ROOSEVELT UNIVERSITY
DEPARTMENT OF PSYCHOLOGY

PsyD Program in Clinical Psychology

Clinical Training Manual

2012 - 2013

Table of Contents

PsyD Calendar…… 5

Practicum Application Checklist…… 10

Introduction to Clinical Training ……... 11

Levels of Training

Content of Training

Clinical Competencies

Practicum Application Procedures…….. 13

Eligibility Requirements……. 13

Intention to Seek Practicum Form

Preparation…… 14

Practicum Workshops

Practicum Advising Sessions

PsyD Meeting

ACEPT Fair

Volunteer Experiences

Practicum Sites…… 15

Online Site Database

Site Application Approval Form

Unlisted Sites

Training at Place of Employment

Affiliation Agreements

Application Materials……. 16

Letters of Recommendation

Vita

Cover Letter

Transcripts

Work Sample

Application Forms

Applications and Interviews…….. 18

ACEPT Guidelines – Applications and Interviews

Professional Dress

Securing a Practicum……. 19

ACEPT Guidelines – Offers and Acceptances

Holding Offers

Withdrawing your acceptance

Students who do not secure a practicum

Training Agreements……. 21

Practicum Training Agreement/Proposal Form

Professional Liability Insurance

Sites reneging on offers

Background checks, TB Tests, immunizations, and DV training

Practicum Registration……. 21

Liability Insurance…… 22

Log Your Hours…… 22

Good Choices…… 22

While on Practicum……23

Practicum Site Requirements……..23

Duration

Direct Contact Hours

Supervisor Qualifications

Video/Audiotaping Clients

Changes to Training Agreement

Withdrawing from a Practicum

Employment While on Practicum……24

Competency and Practicum……24

Professional Deportment

Social Media Considerations

Absences from Practicum

Poor Performance and Due Process

Practicum Seminars……25

Grading

IPs and Financial Aid

End of Semester Evaluations

Evaluation of Student

Evaluation of Site

Practicum Logs

Online Tracking System

FAQs Re: Logging Hours

Early Preparation for Internship……. 29

Licensure for Clinical Psychologists……..... 30

Appendix A: Sample Vita…….. 31

Appendix B: Practicum Expectations for Roosevelt University……..37

Appendix C: Competency Benchmarks …….. 39

PsyD Program Calendar 2010-2011

(dates subject to change; check RU website and RU email for updates)

August	
Aug 10	Comprehensive Exam
Aug 23	New PsyD Student Orientation
Aug 23	University Convocation
Aug 24	First day of Fall semester classes
Aug 31	**December Graduates:** Deadline to apply for Fall graduation
September	
Sept 1	**Fall 2013 Internship-Seekers:** Upon successful passing of comps**,** request letters of recommendation using AAPI format
Sept 3	Labor Day – No Classes
Sept 8	**All PsyD Students**: PsyD student and faculty party (2PM-5PM)
Sept 12	Monthly PsyD PEG meetings with student representative begin (2nd Wed of month)
Sept 30	**Fall 2013 Internship-Seekers:** Submit all internship application materials to DOT **Practicum-Seeking Students:** You may now submit **Intention to Seek Practicum Form** to PsyD Director (Dr. McBride)
October	
Oct 1	**Neuropsych & Health Psych** Practicum-Seeking Students: Deadline for requests for faculty letters of recommendation
Oct 3	Monthly faculty meetings with student representative begin (1st Wed of month)
Oct 4	**Choice 1: Practicum-Seeking Students:** *Practicum Workshop Part 1: Applications.* 4:00PM-6:00PM; AUD 309, SCH 614. **Required** all students who have not attended in the past, but all are welcome. *Choose one of the following two sessions.*
Oct 6	**Choice 2: Practicum-Seeking Students:** *Practicum Workshop- Part 1: Applications.* 12:30PM-2:30PM; AUD 309, SCH 614. **Required** all students who have not attended in the past, but all are welcome.
Oct 10	**All PsyD Students:** ***Mandatory PsyD Student Meeting*** 6:00PM-9:00PM
Oct 11	**Practicum-Seeking Students: Intention to Seek Practicum Form** due to PsyD Director
Oct 11-Nov 2	**Practicum-Seeking Students**: Practicum advising sessions for PsyD students. Everyone should attend one session. Watch RU email for appointment schedule. You must submit your **Intention to Seek Practicum Form** to the PsyD Director before booking an appointment with the DOT.

Oct 17	**Fall 2013 Internship-Seekers:** Deadline to submit chair-approved doctoral project proposal to committee
Oct 19	Comprehensive Exam retake
Oct 31	**Fall 2013 Internship-Seekers:** Doctoral project proposal meeting deadline
November	
Nov 1	**Neuropsych & Health Psych Practicum-Seeking Students:** Deadlines for Faculty members to submit letters.
Nov 1	**December Graduates:** Theses and doctoral projects due to Graduate Dean
Nov 7	**Practicum-Seeking Students:** Deadline for requests for faculty letters of recommendation
Nov 14	**Fall 2013 Internship-Seekers:** Internship Workshop – Interviews: 6-9pm, Location TBA
Nov 15-30	**Fall 2013 Internship-Seekers:** Mandatory Interview Practice, Round One
Nov 19 (Mon)-25 (Sun)	Thanksgiving Break - No Classes
Late Nov	**Practicum Seminar Instructors** will send evaluation to practicum site supervisors **December Graduates:** Confirm graduation status with doctoral project chair and Director of PsyD Program
December	
Dec 1	**Fall 2013 Internship-Seekers:** Registration deadline for National Matching Service
Dec 3-7	**Fall 2013 Internship Seekers:** Interview practice, Round Two
Dec 7	**Practicum Fair**
Final Practicum Seminar Class for Fall semester	**Practicum Students:** Student evaluations and Time 2 Track logs due to DOT and practicum seminar instructors.
Dec 10	**Practicum-Seeking Students: Site Application Approval Forms** due to DOT. **NOTE:** For sites with earlier deadlines, site approval must precede application submission by at least one week.
Dec 14	**Fall Commencement** Fall semester ends; access to faculty is limited over winter break
January	
Jan 2	**Practicum-Seeking Students:** Start sending out applications to sites accepting early applications (see Practicum Site Database for site-specific deadlines)
Jan 11	First day of spring semester classes. Note: Friday, January 11 is a make-up day for Monday classes who will not meet on Monday, Jan 21, because of the MLK holiday. Saturday classes will begin Saturday, Jan 12. Regularly scheduled Friday classes will begin Friday, Jan 18.

Jan 21	Martin Luther King holiday
TBD	**Spring Graduates:** Deadline to apply for spring graduation.
Jan 24	**Choice 1: Practicum-Seeking Students:** *Practicum Workshop-Part 2: Interviewing and Selection* 4:00PM-6:00PM; AUD 309, SCH 614. **Required** for all students who have not attended in the past, but all are welcome. Choice 2 for this workshop is Feb 9, see below.
Jan 27	**Fall 2013 Internship-Seekers:** Site rankings due to DOT
Jan 30	**Comps-Eligible Students**: Notify PsyD Director of intention to take Comprehensive Examination in Summer 2013
Jan-Mar	**Practicum-Seeking Students:** Practicum interviews; before withdrawing applications or canceling interviews, contact DOT for permission
February	
Feb 4	**Practicum-Seeking Students:** Submit ACEPT site applications
Feb 6	**Fall 2013 Internship-Seekers:** Rankings due to National Match Service
Feb 9	**Choice 2: Practicum-Seeking Students:** *Practicum Workshop-Part 2: Interviewing and Selection* 12:30PM-2:30PM; AUD 309, SCH 614. **Required** for all students who have not attended in the past, but all are welcome.
Feb 13	**All PsyD Students:** ***Mandatory PsyD Student Meeting*** 6:00PM-9:00pm
Feb 15	**All PsyD Students**: Interviews for PsyD Program applicants; current students encouraged to attend. Day 1 of 2
Feb 18	**All PsyD Students**: Interviews for PsyD Program applicants; current students encouraged to attend. Day 2 of 2
End of Feb – Specific date TBA	Comprehensive Exam Workshop I
Feb 22	**Fall 2013 Internship-Seekers**: APPIC Phase I Match Day
Feb 28	**Fall 2013 Internship-Seekers:** APPIC Phase II Applications Due
March	
Mar 16-22	Spring Break
Mar 18	**Fall 2013 Internship-Seekers:** Rank Ordering for APPIC Phase II Match Day due to NMS
Mar 18	**ACEPT Notification Day:** Notify DOT of match status within one week of accepting offer.
Mar 25	Classes resume
Mar 26	**Fall 2013 Internship-Seekers:** APPIC Phase II Match Day

Mar 26	**Fall 2013 Internship-Seekers**: APPIC Post-Match Vacancy Service opens for internship seekers remaining in the match.
April	
April 1	**Spring Graduates:** Theses and doctoral projects due to Graduate Dean; confirm graduation status with doctoral project chair and Director of PsyD Program
April 15	**Fall 2014 Internship -Seekers:** Deadline to meet with PsyD Director about program completion plan and internship eligibility
Apr 26	**Practicum-Seeking Students: Training Agreement** due to DOT
May	
May 1	**Fall 2014 Internship -Seekers:** ***Mandatory General Internship Meeting – Part 1*** 6:00PM-8:30PM
May 3	**Practicum Students:** Student evaluations, site evaluations, and logs are due to DOT and practicum seminar instructors (Note: Students whose practicum continues after the end of the semester must also submit a final evaluation at the conclusion of the practicum) End of spring semester; access to faculty is limited during summer **Spring Commencement**
May 11 –Aug 5	Summer session **Summer Graduates:** Students intending to graduate in summer must apply for graduation during the first week of summer session classes **Finishing practicum students**: Final student and site evaluations and logs due to DOT and seminar instructors for practica that have continued past the end of spring semester.
May – early June	**Fall 2014 Internship-Seekers**: Individual meetings with DOT
June	
Early Jun	Comprehensive Exam workshop 2 (Exact date TBA)
June 18	**Choice 1: Practicum Students:** *Practicum Workshop Part III:* 5:00-6:00PM; AUD 309, SCH 614. **Required** for anyone in the first RU practicum (2013-2014). Choice 2 is June 22- see below.
June 19	**Fall 2014 Internship-Seekers:** ***Mandatory Internship Meeting – Part 2***
June 22	**Choice 2: Practicum Students:** *Practicum Workshop Part III* 12:30PM-1:30PM; AUD 309, SCH 614. **Required** for anyone in the first RU practicum (2013-2014).
July	

July 1	**Practicum Students:** Date liability insurance provided by RU begins. Do not see clients until July 1 in your new practicum.
Aug	
Aug 1	**Summer Graduates:** Theses and doctoral projects due to Graduate Dean
Aug 9	Comprehensive Examination (for eligible students)
Aug 15	**All PsyD Students:** APA yearly report information and self-evaluations due
Aug 15	**Fall 2012 Internship Students**: Final evaluations due to DOT
Aug-Oct	**Fall 2014 Internship-Seekers**: Complete internship applications and doctoral project proposal meetings

Checklist for Practicum Application

(Details available on pp. 13-22)

1. Eligibility:
   - **Intention to Seek Practicum Form** signed by **PsyD Program Director** –
   Due September 30 - October 11

2. Preparation:
   - Attend Preparatory Workshops –
     a. Part I: October 4 or October 6
     b. Part II: January 24 or February 9
     c. Part III: June 18 or June 27
   - Attend PsyD meeting – Oct 10
   - Attend practicum advising session – Oct 11- Nov 2
   - Attend area-wide practicum fair – Dec 7
   - Volunteer with your population of interest if you have limited experience

3. Obtain access to online practicum database from DOT – will be granted following your attendance at Workshop I
   - Search for potential sites from online database
   - Turn in **Site Application Approval Form** via Blackboard – due December 1
     - NOTE: For earlier deadlines, submit Approval Form one week prior to application deadline.

4. Assemble application materials for sites, following their timetables
   - Notify letter writers – October 1 for Neuropsychology or Health Psychology Practicum Placements, November 7 to request letters for all other practicum applications.

5. Submit applications and interview – January and February (Neuro and Health applications earlier)

- **Do not withdraw an application or cancel an interview without consulting the DOT**

6. Notify DOT of match status following ACEPT Notification Day – March 18

7. Complete **Practicum Training Agreement Form** with your new **supervisor** IN PERSON – Due April 26

8. Register for the seminar to which you have been assigned by the DOT – See the University's fall registration guidelines for dates. Note that Intro Prac students must register in person with the Course Selection Worksheet provided by the DOT.

9. Start seeing clients after July 1, when **liability insurance** coverage begins.

10. Start logging your hours as soon as you begin practicum via Time2Track. Alternatively, students may use MyPsychTrack (www.mypsychtrack.com). This is a web-based application that allows practicum hours. Both services are priced reasonably for a year membership.

11. Make good choices regarding your progression through the program. Engage in self-care.

Introduction to Clinical Training

The two main components of doctoral training in clinical psychology are academic work and clinical training. Clinical training is supervised clinical work in an agency or program that delivers mental health services. Clinical training in the PsyD clinical psychology program includes practica and internship; academic work includes coursework, the comprehensive examination, and the doctoral project. Although these two components may appear distinct and separable, in practice they are integrated throughout students' progress through the program: Based on a practitioner-scholar model, coursework is designed to prepare students for clinical practice through exposure to current knowledge and issues in psychopathology, assessment, psychotherapy, and professional practice; students' experiences in clinical training inform their academic activities directly through case presentations in the practicum seminar and other courses and, more implicitly, by providing real-life embodiments of the problems addressed by course content. Students will use their investigative and critical thinking skills and their knowledge of the science of clinical psychology, developed throughout their coursework, to provide optimal treatment to their clients by identifying the most current and valid assessment and treatment methods. In addition, throughout their studies, students come to understand the importance of scholarly inquiry so that they remain critical consumers of new developments in the field throughout their professional careers.

Clinical training prepares students for eventual independent practice by providing opportunities (a) to apply and test academic knowledge and skills *in vivo* with clients; (b) to learn about the problems and possibilities involved in the *delivery* of mental health services; (c) to learn about the multiple roles of psychologists as clinical professionals, including ethical practice; and (d) to develop the self-awareness and self-knowledge necessary for ethical and exemplary clinical work, including awareness of the limitations of one's knowledge and skills.

Levels of Training

The term "practicum" (the plural is "practica") refers to clinical training provided before students have completed their academic requirements. Some sites use the term "externship" to refer to the same training. Practicum is sometimes confused with "internship," which in psychology is the final year of clinical training after students have completed all their coursework, but which is often used instead of practicum by schools of social work or counseling. After earning your degree, you will continue your training for a year or more at a "post-doctoral" position (a "post-doc") in order to accrue the supervised hours of clinical practice necessary to qualify for licensure.

There are six levels of clinical training:

1. Introductory practicum
2. Doctoral practicum 1
3. Doctoral practicum 2
4. Doctoral practicum 3 (For students entering with MA or Optional for others)
5. Pre-doctoral internship
6. Post-doctoral training

The introductory practicum is undertaken by students who have entered with a BA or BS. The doctoral practica are undertaken by students who have completed their master's-level requirements (either at Roosevelt University or elsewhere). Three years of practica are required; however, students should consider more training at this level to improve their internship candidacy. Students entering with an MA can potentially transfer in one practicum. The pre-doctoral internship is a full-time, one-year clinical training experience undertaken after completion of all doctoral coursework and the comprehensive examination. After completion of the internship and all PsyD requirements, including the doctoral project, students graduate and are then eligible to begin post-doctoral training, which involves additional supervised clinical practice required to accumulate the hours necessary to become eligible for licensure.

Practicum

Introductory practica provide students with the opportunity to develop their basic clinical skills and to become familiar with work in a mental health setting, including documentation, confidentiality, teamwork, and interdisciplinary communication. On doctoral practica, students begin to exercise more independence—within limits determined by their supervisors—in diagnosis, case conceptualization, treatment planning, and report writing. Students on doctoral practica participate more independently in case conferences and interdisciplinary activities and are encouraged to develop skills of presenting clinical information to others in their organization (e.g., presentation on topics of clinical relevance based on critical inquiry).

Annual practicum advising sessions will address a long-term schedule of clinical training, including practica and internship that is integrated with academic work and appropriate to their skills and interests. For full-time students, practicum training typically begin in year 2, although three completed practica is the minimum requirement, many students elect to complete a fourth practicum to gain training in particular skills or with particular populations or to improve their candidacy for internship. Individual clinical training plans will be based on students' previous experience, interests, coursework, and training needs, as identified by the student, the DOT, and the student's instructors as he or she progresses through the program. *Following advising sessions, feel free consult the DOT often!*

Students should begin preparing for the application process the fall before they intend to begin a practicum. See the PsyD Program yearly calendar for details of practicum deadlines. The following pages will outline the procedure for seeking a practicum as well as information needed by students on practicum.

Internship

Students deemed eligible by Clinical PsyD Director begin preparation for the internship application process over one year before they intend to begin internship. Students attend the internship workshops for guidance through the process and consult with their mentors and the DOT on potential internship sites given their preparation, needs, and interests. The DOT will review all internship applications before they are submitted to sites. Students must be prepared to apply to sites around the country and not limit their searches to Chicago or other large metropolitan areas. From a training standpoint, it is preferable to train in various parts of the country – so you receive a diversity of experiences and supervisory viewpoints. From a practical standpoint, internships in large metropolitan areas are highly competitive because of the number of doctoral programs in the area and the interest of applicants around the country in these sites. *Restricting one's search to a large metropolitan area, particularly Chicago, greatly increases one's likelihood of not matching to a site*.

The application process for internship is standardized and managed by the Association of Psychology Postdoctoral and Internship Centers (APPIC). Application deadlines vary, with most occurring in the month of November. Most sites conduct interviews in December and January. Students submit their ranked internship site list to the National Matching Service (NMS) in early February and are informed of which site they have matched to in late February. Roosevelt students are expected to secure an APA-accredited internship. *Applications to APPIC-member (only) or unaccredited sites are not permitted in Phase I of the application process.* Internships typically begin in July through early September.

Content of clinical training

Students are expected to obtain supervised training in the following areas during their practica:

- clinical interviewing, diagnosis, and case conceptualization
- psychotherapy skills, including the ability to establish rapport and work with clients of diverse backgrounds
- psychotherapy that is based on one or more theoretical orientations (e.g., behavioral, psychodynamic) with a history of clinical and research support

- individual therapy, with the addition of group, family, or marital modalities (according to availability and the previous experience and career interests of the student)
- communication of psychological information, written and oral (e.g., via assessment reports, treatment plans, progress notes, case conferences, interdisciplinary contacts)
- the influence of ethnic diversity and individual differences on assessment and treatment
- consultation with other professionals at the individual and program level
- professional roles, ethical behavior, standards of practice, state law, and organizational guidelines, especially re core issues in the practice of clinical psychology (e.g., confidentiality, the duty to warn, professional boundaries).
- psychological testing—including the selection, administration, and interpretation of well-established tests of personality and intellectual functioning—and in interdisciplinary collaboration.
- Evidenced-based practice (EBP), including outcome assessment in order to determine treatment effectiveness.

Competencies of clinical training

Equally important as the *content* of clinical training is the extent to which students benefit from that content by developing the *competencies* necessary for clinical practice. See **Appendix C** for a detailed list of clinical competencies called Competency Benchmarks (Fouad et al., 2009).

Practicum Application Procedures

1. Eligibility: Review prerequisite including academic coursework, prerequisite hours, and preparatory competencies (see Appendix C). Review clinical training plan developed with Directors.

In early fall, for practica beginning in the following summer or fall, complete the **Intention To Seek Practicum Form** sent to you via email. The PsyD Director will review your submission and notify of you of your eligibility status. This is a critical step to prepare for your practicum advising session with the DOT. You will need to submit this form and gain approval from the PsyD Director before your advisement session with the DOT. The window for completing this form is September 30-October 11.

Introductory practicum: Students must have accumulated at least 24 semester hours of coursework before beginning their introductory practicum. Those 24 hours must include the following course content:

Psychopathology
Basic Clinical Skills
Cognitive & Behavioral Psychotherapies *or* Psychodynamic Psychotherapies
Intellectual Assessment *or* Personality Assessment
Ethics

Students should also plan to take coursework appropriate to the practica being sought (e.g., Child & Adolescent Therapy if a student is applying to a site that provides therapy services to children and adolescents). Students may take courses specifically relevant to their practicum concurrent with it.

Doctoral practica 1, 2, 3: Master's Degree completion is required for enrollment into Doctoral Practicum One. Students must successfully complete the first clinical practicum before beginning the second.

Students must adhere to the terms of their first practicum on those occasions where there are conflicts between start and end dates of the first and second practica. Some sites may have 10- or 12-month practica ending in mid to late summer, while some practica begin in early summer; thus if the first practicum continues into summer, this will disqualify a student from applying to sites whose practica begin in early summer.

The subsequent practica must provide the student with exposure to a different training experience than the first practicum. The onus is on the student, if seeking a second practicum at the same site as the first, to demonstrate that the second experience is significantly different from the first.

Internship: To apply for internship, students must have (a) completed a minimum of two practica, (b) completed a therapy practicum, (c) passed their Comprehensive Exam, and (d) proposed doctoral project by Oct 31 before *applying* to internship. Before *beginning* internship, students must have (d) completed all their coursework (including the doctoral project seminar) and a minimum of three practica. Students may embark on the internship application process if they have failed the August administration of the comprehensive exam; however, they must pass at the October administration prior to submitting any internship applications.

The rule noted above also applies for conflicts between start and end dates between the end of a practicum and the start of an internship; that is, if a practicum continues through summer, the student may not apply to internships that begin in the summer. It is best to think ahead and engage in good problem-solving.

2. Preparation

- Attend Preparatory Workshop I, II, III—I: October 4 or 6; II: Jan 24 or Feb 9; III: June 18 or 22
- Attend practicum advising session – Oct 11- Nov 2
- Attend PsyD meeting—September 12

Preparatory workshops cover the prerequisites, both formal and informal, for clinical training and the practicum selection and application process. Assistance is provided in preparing application materials and interviewing. The latest version of ACEPT Guidelines that are reviewed on pages 19-20. New doctoral students are expected to attend these workshops. Returning doctoral students are also invited to attend.

- Attend ACEPT practicum fair—December 7

ACEPT (Association of Chicagoland Externship and Practicum Training) organizes an annual area-wide practicum fair that will be held on the 2nd floor of the Auditorium Building of the Chicago campus. More than 50 sites from city and suburban areas typically attend, and site supervisors participate in panel presentations to give you insider tips for your applications. It is important to keep in mind that the fair is not a Roosevelt function; we are just fortunate to provide space for this event. You will want to dress and act professionally at the fair. Sites will likely remember you – for better or worse.

- Volunteer with your population of interest

Students enrolled in 520 Basic Clinical Skills will be required to participate in volunteer work. For others, if you have not worked with a clinical population, it is a good idea to start volunteering right away. You will be better able to identify the population with whom you want to work, and the experience will increase your candidacy for a practicum position. NOTE: Practicum at a site where you have volunteered falls under the same rules as practicum at an employment site (See section on Training at one's place of employment). To locate a volunteer position, you may want to explore the following websites:

http://www.chicagovolunteer.net
http://www.volunteermatch.org
http://www.idealist.org
http://www.servenet.org

3. <u>Obtain access to online practicum site database from DOT</u>—will be granted following your attendance at Practicum Workshop Part I.

- Search for potential sites from online database

The online database consists of listings for Roosevelt approved practicum sites. Some information is more up-to-date than others, depending on responses from the sites. The database is set-up in an excel spreadsheet in a manner that requires you to carefully explore each site so that you can thoroughly determine what training sites fit best for your needs as well as explore sites you might not have thought of before. In addition to the online database, students should consult more advanced students regarding their practicum experiences. Students should also search the training site's webpage for additional details. Students are expected to seek a practicum from among those listed in the database.

To find the database, log on to RU Online and click RU Courses. If you have been given access, you will see the RUCOM Psychology Practicum link. The practicum Blackboard page contains the database, additional site material, practicum forms, and information related to internship and post-doc opportunities.

- Submit **Site Application Approval Form** to **DOT**—December 10. *Students must have permission to apply to sites before submitting their application materials*. Failure to obtain permission may result in forced withdrawal from the practicum process. To submit the form, click on "Site Application Approval Form" under the **PsyD Practicum Forms** tab. Follow instructions.

Note that this form, once approved by the DOT, indicates approval to apply to that site; it does not mean that the site and the training it offers are approved for a particular practicum. Sites frequently change their policies, services, and supervision arrangements; for this reason, final *approval to attend a site for practicum is only granted based on the specific information in the training agreement form*.

<u>Updating database listings</u>: Sites often undergo changes that affect their training programs. The contact person listed in the database may not be the current contact, and other details of the program may have changed. Because of such unanticipated changes, *the fact that a site is listed in our database does not mean that it is an "approved" site or that the info listed is updated and accurate*. Students must obtain final approval of their training from the DOT (see below). The DOT will evaluate not only the training program, but also the extent to which it fits a student's particular needs as a clinician-in-training.

Students *should not* telephone sites. Because of the high demand of practicum positions, some sites become overwhelmed with inquiries and do not have time to respond. If information listed for a site is not current, students should inform the DOT immediately.

When making a site list, students should note all deadlines associated with the application and notification process (see section on ACEPT Sites on p.19-20) *and prepare their applications and interviewing plans accordingly*.

<u>Unlisted sites:</u> Students are expected to seek a practicum from the sites listed in the database. Unlisted sites will be reviewed only if the site provides an exceptional training opportunity that is not already well-represented in the database. Private practices will not likely be reviewed. If a student identifies a potential training site that is not on our list and believes it to be exceptional, he or she should attempt to determine (a) if the site is willing to take on a practicum student, and (b) whether the site can provide licensed clinical psychologist supervisors. If the site can provide training and supervision, the student should then contact the DOT with the site and site contact name, phone, address, and email address. The DOT will make contact with the site and evaluate their potential for clinical training. Note that new site reviews are not guaranteed and will not likely occur until the summer and only as time permits.

Training at one's place of employment
Practica at a student's place of employment will be considered only if training will involve separate clients and supervisors (no overlap whatsoever) and if clear boundaries can be made between work and training (e.g., this may be possible in a large agency with several different programs). Interested students must petition the DOT for approval of such training. Contact will be made with the site supervisors or training director to discuss the training plan. It must be clear to all those involved that the student's position with respect to practicum activities will be one of trainee, not employee, and that the arrangement is for professional development, not expediency. Students must be clearly identified as trainees in their practicum activities.

Affiliation agreements with Roosevelt University
Some agencies require a formal affiliation agreement, signed by both parties, before accepting students for practica. When a site requests a formal affiliation agreement, contact the DOT ASAP and provide the appropriate contact information at the potential site. Be aware that if we do not already have an agreement with that agency, it can take a month or longer to finalize one.

4. Assemble application materials for sites, following their timetables:

Because personnel change at sites, it is best to address the application packet to "Psychology Practicum Training Director" rather than to a particular individual unless you are very certain as to the accuracy of the contact person. Sites typically want students to submit a **cover letter** (indicating their interest in the practicum and training goals), **vita**, **transcripts**, **3 letters of recommendation**, and a **work sample** (see the database listing for details for each site). Each component is discussed below. We are encouraging sites to go to fully electronic applications. However, many sites still require paper copies. Please read the site's webpage thoroughly as well as the spreadsheet on bb. When in doubt send a paper copy.

A. Letters of recommendation
Letters of recommendation should be requested no later than October 1 for Neuro and Health Practica, November 7 for others. Letter writers can write better letters if they are provided with a copy of the student's vita and information about his or her clinical interests, goals, and potential training sites. Letters of recommendation are confidential.

Faculty Letters:

Faculty will email their letters and you will submit your address list using the **Site List Spreadsheet** to the departmental secretary for mail merge. The DOT will collect your letters and email them directly to your site.

Practicum Supervisor or Other outside letter:

For those who have been on practicum, you will want to obtain a letter of recommendation from your supervisor. If you are engaged in recent and relevant employment, one of your letters can be from your employment/volunteer supervisor. You will want to make sure that at least one letter is from an RU faculty member. Ask these writers what they need from you to make the task more efficient. Outside letter writers can send the letter in PDF form to the DOT if they would like these letters to be processed. Otherwise, they need to submit to you one sealed letter for each site you are applying to.

Please remember that you are one of more than 100 RU clinical psychology graduate students seeking a practicum. Submitting your site list in the proper format and having prompt letter writers will ensure the least amount of delay. Most letters will be processed over the winter break.

Please notify the departmental secretary if any of your faculty letter writers will be printing out the letters themselves.

NOTE: Sites may choose to contact letter writers or other faculty in the department for an informal recommendation or for when they may have questions about your application.

B. Vita

A vita, or CV for curriculum vita, is the academic equivalent of a resume. See **Appendix A** for an example of the format of a vita and the sections that, at a minimum, should be included in every vita. Bring your vita to the practicum advising session for review.

C. Cover Letter

Cover letters introduce you to sites, tell them what you want from them, reemphasize information in your vita, and provide them with additional information not in your vita. A good cover letter will demonstrate that you have thought about what your long-term goals are, that you have developed plans for working toward those goals, that you have made good use of your education and experience in developing your goals, and that the needs of and services provided by the site are a good match to your interests. Cover letters are typically 1-2 pgs; be both thorough and concise to convey your relevant history, interests, and goals. The DOT will review as many cover letters as time permits; however, it is a good idea to draft one and bring it to your practicum advising session.

- Address your letter of interest to the Psychology Practicum Training Director unless you are certain as to the accuracy of the contact person. This is to ensure that if there has been a turnover in directors, the new training director will still receive your letter.
- Introductory Practicum student can note that they may be supervised by an LCPC, LCSW, or LCP.
- Describe your current academic status and institution (e.g., “I am in my second year of academic work toward a PsyD degree in clinical psychology from Roosevelt University”) and what you are writing about (e.g., “I am interested in the practicum offered by your site”). Note the particular practicum you are interested in, whether diagnostic, therapy, and so forth (many sites have several different practica).
- State what training content you are seeking. It can be helpful to put this in terms of both your interests and experience (e.g., “I am particularly interested in the psychological problems of children in foster care and have worked in several social service agencies involved in foster care over the past three years”) *and* in terms of what you would like to gain from training (e.g., “I am particularly interested in obtaining training in the assessment of learning and achievement in children who have or who are at risk for emotional and learning problems”).
- Describe how you developed your interests.
- State succinctly why you are interested in the practicum offered by that particular site; that is, how it matches your interests. For example, “I am interested in training at your site because of your commitment to services for children at risk of developmental delay and emotional problems.” This is where you show that you have taken the time to learn something about the site and that you are not just engaged in a “shotgun” approach of applying to every site.
- Review your particular strengths or skills; for example, a second language, experience with the State Mental Health Code, a talent for developing rapport with troubled children. *Note that these examples should be specific skills (rather than character traits), which, if the reader questioned them, could be supported by referring to a specific position or experience listed in your vita*. For example, “I am able to develop rapport with difficult children, a skill which I developed during my two years of volunteer work at the XYZ Children’s Shelter” or “while working on a study of ADHD children with Dr. X.” Do not list generic positive qualities, such as hard working, interested in the field, honest, and so forth, that Training Directors will assume are true of *all* applicants.

- You might consider mentioning individuals in the field with whom you have trained or who have influenced you (e.g., "In my previous practicum I was supervised by Dr. Y, whose work with infants with brain-damaged stimulated my interest in child assessment").
- Be cautious about personal self-disclosure. A site may assume from this that you have difficulty with objectivity and boundaries.

The number one problem with cover letters is lack of specificity. State why exactly they should select you and what exactly you hope to learn at the site. Pick a site and bring a cover letter tailored to that site to your practicum advising session.

D. Transcripts
Most sites will ask for a copy of your transcripts, and usually, unofficial transcripts printed from RU Access are sufficient. However, there are some exceptions listed in the database; so be aware of which sites require official transcripts and plan to request copies of them well before the deadline for mailing applications.

E. Work Samples
For work samples, introductory practicum students can submit writing from their basic clinical skills course, an assessment report from an assessment course, or a paper. Students applying to advanced practica should submit an actual clinical report, but be sure to obtain approval from the site. When submitting reports (even coursework samples), *use John or Jane Doe **ONLY** for the client name so it is clear to all parties that confidentially is being protected.* All dates should also be removed. Double and triple check your de-identification. **Sites are ethically obligated to shred your application if any info deemed identifiable is in your sample.**

F. Application Forms
Only a handful of sites require a separate, site-specific application form. These sites will be noted in the practicum site database, and the forms will be available on Blackboard.

5. <u>Submit applications and interview</u>—January and February (Earlier for Neuro and Health)

Practicum application timetable
Obtaining a practicum in the Chicago metropolitan area is a competitive process and one that is not consistent among training sites. There is no consistent timetable followed by <u>all</u> practicum sites. Some sites have flexible begin and end dates and will accept students whenever they have an opening; this is particularly true of introductory practicum sites. Some sites have their own consistent, but unique, begin and end dates. Finally, many sites follow, to a greater or lesser degree, a common schedule for accepting applications, interviewing, and selecting practicum students (see section on ACEPT below).

<u>ACEPT Guidelines - Applications and Interviews</u>
Application to ACEPT sites CANNOT be SENT before a specified date in early February; such sites interview candidates during February and March; and they notify students of their decisions on a specified date in late March (exact application and decision dates are set by the Association of Chicagoland Externship and Practicum Training Sites [ACEPT] and are listed in the PsyD Calendar. Because this is a complex process, students need to attend the Practicum Workshops provided by the DOT.

To add another layer of complexity, some sites identify as following ACEPT guidelines may only casually follow the ACEPT guidelines. It is very important to ask the representatives of each site with whom you interview for details of their notification timetable. ***Note: Follow the individual site's protocols for interviews and decision dates.***

In order to meet ACEPT and non-ACEPT dates, students should plan to finalize their application packets by the end of the fall semester. Again, see the site database to see the application and notification deadlines that each site has provided to the RU psychology department. See PsyD Calendar for important program deadlines.

Professional Dress

Sites will typically interview students in late February and through March. Students must dress professionally for interviews. Every year, the DOT is contacted by sites that complain that students are dressing inappropriately – wearing too casual, tight-fitting, or low-cut clothing. Interviewers may not be informed of the latest fashion trends, but they will judge you heavily on your professional dress or lack thereof. Feel free to consult faculty on apparel choices.

6. Notify DOT of match status following ACEPT Notification Day—March

ACEPT Guidelines – Offers and Acceptances

Many sites strictly follow the ACEPT protocol, which mandates that sites make their offers of training positions on a specified date and time (see calendar as well as www.acept.us). Sites that follow this protocol do not make offers prior to that time, and some professional psychology programs in the Chicago area do not allow their students to accept offers prior to that date and time. However, the Department of Psychology and many training sites do not follow this policy; students in Roosevelt's PsyD program may accept offers at any time while still respecting ACEPT rules for ACEPT-abiding sites.

- Be familiar with ACEPT Guidelines:

Timeline for 12-13 application:

- Applications sent February 4, 2013. Applications reviewed and applicants interviewed during a six week period, Match would occur on March 18, 2013
- Studentsmust include an "Application Guidelines and Pledge" form letter with each application they send out.

Match Process Options

- Sites must notify all applicants (by e-mail, copying an ACEPT e-mail account) on Notification Day, Monday, March 18 of the status of their application. All applicants must be formally told if they are 1) getting an offer from the site, 2) being considered as an alternate should a position become available and the student has not yet accepted a position, or that 3) the student is no longer being considered for a position. If a site is not going to grant an applicant an interview, they are encouraged to let the applicant know prior to the Notification Day, however, all applicants should be informed of their status no later than the Notification Day, even if they have not been interviewed.
- This email address is for record keeping purposes only and will be utilized to monitor any inconsistencies in communication and behavior. ACEPT will not provide any recommendations for disciplinary action to the student's academic institution.
- When a student receives an offer for a position they may hold the offer for up to 24 hours, but may accept or decline the offer at any time prior to the 24 hour deadline. If a student has not accepted or declined an offer by 24 hours after it is received, the offer becomes void and is assumed to be declined.
- Students may only hold one offer at a time.
- If a training site has made an offer to a student and that student declines the offer, the training site may immediately make another offer to a different candidate. That candidate then has 24 hours from the time that the e-mail is sent to make a decision. As stated above, the student then has 24 hours to accept or decline and it is assumed that if they do not respond within 24 hours that the offer is declined.

- Once a student accepts an offer, they must contact all of the other sites where they have interviewed to let them know that they should be removed from consideration of the position.
- Once a site has filled all of its positions it must contact all of its alternate candidates to let them know they will not be receiving an offer from the site.
- The offer process will end at 9 am on Friday, March 22. Students who have not accepted a position by that time will able to participate in a clearing house process. All unfilled training positions may also participate in a clearing house process.
- Students will not be allowed to apply for or accept offers between Friday, March 22 at 9 am and Monday, March 25 at 9 am. The clearing house process will begin at 9 am on Monday, March 25.
- The Clearing House Form will be completed by a training site with an unfilled position. That site may then e-mail it to the training directors at the various academic institutions. The Clearing House process will be unstructured and ACEPT will not have a role in monitoring it. It is assumed that each academic institution will work with its own students
  and monitor its own process

Some sites may require students to abide by the ACEPT protocol in order to be considered for their training positions. *Students must make an honest commitment to follow the protocol if they wish to be considered by these sites*.

Students who are negotiating with sites operating independently of the ACEPT system should make an effort to secure such placements *well in advance* of the ACEPT notification date. ***If you accept an offer early, you must consult with the DOT before withdrawing applications or canceling interviews at other sites!*** We have had recent incidences with sites reneging on early offers and with sites not considering Roosevelt applicants because students cancel without notice.

Once students have accepted a verbal offer, they should send their training site a formal letter of acceptance. Students must notify the DOT upon acceptance of a practicum position, preferably by forwarding a copy of their acceptance letter, within 1 week of their acceptance.

See the Eligibility section for information about overlapping start and end dates.

Holding Offers

The process of the practicum search can be challenging not only for students, but also sites. If you receive an offer and have other interviews scheduled or are uncertain as to whether or not you want to accept, you may ask a site if you can hold the offer while completing your other interviews. The site may or may not allow you to hold an offer, and they will vary in terms of how long you can hold the offer. To optimize your chances of being allowed to hold the offer, provide the site a specific date on which you will contact them with a response. Be sure this date allows for enough time for you to complete other interviews and possibly receive other offers. Stay in touch with a site whose offer you have on hold to minimize the chance of the site withdrawing the offer. Contact the DOT if you need assistance with offers. **NEVER HOLD MORE THAN ONE OFFER AT A TIME.** This will slow down the process for everyone can create more frustration than is necessary for all parties involved in practicum matching.

Withdrawing your acceptance

Accepting a practicum placement commits a student to that site for the duration of the training agreement. **Once you have accepted an offer informally or formally, you cannot change your mind**. Students may leave a practicum early only for severe hardships or serious training problems, and only after having discussed the matter in advance with, and obtaining permission from, their site supervisors, their practicum seminar instructor, and the DOT. ***Because clinical training is a collaborative enterprise, students may not unilaterally withdraw from a practicum.*** Consequences of such withdrawal include being terminated from the program. Also, see section on Absences from practicum.

Students who do not secure a practicum

Most students who apply according to the deadlines listed in the PsyD Calendar and are flexible in terms of their availability and ability to travel obtain a practicum of their choice. If you do not match by the ACEPT Notification Day, notify the DOT that you have not yet been placed. ACEPT also operates a Clearinghouse where sites will post openings that remain after Notification Day has passed. The DOT can assist you in navigating the Clearinghouse process.

The deadline for securing a practicum (i.e., DOT signs off on your Practicum Proposal Form) is August 1. If you have not secured a practicum by the deadline, you will be bumped to the next start group the following year. If you are unable to secure a practicum for a second year, you will be reviewed for continuation in the program.

If you have been unsuccessful in your first round of applications, consider reasons why. If you obtained few interviews, it may be that you require editing assistance on your application materials or you may need to obtain some volunteer experience to show better preparedness. You could also be applying to the wrong or exclusively to very competitive sites. If you obtained several interviews but did not receive offers, the same may be true but you may also need assistance with your interviewing skills. If you cannot interview well for a practicum position, the assumption will be made that you do not have the interviewing and other clinical skills appropriate for the field.

7. Complete the Practicum Training Agreement Form with your new supervisor IN PERSON – April 26

Training agreements: Upon acceptance of a practicum offer, students should arrange, *as soon as possible*, to meet with their supervisor or the site's DOT to complete the PsyD program's training agreement form. The agreement form is sent out electronically from the DOT directly to the site DOT/supervisor. Once you have accepted a position, immediately forward your practicum site DOT/supervisor's name and email. Students should arrange a time to complete their online agreements *in person with their supervisor*. *Note that any particular practicum is not approved until its specifics have been reviewed by the DOT, and approval is indicated by his or her signature on the agreement form*.

Start Date: **Do not begin seeing clients in your new practicum until July 1.** You may attend orientation and other training events in June, but your liability insurance coverage does not begin until July 1. If a site wants you to begin with clients earlier than July 1, contact the DOT for assistance sooner than later.

Sites reneging on offers: We have had sites renege on offers. Thus, it is imperative that you meet with your supervisor and submit a training agreement to the DOT as soon as possible. If your supervisor is reluctant to complete the agreement, consult the DOT for assistance.

Background checks, TB Tests, immunizations, and DV training: Some sites require students to have background checks, show proof of physical health, or participate in the 40-hour Illinois Domestic Violence Training. RU does not provide these for students. It will be your responsibility to fulfill these requirements. Sites will likely have ideas on where you can be fingerprinted for the background check or where you can do the DV training; if not, use the internet to locate what you need.

8. Register for practicum for fall semester

The DOT will assign you to a practicum seminar based on a number of factors, such as your practicum type and seminar availability. Registration includes both the off-campus field experience as well as the weekly on-campus seminar. **All PsyD students will attend practicum seminar on Wednesday evenings.**

Introductory practicum students will register *in-person* for 698A in the fall semester and 698B in the spring semester. Once the DOT receives your training agreement, you will be given a course selection worksheet in order to register. Seminars for intro students are NOT available for online registration.

Doctoral practica (791-794) are available for online registration. Be sure to register only for your appropriate course number and assigned section. 791A is the first semester of the first doctoral practicum, 791B the second semester of the first doctoral practicum; 792A is the first semester of the second doctoral practicum, and so forth. As a reminder, students with a completed MA degree start the practicum sequence at 791- whether you have an MA practicum or not. All other students start at 698-.

9. Professional Liability Insurance:

The University provides malpractice liability insurance to students, who are covered upon approval of their training agreement by the DOT. However, the PsyD Program recommends that students maintain their own individual coverage in addition to that provided by the University. **Policies will begin on July 1 of the practicum year.** A renewal will be issued January 15.

10. Log your hours:

See next chapter. Start logging your hours as soon as you begin practicum via Time2Track. Alternatively, students may use MyPsychTrack (www.mypsychtrack.com). This is a web-based application that allows practicum hours. Both services are priced reasonably for a year membership.

11. Make good choices:

Each student has a unique set of circumstances in their life; therefore, one path does not fit for all. A full course load including practicum is only feasible if you are not doing anything else in your life. Schedule a time with the PsyD Director to make a course plan adjustment at any point during your program matriculation.

Seeing clients can also be a very stressful time for many students, as well as seasoned professionals. Make sure you are taking care of yourself throughout the year.

While On Practicum

This section is for students who are about to begin a practicum or are currently on a practicum. Those beginning the search process should also read this section to discover what will be expected of you on practicum. A list of site, student, and university expectations are listed in Appendix B.

Practicum site requirements

Duration: All practica must consist of a **minimum** 750 hours and extend between 38 and 52 weeks. We recommend that students accumulate more than 750 hours in order to improve their clinical skills and to increase their chances of obtaining an internship position of their choosing. The requirements for students on a strictly diagnostic testing practicum may be adjusted to reflect number of test batteries rather than hours per se (see below).

Most practicum positions require 20-24 hours per week on site, although there is a great deal of variability. Students should also plan on spending several additional hours per week doing background reading and other study in order to prepare for cases in addition to the hours required for the practicum seminars.

Most sites schedule their practica by begin and end dates, not by hours accumulated. Students must commit to a site's begin and end dates rather than a total number of accumulated hours. We urge students to consider this opportunity to obtain more supervised experience as an advantage, rather than as a drawback. If a site training agreement specifies both total hours and begin and end dates, the dates take priority. **Remember that you cannot begin seeing clients until July 1.**

Fieldwork associated with specialty classes (e.g., testing for the Neuropsychological Assessment course) do not count toward the two semesters required for each of the two clinical practica. In addition, seminar class time does not count toward practicum hours.

Direct client contact hours: At least 1/3 of your required 750 introductory practicum hours must be direct client contact hours. This includes such activities as psychotherapy or psychological testing. Students on doctoral practica are expected to accrue closer to 50% direct client contact. Supervision time, report writing, and non-contact case management hours are not included in these direct contact hours. These hours are logged under supervision and support hours, respectively. Students completing a practicum focused on psychological testing must complete at least 10 test batteries (this substitutes for the direct client contact hours requirement).

It is important to keep an eye on your direct hours. Nationally, the *median* number of direct client contact hours by November 1 of the internship application year is 573 hours of direct intervention, 148 hours of direct assessment, and 303 hours of doctoral supervision. However, some sites may have minimums that for exceed these numbers. Direct hours are typically lower when testing versus conducting therapy; thus, obtaining as many therapy hours as possible is important. *These hour thresholds can most easily be attained with four years of practicum experience.*

Supervisor Qualifications: A critical component of clinical training is the quality and quantity of supervision. Primary supervisors for the doctoral practica must be licensed clinical or counseling psychologists (expected for intro prac students as well). These requirements are to ensure that students are provided supervision by professionals who have met standards of training and experience; they are also a required for licensure in the State of Illinois. See the guidelines from the State of Illinois' Department of Professional Regulation (https://www.idfpr.com/licenselookup/licenselookup.asp). Note that hours that are not supervised by licensed clinical or counseling psychologists will not count toward clinical

psychologist licensure requirements. However, two doctoral practica will meet the hourly requirements for licensure in the State of Illinois.

Videotaping/Audiotaping Clients: The best way for you and your supervisor to view your clinical performance is via a videotaped session. Second best is your supervisor conducting a live observation (although you cannot stop for discussion in the moment) or audiotaping a session (although you cannot see your reactions or those of your client). Internships are sensitive to whether or not anyone has actually seen you do therapy or whether or not you have seen yourself. If your site does not automatically tape sessions, please ask to do so. Log your use of the tapes for supervision (see section on practicum logs). You will be expected to present tapes in your practicum seminar. The only exception that will be made is where taping is prohibited by law.

Changes in a practicum: Students must inform their practicum seminar instructor and the DOT, in writing, of any changes to or departures from their original training agreement. These might include changes in supervisors, in clinical rotations, or in the duration of the practicum. If substantial changes are made, a student's instructor or the DOT may require completion and review of a new training agreement.

Withdrawing from a Practicum Site
Accepting a practicum commits a student to that site for the duration of the training agreement. Students may leave a practicum early only for severe hardships or serious training problems, and only after having discussed the matter in advance with and obtained permission from their site supervisors, their practicum seminar instructor, and the DOT. *Because clinical training is a collaborative enterprise, students may not unilaterally withdraw from a practicum*. Consequences of such withdrawal include being placed on action status or termination from the program.

Employment while on practica
Note that practica are unpaid positions and that most require that you attend during the day and occasionally during the evening. Because (a) virtually no sites allow students to attend only evenings and weekends, (b) practica extend over the course of at least 9 months, and (c) you will be taking at least one course (the practicum seminar) at the same time as you are attending your practicum, ***you are not permitted to engage in full-time paid employment during your practica.*** You must be available to meet your clients' individual needs, no matter your employment work schedule. Therefore, practica must be a top priority. Part-time employment is permitted, and all employment must be registered with the PsyD Director. Please see page 22, section 11 on making "Good Choices".

Competency and practicum
As in other parts of the program, you are expected to meet academic, clinical, and relationship standards on practicum. Your practicum may be suspended or terminated if you fail to meet academic standards, (B or better in coursework) clinical expectations (evidenced by informal or formal evaluation from practicum seminar instructor or on-site supervisor), or relational deficits (interpersonal or emotional factors affecting performance evidenced by informal or formal evaluation by anyone involved in your training). If you fail to meet competency in any area, you will be reviewed by the PsyD Director, DOT, and involved trainer for remediation. If it is determined that remediation is not possible or if the student is unable to meet expectations following remediation, the student may be terminated from the program.

Professional Deportment
The number one complaint sites express to the program concerns the professional deportment of students. Beyond the expected professional dress, students must make practicum a top priority. Frequent absences, late arrivals, and not completing paperwork in a timely fashion will not be tolerated.

Furthermore, the onus is on the student to work out any difficulties with supervisors or others at the site. Students have the DOT and seminar instructor with whom to consult when challenges arise, but the responsibility for "getting along" falls on the student.

You must be open to receiving feedback. *Even if you do not agree with your supervisor, it is important to keep in mind that your supervisor is more experienced than you and holds responsibility for your clients. You are operating under their license and, therefore, must respect their supervisory direction.* Concerns regarding lack of professional deportment are grounds for practicum termination and review for program dismissal for not meeting relationship competency standards (see Appendix C). Remember to use your practicum seminar to assist you in working through challenges at your site.

Social Media Concerns

Expect that all potential practicum supervisors, future employers, and clients will attempt to find information about you on the internet. Students should very carefully decide what they post on the internet. **One should NEVER discuss practicum-related issues in any way on Twitter, Facebook, or other social media formats even if you have set privacy controls.** No matter how locked down you believe your account to be, posted information is NOT private. Students have been terminated from practicum based on practicum-related material posted on Facebook and on Twitter. Posting of practicum-related information will be considered failure to meet ethical competency and will immediately result in review for continuation in the program.

Absences from practicum

Absences create difficulties while on practicum because of interruption in client care. If you are going to absent from practicum, you must notify your supervisor as far in advance as possible so that arrangements can be made. Certainly, do not come to the site if you are ill and potentially contagious, but notify your supervisor as quickly as you are able. Any vacation time will need to be negotiated with your supervisor.

Scheduled absences for more than one week must also be cleared through the DOT. Unscheduled absences, such as medical leaves, must be reported to the seminar instructor and DOT as soon as possible. Because of the nature of therapeutic work, the program and site whether or not your practicum position can be held until your return. The PsyD Director, DOT, and seminar instructor will, in consult with the site supervisor, review the situation to determine the best course of action. Level of competency achievement at the time of departure from the site will be a factor in the review.

Poor Performance and Due Process: Practicum sites will notify your instructor and/or Director of Training of significant concerns regarding student performance. Sites may choose to suspend or terminate a student if the student is not meeting expectations. Similarly, the practicum seminar instructor may recommend suspension or termination from practicum because of the student's poor performance or competency concerns. Poor performance and any subsequent suspension or termination from practicum will be reviewed initially by the Director of Training and the PsyD Program Director. If a student wishes to appeal the decision of the Directors, appeals can be made to the departmental faculty via the Department Chair. The next level of appeal is to the Graduate Dean.

Practicum seminars

All students on practicum attend a weekly seminar. The purpose of the seminar is NOT supervision. Your site supervisor is responsible for all aspects of your cases. The seminar provides a supportive, educational consultation role, in that it is a place for you to receive support from other students, work on your case conceptualization skills, work through supervisory issues, and grow as a professional.

Your seminar instructor is the liaison between the department and your site. The instructor will maintain regular contact with your supervisor to coordinate your clinical training. The instructor will also work with you and your site to determine the method by which you will engage in outcome assessment with your clients.

Practicum seminar instructors will require assignments of students, including readings, papers, case presentations, and other presentations, as indicated in their syllabi. You will also submit logs and semester evaluations as described below. Missing requirements, including evaluations, will result in an Incomplete or In Progress at the end of the semester, or a failing grade (see below).

Grading

Practicum seminars will be graded as other courses, from A to F. As noted above, students will receive IP grades until they have completed the requirements for each semester. The practicum seminar instructors are responsible for determining the final grade and do so based on feedback from the training site and classroom performance. *Students must earn at least a B average for practicum seminar courses or will have to repeat that practicum. Any student receiving less than a B- in any one practicum seminar semester will automatically be reviewed for continuation in the program.* In cases where the quality or quantity of a student's work at his or her training site *or in the practicum seminar* has been below that expected of a trainee, the instructor will assign a failing grade. Students may receive a failing grade for failure to meet practicum seminar expectations, regardless of their performance at their training site, and students who receive a fail from the site will also receive an F for the course. Students who receive a failing grade for a practicum will be reviewed regarding their continuance in the program; a remediation plan may be developed (by the faculty and DOT) or students may be dismissed from the program.

IP's and Financial Aid: If your practicum extends beyond the spring semester, you will receive an IP until you have completed the work. You may or may not experience financial aid issues with receiving an IP. You can obtain a letter from the PsyD Director to restore any dropped financial aid if you are not negligent but merely waiting to finish your hours. Consult the Financial Aid Office and the PsyD Director as soon as possible in order to buffer this situation.

End of the Semester Evaluations

Students and supervisors need to submit electronic evaluations to seminar instructors and to the DOT at the end of each semester *and* at the end of the practicum. Site evaluations should be submitted upon completion of the practicum.

Evaluation of Student

Student evaluations are completed by site supervisors. In cases where students have more than one supervisor, the primary supervisor can complete an evaluation summarizing information from other supervisors, or each supervisor can complete a separate evaluation form. Seminar instructors will email the electronic form of the student evaluation to the supervisors.

Evaluation of Site

Students complete their site evaluations independently in order to provide feedback on their training experiences to their instructors, the DOT, and their fellow students. Copies of the site evaluations are provided as references to other students seeking training sites. If you list your name on the site evaluation form, it is presumed that you are giving your permission to have your name released in conjunction with the practicum site. Site evaluation forms will be sent to you electronically. Please feel free to provide informal feedback to your seminar instructor and the DOT.

Practicum Logs

Practicum seminar instructors will indicate how often they wish to review students' logs. *Students must submit the summary report to the DOT and the practicum seminar instructor at the end of each semester and at the end of the practicum*.

Training activity logs provide (a) a means of collecting clinical training information that students will need later when applying for internships and licensure, and (b) a means of assessing to what extent students' training is comparable to that proposed in each student's training agreement and appropriate to their development as clinicians. Students must complete logs of their weekly site hours, including direct client contact and supervision time; their psychotherapy caseload, including client demographic information on each client, number of sessions, number of hours, modalities of therapies; and their testing activities, including client demographic information, number of clients, and number of particular tests administered and interpreted.

Online Tracking System
Students will track their hours via an online tracking system called Time2Track. It can be purchased at www.time2track.com. Note: There is no university account for Roosevelt, so no access code is available. You will purchase an individual subscription. The web-based system is convenient and maps on the internship form (AAPI) needed when applying for the pre-doctoral internship. In this system, log all hours as a doctoral student, even Intro Prac activities. Students should maintain their Time2Track subscription until they leave for internship. Alternatively, students may use MyPsychTrack (www.mypsychtrack.com). This is a web-based application that allows practicum hours. This is a new service provided and developed through APPIC. Importantly, they indicate that your hours will automatically be imported into the AAPI Online once you are ready to apply to internship. Both services are priced reasonably for a year membership.

FAQ's re: logging:

- Phone contact: Direct client contact can include time spent on the phone, if it is a significant interaction (i.e., not just setting up an appointment). This category is limited to direct *client* contact, however; time spent talking with a psychiatrist about a client, for example, does not count as direct client contact (nor does reading past client records). These latter activities should be accounted for under support hours.

- Group therapy: List each group member individually so client diversity can be tracked. However, record the direct client hours only for the group as a whole. Thus, for example, a group that meets for 90 min once a week would "earn" 1.5 direct client contact hours, regardless of the number of group members in attendance.

- Disability: Used primarily for clients with physical or sensory disabilities.

- Observation: If you are assessing a child in his or her classroom for diagnostic purposes, this is direct client contact under assessment. If you are sitting in a group (but not participating) or are merely on the unit keeping the peace, this is not considered direct contact but would be logged under support hours.

- Other: Every site is different and will have idiosyncratic tasks that do not seem to fit nicely into categories. The important thing to keep in mind is to separate direct contact, supervision, and support hours. The subcategories under these three headings are of less importance. Check out the AAPI at www.appic.org to determine the categories that you will likely need to repeat for your internship applications. Also, check with state licensing boards to determine which categories may be required for licensure information.

Early Preparation for Internship

Improving one's candidacy: long-term preparation

Having a theme to your clinical work and research helps you easily establish fit with an internship site. For example, if you are considering a career with the VA system, you want your practica and doctoral project to be relevant to the VA population (i.e., adult therapy and assessment experience with significant psychopathology, possibly some health and neuropsychological training, and research involving adult mental health or better yet, PTSD). It is perfectly fine to change your population of interest while in the program. You will then need to ensure that you have enough experience with your new theme before applying for internship. The Directors will assist and advise you with your theme.

A*nother way to improve one's candidacy for internship is to make significant progress on your doctoral project prior to application and complete the project before you begin internship*. In conversations with the internship directors of several Chicago-area internship sites, most have said that they give significant priority to students who are clearly going to complete their projects prior to internship. This is because sites, as well as universities and other training programs, are scrutinized as to whether their trainees actually complete their degrees. This is done to ensure that their valuable training time and expertise is invested in candidates who have a high likelihood of becoming practicing psychologists.

Presentations at professional conferences are also a way to improve one's candidacy, both through networking and demonstration of research and presentation skills. Most applicants will have at least one professional conference presentation on their vita. Discuss project opportunities with faculty who fit with your theme. Presentations themselves are good to have, but presentations that fit your theme will be valued the most.

Although the actual number of hours is not as important as significant number of hours consistent with your theme, you do want to be in the ballpark of the average applicant before applying to internship: According to APPIC, the median number of total intervention and assessment hours (prior to Nov 1) for applicants is nearly 700-800 hours, and the median supervision hours is around 300. However, APPIC notes that many training directors consider these numbers to be one of the less important aspects of an application. In conversations with Internship Directors, four practica are often viewed as advantageous. In determining your eligibility for practicum, the PsyD Director will expect a minimum of 500 hours of direct client contact prior to applying for internship; however, individual sites may expect more. *You must also complete a therapy practicum before participating in the application process.*

Improving one's candidacy: short-term preparation

To increase the chances of obtaining a good match, students should prepare to apply to sites *throughout the country*; to sites with a range of competitiveness; and to sites whose activities match to students' previous practicum experiences, prior clinical work, academic training, and so forth. The most important factor to keep in mind, without question, is fit.

Students severely reduce their chances of a match by limiting their applications to sites only in the Chicago or other major metropolitan area. This is a central factor affecting one's chances of obtaining and internship through the match process. Chicago, Boston, Los Angeles, and New York are very competitive locations; not only are there many doctoral programs local to the area, but students from every program around the country apply to the sites in these locations. You must be prepared to at least apply and interview across a broad geographic region.

Licensure for Clinical Psychologists

Licensure requirements vary substantially from state to state, but include completion of post-doc hours and passing the licensure examination. They may also include enrollment in specified courses. See the State of Illinois Division of Professional Regulation information on licensure requirements for "Psychologist Clinical" at http://www.idfpr.com/dpr/default.asp. (Also refer to the ASPPB for information on all states: http://www.asppb.net/) Read *all* the information provided on the website.

Well in advance of applying for internship, be sure to review requirements in any state in which you may live to determine that you have met each state's course requirements and are aware of any internship accreditation issues. Once you are on internship or have graduated, it is quite difficult to return to take a particular course that a certain state requires.

Appendix A: Sample Vita
(NOTE: Just a sample CV. You are not expected to have everything that is in this CV)

Jane Doe
123 Main St. #555
Chicago, IL 60661
773-555-1212
jane.doe@mail.roosevelt.edu

EDUCATION

2005-Present **Doctoral Student**, Psychology Department
Roosevelt University, Chicago, IL
(Full APA Accreditation)
Major: Clinical Psychology PsyD
Defended Dissertation: MMPI-2 Profiles of Adults with ADHD
Dissertation Chair: Lisa Lu, PhD

Master of Arts (August, 2007)
Roosevelt University, Chicago, IL
Major: Clinical Psychology

2001-2005 **Bachelor of Science**
DePaul University
Major: Psychology
Senior Thesis: The Effect of Sugar on Children with ADHD
Thesis Chair: Michael Helford, PhD
University Honors Graduate, Cum Laude, Dean's List

LANGUAGE SKILLS: Fluent in Spanish, Intermediate in French

LICENSE: Licensed Professional Counselor, State of Illinois

PRACTICUM TRAINING

2009 **Advanced Assessment and Therapy Practicum**
Cook County John Stroger Hospital, Chicago IL
Duties: Group psychotherapy, psychological assessments, consultation with multidisciplinary treatment teams, in-service seminars, and researched critical pathways for treatment of eating disorders and treatment outcome studies.
Client Population: In-patient and outpatient children and adolescents with pediatric and/or psychological presenting concerns.
Supervisor: Denise McCallon, PhD, Director

2008-2009 **Therapy Practicum**
Will County Health Department, Joliet, IL
Duties: Long-term and short-term individual, couples, family, and group therapy; intake and termination reports; diagnosis and case conceptualization; progress notes; supervision of lower-level practicum students; crisis intervention at a community mental health center.
Client Population: Community-based clinic for children and adults. Wide range of psychopathology.
Supervisor: Vicki L. Campbell, PhD

2007-2008 **Therapy Practicum**
Roosevelt University Counseling Center, Chicago, IL
Duties: Short-term individual therapy, personality/vocational testing and interpretation, session and termination notes, case conceptualization and presentations, and weekly didactic seminars.
Client Population: University students whose presenting problems included college adjustment as well as more severe psychiatric disorders.
Supervisors: Martin Guida, PhD, Karen Cogan, PhD, Tim Lane, PhD

2006-2007 **Assessment Practicum**
United Stand, Chicago, IL
Duties: Intakes; completion of psychological evaluations, including administration and interpretation of test data and writing of assessment reports; case presentation; supervision from upper-level students; supervision of lower-level students.
Client Population: School-based clinic for underserved children and families. Wide range of presenting issues.
Supervisor: Lawrence Schneider, PhD, Director

RELATED CLINICAL EXPERIENCE

2009 **Therapeutic House Parent**
Herrin House, Chicago, IL
Duties**:** Therapeutic supervision of adults in residential rehabilitation facility, crisis intervention, promotion of problem-solving and daily living skills, consultation with multidisciplinary treatment teams.

2005-2008 **Diagnostician**
Center for Psychological Development, Chicago, IL
Duties: Psychological evaluations with an emphasis in assessment of childhood ADHD.
Supervisor: Ray L. Levy, PhD

2005 **Diagnostician**
ADHD Treatment and Research Center, Chicago, IL
Duties**:** Psychological evaluations with an emphasis in assessment of childhood ADHD.
Supervisor: Grant Hellyer, PsyD

2004-2005 **Behavior Interventionist**
New Day Children's Day Hospital, Chicago, IL
Duties: Education, recreation therapy, behavior management, co-led play therapy groups, and daily progress notes.
Clients: Children ages 3-18 with behavior disorders.

VOLUNTEER EXPERIENCE

2004 **Ronald McDonald House, Chicago, IL**
Duties: Coordinated residence for families with chronically ill children.

2001-2002 **Chicago Public School District**
Duties: Teacher's aide in kindergarten class at an inner-city school.

OTHER EMPLOYMENT

2002-Present **Administrative Assistant**
Carl A. Rogers, PhD, PC, Chicago, IL
Licensed Psychologist
Disaster Mental Health Consultant to the Red Cross
Duties: Workshop preparation, manuscript editing, and office management.
Production Assistant and Script Editor
"Memorials, Rituals, and Anniversaries: Helping Communities Heal".
An educational film sponsored by FEMA and TXMHMR.
Co-author, work in progress
Brochure on children and trauma in association with the International Society for Traumatic Stress Studies

1998-2001 **Day Care Teacher/Administrator**
Sunshine Day Care, Chicago, IL
Duties: Teaching and administrative work at a large private day care facility for children ages 18 months-12 years old.

TEACHING EXPERIENCE

2008-Present **Teaching Fellow**
Roosevelt University
Duties: Developed and delivered lectures for undergraduate courses.
Introduction to Psychology – 2 semesters
Interpersonal Behavior – 2 semesters
Abnormal Behavior – 1 semester
Developmental Psychology – 4 semesters

2007-2008 **ADHD Parent Training Course**
Roosevelt University
Duties: Co-led parent training courses for parents of children diagnosed with ADHD. Content included behavior management techniques, education about ADHD, and hints on working with teachers and the school system.

RESEARCH EXPERIENCE

2005-Present **Attention Deficit Hyperactivity Disorder Research Team**
Roosevelt University
Supervisor: David B. Baker, PhD

ADHD Assessment Clinic: Provided neuropsychological testing, semi-structured interviews, and case management for children referred for ADHD testing.
ADHD Parent Training: Co-led parent training groups. Emphasis on behavior management techniques.
Team Projects: organized data collection, provided testing, analyzed data using SAS and SPSS.

Projects Include: The Self-Ratings of Competence in Children Diagnosed with ADHD, Consumer Satisfaction with ADHD Parent Training, Predictor Variables of Drop Out in ADHD Parent Training, Relationships between Neuropsychological Variables and Academic Achievement.

2005 **Gerontology Research**
Roosevelt University
Supervisor: Charles Guarnaccia, PhD
Duties**:** Administered questionnaires and semi-structured interviews regarding life stress to seniors 65 and above.

Women's Issues Research
Research Assistant
Roosevelt University
Supervisor: Linda Marshall, PhD
Duties: Coordinated data collection for study examining homosexual and heterosexual abusive relationships.

2002 **Childhood Depression**
Undergraduate Research Experience
DePaul University
Supervisor: Frances Worchell, PhD
A childhood depression inventory validation study. Duties included administering the CDI, KASTAN, and an experimental inventory to children in neighborhood schools.

History of Psychology
Undergraduate Research Experience
DePaul University
Supervisor: Ludy T. Benjamin, Jr., PhD
A study of the history of psychology examining popular views of psychology as it emerged as a separate field from philosophy. Duties included content analysis of encyclopedia entries and written report.

PUBLICATIONS/PRESENTATIONS

Manuscripts submitted for publication

Benjamin, L. J., Bryant, W. H., Doe, J., Fisher, J., & Holtz, C. (2009). *Between psoriasis and ptarmigan: American encyclopedia portrayals of psychology. 1880-1940*. Manuscript submitted for publication.

Doe, J., & Baker, D.B. (2009). *Discriminant function analysis of measures assessing ADHD.* Manuscript submitted for publication.

Doe, J. (2009*). ADHD in adulthood: A review*. Manuscript submitted for publication.

Presentations

Cleveland, J., Doe, J., & Baker, D. (2010, November). *Revisit to predictors of drop out from ADHD parent training*. Poster session to be presented at the annual meeting of the Illinois Psychological Association, Springfield, Illinois.

Doe, J., Cleveland, J., & Baker, D. (2007, November). *Predictors of drop out from ADHD parent training.* Poster session presented at the annual meeting of the American Psychological Association, New York, New York.

Benjamin, L. J., & Bryant, W. H., Doe, J., Fisher, J., & Hotz, C. (2005). *Between psoriasis and ptarmigan: American encyclopedia portrayals of psychology. 1880-1940.* Paper presented at the annual meeting of the American Psychological Association, Toronto, Canada.

Work in progress

Doe, J. (2009). *MMPI-2 profiles of adults with ADHD*. Dissertation in progress.

Cleveland, J., Doe, J., & Baker, D. (2009). *Predictors of drop out from ADHD parent training*. Manuscript in preparation.

Doe, J., & Baker, D. B. (2009). *Neuropsychological correlates of academic achievement*. Manuscript in preparation.

Doe, J. (2009). *Treatment outcome of latency-age child therapy group*. Study in progress.

STUDENT AFFILIATIONS/COMMITTEES/HONOR SOCIETIES

Alpha Epsilon Lambda, National Graduate Honor Society
Psi Chi, Psychology Honor Society
American Psychological Association – Student Member
Public Policy Action Network
Division of Population & Environmental Psychology
APAGS
Illinois Psychological Association – Student Member
Association for the Advancement of Behavior Therapy – Student Member
RU Graduate Committees:
Psychology Department Graduate Committee, Student Rep.
Graduate Association of Students in Psychology, Secretary

REFERENCES

Kathy Fader, PsyD
Alexian Brothers Behavioral Health Hospital
Address
Phone
Email

Susan Torres-Harding, PhD
Roosevelt University
Address
Phone
Email

Notes about vitae

- You do not need to have everything in the sample above. For example, if you have not proposed your doctoral project, you can simply eliminate the related item on the first page of the CV.
- Note in the listing of positions that your most recent position is listed first and earliest position last. The description of duties should be in the present tense for your current position (because you are still doing those tasks), in the past tense for past positions. Begin your descriptions of job activities with an *active* verb. "Responsible for…" is not very specific; even "managed", used in the example above, could be elaborated on. Your description should include what you did, in detail, and what the

population was (e.g., adolescents, chronic mentally ill inpatients, DCFS families). Where appropriate, include numbers of patients or clients, so the reader will have a better idea of the extent of your experience. *Do* include any volunteer experience that has clinical relevance.

- You may also add a section listing any awards, scholarships, etc., you have received, or you may incorporate them into other sections (e.g., the Education section).
- A statement of objectives (e.g., "to find a rewarding and challenging practicum position") is *not* necessary. Your cover letter will describe your objectives.
- You do not need to keep your vita to one page. Take as many pages as necessary to fully document your work and training.

Appendix B: Practicum Expectations for Roosevelt University

Agency

1. Provide a 750-1000 hour training experience in psychotherapy (MA & PsyD), psychological assessment (PsyD), or both (PsyD) over 38-52 weeks. Direct client contact should be 30-50% of the student's total hours for each week – leaving the remaining hours for supervision, paperwork, meetings, inservices, and other learning experiences.

2. Provide a minimum of 1 hour scheduled, formal, individual supervision each week. Additional formal and spontaneous supervision as well as group supervision is preferred but will not replace the requirement for the minimum formal individual supervision.

3. Provide opportunities for training experiences in Evidence-Based Practice (EBP) including client outcome assessment for therapy cases. Seminar instructors will work with supervisors to determine an appropriate assessment plan that fits the site and population.

4. Notify the practicum seminar instructor or the DOT ASAP if the student is performing below expectations.

5. Complete formal evaluation form on students at the end of each semester. We appreciate documentation of major and minor issues (even things the supervisor believes will remediate with experience) so that formal feedback can be given to the student.

Student

1. Understand that practicum is both a professional and a learning experience. Students must behave professionally, make practicum a top priority, and understand that they are working under the license of their supervisor.

2. Be prepared to learn and complete all tasks given. It is the practicum site's responsibility to determine length and pace of practicum within the parameters listed above.

3. Accept and utilize feedback given.

4. Provide the site with any application materials for which they ask. It is the student's responsibility to secure a background check, provide an up-to-date immunization record, show proof of health insurance, or any other item requested by the site. The university does not maintain these types of information.

5. Notify both the site and the department of any emergency situation that affects attendance at the site or in seminar.

6. Complete formal evaluation form for site at the end of each semester.

University/Department

1. Roosevelt University's Psychology Department determines the practicum eligibility of graduate students in the MA Clinical Psychology, MA Clinical Professional Psychology, MA Clinical Psychology (Counseling Practice) and PsyD Clinical Psychology programs.

2. The department sets academic, clinical, and relationship competencies by which students are evaluated. A list of these competencies is attached to this document.

3. The department provides an on-campus practicum seminar with a faculty instructor to act as liaison to the practicum site and enhance learning.

4. The department is ultimately responsible for awarding a grade for the practicum experience following consultation with the on-site supervisor.

5. The university provides enrolled practicum students with professional liability insurance in the amount of $2 million/$4 million.

Appendix C

Competency Benchmarks from Fouad, N.A., Grus, C.L., Hatcher, R.L., Kaslow, N.J. Hutchings, P.S., Madson, M., Collins, F.L., Jr. & Crossman, R.E. (2009). Competency benchmarks: A developmental model for understanding and measuring competence in professional psychology. Training and Education in Professional Psychology. Vol 3(4, Suppl), Nov 2009, S5-S26. doi: 10.1037/a0015832.

Foundational Competencies

Professionalism: Behavior and comportment that reflects values and ethics of the field.
Reflective Practice Self-Assessment: Practice is conducted with personal and professional self-awareness and reflection; understands the competencies; appropriate self-care.
Scientific Knowledge-Methods: Understands research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and lifespan development.
Relationships: Relate effectively and meaningfully with individuals, groups, and communities.
Individual-Cultural Diversity: Awareness, sensitivity and skills in working with diverse groups and individuals from various backgrounds.
Ethical-Legal Standards-Policy: Application of ethical concepts and awareness of legal issues related to the profession.
Interdisciplinary Systems: Knowledge of key issues and concepts related to disciplines. Identify and interact with professionals from multiple disciplines.

Functional Competencies

Assessment-Diagnosis: (of) problems, capabilities and issues with individuals, groups, and organizations.
Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.
Consultation: The ability to provide expert guidance or professional assistance in response to a client's needs or goals.
Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates effectiveness of various professional activities.
Supervision: Supervision and training in the professional knowledge base and of evaluation of the effectiveness of various professional activities.
Teaching: Provide instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.
Management-Administration: Manage the direct delivery service and/or administration of organization, programs, or agencies.