not cross over MFT Behavioral Board hours with doctoral hours. Please note that students are often required to make sacrifices to obtain a desirable practicum, such as for a practicum site that is not conveniently located in a geographically desired area, particularly if one is not residing in a large metropolitan area. In other words, there are cases where a student may choose to relocate for the purposes of acquiring an appropriate doctoral level practicum.

### **Pre-Doctoral Internship**

**Pacifica requires at least 1500 hours of pre-doctoral internship** as part of the degree program clinical requirements. This may be completed in one setting for one 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 taking into account the total number of pre-doc internship hours required by the student’s state licensing board if it varies from Pacifica’s requirement. Keep in mind, in most states, the balance of the remaining supervised hours required for licensure generally must be accrued post-doctorally. For example, California requires 3000 hours of supervised professional experience for licensure of which up to half of those hours can be accrued pre-doctorally, while other states require more. It is important for each student to thoroughly research the licensure requirements of their state board of psychology. For this reason, many internships actually design their programs for students to be able to accrue 1900 or more hours. By the successful completion of internship, students are expected to be ready to function as staff (pre-licensed) psychologists.

In the Psy.D. program, students must register for internship because units are received for this training segment. Students receiving financial aid must be in communication with the Financial Aid Office, as units accrued will have implications for financial aid requirements. There is a Psy.D. Program Application for Internship Status form for students to use to register for internship at the start of internship training. This form is referenced in the appendices of this handbook. 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 with greater independence for the student. Generally, students start internship when they have completed all practicum training, required coursework, passed the comprehensive exam, and maintain academic progress with their Dissertation. They will receive grades for their progress with both internship and dissertation work. Internship progress will be overseen and graded by the DCT of the Psy.D. program and dissertation progress will be graded by the Chair of the Psy.D. program.

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. Accreditation is given by the American Psychological Association (APA) and the Association of Psychology Postdoctoral and Internship Centers (APPIC) nationwide. California also has a state-level membership organization, the California Psychology Internship Council (CAPIC), which operates a matching system as well.

APA internships are not available to non-APA accredited doctoral programs. In addition, APPIC now requires APA accreditation program status for all applicants during Phase I and II of the internship match. Therefore, Pacifica students are not eligible to apply for APPIC internships through the match at this time and for as long as Pacifica Graduate Institute does not have APA accreditation. However, the APPIC board has recently communicated that they will continue to permit applicants from non-APA accredited programs to apply at the Post-Match Vacancy Service (PMVS) for the 2018-2019 internship season. Detailed messages about the procedure to do this have been and will continue to be sent out by our Clinical Training office. They may also be found on the APPIC website at [www.appic.org](http://www.appic.org).

### **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 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. In the state of California, for instance, all clinical hours toward licensure (including both pre and post-doctoral hours) must be accrued in no less than 7 years' time.

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 qualify for the Department of Mental Health Waiver, which is overseen by the state government to allow the agency 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. Some states, such as, but not limited to, Arizona and Washington, do not require post-doctoral hours if all clinical hours accrued within the time frame of the student's matriculation have been deemed acceptable by that particular state licensing board.

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. There is also the option of a formal CAPIC post-doctoral training experience and lists of such programs are available on the CAPIC website [www.capic.net](http://www.capic.net)

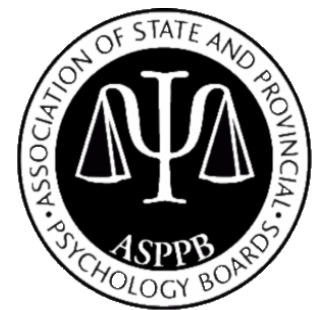
Keep in mind that from the point of view of licensure, a primary purpose of the post-doc is to round out the number of supervised hours required by your state, beyond those you may have accrued in internship. For example, in California, a student who accrued 1500 hours in pre-doctoral internship should 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. Small non-profit mental health clinics are particularly pressed to meet financial needs and may not be able to offer a stipend. Yet, these are often desirable sites because of their social justice framework, commitment to diversity and underserved populations, and community needs.

### **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. This is a knowledge-based exam. An additional computer-based clinical skill component is currently being added to the EPPP. It is referred to as the EPPP-2 and is structured for the purposes of assessing competency through vignettes and other strategies for measuring skill.



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 written exam 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.

# I: 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 psychologist and health service professional. Practicum and internship are applied learning experiences that are sequential, graded in complexity, and 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, through supervised direct client contact, the development 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). However, students at Pacifica reside in a variety of states, so Pacifica is committed to addressing the clinical needs of any particular state that accepts licensure applicants from our program.

### The Clinical Training Office

The Clinical Training Office, in conjunction with 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><b>Liz Schewe, Ph.D., CYT</b> Director of Clinical Training eschewe@pacifica.edu Phone: (805) 679-6174 Fax: (805) 565-5796</p>	<p><b>Wendy Gordon, MS</b> Clinical Training Coordinator wgordon@pacifica.edu Phone: (805) 679-6191 Fax: (805) 565-5796 (Formerly Wendy Copca, MS)</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. The DCT helps to manage the relationships between students and training sites and 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**

The Clinical Training Coordinator maintains student records and acts as a liaison between the DCT and students. Students are directed to submit routine paperwork (training agreements, supervisor evaluations, internship and practicum application forms, internship readiness forms, etc.) to the Clinical Training Coordinator.

## **Requirements for Practicum and Internship Hours**

A minimum of 2500 hours of combined practicum and internship hours are required for graduation. At least 1000 of these hours will be completed through practicum placements and at least 1500 through internship. Students are encouraged to accrue hours in excess of the requirement for both categories and must accrue more hours when their state licensure requirements dictate such. All practicum hours must be finished prior to beginning internship (see below for additional requirements for starting internship). Practica (and in some jurisdictions, pre-internship) 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 must be actively enrolled while accruing hours and are expected to choose their own therapist, who must be a licensed mental health clinician or certified analyst. 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.

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:

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

Students are required to consistently keep log sheets of their hours and to have their supervisors at their training site sign off on these on a regular basis. Please note that the Clinical Training Office will continue to document these logged hours in the student files until a student documents 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 clinical training hours during those periods when they are **not** enrolled in either the Dissertation Extension period **nor** in academic coursework. Clinical Training-Only status can be obtained for practicum level of training. To enroll, students should complete and send the **Application for Clinical Training-Only Status form** to the Clinical Training Office.

Students who complete their Dissertation and will start their internship training or are continuing their internship training will be enrolled in the Pre-Doctoral Internship course. The course number for Psy.D. pre-doctoral internship is CY 980. To enroll, students should complete and send the **Psy.D. Program Application for Internship Status** to the Clinical Training Office. The student will be enrolled in CY 980, pre-doctoral internship in clinical psychology, for 3 quarters. Students will be eligible for financial aid during these 3 quarters.

Once the 3 quarters of CY 980 are finished and the student is still continuing the internship training, the student will then enroll in pre-doctoral internship extension status, CY 980A, each quarter they will be accruing hours. CY 980A enrollment status is not eligible for financial aid.

Student will receive a P/NP for each quarter they enroll in CY 980 or CY 980A. A grade of P can be received by demonstrating actual engagement in and progress with internship at an external site designated as such and pre-approved by the DCT. Students will be required to submit a *Supervisor Evaluation of Student* form to the Clinical Training Office by the end of each quarter and the evaluation must demonstrate that student is accruing hours regularly and is completed in its entirety. Log forms are to be turned in at this time as well. Should a student/intern need to leave a site due to a severe medical condition or other equally as compelling reason, this should be discussed ahead of time with the DCT, such that all parties (site, Pacifica, student) are aware and in agreement of such an action. This may have implications for both registration and financial aid. Upon leaving and/or completing contracted hours at a site, the student must communicate this in writing to the clinical office within 24 hours. If a student leaves a site prematurely within the first three quarters of enrollment in internship, then a leave of absence or drop form must be completed and submitted to the registrar’s office. Their leave/drop is effective the date the registrar’s office receives their form.



Psy.D. students will become eligible to enroll in internship CY 980 only once they have completed and successfully passed all coursework, comprehensive exam, maintain dissertation progress, and have completed or be in the process of completing 1,000 practicum hours before the internship start date.

This enrollment 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).

### **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, gender identity, 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), 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 exams, use the title "Doctoral Candidate."

#### **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 registered to the board as such.



**Post-Doctorally:**  
Post-doctoral Fellow

**Title of Doctor**  
Upon graduation and formal notice of degree.

**Title of Psychologist**  
Upon licensure

## II: Practica

### **General information**

Pacifica requires a total of at least 1000 hours of practicum training. Ideally, students will accrue the 1000 hours or more during years 2-4 for the Psy.D. 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. Practicum training is to be sequential and graded in complexity in such a way that it parallels academic coursework, such that foundational diagnostic aspects are addressed followed by functional aspects in the applied clinical work.. 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 or requires such. If students plan to engage in practicum training over the summer, they need to complete a Practicum Only Enrollment form.

Students must apply for, and obtain, readiness status for practicum. Practicum Readiness occurs during the first quarter of enrollment; due the third residential session of fall quarter. 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**

Intervention services are professional clinical activities that the student has 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 Clinical Training Office requires a minimum of **35% of your total time on site** be spent providing intervention services.

#### **Supervision**

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. At least one hour per week of such supervision must take place.

**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.

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 Clinical Training Office requires a minimum of 1 hour of supervision per 10 hours total spent on site. In other words, 10% of the total time spent at the site must be covered by supervision, at least 1 hour of which must be face-to-face with the primary supervisor.** More information on supervision requirements is to be found in the Supervision Requirements for Practica section below. Supervisors are to directly observe the students work at least once per every evaluation period. Thus, once per quarter, a supervisor needs to document that some form of direct observation of student clinical work has taken place. This may be in the form of witnessing an intake, listening to or viewing a recording of a session, sitting in on a group session, or other proposed ways of directly observing the work.

### **Support Activities**

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 the 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 2<sup>nd</sup> year and beyond. Verbal approval by the 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 practicum and clerkships in private practice settings may be approved.

*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.

### **Student 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. 40-41). For information on where to obtain liability insurance refer to Appendix C. The Clinical Training Office requires copies of the cover policy certificate documenting

insurance coverage per every insurance renewal period. Thus, once per year, the clinical office must have updated insurance coverage documentation or the clinical hours will not be counted.

### **Prerequisites and Qualifications for Practicum Field Placement**

Students may begin practicum at the beginning of the second year. 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). 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.

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 forms are as follows:

<b>Form</b>	<b>Deadline</b>
Practicum Readiness Form	Completed third session of the fall quarter for first year students.

### **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
- Non-Profit Community-Based Clinics

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 maladjusted. 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/2016lawsregs.pdf](http://www.psychology.ca.gov/laws_regs/2016lawsregs.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 minimal 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, integrative health, case management, legal services, etc.), the practicum should be explicitly organized around providing psychological services. **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

### **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.scaptop.org](http://www.scaptop.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. Schewe 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 spend not less than 35% of time spent providing direct 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. 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
- Direct observation of student's clinical work at least once per quarter

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, and 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.

### **The Goal, Purpose and Three Year Sequence of Thursday Evening Practicum Seminars**

Practicum Seminars are designed not as a lecture class but as an *interactive session* based on the full participation of students. Faculty act as facilitators in order to provide a setting in which faculty and students can collaborate and share ideas and experiences relevant to their educational experience at Pacifica and to their career goals.

Each Practicum Seminar will have a special focus intended to deepen student understanding of how the academic curriculum connects to the clinical training. Seminars provide a place to synthesize and integrate clinical experiences with classroom learning. In this regard there are opportunities for students to process their personal and professional reactions to current academic and clinical issues. Seminars are also a place to gain cohort support which is essential when facing the challenges of being in a doctoral program in clinical psychology.

The quality of Seminars is dependent on student preparation. Students are expected to read the text material and articles and complete clinical assignments prior to class in order to be adequately

prepared for active seminar participation.

Professional behavior is essential for the development of a healthy and safe environment for both personal and professional growth. Students demonstrate professional behavior by coming to class on time, being open to, and respectful of, divergent ideas, completing assigned readings and assignments and by participating actively in class discussions. Confidentiality outside the classroom is required and necessary for building an environment of trust and mutual respect.

The Practicum Seminar process is a model for how to utilize professional consultation from both faculty and peers. Respectful and informed participation enriches the learning experience. *Developing the ability to give and receive feedback in a professional manner with peers/colleagues is a significant part of becoming an effective psychologist.*

### **First Year - Professional Development Seminars**

During the first year of the doctoral program, students will attend Professional Development Seminars and will not be eligible for practicum experiences.. Goals of first year seminars are to develop a professional identity as a clinical psychologist with a depth orientation, to understand and articulate the goals and objectives of the Psy.D. Clinical Psychology Program, to understand the Clinical Training requirements, to develop a strong and effective cohort, to develop scholarly writing skills and to understand the key elements for successful completion of the doctoral program. An additional component of community-based externship work is included in the syllabi for this first year. By the end of the first year students should have successfully procured a clinical practicum site which is to begin in the beginning of the following fall quarter..

### **Second Year - Clinical Practicum Seminars**

Students attend Diagnostic Practicum Seminars during their second year. Although didactic learning and specific learning goals are built into the Diagnostic Practicum Seminars, the content will focus on peer and faculty feedback regarding the quality of student assessment and psychological testing presentations.

Students will be required to submit sample clinical assessments throughout the Clinical Practicum Seminars, some of which will be reviewed in class. These assessments should be free of personal identifying information and evaluated by the on-site supervisor prior to submission. These seminars will not supersede on-site practicum supervision but provide a wide range of diagnostic material to review and evaluate from a diversity of diagnostic practicum settings.

A major focus of the seminars will be on the development of diagnostic and psychological testing skills. In addition to psychological testing and diagnostic evaluations, students may be asked to submit recordings or transcripts of clinical interviews and assessments. Students will also be encouraged to bring their questions and concerns about their experiences in their diagnostic practicum.

In line with the goals and objectives of the Clinical Psychology Program, during the Diagnostic Practicum students are assessed a **capstone** for the final assessment of their competency in psychological testing. Competency 1.1.1 states: *Students demonstrate the ability to select, administer, score, and interpret psychological tests and show good judgment in determining the tests that might be useful in answering the specific referral questions.*

If concerns about student progress arise, faculty contacts the Director of Clinical Training to develop a plan for remediation between the student and the clinical site.

### **Third year - Psychotherapy Practicum Seminars**

Students attend Psychotherapy Practicum Seminars during their third year. Although didactic learning and specific learning goals are built into the Psychotherapy Practicum Seminars, these seminars will focus on providing a wide range of psychotherapeutic material to review and evaluate from a diversity of practicum settings. Students are encouraged to bring their questions and concerns from their experiences in their psychotherapy practicum settings. Upon obtaining informed consent, students may be required to submit audio or videotapes of psychotherapy sessions with clients.

During the seminars students will be coached in the application process for applying for internship during the fourth year after the completion of their academic program and Dissertation. This process will include collection of letters of recommendation, samples of clinical work, and preparation for internship interviews.

Throughout the Psychotherapy Practicum Seminars an assessment occurs regarding current progress toward developing the skills necessary to become an effective psychotherapist. Feedback is provided by peers and faculty as to the quality of a student presentation of a psychotherapy case. This relates to the ongoing assessment of Competency 1.2.1: *Students will exhibit competency in developing case formulations which provide exploratory power in modeling and predicting human behavior.* (The 1.2.1. capstone is evaluated in Question One on the Comprehensive Exam).

If concerns about student progress arise, faculty contacts the Director of Clinical Training to develop a plan for remediation between the student and the clinical site.

### **Fourth Year - Dissertation Support**

There are no scheduled Practicum Seminars during the fourth year. However Thursdays are available prior to academic classes for students to schedule meetings with their Dissertation Chair to assess progress toward completion of their Dissertation.

### **Sequence of Practicum Training**

#### **Diagnostic Aspects of Practicum**

Pacifica 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 Aspects of Practicum Training

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. CY758 - Annual Assessment for Program Advancement

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

1. CY 755, CY 756, CY 757 Professional Development Seminar I, II, III
2. CY930 Cognitive and Intellectual Assessment
3. CY931 Objective Personality Assessment
4. CY938 Projective Personality Assessment (concurrent with second year)
5. CY730 Advanced Psychopathology I

#### C. Diagnostic and Clinical Interviewing

The skills and knowledge base attendant in diagnostic interviewing is a foundation of the 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 Aspects of Practicum**

This aspect of training emphasizes the development of skills in 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.

### **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 practicum application process, advise students regarding practicum choices, 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 where they wish to apply for practica. . There is a list of sites organized according to geographical area. By the third 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 Clinical Training Office.

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.

### **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*)

In the **Practicum Readiness Form** the student requests permission to interview at up to three of these approved 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 **the Practicum Application Packet** 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 Clinical 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 review for appropriateness as a practicum placement. Students may not interview at a site without approval from the DCT to do so. The DCT may visit sites in the review process as well.

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 Packet to the office of clinical training, which includes the following:

### **Practicum Application Packet**

- **Practicum Training Agreement**
- Primary supervisor's CV and license information
- Proof of student liability insurance

*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 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 Clinical Training Office. 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. These are to be signed each week by the primary supervisor. The Practicum Weekly logs should be used to sum practicum hours bi-annually (December 31st and June 30th); these hours are documented in the Supervisor Evaluation of Student Form as well as in internship applications during internship application season. Students are expected to calculate their hours accurately which

includes double checking the hour totals in each category. For more information about the online tracking tools, please view Appendix B, Hints and Resources within this manual.

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, successful passing of the Comprehensive Exam, and completion of the final draft of their Dissertation.

Pacifica requires at least **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 on 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 (or more if a jurisdiction requires such) must be logged prior to starting internship, reflected in a **letter from Clinical Training documenting that practicum requirements have been satisfied**. It is noted that taken together, total hour requirements for clinical training placement come to 2500 hours or more if the student’s licensure jurisdiction requires more hours.

Student clinical files and financial accounts will be reviewed each quarter for eligibility. A quarterly fee will apply. Students may apply for financial aid for the initial 3 quarter enrollment period and must register for the internship course regardless of financial aid considerations. Internship extension enrollment is not eligible for financial aid and may affect the student’s repayment schedule. All training sites must first be approved in writing by the DCT. Please see eligibility requirements below under Prerequisites to Begin.

Student will receive a P/NP for each quarter they enroll in CY 980 or CY 980A. A grade of P can be received by demonstrating actual engagement in and progress with internship at an external site designated as such and pre-approved by the DCT. Students will be required to submit a *Supervisor Evaluation of Student* form to the Clinical Training Office by the end of each quarter and the evaluation must demonstrate that student is accruing hours regularly and is completed in its entirety. Log forms are to be turned in at this time as well. Should a student/intern need to leave a site due to a severe medical condition or other equally as compelling reason, this should be discussed ahead of time with the DCT,

such that all parties (site, Pacifica, student) are aware and in agreement of such an action. This may have implications for both registration and financial aid. Upon leaving and/or completing contracted hours at a site, the student must communicate this in writing to the clinical office within 24 hours. If a student leaves a site prematurely within the first three quarters of enrollment in internship, then a drop form must be completed and submitted to the registrar's office.

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. They will be assessed each year upon their documentation of having thoroughly reviewed their licensing requirements for their annual assessment interview.

The Clinical Training Office suggests an ideal goal of having students complete their final draft of their Dissertation **prior to starting internship**. It is understood that this is not realistic in all cases. Thus, students will be approved for starting internship upon documented academic progress on their dissertation. This means that the student's Chair must provide a grade of pass or no pass on the status of progress by the time the Psy.D. student starts internship and Continues to meet progress throughout the first three quarters of internship.

In California, the California Psychology Internship Council (CAPIC) sets standards for internships in California. Internships that belong to 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. In addition, starting this year APPIC will not accept applications from students in non-APA accredited programs.

Students who seek non-accredited internships **must seek an internship which is structured in such a way that it is sequential, cumulative, and graded in complexity, and clearly at a level acceptable to state licensure in the state in which the student plans to apply for licensure as a clinical psychologist**. The Clinical 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**

CAPIC (California Psychology Internship Council) administers an internship match program for internship programs it lists in California. Generally, applications are made through 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 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 CAPIC schedules, as does CAPIC itself. 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 requires 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 this year with the 2018 Match. It follows that students are not eligible to apply to APA sites either. Students from Pacifica

and other non-APA programs are eligible to participate in the APPIC Post Match Vacancy Service during the 2018-2019 internship season.

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 3<sup>rd</sup> year for students in the Psy.D. program so that they could attend their interviews during their fourth academic year and begin their internships in their fifth year. Students should attend all meetings scheduled by the Clinical Training Office..

Students must submit the **Training Packet III (Internship Readiness Packet)** by the first session of the Fall quarter during their fourth year, in order to ensure eligibility for internship. No further permission is needed from the DCT to apply for internships which are APA approved 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 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., be accruing their last 500 hours).
- 3) Successfully passed the Annual Assessment for Program Advancement
- 4) **Internship Readiness Packet** submitted
- 5) Approval from the 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 (or more if state requires) hours of practicum completed and official letter of completeness has been issued.
2. Successful completion and passing of the comprehensive exam
3. Completion of all coursework with no outstanding incompletes.
4. Successful completion and passing of all three Annual Assessment Modules for program advancement.
5. Dissertation progress documentation by chair. .
6. The student must be actively enrolled and in good academic and clinical training standing.
7. In no case may a student enroll in internship prior to earning at least 72 quarter hours of academic credit.



## Application Procedures

Throughout the on-campus practicum seminar sequence, 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 practicum application 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 fourth year of the Psy.D. program, students should begin applying to internship sites for their next year in the fall 2018. Internships typically field applications in the fall of 2017, interview in winter 2018, and notify students of placement decisions on uniform notification days or match days. CAPIC 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 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 **Internship Readiness Packet** to the Clinical Training Office. This packet is due during the first session of fall quarter for fourth year students, regardless of what type of internship student chooses to undertake. This packet is submitted each subsequent year that student applies for internship.
- 2) Internship Application process with CAPIC will go as follows:
  - a. Student submits **Internship Readiness Packet by the first session of fall quarter (fourth year students)**
  - b. Student receives Internship Readiness Approval letter
  - c. Student starts registration with CAPIC online
  - d. Students applying to CAPIC 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 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. The students provide the CAPIC office with the email address of those who are to write the letters.

CAPIC sends an electronic request to writers of letters and they are required to write the letter in an electronic box provided on the CAPIC application form. If applying in another state, review and follow guidelines for providing letters of recommendation.

- 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 or applications in the state you are applying. Note that you will have to designate your status as either a PhD or Psy.D. student. Note that CAPIC uses standard application forms, and most internship sites add supplemental questions or requests.
- 10) Prepare to interview approximately in November to March.
- 11) Follow CAPIC guidelines regarding contact with sites during the identified selection day or matching day, which occurs in the spring.
- 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 the 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:

### Internship Application Packet

- **Training Site Proposal Form** (Completed before student is approved to start Internship. For sites that are not CAPIC or APA)
- **Internship Training Agreement** (Completed annually)
- **CAPIC Internship Training Agreement** (For CAPIC sites only. Completed annually)
- Psychological Assistant Certificate from California BoP (For psych assistantships). Some states do not even have this option, so please be aware of your state's requirements.
- **Application to Employ a Psychological Assistant Form** (For psych assistantships)
- **Supervision Agreement form** (SPE form – BoP form for internships taking place 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 supervisor license information
- Description of how internship site meets licensure regulations in the state you wish to become licensed (for sites other than APA, CAPIC, or psychological assistantship settings)

### Student Conduct During the Application Process

Students are expected to observe all Pacifica policies and policies of the 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 outlines 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** (Refer to this section within this manual).

### **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 that are formally approved by such organizations as 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 35% of the time is spent in direct client contact.
- 8) Supervision hours should account for at least 10% of the total hours worked in internship. At least one hour per week must be individual supervision with the primary supervisor.

- 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

The California Board of Psychology Laws and Regulations in regard to supervised professional experience and licensure requirements may be accessed on the California Board of Psychology [http://www.psychology.ca.gov/laws\\_regs/2017lawsregs.pdf](http://www.psychology.ca.gov/laws_regs/2017lawsregs.pdf).

*Although Psych Assistantships are recognized as a pathway to obtaining pre-doctoral internship hours in California, it can be more difficult to obtain broad clinical experiences and training 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 or so hours of internship in a single 30 consecutive-month period, at no more than two sites total.
- 4.) Under no circumstances may students use their existing practice for internship.
- 5.) Students may accrue no more than 44 hours per week for internship, including supervision.

**Please note that a psychological assistantship for employment purposes is quite different than a psychological assistantship that is within the structure of an internship. Those with a Master's degree in psychology may become psychological assistants as employees of licensed psychologists on their own. These hours may not cross over into an internship. An internship is a completely separate type of psychological assistantship and is stated as such on the Board of Psychology psychological assistant application. These types of psychological assistantships (for internship) must be formally approved by the DCT at Pacifica as well as the Board of Psychology with a detailed description of the sequential and graded in complexity nature of the position before beginning such. The Board of Psychology provides a psychological assistant number to those who become psychological assistants. This same registration number stays with the person for the entire time that they are engaging in psychological assistantship(s). Should they wish to begin a separate psychological assistantship, a Training Plan and Agreement must be pre-approved by the board of psychology beforehand and verification of hours signed by the supervisor must be turned in to the board at the completion of each psychological assistantship. The board is expecting, as of 2017, that the psychological assistant be responsible for maintaining these forms and providing them to the board of psychology.**

## 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. 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.

### **Appropriate Titles**

Students are not formally referred to as “interns” until they are in a pre-doctoral internship. When interns complete all of their pre-doctoral clinical hours and all of the doctoral program requirements, they must receive their formal letter of completion of their doctoral degree from the registrar's office before they may refer to themselves as “doctor.” While individuals may refer to themselves as doctors, they may not refer to themselves as ‘psychologists’ until they have become licensed or in cases where they become ‘registered psychologists’ through boards of psychology in particular settings, such as county facilities. This is considered an ethical guideline from the boards of psychology across the country.

In California, the BUSINESS AND PROFESSIONS CODE, SECTION 2900-2919 covers the state rules that govern the practice of psychology. Section 2903 states: “No person may engage in the practice of psychology, or represent himself or herself to be a psychologist, without a license granted under this chapter, except as otherwise provided in this chapter.”

The section clearly indicates that the use of the term “psychologist” is limited to those holding a psychology license. Section 2914 describes the requirements for licensure. Briefly, these requirements include: Possessing a doctorate degree in psychology, in educational psychology or in the education with the field of specialization in counseling psychology or educational psychology. In addition, at least two years of supervised experience under a licensed psychologist need to have taken place and one must pass the psychology licensing exam.

## **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 also 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 the 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 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
- Interpersonal Skills
- Self-Reflective Practice and Self-Care
- Consistently attending to timelines and protocol for required paperwork

Appropriate professional behavior does not include:

- Verbally attacking, demeaning, or inappropriate blaming of others
- Threats or aggressive physical contact
- Dishonesty, cheating, or plagiarism
- Consistent tardiness in turning in required paperwork

Appropriate professional behavior includes becoming familiar with, and following, the Ethical Principles of Psychologists and Code of Conduct (available at <http://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 a 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 concerns 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. In severe cases of misconduct, expulsion may be an outcome.

## **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
- Direct observation of student practicum work at least once quarterly

### **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 Clinical 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.

### **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 work to 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

### **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, the 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:

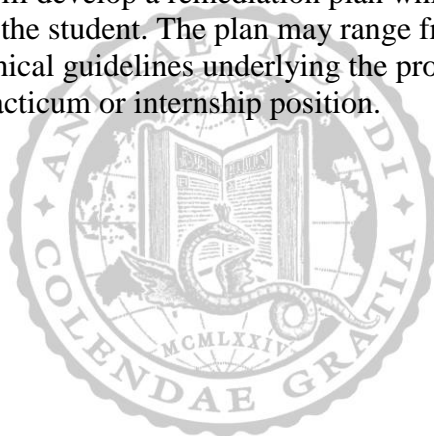
- 1) Behavior inconsistent with the Ethical Principles of Psychologists and Code of Conduct, Duty to Warn/Protect requirements, and the Health Insurance Portability and Accountability Act (HIPAA)
- 2) Entering into unethical dual relationship with administration, supervisor, or client of a practicum 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 the 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.

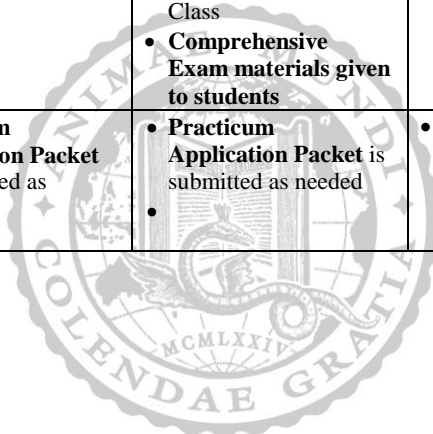




## Appendix A: Training Calendar – Psy.D. Program

	1 <sup>st</sup> YEAR	2 <sup>nd</sup> YEAR	3 <sup>rd</sup> YEAR	4 <sup>th</sup> YEAR
<b>Fall 1<sup>st</sup> Session</b>	<ul style="list-style-type: none"> <li>Clinical Training Office holds presentation during the 1<sup>st</sup> half of Thursday Seminar</li> </ul>			<ul style="list-style-type: none"> <li>Students submit Internship Readiness Packet during the first session of fall quarter</li> <li>Students applying to internship prepare applications, documenting clinical hours and seeking letters of recommendation.</li> <li><b>September</b> – CAPIC registration starts</li> </ul>
<b>Fall 2<sup>nd</sup> Session</b>	<ul style="list-style-type: none"> <li>Clinical Training Office holds practicum presentation during Thursday Seminar</li> </ul>			<ul style="list-style-type: none"> <li><b>October</b> –Comprehensive Exam due</li> </ul>
<b>Fall Between 2<sup>nd</sup> and 3<sup>rd</sup> Session</b>	<ul style="list-style-type: none"> <li>Submit <b>Practicum Readiness Packet</b> (3rd session of Fall quarter)</li> <li>Practicum application season starts</li> </ul>	<ul style="list-style-type: none"> <li>Practicum application season starts</li> </ul>	<ul style="list-style-type: none"> <li>Practicum Application season starts so please be in touch with the Clinical Training Office for support</li> </ul>	<ul style="list-style-type: none"> <li><b>November</b> – CAPIC application process starts</li> </ul>
<b>Fall 3<sup>rd</sup> Session</b>	<ul style="list-style-type: none"> <li>Practicum application season continues</li> <li>Students submit <b>Practicum Application Packet</b> paperwork as needed</li> </ul>	<ul style="list-style-type: none"> <li>Practicum application season continues</li> <li>Students submit <b>Practicum Application Packet</b> paperwork as needed</li> </ul>	<ul style="list-style-type: none"> <li>Practicum application season continues</li> <li>Students submit <b>Practicum Application Packet</b> paperwork as needed</li> </ul>	<ul style="list-style-type: none"> <li><b>December</b> – Continue with CAPIC application process (or other state process)</li> </ul>
<b>Winter 1<sup>st</sup> Session</b>	<ul style="list-style-type: none"> <li>Practicum application season continues</li> <li><b>Practicum Application Packet</b> is submitted as needed</li> </ul>	<ul style="list-style-type: none"> <li>Practicum application season continues</li> <li><b>Practicum Application Packet</b> is submitted as needed</li> </ul>	<ul style="list-style-type: none"> <li>Practicum application season continues</li> <li><b>Practicum Application Packet</b> is submitted as needed</li> </ul>	<ul style="list-style-type: none"> <li>Internship applicants typically engage in interviews.</li> <li><b>January</b> – CAPIC NoCA and SoCA Fair</li> </ul>
<b>Winter 2<sup>nd</sup> Session</b>	<ul style="list-style-type: none"> <li><b>Practicum Application Packet</b> is submitted as needed</li> </ul>	<ul style="list-style-type: none"> <li><b>Practicum Application Packet</b> is submitted as needed</li> </ul>	<ul style="list-style-type: none"> <li><b>Practicum Application Packet</b> is submitted as needed</li> </ul>	<ul style="list-style-type: none"> <li><b>February</b> – CAPIC enables submissions of applications</li> <li><b>February</b> – CAPIC deadline to submit applications for Match I</li> </ul>
<b>Winter 3<sup>rd</sup> Session</b>	<ul style="list-style-type: none"> <li><b>Practicum Application Packet</b> is submitted as needed</li> </ul>	<ul style="list-style-type: none"> <li><b>Practicum Application Packet</b> is submitted as needed</li> </ul>	<ul style="list-style-type: none"> <li><b>Practicum Application Packet</b> is submitted as needed</li> </ul>	<ul style="list-style-type: none"> <li><b>March</b> – CAPIC Match I Ranking process opens</li> <li><b>March</b> – CAPIC Match I rank order list deadline</li> </ul>

<b>Spring 1<sup>st</sup> Session</b>	<ul style="list-style-type: none"> <li>• Annual Assessment starts</li> <li>• <b>Practicum Application Packet</b> is submitted as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Assessment starts</li> <li>• <b>Practicum Application Packet</b> is submitted as needed</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Practicum Application Packet</b> is submitted as needed</li> </ul>	<ul style="list-style-type: none"> <li>• <b>April – CAPIC Match I Notification Day</b></li> <li>• <b>April – CAPIC Clearinghouse opens</b></li> </ul>
<b>Spring 2<sup>nd</sup> Session</b>	<ul style="list-style-type: none"> <li>• Annual Assessment continues</li> <li>• <b>Practicum Application Packet</b> is submitted as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Assessment continues</li> <li>• <b>Practicum Application Packet</b> is submitted as needed</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Practicum Application Packet</b> is submitted as needed</li> </ul>	<ul style="list-style-type: none"> <li>• <b>May – CAPIC Post-Clearing House opens</b></li> </ul>
<b>Spring 3<sup>rd</sup> Session</b>	<ul style="list-style-type: none"> <li>• Annual Assessment continues</li> <li>• <b>Practicum Application Packet</b> is submitted as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Assessment continues</li> <li>• <b>Practicum Application Packet</b> is submitted as needed</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Practicum Application Packet</b> is submitted as needed</li> <li>• Clinical Training Office holds Internship Application Presentation during Thursday Evening Class</li> <li>• <b>Comprehensive Exam materials given to students</b></li> </ul>	
<b>Summer</b>	<ul style="list-style-type: none"> <li>• <b>Practicum Application Packet</b> is submitted as needed</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Practicum Application Packet</b> is submitted as needed</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Practicum Application Packet</b> is submitted as needed</li> </ul>	<ul style="list-style-type: none"> <li>• <b>STUDENTS MUST REGISTER BY SUMMER QUARTER START DATE FOR INTERNSHIP IN ORDER TO RECEIVE THE REQUIRED UNITS AND FINANCIAL AID</b></li> </ul>



## 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 Pacifica List of sites where other Pacifica students have completed practicum may be found online at: [http://www.pacifica.edu/?option=com\\_content&view=article&id=711&Itemid=1102](http://www.pacifica.edu/?option=com_content&view=article&id=711&Itemid=1102).

Here are some tips for approaching the practicum application process:

- 1) Be ready for the process by having a professional-looking C.V. and three letters of recommendation.
- 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) The DCT approves you to apply to one or more sites. If you nominated a new site, the DCT will review/contact the site to determine appropriateness as a placement.
- 6) Contact the sites you have been cleared to approach. Please do not contact California SCAPTP sites or BAPIC sites directly, as they follow a standardized protocol indicated on their websites and wish to receive applications online via the required timeline.
- 7) Negotiate, or if SCAPTP site, wait to receive news regarding 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

- 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 the DCT prior to applying for any type of internship and prior to starting your internship.*

Type Of Internship	Prerequisites
CAPIC	<p><b><u>Prior to Registration with CAPIC</u></b></p> <ul style="list-style-type: none"><li>• <b>Internship Readiness Packet</b> (Readiness Form, CV, Goals)</li></ul> <p><b><u>Prior to Start of Internship</u></b></p> <ul style="list-style-type: none"><li>• <b>CAPIC Internship Training Agreement</b></li><li>• <b>Official Letter of Acceptance from Training Site</b> (<i>if one was issued</i>)</li><li>• <b>Copy of BoP Supervision Agreement form</b></li><li>• <b>Supervisor's CV</b></li><li>• <b>Student Liability Insurance Policy</b><ul style="list-style-type: none"><li>• <b>Completion of Dissertation</b></li><li>• <b>Register for Internship with Registrar's Office</b></li></ul></li></ul> <p><b><u>During Internship</u></b></p> <ul style="list-style-type: none"><li>• <b>Keep weekly log sheets which are signed by supervisor &amp; turned in to Clinical Training Office quarterly</b></li><li>• <b>Turn in completed Supervisor Evaluations Forms to Clinical Training Office quarterly</b></li><li>• <b>Remain in internship for the entire time of internship contract</b></li></ul>

<p><b>California Psychological Assistantship</b></p>	<p><b><u>Prior to Starting Application</u></b></p> <ul style="list-style-type: none"> <li>• <b>Internship Readiness Packet</b> (Readiness Form, CV, Goals)</li> </ul> <p><b><u>Prior to Contacting Site</u></b></p> <ul style="list-style-type: none"> <li>• <b>Training Site Proposal Form</b></li> </ul> <p><b><u>Prior to Start of Internship</u></b></p> <ul style="list-style-type: none"> <li>• <b>Internship Training Agreement – Unaccredited</b></li> <li>• <b>Supervisor’s CV</b></li> <li>• <b>Student Liability Insurance Policy</b></li> <li>• <b><u>Board of Psychology Forms/Documents</u></b> <ul style="list-style-type: none"> <li>I. <b>Copy of ‘Application to Employ a Psychological Assistant’ form</b></li> <li>II. <b>Copy of BoP psychological assistant registration card</b></li> <li>III. <b>BoP email of approval of application and supervision plan</b></li> <li>IV. <b>Copy of BoP Supervision Agreement form</b></li> <li>V. <b>Completion of Dissertation</b></li> <li>VI. <b>Register for Internship with Registrar’s Office</b></li> </ul> </li> </ul> <p><b><u>During Internship</u></b></p> <ul style="list-style-type: none"> <li>• <b>Keep weekly log sheets which are signed by supervisor &amp; turned in to Clinical Training Office quarterly</b></li> <li>• <b>Turn in completed Supervisor Evaluations Forms to Clinical Training Office quarterly</b></li> <li>• <b>Remain in internship for the entire time of internship contract</b></li> </ul>
<p><b>California Exempt Setting or Mental Health Waiver</b></p>	<p><b>1. <u>Prior to Starting Application</u></b></p> <ul style="list-style-type: none"> <li>• <b>Internship Readiness Packet</b> (Readiness Form, CV, Goals)</li> </ul> <p><b>2. <u>Prior to Contacting Site</u></b></p> <ul style="list-style-type: none"> <li>• <b>Training Site Proposal Form</b></li> </ul> <p><b>3. <u>Prior to Start of Internship</u></b></p> <ul style="list-style-type: none"> <li>• <b>Internship Training Agreement – Unaccredited</b></li> <li>• <b>Copy of BoP Supervision Agreement form</b></li> <li>• <b>Supervisor’s CV</b></li> <li>• <b>Student Liability Insurance Policy</b></li> <li>• <b>Completion of Dissertation</b></li> <li>• <b>Register for Internship with Registrar’s Office</b></li> </ul> <p><b><u>During Internship</u></b></p> <ul style="list-style-type: none"> <li>• <b>Keep weekly log sheets which are signed by supervisor &amp; turned in to Clinical Training Office quarterly</b></li> <li>• <b>Turn in completed Supervisor Evaluations Forms to Clinical Training Office quarterly</b></li> <li>• <b>Remain in internship for the entire time of internship contract</b></li> </ul>



<b>Non-Accredited Internship – outside California</b>	<ol style="list-style-type: none"> <li><b>1. <u>Prior to Starting Application</u></b> <ul style="list-style-type: none"> <li>• <b>Internship Readiness Packet</b> (Readiness Form, CV, Goals)</li> </ul> </li> <li><b>2. <u>Prior to Contacting Site</u></b> <ul style="list-style-type: none"> <li>• <b>Training Site Proposal Form</b></li> <li>• <b>Additional statement describing how this internship will meet licensure requirements in your state</b></li> </ul> </li> <li><b>3. <u>Prior to Start of Internship</u></b> <ul style="list-style-type: none"> <li>• <b>Internship Training Agreement – Unaccredited</b></li> <li>• <b>Supervisor’s CV</b></li> <li>• <b>Student Liability Insurance Policy</b></li> <li>• <b>Completion of Dissertation</b></li> <li>• <b>Register for Internship with Registrar’s Office</b></li> </ul> </li> </ol> <p><b><u>During Internship</u></b></p> <ul style="list-style-type: none"> <li>• <b>Keep weekly log sheets which are signed by supervisor &amp; turned in to Clinical Training Office quarterly</b></li> <li>• <b>Turn in completed Supervisor Evaluations Forms to Clinical Training Office quarterly</b></li> <li>• <b>Remain in internship for the entire time of internship contract</b></li> </ul>
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### 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 be conservative and professional in appearance and attitude.
- Know the organization ahead of time. Familiarize yourself with their treatment methodologies and any underlying principles. Review their website thoroughly. Use their language.
- Practice cultural competence. On interview and early in your tenure at your practicum site, listen, learn, and absorb. 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, is little known or appreciated in many settings. Just as you would not expect the people of another country or culture to understand your own culture or biases, you should not expect the training site to share your own sensibilities. Do 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, respond with something like, “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 mission is not to enlighten your supervisors; your mission 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. It’s a matter of diversity.

- Be courteous at all times and in all situations.
- Also, be self-respectful and appropriately assertive to express your needs.
- If, despite your attempts to be courteous and open-minded, you feel that you will be abused or taken advantage of on a training site, provide this feedback to the DCT and seek a different site.

### **Pacifica's Online Resources**

The Clinical Training Office maintains a Practicum and Internship Resources page on the Pacifica website at: <http://www.pacifica.edu/doctoral-program-clinical-psychology-practicum-internship-resources>

### **Additional Online Resources**

Time2Track - Software for keeping track of practicum and internship hours.  
<http://time2track.com/>

CAPIC resource for hour log forms  
<http://capic.net/resources/all-forms/>



## 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](http://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
<b>Practicum Readiness Form</b>	Student	Third session of Fall quarter during the first year. *Practicum Readiness Packet.
<b>Acknowledgment of HIPAA Regulations</b>	Student	Submitted together with the Practicum Readiness Form on the third session of fall quarter in the first year only. *Practicum Readiness Packet.
<b>CV and Statement of Goals</b>	Student	Submitted together with Practicum Readiness Form and HIPAA acknowledgment on the third session of fall quarter in the first, second, and third years. *Practicum Readiness Packet.
<b>Letter of Practicum Readiness Approval</b>	Clinical Training Office/DCT	When student Training Packet I is complete
<b>Training Site Proposal Form</b>	Student	Submitted prior to approaching site for an interview and if the student wishes to propose a new practicum or internship site for the DCT to review
<b>Internship Readiness Form</b>	Student	First session of Fall Quarter, in the year applying for internship
<b>Letter of Internship Readiness Approval</b>	Clinical Training Office/DCT	Given to student after Internship Readiness Form is submitted, reviewed, and approved by the DCT
<b>Student Liability Insurance</b>	Student	Submitted with Training Agreement. Student must remain insured throughout the training experience. Part of Training Packet II and Training Packet IV
<b>Site Supervisor CV and license info</b>	Student	Student submits site supervisor CV and license info together with the training agreement. *Submitted as part of the Training Agreement
<b>Training Agreement – Practicum</b>	Student	When training site has decided to offer student a position. Represents a contract with the site. *Part of Practicum Application Packet
<b>Letter of Practicum Site Approval</b>	Clinical Training Office/DCT	Sent to student after all paperwork is submitted, reviewed, and approved by the DCT
<b>Training Agreement-Internship</b>	Student	For psych assistantships and non-CAPIC sites. Student submits this and awaits approval from the DCT prior to starting.
<b>Training Agreement – CAPIC Internship</b>	Student	When a student obtains a CAPIC internship. Part of Training Packet IV
<b>Supervisor CV and license info (Internship Level)</b>	Student	Student submits this when starting internship. Part of Training Packet IV
<b>Letter of Internship Site Approval</b>	Clinical Training Office/DCT	When student internship training placement is approved
<b>Clinical Placement Completion form</b>	Student	Submitted upon completion of each practicum and internship placement. This form includes the placement start/separation date and total hours completed.

<b>Supervisor Evaluation of Student</b>	Site Supervisor (Student is responsible for form submission)	March 31, June 30, September 30, December 31
<b>Practicum Weekly Log</b>	Student	Submitted bi-annually for practicum students only, together with the Supervisor Evaluation of Student form (December 31 <sup>st</sup> and June 30 <sup>th</sup> )
<b>Student Evaluation of Site</b>	Student	When separating from a practicum or internship site
<b>Petition for Exception</b>	Student	When applying for an exception to an existing policy
<b>Psy.D. Program Application for Internship Status and for Registrar and Financial Aid</b>	Student	Student must submit enrollment form to Clinical Training Office prior to the start of the quarter that the student will be enrolled in internship for the purposes of receiving required units for internship.
<b>Letter of Practicum Completion</b>	Clinical Training Office/ DCT	When student completes practicum and all documentation has been submitted
<b>Letter of Internship Completion</b>	Clinical Training Office/ DCT	When student completes internship and all documentation has been submitted
<b>Personal Therapy Documentation</b>	Student	When required personal therapy hours are completed
<b>Letter of Completion of Personal Therapy Hours</b>	Clinical Training Office/DCT	When student completes required personal therapy hours and submits documentation
<b>Practicum Site Search</b>	Student	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
<b>Psychological Assistant Certificate from the BoP</b>	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)
<b>Application to employ a Psychological Assistant Form</b>	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
<b>Supervision Agreement – Board of Psychology Document</b>	Student	When a student start internship training in the state of California. A copy of this document is required for the student file

**Please note that the following forms are for reference only. Please contact the Clinical Training Coordinator directly for the most up-to-date forms.**





STUDENT INFORMATION			
Student Name:		Phone:	
Program:	Ph.D. <input type="checkbox"/>	Psy.D. <input type="checkbox"/>	Year:

**STUDENT STATEMENT**

I, the undersigned, request permission to apply for practicum. I understand that a prerequisite to start practicum training includes successfully passing the Annual Assessment for Program Advancement.

List up to three of the practicum sites identified on the Practicum Site List that you wish to apply to, in order of preference.

1 \_\_\_\_\_  
Site Name City, State

2 \_\_\_\_\_  
Site Name City, State

3 \_\_\_\_\_  
Site Name City, State

You may also propose one or more new sites that are not on the Practicum Site List by listing them here. Note that new sites require a **Training Site Proposal form** to be approved prior to interviewing at the site. A licensed psychologist must be identified as the primary supervisor for the proposal to be considered.

I would like to propose the following new practicum site(s) listed below. I understand that I must submit a **Training Site Proposal form** for this site to be considered and wait for an approval letter from the DCT before interviewing at the site.

1 \_\_\_\_\_  
Site Name City, State

2 \_\_\_\_\_  
Site Name City, State

3 \_\_\_\_\_  
Site Name City, State

Please attach the following documents to this form:

A brief statement of your training goals as they relate to obtaining a practicum

A copy of your current CV

Student Acknowledgement of HIPAA Regulations form (to be filled out and signed on page 3 of this document)



**PACIFICA**  
GRADUATE INSTITUTE

**Student Acknowledgment  
of HIPAA Regulations**

CTG02-Revised 10/21/16

I, \_\_\_\_\_, a student in the Clinical Psychology Program at Pacifica Graduate Institute, have reviewed the relevant HIPAA regulations, which can be found at <http://www.hhs.gov/regulations/index.html>, and have read, understand, and agree to follow them with regard to my clinical training sites.

I also understand that in presenting clinical experiences at school as part of coursework and practicum seminars, I should protect the identity of identified clients at all times.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



**Training Site  
Proposal Form**

**This form must be approved by the DCT prior to interviewing at this site. Further documentation is required for formal approval from the DCT for you to start at this site.**

STUDENT INFORMATION			
Student Name:		Phone:	
Program:	Ph.D. <input type="checkbox"/> Psy.D. <input type="checkbox"/>	Matric Year:	
Proposal is for:	Practicum <input type="checkbox"/> Internship: CA Psych Assistantship <input type="checkbox"/>	Internship: CA Exempt Setting <input type="checkbox"/> Internship: CA Department of Mental Health Waiver <input type="checkbox"/>	

SITE INFORMATION			
Name of Proposed Site:		Site Address:	
Website:			
Site Contact:	Name:	Phone:	
	Title:	Email:	
Primary Supervisor (if known):	Name:	Phone:	
	License Number:	Highest Degree:	
Does the site have an existing training program with a history of training students?	Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown <input type="checkbox"/>	Does the site have psychologist supervision?	Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown <input type="checkbox"/>
Type of setting	Community mental health center <input type="checkbox"/> College/university counseling center <input type="checkbox"/> Private Practice <input type="checkbox"/> Other (describe): <input type="checkbox"/>	General Hospital <input type="checkbox"/> Psychiatric Hospital <input type="checkbox"/> Training Institute <input type="checkbox"/>	
Have you contacted the site? If yes, please describe any correspondence with them here.			
Yes <input type="checkbox"/> No <input type="checkbox"/>			
<input type="checkbox"/> Check if site is pre-existing employment. Attach written description of how this training will differ from everyday work duties			

Student Signature

Date

Training Site Proposal: Approved  Denied

\_\_\_\_\_  
Director of Clinical Training

\_\_\_\_\_  
Date



STUDENT INFORMATION			
Student Name:			Telephone:
Program:	<input type="checkbox"/> PhD <input type="checkbox"/> PsyD	Date of request:	
STUDENT STATEMENT			
List practicum placements and total hours logged as of today.		TOTAL Number of practicum hours as of today:	
Site _____	Total Hours _____	<div style="border: 1px solid black; width: 80px; height: 60px; margin: 0 auto;"></div> <p>Please note that at least 500 hours are required to demonstrate readiness.</p>	
Site _____	Total Hours _____		
Site _____	Total Hours _____		
Check here to indicate which internship categories you will be considering (check all that apply):	<input type="checkbox"/> APA-approved <input type="checkbox"/> Other, non-accredited internship * <input type="checkbox"/> CAPIC-listed	<input type="checkbox"/> Psychological Assistant *	
*Requires interview with DCT and Training Site Proposal Form.			
Please attach the following documents to this request:			
<input type="checkbox"/> A brief statement of your training goals as they relate to internship <input type="checkbox"/> A copy of your current CV			

Please acknowledge your understanding and affirmation of the following, by initialing each.

- \_\_\_\_\_ I understand that practicum training must be completed as well as all coursework and comprehensive exam must be passed before I start my internship.
- \_\_\_\_\_ I have read the Clinical Training Handbook, and agree to abide by the regulations described.
- \_\_\_\_\_ I understand and acknowledge that I am responsible for maintaining my own liability coverage for a minimum of one million dollars (\$1,000,000.00) per individual incident and three million dollars (\$3,000,000.00) aggregate. Coverage under a different occupation (for example MFT, LCSW, etc.) is not sufficient. **Coverage provided by the training site is not enough; I must maintain my own liability insurance.**
- \_\_\_\_\_ I understand that acceptance into internship is not assumed merely because I am enrolled in the doctoral program. The DCT must approve this application before I interview for internship. **No hours will be counted without a letter from the DCT indicating that I may begin.**
- \_\_\_\_\_ If I apply for an internship that is not APA accredited or CAPIC listed, I must submit a site proposal form for each such application.



### Internship Readiness Form

CTI01-Revised 7/6/17

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- \_\_\_ If I plan to satisfy internship requirements through a psychological assistant position (available only to internships in the state of California), I must obtain approval by the Board of Psychology and submit a copy of the application, the approval letter, and of the Supervision Agreement form (Board of Psychology forms).
- \_\_\_ Internship is a **continuous** commitment that requires least 1500 hours to meet all requirements. I will honor the time commitment made to the training site.
- \_\_\_ I understand that internship requirements must be completed within 30 months and at no more than two sites.
- \_\_\_ I am ultimately responsible for logging my hours; these logs will be necessary for applying for licensure.
- \_\_\_ The DCT requires at least 2 **Supervisor Evaluation forms** per year, due by the end of spring and fall terms. These forms are used to determine completion of clinical training requirements. I agree to ensure that these forms are submitted in a timely manner, and to retain copies myself.
- \_\_\_ I am responsible for my cases during holidays and between semesters, unless other agreements are made with the training site.
- \_\_\_ Before the internship arrangement is approved, I must provide the Director of Clinical Training with proof of professional liability insurance. I understand it may take time to arrange such coverage.
- \_\_\_ I will uphold the ethical standards of the APA while on Internship.
- \_\_\_ I will not accept additional employment or other status at my internship which would constitute a dual relationship with the site or its clients.
- \_\_\_ I will not provide clinical services to persons with whom I have a dual relationship. I will not engage in sexual or physically intimate relationships with clients.
- \_\_\_ The appropriateness of my continued work at the site is regularly evaluated and not assumed.
- \_\_\_ I will not see clients alone at the training site. I will be responsible for seeing that another person eligible to supervise me is somewhere in the building. I understand that if I want to see a client alone at the training site, I can seek special permission from my site supervisor.
- \_\_\_ I will contact the DCT when encountering clinical, ethical, interpersonal, or emotional problems which have not been handled by my site supervisor, or with which I do not feel comfortable approaching my site supervisor.

Student Signature

Date

Date Proposal Received: _____		<input type="checkbox"/> Approved	<input type="checkbox"/> Denied
Notes:			
_____ Director of Clinical Training		_____ Date	

PLEASE RETURN ORIGINAL FORM TO CLINICAL TRAINING OFFICE  
Phone: (805) 679-6191 • Fax: (805) 565-5796





STUDENT INFORMATION			
Student Name:		Telephone:	
Program:	<input type="checkbox"/> PhD <input type="checkbox"/> PsyD	Anticipated Start Date:	
SUPERVISOR / SITE INFORMATION			
Name of Training Site:		Site Street Address:	
		City, State, Zip:	
Primary Supervisor Name:		Telephone:	
		Email:	
License Type & Number:	<input type="checkbox"/> Supervisor CV is attached		<i>Please note that Pacifica requires the Primary Supervisor to be a licensed psychologist.</i>
Type of Setting: <i>Check the most appropriate descriptor</i>	<input type="checkbox"/> 1. Community mental health center <input type="checkbox"/> 2. Health Maintenance Organization <input type="checkbox"/> 3. Medical Center <input type="checkbox"/> 4. Military Medical Center <input type="checkbox"/> 5. Private General Hospital <input type="checkbox"/> 6. General Hospital <input type="checkbox"/> 7. Veterans Affairs Medical Center <input type="checkbox"/> 8. Private Psychiatric Hospital	<input type="checkbox"/> 9. State/County Hospital <input type="checkbox"/> 10. Correctional Facility <input type="checkbox"/> 11. School System <input type="checkbox"/> 12. University Counseling Center <input type="checkbox"/> 13. Medical School <input type="checkbox"/> 14. Consortium <input type="checkbox"/> 15. Private Practice <input type="checkbox"/> Other (Describe):	
Services Offered: <i>Check all that apply.</i>	<input type="checkbox"/> 1. Administration <input type="checkbox"/> 2. Assessment <input type="checkbox"/> 3. Consultation <input type="checkbox"/> 4. Psychotherapy <input type="checkbox"/> 5. Research <input type="checkbox"/> 6. Supervision <input type="checkbox"/> 7. Teaching <input type="checkbox"/> 33. Other (please describe):	What is the supervisor's relationship to the training site?	<input type="checkbox"/> Administrator <input type="checkbox"/> Employee <input type="checkbox"/> Contractor / Privileges <input type="checkbox"/> Institutional Agreement (please provide copy of agreement with this form)
Theoretical Model of Supervisor:	<input type="checkbox"/> Behavioral <input type="checkbox"/> Biopsychosocial <input type="checkbox"/> Cognitive Behavioral <input type="checkbox"/> Eclectic/Integrative <input type="checkbox"/> Gestalt <input type="checkbox"/> Humanistic/Existential <input type="checkbox"/> Interpersonal <input type="checkbox"/> Psychodynamic <input type="checkbox"/> Systems/Family <input type="checkbox"/> Other (please describe):	Theoretical Model of Training Site:	<input type="checkbox"/> Behavioral <input type="checkbox"/> Biopsychosocial <input type="checkbox"/> Cognitive Behavioral <input type="checkbox"/> Eclectic/Integrative <input type="checkbox"/> Gestalt <input type="checkbox"/> Humanistic/Existential <input type="checkbox"/> Interpersonal <input type="checkbox"/> Psychodynamic <input type="checkbox"/> Systems/Family <input type="checkbox"/> Other (please describe):
Training Site Director:		Telephone:	
List Delegated Supervisor (if any):	Name:	Telephone:	
	License Type and Number:	Highest Degree:	Theoretical Orientation:



## Practicum Training Agreement

CTP02 – Revised 6/13/17

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TRAINING PLAN				
Type of client Served:	<input type="checkbox"/> Adults <input type="checkbox"/> Geriatric <input type="checkbox"/> Adolescents	<input type="checkbox"/> Children <input type="checkbox"/> Families <input type="checkbox"/> Other:	Description of population served (e.g., SMI, trauma, homeless)	
Supervision Plan:	Individual Supervision Hours/ week:	<input type="checkbox"/> With Primary Supervisor <input type="checkbox"/> With Delegated Supervisor		
	Group Supervision Hours/ week:	<input type="checkbox"/> With Primary Supervisor <input type="checkbox"/> With Delegated Supervisor		
Work Schedule:	Hours worked per week:		Length of time commitment with site?	Stipend/Salary? <input type="checkbox"/> Yes <input type="checkbox"/> No
	Clients seen per week:			
Briefly Describe Duties Expected of Student:				

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.

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.

Students should spend a minimum of 35% of their total time providing intervention services. Supervision time should account for at least 10% of the total time spent in practicum. At least one hour per week must be individual supervision with the primary supervisor.

Supervisors are asked to submit a *Supervisor Evaluation of Student* form at the end of Fall, Winter, Spring, and Summer terms (March 31, June 30, September 30, December 31).



The student has reviewed this form, and agrees to fulfill the responsibilities of the practicum. The supervisor agrees to provide training and supervision as indicated above. The supervisor will complete written evaluations of the student, and the student will complete written evaluation of the practicum experience.

The Supervisor and Student agree:

- 1. Practicum students are prohibited from renting office space from their supervisors.
2. Practicum students can have no fiduciary interest in their supervisors' practices.
3. Supervisors are prohibited from supervising supervisees who are, or have been, psychotherapy clients of the supervisors.
4. No hours of supervised professional experience are allowed if the supervisor has a familial or interpersonal relationship with the practicum student.
5. Students may not engage in dual relationships with the supervisor, training site, or designated clients.

General Terms and Conditions

- 1. The parties hereto agree that the Institute students are fulfilling specific requirements for clinical experiences as part of a degree requirement, and therefore the Institute's students are not to be considered employees of the Institute.
2. The parties hereto agree that since student works under supervision away from the Pacifica campus, the Institute assumes no legal responsibility for the activities, counseling work, or consultation that they provide to clients/patients at the supervisor's facility.
3. The Supervisor and Pacifica student shall provide and maintain, at their own expense, a program of insurance, in reasonable and adequate amounts, covering their respective activities and operations hereunder.
4. As a part of Pacifica's ongoing commitment to ensure the quality of its graduates, each practicum evaluation must be based in part on direct observation of the practicum student and their developing skills, either live or electronically.
5. This Agreement shall be effective for a period of one year when executed by both parties listed below.
6. This Agreement may be revised or modified by written amendment when both parties agree to such amendment.
7. If either party wishes to terminate this Agreement prior to the end of its normal term, ninety (90) days written notice shall be given to the other party.

Student: Print Name Signature Date
Primary Supervisor: Print Name Signature Date
Agency Training Director: Print Name Signature Date
Pacifica Director of Clinical Training Signature Date



STUDENT INFORMATION						
Student Name:				Phone Number:		
Program:	<input type="checkbox"/> PhD <input type="checkbox"/> PsyD			Anticipated Start Date:		
Type of Setting:	<input type="checkbox"/> CA Psychological Assistantship <input type="checkbox"/> CA Exempt Setting <input type="checkbox"/> CA Department of Mental Health Waiver <input type="checkbox"/> Non-accredited outside California (Attach description of how this internship meets licensure requirements in the state you plan to become licensed)					
SUPERVISOR / SITE INFORMATION						
Supervisor Name:			Street Address:			
			City, State, Zip:			
Name of Training Site:			Telephone:			
			Email:			
License Type & Number:	<input type="checkbox"/> Supervisor CV is attached			<i>Please note that Pacifica requires the Primary Supervisor to be a licensed psychologist.</i>		
Type of Setting: <i>Check the most appropriate descriptor</i>	<input type="checkbox"/> 1. Community mental health center <input type="checkbox"/> 2. Health Maintenance Organization <input type="checkbox"/> 3. Medical Center <input type="checkbox"/> 4. Military Medical Center <input type="checkbox"/> 5. Private General Hospital <input type="checkbox"/> 6. General Hospital <input type="checkbox"/> 7. Veterans Affairs Medical Center <input type="checkbox"/> 8. Private Psychiatric Hospital			<input type="checkbox"/> 9. State/County Hospital <input type="checkbox"/> 10. Correctional Facility <input type="checkbox"/> 11. School System <input type="checkbox"/> 12. University Counseling Center <input type="checkbox"/> 13. Medical School <input type="checkbox"/> 14. Consortium <input type="checkbox"/> 15. Private Practice <input type="checkbox"/> Other (Describe):		
Services Offered: <i>Check all that apply.</i>	<input type="checkbox"/> 1. Administration <input type="checkbox"/> 2. Assessment <input type="checkbox"/> 3. Consultation <input type="checkbox"/> 4. Psychotherapy <input type="checkbox"/> 5. Research <input type="checkbox"/> 6. Supervision <input type="checkbox"/> 7. Teaching <input type="checkbox"/> 33. Other (please describe):			What is the supervisor's relationship to the training site?	<input type="checkbox"/> Administrator <input type="checkbox"/> Employee <input type="checkbox"/> Contractor / Privileges <input type="checkbox"/> Institutional Agreement (please provide copy of agreement with this form)	
Theoretical Model of Supervisor:	<input type="checkbox"/> Behavioral <input type="checkbox"/> Biopsychosocial <input type="checkbox"/> Cognitive Behavioral <input type="checkbox"/> Eclectic / Integrative <input type="checkbox"/> Gestalt <input type="checkbox"/> Humanistic / Existential <input type="checkbox"/> Interpersonal <input type="checkbox"/> Psychodynamic <input type="checkbox"/> Systems / Family <input type="checkbox"/> Other (please describe):			Theoretical Model Of Training Site:	<input type="checkbox"/> Behavioral <input type="checkbox"/> Biopsychosocial <input type="checkbox"/> Cognitive Behavioral <input type="checkbox"/> Eclectic / Integrative <input type="checkbox"/> Gestalt <input type="checkbox"/> Humanistic / Existential <input type="checkbox"/> Interpersonal <input type="checkbox"/> Psychodynamic <input type="checkbox"/> Systems / Family <input type="checkbox"/> Other (please describe):	
Training Site Director:				Phone:		
List Delegated Supervisor (if any):	Name:				Phone:	
	License Type and Number:		Highest Degree:		Theoretical Orientation:	



TRAINING PLAN				
Type of client Served:	<input type="checkbox"/> Adults <input type="checkbox"/> Geriatric <input type="checkbox"/> Adolescents	<input type="checkbox"/> Children <input type="checkbox"/> Families <input type="checkbox"/> Other:	Description of population served (i.e., SMI, trauma, homeless)	
Supervision Plan:	Individual Supervision Hours/ week:	<input type="checkbox"/> With Primary Supervisor <input type="checkbox"/> With Delegated Supervisor		
	Group Supervision Hours/ week:	<input type="checkbox"/> With Primary Supervisor <input type="checkbox"/> With Delegated Supervisor		
Work Schedule:	Hours worked per week:		Length of time commitment with site?	1 year <input type="checkbox"/> 2 years <input type="checkbox"/> Other: _____
	Clients seen per week:			Stipend/Salary? <input type="checkbox"/> Yes <input type="checkbox"/> No
Briefly Describe Duties Expected of Student:				

Pacifica requires students to attend internship 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.

Supervised internship 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 internship supervisor as meeting these criteria are to be counted as internship hours for purposes of the 1500 hour internship requirement.

Supervision time should account for at least 10% of the total time spent on internship. At least one hour per week must be individual supervision with the primary supervisor.

Supervisors are asked to submit a Supervisor Evaluation of Student form at the end of Fall, Winter, Spring, and Summer terms (December 31, March 31, June 30 & September 30) for students in the PsyD Program in Clinical Psychology and at the end of Fall and Spring terms (December 31 & June 30) for students in the PhD Program in Clinical Psychology.





The following represent guidelines established by Pacifica for internship arrangements which are not APA accredited, or listed by either APPIC or CAPIC. Supervisor, please initial which conditions will be met in the proposed training plan.

- |  |  |
|--|--|
| 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) A minimum of 35% of total time on site is spent providing intervention services.  |  |
| 8) Supervision time should account for at least 10% of the total time spent on internship. At least one hour per week must be individual supervision with the primary supervisor.  |  |
| 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.  |  |

If the internship is located in California, please indicate which mechanism by which the California Board of Psychology (BoP) will recognize the supervised experience towards licensure:

- Psychological Assistant (section 2913, registration with the BoP required prior to commencing work)
- Exempt setting (section 2910, registration with BoP not required)
- Department of Mental Health Waiver (5751.2 Welfare and Institutions Code, registration with BoP not required)

If the internship is located outside California, the student is asked to document how this training will satisfy local regulatory requirements for licensure in your jurisdiction.



*The student has reviewed this form, and agrees to fulfill the responsibilities of the internship. The supervisor agrees to provide training and supervision as indicated above. The supervisor will complete written evaluations of the student, and the student will complete written evaluation of the internship experience.*

The Supervisor and Student agree:

1. Internship students are prohibited from renting office space from their supervisors.
2. Internship students can have no fiduciary interest in their supervisors' practices.
3. Supervisors are prohibited from supervising supervisees who are, or have been, psychotherapy clients of the supervisors.
4. No hours of supervised professional experience are allowed if the supervisor has a familial or interpersonal relationship with the internship student.
5. Students may not engage in dual relationships with the supervisor, training site, or designated clients.

**General Terms and Conditions**

1. The parties hereto agree that the Institute students are fulfilling specific requirements for clinical experiences as part of a degree requirement, and therefore the Institute's students are not to be considered employees of the Institute.
2. The parties hereto agree that since student works under supervision away from the Pacifica campus, the Institute assumes no legal responsibility for the activities, counseling work, or consultation that they provide to clients/patients at the supervisor's facility. Both parties shall indemnify and hold each other harmless from any and all claims, losses, damages, or injuries to persons or property, and all costs, expenses, and attorneys' fees incurred in connection therewith, caused by the negligence or intentional acts of the indemnifying party, its agents, or employees and arising out of performance of this Agreement.
3. The Supervisor and Pacifica student shall provide and maintain, at their own expense, a program of insurance, in reasonable and adequate amounts, covering their respective activities and operations hereunder. Such program of insurance may include, but need not be limited to, comprehensive general liability and professional liability, as appropriate. Upon written request, the Supervisor and the student involved shall provide each other with a certificate evidencing such coverage. If such request is for the student's coverage, the certificate shall be requested of, and provided by, the student.
4. This Agreement shall be effective for a period of one year when executed by both parties listed below. Both parties automatically will renew this Agreement annually after appropriate review unless otherwise indicated in writing by one of the parties at least thirty (30) days prior to the end of the term.
5. This Agreement may be revised or modified by written amendment when both parties agree to such amendment.
6. If either party wishes to terminate this Agreement prior to the end of its normal term, ninety (90) days written notice shall be given to the other party, provided that any such termination by the Supervisor shall not effect any student who, at the date of mailing said notice, was participating in said program until such student has completed the program.

_____ Student: Print Name	_____ Signature	_____ Date
_____ Primary Supervisor: Print Name	_____ Signature	_____ Date
_____ Agency Training Director: Print Name	_____ Signature	_____ Date
_____ Pacifica Director of Clinical Training	_____ Signature	_____ Date



**Instructions:** Please complete and return this form to the Clinical Training Office on a quarterly basis for practicum and internship students. The quarterly due dates are **March 31, June 30, September 30, and December 31.**

Identifying Information			
Student Name:		Academic Quarter:	
Supervisor:		Date Range of Evaluation:	From _____ to _____ (mm/dd/yyyy) (mm/dd/yyyy)
Name of Training Site:		Site Is:	<input type="checkbox"/> Practicum <input type="checkbox"/> Internship

Rating Scale Descriptors:	
3	Exceptional competence, beyond what would normally be expected for this training level.
2	Performance is competent for level of training (this is the programmatic target for all areas).
1	An emerging skill which has not yet reached desired level for this level of training.
0	Competence is not stage-appropriate, and performance is significantly problematic.
N/A	Competency is not applicable to this training site, or no opportunity to assess.

Competencies	Rating:
1. <b>Professional interpersonal behavior.</b> Able to relate appropriately to others, and handles differences diplomatically, openly, tactfully, and effectively.	NA 0 1 2 3
2. <b>Effective coping strategies.</b> Manages personal and professional stressors and challenges. Maintains professional functioning and quality client care.	NA 0 1 2 3
3. <b>Timeliness and responsibility for key client care tasks</b> (e.g., phone calls, letters, chart notes). All client contacts are well documented. Records include crucial information.	NA 0 1 2 3
4. <b>Ethics and law.</b> Shows working knowledge of ethics and legal statutes, and consistently applies these appropriately. Seeks consultation as needed.	NA 0 1 2 3
5. <b>Accuracy of DSM Diagnosis.</b> Demonstrates a thorough working knowledge of DSM multiaxial classification and nosology; reliably able to make accurate diagnoses based on integration of various clinical data.	NA 0 1 2 3
6. <b>Assessment writing.</b> Able to write a well-organized, integrative psychological report. Answers the referral question clearly and provides the referral source with specific recommendations.	NA 0 1 2 3
7. <b>Risk management.</b> Effectively evaluates, manages, and documents client risk by assessing immediate concerns such as suicidality, homicidality, and any other safety issues. Collaborates with clients in crisis to make appropriate short-term safety plans and to intensify treatment as needed.	NA 0 1 2 3
8. <b>Therapeutic interventions.</b> Well-timed, effective, and consistent with identified theoretical model.	NA 0 1 2 3
9. <b>Countertransference.</b> Understands and uses his/her own emotional reactions to the client in the treatment, using them as a basis to formulate hypotheses about client's current and historical social interactions, and to plan appropriate interpretations and interventions.	NA 0 1 2 3
10. <b>Integration of depth psychology.</b> In clinical contexts, is able to notice, tolerate, and identify unconscious motivations, intense affect, and split-off psychological content in an articulate and helpful way within the context of appropriate clinical boundaries.	NA 0 1 2 3
11. <b>Client rapport.</b> Establishes effective working relationships with a wide range of clients, reliably identifies potentially challenging clients, and seeks supervision.	NA 0 1 2 3
12. <b>Cultural self-awareness.</b> Accurately self-monitors his/her own responses to differences, and differentiates these from client responses. Aware of personal impact on clients different from self. Thoughtful about his/her own cultural identity.	NA 0 1 2 3
13. <b>Scientific inquiry and research skills.</b> Displays necessary self-direction in gathering clinical and research information practice independently and competently. Seeks out current scientific knowledge as needed to enhance clinical practice and other relevant areas.	NA 0 1 2 3
14. <b>Professional writing skills.</b> Evidences mastery of professional writing skills, including clear logical progression of ideas, adequate supporting evidence and/or research, clear and confident prose, and mastery of spelling and grammar conventions.	NA 0 1 2 3
15. <b>Interdisciplinary systems.</b> Demonstrates knowledge, respect, and valuing of roles, functions, and service delivery systems of other professions.	NA 0 1 2 3
16. <b>Overall rating of student based on these ratings.</b>	NA 0 1 2 3





**Supervisors:** Please note that the following competencies are established as requirements for successful completion of the doctoral program. Students must average at least a "2" in each of these areas by the end of their training.

**17. Program Competency 1.1.1: (Psychological Testing)** Students will demonstrate the ability to select, administer, score, and interpret psychological tests and show good judgment in determining which tests might be useful in answering the particular referral questions.

3 (Exceptional) – Student demonstrates exceptional ability to administer a wide variety of instruments, is able to answer complex or difficult referral questions, and exhibits familiarity with populations for whom the instrument is appropriate or inappropriate.	<input type="checkbox"/>
2 (Proficient) – Student is reliably able to properly administer an appropriate instrument for an increasingly wide variety of referral questions and client backgrounds and is able to draw diagnostic inferences from the results of multiple tests and other clinical data with populations for whom the instrument is appropriate or inappropriate.	<input type="checkbox"/>
1 (Marginal) – Student demonstrates an insufficient ability to select, administer, score, or interpret psychological tests.	<input type="checkbox"/>
0 (Unacceptable) – Student does not show expected stage-appropriate competency to administer, score, or interpret psychological tests, or shows poor judgment in the administration of psychological tests.	<input type="checkbox"/>

**18. Competency 1.2.1: (Case Formulation)** Students will exhibit competency in developing case formulations which provide explanatory power in modeling and predicting human behavior.

3 (Exceptional) – Student independently demonstrates an exceptional, robust sense of his/her chosen theoretical model and exhibits flexible, professional-level use of deductive reasoning based on the model.	<input type="checkbox"/>
2 (Proficient) – Student evidences a reliable sense of case conceptualization which is consistently used to make a clinical evaluation to plan appropriate interventions.	<input type="checkbox"/>
1 (Marginal) – Student achieves case conceptualization with supervisory assistance, is aware of clinical factors when they are clearly stated by the client, and needs supervision for development of awareness of underlying issues.	<input type="checkbox"/>
0 (Unacceptable) – Student inadequately develops a theoretical understanding and case formulation. Student misses or misperceives important clinical factors.	<input type="checkbox"/>

**19. Competency 1.3.1: (Supervision and Consultation)** Students will exhibit competency in utilizing supervision and consultation to increase his or her competency in psychotherapy and assessment.

3 (Exceptional) – Student, without being prompted, seeks consultation when treating complex cases and working with unfamiliar symptoms. Student remains nondefensive when receiving supervisory input.	<input type="checkbox"/>
2 (Proficient) – Student generally accepts supervision well. Student may be occasionally defensive. He or she needs supervisory input for determination of readiness to try new skills.	<input type="checkbox"/>
1 (Marginal) – Student needs intensive supervision and guidance and has limited capacity for assessing his or her own strengths and limitations.	<input type="checkbox"/>
0 (Unacceptable) – Student is significantly defensive and inflexible, or resists important and necessary feedback.	<input type="checkbox"/>

**20. Competency 1.4.1: (Intervention)** Students will exhibit competency in establishing and maintaining a therapeutic alliance to make evidence-based interventions.

3 (Exceptional) – Student shows superior ability to intervene on a wide range of clinical problems and diagnoses. Student draws from a well-learned set of evidence-based interventions that facilitate client acceptance and change.	<input type="checkbox"/>
2 (Proficient) – Student interventions and interpretations are sufficient and are tailored specifically for the diagnostic formulation that suggests evidence-based interventions that the student performs adequately to facilitate client acceptance and change.	<input type="checkbox"/>
1 (Marginal) – Student cannot reliably maintain a therapeutic frame, does not possess appropriate listening skills and boundaries, and is deficient in developing a range of effective therapeutic interventions consistent with a theoretical model.	<input type="checkbox"/>
0 (Unacceptable) – Student exhibits the inability to target interventions to clients' level of understanding and motivation, or to maintain appropriate therapeutic frame and/or boundaries.	<input type="checkbox"/>

**21. Competency 1.6.1: (Diversity)** Students will demonstrate understanding and sensitivity to individual/cultural differences, and to the influences of race, ethnic background, gender, and sexual identity on human adaptation and response to treatment.

3 (Exceptional) – Student shows exceptional flexible thinking in being able to identify with, and respect, different points of view. Acknowledges individual differences with clients in a skillful manner. Student recognizes when more information is needed regarding client differences and seeks out information autonomously.	<input type="checkbox"/>
2 (Proficient) – Student exhibits sufficient knowledge of ways in which individual differences moderate human adaptation and response to treatment. Student systematically resists assumptions which may lead to misunderstanding of those with different points of view.	<input type="checkbox"/>
1 (Marginal) – Student has difficulty in confronting his or her own assumptions which may obstruct understanding and empathy for those with different points of view or backgrounds. Student needs additional knowledge/training about how human differences moderate adjustment and response to treatment.	<input type="checkbox"/>
0 (Unacceptable) – Student is unable or unwilling to appreciate or respect other points of view regarding individual and cultural differences.	<input type="checkbox"/>



The strengths of the student:

Areas which need further development:

Please report the hours accrued for this date range of evaluation for each section below:

Hours of face-to-face individual supervision			Hours of face-to-face group supervision		
With Primary Supervisor:		With Delegated Supervisor:	With Primary Supervisor:		With Delegated Supervisor:

Number of Hours	Category and Description
	Intervention services to clients (e.g., individual or group psychotherapy, couples, children, or family psychotherapy, intake interviews)
	Assessment services to clients (e.g., psychodiagnostic testing, neuropsychological assessment, clinical interviewing, etc)
	Support Activities at this site (e.g., case management, record keeping, other non-clinical services)

Total Hours
Includes all Supervision, Intervention, Assessment and Support Activities Hours.

Is the student still working at the site at this time?  YES  NO

If no, please state the date of termination.

If yes, what is the anticipated date of completion?

\_\_\_\_\_  
Date of termination / expected completion

\_\_\_\_\_  
Name of Supervisor (Print)

\_\_\_\_\_  
License No.

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date

Students: Return form to Clinical Training Office at the address below, or fax to: (805) 565-5796





# PACIFICA

GRADUATE INSTITUTE

Student: \_\_\_\_\_

Site: \_\_\_\_\_

Supervisor: \_\_\_\_\_

**Practicum Weekly Log – CTP04** Revised 5/29/14

Month/Year: _____		Week of: _____					Totals	
Intervention	Individual Therapy	Older Adults 65+						
		Adults 18-64						
		Adolescents 13-17						
		School Age 6-12						
		Pre-School Age 3-5						
		Infants/Toddlers 0-2						
	Career Counseling	Adults						
		Adolescents (13-17)						
	Group Counseling	Adults						
		Adolescents (13-17)						
		Children (12 and under)						
		Family Therapy						
		Couples Therapy						
		School Counseling						
	Intake Interview							
	Milieu Therapy							
Assessment	Psychodiagnostic Test Administration							
	Neuropsychological Assessment							
Supervision	Face to Face Individual with Primary							
	Face to Face Individual with Delegated							
	Group Supervision with Primary							
	Group Supervision with Delegated							
Support Activities	Program Development							
	Consultation							
	Outreach							
	Program Evaluation							
	Administrative							
	Research							
	Training							
	Report Writing							
Totals:								

I attest that the trainee has completed the above hours under my supervision.


**\*\*Students are encouraged to track clinical hours in more detail (separate from this form).**

\_\_\_\_\_  
Primary Supervisor's Signature

\_\_\_\_\_  
Date



Complete this form and submit at completion of any practicum or internship placement. This form will be retained in a public Practicum/Internship Guide maintained by the DCT. Please notify DCT with any concerns.

BACKGROUND INFORMATION			
Student Name:		Telephone:	
Training Site:		Date of evaluation:	
		Date separated from site:	
Student training level:	<input type="checkbox"/> Diagnostic Practicum <input type="checkbox"/> Therapy Practicum <input type="checkbox"/> Internship <input type="checkbox"/> Other:	Primary Supervisor:	
Briefly describe the work you did at this site:			
Please describe a typical day on the site:			

*I release this form for review by other students in a public Practicum/Internship Notebook.*

Signature \_\_\_\_\_ Date: \_\_\_\_\_



For each item please indicate whether you Strongly Agree, Somewhat Agree, Somewhat disagree, Strongly Disagree, or N/A - Rating does not apply.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A
The site provided adequate practice opportunities for growth.					
This clinical site has resources to support student training.					
Supervision was appropriately challenging.					
Supervision was appropriately supportive.					
I was able to use an empirically-validated theoretical model to guide my practice in the clinical site.					
Level of autonomy was appropriate for my level of training.					
The training site did not use my services beyond that which was stipulated in the initial supervision agreement.					
I was evaluated fairly and objectively by my clinical supervisor.					
Patients are variable in age, diagnoses, and numbers.					
The site provided access to a broad range of clients with differing cultural backgrounds.					
The site supported and reinforced culturally competent practice.					
The site has a professional atmosphere.					
The trainee is treated with respect by fellow staff.					
Site provides appropriate resource and reference materials.					
Site staff shows sensitivity to my developmental needs emotionally, experientially and professionally.					
Disagreements are discussed in an open, non-threatening manner.					
The training site models and reinforces ethical practice.					



**Summary of Training Experience** (if needed, please add additional sheet for comments)

1. Describe the experiences you had at this site that contributed most to your professional growth.

2. Describe any factors at this site that may have hampered your professional growth.

3. Was your training adequate for your level of experience?  Yes  No

Rate the Site overall by circling the appropriate number.					
Inadequate	1	2	3	4	5 Excellent

Rate your Supervisor overall by circling the appropriate number.					
Inadequate	1	2	3	4	5 Excellent

**Final Comments:**

PLEASE RETURN ORIGINAL FORM TO CLINICAL TRAINING OFFICE  
Phone: (805) 679-6191 • Fax: (805) 565-5796



STUDENT INFORMATION			
Student Name:		Phone:	
Program:	Ph.D. <input type="checkbox"/>	Psy.D. <input type="checkbox"/>	Matric Year:

**I acknowledge that deviating from the policies of the Clinical Training Office may impact my ability to graduate in a timely manner, obtain internship, or become licensed in the future.**

STUDENT STATEMENT
<p>I, the undersigned, would like to petition the DCT for an exception to the following existing policy of the Clinical Training Office:</p> <p><input type="checkbox"/> Accrue more than 24 hours per week in practicum.  <input type="checkbox"/> Remain at my existing practicum site for my second year of practicum.  <input type="checkbox"/> Remain at my existing practicum site for internship.</p> <p><i>*Please attach a written explanation of how this internship training will differ from your practicum level of training (increased responsibility, increased independence, etc.).</i></p> <p><i>*If this site is not accredited by APA, APPIC, or CAPIC, please attach a written explanation of how this site meets licensure requirements in the state you plan to become licensed.</i></p> <p><input type="checkbox"/> Other:</p>
<p>The existing policy for which I would like an exception is:</p>
<p>Following this policy would represent a hardship for me because:</p>

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Exception to Policy: Approved <input type="checkbox"/> Denied <input type="checkbox"/>	
_____ Director of Clinical Training	_____ Date





STUDENT INFORMATION			
Student Name:		Date of Application:	
Telephone:		Track: <b>OP</b>	

APPLICATION INFORMATION		
Submit form prior to the start of the quarter that you will be enrolled in internship. Please select the Course, Term and enter the Year.		
<b>Enrollment Type: Internship</b>	<b>Term</b>	<b>Year</b>
<input type="checkbox"/> <b>CY 980 - Pre-Doc Internship (3 Units each Quarter)</b> Initial 3 consecutive quarter Internship enrollment ( <b>check first quarter of the 3 consecutive quarter enrollment</b> )	<input type="checkbox"/> Fall	_____
<input type="checkbox"/> <b>CY 980A - Pre-Doc Internship Extension (0 Units each Quarter)</b> 4 <sup>th</sup> quarter into internship or later	<input type="checkbox"/> Winter	_____
	<input type="checkbox"/> Spring	_____
	<input type="checkbox"/> Summer	_____
	Quarter follows OP track dates	

<p>Student clinical files and financial accounts will be reviewed each quarter for eligibility. A quarterly fee will apply. Students may apply for financial aid for the initial 3 quarter enrollment period.</p> <p>Internship Extension enrollment is not eligible for financial aid and may affect your repayment schedule.</p> <p>All training sites must first be approved in writing by the Director of Clinical Training. You must be enrolled to accrue hours.</p> <p><b>Eligibility Requirements for Internship Status:</b></p> <input type="checkbox"/> Successful completion of all coursework <input type="checkbox"/> Passed the Comprehensive Exam <input type="checkbox"/> Passed <b>all</b> Annual Assessments for Program Advancement <input type="checkbox"/> Completed Practicum Training (before internship start date) <input type="checkbox"/> Maintain Satisfactory Academic Progress <input type="checkbox"/> Registration occurs within Program Time Limit date	<b>Required Signatures:</b>	
	_____ Student	_____ Date
	_____ Director of Clinical Training	_____ Date
	_____ Registrar's Office	_____ Date
	_____ Student Accounts Office	_____ Date
	_____ PTL date	_____ Separation Date
_____ Start Date of Internship (Accrual of Hours)		
Please return form to: <a href="mailto:WCopca@pacifica.edu">WCopca@pacifica.edu</a>		



You must have a complete Readiness packet in your file prior to submitting this form.

STUDENT INFORMATION			
Student Name:			Telephone:
Year in Program and Track:	Program:	<input type="checkbox"/> PhD <input type="checkbox"/> PsyD	Date of request:
Geographical area in which you are searching (be as specific as possible):			
Please describe what kind of training you would like to get:	Level of Training:		<input type="checkbox"/> Practicum <input type="checkbox"/> Internship
INFORMATION ON SITES APPROACHED			
Please list all sites you have already approached or interviewed with and specify your status with each site.  If more space is needed, attach other pages.	1	Site Name _____ City, State _____	
		<input type="checkbox"/> Submitted CV or application on _____ <input type="checkbox"/> I was contacted for an interview on _____ <input type="checkbox"/> I interviewed but they did not accept me _____ <input type="checkbox"/> Other _____	
	2	Site Name _____ City, State _____	
		<input type="checkbox"/> Submitted CV or application on _____ <input type="checkbox"/> I was contacted for an interview on _____ <input type="checkbox"/> I interviewed but they did not accept me _____ <input type="checkbox"/> Other _____	

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Date Search Form Received: _____	<input type="checkbox"/> Approved	<input type="checkbox"/> Denied
Reason for denial:		
<input type="checkbox"/> Student has not completed Readiness Packet	<input type="checkbox"/> Student has not passed Assessment Module	
<input type="checkbox"/> Student has not completed Practicum Training	<input type="checkbox"/> Student has not successfully completed all coursework	
<input type="checkbox"/> Other _____		

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