

**Clinical Training Manual**

Clinical Psychology (Psy.D.) at Northern Arizona University

Revised February 2018

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#### INTRODUCTION

The Clinical Training Department’s purpose and function is to facilitate and oversee the professional development of students who are engaged in practica. More specifically, the Clinical Training Department develops and monitors practica sites, matches students to sites, and evaluates development of clinical skills. This manual reviews in detail the policies and procedures regarding clinical training and the evaluation of competency in the Clinical Psychology Psy.D. program at Northern Arizona University (NAU), namely the (1) Clinical Practica, (2) Clinical Evaluation Competency (CEC), (3) Clinical Comprehension Evaluation (CCE), and (4) Pre-doctoral Internship.

Each of these training components serves to systematically develop, refine, and integrate the theoretical knowledge, clinical skills, and professional attitudes necessary for the competent and ethical provision of psychological services. Through direct, supervised client contact, NAU trains ethical, qualified, and competent clinicians able to effectively assess and diagnose client problems, theoretically conceptualize treatment, intervene therapeutically, and evaluate the outcome of their interventions. To this end, the NAU and clinical training faculty closely monitor students’ clinical development to ensure clinical proficiency.

Frederick S. Wechsler, Ph.D., Psy.D., ABPP originally designed and implemented the policies and procedures contained in the original Clinical Training Manual in consultation with the psychology faculty and the Training Committee of Northern Arizona University. This original document was revised by Eric Johnson, Psy.D., in consultation with the Training Committee to reflect updated policies and procedures.

All Practicum forms are available in appendices at the end of this document. Internship forms can be found in the Pre- Doctoral Internship Manual. Competency Evaluation policies, procedures, and grading rubrics are also available in separate CEC and CCE Manuals.

#### CLINICAL TRAINING DEPARTMENT

Have questions about practicum? Please ask your Clinical Training Department:

#### WELCOME TO PRACTICUM

Clinical practicum offers valuable opportunities to apply classroom knowledge in real world situations. Most students find the practicum experience to be enlightening and professionally meaningful. Along with the growth and discovery on practicum, students may experience some stressors and challenges. The Clinical Training Department recommends the following for a productive and satisfying practicum experience:

***Read the Clinical Training Manual****.* Use it as a reference. The Clinical Training Department developed this manual to guide students through the entire practicum process. This manual includes a timeline, helpful hints, examples, and forms, and will answer questions about the process. Please take the time to read the manual before calling or emailing the Clinical Training Department. The Clinical Training Department encourages students to be proactive consumers of this information.

***Plan ahead.*** Activities such as obtaining required signatures (e.g., practicum supervisor, practicum seminar instructor, etc.) and submitting required practicum paperwork can take considerable time. Therefore, a suggested timeline is offered to assist students in budgeting their time. Start early.

***Make a copy of all documents.*** Make a file and **keep a copy of all school documents**. It is recommended that students keep a record of all practicum paperwork.

***Be a good email consumer.***

Most communication between students and the Clinical Training Department will be by email to your Northern Arizona email account. Please:

* Make sure you check your email often.
* Utilize the forwarding capability of your Northern Arizona email account if you don’taccess your account often.
* Use a professional email address that is identifiable. (your email address cannot contain any derivative of the word “psych’ or “psychology” unless you are licensed as a psychologist in the State of Arizona).
* If you forward your Northern Arizona email, be sure to use a server that is reliable, canaccept attachments, and does not consider emails from sites or Northern Arizona to be “junk.”
* Monitor your email to make sure you are not over your limit (or emails will bounce back to NAU or practicum sites).

***Ask proactive questions of Practicum Seminar instructors, advisors, and Clinical Training Faculty****.* Although fellow students can provide insight into their experiences at sites, we recommend you utilize official sources for accurate information and advisement.

***Meet deadlines.*** Failure to meet paperwork submission deadlines may result in remediation and/or disciplinary action.

Be aware that the training policies and procedures are an ongoing process and are subject to modification in order to meet the changing requirements of the program.

#### 2019-2020 PRACTICUM TIMELINE/IMPORTANT DATES

|  |  |
| --- | --- |
| **Item** | **When** |
| Practicum orientation: For students applying for PsyD practicum I/II or practicum III/IV, orientation occurs during practicum colloquia, seminars, and pro groups. There will be a Fall colloquium for pro group students. All students are welcome. | October 11, 2019 |
| **Supervisor Attestation** forms are due | September 30, 2020 by  4:30 pm |
| **Written Training Plans** are due | September 30, 2020 by  4:30 pm |
| **Receipt of Clinical Training Manual** form due | September 30, 2020 by  4:30 pm |
| Deadline for **Practicum Intent Form** (2020-2021 academic year) | October 21, 2020 by  4:30 pm |
| Finalize CV, cover letter, essays and make sure **all** hours have been logged into Time2Track. | October-November |
| **Practicum Applications** due for 2020-2021 | November 28, 2019 by  4:30 pm |
| **Fall Direct Observation Form** | December 9, 2019 by  4:30 pm |
| **Fall Battery Verification Form due** | December 9, 2019 by  4:30 pm |
| **Practicum Student Evaluations of Site and Practicum Site Evaluation due** | December 9, 2019 by  4:30 pm |
| Uniform Notification Day | February 2020 |
| **Clinical Evaluation Competency (CEC) due** (Document and Flash Drive) | April 15, 2020 by  4:30 pm |
| Students interview at sites | February/March 2020 |
| Practicum interviews must be completed | April 8, 2020 by  4:30 pm |
| **Spring Battery Verification Form due** | May 5, 2020 by  4:30 pm |
| **Practicum Training Agreement due**: Submit 3 signed copies (student signature AND supervisor signature to the Clinical Training box).  Students will be alerted when they are ready to be picked up. It is the student’s responsibility to deliver the signed Practicum  Training Agreement to his or her supervisor in a timely manner. | May 5, 2020 by  4:30 pm |

|  |  |
| --- | --- |
| **Item** | **When** |
|  |  |
| Contact your practicum site to get:  Start date and time  Days of the week you will be working so schedules can be arranged (i.e., classes/work)  Supervisor name, phone, and email Site address (where to report)  Whether and when orientation may be required  Complete any pre-practicum requirements as requested by the site | mid-April-June |
| **Clinical Comprehensive Exams due (CCE)** (Document and 2 Flash Drives) | 1st Wednesday of  Summer  semester by 4:30 pm |
| Register for Practicum and Practicum Seminar | Summer 2020 |
| End-of-the-year practicum paperwork due to the Clinical Training Department (turn in **ORIGINAL** documents only):  **Practicum Student Evaluations of Site Practicum Site Evaluation of Student Spring/Summer Direct Observation Form**  Note: Failure to meet submission deadlines may result in an administrative hold being placed on your Northern Arizona account, which means you will be unable to access any of your information online, request transcripts, or receive financial aid.  Keep copies for your records. | June 28, 2020 by  4:30 pm |
| **Continuing Education Activity Verification Forms** for the 2020- 2021 year | **August 31st, 2020** |
| **Supervision Verification Form** and any additional **Battery**  **Verification** forms, and **Practicum Hours Log** with **Final Signed Yearly Total Summary Sheet** at the completion of the practicum | **End of practicum 2020** |
| Faculty complete Spring/Summer practicum site visits | Spring/Summer 2020 |

**CLINICAL PRACTICA: PSYD PROGRAM**

**What is Practicum?**

A practicum is the first opportunity provided to Northern Arizona University Clinical Psy.D. students for clinical field training. During practicum training, students will have the opportunity of working under supervision with a clinical population within a mental health delivery system. Students learn to apply their theoretical knowledge; implement, develop, and assess the efficacy of clinical techniques; and develop the professional attitudes important for the identity of a professional psychologist. The practicum is, thus, an essential part of clinical training, and all students are required to participate in the practicum experience. During clinical training, students learn clinical skills through direct client contact at the practicum site. Students are supervised by experienced clinicians who teach relevant skills, provide supervision of ongoing work, and serve as role models of professional identity and behavior.

Full-time students can begin practicum when eligibility requirements are met (see Prerequisites for Practicum below). Practicum placements are for 10-12 months depending on the site.

Students are required to complete a minimum of 500 hours each academic year they are enrolled in a required practicum. Students are also required to attend professional activities (i.e., events can include attending a workshop, conference, poster presentations, etc.). It is also encouraged that students become members of professional organizations, such as American Psychological Association and the Arizona Psychological Association.

The practicum is treated as a course and with the practicum seminar carries 1-3 credit hours per semester or 6 credit hours for the academic year. All NAU students enrolled in practica must concurrently enroll in a practicum seminar led by an NAU Clinical Psychology core faculty member. Students may not change practicum seminars after the start of the practicum year. The content of the seminar varies according to the practica sites represented and reflects the specialties of the seminar leader. A practicum may not be done in a student’s place of employment, at a previous practicum site, nor is any student excused from the practicum requirements. Students who come to NAU with extensive clinical backgrounds may be placed on practicum sites in areas where they do not have previous experience and where they have an interest.

#### General Information

A practicum is a clinical training experience that takes place in a health care delivery system at an NAU-approved field placement. Students may not engage in practica outside the catchment area of NAU (e.g., out of state). Students cannot waive a practicum under any circumstances and must complete the entire term of the practicum.

Students are responsible for meeting the following practicum requirements:

|  |  |  |  |
| --- | --- | --- | --- |
| Program | Type of Practica | Minimum Hours | Direct Hours |
| PsyD  PsyD PsyD | I-II  III-V  Advanced(Opt) | 500  500  500 | 250  250  250 |

#### Disability Statement

Students with a disability are encouraged to make an appointment with the Director of Clinical Training to provide formal documentation of disability as early as possible and to discuss accommodations as they relate to practicum and internship requirements at NAU. The Clinical Training Department actively works with students to ensure that appropriate accommodations are developed, if necessary.

#### Professional Liability Insurance

NAU provides professional liability insurance to all students involved in clinical training. Tuition for practica and internship covers the cost for this insurance. Proof of this malpractice coverage can be sent to the student’s direct clinical supervisor once the practicum/internship match has been confirmed. This coverage is mandatory even if the student is otherwise insured. In addition, students are strongly advised to carry independent liability insurance.

#### Prerequisites for Practicum

To enroll for and begin a practicum, PsyD students must complete all required courses for their respective programs per the Academic Catalog, be a student in good standing, and maintain a GPA of at least 3.0/4.0. Students should consult Academic Catalog for the year they entered their program and the Clinical Training Manual to determine if any additional requirements are necessary for their specific course of study. Questions about practica requirements can be directed to faculty advisors, practicum seminar instructors, or the Training Department.

International students must meet with the International Student Officer to fill out INS paperwork needed to pursue a practicum in the United States.

Master level practica cannot transfer to or satisfy prerequisites for the doctoral program’s practica. If a student transfers from an MA program to the PsyD program, she or he must complete all practica requirements for the doctoral program regardless of any MA practicum requirements already completed.

These practicum sites must provide opportunities for students to:

* Perform ongoing individual psychotherapy/counseling with actual patients (with the ability for audio and/or video recording for on-site supervision and seminar presentations) utilizing evidence-based practices and outcome assessment
* Provide therapeutic services with couples, families, and/or groups
* Perform diagnostic assessments and testing that is culturally and clinically relevant
* Participate in interdisciplinary treatment planning and/or case management
* Receive individual and group supervision and didactic training from qualified professionals in the delivery of the above activities

#### PsyD Practicum

Doctoral students must complete a *minimum* of 500 supervised hours (250 hours of direct client contact and 250 hours of indirect client contact) for each of two years at sites that provide opportunities for training in diagnostic interviewing, psychological evaluation and assessment, and therapeutic

intervention. The primary emphasis for these training years combines the expansion, integration, and refinement of diagnostic clinical interviewing and the utilization of recognized psychological testing instruments, as well as the acquisition, integration, expansion, and refinement of therapeutic intervention skills.

Each doctoral student in the Clinical Psychology Program must receive a minimum of two hours of face- to-face supervision weekly. One of these two hours may be in a group supervision format but one hour must be in individual supervision. Arizona Statute requires one and half hours of supervision are with a licensed psychologist. The remaining half hour may be with an appropriately licensed Master’s level behavioral health professional.

Practicum sites emphasizing assessment and therapy skills must provide opportunities for students to:

* Perform direct initial interviews of actual patients (with the ability for audio and/orvideo recording)
* Conduct collateral interviews with pertinent informants when necessary
* Provide psychological testing with a variety of recognized instruments (preferably a mixture of objective, projective, intellectual, and neuropsychologicalmeasures)
* Receive individual and group supervision and didactic training from qualified professionals in the delivery of the above activities
* Perform ongoing individual psychotherapy/counseling with actual patients (with the ability for audio and/or video recording) utilizing evidence-based practices
* Provide therapeutic services with couples, families, and/or groups
* Participate in interdisciplinary treatment planning and/or case management
* Receive individual and group supervision and didactic training from qualified professionals in the delivery of the above activities

At the completion of practicum, students should be able to use information from a variety of sources to: (1) provide diagnosis and recommendations supported by specific and relevant data,

formulate a case summary that is theoretically consistent and well organized, (3) write a psychological report in a style that can be understood by non-psychologists, (4) utilize their conceptualization of the case to develop, implement, direct, and manage a comprehensive treatment plan, and (5) evaluate the outcome of their interventions. To receive credit for PsyD Practicum, students must complete the minimum hours and complete 6 hours of Continuing Education Activities by the end of the practicum year.

#### PsyD Advanced Practicum

NAU encourages its doctoral students to consider pursuing an additional training year prior to internship. Advanced practica sites provide a variety of advanced training opportunities in therapy, testing, or a combination of both. Because this year is an elective, there are no competency exam requirements, though students must concurrently enroll in an advanced practicum seminar *(Advanced Practicum, CPP599)* at NAU and complete a minimum of 500 hours to receive credit. Furthermore, sites must provide consistent and sufficient supervision opportunities according to the general practica requirements. A student must complete Advanced Practicum and Seminar (a total of six credits) to fulfill the requirement for one general elective (three credits in the doctoral program, as specified in the Academic Catalog). To receive credit for Advanced PsyD Practicum, students must complete the minimum hours and complete 6 hours of Continuing Education Activities by the end of the practicum year.

#### Test Battery Requirements

Students complete a **minimum** of five (5) standardized test batteries **with attendant reports** (i.e., neuropsychological screening, IQ test, objective personality testing, projective personality testing, DSM-V-TR multiaxial diagnoses, & recommendations) throughout the course of the two years of practicum. If a student is unable to complete the 5 required batteries by the end of practicum III/IV, he or she must petition the Training Department to receive approval to complete the remaining batteries during advanced practicum. The inability to complete at least 5 assessment batteries by the end of practicum III/IV may compromise the student’s eligibility and competitiveness for internship applications.

To receive credit, a test battery must include *at least* one (1) clinician administered test (i.e., WAIS, WISC, SIRS-2, D-KEF, Rorschach, TAT, etc.), *at least* one (1) self-report measure (MMPI, MCMI, BDI, BAI, etc.), a Mental Status Exam (MSE), and an attendant report. NOTE: A practicum site that has a set, inflexible battery, which includes 3+ tests, will satisfy the test battery requirement.

Students must verify the completion of the required number of batteries and attendant reports by submitting the original Psychodiagnostic Battery Verification Form at the end of the Fall and Spring semester, and at the conclusion of their practica. Students should not submit the attendant reports to the school. The Psychodiagnostic Battery Verification Form serves as documentation that a battery was completed in addition to an attendant report. Sites vary according to populations and problems serviced, types of psychological tests administered, as well as theoretical orientations(s) represented in their training staff. Some have been developed specifically for placement of students in specific courses of study and the doctoral concentrations (e.g., neuropsychology concentration).

#### Practicum Hours

The Clinical Training Committee requires students to obtain a minimum 500 supervised hours (250 hours of direct client contact and 250 hours of indirect client contact) for each of two practicum years at sites that provide opportunities for training in diagnostic interviewing, psychological evaluation and assessment, and therapeutic intervention. The minimum requirement is set for students to gain requisite clinical/professional skills to demonstrate eligibility for candidacy for entry into the profession.

Additionally, the minimum number of hours is a requirement for graduation from the Psy.D. program. As such, the Clinical Training Department will work with every student to meet the requirement for graduation. However, it is not guaranteed that hours accumulated during practicum experiences will meet requirements for state board licensure.

Students who are at risk for not obtaining their minimum direct hours must develop a plan in conjunction with their practicum seminar instructor and the Director of Clinical Training.

Step 1: If the student is not able to accumulate a minimum of 85 directs hours by December of their practicum year, they must meet with their seminar instructor to problem solve. This may involve the student and/or the faculty member meeting with the practicum supervisor to develop a plan for increasing direct hours. After problem solving, a written plan for increasing direct hours must be submitted to the Director of Clinical Training for review and approval.

Step 2: If the student continues to be short in direct hours (e.g. under approximately 150 hours) by February of their practicum year, they must follow up with the Director of Clinical Training to develop a plan that may involve extending their practicum contract, taking on an additional practicum (hybrid), one day per week, and/or continued intervention between the school and the practicum site.

When a student completes 500 hours prior to the end of the practicum training agreement, they must continue their placement at 16-20 hours per week until the expiration of the training agreement; practicum placements are ten or twelve months. Students **may not** use the allotted vacations days outlined in the practicum training agreement to end practicum before the expiration of the training agreement.

#### Practicum Seminar

All students are required to register for a seminar concurrently with their practicum. Students register for a year-long (September-June), weekly seminar with a member of the faculty while in practicum.

Students may neither register for subsequent practicum seminar with the same instructor, nor are students permitted to change practicum seminars. Students are expected to attend seminar though the end of Summer I semester while actively attending practicum.

Students do not attend practicum seminar in the months of July and August but are expected to attend practicum until the end of the contracted date (as indicated on the Practicum Training Agreement). If site or student concerns arise during the summer months, the Director of Clinical Training is available for consultation.

#### Colloquia

Colloquiums will be offered to students through the fall and spring semester. Colloquium topics and actives will include lectures and presentations on manual changes, deadlines, practicum forms, application process for the next practicum year, professionalism, self-care, mock CCE defense, etc. Practicum and internship information and updates will also be communicated to students at these meetings. **It is strongly recommended that all practicum students attend.** Lectures and presentations will be given by faculty, community professionals, and students. Students are highly encouraged to volunteer to present at colloquium as it builds professional skills and adds to experiences that can be included on CVs.

#### Types of Practica

NAU’s current list of approved sites include:

Community mental health centers/clinics County mental health facilities

Private and Public psychiatric hospitals Medical centers

Schools

Forensic/Correctional facilities Residential treatment programs Group practices Neuropsychology Sites

Some sites serve the general population while others serve specific populations (e.g., children, adolescents, geriatrics, particular ethnic or racial groups, criminal offenders, etc.) or clinical problems (e.g., chemical dependency, eating disorders, medical and psychiatric rehabilitation, etc.).

**NAU strongly encourages students to complete their training in settings that provide them with opportunities to work with diverse populations.** It is essential that students learn to work with people who are different from them (e.g. race, ethnicity, disability, sexual orientation, etc.) in a supervised setting where they can learn the skills, knowledge and attitudes necessary to practice as a competent and ethically responsible clinician.

The Clinical Training Department works throughout the year to maintain positive relationships with existing sites and affiliate itself with new sites throughout the greater Phoenix metropolitan area and elsewhere within the State of Arizona. Students may incur expenses including but not limited to: Gas, lodging, food, supplies (i.e., protocols, art materials). The Clinical Training Department is sensitive to expenses students may incur during practicum placement and will work with the student to develop strategies to address potential expenses. However, students will not be reimbursed by the academic program or site supervisor for any expenses incurred.

#### Practicum Site Visits

The NAU Clinical Training Department and Practicum Seminar Instructors routinely schedule “site visits” with practicum sites throughout the year. A formal face-to-face visit with the Practicum Site Supervisor will occur at least twice in the course of the academic year. Students may be present at these meetings but are not required to do so. Site visits are prioritized based on feedback from student reports, mid-year and end-of-year evaluations of practicum sites, faculty member concerns, and frequency of contact. Students are provided feedback from the site visit by their practicum seminar instructor and/or faculty advisor.

#### Site Approval Criteria and Procedures

When evaluating a new practicum site, the Clinical Training Department establishes contact with the potential site. The potential site is provided with NAU’s training guidelines and requirements. The site must submit a written description of the training opportunities available to students, and the resumes/vitas of all site supervisors. The Clinical Training Department reviews the submitted materials to ensure that the training site provides students with an adequate and favorable training experience.

Approved sites must provide a minimum of 16 training hours per week for *at least* ten consecutive months (many sites require a twelve-month placement). It is expected that students spend approximately one-half of the total time providing direct clinical services, and one-half of their time participating in seminars, agency meetings, administrative duties, record keeping, report writing, and in direct professional supervision. NAU requires a minimum of two hours of supervision (one hour must be individual) with a qualified professional (i.e., a licensed psychologist for PsyD students). The Clinical Training Department grants provisional approval to sites that provide training consistent with NAU’s standards, mission, and values.

Full approval can only be granted to a new site after an NAU student successfully completes a practicum year, and the Clinical Training Department collects a positive annual review of the training rendered.

Practica sites are evaluated on their overall quality and adherence to the practitioner-scholar model of training. For example, approved sites meet local and state license and accreditation requirements, provide sufficient opportunities for students to acquire, refine, and integrate their skills, work with appropriate and clinically rewarding populations, and train under qualified professionals who mentor in an environment conducive to learning. Furthermore, NAU continually seeks out opportunities for their students to work with diverse treatment populations and supervisors in terms of race, ethnicity, socioeconomic status, disability, age, sexual orientation, etc.

Students must not recruit new practicum sites or create a practicum placement for themselves. Instead, a student can meet with the Director of Clinical Training to discuss any potential practicum leads. The Director of Clinical Training will follow-up on any leads to evaluate the appropriateness of the potential site. If the site is approved, it is not guaranteed the referring students will be placed there. Further, the referring student should not indicate to the potential site s/he will placed there if approved as a training site.

#### PRACTICUM MATCH

The practicum selection procedure parallels the national predoctoral internship selection process. Doctoral students will become familiar with the internship match process by participating in the practicum selection process. Further, students need to be aware they are competing against other doctoral students for practicum (within the program and outside the program). The Clinical Training Department will work with every student to secure a practicum site. Students should work with their pro group leader, advisor, practicum seminar instructor, and other faculty members to make sure their CV and interviewing skills help them to stand out in a positive manner.

Additionally, it is not guaranteed that students will complete required practica sequentially. If circumstances arise that a student is not able to progress in their practicum sequence, the Clinical Training Department will work with the student to meet practicum requirements in the next practicum placement sequence. In such cases, the student is strongly encouraged to consult with their advisor to address changes in their course sequence.

#### Preparation

Professionalization Group (Pro Group): The Professionalization Group, which meets on a weekly basis during the first and second semesters, provides first-year students with important direction and assistance as they begin their education and training. Pro Group assists students with an orientation to the field as well as an introduction to key issues in the training and development of a professional psychologist. First year students are required to participate in a minimum of 4 hours of continuing education activity to receive credit for Pro Group. Students must complete the continuing education hours by the end of Pro Group II in the Spring semester of their first year.

All entering students register for Pro Group, which focuses on topics related to issues important to new professional psychology students, including an introduction to ethical and legal issues

necessary for students to begin class and training experiences; and trends and issues in both professional education and professional practice. In addition, the faculty member leading the Pro Group helps students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student’s academic experience.

Work or Volunteer Experience: First year students in Pro Group may bolster their experience with either employment or volunteer work in the mental health field. Additional experience will enhance competitiveness in the practicum application process. If you can add clinical experience to your CV, it enhances your experience and makes you a better candidate when applying to practicum sites (and later to internship sites). Please be aware that a student cannot apply for a pre-doctoral internship position at a site where they have been previously employed.

Attending Professional Activities: First year students are required to participate in a minimum of 4 hours of continuing education activity to be eligible for Practicum I/II. Events can include attending a workshop, conference, poster presentations, etc. Please consult with your pro group leader and/or advisor for additional information. It is also encouraged that students become members of professional organizations, such as American Psychological Association or the Arizona Psychological Association. Second- and third-year students are required to participate in a minimum of 6 hours of continuing education activities to be eligible for Practicum III/IV and Advanced Practicum. Students must provide their Seminar Instructors documentation of continuing education activity.

Create or Update Your CV: Pro Group instructors will help you develop or review your Curriculum Vitae (CV). Similar to a resume, this important tool should be kept up-to-date at all times to reflect the current state of your training. Some guidelines are offered below:

* Use bullet points, bolding, and italics so that your CV is easy to read and catches the eye.
* Choose a professional font; separate sections by spacing/lines; use header/footer for subsequent pages; leave wide margins.
* The information you consider to be the most important should be located near the beginning of your CV or on the first line of each paragraph.
* Avoid the use of jargon and abbreviations, unless it is relevant andindustry specific.
* Avoid the use of “I” and “We.”
* Ensure that your CV targets the requirements of the position for which you are applying.
* Your experience and education should be listed in reverse chronological order within each section. Use consistent date format, e.g. 4/99-7/02, or Feb 1996-Dec 2001.
* Print your CV on quality, white, bond paper. Most employers prefer that you don’t staplethe pages at the top left-hand corner; it is not necessary to have a bound CV.
* Bring several additional copies of your CV with you to interviews.
* Layout - Is the sequence and arrangement of headings logical and easy to read? Do your key selling points stand out? Is it well typed and reproduced? Does it have adequate spacing, margins, and bolding? Is layout consistent throughout each section?
* Appearance - Is it neat and organized?
* Wording/Mechanics - Are phrases clear and concise? Check spelling, grammar, and punctuation.
* Completeness - Is all relevant information reflected? Have you said all you want to sayabout your abilities as they relate to the particular job?
* Targeted Abilities - Have you adequately emphasized your skills and your accomplishments as they relate to the job?

Cover Letter: The Training Department recommends that you develop a cover letter to send to practicum sites. A sample cover letter can be found in the appendices. Be sure to personalize the letter to reflect your own experiences and the site’s needs. Cover letters should be only one page and include three or four paragraphs that address the reader’s needs. Type the letter, using spell check, and have at least one other person check the letter to ensure that there are no errors in content, spelling, or grammar. Include the name and title of the individual to whom you are writing. Ensure that you have included the correct and complete name and address of the organization. Print the cover letter on the same type of quality bond, white paper as your CV. Close your letter with “Sincerely,” “Yours truly,” or “Respectfully.”

Sign your letter in black ink. Students are encouraged to use the following format:

First paragraph:

State your interest in the position available at the organization. State how you became aware of the position. Describe why you think you are a good candidate for the position.

Second paragraph:

Describe specifically how you can contribute to the organization. Ensure that your letter addresses the specific requirements for the position for which you are applying. Include relevant skills, experience, and educational background. Whenever possible, include terms that are in the job description, or that are industry-specific. Demonstrate interest and enthusiasm for the organization.

Final paragraph:

Thank the individual for his/her time and consideration. Indicate your interest in an interview, and state how you may be contacted.

#### Orientation

Practicum orientation takes place during the Fall semester in Colloquium. Attendance is mandatory in order to participate in practicum during the next academic year. For practicum III/IV and Advanced Practicum applicants, information will be provided in your Practicum I/II seminars, and during Practicum Colloquium.

During Colloquium, you will be given a Practicum Folder which contains additional information on the practicum experience as well as forms you will need. Please be sure to completely fill out all required forms so that the Clinical Training Department can best help you secure a placement at a site. In addition, this is the time to ensure that you keep copies of all school documents; you’ll need them as you progress through the training process, especially when applying to internship.

#### Practicum Application Procedures

During the Fall Semester, all students planning to begin a practicum in the Summer or Fall of the following year attend Colloquium or practicum seminar to review the process of obtaining a practicum position.

Before applying for practica, students must establish their eligibility, as described above, using the Practicum Intent Form which provides a checklist to assist students in determining whether all requirements are or will be met before established deadlines. The Practicum Intent Form must be completed and have both the student’s and academic advisor’s signatures before this form is submitted to the Clinical Training Department. It is expected that these forms will be submitted in a timely manner. Failure to do so may delay or preclude practicum placement.

All students should be aware that many practicum sites require background checks and drug screening. Failure to pass a background check or a drug screening will result in an immediate referral to the Clinical Training Committee (CTC). Students who fail a drug screening for practicum will be required to submit a completed drug screen to the Training Department prior to re-applying for practicum. In addition, students are advised that an arrest history may prevent practicum placement, and a felony conviction will likely prevent both internship placement and licensure. Students with an arrest history are required to notify the Training Department prior to application for practicum and internship.

Students on practicum or internship must also inform the practicum or internship DOT of any subsequent arrests within 1 week of the arrest. In addition, students with a felony history are advised to seek legal counsel regarding these issues.

Students should print out the Clinical Training Manual of the current year for all up-to-date forms. The forms explain the required courses to be eligible for Psy.D. Practicum I & II, Psy.D., Practicum III & IV, and Psy.D. Advanced Practicum for the upcoming academic year. Students indicate whether or not they intend to go on practicum that next year. PsyD Practicum Intent Forms are due in **October** (see page 8). All practicum application materials should be submitted to the Clinical Training Department in the Clinical Training mailbox.

Students applying for **Practicum I** will be required to submit the following practicum application materials: A cover letter, curriculum vita, and the Practicum Application form. If the student has completed a MA Practicum, she or he must include a printout of the Time2Track APPI View of Practicum hours with her or his application. A sample cover letter will be provided. Faculty will assist students in developing a curriculum vita that represents the student’s volunteer and work experience.

Students who are applying for **Practicum III** will be required to submit the following application materials: A cover letter, curriculum vita, and the Practicum Application form, an APPI View summary from Time2Track, and a theoretical orientation essay (following the essay format outlined in the APPI for pre-doctoral internship). Drafts of all essays should be reviewed by several people, including at least one faculty member.

Students applying for **Advanced Practicum** will be required to submit the following application materials: A cover letter, a resume or curriculum vita, the Practicum Application, a practicum

experience summary from Time2Track, and an autobiographical essay (following the essay format outlined in the APPI for pre-doctoral internship). Drafts of all essays should be reviewed by several people, including at least one faculty member.

The deadline for all practicum application materials is **November 28, 2020 by 4:30 PM.** Late student applications will be processed after other site selections are completed, so it is advisable to get the materials in earlier. Late materials may compromise the availability of sites. It is the student’s responsibility to ensure that the materials are turned into the Clinical Training Department. NOTE: Any applications that are incomplete after the due date will be considered late.

**IT IS ESSENTIAL TO ADHERE TO ALL DEADLINES**

#### Practicum Match Procedures

Once the Training Department has received your practicum application materials, the assignment process begins. We review your *CV*, your practicum application, and other submitted materials to determine the best fit based upon **your training needs, the requirements of the site, your level of experience, and site availability** (consistent with internship). The placement does not always match your exact interests, but the Clinical Training Department strives to provide the training you need to satisfy program requirements. The Clinical Training Department makes every effort to place you in a viable, vibrant training environment that will be beneficial to both you and the site.

All students will be notified of their practicum placements by early in the spring semester. Every student will receive the name, address, and phone number of the selected site supervisor. Any questions about the Clinical practicum placements should be directed to the Director of Clinical Training. NAU is committed to the highest quality of training for every student.

Students may be placed at either assessment or therapy sites, depending on the needs of the students and the availability of sites. Some sites will only accept Practicum III-IV or Advanced Practicum students. The Clinical Training Committee will select **one** site for each student. If the site accepts the student, then s/he is placed there and obligated to attend that practicum placement for the duration of the practicum training agreement. If the site does not accept the student, s/he is given another site for a second interview. Sites for second interviews are selected from a clearinghouse of sites that did not receive students during the first round of interviews.

NOTE: There is a possibility that students will be matched with a “hybrid” placement due to their training needs and requirements. A hybrid placement is comprised of 2 separate sites that the student commits 8-10 hours a week at each site. For example, a student with a hybrid site will be at an assessment-only site for 8-10 hours and a therapy-only site for 8-10 hours. The hybrid placement will allow the student to meet the training needs and requirements of the program.

In the event a student does not match with a site after a second round of interviews, the student will meet with the Clinical Training Committee to determine readiness for practicum placement and/or develop a remediation plan addressing the issue(s) that contributed to not being placed. The Clinical Training Committee will make a final disposition on whether the student is eligible

for placement in the upcoming year. If the student disagrees with the decision of the Clinical Training Committee, s/he may appeal the decision. If the decision of the committee is that the student is eligible, there is no guarantee that placement will be secured.

Occasionally, a student applies for practicum, but the Clinical Training Department, based on information from Clinical Faculty or Practicum Supervisor(s), determines they will not be placed on practicum for that application year. If the student does not agree with this decision, they may meet with the Clinical Training Committee to explain why they believe they are ready to begin practicum. If the student disagrees with the decision of the Clinical Training Committee, s/he may appeal the decision.

(Be aware that the majority of sites designated as Neuropsychology Practica require advanced practicum students. As such, a student may not be able to complete the Neuropsychology Practicum until the Advanced Practicum year. Neuropsychology students are given first priority for placement at Neuropsychology training sites. If there are placements left after all Neuropsychology students have been placed, other advanced students who have indicated an interest in Neuropsychology will be offered an opportunity to interview).

#### Site Interviews

Students are responsible for arranging their own interviews with the site supervisors. Much like a job or professional interview, these meetings are an opportunity for students and sites to evaluate each other and review training opportunities, expectations, needs, responsibilities, etc. Practicum sites vary considerably regarding their interview and selection schedules.

Each student should complete her or his site interview by **April 8, 2020**. If the site accepts the student, then s/he is placed there and obligated to attend that practicum placement for the duration of the practicum training agreement. If the site does not accept the student, then she or he is given another site for a second interview. Sites for second interviews are selected from a clearinghouse of sites that did not receive students during the first round of interviews.

Students should take three (3) copies of the **Practicum Training Agreement** to the interview to give to the site supervisor who can sign it after the interview. Students are to turn in three (3) signed copies of the Practicum Training Plan/Agreement to the Clinical Training Department. After the Director of Clinical Training has reviewed and signed all Practicum Training /Plan Agreements, students will be notified to come and pick up 2 copies—1 for their own records and 1 to return to the supervisor at their new site. The third copy will remain in student’s file with the Clinical Training Department.

If a student is not offered a practicum from the site they interviewed at, the selection process continues until a match is found. Students experiencing difficulties obtaining a site must contact the Clinical Training Department for individualized assistance and for approval of additional sites to which they can apply.

#### Interviewing Tips

***Attitude is Everything***

The key element to successful interviewing is not your experience, your grades, the classes you took, or any of your other credentials. While your education and experience may have helped you obtain an interview, the key element to successful interviewing can be summed up in one word: **ATTITUDE**. Your goal is to leave the impression that your desire is to do your very best for the organization and that you are focused on the organization’s needs.

***Dressing for Success***

Before you introduce yourself, before you shake someone’s hand, and before you answer any questions, your appearance is going to give the interviewer an impression of you. It is up to you whether or not that impression is going to be a professional, positive one or a negative one.

Here are some basic tips on dress etiquette for interviews:

#### Men and Women

Business suit or shirt, tie, and slacks (solid dark blue or gray is best) Business style shirt/blouse, and slacks or skirt.

Clean, closed-toed shoes Well-groomed hairstyle Clean, trimmed fingernails Minimal cologne or perfume No gum, candy or cigarettes

Light briefcase or portfolio case

Avoid visible body piercing (nose rings, eyebrow rings, etc.)

***Non-Verbal Communication***

Because many candidates experience communication difficulties in the course of an interview, it is important to understand that communication is more than just what is said. Often it is the nonverbal communication that we are least aware of that speaks the loudest. Following are the top five non- verbal communication skills, ranked in order of importance:

***Eye Contact*** - If you look away while listening, it shows lack of interest and a short attention span. If you fail to maintain eye contact while speaking, at a minimum it shows lack of confidence in what you are saying and at worst may send the subtle message that you not being forthright or truthful. Do not assume that you have good eye contact. Ask. Watch. Then practice. Ask others if you ever do not have proper eye contact. Some people maintain excellent eye contact while listening, but lose eye contact when speaking or vice versa.

***Facial Expressions*** - Try to be cognizant of different facial expressions, especially negative expressions. Again, ask for feedback about this from a trusted friend or family member. Don’t forget to smile! You do not need to smile continuously during the interview but remember to keep coming back to it.

***Posture*** - Posture signals your confidence and power potential. Stand tall, walk tall, and most of all, sit tall. When standing, stand up straight. When you are seated, make sure you sit at the front edge of the chair, leaning slightly forward. This will speak volumes about your interest and motivation.

***Gestures*** - Contrary to popular belief, gestures should be used sparingly during the interview. There is no need to use artificial gestures to try to heighten the importance of the issue at hand. When you do use gestures, make sure that they are natural and meaningful.

***Space*** - Recognize the boundaries of your personal space and that of others. Be prepared, however, not to back up or move away from someone who has a personal space that is smaller than your own. Hang in there, take a deep breath, and relax.

***Investigate***

Research/review the culture, economic conditions, organizational structure, history, purpose/mission, and requirements of the position.

List appropriate questions that you might ask in the interview.

Assess yourself. Make a list of your strengths, abilities, experiences, and activities that relate to the position.

***Prepare***

Solidify travel arrangements, driving directions, and parking for the interview. Determine major points that you want to stress in the interview.

Identify three reasons for selecting this organization.

List three assets that you have that will interest the interviewer. Develop two or three questions that will make a good impression. Participate in mock interviews.

Project a professional image by being appropriately dressed and groomed.

Gather appropriate paperwork—letters of reference, copies of transcripts, list of at least three references, etc. Many people are bringing career portfolios with them on interviews. Also bring several copies of your resume on resume paper.

***The Interview***

A good interview is ALWAYS a two-way street. It is an opportunity for you and the organization to exchange information and to assess whether there is a suitable match. Be courteous and respectful to the interviewer. This person is taking the time to interview you and potentially provide you training. Maintain a stance of flexibility, open-mindedness, and a positive attitude toward learning.

***Frequently Asked Interview Questions***

Being prepared is essential to good interviewing. The following is a list of questions that are frequently asked by interviewers and are helpful to ask while on an interview, so prepare yourself. We also recommend that you pair up with someone to practice interviewing.

Why are you interested in this site? What specific skills or abilities do you bring to make you well suited to this externship?

Describe your strengths and weaknesses. What are your greatest strengths? What are your greatest weaknesses?

What can you bring to this site? Tell me about yourself.

What are your expectations for the practicum? In other words, what are your primary learning and training goals? What areas or skills do you feel you need to improve?

What are your long-term goals?

How did you become interested in psychology?

What are some of the most interesting readings about the field you’ve come across? What are your main interests in the field?

What population or diagnosis is most difficult for you? How would you manage the difficulty? Describe your theoretical orientation.

Tell me about your psychological assessment experience.

What issues should you keep in mind when working with people who are of a different ethnic or cultural background than you?

What are your needs and expectations from supervision? What words describe you?

What personal attributes do you bring to the therapeutic relationship? What do you do to take care of yourself?

***Questions to Ask Interviewers***

If not clearly stated on the site profile or application, is there a preferred theoretical orientation at the site?

How are cases and groups assigned?

What is the relationship between psychology and other mental health disciplines in the agency?

How many practicum students do you accept? Clarify starting and ending dates, and any requirements concerning evenings or weekends.

How many hours of individual and group supervision is provided per week? (Know the institutional requirements!)

What types of seminars and other didactic experiences are available? Is taping allowed at this site?

What are you looking for in a practicum student (level of experience, previous experience)? Are there any days that students are required to be on site for supervision, staffing, or other responsibilities?

What is your selection process, and when will you be notifying students of your decisions?

***Interview well to Increase your Chances of placing at a Site***

You can increase your chances of placing at a site by interviewing well. Practice interviewing skills with another student. And be careful not to sabotage yourself during the interviews. We’ve developed some tips to help you and noted some common mistakes students make.

*Do some research.* Research the site before you go so you can talk intelligently about the practicum experience. Refer to the site profile and look on the site’s website (if they have one). But cautious about relying on fellow students as information sources because one student’s experiences will not be the experiences of another.

*Arrive* early (10-15 minutes). Be prepared to wait to begin the interview, in case your interviewer is unable to start on time.

*Show respect.* Be punctual, dress professionally, conduct yourself appropriately, and be polite. Send a thank you letter after the interview.

*Show interest and enthusiasm.* Be engaged about your training and find the positives in the situation. Say things like, “This particular type of training will nicely mesh with the gaps in my training. And my experience working with troubled teens has helped prepare me to work with the population at your site.” Avoid phrases like, “I need to complete 8 batteries while at this site,” “This site wasn’t one of my choices,” or “I just need a practicum. I don’t care what you do here.”

*Do not dictate terms.* Phrases like, “I can only work evenings and weekends” comes across as “My schedule is very complicated because I work full-time, go to school, and have a family, so you need to come up with a practicum schedule that revolves around my life.”

*Know your training needs.* Before your interview, refresh your memory about practicum requirements (like hours and supervision requirements).

*Avoid complaining.* No one wants to hear, “This site is so far away. I’ll have to drive an hour to get here.” Many people commute that far every day to get to their jobs. Remember this is just for a year. If you’re asked about the distance, say, “It is a bit further than I’m used to driving, but I know the experience will be worth every minute of the commute.”

*Ask questions* (see questions above).

*Patience is a virtue.* Avoid unprofessional phone calls like, “Did you receive my materials?” or “I haven’t heard from you and you’ve had my application for a week.” All contacts with the site should be calm, polite, brief, and purposeful. Remember that site contacts often have many duties and other priorities; they may not be able to get back to you quickly.

***After Your Interview***

Send a letter thanking those who interviewed you and indicate your continued interest.

#### Practicum Training Agreement

Completion of the Practicum Training Plan/Agreement or verbal acceptance of an offer by the student executes a binding contractual agreement between NAU, the practicum site, and the student in which the student’s delivery of service is exchanged for clinical supervision, access to clinical populations, facilitation of professional role development, and participation in other professional activities (e.g., rounds, staffing, seminars, etc.). Financial transactions may never occur between any of these parties or as part of this contract.

The Practicum Training Plan/Agreement should be completed by **May 5th** and remains the student’s responsibility to ensure that **three (3) ORIGINAL** Practicum Training Plan/Agreements are turned in to the Clinical Training Department. Failure to adhere to this requirement results in the student being barred from starting the practicum experience since proof of malpractice insurance cannot be issued until the Practicum Training Agreement is in place.

Premature termination of practicum by the student is **unethical** and a **violation** of the practicum training agreement. Any student failing to complete their training agreement will be referred to the Clinical Training Committee for remediation. The contract may only be withdrawn under the most unusual and/or extreme of circumstances. In these rare instances, students must contact the NAU Clinical Training Department before discussing a potential withdrawal from his/her practicum site.

#### Policy on Training Sites with Creedal Statements

Some sites restrict their trainee applicant pool based upon race, age, gender, disability, ethnic or racial background, religious affiliation, or sexual orientation. Because NAU strongly endorses a non- discrimination policy, sites are likewise expected to conduct their selection and training in a non- discriminatory manner unless they have compelling legal and/or therapeutic reasons for doing so. Sites that utilize discriminatory creedal statements must notify the school of this and clarify rationales for such policies. Such sites are only approved if adequate rationales exist, and this information will be clearly noted in the practicum placement literature kept on file in the Training Department.

Legitimate rationales for the use of creedal statements typically fall into one of the two following categories:

A site serves a specific clientele who have special needs or share unique problem areas. For example: A shelter for battered women may only utilize female counselors

A program mentoring African American boys may only use African American male counselors A program serving ethnic immigrant populations may prefer counselors who have similar ethnic and/or immigration experiences

A site may exercise a legal right to restrict their applicant pool. For example, some government agencies and branches of the armed forces may apply selection restrictions supported by law.

Religiously oriented programs may legally restrict hiring based on religious affiliation

Though the APA accredits agencies falling into both categories, NAU does not support or endorse the latter and does not restrict any student from applying to such sites.

If a student feels she or he experienced any form of discrimination or harassment at their training site, a report should be made immediately to the Clinical Training Director who will then conduct a full investigation of the matter and intervene accordingly. Whenever NAU discovers incidents of

discrimination or harassment in a site’s or supervisor’s policies or practices, the Clinical Training Department makes immediate reports to affiliated professional organizations (e.g., APA, APPIC, Department of Professional Regulation, etc.) and requests notification of remedial action.

#### Policy Regarding Private Practice Settings

NAU expects that its students conduct themselves in an ethical and legal manner. It is both illegal and unethical for students (or any clinician) to practice outside the scope of their professional training and qualifications. Therefore, NAU specifically restricts all matriculating students from engaging in their own private practice activities (i.e., for-profit delivery of therapy or counseling services) unless qualified and licensed to render such services. For this reason, a student’s self- employed private practice may never be used as a practica or internship setting.

A “qualified” student is one who holds a current registration, certificate, or license by the appropriate state regulatory agency in which the delivery of service takes place. Thus, qualified students may legally and ethically practice independently in her or his area of expertise. For example, a student possessing an independent substance abuse license (LISAC) can provide substance abuse treatment services in a private practice setting, though it would be unethical and illegal for this student to provide psychological testing or mental health services to the public. “Unqualified” persons, independent of experience and training, do not hold a professional designation entitling them to practice independently.

Under no circumstance can unqualified NAU students independently render behavioral health services in any setting. Any unqualified student engaged in such activities prior to enrollment at NAU cannot continue such practices after admission. **A student engaged in the independent delivery of any service reasonably construed as psychological or counseling in nature must notify the Clinical Training Department about such activities in writing and provide current evidence (and timely renewals) of the registration, certification, or licensure that allows that specific practice.** The Clinical Training Department reviews this petition to determine if the student is qualified to engage in such activities. Failure to comply with the aforementioned policies (including failure to notify the Clinical Training Department or falsely representing qualifications) will be vigorously pursued and may result in dismissal from the program.

For additional information on the ethical delivery of professional psychology services, see:

American Psychological Association (2002). Ethical principles of psychologists and code of conduct [2002. (http://www.apa.o](http://www.apa.org/ethics))r[g/ethics)](http://www.apa.org/ethics))

Laws and Regulations Relating to the Practice of Psychology 2002.

Board of Behavioral Sciences Licensing Laws and Regulations, April 2002.

#### PRACTICUM POLICIES AND PROCEDURES

**Professional Conduct**

NAU expects that its students conduct themselves in a legal, ethical, and appropriate manner during all phases of their practicum placements (i.e., initial application through completion of the training year). Therefore, students must possess and apply a working knowledge of the APA’s Ethical Principles of Psychologists and Code of Conduct (2002), the Specialty Guidelines for Delivery of Services by Clinical Psychologists (1981), and other applicable codes of ethics.

Furthermore, they should be familiar with the laws and regulations regarding the reporting of suspected

child abuse and neglect, and suspected elder/dependent abuse, and other legal guidelines. The following are examples of illegal, unethical, and/or inappropriate behavior:

Acting in a manner inconsistent with ethical or legal guidelines Failure to follow NAU’s training guidelines

Failure to appear for scheduled practicum events or responsibilities without approval or proper notification

Taking vacation or personal time without approval

Taping a client without a properly executed consent and release of information Removal or private use of practicum site property without permission

Violating patient confidentiality (e.g., playing a session tape to anyone not included in the consent form, failure to remove personally identifiable information from written or taped materials before seminar presentation, etc.)

Failure to report a known or suspected incident of child abuse or neglect, or suspected incident of dependent/elder abuse or neglect

Not performing an adequate suicide or violence risk assessment

Withdrawing from a practicum for any reason without permission from the Clinical Training Department

Accepting a practicum and then turning it down for an offer made from another site

**Consequences for such behavior range from not being placed on practicum or removal from practicum to remediation to referrals to the Clinical Training Committee or the Doctoral Steering Committee.** For additional information, see the NAU Graduate Catalog or Doctoral Student Handbook.

Students will be informed of the decision to postpone or remove them from their practicum placement in writing and will have the opportunity to discuss the decision with the Clinical Training Committee.

Remediation planning and/or referral to the appropriate remedial/disciplinary committee will be made depending on the nature of the concerns. If students do not agree with the Clinical Training Committee’s decision, they have the right to appeal the decision, in writing, to the Clinical Psychology Department Director.

#### Students Demonstrating Inadequate Clinical Competency and/or Judgment

NAU’s training philosophy rests upon the belief that clinicians must demonstrate academic and clinical competency and that one is not sufficient without the other. Academic competency requires an adequate fund of knowledge plus the conceptual skills to integrate and apply this knowledge to case material. Clinical competency pertains to the demonstration of interpersonal skills and integrity, the ability to accurately assess psychological phenomena, to intervene effectively, and to adhere to legal, ethical, and professional duties associated with the mental health professions.

Clinical unsuitability refers to those students who are unable to fulfill the minimal standards of clinical and/or academic competency due to impairment, incompetence, ethical misconduct, academic misconduct, and/or other problematic behaviors. Impairment is defined as interference in professional functioning, typically reflected in an ability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.

Impairment typically involves a decrease in level of skill functioning. Incompetence refers to a lack of achievement of developmentally appropriate competence, which may include either professional,

interpersonal skill, or academic deficiency.

All clinicians involved in training must address the issue of students’ clinical suitability. The NAU training faculty has obligations to students as well as the profession and the public receiving services. As “gatekeepers,” the Clinical Training Department occasionally must exercise these responsibilities by preventing unfit students from being placed on practicum and/or continuing on practicum. Because of the gravity associated with such decisions (i.e., recommendations for retention and significant remediation), an intensive and individualized formal review is required.

NAU understands that emotional and/or behavioral problems may result in the student being clinically unsuitable to practice until resolved. Avoidance of such matters does not serve in the best interest of the student, the school, the profession, or the public. Problems associated with unsuitability only become an academic or training issue when they impact a student’s ability or potential to become a competent professional. Concerns about a student’s clinical suitability may be raised by the student, NAU faculty, site supervisors, or student peers. Examples of behaviors suggestive of clinical unsuitability include:

* Provision of services beyond one’s scope of competence
* Conviction of a crime that directly bears upon the ability to continue training
* Insufficient and/or harmful application of psychological theory or practice
* Provision of direct clinical services despite being emotionally or mentally unfit to doso
* Impairments in functioning due to the direct or indirect effects of substance abuse or addictions
* Demonstration of unethical, illegal, or unprofessional conduct with patients,supervisors, peers, or instructors
* Significant deficiencies in clinical, academic, or professional judgment
* The student does not acknowledge, understand, or address a problem when identified
* The problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training
* The problem is not restricted to one area of professional functioning
* A disproportionate amount of attention by training personnel is required
* Students’ behavior does not change as a function of feedback, remediation efforts, and/or time

Once a question about a student’s clinical unsuitability is raised, the Clinical Training Committee conducts a comprehensive review of the circumstances according to established institutional policies. All involved parties must respect the student’s rights to a thorough and objective review and to self- representation of the facts in question. Details and correspondence about concerns pertaining to a student’s suspected emotional and or behavioral difficulty are kept in a confidential file in the Director of Training’s office until a final determination is made.

The Clinical Training Committee will review preliminary information and take into consideration any of the following:

* Expert opinions from the academic faculty, the student’s academic advisor, and/orsite supervisor(s)
* A review of the student’s willingness to accept responsibility for the concerns in question and to engage in meaningful remediation
* Consideration of the extent to which continued enrollment places unreasonable or

excessive demands upon other students, faculty, and potential training sites

* An assessment of the student’s ability to function as a trainee in direct contact with clinical populations

On the basis of all information, the Clinical Training Committee makes a final disposition. If the concerns are substantiated in part or in full, a remediation plan may be developed and/or referral of the student to appropriate committee, depending on the nature of the concerns and disposition rendered.

#### Practicum Responsibilities

Practicum training unites students, site supervisors, and NAU in a unique professional and working relationship. Each party has certain obligations and responsibilities that can be summarized as follows:

*Students must:*

* Conduct themselves in a legal, ethical, and professional manner in all activities
* Be present on practicum 16-20 hours per week for the term of the trainingagreement
* Integrate smoothly into their training sites and develop good working relationships with staff and clients
* Display appropriate attitudes including an openness to self-examination and new learning
* Submit paper copies of all practicum logs and complete all evaluation forms in a timely manner as defined in this training manual
* Keep their supervisors adequately informed of all relevant information
* Inform their Practicum Seminar leader and/or Clinical Training Department of any difficulties encountered at their practicum sites
* Fulfill the duties agreed upon and outlined in their Practicum Training Agreement

*Site Supervisors must:*

* Conduct themselves in a legal, ethical, and professional manner in all activities
* Communicate clear expectations at the beginning of the training year
* Provide regularly scheduled supervision time
* Provide adequate clinical opportunities to meet NAU’s practicum requirements
* Complete and return semester Practicum Supervisor Evaluation of Student Competence evaluations in a timely manner
* Offer clear, ongoing, and constructive feedback to students regarding observed strengths and weaknesses
* Inform the Clinical Training Department of any difficulties encountered with students as early as possible
* Inform the Clinical Training Department and students (as appropriate) of any significant changes that will or may impact student training

*Clinical Training Department must:*

* Conduct themselves in a legal, ethical, and professional manner in all activities
* Provide students with accurate and current practicum resource materials
* Advise and assist students throughout the practicum application process to help secure good matches between students and training sites
* Monitor students’ progress during practicum training and provide consultation and advisement to students, site supervisors, and seminar leaders as needed
* Develop new training sites and monitor the quality of existing ones through maintaining close working relationships with professionals in the community and performing regular site visits
* Maintain current records of students’ progress and distribute the needed training
* evaluations each Semester

#### Practicum Evaluations

Site Supervisors will formally evaluate each supervisee’s performance in the practicum once each term. Site Supervisor evaluations should be discussed in depth with supervisees. If students are not making adequate progress in their training, then supervisors should inform the Director of Clinical Training.

Faculty Practicum Seminar Instructors are expected to provide feedback on each student's standing and progress toward attaining the goals of the seminar. Students receive separate academic grades of credit or no credit for both the academic Practicum Seminar and the practicum placement.

Faculty will visit each practicum placement at least twice per year. The faculty will evaluate the adequacy of the training and the progress of the students at the organization using accreditation materials. Graduate students will evaluate the adequacy of their training experiences at least twice each year. Upon finishing a practicum, students complete their second Student Evaluation of Practicum Site Form in which they evaluate their training experience.

The Clinical Training Department reviews and monitors all existing training agencies annually and periodically through scheduled site visits, routine phone calls, and mailings. The Clinical Training Department reviews Student Evaluation of Practicum Site forms submitted by practicum students at mid-year and at the end of the year, which is a rating of their training experience. The results of these reviews assist the Clinical Training Department in placing the next round of students seeking practicum and ensure the quality of placements.

Training Directors and Faculty Practicum Seminar Instructors are prepared to intervene for any problems encountered at a training site. Therefore, students experiencing difficulty at their site should consult with the Clinical Training Department and their Faculty Practicum Seminar Instructor. Similarly, site supervisors are encouraged to contact the Clinical Training Department with their concerns about students’ performance as soon as possible. Early intervention is the key to successful remediation. All problems presented to the Clinical Training Department, by either students or site supervisors, receive a comprehensive and objective review of the pertinent information prior to rendering interventions and dispositions.

#### Time2Track

Time2Track is a web-based program designed to help psychology graduate students track clinical training experiences for practica, internship, and licensure, as well as provide invaluable administrative tools for institutions. It offers the convenience of tracking hours that populate into the APPIC internship application, the national internship matching program that all clinical students apply to when pursuing internship.

Students are required to register with Time2Track and record their hours. Visit [www.time2track.com](http://www.time2track.com/) to learn more about the program, license fees, terms and conditions. Students should become familiar with the program for ease of use. Students are responsible for the yearly fee.

Each month, students must turn in a paper copy of the electronic Time2Track Practicum Log

documenting the allocation of their hours on-site. The log must be signed by the student, the site supervisor, and the faculty practicum seminar instructor. Practicum logs must cover the hours accumulated from the 1st of the month through the 30th. Hours accumulated on the 31st day of any month will be brought forward to the 1st day of the next month.

**Logs must be turned in to the Clinical Training Department by the 10th day of each succeeding month.** Maintaining adequate records and timely submission of paperwork is a professional, ethical, and legal obligation. Students are encouraged to be proactive in speaking with their seminar instructor if there are circumstances that would not allow their logs to be submitted by the deadline with the appropriate day range.

**Late Paperwork Policy**

Timely submission of paperwork to Clinical Training is a requirement and professional responsibility during your practicum year. If paperwork (i.e., Monthly Practicum Logs, Supervisor Evaluation of Student, Student Evaluation of Practicum Site, Training Plan, Practicum Training Agreement forms, etc.) is submitted late, students will be issued a notice of late submission in writing and be expected to turn in the requested document no later than 7 days from the date of the late warning. If a student receives more than 2 written warnings in an academic year, s/he will be referred to the Clinical Training Committee for remediation of unprofessional behaviors. If the student fails to submit the required paperwork within 7 days of the warning, this will result in an immediate referral to Clinical Training Committee. Warnings will only be waived due to critical circumstances for which the student must provide written documentation. Please note that written warning will be included in the student records and may result in negative consequences such as compromising eligibility for practicum/internship.

#### Submission of Training Documents for Practicum Credit

In order to receive Credit for Practicum, all **original signed forms** (Copies of the electronic Monthly Practicum Logs noting that the student is making satisfactory progress towards the minimum number of hours; A completed Supervisor Evaluation of Competence and A Site Evaluation completed by the student) must be received by the Clinical Training Department within two weeks of the semester deadline. If not, a grade of INCOMPLETE will be assigned. If documentation is not received by the end of the following semester, the incomplete will be changed to a NO CREDIT grade (which is a failing grade), and the student will not obtain credit for that semester for practicum (practicum hours accrued will not count towards training requirements). These initiatives follow NAU policies and procedures as outlined in the Graduate Catalog and the Doctoral Student Handbook.

#### Students on Academic Probation

If a first-year student is placed on academic probation because of poor Fall Semester grades (i.e., GPA<

3.0 out of 4.0), after they have applied to, been placed in, or been accepted to a practicum, they must notify the Clinical Training Committee. If, however, the student then raises her/his GPA to an acceptable level the next semester, she/he may be allowed to begin practicum upon the discretion of the Clinical Training Committee and permission of the Director of Clinical Training.

If a student who already accepted a practicum for the next academic year is placed on probation after Spring Semester grades are issued, s/he may not begin the upcoming practicum unless her/his GPA rises to an acceptable level after Summer Semester I. Even so, permission to begin a practicum remains at the discretion of the Director of Clinical Training.

The Clinical Training Department has the authority to prohibit any student from applying for or beginning a practicum due to academic problems or clinical unsuitability.

**Procedures for Reporting Problematic Training Sites**

It is the student’s responsibility to first attempt to rectify any deficiencies directly with the site in consultation with his/her seminar leader, and then to contact the Faculty Practicum Seminar Instructor and then the NAU Clinical Training Department if his/her practicum requirements are not being met.

Although some concerns can be resolved informally, documentation for the Clinical Training Department is required. For example, a student may arrange a special meeting with a supervisor to discuss the importance of meeting her/his training requirements as outlined by the school if deficiencies are occurring (e.g., low on supervision hours, direct services hours, etc.). So long as such informal interventions ameliorate the problems identified, no further action other than documentation is necessary.

When significant problems arise (i.e., those that cannot be remedied through informal means), more intensive interventions become necessary. Examples of these situations might include: The site does not provide opportunities for the student to meet her/his training requirements as outlined in the Practicum Training Agreement, or a site supervisor acts in an unprofessional or unethical manner that directly affects the student. When these situations occur, the following procedures should be followed in order to provide due process and a fair assessment of the problem or concern raised about an NAU-affiliated training site:

The student should schedule a meeting with his/her Faculty Practicum Seminar Instructor to discuss the concerns and to generate ideas about how to further address them with the site directly.

If step one does not result in a remedy of the situation, and the student’s Faculty Practicum Seminar Instructor recommends that the student contact the ClinicalTraining Department, the student should contact the Director of Clinical Training in order to discuss her or his concerns.

At this juncture, a student does not need to notify his/her site that the Clinical Training Department has been notified. This initial meeting is for information gathering and advisement. The student is required to continue to fulfill her or his responsibilities to the site as outlined in the Practicum Training Plan/Agreement throughout the process of notifying the school of her/his difficulties unless the Director of Clinical Training instructs the student to cease practicum duties due to ethical or legal concerns.

If after the above-stated meeting takes place, a student chooses to put her/his concerns about a site’s ability to meet the training requirements (as agreed upon in the Practicum Training Agreement) or about mistreatment by the site’s training representatives into a formal written complaint and submit the complaint, the Clinical Training Department will begin to intervene on the student’s behalf.

Documentation of the steps a student has taken in order to informally resolve the difficulty should be outlined, as well as the attempts at resolution suggested by the student’s seminar leader and/or academic advisor.

The Clinical Training Committee will appoint a Training Department representative to contact the training site with any questions or concerns about the concerns raised bythe student. The Training Department representative will contact the student prior to contacting the site in order to inform him/her of the Committee’s decision to do so.

The Training Committee will make a decision about how to proceed based on all of the information presented. The disposition may include: Dissolution of the practicum, development of a remediation plan for the site and/or student depending upon the circumstances and information presented, or development of an action plan to address the concerns and to work toward a successful completion of the training experience with the current site.

#### CLINICAL TRAINING COMMITTEE

The mission of the Northern Arizona University Clinical Psychology Training Committee (CTC) is to create and maintain quality clinical training experiences for its students in order to make them competitive in the internship process, with the ultimate goal of meeting requirements for certification and licensure.

The CTC, with the help of faculty and staff, 1) create and monitor training sites in the community, 2) help train supervisors, 3) monitor the evaluation of students and sites, 4) assist faculty to integrate coursework with clinical training through colloquia, practicum seminar and comprehensive examinations, 5) match students to the best possible training sites in order to meet their training needs,

1. assist doctoral students to obtain the best possible internship sites, 7) assist students in on-going training such as post-doctoral fellowships and other alumni needs, 8) help maintain training and exam manuals and rubrics, 9) help maintain documentation necessary to retain accreditation and departmental reviews and, 10) help gather feedback from the community to incorporate into the curriculum.

A primary function of the CTC is to support the development of professional competencies by remediating student issues specific to professional and program requirements. The CTC holds meetings with students referred to improve in their performance at practicum placements and competency evaluations, and recommends supportive remediation plans as warranted. If remediation actions are not satisfied by the student, the CTC may impose consequences including not being placed on practicum, removal from practicum, or referral to the appropriate NAU Committee. Please refer to the Clinical Training Manual, the Doctoral Student Handbook, or the Graduate Academic Catalog for the Ethical Code of Conduct, and Practicum Policies and Procedures for additional information on remediation procedures.

#### Monitoring Professional Competence and Conduct

All students are expected to conduct themselves with professional decorum consistent with ethical and legal standards. Faculty monitor and evaluate student development in clinical and professional competence through student participation in practicum seminar, conduct at practicum sites, and performance on comprehensive exams. Students are evaluated on the following competency areas:

* + Interpersonal and professional competence including, but not limited to:
  + Respectful peer, faculty, supervisor interactions; respect for the ideas and integrity of others; maturity in interactions with others; ability to interact respectfully with people of diverse backgrounds; ability to react with appropriate empathy and sensitivity; openness to process of supervision; resolution of problems that interfere with professional development (i.e., interpersonal, emotional, behavioral, psychological).

Sample behaviors that could result in referral to the committee include, but are not limited to, inability to control anger, use of insulting or profane words, use of intimidating tactics, inability to tolerate cultural or lifestyle differences, dishonest or unethical behavior, failure to meet deadlines, inability to control stress, psychological dysfunction, or emotional reactions.

Skill acquisition and clinical performance including but not limited to:

* + Demonstration of knowledge of relevant concepts; ability to apply relevant concepts to clinical work, ability to self-reflect, ability to integrate and apply faculty and supervisory feedback, ability to maintain appropriate boundaries.

Sample behaviors that could result in referral to the committee include, but are not limited to,

* + deficient or underdeveloped knowledge of relevant concepts, ineffective/harmful application of concepts, overt hostile reactions to supervision, refusal or inability to adjust behaviors from clearly communicated feedback, lack of awareness or inability to manage own limitations/responsibilities.

#### Committee Membership

The CTC is comprised of the Director of Clinical Training and two members from clinical faculty. A faculty member may be added at the discretion of the Director of Clinical Training. The Faculty members are selected by the Director of Training before the start of the new practica year. Students who are referred to the committee may have their advisor and/or practicum seminar leader present. In the event that a member of the committee has made the referral or has other potential conflicts of interest, that member will be excused, and another will be recruited by the director as temporary replacement.

#### Procedures

Students experiencing difficulty meeting acceptable standards of training on a practicum deserve an intervention proportionate to the problem(s) in question. The student, a seminar leader, a site supervisor, the Clinical Training Department, or anyone else connected to or involved in the student’s training may raise such concerns and should submit a formal letter of referral to the Director of Clinical Training. The letter should include specific descriptions of behaviors that raise concerns about clinical competence and/or professional conduct and subsequent attempts at remediation by faculty, students, and/or site supervisor. The primary goals of any intervention should be clarification of the problem and resolution through appropriate remediation.

Although some concerns may be resolved informally, documentation for Clinical Training Department records is necessary. For example, a seminar leader may request a re-submit of a

case analysis to better present the contained ideas. So long as such informal interventions ameliorate the problem(s) identified, no further action is necessary other than written notification to the Clinical Training Department.

When significant problems arise (i.e., those that cannot be remedied through informal means), more intensive interventions become necessary. The following procedure will be followed after receipt of formal referral letter:

The student will be notified in writing of the requirement to meet with the committee, the date and time, and reasons for referral.

The Committee will communicate with the student’s academic advisor and/or seminar leader in order to obtain feedback about the student’s academic and clinical history in the program. (The student’s advisor and seminar instructor are invited to attend the meeting to provide input but are not required to do so.)

During the meeting with the Committee, the student will present relevant concerns and respond to the concerns of the committee. The committee requests a presentation from the student to ensure consideration of all pertinent information. The Committee will deliberate and either render a decision at that time or may take additional time to collect collateral information before the decision is rendered.

Remediation planning and/or referral to the appropriate NAU committee will be made depending on the nature of the concerns. NOTE: Committee meetings are not taped. Meetings are not legal proceedings nor should students bring legal representation.

If remediation planning is decided, the student should complete and submit a remediation plan, in collaboration with their practicum seminar instructor and/or program advisor, to the committee that targets the areas of deficiency and outlines steps that the student needs to take in order to achieve the goals of the remediation. It is recommended that faculty members collaborate with the student who is assigned the remediation in devising the plan. The student is to complete a remediation plan prior to assigning a “Credit” grade for the semester.

The student submits the remediation plan to the committee for review and final approval. If the committee has any questions or concerns about the remediation plan, this will be discussed with the student with the goal of developing an acceptable remediation plan.

The remediation plan, once approved, serves as a written learning contract between all involved parties to specify the target deficits and the actions required to remedy the problems, timeframe in which the remediation is to occur and to be re-evaluated, and to outline the consequences if the student is unable to fulfill the terms of the remediation plan. The student will be on “Remediation Status” at this point and will not receive credit for the practicum experience until he or she meets the terms of the remediation plan and is removed from this status by the Clinical Training Committee.

If it is mutually decided that the student has successfully met the terms of the remediation plan, s/he will be removed from “Remediation Status” and will be eligible to receive a “Credit” grade for practicum when all training forms and documents are submitted for that semester.

If the Clinical Training Committee requests a supplemental practicum or internship, the Clinical Training Department will assist the student in finding appropriate placement and oversee her/his progress. If fundamental clinical deficits exist, the student may be required to complete certain pre- practicum or internship requirements before enrolling in another school-approved training experience as outlined in the remediation plan.

If the Clinical Training Committee has serious concerns about the competency(ies) of a student, and a remediation plan does not seem sufficient to address the deficiencies, the student should be referred to the appropriate NAU Committee (in writing with a clear explanation of the concerns) depending on the nature of the concerns.

If a question about a student’s clinical unsuitability is raised, the Clinical Training Committee conducts a comprehensive review of the circumstances according to established institutional policies. All involved parties must respect the student’s rights to a thorough and objective review and to self-representation of the facts in question. Details and correspondence about concerns pertaining to a student’s suspected emotional and or behavioral difficulty are kept in a confidential file in the Director of Clinical Training’s office until a final determination is made.

If the Clinical Training Committee recommends disciplinary action (e.g., due to egregious and unprofessional behavior on practicum), it must forward this proposal (accompanied with all supporting documentation and justifying rationales) to the appropriate NAU Committee for review.

If the remediation takes longer than the semester in which it is developed, the faculty member will assign a grade of “Incomplete /In Progress.” An “Incomplete/In Progress” grade should be assigned only when the faculty member has expectations that the problems or concerns raised about the student’s competency in a particular domain(s) have the potential to be resolved within a specified time frame.

An “Incomplete/In Progress” contract must be completed specifying dates that the remediation plan must be turned in. The student must complete the remediation plan no later the end of the following semester in order to change the “Incomplete /n Progress” to a “Credit” grade.

A No Credit, or “NC”, grade is the equivalent of a failing grade. This option should be utilized after a remediation plan has been attempted and failed. The student will be required to retake practicum and practicum seminar.

The student may also receive a “NC” if he/she does not fulfill the requirements of the seminar as outlined by the course syllabus (e.g. attendance, not presenting if scheduled to present, etc.). Any student receiving a “NC” grade will be automatically referred to the

Clinical Training Committee to review her/his training requirements and will be required to re-take Practicum and Seminar.

If a student is terminated from a practicum site, either by the site or the Clinical Training Department, s/he will meet with the Committee for a formal review of the circumstances. The Committee will then render a decision on receiving credit for practicum, a “NC” for practicum and will be required to re-take Practicum and Seminar.

#### Due Process or Bias Appeals

Students who believe they have been treated in a biased fashion or denied due process in an action of the Clinical Training Committee regarding a decision on remediation issues, may file an appeal with the Clinical Department Dean. Appeals must be made **within 14 days of the action being appealed**. The appeal must clearly state, in writing, the reasons for the appeal.

Please refer to the Northern Arizona University Graduate Catalog as well as the Clinical Psychology Doctoral Student Handbook.

#### CLINICAL COMPETENCY (ACE/CEC/CCE): PSYD PROGRAM

**General Information**

The Assessment Competency Exam (ACE), Clinical Evaluation Competency (CEC), and Clinical Competency Evaluation (CCE) are a series of clinical competency evaluations requiring each student to present a case summary and analysis, including a written work sample. These evaluations take place at designated intervals in the three years prior to becoming eligible for the predoctoral internship. The purpose of the ACE/CEC/CCE is to monitor students’ growth and development toward NAU’s standard of clinical competency to ensure acquisition of appropriate skills for clinical practice.

The competencies draw upon students’ conceptual abilities, theoretical knowledge, and applied clinical skills. Success requires the integration of theory and practice as learned in coursework, clinical field training, professional supervision, and seminar consultation. While components of the competencies occur within required courses and seminars, they are graded separately. Thus, successful completion of other required course and seminar work does not guarantee passage of competency exam tasks.

Throughout the course of practicum seminar, students are required to complete, submit, and present practice competency exams as a preparation for the actual examination later in the year. The exact number of practice examinations is determined by the Faculty Practicum Seminar Instructor.

During the practicum year, students must pass their CEC/CCE on their first attempt or through successful revisions as coordinated by their Faculty Practicum Seminar Instructor. All re-submits must be completed before time required in the respective CEC/CCE manuals. Passage of the CEC/CCE is required to progress in the program and to receive practicum credit.

#### Competency Exam Components and Procedures

The doctoral competency exams and their requirements are as follows:

Assessment Competency Exam (ACE): Students meet this component by passing the Integrative Assessment (CPP737) final examination with a grade of ‘B’ or better. The Assessment competency requires each student to integrate cognitive, projective, and objective personality test data with psychosocial, behavioral, historical, and medical/clinical information into a written, useful, and

comprehensive psychological evaluation. The student must demonstrate an understanding of professional practice standards and ethics in assessment, an understanding and expertise in diversity issues that impact the evaluation process, an ability to develop strategy for identification of client issues through interpretation of test protocols of individuals, demonstrate skills in the administration and interpretation of psychological tests, and develop report writing skills that are consistent with APA and professional practice standards.

Clinical Evaluation Competency (CEC): The CEC requires each student to present a case assessment summary and analysis, with a work sample. The CEC is taken during the Spring session of the students’ first practicum year. The purpose of the CEC is to demonstrate competence in the evaluation of patient problems and diagnosis with particular emphasis on conducting a diagnostic interview. Students must submit their CEC to the Clinical Training Department by **4:30 p.m. on Wednesday April 12, 2021**. Due to A.R.S. 32-3211, in lieu of students turning in informed consent forms with client signatures, supervisors acknowledge that the appropriate process has taken place by signing a Supervisor Attestation Form and the student turning this form in to the Clinical Training Department during the first semester of Practicum, before any taping has taken place. All tapes are returned to the student at the completion of the comprehensive exam process, and supervisors can direct each student to: 1) return tapes to the site, 2) destroy tapes, or 3) properly store them.

To submit the CEC, students must be in good academic standing and enrolled in the first year Practicum (CPP701, CPP702) sequence. Students must achieve a passing grade on their CEC in addition to fulfilling seminar requirements and Clinical Training Department requirements (e.g. all forms turned in) in order to be eligible for their second year of practicum.

Clinical Competency Evaluation (CCE): The CCE requires each student to present a case intervention summary and analysis, with a work sample. The CCE is taken during the Summer semester of the student’s second year. The purpose of the CCE is to demonstrate competence in clinical skills, with particular emphasis on intervention skills. Students must pass the CCE in order to be eligible for internship. Students meet this requirement by submitting two copies of a psychotherapy recording conducted with a client, a verbatim transcript, an integrated case analysis report, which includes a diagnostic formulation, conceptual formulation, treatment plan, treatment summary and assessment of treatment outcomes, consideration of evidenced based practice, an analysis of diversity and ethical/legal considerations, and a self-critique to the Clinical Training Department by **4:30 p.m. on the Wednesday of the first week of the Summer semester (a separate date will be set for those starting practicum January 2020)**. Students must also make an oral presentation and defense to the faculty. Due to A.R.S. 32-3211, in lieu of students turning in informed consent forms with client signatures, supervisors acknowledge that the appropriate process has taken place by signing a Supervisor Attestation Form and the student turning this form in to the Clinical Training Department during the first semester of Practicum, before any taping has taken place. All tapes are returned to the student at the completion of the comprehensive exam process and supervisors can direct each student to: 1) return tapes to the site, 2) destroy tapes, or 3) properly store them.

To submit the CCE, students must be in good academic standing and be enrolled in the second year Practicum (CPP703, CPP704) sequence. Students must achieve a passing grade on their CCE in addition to fulfilling seminar requirements and Training Department requirements (i.e., all forms turned in) in order to be eligible for internship. Students planning on applying for internship must achieve a passing grade on the CCE (including all revisions, if applicable).

Students are required to review the CEC/CCE Manuals for complete details to prepare for and submit the CEC/CCE. Additional information will also be provided in the manuals including guidelines for the writing document, grading, procedure checklists, and appeal procedures.

#### Exam Audio and Video Recordings

Students must provide a clearly audible audio- or video-recording using the encrypted flash drive provided by the program. Students are responsible for maintaining the security of the devices while in their possession.

* + Flash drives are not to be shared with any other person.
  + If lost or damaged, the student is responsible for replacing the flash drive.
  + Students must ensure that no PII is on the recording (e.g., full name, telephone number) and, even if video is being used, that the patient’s face is not recorded unless necessary for the class.
  + Each flash drive will have a unique password. Students are not to share passwords or change passwords.
  + Flash drives are to be used for comprehensive exams, exam approximations, or case presentations in practicum seminars. **No other practicum or class materials should be stored on the flash drive.**
  + All recordings on the encrypted drives must be turned into the Clinical Training Department confidential box with their comprehensive examination and will be erased and re-formatted after completion of the comprehensive examinations by the department.

Noncompliance with flash drive policy will result in a referral to the Clinical Training Committee for remediation of professional conduct.

#### Policy for Taking Comprehensive Examinations in a Language other than English

(Approved by Clinical faculty)

NAU strongly encourages bilingual/bicultural clinical training. Taking a comprehensive exam in another language is one way to demonstrate clinical bilingual/bicultural competence, and NAU actively supports this endeavor. The bilingual/bicultural abilities of students and site supervisors vary greatly as does the availability of appropriate clients. Therefore, a student must declare a desire to take a comprehensive exam in another language as early as possible (by midterm of fall semester of the practicum year) so that case-by-case arrangements can be made. It is important that a student describe the extent of their bilingual ability and their bicultural experience on the Training Needs and Interest Form as they sign up for practicum, so they may be placed in the most appropriate practicum site available. If they are considering taking an exam in another language, they may declare their intentions at that time.

All clinical work of students must be competently supervised. If students have questions about the supervision of their clinical work in another language, they should contact the Clinical Training Committee (CTC). Appropriately trained and certified secondary supervisors who are bilingual can supervise practicum students with the permission of the student’s primary supervisor.

The most frequent request to date has been for examinations in Spanish; however, NAU is committed to helping students demonstrate clinical competence in any language, if at all possible. NAU defines “taking a clinical exam in another language” to mean the clinical work sample (intake for CEC or course of treatment for CCE) will be done in a language other than English. The transcript then will be submitted in a language other than English, and, in addition, the student will translate and submit the transcript into English. The document itself will be in English entirely. This requires more work for the student but can also demonstrate advanced bilingual ability.

Two components need to be met for the bilingual/bicultural comprehensive examination to take place. The reader(s) of the exam must have: 1) sufficient familiarity with exam procedures and grading and 2) sufficient bicultural/bilingual competence. If the student is in the Psy.D. Program, it is expected that one exam be entirely in English unless there are extenuating circumstances on practicum. Although the translation of a clinical session into English requires advanced understanding of English, NAU is promoting the demonstration of bilingual competence, and therefore recommends that clinical work and evaluation take place in English. It is also useful to have one work sample (a common use for the comprehensive exams) in English. Exceptions may be made by the CTC on a case-by-case basis.

In a situation where the exam is taken in a language other than English, a special team may be put in place to grade the exam. An NAU core faculty member, with experience in the examination procedures, must either be a reader of the examination or must consult on the examination process and grading. If an NAU core faculty member cannot be found with sufficient bilingual/bicultural ability in the language the student needs to complete the exam, non-NAU faculty who are appropriately licensed or certified professionals may serve as readers, interpreters or consultants for the exam.

For the CEC exam:

If NAU has a core faculty member who has the bilingual/bicultural competence sufficient to evaluate clinical work, s/he can be reader of the exam. This person can be reader of the CEC, even if they are not the student’s practicum seminar instructor, with approval of the CTC and the student’s practicum seminar instructor. *In the event that there is not a core faculty member serving as reader, a core faculty must volunteer to serve as a consultant for the exam process.* If no core faculty can be found to serve as CEC reader:

An adjunct faculty or faculty from other NAU programs (i.e. education or school psychology) may serve as reader.

Clinical training faculty (practicum supervisor) with the appropriate bilingual/bicultural competence may serve as reader. The practicum supervisor should be a licensed psychologist or the student’s primary supervisor: Any appropriately licensed or certified behavioral health professional is acceptable if they have the bilingual/bicultural clinical competence necessary. The CTC will need to discuss certain issues if the person is the student’s practicum supervisor (i.e. how much help a student got on the case) before the exam, preferably early in the academic year.

If no core faculty, adjunct faculty or clinical faculty member is available, an appropriately licensed or certified community professional can be identified as an exam reader.

If no core faculty, adjunct faculty, clinical faculty or appropriately certified or licensed professional from the community is available, the CTC may allow the use of interpreters to assist faculty with the clinical tape. Interpreters would need to be deemed as appropriate by the CTC (i.e. certified as interpreters and **not related in any way to the student or client**), and this would be at the student’s expense.

For CCE primary readers:

If NAU has a core faculty member who has the bilingual/bicultural competence sufficient to evaluate clinical work, s/he can serve as primary reader of the exam. This person can be reader of the CCE, even if they are not the student’s practicum seminar instructor, with approval of the CTC and the student’s practicum seminar instructor. In the case of the CCE, this faculty member can serve as reader of the CCE, even if s/he was the reader of the CEC, if **three** evaluators are appointed as readers (to preserve the concept of multiple evaluators for comprehensive exams). It is recommended that the faculty member serving as primary reader, have experience as a reader of CCEs before entering this process. *If no core faculty can be found to serve as primary reader, the CTC may appoint another appropriate person to serve as an exam reader. In this case, a core faculty must volunteer to serve as a consultant for the exam process.*

For CCE secondary readers:

Secondary readers do not have to be NAU core faculty. They can be:

* + Adjunct faculty or faculty from other NAU programs (i.e. education or school psychology).
  + The supervising clinical adjunct (practicum supervisor) or another clinical adjunct (secondary supervisor) also may be appointed as an exam reader, if they wish to do so. The practicum supervisor does not need to be a licensed psychologist or the student’s primary supervisor: Any appropriately licensed or certified mental health professional is acceptable if s/he has the bilingual/bicultural clinical competence necessary. The CTC will need to discuss certain issues if the person is the student’s practicum supervisor (i.e. how much help a student got on the case) before the exam, preferably early in the academic year.
  + Appropriately licensed and/or certified behavioral health professionals from the community who volunteer are also acceptable as exam readers.
  + If no core, adjunct, clinical faculty or appropriate licensed or certified community professionals can be identified as an exam reader, the CTC may allow the use of interpreters for oral exams and to assist faculty with the clinical tape. Interpreters would need to be deemed as appropriate by the CTC (i.e. certified as interpreters and **not related in any way to the student or client**), and this would be at the student’s expense.

#### Students cannot serve as interpreters for exams.

**Note to Faculty**: For an exam completed in another language, in addition to the regular grading rubric, a letter from the exam reader/committee, discussing the student’s bilingual/bicultural ability, bilingual/bicultural clinical skills, and other issues not addressed in the traditional grading documentation should accompany the traditional grading documents into the student’s file.

**Note to Students**: If a comprehensive examination is failed, the retake must be in English unless otherwise approved by the CTC.

#### Pre-Doctoral Internship: PsyD Program General Information

All doctoral students are required to complete a year-long, full-time (or two-year, part-time) pre- doctoral internship as a condition for graduation from the Northern Arizona University Clinical Psychology Doctoral Program. Doctoral candidates typically complete 2000 hours of internship training, during which they engage in activities similar to those of clinical psychologists and remain under close supervision of qualified professionals. This intensive and supervised contact with clients is essential for providing greater breadth and depth to students’ overall academic experience. The pre- doctoral internship represents the final training experience for students to integrate theory, refine skills, and solidify professional attitudes before entering the field at the doctoral level. Generally, students begin internship during their fifth year of graduate training. The internship placement must be approved by the Clinical Training Committee at NAU, Phoenix. The internship must be completed by the end of the seventh year after entrance into the PsyD in Clinical Psychology Program.

#### Internship Prerequisites

Students complete their internship no earlier than their fifth year and no later than their seventh year of the Psy.D. program.

To **declare intent to apply for internship,** students must meet the following eligibility criteria:

* + Be in good standing (e.g., not on probation)
  + Maintain a GPA = 3.0 or higher
  + Successfully pass the CEC.
  + Be registered for Practicum IV or have successfully completed the CCE.
  + Have endorsement from academic advisor and have academic plan towards completion of the coursework signed by the academic advisor

If eligible, submit a completed Eligibility to Apply for Internship Form (provided by the Clinical Training Department) and **Intent to Apply for Internship Form to the Director of Internship Training by April 14** of the year preceding the start of internship

#### Site Procedures

Internship sites must meet acceptable standards of training, based on the following criteria: APPIC Membership: Unlike the APA, the Association of Psychology Postdoctoral and Internship

Centers is not an accrediting agency; rather, it is a membership organization that organizes, facilitates

access to and establishes standards of training for training sites in professional psychology. Sites that belong to APPIC may or may not be APA-approved. APPIC sites participate in a systematic computer matching process offered once a year to connect internship applicants and participating sites in an optimal manner. For more information about APPIC internship requirements, visit the APPIC web page at [www.appic.org.](http://www.appic.org/) To download the APPIC internship application (AAPI), visit [http://www.appic.org/match/5\_3\_match\_application.html.](http://www.appic.org/match/5_3_match_application.html) To view APPIC’s online directory of internship sites, visit [http://www.appic.org/directory/4\_1\_directory\_online.asp.](http://www.appic.org/directory/4_1_directory_online.asp)

APA Accreditation: Sites that meet the training standards of the American Psychological Association

automatically meet the Clinical Training Committee’s internship requirements. The Clinical Training Committee strongly encourages students to obtain an APA-accredited internship. For more information about APA’s internship requirements, visit their web site at [www.apa.org.](http://www.apa.org/) The current link to their online APA-approved internship directory can be found at [www.apa.org/ed/accreditation/.](http://www.apa.org/ed/accreditation/)

Previous Employment: Students **may not** apply to sites at which they have ever been employed in any capacity. However, students may apply to sites at which they have served as practicum students.

All students must complete an APA accredited or APPIC-member internship, or they may complete their internship at a site that does not have APPIC membership only if that site meets or exceeds APPIC’s internship requirements as determined by the Director of Clinical training. For example, internship approval may be granted for new sites that clearly document and subsequently deliver quality training that meets or exceeds APPIC guidelines and are in the process of becoming APPIC members.

#### Internship Remediation

If, at any point during the internship training year, it is determined that an intern requires remediation, the Director of Clinical Training will work closely with the Internship Director of Training and the intern to facilitate satisfactory completion of internship requirements. The Clinical Training Department makes the ultimate determination if internship requirements have been sufficiently met at the completion of the training year. If the Clinical Training Department recommends that a student engage in post- internship remedial work, it will generate a written contract specifying the area(s) requiring additional attention, as well as the methods by which such goals will be achieved. This document may be prepared in consultation with the student, the internship site, and the Clinical Training Committee. As in all disciplinary actions, students have the right to self-representation as described in the Graduate academic catalog and Doctoral Student Handbook.

|  |  |
| --- | --- |
| **List of Appendices**  Receipt of Clinical Training Manual  Verification of Continuing Education Activity (2019-2020) Written Training Plan  [Supervisor Attestation Form](#_bookmark0) [Informed Consent](#_bookmark1)  Practicum Intent Forms (2019-2020) PsyD  [Practicum Application (2019-2020)](#_bookmark2) Supervision Verification Form Battery Verification Form  Student Evaluation of Practicum Site Supervisor Evaluation of Student Competence Direct Observation Verification  Practicum Training Agreement (2020-2021 year)  [Requests for Reasonable Accommodation in Field Placements](#_bookmark3) | **Page Number(s)** |
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#### Receipt of Clinical Training Manual (2019-2020-2021 Academic Year)

I received a Clinical Training Manual, and I understand that it is my responsibility to read and follow the procedures accordingly.

Student Name

Student Signature Date

Practicum Seminar Leader or Advisor

Practicum Seminar Leader or Advisor Signature Date



#### Verification of Continuing Education Activity (2019-2020-2021) Academic Year)

Continuing Education Activity:

Presenter:

Description of Activity:

Number of Hours:

Presenter/Activity Organizer Signature Date

Student Name

Student Signature Date

Seminar Instructor Signature Date

## Continuing Education Activities\*

The following are a list of activities/organizations that student are encouraged to participate. Note: The list is not exhaustive. Please talk with your seminar leader and/or advisor for other options.

Northern Arizona Diversity Forum (weekly attendance is encouraged, however will satisfy no more than one hour of required total hours)

Northern Arizona Research Forum (attendance to all scheduled meetings encouraged, however will satisfy no more than one hour of required total hours)

Arizona Board of Psychologist Examiners board meeting

Practicum Colloquia (attendance to all scheduled meetings encouraged, however will satisfy no more than one hour of required total hours)

Psychology conferences and workshops

Continuing education classes/workshops/conferences Psychological Association meetings

APAGS Meetings

\*Activities must be in-person. Online CE activities will not satisfy the hour requirement.



**Northern Arizona University Clinical Psychology Practicum Training Plan**

**2020-2021**

Practicum Student Name:

Practicum Training Site:

Practicum Training Start and End Dates: To

Practicum Level: □ PsyD I/II □ PsyD III/IV □ PsyD Adv

**Estimated Training Schedule** (\* See Supervisor Instructions):

Hours per week/days:

Total hours for the experience:

Percent of time devoted to:

Psychotherapy:

Psychometric assessment:

Documentation/report writing:

Didactic training (e.g. seminars, in-services, directed reading):

Consultation:

Other: %

Other: %

**Supervision** (\*See Supervisor Instructions):

Primary Supervisor & Degree:

Licensed Psychologist in Arizona: Yes □ Other:

Secondary Supervisor & Degree/License:

Licensed Psychologist in Arizona: Yes □ Other:

Supervision Schedule:

Methods of Supervision: □ Live □ Audio/Videotape □ Documentation Review

□ Other: □ Other:

**Training Goals**

1.

Objective 1:

Objective 2:

2.

Objective 1:

Objective 2:

3..

Objective 1:

Objective 2:

Ethics & Professional Practice:

Objective 1:

Objective 2:

Diversity & Multicultural Competence

Objective 1:

Objective 2:

Evidence Based Practices/Outcome Measurement

Objective 1:

Objective 2:

Student Signature/Printed Name Date:

Practicum Seminar Instructor Signature/Printed Name Date:

Primary Supervisor Printed/Signature Name Date: Director of Clinical Training, Northern Arizona University/Phoenix Date:

**Student Instructions and Recommendations:**

You are responsible for filling out your training goals in conjunction with your site supervisor and your practicum seminar instructor. This training plan needs to be completed in its entirety, **leaving NO blank spaces**. It must be signed by you, your site supervisor, your practicum seminar instructor and the program representative and returned to the clinical department by the end of the first week in October.

There are several issues and requirements to keep in mind during your field training experiences. They are:

The requirements of your program,

What may help you become competitive in the Association of Post-doctoral and Internship Centers (APPIC) internship match process, and

Licensing requirements.

Your school requirements can be found in your institution’s program documents. Students must successfully complete all program requirements.

Frequently asked questions about the APPIC internship match process can be found at the appic.org website. Faculty advising is mandatory in preparing for the internship process.

For Clinical PsyD students who will be applying for licensure, license requirements vary considerably by state, and change periodically. As of 2009, Arizona allows licensure at graduation if *several* specific requirements have been met. Your institution will document your field training experiences (e.g. training hours). Your program cannot guarantee that you will obtain an internship or that every state’s requirements will be met (even licensure in Arizona may require additional hours after internship).

Careful documentation of your training experiences is highly recommended to prepare for the internship match and for licensure.

In addition, for Clinical PsyD students, many states require a post-doctoral fellowship. You can check with the Board of Examiners in the states you plan to practice to identify their current licensing requirements. The American Psychological Association recommends that students complete a post- doctoral fellowship, and if you plan to practice in a specialty area you may find it highly useful for employment.

The goal of your institution, and your training site, is to help you obtain the *best possible training*. The goal of field training is for students to become competent clinicians. Some field training experiences may not meet a certain requirement, for a variety of reasons, but may provide a good training experience.

**Supervisor Instructions**

Purpose: The training plan is to assure the quality, breadth, and depth of the training experience.

It provides a rationale for the experience in light of the student’s previous training experiences. The training plan also ensures that the overall practicum experience is organized, sequential, and meets the training needs of the trainee, and competent services are provided to the community.

**Time Allotment**: 50% of all training activities are in “service-related” activities (e.g. therapy, assessment, interviews, documentation, case presentations, consultations, seminars on applied issues). 25% of all time is devoted to face-to-face patient/client contact (e.g. therapy, assessment).

**Supervision**: 10% overall time is in individual supervision: At least one hour per week of regularly scheduled, contemporaneous, face-to-face individual supervision per ten hours of experience that addresses the direct psychological services provided by the student is provided. For Clinical PsyD students, 75% of all supervision is provided by a licensed psychologist (the remainder can be provided by other appropriately licensed or credentialed mental health professionals or pre-doctoral interns or post-doctoral fellows supervising under supervision).

**Method of Student Evaluation**: Students are evaluated twice per practicum year (the first evaluation is due by mid-December and the second is due to the Director of Clinical Training by the end of June). Students are responsible with providing you a copy of their evaluation to complete. **Please review** each evaluation with the student. Students will also evaluate the site and supervision twice per practicum training year.



**Supervisor Attestation Form**

**2019-2020-2021**

Due to A.R.S. 32-3211 **(**Arizona Medical Records Law Change September 2006), Northern Arizona University cannot store anything that could be considered client records. Therefore, in lieu of asking students to turn in **informed consent** forms with client signatures, as part of their comprehensive exam process, it is necessary for supervisors to ensure that the appropriate informed consent process takes place.

Comprehensive exams are one means of assessing student competence. Northern Arizona University psychology programs follow the practitioner/scholar model which emphasizes the integration of actual clinical practice with foundation knowledge. We gratefully acknowledge that this cannot happen without collaboration with our practicum supervisors.

The policy requires that supervisors ensure that the appropriate informed consent process occurs with all clients seen by students, allowing students to use actual client material for educational purposes. All tapes will be returned to the student at the completion of the comprehensive exam process. Supervisors can direct each student to: 1) return tapes to the site, 2) destroy tapes, or 3) properly store them.

I , (Name of Practicum

Supervisor) supervisor at , (Name of Practicum Site)

Acknowledge that I have reviewed the informed consent process.

Primary Supervisor Name Signature Date

Practicum Student Name Signature Date



#### Informed Consent

Your therapist or consultant is a student at the Northern Arizona University Clinical Psychology at Northern Arizona University Phoenix. She or he is being evaluated on her or his clinical skills. It is very helpful for graduate students to discuss actual learning situations with their faculty and supervisors so that they can improve their clinical skills. Students will discuss information you share with his or her faculty and supervisors for educational purposes. Educational purposes may include clinical instruction, therapy supervision, consultation, student skill assessment, model assessment procedures, or program accreditation. You, or your family, benefit from the clinical experience of different faculty and supervisors. We appreciate that you are assisting our student to develop her or his psychological helping skills.

I, , understand that the information which I, or my child, may share with my therapist or consultant is considered private health information and may be used for educational purposes. Any written or oral reports will use disguised information so that you, or your family members, could not be personally identified. Any clinical information, psychological test results, or other personal information will be kept completely confidential. In Arizona, the only exceptions to client confidentiality are disclosures of child maltreatment, elder abuse, imminent danger to oneself, or imminent danger to others.

The confidentiality of audio recordings, video recordings, test materials/data and written reports of clinical or consultation activities will be maintained according to the Health Insurance Portability and Accountability Act (HIPAA), Family Educational Rights and Privacy Act (FERPA), state, and ethical mandates when transported between the agency/facility and the educational institution. Testing materials or computer software may be used to complete psychological testing conducted by the student. The student therapist or consultant may employ a professional medical transcriptionist, trained in the standards of medical confidentiality and compliant with HIPAA, to transcribe the audio or video recordings. At the completion of educational/training experience, audio recordings and video recordings, test materials, test data and written reports of clinical or consultation activities will be handled by the supervisor in one of the following ways: 1) returned to the site, 2) destroyed, 3) properly stored. Clinical records or other information cannot be shared outside of the educational setting without your explicit written consent. You may withdraw your consent at any time.

I voluntarily consent to having sessions audio recorded or video recorded for the purposes of education, supervision, or training. Psychological tests and reports may also be reviewed for training purposes. It does not include psychological research, which would require separate consent procedures. (initials)

If you have any questions or concerns about these informed consent procedures, or about the therapeutic or consultative services that you are receiving, please contact your student trainee’s clinical supervisor. Again, you may withdraw your consent at any time.

Printed Name of Client or Parental Guardian Date

Signature of Client or Parental Guardian Date

Printed Name of Student Therapist or Consultant Signature of Student



Northern Arizona University Clinical Psychology at Northern Arizona University

## PsyD in Clinical Psychology

The first step in applying for a practicum placement is to talk with your academic advisor. The two of you can plan your course registration to ensure that you are eligible for Practicum I, II, III, IV, Advanced Practicum next year. All practica begin during the fall semester. Please notify the Director of Clinical Training if your plans, or your eligibility, should change.

Student Name:

Advisor:

I will **not** be going on practicum during the academic year **2020-2021**.

I will be going on practicum during the academic year starting January**2020**.

I am enrolled in the **Psy.D**. **in Clinical Psychology** program and intend to do my **first**

doctoral practicum during the academic year **2020-2021**.

*Requirements for Practicum I: 3.0 GPA or higher; good academic standing; completion of the following classes by the Fall Semester****2020****:*

|  |  |
| --- | --- |
| Completed | Projected Semester |
| Adult Psychopathology |  |
| Child and Adolescent Psychopathology |  |
| Person-Centered Psychotherapy |  |
| Cognitive Assessment |  |
| Objective Personality Assessment  Lifespan Development |  |
| Professionalization Group (ProGroup) I and II |  |
| Basic Assessment & Intervention Skills |  |

I am enrolled in the **Psy.D. in Clinical Psychology** program and intend to do my**second**

doctoral practicum during the academic year **2020-2021**.

*Requirements for Practicum III: 3.0 GPA or higher; good academic standing; completion of the following classes by the beginning of the* ***2020-21 academic year****.*

Completed Projected Semester

Practicum I and II

CEC

I am enrolled in the **Psy.D. in Clinical Psychology** program and intend to do an **Advanced** Practicum during the academic year **2020-2021**. Enrollment in Advanced Practicum requires participation in a third year of practicum seminar.

*Requirements for Advanced Practicum: 3.0 GPA or higher; good academic standing; completion of the following classes by the end of Summer semester* ***2020****.*

Completed Projected Semester

Practicum III and IV

CCE

**Exchange of Information**

I hereby agree that personally identifiable information about me, including but not limited to my academic and professional qualifications, performance and character, in whatever form maintained, may be provided by my academic program to any practicum training site to which I have applied and/or will match. I further agree that, following any practicum match, similar information may be provided by the practicum site to my graduate program. I understand that such exchange of information shall be limited to my graduate program and my practicum site and such information may not be provided to other parties without consent. This authorization, which may be revoked at any time, supersedes any prior authorization involving the same subject matter.

Student’s Printed Name

Student’s Signature Date

Academic Advisor’s Printed Name

Advisor’s Signature Date

# Due to the Clinical Training Department by Monday, December 2, 2020 at 4:30 PM



**Practicum Application 2019-2020-2021**

### Northern Arizona University Clinical Psychology at Northern Arizona University

Student Name:

Practicum Level: □ I/II □ III/IV □ Advanced

Student Address:

Phone Number(s):

Northern Arizona Email Address:

I hereby apply for practicum placement for 2020-2021 academic year. (initials)

I understand that the Northern Arizona University Clinical Psychology (NAU) has practicum sites statewide and I may have placement outside of the Phoenix catchment area. (initials)

I understand that by submitting an application for practicum placement, I am making a professional commitment to engage in and complete practicum requirements. (initials)

I understand that, if, in the judgment of the Clinical Training Department, more information is necessary, additional documents may be required and I may be requested to meet with the Clinical Training Committee.

(initials)

I understand that my file will be considered open upon the receipt of my application form. Applicant file must be complete by **December 2, 2020** in order to be considered for practicum placement. My file will not

be considered complete or ready for review until all materials required are received. (initials)

I have read the Clinical Training Manual and agree to adhere to and abide by the policy and procedures described therein. (initials)

Signature Date

#### GENERAL INFORMATION

Please describe areas of interest (Note: Clinical Training Department will take into consideration your interests during the match process. However, placement based on interest is not guaranteed).

Do you have an interest in working with a special population (i.e. Native Americans, Sexual Abuse Victims, Lesbian/Gay/Bisexual)? If so, pleasedescribe:

Are you fluent in any other languages including ASL? If so, please describe:

Are you bi-cultural? If so, please describe:

Would you like, or have you received, clinical supervision in a language other than English? If so, please describe:

If you have had prior practicum experience at NAU, please list the site(s), number of hours obtained, and batteries completed at each:

Site:

Direct hours: Indirect hours: Batteries:

Site:

Direct hours: Indirect hours: Batteries:

Site:

Direct hours: Indirect hours: Batteries:

If you have had prior practicum experience at another *graduate* program, please describe:

If you have had prior job experience in mental health or related professions, please describe:

Students are expected to be available to their site including weekdays, evenings, and weekends. If you have an extenuating circumstance that renders you unavailable for a particular time, please list the reason and the times you may not be available.

Do you believe you may need special accommodations at your site? Yes No (If yes, the Director of Training will discuss this with you).

If you are unable to travel outside of Maricopa County for an extenuating circumstance, please list the

reason:

The Northern Arizona University Clinical Psychology has training partnerships with various sites that may have specific requirements for placement (i.e., fingerprint clearance, background check, health insurance, etc.). Your responses to the below questions will be used to assist in the matching process, allowing the Clinical Training Department to identify an appropriate site(s) for placement.

#### IF THE ANSWER YES TO ANY OF THE FOLLOWING QUESTIONS, PLEASE ATTACH AN EXPLANATION AND INCLUDE DATES, IF APPLICABLE\*

Have you ever been convicted of a felony or a misdemeanor other than a minor traffic offense, or ever entered into a diversion program instead of prosecution, including any convictions that have been expunged or deleted?

Yes No

Are you currently awaiting trial, under indictment, have been convicted of, pled no contest or guilty to any felony or misdemeanor other than a minor traffic offense or ever entered into a diversion program instead of prosecution, including any convictions that have been expunged, pardoned, or deleted (If yes, please include in your explanation the status of resolution and expected resolution date)?

Yes No

Have you been sued in civil court or prosecuted in criminal court pertaining to your work under a certificate or license in another profession, or your work as a member of a particular profession in which you were not certified or licensed, or have current or past formal complaints filed against you (i.e., board, behavioral health job, etc.)?

Yes No

\*Answering any of the above questions in the affirmative will **not** automatically disqualify you from consideration of practicum placement. However, failure to disclose requested information may lead to non- placement and/or referral to Student Professional Development Committee/Student Conduct Committee.

Do you have health insurance coverage? Yes No

International students must meet with the International Student Officer to fill out INS paperwork needed to pursue a practicum in the United States. If you an international student, have you completed and submitted necessary paperwork to INS? Yes No Not Applicable

Are there any other factors you wish the Training Committee to consider?

Yes No If yes, please describe?

Notice for Americans with Disabilities: Title II of the Americans with Disabilities Act (ADA) prohibits the Clinical Training Department from discriminating on the basis of disability. Persons with disabilities may request reasonable accommodations by contacting the Director of Training to make their needs known.

Requests should be made as soon as possible to allow time to arrange for accommodations.

Pursuant to Northern Arizona University Ethical Code of Conduct, the standards of professional conduct as defined in Arizona Revised Statue Section 32-2061, et seq, and the American Psychological Association Ethics Code,

any false or misleading information in, or in connection with, this application may be cause for rejection of the application and/or referral to the Clinical Training Committee.

I attest that the statements contained herein are true in every respect. I have not omitted any information that might affect this application.

Student Printed Name Student Signature Date

Faculty Advisor Printed Name Faculty Advisor Signature Date



Northern Arizona University Clinical Psychology

*Supervision Verification Form*

Student Name:

Practicum Site:

Practicum Start Date: Practicum End Date:

Total Hours of Face-to-Face Supervision distributed as follows:

Total Hours of Individual Supervision by a licensed psychologist

Total Hours of Individual Supervision by another licensed mental health professional

Total Hours of Group Supervision by a licensed psychologist

Total Hours of Group Supervision by another licensed mental health professional

Was at least 50% of the supervised experience spent in psychological service-related activities? Yes No

**NOTE:** Add together INDIVIDUAL hours and then divide INDIVIDUAL SUPERVISION by a LICENSED PSYCHOLOGIST, and then INDIVIDUAL SUPERVISION by ANOTHER LICENSED MENTAL HEALTH

PROFESSIONAL to get the percentages. Do the same for GROUP Supervision using TOTAL GROUP Supervision hours

Please indicate the percent of individual supervision provided by a licensed psychologist

health professional

Please indicate the percent of individual supervision provided by another licensed mental

Please indicate the percent of group supervision provided by a licensed psychologist

professional

Please indicate the percent of group supervision provided by another licensed mental health

Site Supervisor Printed Name Date

Site Supervisor Signature Date

Student Signature Date



**Psychodiagnostic Battery Verification Form**

(**2019-2020-2021** Training Year)

Practicum Student

Name: Practicum Site Name:

Primary Supervisor:

The following signatures serve to verify the Practicum student's completion of the psychodiagnostic testing requirements at the following practicum site. This form must be turned in to the Clinical Training Department upon completion of the practicum.



|  |  |  |
| --- | --- | --- |
| **Completion of Battery 1** | | |
| Tests Utilized: | |  |
|  | |  |
| Date Final Report Completed |  |  |
| Signature of Practicum Student | Date Signature of Supervisor Date | License # |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Completion of Battery 2** | | | | | | |
| Tests Utilized: |  | |  |  |  |  |
|  | | Date | Signature of Supervisor | Date |  |
| Date Final Report Completed | |
| Signature of Practicum Student | | License # |

|  |  |
| --- | --- |
| **Completion of Battery 3** | |
| Tests Utilized: | |
|  |  |
| Date Final Report Completed | |

|  |  |  |
| --- | --- | --- |
| Signature of Practicum Student | Date Signature of Supervisor Date License # | |
|  |  | |
| **Completion of Battery 4** | | |
| Tests Utilized: | |  |
|  | |  |
| Date Final Report Completed |  |  |
| Signature of Practicum Student | Date Signature of Supervisor Date | License # |



|  |  |  |
| --- | --- | --- |
| **Completion of Battery 5** | | |
| Tests Utilized: | |  |
|  | |  |
| Date Final Report Completed |  |  |
| Signature of Practicum Student | Date Signature of Supervisor Date | License # |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Completion of Battery 6** | | | | | | |
| Tests Utilized: |  | |  |  |  |  |
|  | | Date | Signature of Supervisor | Date |  |
| Date Final Report Completed | |
| Signature of Practicum Student | | License # |

|  |  |
| --- | --- |
| **Completion of Battery 7** | |
| Tests Utilized: | |
|  |  |
| Date Final Report Completed | |

Signature of Practicum Student

Date

Signature of Supervisor

Date

License #

Tests Utilized:

Date Final Report Completed

Signature of Practicum Student

Date

Signature of Supervisor

Date

License #

**Completion of Battery 8**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Completion of Battery 9** | | | | | | |
| Tests Utilized: |  | |  |  |  |  |
|  | | Date | Signature of Supervisor | Date |  |
| Date Final Report Completed | |
| Signature of Practicum Student | | License # |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Completion of Battery 10** | | | | | | |
| Tests Utilized: |  | |  |  |  |  |
|  | | Date | Signature of Supervisor | Date |  |
| Date Final Report Completed | |
| Signature of Practicum Student | | License # |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Completion of Battery 11** | | | | | | |
| Tests Utilized: |  | |  |  |  |  |
|  | | Date | Signature of Supervisor | Date |  |
| Date Final Report Completed | |
| Signature of Practicum Student | | License # |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Completion of Battery 12** | | | | | | |
| Tests Utilized: |  | |  |  |  |  |
|  | | Date | Signature of Supervisor | Date |  |
| Date Final Report Completed | |
| Signature of Practicum Student | | License # |



|  |  |  |
| --- | --- | --- |
| **Completion of Battery 13** | | |
| Tests Utilized: | |  |
|  | |  |
| Date Final Report Completed |  |  |
| Signature of Practicum Student | Date Signature of Supervisor Date | License # |

|  |  |  |
| --- | --- | --- |
| **Completion of Battery 14** | | |
| Tests Utilized: | | |
| Date Final Report Completed |  | |
| Signature of Practicum Student | Date Signature of Supervisor Date | License # |



Tests Utilized:

Date Final Report Completed

Signature of Practicum Student

Date

Signature of Supervisor

Date

License #

**Completion of Battery 15**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Completion of Battery 16** | | | | | | |
| Tests Utilized: |  | |  |  |  |  |
|  | | Date | Signature of Supervisor | Date |  |
| Date Final Report Completed | |
| Signature of Practicum Student | | License # |



|  |  |  |
| --- | --- | --- |
| **Completion of Battery 17** | | |
| Tests Utilized: | |  |
|  | |  |
| Date Final Report Completed |  |  |
| Signature of Practicum Student | Date Signature of Supervisor Date | License # |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Completion of Battery 18** | | | | | | |
| Tests Utilized: |  | |  |  |  |  |
|  | | Date | Signature of Supervisor | Date |  |
| Date Final Report Completed | |
| Signature of Practicum Student | | License # |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Completion of Battery 19** | | | | | | |
| Tests Utilized: |  | |  |  |  |  |
|  | | Date | Signature of Supervisor | Date |  |
| Date Final Report Completed | |
| Signature of Practicum Student | | License # |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Completion of Battery 20** | | | | | | |
| Tests Utilized: |  | |  |  |  |  |
|  | | Date | Signature of Supervisor | Date |  |
| Date Final Report Completed | |
| Signature of Practicum Student | | License # |

|  |  |  |  |
| --- | --- | --- | --- |
| **Completion of Battery 21** | | | |
| Tests Utilized: | | |  |
|  | Date Signature of Supervisor Date |  |
| Date Final Report Completed |
| Signature of Practicum Student | License # |

|  |  |  |  |
| --- | --- | --- | --- |
| **Completion of Battery 22** | | | |
| Tests Utilized: | | |  |
|  | Date Signature of Supervisor Date |  |
| Date Final Report Completed |
| Signature of Practicum Student | License # |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Completion of Battery 23** | | | | | | |
| Tests Utilized: |  | |  |  |  |  |
|  | | Date | Signature of Supervisor | Date |  |
| Date Final Report Completed | |
| Signature of Practicum Student | | License # |

**Please Note: Please make copies of this completed form for the practicum site and the practicum student's records. Original signed forms must be submitted to the NAU Training Department.**



**Student Evaluation of Practicum Site** Northern Arizona University Clinical Psychology Northern Arizona University, Phoenix

Revised August 2019

#### Your training files are confidential. Only authorized faculty and staff have access to them.

**Please provide an honest appraisal of your practicum experience.**

**Printed Name of Student: Mid-Year Final**

**Date Completed**

**Printed Name of Primary Supervisor:**

**Name of Practicum Training Site:**

**Practicum Type (Circle One): PSY I/II PSY III/IV ADV**

**Evaluation of the Training Environment**

***Please rate the training environment using the following anchors:***

***1= Insufficient Skill Dev 2=Developing Competence 3= Competence 4=Advanced Skill Dev/Competence N/A***

**Degree of professional respect that you received at the site:**

**Comments:**

**Quality and availability of personal work space and equipment:**

**Comments:**

**Quality and availability of clients for diagnostic and intervention services:**

**Comments:**

**Availability of psychological testing materials:**

**Comments:**

**Opportunity to audiotape, or videotape, diagnostic and intervention sessions:**

**Comments:**

**Availability of diverse clients:**

**Comments:**

**Opportunity to apply Evidence Based Practices:**

**Comments:**

**Opportunity to evaluate treatment outcome \_**

**Comments:**

**Evaluation of Supervision**

***Please rate your training supervisor(s) using the following scale:***

***1=Insufficient Skill Dev 2=Developing Competence 3= Competence 4=Advanced Skill Dev/Competence N/A***

**Please rate the quality of your supervision in the following areas:**

**Interviewing: Client Dynamics: Case Formulation:**

**Psychological Testing: Psychotherapy:**

**Professional Identity: Tape Review:**

**Rate your supervisor’s ability to provide clear and consistent expectations:**

**Comments:**

**Rate the approachability of your supervisor:**

**Comments:**

**Rate the frequency of supervision:**

**Comments:**

**Rate the quality of supervision on diversity issues:**

**Comments:**

**Rate your overall supervision experience:**

**Comments:**

**Overall rating of practicum site: Comments:**

***Please indicate what you liked most a out your training experiences and what areas you think could have been b etter*:**

**Student Signature Date**



**Northern Arizona University Clinical Psychology**

**Supervisor Evaluation of Student Competence**

Revised January 2020

**Printed Student Name:** Mid-Year Final

Date Completed

**Site: Primary Supervisor:**

**Date of Direct Observation (Please complete attached form.)**

**Practicum Type:** □ PsyD Prac I/II in Clinical Psychology □ PsyD Prac III/IV in Clinical Psychology

□ PsyD Adv Prac in Clinical Psychology

**Please rate the student’s developmental level of competence using the following anchors:**

**1 = Insufficient Skill Development/Competence:** Limited knowledge of domain features & understanding of how to analyze problems; limited knowledge of intervention skills, and the processes and techniques of implementing them. Limited ability to recognize patterns, does not differentiate well between important and unimportant details, does not have cognitive maps of how a client may move from where s/he is to better functioning.

**2 = Developing Competence:** Able to recognize important recurring domain features and to select appropriate strategies to address issues expected at the doctoral level. Able to analyze problems and generalizes diagnostic and intervention skills to new situations and clients.

**3 = Competence:** The student possesses a deeper, more integrated knowledge of the domain in question and is more fluent in her/his ability to recognize important domain features and to select appropriate strategies to address issues. Can recognize overall patterns, possible diagnoses, treatment processes, and outcomes for given cases at a level greater than expected at the doctoral level. Plans are based on a more integrated knowledge base and identification of domain features are more influential in guiding action. The student demonstrates an above average ability to cope with and manage many contingencies of clinical work.

**4 = Advanced Skill Development/Competence:** The student displays an exceptional level of how they perceive situations as wholes rather than in terms of chopped up parts or aspects, and s/he perceives meanings in terms of long-term goals. The student learns from experience what typical events to expect in a given situation and how plans need to be modified in response to these events at a level of an independent practitioner. The student can recognize when the expected normal picture does not materialize and takes up steps to address these situations (including seeking supervision/consultation, researching literature). This exemplary holistic understanding improves the student’s decision making because s/he now has the perspective to determine the relative importance of the existing attributes and aspects in the present situation.

**N/A = Not Applicable:** Not enough information to evaluate.

**COMMUNICATION AND INTERPERSONAL SKILLS -**Develop individual and group interpersonal skills to improve and foster participation and interaction critical for achieving individual, group and diverse community goals. Able to demonstrate verbal and non-verbal congruency and ability to demonstrate engagement

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| INTERPERSONAL |  |  |  |  |  |
| Ability to take a respectful, helpful professional approach |  |  |  |  |  |
| to patients/clients/families | 1 | 2 | 3 | 4 | N/A |
| Ability to form a working alliance | 1 | 2 | 3 | 4 | N/A |
| Ability to understand and maintain appropriate professional |  |  |  |  |  |
| boundaries | 1 | 2 | 3 | 4 | N/A |
| Ability to provide helpful feedback to peers & receive such |  |  |  |  |  |
| nondefensively from peers | 1 | 2 | 3 | 4 | N/A |
| Ability to support others and their work and to gain support for one’s own work and be part of the team participating fully | 1 | 2 | 3 | 4 | N/A |
| AFFECTIVE |  |  |  |  |  |
| Ability to acknowledge own role in difficult interactions | 1 | 2 | 3 | 4 | N/A |
| Ability to deal with conflict, negotiate differences | 1 | 2 | 3 | 4 | N/A |
| Demonstrates understanding of diverse viewpoints and seeks |  |  |  |  |  |
| clarification in challenging interactions | 1 | 2 | 3 | 4 | N/A |
| Initiates discussion regarding disagreements |  |  |  |  |  |
| with colleagues | 1 | 2 | 3 | 4 | N/A |
| Manages difficult communication effectively | 1 | 2 | 3 | 4 | N/A |
| Allows, enables and facilitates the patient’s exploration and expression of affectively difficult issues | 1 | 2 | 3 | 4 | N/A |
| Tolerates patient’s feelings, attitudes and wishes |  |  |  |  |  |
| particularly as they are expressed toward the therapist so |  |  |  |  |  |
| as to maintain and/or promote therapeutic dialogue | 1 | 2 | 3 | 4 | N/A |
| Affect does not overwhelm clinical judgment | 1 | 2 | 3 | 4 | N/A |
| Works flexibly with patient’s intense affects which could |  |  |  |  |  |
| destabilize the therapeutic relationship | 1 | 2 | 3 | 4 | N/A |
| Maintains affective equilibrium and focus on therapeutic |  |  |  |  |  |
| tasks in face of client distress | 1 | 2 | 3 | 4 | N/A |
| EXPRESSIVE  Demonstrates descriptive, understandable command of |  |  |  |  |  |
| language, | 1 | 2 | 3 | 4 | N/A |
| Demonstrates interpersonal skills verbally and |  |  |  |  |  |
| non-verbally | 1 | 2 | 3 | 4 | N/A |
| Demonstrates descriptive, understandable command of written |  |  |  |  |  |
| communication, | 1 | 2 | 3 | 4 | N/A |

WITH SUPERVISORS - ABILITY TO MAKE EFFECTIVE USE OF SUPERVISION:

Ability to work collaboratively and engage effectively

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| with supervisor(s) | 1 | 2 | 3 | 4 | N/A |
| Ability to prepare for supervision and presents work for feedback | 1 | 2 | 3 | 4 | N/A |
| Ability/willingness to accept and implement supervisory input non-defensively, including direction; ability to follow through on recommendations; ability to negotiate needs for autonomy  from and dependency on supervisors | 1 | 2 | 3 | 4 | N/A |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Tolerates ambiguity and uncertainty | 1 | 2 | 3 | 4 | N/A |
| Initiates discussion with supervisor of own reactions |  |  |  |  |  |
| to clients in session | 1 | 2 | 3 | 4 | N/A |
| Ability to self-reflect & self-evaluate regarding clinical skills &  use of supervision, including using good judgment as to when supervisory input is necessary | 1 | 2 | 3 | 4 | N/A |
| Seeks supervision in areas with limited experience to improve performance; | 1 | 2 | 3 | 4 | N/A |
| Integrates feedback into performance | 1 | 2 | 3 | 4 | N/A |
| WITH SUPPORT STAFF: |  |  |  |  |  |
| Ability to be respectful of support staff roles and persons | 1 | 2 | 3 | 4 | N/A |
| WITH THE PRACTICUM SITE ITSELF: |  |  |  |  |  |
| Ability to understand and observe agency’s and team’s |  |  |  |  |  |
| operating procedures | 1 | 2 | 3 | 4 | N/A |
| Follows policies and procedures of institution | 1 | 2 | 3 | 4 | N/A |
| Ability to participate in furthering the work and mission of the |  |  |  |  |  |
| practicum site | 1 | 2 | 3 | 4 | N/A |
| Ability to contribute in ways that enrich the site as a practicum |  |  |  |  |  |
| for future students | 1 | 2 | 3 | 4 | N/A |

**RESEARCH** - Demonstrates understanding and respect for research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SCIENTIFIC MINDEDNESS |  |  |  |  |  |
| Values and applies scientific methods |  |  |  |  |  |
| to professional practice | 1 | 2 | 3 | 4 | N/A |
| Implements appropriate methodology to address research questions | 1 | 2 | 3 | 4 | N/A |
| SCIENTIFIC FOUNDATION OF PSYCHOLOGY  Demonstrates understanding of intersections across core areas of psychological science | 1 | 2 | 3 | 4 | N/A |
| Critically evaluates scientific literature regarding |  |  |  |  |  |
| clinical issues | 1 | 2 | 3 | 4 | N/A |
| SCIENTIFIC FOUNDATION OF PROFESSIONAL PRACTICE  Understanding and knowledge of evidence base practice in psychology (EBPP). | 1 | 2 | 3 | 4 | N/A |
| Describes how outcomes are measured in practice activities | 1 | 2 | 3 | 4 | N/A |
| Uses resources to promote effective practice (e.g., published information, input from colleagues, technological resources) | 1 | 2 | 3 | 4 | N/A |
| SCIENTIFIC APPROACH TO KNOWLEDGE GENERATION |  |  |  |  |  |
| Engages in systematic efforts to increase knowledge base |  |  |  |  |  |
| of psychology through reviewing and implementing research | 1 | 2 | 3 | 4 | N/A |
| APPLICATION OF SCIENTIFIC METHOD TO PRACTICE  Development of skills & habits in **seeking**  theoretical & research knowledge relevant to practice of psychology in the clinical setting, | 1 | 2 | 3 | 4 | N/A |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Development of skills & habits in **applying** theoretical & research knowledge relevant to practice of psychology in the clinical setting | 1 | 2 | 3 | 4 | N/A |
| Applies EBPP concepts in case conceptualization, treatment planning  and interventions in consultation with supervisor | 1 | 2 | 3 | 4 | N/A |
| Evaluates effectiveness of professional services | 1 | 2 | 3 | 4 | N/A |
| Uses findings from outcome evaluation to alter intervention  strategies | 1 | 2 | 3 | 4 | N/A |

**ASSESSMENT COMPETENCIES** - Able to assess and diagnose problems, capabilities and issues associated with diverse individuals, groups and/or organization. Able to demonstrate conceptualization of problems considering the context and other relevant factors.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| KNOWLEDGE OF MEASUREMENT AND PSYCHOMETRICS  Knowledge of psychometric issues and bases of assessment methods | 1 | 2 | 3 | 4 | N/A |
| Ability to **select** assessment measures with knowledge of  psychometric issues/test construction and with attention o issues of reliability and validity…. | 1 | 2 | 3 | 4 | N/A |
| Ability to implement multiple methods and means of  evaluation in ways that are responsive to and respectful of diverse individuals, couples, families and groups | 1 | 2 | 3 | 4 | N/A |
| Demonstrates awareness of the strengths and limitations of both  traditional assessment measures and technological advances as reflected in assessment reports | 1 | 2 | 3 | 4 | N/A |
| Demonstrates awareness and competent use of culturally |  |  |  |  |  |
| sensitive instruments and norms | 1 | 2 | 3 | 4 | N/A |
| KNOWLEDGE OF ASSESSMENT METHODS |  |  |  |  |  |
| independently and accurately selects, administers, scores, and |  |  |  |  |  |
| interprets assessment tools with clinical populations | 1 | 2 | 3 | 4 | N/A |
| Ability to utilize systematic approaches to gathering data to inform clinical decision-making | 1 | 2 | 3 | 4 | N/A |
| interview and report leads to the formulation of a diagnosis |  |  |  |  |  |
| and development of an appropriate treatment plan | 1 | 2 | 3 | 4 | N/A |
| APPLICATION OF ASSESSMENT METHODS  Collects accurate and relevant data from structured and semi- |  |  |  |  |  |
| structured interviews and mini- mental status exams Capacity for effective use of supervision to implement and | 1 | 2 | 3 | 4 | N/A |
| enhance assessment skills | 1 | 2 | 3 | 4 | N/A |
| Overall ability to conduct psychological assessment | 1 | 2 | 3 | 4 | N/A |
| DIAGNOSIS  Ability to understand the strengths & limitations of current diagnostic approaches | 1 | 2 | 3 | 4 | N/A |
| Knowledge and ability to integrate assessment data from different sources for diagnostic purposes | 1 | 2 | 3 | 4 | N/A |
| Selects appropriate assessment measures to assist in answering diagnostic questions | 1 | 2 | 3 | 4 | N/A |
| Ability to formulate & apply diagnoses | 1 | 2 | 3 | 4 | N/A |
| Applies concepts of normal/abnormal behavior to case formulation |  |  |  |  |  |
| and diagnosis in the context of stages of human development and |  |  |  |  |  |
| diversity issues | 1 | 2 | 3 | 4 | N/A |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Treatment plans incorporate relevant developmental features, cultural variables and clinical symptoms as applied to  clinical problems | 1 | 2 | 3 | 4 | N/A |
| CONCEPTUALIZATION AND RECOMMENDATIONS |  |  |  |  |  |
| Accurately assesses presenting issues taking into account |  |  |  |  |  |
| the larger life context including diversity issues | 1 | 2 | 3 | 4 | N/A |
| COMMUNICATION OF ASSESSMENT FINDINGS  Provides meaningful, understandable, and useful feedback |  |  |  |  |  |
| that is responsive to client needs | 1 | 2 | 3 | 4 | N/A |
| Writes an effective comprehensive report | 1 | 2 | 3 | 4 | N/A |
| Effectively communicates assessment results |  |  |  |  |  |
| verbally to clients | 1 | 2 | 3 | 4 | N/A |

**INTERVENTION COMPETENCIES** - Able to plan, implement and evaluate interventions designed to alleviate suffering and to promote health and well-being of diverse individuals, groups and organizations. Able to demonstrate conceptualization of problems considering the context and other relevant factors

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| KNOWLEDGE OF INTERVENTIONS  Knowledge regarding psychotherapy theory, research and practice | 1 | 2 | 3 | 4 | N/A |
| Knowledge of the concept of evidenced-based practice methods & relationships | 1 | 2 | 3 | 4 | N/A |
| Knowledge regarding specific evidenced-based treatment methods & activities | 1 | 2 | 3 | 4 | N/A |
| independently selects interventions appropriate for the presenting issue | 1 | 2 | 3 | 4 | N/A |
| Applies evidenced-based treatment to specific populations | 1 | 2 | 3 | 4 | N/A |
| NTERVENTION, CASE FORMULATION & TREATMENT PLANNING |  |  |  |  |  |
| Ability to formulate and conceptualize cases | 1 | 2 | 3 | 4 | N/A |
| Ability to plan treatments | 1 | 2 | 3 | 4 | N/A |
| Writes case conceptualization reports and collaborative treatment plans incorporating evidence based practices | 1 | 2 | 3 | 4 | N/A |
| Case presentations demonstrate application of EBP | 1 | 2 | 3 | 4 | N/A |
| CLINICAL SKILLS |  |  |  |  |  |
| Develops rapport and relationships with a wide variety of clients | 1 | 2 | 3 | 4 | N/A |
| Demonstrates helping skills such as empathic listening and |  |  |  |  |  |
| reframing problems | 1 | 2 | 3 | 4 | N/A |
| Demonstrates compassion for others | 1 | 2 | 3 | 4 | N/A |
| Uses non-verbal communication with clients to convey interest | 1 | 2 | 3 | 4 | N/A |
| INTERVENTION IMPLEMENTATION  Links concepts of therapeutic process & change to intervention  strategies & tactics | 1 | 2 | 3 | 4 | N/A |
| Ability to implement intervention skills covering a wide range of  Developmental, preventive and “remedial” interventions, including psychotherapy, psychoeducational interventions, crisis management  and psychological/psychiatric emergency situations, |  |  |  |  |  |
| depending on the focus and scope of the practicum site | 1 | 2 | 3 | 4 | N/A |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Effective uses of supervision to implement and enhance intervention skills | 1 | 2 | 3 | 4 | N/A |
| Overall skill in therapeutic intervention | 1 | 2 | 3 | 4 | N/A |
| PROGRESS EVALUATION  Critically evaluates and assesses treatment progress and outcomes as well as own performance in treatment role…… | 1 | 2 | 3 | 4 | N/A |

**CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS -** The ability to provide expert guidance or professional assistance in response to a client’s needs or goals. Able to use interpersonal skills needed to collaborate well with others.

KNOWLEDGE OF THE SHARED AND DISTINCTIVE CONTRIBUTIONS OF OTHER PROFESSIONS

Knowledge of the unique patient care roles of other

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| professionals | 1 | 2 | 3 | 4 | N/A |
| Understanding the purpose and structure of meetings and how to  run them well | 1 | 2 | 3 | 4 | N/A |

FUNCTIONING IN MULTIDISCIPLINARY AND INTERDISCIPLINARY CONTEXTS

Implements a systematic approach to data collection in a

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| consultative role | 1 | 2 | 3 | 4 | N/A |
| Ability to choose appropriate means of assessment to answer  referral questions | 1 | 2 | 3 | 4 | N/A |
| Identifies and implements consultation interventions |  |  |  |  |  |
| based on assessment findings | 1 | 2 | 3 | 4 | N/ |
| Identifies and implements consultation interventions |  |  |  |  |  |
| that meet consultee goals | 1 | 2 | 3 | 4 | N/A |
| Provides verbal feedback of results to consultee and |  |  |  |  |  |
| offers appropriate recommendations | 1 | 2 | 3 | 4 | N/ |

UNDERSTANDS HOW PARTICIPATION IN INTERDISCPLINARY COLLABORATION/CONSULTATION ENHANCES OUTCOMES

Understands consultant’s role as an information provider

to another professional who will ultimately be the patient care

decisions maker 1 2 3 4 N/A

RESPECTFUL AND PRODUCTIVE RELATIONSHIPS WITH INDIVIDUALS FROM OTHER PROFESSIONS

Ability to relate effectively to other professionals in accordance

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| with their unique patient care roles | 1 | 2 | 3 | 4 | N/A |
| Ability to work collegially with fellow professionals | 1 | 2 | 3 | 4 | N/A |
| Ability to communicate professionally and work collaboratively | 1 | 2 | 3 | 4 | N/A |
| Capacityfor dialoguing with other professionals; avoids use of psychological jargon | 1 | 2 | 3 | 4 | N/A |
| Maintains satisfactory relationships with allied professionals | 1 | 2 | 3 | 4 | N/A |
| Ability to support others and their work and to gain support for one’s own work and be part of the team participating fully | 1 | 2 | 3 | 4 | N/A |
| Initiates discussion regarding disagreements with colleagues | 1 | 2 | 3 | 4 | N/ |
| Consultative reports are well organized, succinct and provide useful and relevant recommendations to other professionals | 1 | 2 | 3 | 4 | N/A |
| APPRAISAL OF MANAGEMENT AND LEADERSHIP |  |  |  |  |  |
| Understanding the role of leadership in management success | 1 | 2 | 3 | 4 | N/A |
| Understanding the purpose and process of strategic planning | 1 | 2 | 3 | 4 | N/ |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Understanding the basics of financial management as it pertains to to clinical service delivery | 1 | 2 | 3 | 4 | N/A |
| Understanding the relationship between roles of supervisor, Recognition of her/his role in creating policy, participation in system change &management | 1 | 2 | 3 | 4 | N/A |
| Ability to identify leadership, business and management skills | 1 | 2 | 3 | 4 | N/A |
| manager, & executive | 1 | 2 | 3 | 4 | N/A |
| Ability to self-evaluate her/his skills as a manager and leader | 1 | 2 | 3 | 4 | N/A |

**INDIVIDUAL AND CULTURAL DIVERSITY** - Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal backgrounds and characteristics defined broadly and consistent with APA policy/guidelines.

SELF AS SHAPED BY INDIVIDUAL AND CULTURAL DIVERSITY

Uses knowledge of self in the context of diversity (one’s own beliefs, values, attitudes, stimulus value, & related strengths/ limitations) as one operates in the clinical setting with diverse

others (i.e., knowledge of self in the diverse world) 1 2 3 4 N/A

OTHERS AS SHAPED BY INDIVIDUAL AND CULTURAL DIVERSITY AND CONTEXT

Uses knowledge about the nature and impact of diversity in different clinical situations (e.g., clinical work with specific racial

/ethnic populations) to monitor and improve clinical effectiveness……… 1 2 3 4 N/A

INTERACTION OF SELF AND OTHERS AS SHAPED BY INDIVIDUAL AND CULTURAL DIVERSITY AND CONTEXT

Demonstrates knowledge, awareness, and understanding of the way culture and context shape interactions between and

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| among individuals | 1 | 2 | 3 | 4 | N/A |
| APPLICATIONS BASED ON INDIVIDUAL AND CULTURAL CONTEXT  Articulates and uses alternative and culturally appropriate repertoire of skills and techniques and behaviors | 1 | 2 | 3 | 4 | N/A |
| Adapts professional behavior in a manner that is sensitive and  appropriate to the needs of diverse others | 1 | 2 | 3 | 4 | N/A |
| Uses culturally relevant best practices | 1 | 2 | 3 | 4 | N/A |
| Seeks consultation or supervision when uncertain about diversity |  |  |  |  |  |
| issues and their impact on interactions with others | 1 | 2 | 3 | 4 | N/A |
| Works effectively with diverse others in  assessment, treatment and consultation | 1 | 2 | 3 | 4 | N/A |

**ETHICAL AND LEGAL STANDARDS -**Demonstrates application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

KNOWLEDGE OF ETHICAL, LEGAL AND PROFESSIONAL STANDARDS AND GUIDELINES

Knowledge of statutes, rules, regulations and case law relevant to the

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| practice of psychology | 1 | 2 | 3 | 4 | N/A |
| Knowledge of typical legal issues, including child and elder abuse reporting, HIPAA, confidentiality, and informed consent | 1 | 2 | 3 | 4 | N/A |
| Identifies & analyzes ethical & legal issues across a range of professional activities | 1 | 2 | 3 | 4 | N/A |
| AWARENESS AND APPLICATION OF ETHICAL DECISION MAKING  Uses an ethical decision-making model when discussing cases in supervision | 1 | 2 | 3 | 4 | N/A |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Articulates importance of concepts confidentiality, privacy,  and informed consent | 1 | 2 | 3 | 4 | N/A |
| Articulates potential conflicts in complex ethical and legal issues | 1 | 2 | 3 | 4 | N/A |
| ETHICAL CONDUCT  Demonstrates adherence to ethical and legal standards in professional activities | 1 | 2 | 3 | 4 | N/A |
| Recognizes and own moral principles/ethical values related to professional conduct in the clinical setting | 1 | 2 | 3 | 4 | N/A |
| Seeks to prevent problems and unprofessional conduct | 1 | 2 | 3 | 4 | N/A |
| Actively seeks appropriate information & consultation when faced  with ethical issues | 1 | 2 | 3 | 4 | N/A |
| Integrates own moral principles and ethical values in discussions with supervisors and peers about ethical issues | 1 | 2 | 3 | 4 | N/A |
| Practices appropriate professional assertiveness related to ethical  issues (by raising issues when they become apparent to the student) | 1 | 2 | 3 | 4 | N/A |

**SUPERVISION COMPETENCIES** –Able to guide support and direct the integration of research and clinical expertise in the context of patient factors

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| EXPECTATIONS AND ROLES |  |  |  |  |  |
| Knowledge of literature on supervision (e.g., models, |  |  |  |  |  |
| theories & research) | 1 | 2 | 3 | 4 | N/A |
| Demonstrates understanding of supervisor and supervisee |  |  |  |  |  |
| role in relation to client | 1 | 2 | 3 | 4 | N/A |
| Demonstrates understanding of vicarious liability of the supervisor | 1 | 2 | 3 | 4 | N/A |
| Knowledge concerning how clinicians develop to be |  |  |  |  |  |
| skilled professionals | 1 | 2 | 3 | 4 | N/A |
| Knowledge of how supervision responds appropriately to |  |  |  |  |  |
| individual & cultural differences | 1 | 2 | 3 | 4 | N/A |
| PROCESSES AND PROCEDURES |  |  |  |  |  |
| Presents goals and related tasks of supervisee’s growth and development | 1 | 2 | 3 | 4 | N/A |
| Demonstrates ability to monitor and communicate progress goals | 1 | 2 | 3 | 4 | N/A |
| Prepares supervision contract | 1 | 2 | 3 | 4 | N/A |
| Articulates range of supervision methods available and the utility of such methods | 1 | 2 | 3 | 4 | N/A |
| SKILLS DEVELOPMENT |  |  |  |  |  |
| Knowledge of methods & issues related to evaluating professional |  |  |  |  |  |
| work, including delivering formative & summative feedback | 1 | 2 | 3 | 4 | N/A |
| Demonstrates formation of supervisory relationship, integrating theory and |  |  |  |  |  |
| skills, including knowledge of development, educational practice | 1 | 2 | 3 | 4 | N/A |
| Elicits evaluation from supervisee about supervisory relationship and |  |  |  |  |  |
| Uses feedback to improve quality of supervision | 1 | 2 | 3 | 4 | N/A |
| Knowledge of limits of her/his supervisory skills | 1 | 2 | 3 | 4 | N/A |
| SUPERVISORY PRACTICES |  |  |  |  |  |
| Demonstrates ability to provide constructive feedback to peers | 1 | 2 | 3 | 4 | N/A |
| Directs supervisee to literature that may inform case conceptualization | 1 | 2 | 3 | 4 | N/ |
| Encourages supervisee to discuss reactions and helps supervisee develop |  |  |  |  |  |
| strategies to use reactions in service of clients | 1 | 2 | 3 | 4 | N/ |

**PROFESSIONAL VALUES, ATTITUDES AND BEHAVIORS -** Adherence to professional values including self- reflection, integrity, professional identity and comportment, accountability and concern for the welfare of others.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PROFESSIONAL VALUES AND ATTITUDES  DEPORTMENT |  |  |  |  |  |
| Recognizes impact of self on others | 1 | 2 | 3 | 4 | N/A |
| Utilizes appropriate language and demeanor in professional communications | 1 | 2 | 3 | 4 | N/A |
| Distinguishes between appropriate and inappropriate language |  |  |  |  |  |
| and demeanor in professional contexts | 1 | 2 | 3 | 4 | N/A |
| ACCOUNTABILITY  Organizes her/his day, including time for notes & records, rest & recovery, etc. | 1 | 2 | 3 | 4 | N/A |
| Time management | 1 | 2 | 3 | 4 | N/A |
| Timeliness: Completes professional tasks in allotted /  appropriate time (e.g., evaluations, notes, reports); arrives promptly at meetings and appointments | 1 | 2 | 3 | 4 | N/A |
| Organizes & presents case material; prepares professional reports for health care providers, agencies, etc. | 1 | 2 | 3 | 4 | N/A |
| Comple**t**es required case documentation promptly and accurately | 1 | 2 | 3 | 4 | N/ |
| Accepts responsibility for meeting deadlines | 1 | 2 | 3 | 4 | N/ |

CONCERN FOR THE WELFARE OF OTHERS

Displays respect in interpersonal interactions with others, including those

From divergent perspectives of backgrounds 1 2 3 4 N/A

Demonstrates compassion for others who are dissimilar from oneself, who Express negative affect (e.g., hostility) and/or who seek care for proscribed

behavior, such as violence, predation, or dangerousness 1 2 3 4 N/A

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PROFESSIONAL IDENTITY  Awareness of her/his beliefs and values as they relate to and impact professional practice and activity | 1 | 2 | 3 | 4 | N/A |
| Social intelligence; ability to interact collaboratively & respectfully with colleagues | 1 | 2 | 3 | 4 | N/A |
| REFLECTIVE PRACTICE |  |  |  |  |  |
| Awareness of personal identity (e.g., relative to individual and |  |  |  |  |  |
| cultural differences) | 1 | 2 | 3 | 4 | N/A |
| Able to describe how others experience him/her | 1 | 2 | 3 | 4 | N/A |
| Demonstrates awareness of the impact behavior has on client, public and profession | 1 | 2 | 3 | 4 | N/A |
| SELF-ASSESSMENT |  |  |  |  |  |
| Self-awareness, understanding, and reflection | 1 | 2 | 3 | 4 | N/A |
| Self-assessment of competencies is congruent |  |  |  |  |  |
| with assessment by peers and supervisors | 1 | 2 | 3 | 4 | N/A |
| Anticipates and self identifies disruptions in functioning and |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| intervenes at an early stage with support from supervisors | 1 | 2 | 3 | 4 | N/A |
| Identifies personal distress, particularly as it relates to clinical work | 1 | 2 | 3 | 4 | N/A |
| Recognizes and addresses own problems, minimizing |  |  |  |  |  |
| interference with competent professional functioning | 1 | 2 | 3 | 4 | N/A |
| Ability to self-reflect & self-evaluate regarding clinical skills &  use of supervision, including using good judgment as to when supervisory input is necessary | 1 | 2 | 3 | 4 | N/A |
| Willingness to acknowledge and correct errors | 1 | 2 | 3 | 4 | N/A |
| Demonstrates ability to discuss failures and lapses in adherence to  professional values with supervisors/faculty as appropriate | 1 | 2 | 3 | 4 | N/A |
| Systematically and effectively monitors and adjusts |  |  |  |  |  |
| professional performance in action as situation requires | 1 | 2 | 3 | 4 | N/A |
| Demonstrates knowledge about practicing within one’s competence | 1 | 2 | 3 | 4 | N/A |
| Recognizes when new competencies are |  |  |  |  |  |
| required for effective practice | 1 | 2 | 3 | 4 | N/A |
| Seeks & uses resources that support healthy functioning when experiencing personal distress | 1 | 2 | 3 | 4 | N/A |
| Identifies situations that challenge professional values and seeks |  |  |  |  |  |
| faculty/supervisor guidance as needed | 1 | 2 | 3 | 4 | N/A |
| Responsively utilizes supervision to enhance reflectivity | 1 | 2 | 3 | 4 | N/A |
| SELF-CARE |  |  |  |  |  |
| Takes action recommended by supervisor for self-care |  |  |  |  |  |
| to ensure effective training | 1 | 2 | 3 | 4 | N/A |

Any other behavioral observations about the student’s competence?

Describe skill development focus for second half of the practicum training year:

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Printed Name of Primary Supervisor Signature of Primary Supervisor Date

Printed Name of Student Signature of Student Date

Printed Name of Practicum Seminar Instructor Signature of Practicum Seminar Instructor Date



**Live Observation Summary Sheet**

*The purpose of the Live Observation is to fulfill the practicum requirements recently set forth by the American Psychological Association, that students receive live observation of their clinical work once per evaluation period by their licensed supervisor. This document will be submitted to the seminar leader upon completion, so that our program can further support the development of the student.*

Student Name:

Observing Supervisor Name:

Date: First or Second Live Observation:

**Observing Supervisor Feedback:**

**Student Response to Feedback:**

Observing Supervisor Signature:

Student Signature:

Seminar Leader Signature:

*Seminar Leader: Please submit this document to the Training Department after your review.*

Training Department Representative Signature:

**NEW APA CoA DIRECT OBSERVATION REQUIREMENT for PRACTICUM**

**FAQ and Guide**

The new APA (CoA) Standards on Accreditation will require that evaluation of practicum students/interns/residents be based in part on direct observation as part of supervision.

**What are the reasons for this new requirement?** The new direct observation requirement is intended to increase the quality of training, increase public confidence in the training and practice of psychology, and support students in their professional development. Note that other professions are being required to do the same in their training models.

**What qualifies as direct observation?** There are many ways to meet this supervisor direct observation requirement including: co-therapy in room with student, co-leading group therapy with student, visual observing student in therapy, intake or evaluation, videotaping of student, and/or one-way mirror observation. Direct observation of students must be done at least once per evaluation period (which is usually twice a year).

**What about other forms of observation of student work?** APA and the CoA continues to support other types of supervision including audiotape, student verbal report of cases, review of written work, case presentations, mock therapy/evaluation with volunteers, and so forth, however, this particular direct observation requirement is not met by these types of observation.

**How can BAPIC schools and agencies work together on this?** BAPIC schools and agencies can work closely to ensure this happens in a way that benefits the training and upholds high ethical standards of agencies, clients and the profession. Many sites already do this type of direct observation and supervision. BAPIC will collect the Best Practices of agencies and support agencies in meeting challenges that arise in meeting this requirement.

**When is this new direct observation to be implemented?** Schools have been asked to begin implementing this requirement now but the final date by which it will be formally required is January 1, 2017. Thus, the goal is to get most agencies involved now so that any challenges can be met in a collaborative and professional way as we move forward.



Northern Arizona University Practicum Training Agreement

Practicum Student’s Name: Practicum Site Name: Practicum Level: I/II III/IV Advanced Placement Duration: 12 month

Practicum Start Date: Practicum End Date:

Purpose of Agreement and Parties Involved:

This agreement is intended to define the relationship between Northern Arizona University Clinical Psychology at Northern Arizona University, Phoenix Campus, the practicum placement organization, and the graduate student in training. The organization may have supplemental contractual materials that are required for their specific placement and training needs. A separate agreement should be completed for each student.

Responsibility of the Parties:

Nothing in this agreement is intended to circumvent or otherwise limit the usual responsibilities or liabilities of any of the parties. Northern Arizona University Clinical Psychology (NAU) shall have primary responsibility for the academic education of its students. For example, each graduate student shall be registered for practicum credits under the direction of an identified faculty member. The site supervisor is encouraged to contact the practicum faculty instructor throughout the academic year. All graduate students are insured by NAU but are also advised to carry their own liability insurance. **The practicum placement organization, or individual,** shall have primary responsibility for case management and clinical supervision. The clinical supervisor has the primary authority and responsibility for all services delivered to clients.

Students should inform their clients that they are under supervision, and they should explain how to contact their supervisors if concerns should arise. In an emergency, the supervisor shall provide immediate consultation to the student. Supervisors shall provide and maintain comprehensive professional and general liability insurance as detailed in the Affiliation Agreement.

Training Expectations:

Graduate students participate in either Practicum I/II (typically in the second year of doctoral training), III/IV (typically in the third year of training), or Advanced Practicum. Students must

complete a minimum of 500 supervised hours (250 hours of direct client contact and 250 hours of indirect client contact) for each year at a site that provides opportunity training and diagnostic interviewing, psychological evaluation and assessment, and therapeutic intervention. The primary emphasis for these training years combines the expansion, integration, and refinement of diagnostic clinical interviewing and the utilization of recognized psychological test instruments, as well as the acquisition, integration, expansion, and refinement of therapeutic intervention skills. Doctoral students must complete at least ten (5) psychological evaluation batteries (with

attendant reports) over the 2 years of Practicum I/II and III/IV. A battery is defined as *a culturally sensitive, clinically relevant assessment utilizing psychological tests appropriate to the circumstances of the client.*

Students should have adequate workspace, access to diverse clients, and opportunities to audiotape and videotape service delivery to clients or organizations. At the completion of practica, students should be able to use information from a variety of sources to: (1) provide diagnosis and recommendations supported by specific and relevant data, (2) formulate a case summary that is theoretically consistent and well organized, (3) write a psychological report in a style that can be understood by non-psychologists, (4) utilize their conceptualization of a case to develop, implement, direct, and manage a comprehensive treatment plan, and (5) evaluate the outcome of their interventions.

Duration of Training:

Graduate students typically begin their practicum placement at their start date (usually fall) and continue until the end of the agreement (June-August), dependent on whether the placement is contracted for 10 or 12 months. Students provide services and receive training for a minimum of 500 total hours (a minimum of 250 hours of direct service), which requires working for 16 hours per week for at least ten months. Students are to be on site a minimum of 16 hours per week and a maximum of 20 hours per week. Students are required to complete all practicum work on site. Students are required to complete their ten- or twelve-month commitment, even if they have already finished their minimum number of training hours. Students may take three weeks of vacation (6 days total, assuming practicum occurs over 2 days/week) and still meet the minimum requirements. Vacation must be negotiated with the primary site supervisor. Organizations with varying schedules, such as sports organizations, may require other beginning and ending dates.

Organizations may choose to provide twelve-month practicum placements.

Evidence of Progress:

Progress is assessed by a series of clinical competency evaluations requiring each student to present a case summary and analysis, including a written work sample. The purpose of the competencies is to monitor students’ growth and development toward NAU’s standard of clinical competency to ensure acquisition of appropriate skills for clinical practice. These evaluations take place at designated intervals in the three years prior to becoming eligible for the predoctoral internship. To fulfill the competency requirements, students will need access to clients for the full assessment process.

Each graduate student on first year practicum (Practicum I/II) prepares a case summary, a written report with confidentiality protected, to presented to the university faculty toward the end of the practicum year. The written report should demonstrate the acquisition of requisite clinical skills and include the following components: an interview (taped), history, assessment, assessment results explained, diversity components, recommendations, ethical decisions review, and

confidentiality assurances. The case summary for first year practicum students is referred to as the Clinical Evaluation Competency (CEC). Second year practicum students (Practicum III/IV) also prepare an in-depth case summary, along with further information on a case intervention/therapy. The second year in-depth case is referred to as Clinical Competency Evaluation (CCE).

Student Documentation:

Students are required to complete Monthly Practicum Logs, which are signed by the site supervisor and submitted by the **10th day of each month** by the student to the Clinical Training Department. The monthly Practicum Log describes the allocation of training hours into direct and indirect training service. It is recommended that the student and supervisor retain copies of the monthly practicum logs.

Practicum Evaluation:

NAU faculty will visit each practicum placement at least twice per year. The faculty will evaluate the adequacy of the training and the progress of the students at the organization using accreditation materials. Graduate students will evaluate the adequacy of their training experiences at least twice each year. Site Supervisors will formally evaluate each supervisee’s performance in the practicum once each term. Site Supervisor evaluations should be discussed in depth with supervisees. If students are not making adequate progress in their training, then supervisors should inform the Director of Clinical Training. Students receive separate academic grades of credit or no credit for both the academic Practicum Seminar and the practicum placement.

Training Stipends:

Organizations are not expected to provide stipends to graduate students during their practicum placements. It is a privilege for students to receive training from skilled behavioral health professionals. If organizations wish to provide stipends or reimbursements, then stipend payments must be differentiated from professional wages or salaries. Practicum students may not be full-time or part-time employees of their training organizations. Organizations may hire students only after the completion of their practicum training. Doctoral students are expected to receive a stipend during their predoctoral internship and postdoctoral residency.

Supervisor Licensure:

Clinical practicum students require two hours of supervision per week. However, the supervision requirements differ for masters and doctoral-level students. Master’s-level students may be supervised by any licensed behavioral health professional (e.g., Licensed Professional Counselors (LPC), Licensed Independent Social Workers, Psychiatric Nurse Practitioners and School Psychologists). Doctoral level students are required to receive 1.5 hours of supervision with a licensed psychologist per week. One hour of supervision must be individual with a licensed psychologist. The other hour may be in group supervision. No more than .5 hours of supervision can be provided by a licensed allied behavioral health professional per week. All supervisors should provide a current curriculum vita or resume to Northern Arizona University. The organization should promptly inform the Director of Clinical Training regarding any changes in supervisory credentials or personnel.

Supervisory and Organizational Conflicts:

If there is a conflict between the supervisor and the supervisee, the NAU practicum faculty instructor should be contacted. If it is a serious issue, the Director of Clinical Training should also be notified. Every effort will be made to resolve the problem through constructive dialogue. When the disagreement concerns the provision of services to clients of the organization, then the supervisor shall prevail in all professional decisions. Removing a student from a practicum placement is generally the last option. If a student leaves or changes a practicum placement without the approval of the Director of Clinical Training, then remediation or dismissal may be necessitated. The Clinical Training Manual outlines the step by step process for student grievances.

Remediation and Dismissal:

NAU Clinical Training Department, in consultation with the practicum placement organization, may determine that a student has not satisfactorily completed the practicum training experience. Unethical or unprofessional behaviors, impaired performance, and inadequate documentation are examples of grounds for remediation or dismissal from practicum. The Clinical Training Manual describes the procedures for remediation, dismissal, and appeals.

Termination of the Agreement:

Northern Arizona students are expected to arrive on time for practicum site duties, dressed appropriately, and prepared for assignments. Students are expected to review cases with their supervisor and inform her/him of any difficulties or potential problems. Students are expected to follow policies and procedures of the practicum organization and to follow ethical and legal codes.

A student may be terminated from a practicum placement if s/he is not in good academic standing, is under remediation or disciplinary action, or has been dismissed from the school. If a student is terminated from placement, NAU will make every effort to protect the welfare of the organization’s clients who are affected. If practicum students cannot obtain adequate supervision, hours at the site, obtain appropriate cases for practicum trainee, or complete comprehensive exam requirements, changes to the practicum days, hours, or site may be made.

Exchange of Information:

I hereby agree that personally identifiable information about me, including but not limited to my academic and professional qualifications, performance and character, in whatever form maintained, may be provided by my academic program to any practicum training site to which I have applied and/or will match. I further agree that, following any practicum match, similar information may be provided by the practicum site to my graduate program. I understand that such exchange of information shall be limited to my graduate program and my practicum site and such information may not be provided to other parties without consent. This authorization, which may be revoked at any time, supersedes any prior authorization involving the same subject matter.

Acknowledgements:

I agree to act in accordance with the Ethical Principles of Psychologists and Standards for Providers of Psychological Services of the American Psychological Association.

I have been advised to purchase professional liability insurance. I have received a copy of and read the Clinical Training Manual.



Any changes to this agreement must be approved by all parties involved.

Practicum Student’s Name Signature Date

Primary Supervisor Name Signature Date

Director of Clinical Training Signature Date



**Requests for Reasonable Accommodation in Field Placements**

(Internship, Practicum, Externship)

**INTRODUCTION**

**Northern Arizona University Clinical Psychology, Northern Arizona University Phoenix** (“School”) supports students with disabilities and encourages their full participation in all academic programs, including field placements of all kinds. “Field Placement” for the purpose of this document include any practicum, field experience, clinical practice, internship, training, clinic or work experiences (or similar) conducted for academic credit. In accordance with Title III of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, the Disability Services Coordinator/Officer is the designated school administrator who works with students with disabilities to provide reasonable accommodation so they may enjoy the same benefits, experiences, and opportunities as persons without disabilities.

As in all academic programs at the School, programs that provide Field Placements must assess students on the basis of their abilities rather than on their status as individuals with disabilities. Students with disabilities who are assigned to Field Placements must be able to perform the “essential functions” or meet the essential eligibility requirements of the experiences with or without reasonable accommodation. Pre-placement inquiries as to whether a person has a disability are not permitted; however, a Field Placement program must determine the essential functions or essential eligibility requirements of its training program so that students can request reasonable accommodation if needed.

**SITE SELECTION**

The selection of a Field Placement site is a key factor in providing an optimal environment for academic and professional development. It is important to choose a filed site with an environment that maximizes the strengths of each student with a disability and can provide reasonable accommodation. Students, in collaboration with appropriate staff (e.g., Director of Training, Program Chair, etc.), and the *Disability* Resources (at (928) 523-8773 or [DR@nau.edu](mailto:DR@nau.edu)*)* are responsible for identifying the most critical factor(s) in determining an optimal placement. In addition, a reasonable accommodation may include identifying a specific site which meets a student’s accommodation needs, such as accommodations related to mobility, transportation, time of day, etc.

**APPLICATION/INTERVIEW PROCESS (if applicable)**

If an application or interview process is required prior to acceptance into a field placement, students with disabilities may request accommodations during such process. Should a student

need a reasonable accommodation to participate in the application/interview process (for example a sign language interpreter for any required interviews), the student is responsible for making the accommodation request to the Office of Equity and Access and *Disability* Resources (at (928) 523-8773 or DR@*nau.edu)* as soon as reasonably practicable in order for arrangements to be made.

**REQUEST FOR ACCOMMODATION IN FIELD PLACEMENTS**

Students with disabilities are not required to declare, nor may an institution inquire about, the presence of a disability unless they are seeking reasonable accommodation, as discussed below. In addition, students are not required to inform the Disability Resources, Director of Training, Program Chair, or other staff about their disabilities at any time before, during, or after the site selection process.

However, students with disabilities who will be requesting accommodation in Field Placements must be registered with the *Disability Resources* at (928) 523-8773 or [DR@*nau.edu*.](mailto:DR@nau.edu) Disability Resources is responsible for managing an interactive process between the student and the School, including those who are directly involved in administratively facilitating the Field Placement (e.g., Field Placement coordinator, department faculty, or supervisors) and the field site (persons at the Field Placement site responsible for implementing reasonable accommodations). The process of providing reasonable accommodation should proceed in an individualized and systematic fashion.

**STUDENT RESPONSIBILTIES**

1. Students should contact the *Disability* Resources at (928) 523-8773 or [DR@*nau.edu*as](mailto:DR@nau.eduas) soonas reasonably practicable when scheduled for a course that includes a field placement to discuss any anticipated accommodations.
2. Students with existing classroom accommodations, who wish to have accommodations within their field placement, must request accommodations as stated above. Students with existing classroom accommodations may also decide not to pursue accommodations within their Field Placement. However, neither the student’s grade nor performance in Field Placements can be reversed based on a late declaration of need for accommodation in Field Placements. Students are accommodated from the point in time that reasonable accommodations have been determined by the School and Field Site.
3. Student should fill out an Accommodation Request Form and submit any necessary documentation supporting the need for accommodation in a Field Placement environment. The documentation should include information regarding the student’s functional limitations within a Field Placement environment.
4. Student will attend an intake meeting with the *Disability* Resources at (928) 523-8773 or [DR@*nau.edu*,](mailto:DR@nau.edu) Training Coordinator/Field Placement coordinator, and/or other faculty/staff persons familiar with the Field Placement site to formulate a reasonable accommodation planfor that specific site.
5. Student will attend any additional meetings needed with appropriate Field Placement supervisors, etc. to determine reasonable field work accommodations and to coordinate the facilitation of reasonable accommodations.

If a Field Placement site is unable or unwilling to make a requested reasonable accommodation or the student believes their accommodation plan is inadequate, the student should contact the *Disability* Resources at (928) 523-8773 or [DR@nau.edu](mailto:DR@nau.edu) immediately, to facilitate discussion about possible resolutions to the issue, the School cannot force a Field

Placement location to provide specific accommodations. *Disability* Resources at (928) 523- 8773 or [DR@nau.edu](mailto:DR@nau.edu) in conjunction with the Training Coordinator will provide an informal grievance process if necessary.

**THE DISABILITY SERVICES COORDINATOR/OFFICER RESPONSIBILITIES**

* 1. After disclosure of the need for Field Placement accommodations and receiving the Accommodation Request Form and appropriate documentation outlining the student’s functional limitations within a Field Placement environment, meet with the student to discuss possible accommodations.
  2. Coordinate an intake meeting with the student, *Disability* Resources, Director of Training, and/or other faculty/staff persons familiar with the Field Placement site to formulate a reasonable accommodation plan for that specific site.
  3. Coordinate any additional meetings with appropriate Field Placement supervisors, etc. to coordinate the facilitation of reasonable accommodations.
  4. Provide consultation services to the student, Training Coordinator/Field Placement coordinator, site supervisors, and any other faculty/staff during the filed placement when adjustments to the accommodation plan may be required or questions arise concerning what is reasonable accommodation.
  5. Provide training to all Field Placement faculty and staff on School’s obligations related to accommodating students with disabilities at Field Placement sites.