



PACIFICA

GRADUATE INSTITUTE

Psy.D. Program in Clinical Psychology

CLINICAL TRAINING HANDBOOK

2019-2020 Academic Year

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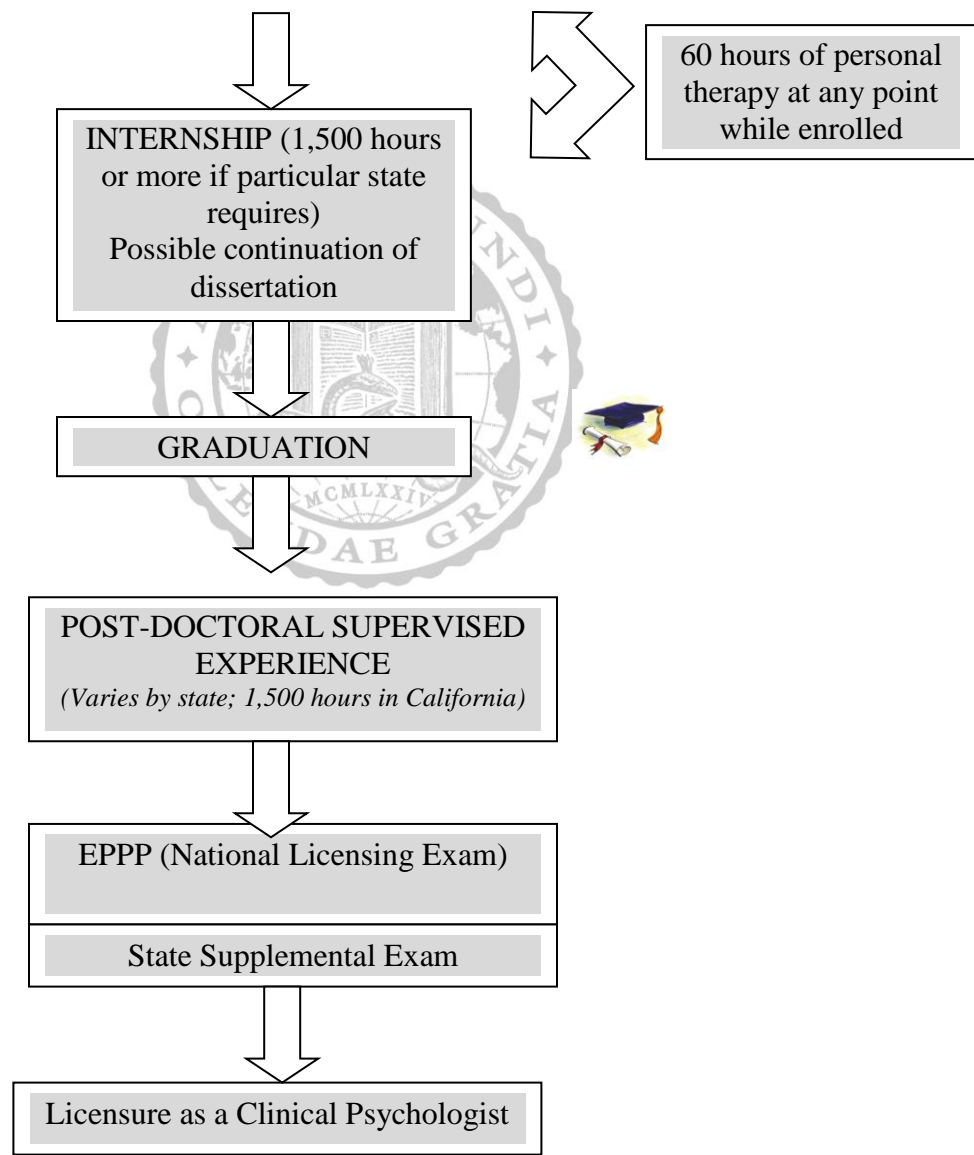
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The Pathway to Licensure from Pacifica

Year 1	Coursework	Professional Development Seminar	1 st Year Annual Assessment for Program Advancement	1000 hours of Applied Practicum (Fieldwork separate from Coursework)
Year 2	Coursework	Diagnostic Practicum Seminar	2 nd Year Annual Assessment for Program Advancement	
Year 3	Coursework	Psychotherapy Practicum Seminar	3 rd Comprehensive Exam Portfolio	
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 provides support to students for successful completion of the practicum, internship, and personal therapy requirements. The Director of Clinical Training (DCT) assists students with 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. During the Annual Assessment Evaluations, students must confirm knowledge about their state licensing requirements.

State Licensure Law

In the United States, psychologists obtain licensure by state psychology boards, which have their own state-specific laws and regulations related licensing requirements. 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. Per recent developments, students should become familiar with the role of practicum training in the licensure process. 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. In these states, practicum training programs are organized so the structure is similar to internship training. The California Board of Psychology (CA BoP) has not moved to accept practicum training hours toward licensure at this time.

Upon application for licensure, individuals may be asked by their psychology board 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.

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 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 is recognized as pre-internship experience.

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. Student are permitted to begin their practicum training upon successful completion of the first year Annual Assessment Evaluation, no exceptions shall be made.

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, may help the student to land a particular practicum. However, most practicum programs do require that the student has 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*.

Practicum placements are part-time (16 – 24 hours/week) and many students accrue their 1000 hours in more than one placement over two or more years. Practicum positions are generally unpaid, though some positions provide a 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 as a practicum student and employee. Students may not cross over MFT Behavioral Board hours with doctoral hours. To propose an employment site as a practicum training position, students are required to submit a Petition for Exception form and include a proposal that describes their practicum training experience and how this will differ from their employment responsibilities.

Please note that students are often required to make sacrifices to obtain a desirable practicum; there are cases where a student may choose to relocate for the purposes of acquiring an appropriate doctoral level practicum. Furthermore, there are cases where students working full-time have asked their employer for time off in order to complete the practicum training requirement.

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-doctoral. For example, California requires 3000 hours of supervised professional experience for licensure of which up to half of those hours can be accrued pre-doctoral, 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 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 2019-2020 internship season. The Clinical Training Office will be in communication with students regarding changes with APPIC requirements and eligibility. Students are encouraged to refer to the APPIC website at www.appic.org.

Pacifica requires students to seek an internship through CAPIC or the APPIC Post-Match Vacancy Service.

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

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-doctoral 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

The training requirements in the doctoral Clinical Psychology program at Pacifica are structured to meet requirements for licensure in California. 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 doctoral internship. These two clinical training experiences should total at least 2500 hours of. 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. For instance, some states may require more hours than California requires or they may have an additional pre-internship phase of training.

The Clinical Training Office

The Clinical Training Office, in conjunction with faculty, monitors the 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:

Liz Schewe, Ph.D., CYT Director of Clinical Training eschewe@pacific.edu Phone: (805) 679-6174 Fax: (805) 565-5796	Andrea Alfaro Clinical Training Coordinator aalfaro@pacific.edu Phone: (805) 679-6191 Fax: (805) 565-5796
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Director of Clinical Training

The Director of Clinical Training (DCT) 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

If you would like to meet with Dr. Schewe during the residential sessions, please send her an email in advance at eschewe@pacific.edu.

Clinical Training Coordinator

The Clinical Training Coordinator maintains student records and acts as a liaison between the DCT and students. Students can submit all clinical training documents to the Clinical Training Coordinator. The Clinical Training Coordinator will meet with students during lunch and the Professional Development Seminars for advisement related to their clinical training experiences. If you would like to meet with Andrea during the residential sessions, please send her an email in advance at aalfaro@pacific.edu.

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). Practicum 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, couples, 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. If the primary supervisor changes during a student's practicum or internship, students are required to submit the **Notification to Change Supervisor form**. For students completing internship placements in California please refer to the California Board of Psychology Laws and Regulations, which requires specific documentation for changes to the original Supervisor Agreement Plan. When changing Primary Supervisors, all students on internship in California are required to complete and submit a new **Supervisor Agreement form (BoP form)**. In addition to this, Psychological Assistants are required to submit the **Notification To Add Or Change Supervisor Or Service Location For A Psychological Assistant form (BoP form)**. When a practicum or internship placement has ended, students are required to submit the **Clinical Placement Completion Packet**. The purpose of this packet is to report the student's separation from the site and total hours completed. This form also includes a Site Evaluation form, providing students the opportunity to rate the experiences of the placement they participated in.

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. This application will only be approved if the student's current clinical training placement has been fully documented (including all proposals, training agreements, and current liability insurance).

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. 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-Doctoral

Post-doctoral Fellow

Title of Doctor

Upon graduation and formal notice of degree.

Title of Psychologist

Upon licensure



II: Practicum

General information

Pacifica requires a minimum of 1000 hours of practicum training for the PsyD program. Some states require more practicum hours, so Pacifica supports individual state needs. Ideally, students will accrue the 1000 or more (depending on state) hours during years 2-3 of the PhD program. Students are authorized to begin their first practicum training upon successfully passing the Annual Assessment for Program Advancement interview in the spring of their first year.

Students must apply for, and obtain, readiness status for practicum. Practicum application season generally runs from December through March. Students who delay obtaining their practicum may experience difficulty graduating on schedule. Students are suggested to spend 16-24 hours per week in their practicum training. 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. The Licensed Clinical Psychologist, identified as the primary supervisor in the approved training agreement, is responsible for supervising all services. The Clinical Training Office requires a minimum of **35% of your total time on site** be spent providing intervention services.

Supervision

Primary supervision is provided by a licensed psychologists for practicum and internship placements. **The primary supervisor must be a clinical psychologist licensed in the jurisdiction where services are to be provided.** The supervisor must be identified 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 given to less advanced students should not be recorded in this section, and may instead be counted as “Intervention Services.”

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

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

Practicum sites incorporate both didactic and experiential components in the training and sometimes these experiences can count toward group supervision. Grand Rounds that consist of in-service education on specific topics are not supervision, but would be considered a support or consultation activity. Please ask your Primary Supervisor how best to document these experiences on the Hourly Logs. **The Clinical**

Training Office requires a minimum of 1 hour of supervision per 10 hours total spent on site; at least 1 hour must be face-to-face with the primary supervisor. More information on supervision requirements can be found in the Supervision Requirements for Practicum section below. 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. 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

There is no provision for obtaining practicum hours for training experiences, which were not pre-approved by the DCT and Clinical Training Office.

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)).

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 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 the first year, such paid employment will only count towards practicum if it continues into the 2nd year and beyond. Verbal approval by the DCT is not enough. Students must wait for written approval prior to starting and 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 positions and clerkships in private practice settings may be approved after a review by the DCT.

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

Student Liability Insurance

All students enrolled in practicum are required to have their own professional liability insurance. 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 the student does not renew their insurance policy during practicum or internship, the time period not covered by insurance will not be counted, and the student may be placed on Clinical Probation. For information on where to obtain liability insurance refer to the **Liability Insurance Memo**. The Clinical Training Office requires copies of the policy certificate documenting insurance coverage per every insurance renewal period. Practicum experience gained while not covered by a student's policy is not allowed. **The Clinical Training Office will not accept or approve hours obtained outside the timeframe established in the Insurance Liability Certificate.**

Prerequisites and Qualifications for Practicum Field Placement

Students may begin practicum at the beginning of the second year. The DCT may also approve some placements upon successful completion of the 1st year Assessment Module in the spring. This means students will identify and interview for practicum positions during the Fall and Winter quarters of the first year. 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 sites using the **Practicum Readiness Packet**.

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.

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

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

Any practicum placement not currently approved by Pacifica must be approved by the DCT by means of a **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

Students living in California are encouraged to apply for practicum positions in the two following programs. Bay Area Psychology Internship Council (BAPIC), represents clinical training programs located in the Bay Area. More information about BAPIC can be found by visiting <https://bapic.info/>. The Southern California Association of Psychology Training Programs (SCAPTP) represents clinical practicum placements in Southern California. BAPIC and SCAPTP have specific deadlines, application requirements, and rules for accepting these affiliated positions. For more information, refer to the SCAPTP website www.scaptop.org. *Please know that some sites may only be available to certain doctoral programs, so it is important to check with the DCT before applying to BAPIC and SCAPTP sites.*

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.

Supervision Requirements for Practicum

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, who must be a licensed psychologist. The remaining required supervision hours can be satisfied either in group or individual supervision with the primary or delegated supervisor.

A psychologist licensed or registered with the jurisdiction in which the practicum is taking place shall be responsible for maintaining the integrity and quality of the training experience for each practicum student. This is the "primary supervisor." This person has primary supervisory responsibility for the entire practicum experience and must be on the staff of the setting in which the practicum takes place. To be "on staff" means, at a minimum, that the supervisor has working familiarity with the organizational requirements and methodologies of the training site, is familiar with the population being treated at the agency, and has access to the student's clinical records at the site. Contracting supervisors may be engaged from the local community if the arrangement meets the above requirements. Some formal

institutional agreement between the consulting supervisor and the training site will then be necessary. Pacifica does not become involved in the negotiation of this agreement, but it does require a copy of any such agreement as part of the **Practicum Training Agreement**.

Beyond the minimum hour per week with the primary supervisor, the balance of supervision may be provided by a licensed mental health professional from another mental health discipline. This is the “delegated supervisor,” who may hold certification as a licensed clinical social worker, licensed mental health practitioner, licensed marital family therapist, board certified psychiatrist, or local equivalent. Delegated 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. The clinical psychologist must maintain the integrity and quality of the training experience for each practicum student. In addition, the psychologist must provide 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 intervention services at least once per quarter either live or electronically

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. This seminar is designed to assist students in developing an identity as a clinical psychologist, essential basic interpersonal and emotional capacities vital to the discipline, and organizational knowledge about mental health systems and licensure. Attention is given to relational development of the student as a clinician. The seminar is three and one quarter hours, and is held each of the three weeks that the student attends classes at the Pacifica campus.

Students will be assisted in preparing a CV, preparing for interviews, and assembling the paperwork required for applying for practicum. Students are encouraged to interact with their advisors, faculty, and the Clinical Training Office to develop short- and long-term goals for their clinical training.

In the Fall, a significant focus of the professional development seminar will include preparing students to apply and interview for their practicum positions.

Second Year – Supervision Practicum Seminar

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

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

Third year - Psychotherapy Practicum Seminars

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

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).

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. However, this aspect may occur in parallel to therapeutic skill training as well. 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

Goals of Diagnostic Practicum Training

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

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

Diagnostic and Clinical Interviewing

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

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

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

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.

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

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

During the fall term of each year in the program, students should begin reviewing Pacifica’s list of practicum sites. The sites are listed according to geographical area and include notes about training activities offered there and any special considerations. By the second session of fall quarter in the first year, students should submit all practicum readiness paperwork included in the Practicum Readiness Packet to the Clinical Training Office in order to start the practicum readiness process. Students will receive the Practicum Readiness Approval Letter from the Clinical Training Office once they have been approved to apply for practicum positions.

If a student has undertaken several interviews for practicum and is not awarded a site, the Director of Clinical Training may refer the student for remediation. This remediation may include additional requirements for preparation, Clinical Probation, and/or referral to their Advisor or the Chair.

Practicum Readiness Packet

- Practicum Readiness Form
- Student CV
- Student Statement of Training Goals
- Site Proposal Form (*This form is needed for sites that are new to Pacifica*)
- Practicum Readiness Approval Letter (*issued by the Clinical Training Office*)

In the **Practicum Readiness Form** the student requests permission to interview at up to three practicum sites. This form indicates to the Clinical Training Office that the student is ready to begin applying for practicum, and that the student understands 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 Site Approval 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

letter that 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 Site Proposal Form. This form signals the DCT to contact the site and review it for appropriateness as a practicum placement. Students may not interview at a site without approval from the DCT to do so. 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, the student should submit a Practicum Site Approval Packet to the Clinical Training Office, which includes the following:

Practicum Site Approval Packet

- Practicum Training Agreement
- Supervisor's CV and License information
- Student Liability Insurance Certificate (*annual renewal required by student*)
- Institutional Agreement (*if necessary*)
- Affiliation Agreement for Off-Site Supervisor (*if necessary*)
- Petition for Exception form (*if necessary*)

As part of the Practicum Site Approval Packet, the Clinical Training Office will return a copy of the completed Training Agreement to the student 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 Clinical Training Agreement.** *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 practicum training contingent upon successfully passing the Annual Assessment for Program Advancement in the spring term.

Documentation of Practicum Experience

- Supervisor Evaluation of Student form (*submitted bi-annually, December 31 and June 30*)

- Practicum Hourly Logs (*submitted bi-annually, December 31 and June 30*)
- Notification to Change Supervisor form (*if necessary*)
- Site Completion Packet (*upon completion of each practicum placement*)
- Practicum Completion Letter (*upon completion of all practicum hours*)

Students are required to maintain accurate data of the hours they accrue in practicum training on the **Practicum Hourly Logs. The Practicum Hourly Logs are required to be signed each month by the student's primary supervisor.** The Practicum Hourly Logs should be used to record practicum hours bi-annually (December 31st and June 30th); these hours are documented in the **Supervisor Evaluation of Student Form.** Students are expected to calculate their hours accurately. Students are required to submit their Hourly Logs and Supervisor Evaluation of Student forms together, bi-annually, to the Clinical Training Coordinator.

Students are assessed by site supervisors according to a criterion-referenced assessment rubric in the **Supervisor Evaluation of Student** form. The Supervisor Evaluations and Hourly Logs are submitted to the Clinical Training Coordinator on December 31 and June 30th.

When a student completes their training at a practicum site, they will submit a Site Completion Packet to the Clinical Training Office. Upon completion of the total Practicum Experience, the Clinical Training Office will issue a Practicum Completion Letter.

Providing timely and accurate documentation of training experience is the responsibility of the student. 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. It is the student's responsibility to communicate with the Clinical Training Office and make sure their student documentation and records are up to date. Students in the past have lost credit for training activities because of lack of documentation and record keeping.

III: Doctoral Internship

General Information

The 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., 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 hours of doctoral internship training, obtained in no more than two settings, over a period of no more than 30 months** as a requirement for graduation. If a student's state licensing board requires more hours, we honor that state's requirement. The clinical training obtained at internship should represent a significantly higher level of training than obtained in practicum. During internship, therefore, the student should expect increased responsibility and to begin to approximate the full range of professional functions of a psychologist operating in that training setting. All 1000 (or more, depending on state) required practicum hours (and pre-internship if state requires) must be logged prior to starting internship, reflected in the **Practicum Completion Letter**. It is noted that taken together, the total hour requirements for clinical training in the doctoral program are at least 2500 hours. If a student resides in a state other than California and hopes to become licensed in that state, they must honor that state's requirements, which may include more hours.

Please note that Pacifica's clinical training requirements are based on California Board of Psychology laws and regulations; other state requirements may vary. Students are expected to inform themselves about the licensure requirements in the state where they desire licensure. During the Annual Assessment Evaluations, students must confirm knowledge about their state licensing requirements.

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.

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.

Internship programs are often members of organizations, which uphold specific training standards in the field of clinical psychology. Nationwide internship status is indicated by APA accreditation, or a listing with the Association of Psychology Postdoctoral and Internship Centers (APPIC). In California, the California Psychology Internship Council (CAPIC) also sets standards for internships in California. Internships that belong to APPIC or CAPIC follow a strict application schedule (appended to this manual). In addition, 2016-17 was the final year APPIC accepted applications from students in non-APA accredited programs, so students are strongly urged to familiarize themselves with the APPIC website and schedule as well and to follow its milestones. APPIC has confirmed that students from non-APA programs are permitted to participate in the Post-Match Vacancy Service for the 2019-2020 internship season.

Pacifica requires students to seek an internship through CAPIC or the APPIC Post-Match Vacancy Service.

Licensing boards and potential employers outside of California may not be familiar with CAPIC. It is also possible that such entities could refuse to recognize CAPIC equivalence. Students are advised to consult non-California licensing boards and employers of potential future interest in advance of selecting a CAPIC internship.

Students residing outside of California **must have an internship which is structured in such a way that it is 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

Students are required to apply for a CAPIC and/or APPIC member internship program for their doctoral internship.

Application to accredited and/or listed internships in the U.S. and Canada is administered by APPIC. Application to accredited and/or listed internships in the U.S. and Canada is administered by APPIC by means of a competitive online match program which follows a structured schedule during the year. Effective with the 2018 APPIC Match (the 2017-2018 application cycle), APPIC requires APA accreditation program status to participate in the match. Therefore, Pacifica cannot participate in the Phase I or Phase II of the APPIC match. It follows that students are not eligible to apply to APA sites either. However, for the 2019-2020 Match, students from Pacifica can continue to apply to APPIC sites during their Post-Match Vacancy Stage (PMVS). Details are on the APPIC website at www.appic.org and email messages are being sent by our Clinical Training Office with the same information regarding protocol.

CAPIC (California Psychology Internship Council) administers an official internship match for internship programs in California. Students are required to apply for CAPIC internships and to familiarize themselves with the internship application process. The APPIC website is <http://www.appic.org/>. The CAPIC website is <http://www.capic.net/>. Once students have registered online, they have access to the lists of sites and to the schedules for application deadlines and such. The Clinical Training Office will send information about the CAPIC schedules. In California, CAPIC provides a Northern California and a Southern California Fair, at which students can meet the training directors from sites face-to-face and ask questions. It is highly recommended that students attend these fairs. The fairs take place during fall and/or early winter. Dates and locations are distributed as soon as they are determined by the CAPIC board.

Students must submit the **Internship Readiness Packet** by the first residential session in the fall (3rd year students) if they wish to apply, in order to ensure eligibility for internship. Internship hours will not be credited in absence of pre-approval of the site.

Prerequisites to Apply for Internship

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

- At least 500 hours of the required 1000 of practicum must be completed by the time of the internship application
- 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).
- Successfully passed the Annual Assessment for Program Advancement
- Internship Readiness Packet submitted
- Internship Readiness Approval Letter

Prerequisites to Start Internship

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

- All 1000 hours of practicum training completed
- Student has received Internship Readiness Approval letter
- Annual Assessment for Program Advancement Passed
- The Internship Site Approval Packet has been approved by the DCT
- All courses completed with passing grades
- Comprehensive Exam & Annual Assessment for Program Advancement Passed
- For PsyD – Dissertation Completed (or Dissertation Proposal approved)
- Student is actively enrolled and in good training and academic standing

Application Procedures

Throughout the on-campus sessions, the Clinical Training Office will arrange informational meetings about the training sequence to help students ensure that they stay on schedule. Such meetings will describe the placement process, advise students regarding internship placement, answer questions, and

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

In the fourth year of the Psy.D. program, students should begin applying to internship sites for the 2020-2021 academic year. 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 during the first residential session during fall quarter (third year students) in the year applying for internship, 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 and APPIC will go as follows:
 - a. Student submits **Internship Readiness Packet** by the first residential session in the fall quarter during the third year of coursework
 - b. Student receives Internship Readiness Approval letter
 - c. Student starts registration with CAPIC and APPIC online
 - d. Students applying to CAPIC and APPIC will submit their letters and essays to the DCT for review and feedback
 - e. Student receives feedback on essays and adjusts essays accordingly
- 3) Review currently active internship sites listed by CAPIC and/or APPIC on their respective websites. Pacifica does not maintain a list of non-CAPIC/APPIC member 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. Please give your references 2-3 months' notice to avoid delays.
- 7) Request official copies of transcripts to be sent with your application.
- 8) Obtain samples of your clinical work, especially past psychological evaluations, which are often required by internship sites. *Ensure they are free of confidential identifying information.*
- 9) Complete and submit electronic applications. Note that you will have to designate your status as either a Ph.D. or Psy.D. student. Note that many accrediting bodies such as APPIC and CAPIC use standard application forms, and most internship sites add supplemental questions or requests.
- 10) Prepare to interview from January 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.

Internship Site Approval Packet

The following forms must be submitted to the office of clinical training:

Internship Site Approval Packet

- CAPIC Internship Training Agreement (*for students completing CAPIC Internships*)
 - Students completing APPIC internships are not required to submit a Training Agreement
- Internship Training Agreement (*for students completing non-CAPIC/APPIC internships*)
- Supervisor's CV and license information
- Official Letter of Acceptance from Internship Site (*for CAPIC and APPIC sites*)
- Psychological Assistant Certificate from BoP (*For psych assistantships-CA only*)
- Application for Registration as a Psychological Assistant form (*For psych assistantships-CA only*)
 - *Psychological Assistant Registration Renewal Application and Annual Report (Students are responsible for submitting this to the Board at the time of their annual renewal)*
- Copy of Supervision Agreement Form (*BoP form-for CA internships only*)
- Student Liability Insurance Certificate (*annual renewal required by student*)
- Institutional Agreement (*if necessary*)
- Petition for Exception form (*if necessary*)
- PsyD Internship Enrollment Form (*for PsyD students who are in internship training only*)

Student Conduct during the Application Process

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

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

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

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

Reneging on an internship agreement is grounds for **Clinical Probation** (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 the Association of Psychology Postdoctoral and Internship Training Committee (APPIC) or by 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.

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, they need to submit the Site Complete Packet along with the final Evaluations and Logs. 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. 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 doctoral internship. When interns complete all of their 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 1. Possessing a doctorate degree in psychology, in educational psychology or in the education with a specialization in counseling or educational psychology 3. Two years supervised experience under a licensed psychologist and 4. Passing 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 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 Practicum Training

Practicum placements 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 bi-annually

- 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 providing intervention services at least once every evaluation period

Student Responsibilities

- It is the student's responsibility to secure their placement with the approval of the DCT.
- 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
- If a student becomes academically disqualified or administratively withdrawn from Pacifica, they should notify the Clinical Training Office of the steps they will undertake to notify the training site of their status change at Pacifica

Director of Clinical Training

- Does not offer placement for students.
- Will provide students with up-to-date practicum resource materials describing approved practicum experiences, prerequisites, expectations, and procedures
- Will advise students, along with Pacifica faculty, advisors, and clinical training staff, in the practicum selection and application process
- Along with the seminar leaders, will monitor student progress and individualized training goals, and will be available for consultation and advisement to training sites and students
- Will develop new training sites and recommend their affiliation with Pacifica
- Will regularly visit, call, and/or write to individual training sites and facilitate a working relationship between the school and the site
- Will contact the site to notify of student status change if student becomes academically disqualified or administratively withdrawn from Pacifica

Clinical Probation

The Director of Clinical Training (DCT) is responsible for monitoring student behavior and performance at clinical training field placement, including practicum and internship. In cases where the DCT, Pacifica faculty, or training site supervisor identifies a need for remediation of student performance, 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 and site supervisor 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: Hints and Resources

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>. This page contains links to all relevant forms and other useful resources.

Additional Online Resources

The National Association of Graduate-Professional Students

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

Association for Support of Graduate Students

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

Time2Track - Software for keeping track of practicum and internship hours.

<http://time2track.com/>

APPIC sponsored Tracking tool for keeping track of your practicum hours

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

CAPIC resource for hour log forms

<http://capic.net/resources/all-forms/>

Appendix B: Liability Insurance Memo

TO: Clinical Psychology Students

FROM: Director of Clinical Training

RE: Student Professional Liability Insurance

Students must submit written proof to the Director of 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. Coverage under a different occupation (such as MFT, LCSW, etc.) is not sufficient.

You must maintain this coverage even if the site provides coverage for you.

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

- The Trust
The Trust, 111 Rockville Pike Suite 700
Rockville, MD 20850
(800) 477-1200 \$35.00 Annual Premium – www.trustinsurance.com
- American Professional Agency, Inc.
95 Broadway, Amityville, NY 11701
(800) 421-6694
<https://www.americanprofessional.com/covered-professions/student/>
*Individual must not be receiving compensation at the site to be considered for this student liability insurance policy.
- 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:
BMS Group
955 Green Valley Crescent, Suite 290, Ottawa, ON K2C 3V4. (855) 318-6038

The above companies are recommendations. Students can obtain Student Liability Insurance through other companies so long the policy meets the minimum requirement for insurance coverage listed above.



Practicum Requirement

Students are required to have a minimum of 1000 practicum hours and are encouraged to have at least two different practicum placements during their time in the doctoral program.

Practicum Readiness Packet –due Fall Quarter in First Year Professional Seminar

- ☐ Practicum Readiness Form
- ☐ Student CV
- ☐ Student Statement of Training Goals
- ☐ Site Proposal Form (*This form is needed for sites that are new to Pacifica*)
- ☐ **Practicum Readiness Approval Letter** (*issued by the Clinical Training Office*)

Practicum Site Approval Packet – Submitted following the Practicum Readiness Approval letter

- ☐ Practicum Training Agreement
- ☐ Supervisor's CV and License information
- ☐ Student Liability Insurance Certificate (*annual renewal required by student*)
- ☐ Institutional Agreement (*if necessary*)
- ☐ Affiliation Agreement for Off-Site Supervisor (*if necessary*)
- ☐ Petition for Exception form (*if necessary*)

Prerequisite to Start Practicum

- ☐ Student has received Practicum Readiness Approval letter
- ☐ Annual Assessment for Program Advancement Passed
- ☐ The Practicum Site Approval Packet has been approved by the DCT

Documentation of Practicum Experience

- ☐ Supervisor Evaluation of Student form (*submitted bi-annually, December 31 and June 30*)
- ☐ Practicum Hourly Logs (*submitted bi-annually, December 31 and June 30*)
- ☐ Notification to Change Supervisor form (*if necessary*)
- ☐ Site Completion Packet (*upon completion of each practicum placement*)

Completion of Practicum

- ☐ Practicum Completion Letter (*upon completion of all practicum hours*)



Internship Requirement

Students are required to have a minimum of 1500 doctoral internship hours. Students seeking licensure outside of California may need to accrue more than 1500 hours and need to review the licensing requirements within their state.

Prerequisite to Apply For Internship

- ☐ At least 500 hours of practicum accrued and presently accruing the remaining 500 hours
- ☐ Annual Assessment for Program Advancement Passed

Internship Readiness Packet

- ☐ Internship Readiness form
- ☐ Student CV
- ☐ Student Statement of Internship Goals
- ☐ Site Proposal form (*For sites that are not APPIC, CAPIC, or APA*)
- ☐ **Internship Readiness Approval Letter** (*issued by the Clinical Training Office*)

Internship Site Approval Packet – Submitted following the Internship Readiness Approval letter

- ☐ CAPIC Internship Training Agreement (*for students completing CAPIC Internships*)
 - ☐ Students completing APPIC internships are not required to submit a Training Agreement
- ☐ Internship Training Agreement (*for students completing non-CAPIC/APPIC internships*)
- ☐ Supervisor's CV and license information
- ☐ Official Letter of Acceptance from Internship Site (*for CAPIC and APPIC sites*)
- ☐ Psychological Assistant Certificate from BoP (*For psych assistantships-CA only*)
- ☐ Application for Registration as a Psychological Assistant form (*For psych assistantships-CA only*)
 - ☐ *Psychological Assistant Registration Renewal Application and Annual Report (Students are responsible for submitting this to the Board at the time of their annual renewal)*
- ☐ Copy of Supervision Agreement Form (*BoP form-for CA internships only*)
- ☐ Student Liability Insurance Certificate (*annual renewal required by student*)
- ☐ Institutional Agreement (*if necessary*)
- ☐ Petition for Exception form (*if necessary*)
- ☐ PsyD Internship Enrollment Form (*for PsyD students who are in internship training only*)

Prerequisite to Start Internship – Please refer to the Internship Application Memo for internship specific requirements

- ☐ All 1000 hours of practicum training completed
- ☐ Student has received Internship Readiness Approval letter
- ☐ Annual Assessment for Program Advancement Passed
- ☐ The Internship Site Approval Packet has been approved by the DCT
- ☐ All courses completed with passing grades



- ☐ Comprehensive Exam & Annual Assessment for Program Advancement Passed
- ☐ For PsyD – Dissertation Completed (*or Dissertation Proposal approved*)
- ☐ Student is actively enrolled and in good training and academic standing

Documentation of Internship Experience

- ☐ Supervisor Evaluation of Student form and Hourly Logs
 - For PhD students, submitted bi-annually on December 31 and June 30
 - For PsyD students, submitted quarterly on December 31, March 30, June 30, and September 30
- ☐ Notification to Change Supervisor form (*if necessary*)
- ☐ Site Completion Packet (*upon completion of each internship placement*)
- ☐ Verification of Experience Form (CA BoP form that is required for students seeking licensure in CA.)
 - Verification of Experience Form: Out of State (only for students completing internships outside of California)

Completion of Internship

- ☐ Internship Completion Letter (*upon completion of all internship hours*)

Personal Therapy Requirement

Students are required to have a minimum of 60 personal therapy hours during their time in the doctoral program.

- ☐ Personal Therapy Documentation
- ☐ Personal Therapy Completion Letter (*issued by the Clinical Training Office, upon completion of hours*)