



PACIFICA

GRADUATE INSTITUTE

Ph.D. Program in Clinical Psychology

CLINICAL TRAINING HANDBOOK

2024-2025 Academic Year

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The Pathway to Licensure from Pacifica

Year 1	Coursework	Professional Development Seminar	Annual Assessment for Program Advancement
Year 2	Coursework	Supervision Practicum Seminar	Annual Assessment for Program Advancement MA Qualifying Exam
Year 3	Coursework	Psychotherapy Practicum Seminar	Comprehensive Exam Portfolio

1000 hours minimum of Applied Practicum required (Fieldwork separate from Coursework)

60 hours of Personal Therapy required

Advancement to Doctoral Candidacy

INTERNSHIP (1,500 hours)

DISSERTATION

Internship and dissertation may be done concurrently or consecutively

GRADUATION

POST-DOCTORAL SUPERVISED EXPERIENCE

(1,500 hours in California)

EPPP (National Licensing Exam)

State Supplemental Exam

Licensure as a Clinical Psychologist

Overview of the Licensure Process

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

- A doctoral degree in the field (generally a Ph.D., Psy.D., or Ed.D.)
- Pre-doctoral practicum experience
- Pre-doctoral internship
- Post-doctoral supervised experience (or “post-doc”)
- A standardized nationwide exam called the EPPP
- A state specific supplemental exam

The Clinical Training Office 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. 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 list 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. Students are encouraged to keep accurate and thorough records of all course and clinical work throughout their time at Pacifica.

Doctoral Degree

Most states in the U.S. require a doctoral degree in clinical psychology for licensure as a psychologist. 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. If the applicant in these states does not hold a degree from an APA-accredited school, some boards may examine the applicant's transcript for equivalency. It is important for students to familiarize themselves with the licensure requirements in the jurisdiction where they plan to become licensed in the future and to thoroughly review these requirements yearly as they can change. Pacifica's doctoral clinical training degree programs are influenced by California licensure requirements. Please be aware that licensure requirements change frequently, 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 handbook. Generally, **Pacifica requires 1000 hours of practicum** training under the supervision of a suitable licensed mental health professional as determined by the Director of Clinical Training (DCT). 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 may include assessment, psychological testing, and other training elements.

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. Prior experience working in other disciplines, such as social work, is helpful when applying for particular practicums. 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.

Doctoral Internship

Pacifica requires 1500 hours of doctoral internship (*also referred to as pre-doctoral internship*) as part of the degree program's clinical training requirements. This may be completed in one setting for one year on a full-time basis (40 hours a week) or two years on a part-time basis (20 hours a week). It is in the student's interest to accrue as many internship hours as possible taking into account the total number of doctoral internship hours required by the student's specific state licensing board if it varies from Pacifica's requirement. The balance of the remaining supervised hours required for licensure generally must be accrued post-doctoral. California requires 3000 hours of supervised professional experience for licensure, of which up to half of those hours are accrued pre-doctoral, while other states require more. It is important for each student to review the licensure requirements of their specific state board of psychology.

The internship is a capstone training experience coming at the end of the doctoral program. The internship should be conducted at a higher level of complexity and responsibility than the practicum training experience with greater independence for the student. Students can start internship when they have completed all practicum training, required coursework, and passed the Master's level and Comprehensive Exams as well as annual assessments.

Post-Doctoral Supervised Experience

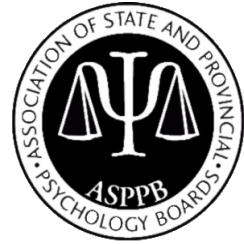
Post-Doctoral Supervised Experience or "post-doc" refers to the period of time between doctoral degree completion and achieving licensure. There are two general pathways through the post-doctoral period. One way is to accrue more supervised experience from a licensed psychologist in a clinic, hospital, 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. 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.

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 pre-doc 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.

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, under-served populations, and community needs along with excellent training.

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 (ASPPB) on core areas of psychology. Passing scores for the EPPP are set by each state.



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

- Biological bases of behavior (10%)
- Cognitive-affective bases of behavior (13%)
- Social & Multi-cultural bases of behavior (11%)
- Growth and Lifespan development (12%)
- Assessment and Diagnosis (16%)
- Treatment, Intervention, Prevention, and Supervision (15%)
- Research Methods and Statistics (7%)
- Ethical, Legal, and Professional issues (16%)

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. Applicants must get approval by the state licensing board to take the test, make the appointment, and then wait to receive scores. The ASPPB Score Transfer Service maintains a permanent record of EPPP scores and, at a candidate's request, the service will report the candidate's EPPP score to the licensing board of another state or province in which the candidate seeks licensure or certification.

The State Supplemental Exam

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

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

I: Clinical Training at Pacifica

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

Clinical training at Pacifica Graduate Institute is based on understanding of human problems through clinical psychology, informed and elaborated by depth approaches. Such a clinical understanding comprises the basis for the recommendation and implementation of effective intervention for the alleviation or resolution of human problems within a climate of absolute respect for the client(s). The ethical standards for professional psychologists as developed by the American Psychological Association (APA) 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 (ASPPB) and the American Psychological Association (APA). The policies established in this handbook 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. While many students may reside in different states it is the students responsibility to know the clinical needs of their particular state, in regards to licensure requirements.

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.

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

You may contact the current DCT by emailing: clinicaltraining@pacifica.edu

Clinical Training Coordinator

The Clinical Training Coordinator (CTC) maintains student records. The CTC processes and investigates any erroneous or inaccurate submissions of student documentation on Tevera.

You may contact the current CTC by emailing: clinicaltraining@pacific.edu

Tevera

Tevera is an online education management system used by Pacifica to keep track of all clinical paperwork. Students will submit all clinical training documents via Tevera. Registration takes place during the first year professional seminar.

Requirements for Practicum and Internship Hours

A minimum of 2500 hours of combined practicum and internship hours are required for graduation. 1000 of these hours will be completed through practicum placements and 1500 through internship. Students are encouraged to accrue hours in excess of the requirement for both categories. All practicum hours must be finished prior to beginning internship (see below for additional requirements for starting internship). 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 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. Individual sessions are to be at least 45 minutes in length and group therapy sessions are to be at least 90 minutes in length. Groups created for the purpose of being psycho-educational, 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 DCT prior to engaging in the psychotherapy. The DCT reserves the right to decide on the appropriateness of any clinician or group.

Students are prohibited from having a personal therapy relationship with any Pacifica students or faculty-core, adjunct, or contributing—until they have graduated or withdrawn from Pacifica. It is strongly recommended to complete a minimum of 25 hours of personal therapy for each year of enrollment. (Master's exam eligibility requires 30 hours of personal therapy on file by the end of second year.)

Completed hours are to be submitted via therapist letterhead, recording number of sessions, dates attended, and signed by therapist. This document should then be uploaded into Tevera for review by the CTC. A Personal Therapy Completion Certificate will be issued by DCT once requirements are met.

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 (**BoP**) Laws and Regulations, which requires specific documentation for changes to the original Supervisor Agreement Plan. When changing Primary Supervisors, all students in internship in California are required to complete and submit a new **Supervisor Agreement form (BoP form)**. In addition to this, Psychological Associates are required to submit the **Notification To Add Or Change Supervisor Or Service Location For A Psychological Associate form (BoP form)**. When a practicum or internship placement has ended, students are required to submit the **Clinical Site Completion Packet**. The purpose of this packet is to report the student's separation from the site and total hours completed. At end of internship, **Verification of Experience form (VoE)** is filed with the **BoP (BoP form)**.

Clinical Training-Only Status

The "Clinical Training-Only" enrollment category allows students to accrue internship or practicum hours during those periods when they are **not** enrolled in either the two-year dissertation period **nor** in academic coursework. Clinical Training-Only status can be obtained for practicum or internship levels of training. A quarterly fee will apply. Please note, students in the PhD program enrolled in the two-year dissertation period are already fully enrolled and need not sign up for clinical training-only status.

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

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

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).

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

Policy on Training Sites with Statements of Creed

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

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

Student Representation of Professional Credentials

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.”

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, MA exam, and Comprehensive exam portfolio), please use the designation “Doctoral Student in Clinical Psychology.” The Vita should include inclusive dates, such as August [year] to the present or August [year] to July [year].

Doctoral Candidate

The title of “Doctoral Candidate” is granted upon completion of coursework and comprehensive exam.

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 Associate" if you are officially 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 PhD program. Students are authorized to begin their first practicum training upon successful passing and completion of first year course work, and the Annual Assessment for Program Advancement interview.

Students must apply for, and obtain, readiness status for practicum (forms on Tevera). 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 minimum percentages of time spent in **Intervention, Supervision, and Support Activities**.

Intervention

Intervention services are professional clinical activities that the student has provided in the presence of a client (including tele-health services based on two-way, interactive videoconferencing as the modality where the focus of the clinical application includes diagnostic and therapeutic services). 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** be spent providing intervention services.

Supervision

Primary supervision is provided by a licensed mental health clinician (as determined by DCT), and 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.

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

Group supervision is defined as regularly scheduled 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 of supervised professional experience; at least 1 hour must be individual supervision with the primary supervisor.**

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. **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 prohibited. Practicum in larger group practices may be approved pending disclosure of the training plan, especially if the group shows a history of practicum and/or specialty 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 Tevera. The Clinical Training Office requires copies of the policy certificate documenting insurance coverage per every insurance renewal period. **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 Annual Assessment in the spring. This means students will identify and interview for practicum positions during Winter quarter 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 DCT to be cleared to begin the process of acquiring practicum positions, using the Practicum Readiness Material on Tevera.

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. “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 licensed mental health professional in the jurisdiction in which the practicum training occurs (as determined by DCT). 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 mental health clinician, may count as practicum hours (as determined by Primary Supervisor).**

Any practicum placement not currently approved by Pacifica must be approved by the DCT by means of a **Site Proposal Form** (available on Tevera). This form should be submitted to the DCT *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.

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. For more information, refer to the SCAPTP website www.scaptp.org.

BAPIC and SCAPTP have specific deadlines, application requirements, and rules for accepting these affiliated positions. *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 are exchanged for clinical supervision. As well as exposure to clinical populations, professional role models, and participation in other professional activities provided by the training agency. Once a student has accepted a practicum site, they should submit a Practicum Training Agreement, which is signed by the student, primary supervisor, agency training director, and Pacifica's DCT.

Supervision Requirements for Practicum

Students should spend no 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 (1) hour per week must be individual supervision with the primary supervisor, who must be a licensed mental health clinician. The remaining required supervision hours can be satisfied either in group or individual supervision with the primary or delegated supervisor.

A mental health professional 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 one (1) 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. The primary supervisor 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 should 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. Formal evaluations are due in December and June. 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 the Seminars is dependent on student preparation and participation. 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, respectful of divergent ideas, completing assigned readings, 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.*

Sequence of Thursday Evening Seminars

Professional Development Seminar

During the first year of the doctoral program, students will attend Professional Development seminar. This seminar is designed to assist students in developing an identity as a clinical psychologist, be exposed to essential basic interpersonal and emotional capacities vital to the discipline, and learn 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 every quarter 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 assemble materials for applications. In the Spring students are supported in applying and interviewing for their practicum positions.

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 the 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.

Psychotherapy Practicum Seminar

The third year practicum seminar will continue to focus on the integration of student practicum based clinical experience with their didactic learning at Pacifica. Special focus is given to case conceptualization and formulation from a 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.

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:

- Provide a diagnosis and recommendations supported by relevant data
- Formulate a well-organized case formulation consistent with established theoretical models
- Write a psychological reports which meaningfully communicate conclusions to non-psychologists
- 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:

- Presenting problem and reasons the client is seeking assistance.
- Events precipitating the onset of problems or symptoms.
- Current level of adaptive functioning.
- Current, relevant life circumstances.
- History of illness or symptoms and other background information.
- Clinical observations enabling a mental status exam, including the level of reality testing and affect modulation.
- 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, 35% 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 DCT will be available, upon request, for informational meetings to help students ensure that they stay on schedule and get their required clinical training. Such meetings will be personalized to student needs concerning their placement process, and an overview regarding the future trajectory of training. Students are 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. Students who live in rural or underserved areas are urged to begin the process of obtaining placements early.

During the fall quarter of first and second year in the program, students should begin reviewing practicum site availability with the DCT. By the third session of fall quarter in the first year, students should submit the Practicum Readiness Packet in Tevera to be reviewed by the Clinical Training Office.

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*)
- Health Insurance Portability and Accountability Act (HIPAA) acknowledgment form

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 a HIPAA acknowledgment form, a current CV, and a written statement of goals they wish to accomplish while in practicum training. **The Clinical Training Office will not accept or approve hours obtained outside the time frame established by the signed practicum agreement.**

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 an interview 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:

List of Practicum Site Approval Materials (must be uploaded/entered on to Tevera)

- 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*)

The Clinical Training Office will not accept or approve hours obtained outside the time frame established by the Practicum 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 sites 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.

Documentation of Practicum Experience (Tevera)

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

Students are required to maintain accurate data of the hours they accrue in practicum training on the Practicum Hourly Logs in the Assignment page on Tevera. The Practicum Hourly Logs are required to be submitted and signed each month by the student's primary supervisor on Tevera. These logs are used in the Supervisor Evaluations due December 31st and June 30th.

Students are assessed by their primary supervisor according to a criterion-referenced assessment rubric in the Supervisor Evaluation of Student form on Tevera.

When a student completes their training at a practicum site, they will submit a Site Completion Packet on Tevera. Upon completion of the total Practicum Experience, the DCT 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 and accurate. **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. Therefore, students may begin the doctoral internship upon successful completion of coursework, the Masters level exam, the Comprehensive Exam, and attaining a Completion of Practicum Certificate.

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. 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. It is noted that taken together, the total hour requirements for clinical training in the doctoral program are at least 2500 hours.

Please note that Pacifica's clinical training requirements are based on California Board of Psychology laws and regulations. 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.

Internship ideally occurs during the fourth or fifth year of doctoral training, depending on the relative sequence of the dissertation process. Students may find it advantageous to complete dissertation prior to internship. Some internship sites prefer applicants who have completed their dissertation.

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 site will meet licensing requirements in the student's jurisdiction.

Application Process

Students must submit the **Internship Readiness Packet** on Tevera by the third residential session in the fall (3rd year students) if they wish to apply, in order to ensure eligibility for internship.

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
- Successful completion of MA exam

Application Procedures

Throughout the on-campus sessions the DCT is available for individualized meetings to aid students in selection of internship site, and application material. Students are 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. Students who live in rural or underserved areas are urged to begin the process of obtaining internship placements early. **It is not unusual for graduate students to travel to other parts of a state or country to take internship.**

In the third year of the PhD program (or later if a student completes dissertation first), students should begin identifying appropriate internship sites for their next year in the fall. Internships typically field applications and interviews in winter quarter, and notify students of placement decisions in the spring quarter.

Steps for Applying for Internship

- Once a 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 on Tevera. This packet is due the third residential session during fall quarter (third year students) in the year applying for internship.
- 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.
- 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.
- Request official copies of transcripts from the Registrar's Office to be sent with your application, make sure all incompletes are completed.
- 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.
- Complete and submit electronic applications according to internship site online instructions. (some internship sites add supplemental questions or requests)
- Prepare to interview from January to March.
- Acknowledge your acceptance of an offer in writing.
- Submit all required forms/documentations on Tevera.
- Begin internship, typically in August or September.

Student Conduct during the Application Process

Students are expected to observe all Pacifica policies. 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 handbook).

Internship Approval Packet

The following forms must be submitted on Tevera:

- Internship Training Agreement
- Supervisor's CV and license information
- Official Letter/Email of Acceptance from Internship Site
- Psychological Associate Registration email from BoP
- Copy of Supervision Agreement Form from BoP
- Student Liability Insurance Certificate (annual renewal required by student)
- Institutional Agreement (if necessary)
- Petition for Exception form (if necessary)

Prerequisites to Start Internship

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

- 1000 hours of practicum training and Practicum Completion Certificate obtained.
- Annual Assessment for Program Advancement Passed
- The Internship Approval Packet has been approved by the DCT
- All courses completed with passing grades
- Comprehensive Exam & Annual Assessment for Program Advancement Passed
- Student is actively enrolled and in good training and academic standing

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.

Psychological Associate

Currently, the California Board of Psychology accepts pre-doctoral internship hours accrued as a registered psychological associate towards the total licensure hour requirements. It is noted that anyone obtaining a pre-doctoral psychological associate 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 Associate. It may take several weeks or months for this application to be approved. When approved, the Board emails a notification to the student of their acceptance as a psychological associate providing them with a number. **Once in possession of this identification number, the student may begin accruing direct client contact hours.**

Students wishing to engage in an internship as a psychological associate, must document to the DCT that the internship meets the following criteria:

- 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.
- 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.
- 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.
- The internship has an identifiable staff psychologist licensed in that jurisdiction who is responsible for the integrity and quality of the training program.
- 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.
- The internship provides training in a range of assessment and treatment activities conducted directly with clients seeking services.
- At least 35% of the time is spent in direct client contact.
- 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.
- 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.
- The internship must have a minimum of one other trainee enrolled at the time the Pacifica student begins.

The California Board of Psychology Laws and Regulations in regard to Supervised Professional Experience (SPE) and licensure requirements may be accessed on the California Board of Psychology http://www.psychology.ca.gov/laws_regs/2017lawsregs.pdf

Restrictions

- 1.) Pre-existing paid professional positions may never serve as internship. The internship should be an organized, self-contained training experience meeting the criteria outlined above.
- 2.) Normally, students are expected to complete internship hours at an agency different from the site in which they obtained practicum hours. Permission from the DCT is required to remain at a practicum site for internship. A student may petition the DCT to allow them to continue at a prior placement for internship under the following conditions:
 - The training site is large and diverse enough to offer additional training beyond which the student has already received
 - The internship training is offered at a higher level of intensity and responsibility than the prior practicum training
 - The student provides a written explanation of how the internship-level training will be different from the practicum-level training.
- 3.) Students must obtain their 1500 hours of internship in a single 30 consecutive-month period, at no more than two sites total.
- 4.) Under no circumstances may a student use his or her existing practice for internship.
- 5.) Students may accrue no more than 44 hours per week for internship, including supervision.

Separation from Internship

When a student concludes internship they need to submit the **Site Completion Form** on Tevera along with the final Evaluations and Hour Logs. The completion 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. 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. The DCT will issue an Internship Completion Certificate once all documentation has been processed.

IV: Assessment of Students in Clinical Training

Student Rating Scales

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

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

Students are cleared for the next level of training at Annual Assessment Modules, at which time supervisor feedback is reviewed, along with grades, consideration of interpersonal behavior, and other indicators of performance. Students whose specific scores in a certain functional area fall below the benchmark for their level will be referred to 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 failure to do so will be addressed, formally or informally (see below). At a minimum, appropriate professional behavior includes:

- Courteous and polite communication, verbally and in writing
- Respect for other points of view, even in cases of disagreement
- Honesty and integrity
- Interpersonal Skills
- Self-Reflective Practice
- 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 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 on Tevera by the due deadline and communicate with the Clinical Training Office regarding any difficulties with obtaining completed paperwork
- **Failure to submit paperwork on time may result in lost hours for either Practicum or Internship completion.**
- 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 Responsibilities

- 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/internship selection and application process
- 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 with 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
- 11) Dismissal from site by supervisor

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) Time frame 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 DCT 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: Resources

Interview Tips

- Know the site ahead of time. Familiarize yourself with their treatment methodologies and any underlying principles. Review their website thoroughly. Use their language.
- Practice cultural competence. During the interview and early in your tenure at your practicum/internship site, listen, learn, and stay open to multiple perspectives. Be polite and self-contained until you have a fuller sense of the internal culture of the organization.
- Keep in mind that Pacifica's theoretical orientation, Depth Psychology, may not be familiar to your interviewer. Avoid using words or phrases specific to your model, which others are not likely to understand. Your goal is to obtain quality clinical training, so you might find that some of your most formative experiences come at the confluence of different points of view.
- Be courteous at all times and in all situations. Moreover, be self-respectful and appropriately assertive in expressing your perspective and needs.
- If, despite your attempts to be courteous and open-minded, you feel that you will be mistreated or taken advantage of at 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: <https://www.pacifica.edu/student-services/practicums-internships-fieldwork/clinical-psychology-training-resources/>

D2L: Student Resource Center

Use Content Browser and scroll down to Clinical Training Resources