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THE WRIGHT INSTITUTE
DOCTOR OF PSYCHOLOGY PROGRAM IN
CLINICAL PSYCHOLOGY
FIELD PLACEMENT HANDBOOK

2006 - 2007

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P R E F A C E

Wright Institute students are responsible for reviewing and knowing the content of this Field Placement Handbook. During the course of the academic year, important changes to Field Placement policy or procedures will be distributed by memorandum to students. Students are also responsible for reviewing and knowing the contents of these memos. Students who seek California State licensure as a psychologist must familiarize themselves with the *Laws and Regulations Relating to the Practice of Psychology* (2005, Board of Psychology, Dept. of Consumer Affairs). Copies of the Laws and Regulations are available through the Board of Psychology by sending a written request and a check for \$6.00 to 1422 Howe Ave., Suite 22, Sacramento, CA 95825-3200. You can also download the Laws and Regulations, forms and access other information pertaining to licensure by visiting the California Board of Psychology website at www.psychboard.ca.gov. Copies of the Laws and Regulations are also on reserve at the Field Placement Office (FPO).

The Wright Institute does not assume responsibility for a student's failure to meet the criteria for supervised experience leading to licensure. Students are also advised to familiarize themselves with the *American Psychological Association's Ethical Principles of Psychologists and Code of Conduct* (2003). Copies of the Code are available at the FPO or through the APA website, www.apa.org.

I

INTRODUCTION

Field placements provide students with the opportunity to integrate theoretical knowledge with practical training and experience. Through four to five years of practica and internship training, students are exposed to a range of psychological problems, treatment modalities, theoretical perspectives, clinical settings, and demographic populations.

The work-life of today's psychologist often includes a variety of activities and professional roles. These include directing clinical or training programs; providing consultation or supervision; conducting research, program or treatment evaluation; developing programs; teaching; and of course delivering assessment, testing and psychotherapy services.

A profession as diverse as clinical psychology demands *generalist* rather than *specialist* graduate training. Each successive stage of training increases the sophistication and complexity of students' clinical practice. Wright Institute students gain the breadth of experience necessary to prepare them for the complexities of today's psychology profession while developing depth in several competencies. Wright Institute field placements enable students to become competitive for postdoctoral training and the job market.

Wright Institute students work in settings ranging from hospitals and residential facilities to community agencies, schools and clinics. They provide services to children, adolescents, the elderly, and the medically ill and disabled people. Students work with numerous ethnic, racial, and socioeconomic populations. They perform assessment, brief and long term therapy, group treatment, crisis intervention and many other forms of psychology service.

Theoretical foundations, scientific knowledge, therapeutic skills and technique are essential ingredients to the successful development of a psychologist. However, the Wright Institute also promotes *socially relevant* clinical training. Thus, many field placements will enable Wright students to aid uninsured and underserved populations and to make a professional contribution to some of our most pressing social problems.

Students consult with field placement staff soon after admission and throughout the program. Case Conference and other faculty also provide guidance to help shape the individual student's course of field training.

The levels of training required by the Wright Institute are as follows:

Year 1: Practicum 1	(300 hours minimum)
Year 2: Practicum 2	(400 hours minimum)
Year 3: Practicum 3	(500 hours minimum)
Year 4: Internship	(1500 hours minimum)*

See the separate headings for each Field Placement training level for more detailed information about the training and supervision requirements and for criteria used in the approval of placement sites.

** The Wright Institute's graduation requirements are consistent with the California Board of Psychology in requiring 1500 predoctoral internship hours. Although Wright Institute students often complete up to 2000 hours of internship, 1500 is the maximum number of predoctoral hours that can be accrued toward licensure in California. Please see the Handbook of Licensing and Certification Requirements for Psychologist in the United States and Canada published by the Association of State and Provincial Psychology Boards concerning requirements in other states. Copies for review are on reserve in the library and the field placement office, or view an online copy by visiting <http://www.asppb.org/>.*

II

THE FIELD PLACEMENT OFFICE

THE ROLE OF THE FIELD PLACEMENT OFFICE

The Field Placement Office (FPO) helps students find placements that integrate the learning process with practical, hands-on experience. Placement sites used by the Wright Institute are distinguished from on-the-job experience or volunteer positions by virtue of the site's commitment to training, supervision, and provision of professional psychology services. The FPO maintains up-to-date listings and information about field training programs, and is responsible for maintaining each student's field placement record including original, signed training contracts, supervisor evaluations of the student's work, advisement records, and other information relevant to the field training process. The FPO staff is familiar with many of the placements and helps students select appropriate sites suited to their training needs. They aid students in the practica and internship application process by providing support services such as reviewing and editing curriculum vitae, cover letters, and other application materials and by prompting a timely completion of the steps in securing placements. The FPO maintains examples of sample curriculum vitae, essays, cover letters, and follow-up letters. The FPO Staff also provides opportunities to practice interviewing and conducts a number of workshops and meetings throughout the year.

The Director of Clinical Training, Dr. Gilbert Newman, is responsible for the activities of the FPO and its staff. He oversees and maintains the standards of the field-training program, is responsible for evaluating whether or not a field placement training site is suitable for Wright Institute students, and determines the level of training for approved sites. The Director of Clinical Training is responsible for the management and development of the Wright Institute Collaborative Practicum Program. The Collaborative Practicum Program provides rigorous, unique and socially relevant service/training opportunities for Wright students. The Director of Clinical Training maintains a pool of adjunct clinical faculty community supervisors who may support student learning at various field placement sites. Working closely with Case Conference faculty, the Director of Clinical Training, as well as the FPO staff, provide advisement for students choosing the sites where they are assigned or where the student will apply for training. The field placement staff is comprised of an administrative coordinator, an internship advisor, practicum advisors, and student assistants.

The Director of Clinical Training, the Field Placement staff, and the Case Conference faculty help students attain a breadth and depth of experience through well-suited training programs.

MEETING WITH FIELD PLACEMENT STAFF

Students are in contact with the FPO right from the time they are admitted to the program. Students meet yearly with the FPO staff during the fall (or sooner for some intern level applicants) to plan their training for the subsequent year.

Memoranda and other posted announcements keep students informed about the field placement advisement process.

Meetings with Field Placement Staff include planning students' clinical training, helping identify agencies appropriate to the student's needs, discussing application strategies, and helping students consider their training to meet their long and short term needs. The FPO staff is available throughout the year by appointment, email, telephone, or on a walk-in basis.

Shortly after admission, incoming students are contacted by the Practicum Advisors to discuss first year training options. In early December, first year students meet with the Practicum Advisors and talk with their Case Conference Leader to begin planning their second year practicum. Second year students are required to meet with the Director of Clinical Training in late autumn to plan where students will apply for their third year practicum and to carefully consider each student's breadth and diversity of training. Students choose third year practica based upon their need to fill gaps in their training and to gain a competitive edge toward internship applications. The second year meeting is the initial point in the long-term process of internship planning.

Internship level applicants must meet with the Internship Advisor or with the Director of Clinical Training. The FPO facilitates workshops and panel presentations to prepare students who are seeking APA accredited internships, Association of Psychology Postdoctoral and Internship Centers (APPIC) training programs, or California Psychology Internship Council (CAPIC) internships. Students may only apply to and enroll at internships that are APA accredited, APPIC members, or CAPIC members.

CONFIDENTIALITY

Student records maintained by the FPO are confidential. Staff members who have access to student records are expected to use that information only as permitted in the execution of their duties. Release of information in student records to unauthorized individuals is prohibited. Relevant information sharing is allowable for purposes of authorized record keeping, placement advising, clinical training evaluation, and by the express request of the student.

EVALUATING FIELD PLACEMENT SERVICES

The FPO provides students the opportunity to evaluate FPO services annually. The evaluation may be submitted anonymously by students. The FPO also evaluates its effectiveness through analysis of student placements (i.e., rank order, number of offers to students, number of applications, number of accredited placements, etc.).

III

PRACTICA & INTERNSHIPS

RECORDING PRACTICA EXPERIENCE

Throughout the practica sequence of training, you are strongly advised to keep a record of the kinds of experiences you are having. This is essential to the internship application process when you must report these tallies. The FPO provides a form for students to use based upon the Association of Psychology and Postdoctoral Internship Centers (APPIC) standard application form, the AAPI (see below, Section V).

INTRODUCTORY PRACTICUM 1

First year students are required to complete a minimum of 300 hours of fieldwork. The Practicum 1 introduces students to clinical settings and practice early in their academic career and provides a foundation for more advanced training. In conjunction with their placement, Wright Institute students attend a yearlong Case Conference (see section VI, "Case Conference").

Students have three options for satisfying the introductory practicum requirement. Most students are assigned to a Collaborative Practicum 1. With the approval by the Director of Clinical Training, a small number of students use their paid clinical job to satisfy this requirement. Infrequently, students make use of non-collaborative practica. Students are required to consult with Field Placement staff to decide upon a suitable choice.

- *Collaborative Practicum 1*

The Collaborative Practicum 1 is a 9 - 12 hour introductory training experience at a pre-selected site in the Bay Area. Students who choose this option will be assigned to one of these agencies by the Field Placement Office. These placements involve approximately 6 - 8 hours per week of clinical service (including administrative duties), and 2 - 4 hours training (including all supervision hours). Programs range in duration from 9 - 12 months. Students assigned to some of the Collaborative Practica meet one hour per week with an individual supervisor from the Wright Institute adjunct clinical faculty. Students who meet with Wright Institute supervisors do so at the supervisor's office, not at the practicum site. Some Collaborative Practica sites provide their own on-site individual supervisors. The Wright maintains a close liaison with all Collaborative agencies. Geographic and client population preferences may be accommodated in some cases.

- *Using Current Employment as a Practicum 1*

First year students may petition to use their current place of employment as their Practicum 1 if the position meets the criteria described below and is approved by the Director of Clinical Training. In order to request using current employment as a Practicum 1, the student must submit:

- 1) documentation with descriptions of the clinical setting, the type and amount of clinical experiences, the hours (weekly and total) of supervision, supervisor's degrees and clinical license type(s), treatment modalities employed, patient population, and didactic training;
- 2) letter from the current supervisor corroborating the above information; and
- 3) the supervisor's curriculum vitae.

Students who are clinically licensed and who, upon approval, use their private practice as a P1 will be assigned a Wright Institute supervisor. Please note that job or private practice approval is on a case-by-case basis and students should contact the FPO as soon as possible to begin the approval process if they wish to pursue this option. (See the Appendices for the letter to First Year Students regarding work or private practice as an introductory practicum.)

- *Traditional Practicum 1*

The traditional P1 involves students working 10-16 hours a week at an approved site in the community. Students are able to independently choose and apply to approved agencies based on their interests and prior experience. While this option gives students a greater freedom of choice, the time commitment and application process is more extensive than for a Collaborative P1. To secure a traditional introductory practicum, entering students must begin the application process in spring, immediately after admission to the Wright Institute. The FPO does not publish a P1 Directory listing approved sites.

Introductory Practicum Site Requirements

To be considered for approval as an external Practicum 1 site, an agency must meet the basic requirements for all sites (see section VIII, "Guidelines for Wright Institute Approval of Sites") and additionally provide:

- 1) A minimum of one hour each week of individual supervision by a licensed mental health professional (preferably a psychologist).
- 2) A minimum of one hour of training per week and preferably one additional hour of group supervision or case conference.
- 3) Approved first year sites must employ a licensed psychologist who is involved in the delivery of services and training activities. Seminars, group supervision or case conferences must be led by psychologists in those cases when individual supervision by a licensed psychologist is not available. (Placements serving populations that are difficult to access for trainees or programs providing unique services may be considered for waiver of the psychologist requirement. On occasion, a collaborative practicum site is waived for the staff psychologist

requirement because the Wright will provide licensed psychology supervision, and other doctoral level staff are available at the site.)

PRACTICUM 2 (P2)

The second year training experience allows students to develop more sophisticated psychodiagnostic and intervention skills, and to train in a new setting with a different clinical or demographic population. A minimum of 400 hours must be acquired over a duration of 10-12 months, concurrent with the second year Case Conference. During this placement, students assume more clinical responsibilities while gaining more experience in theory and technique. Appropriate P2 selection will be addressed during the required meeting with the FPO and through consultation with your Case Conference Leader.

- *Practicum 2 at the Wright Institute Clinic*

Nearly half of the second year students will join the Wright Institute Clinic for their Practicum 2 training. The Wright Institute Clinic provides training in psychodynamic psychotherapy for students while providing psychological services at a reduced fee to the Bay Area community. Students are required to attend a two-hour per week clinic training conference/in-service training for the clinic. Dr. Diane Kaplan, the Clinical Service Administrator, holds an informational meeting in winter for students interested in participating in the Clinic for the following academic year.

- *Collaborative P2*

For some students, Collaborative P2 positions may be the best choice. This option is ideal for students who have experience in providing long-term outpatient psychodynamic psychotherapy with adults. Our P2 collaborative sites have agreed to accept a small number of second year Wright Institute students. These sites offer a variety of psychological training modalities and a wide range of populations. Collaborative P2s require approximately 12 - 14 hours per week. Supervision and didactic seminars are included in these hours. Although the application process is simpler than for External P2 placements, some Collaborative P2s require a screening meeting with the agency director prior to finalizing the placement assignment.

- *External P2*

Students may want to select a site that offers training with a different population, treatment focus or theoretical orientation than the Clinic or Collaborative options. Application and formal interviews are required for securing these placements. External P2s are approximately 16 hours per week. The FPO publishes a directory of approved external P2 agency profiles.

Practicum 2 Prerequisites

To begin Practicum 2 students must:

- 1) complete Practicum 1 successfully;
- 2) be a second year student at the Wright Institute.

Practicum 2 Site Requirements

To be considered for approval as a Practicum 2 site, an agency must meet the basic requirements for all sites (see section VIII, "Guidelines for Wright Institute Approval of Sites") and provide:

- 1) a minimum of one hour per week of individual supervision by a licensed clinical psychologist (except for Second Year Collaborative Practica, the Wright Institute Clinic, and by approval from the Director of Clinical Training);
- 2) a minimum of two hours per week of training and group supervision preferably by doctoral level psychologists.

PRACTICUM 3 (P3)

The third year Practicum will diversify clinical experience, fill clinical training gaps, and enhance competitiveness for internship. Some placements may require fewer hours per week, enabling students to progress on their doctoral dissertation. Other students will elect to do a P3 that will maximize their clinical experience, but is more demanding of their time. All students must attend a planning meeting with the Director of Clinical Training or an appointed advisor for their third year placement.

- *External P3*

Most students apply to very competitive field placements throughout the region. Students are advised to apply to at least 6 - 8 third year practicum programs. Many third year practica also serve internship level students, thus, the training is quite demanding and the services are often very sophisticated. Agency profiles of approved external P3 sites can be found in the FPO.

- *Extra Practicum Activities*

Students are permitted to participate in other clinical activities that enhance their training, increase their breadth of experience, or develop specialized skills. For example, the Homeless Assessment Program was established for students who wish to gain testing experience, and to provide clinical support to a population that is severely underserved and poorly understood. This low hourly, 6-12 month program allows great flexibility for students and enables them to pursue additional interests and activities. Other students might enroll in summer training intensives, pursue research, or project development activities as adjuncts to their learning.

Practicum 3 Prerequisites

To begin Practicum 3 students must:

- 1) successfully complete Practicum 2;
- 2) be a third year student at the Wright Institute.

Practicum 3 Site Requirements

To be considered for approval as a Practicum 3 site, an agency must meet the basic requirements for all sites (see section VIII, "Guidelines for Wright Institute Approval of Sites") and provide:

- 1) a minimum of one hour of individual supervision per week by a licensed psychologist (except by approval from the Director of Field Placement); and a ratio of one hour of supervision for every 10 hours of direct client contact;
- 2) a minimum of twelve hours per week of training and service; and
- 3) a minimum of one hour of didactic training (and/or group supervision) for a twelve hour placement or less and 2 hours of training (and/or group supervision) for 16-20 hour placements. Placements exceeding 20 hours should provide additional training activities or supervision. Third year placements should not exceed 24 hours per week.

INTERNSHIP

The goal of internship training is to promote greater understanding of clinical practice and theory as well as increased professional, ethical and social responsibility. During the internship, students develop advanced skills in assessment and learn how to use a broader range of treatment modalities. Students also gain more exposure to people of diverse social and cultural backgrounds.

Students can choose to fulfill this requirement in four ways:

- a full-time, one year APA accredited internship
- a full-time, one year unaccredited internship at a CAPIC or APPIC member program
- a part-time, two year unaccredited internship at a CAPIC or APPIC member program
- two part-time CAPIC member internships (two different programs, either in two consecutive years or, in rare instances with careful planning, concurrently in one year).

The internship can be completed in the fourth and/or fifth year. Many students choose to complete their dissertation during the fourth year and gain additional part-time clinical experience as a means of strengthening their internship application. Students who complete their dissertations before internship are in the best position to receive offers for competitive internships, post-doctoral training and fellowships. **Once students have begun the internship training sequence, Field Placement requires its completion within 24 - 26 months.**

Part-time internships typically require a 20 - 24 hour per week commitment. Full-time internships approved by the Wright Institute require at least a 35 hour per week commitment. (All APA accredited full-time internships are approved. Other approved internships must be members of CAPIC or APPIC.) If a site is only approved for half-time status, students can only receive credit for half their internship requirement regardless of excess hours accrued at that site. Similarly, excess hours accrued at students first half-time internship may not be applied toward the second part-time internship. Students who pursue two different half-

time internships must plan their training with the FPO to insure their internship training sequence offers sufficient diversity and breadth of experience.

Students are required to meet with the Internship Advisor to discuss their internship plans and options. A decision should be based on careful consideration of each student's personal situation, needs and professional goals. The FPO also provides several helpful publications for loan and articles and reprints to assist students in choosing the right internship. (Also, see the sections below describing APA accredited and CAPIC approved agencies.) The Field Placement Staff offers workshops and individual advisement to help students prepare for and negotiate the application process. Each spring, we host an internship panel featuring students who have recently gone through the APA internship application/interview/selection process and who provide first-hand experience and answers to students' questions.

- *The APA Internship*

The American Psychological Association accredits 450 full-time internship programs throughout the United States and Canada. All of the APA accredited internships meet Wright Institute internship requirements. These and other (non-accredited) full-time internship training programs are listed in the Association of Psychology and Postdoctoral Internship Centers (APPIC) directory (see below). APA internships offer substantial stipends and well organized, highly regarded training. Some employers, such as the Veterans Administration or some university counseling centers require that prospective employees have attended an APA accredited internship. Attending an APA internship maximizes your future credentials as a clinical psychologist.

There are only a small handful of APA internships in the Bay Area, and these are extremely competitive. Therefore, students who seriously wish to attend an APA internship should submit applications to selected programs at numerous locations throughout the United States. For students who are planning a relocation to another area of the country, an APA internship in that area may provide you with a network for finding post-doctoral training or a job. (See Section V, below for information about applying to an APA internship.)

- *The CAPIC Internship (Full- and Half-time)*

For students unable to relocate, the California Psychology Internship Council (CAPIC) member internships offer quality training in a wide variety of sites throughout California. Some of the CAPIC internships are full-time (35+ hours per week), while most are half time (20-24 hours a week). Occasionally, students participate in two half-time internships concurrently. Though this is permissible (see below), it is very difficult to arrange and manage.

CAPIC internships appeal to some because they are local, and provide an option to work part-time. Students have the option of completing a two year, half-time internship at approved sites. Doing two years of half-time internship at two different sites adds significantly to your breadth of experience. However, the decision about how you sequence these internships must be discussed with the Field Placement staff.

Though CAPIC internships provide quality training and supervision, many of these training positions are unpaid. (See Section V, below for information about applying to a CAPIC internship.)

Special Approvals

CAPIC internships identify their programs in the CAPIC Directory as one year full-time, one year half-time or two year half-time placements. Making special arrangements through a proposal process involving the student and agency training director, the Director of Clinical Training may occasionally approve a CAPIC site for a specific student's use as a full-time or two year half-time internship. Such approval requires time and must be initiated well before the application deadline date and completed before the uniform notification deadline date. Generally, to achieve such approval, sites and students must work together to establish a unique program that offers a more varied array of clinical and training activities than would be available in the listed program. For more detailed information and help regarding special approvals, please consult with FPO staff.

2 Concurrent Half-time Internships

Though rarely exercised, students can attempt to arrange participation in two half-time CAPIC internships concurrently. This may be arranged at the same site (within two different departments) or at two separate agencies to complete the internship requirement. In order to complete the internship in this way:

- 1) both internships must be in agreement and the student can not negotiate arrangements prior to uniform notification day;
- 2) the student must accept one offer and then successfully negotiate with each training director before finalizing the dual commitment;
- 3) scheduling conflicts must be resolved and all requirements must be fulfilled at both internships;
- 4) each placement must equal or exceed 20 hours and combined, the two placements must enable the student to meet the breadth of experience requirement;
- 5) the student must receive approval from the Director of Clinical Training.

Internship Prerequisites

To begin an internship, students must meet the following conditions:

- 1) Completed all requirements for Practicum 1, 2, and 3, and submitted all field placement contracts and evaluations.
- 2) Completed each of the concurrent Case Conferences.
- 3) Completed all required coursework. **A student will not accrue internship hours if required coursework incompletes appear on his or her transcript.**
- 4) Completed nine trimesters at the Wright Institute (or its equivalent).
- 5) Passed the Clinical Competency Examination. **No student is permitted to apply to an internship until he or she has successfully passed the Clinical Competency Examination.**

- 6) Registered with the Field Placement Office and received approval to begin an internship by the Director of Clinical Training.

Site Requirements

All APA, and most APPIC and CAPIC internships are approved for Wright Institute students. The criteria for internship training include but are not limited to the following:

- 1) The internship provides at least two hours of weekly individual supervision by qualified psychologists, one of whom serves as the primary supervisor.
- 2) There is a minimum of two doctoral level staff psychologists present at the internship.
- 3) The primary emphasis is on training interns demonstrated by frequency and quality of case conferences, seminars, and other didactic forums.
- 4) There is a diversity of training, treatment modality and population. In addition to psychotherapy, interns should gain experience in one or more of the following areas: crisis intervention, inpatient treatment, diagnosis and assessment, neuropsychological assessment, child and family treatment and community consultation.
- 5) The intern holds significant clinical responsibility.
- 6) The internship is a minimum of 9 months for each half time or 40 hour per week full-time internship, though most require longer commitments. (The minimum requirement for an internship that is 35-39 hours per week is 43 weeks.)

Students may refer to the APPIC or CAPIC membership criteria for more information about minimum requirements for site approval.

Only APA, APPIC and CAPIC sites are approved by the Field Placement Office, however, each student is required to consult with the Field Placement Office about where they intend to apply for internship.

Please be aware that graduation requirements differ from the Board of Psychology requirements for licensure. The Wright Institute does not permit students to use a private practice psychological assistantship as a substitute for internship training. The Wright Institute requires students to complete a one-year full-time internship or two years of half-time internship to fulfill the internship requirement. This and other standards we adhere to exceed the requirements of the California Board of Psychology. You are also advised to contact other states or provinces about their licensing requirements. The FPO maintains copies of the *Handbook of Licensing and Certification Requirements for Psychologists in the U.S. and Canada* (Association of State and Provincial Psychology Boards), a helpful listing of the other states' and Canadian provinces' licensing and certification boards and their basic requirements. You may also contact the Association of State and Provincial Psychology Boards at <http://www.asppb.org/>.

IV

SELECTING A PRACTICUM SITE

MEETING WITH THE FIELD PLACEMENT STAFF

Before selecting a site, it is imperative that students meet with Field Placement staff to discuss training options and suitable sites. Students will be notified to set up an appointment for these meetings that are mandatory at every level of training. The FPO staff is available 9-5; Monday through Friday to answer any questions or concerns about placements.

APPROVED TRAINING SITES

A wide variety of sites are available to Wright Institute students. New agencies are often recommended by students, faculty or by the agencies themselves. These sites are approved if they meet our criteria, which follow the recommendations of the APA and other professional psychology organizations (see Section IX, "Guidelines for Wright Institute Approval of Sites"). Faculty members make site visits to agencies to ensure that the training is high quality and meets our requirements. Case Conference Faculty also keep contact with practica sites where their students are placed.

Students wishing to do field work at sites that have not been approved should remember that the approval process may take as long as six months, and involves documentation and a site visit by a faculty member.

AGENCY PROFILES

Directories containing agency profiles are available in the Field Placement Office. These profiles include information regarding theoretical orientation, services offered, population, and prerequisites for application. The directories are the best place to start when looking for a placement.

Also available are agency evaluations that contain previous students' comments about quality of training, time requirements and workload. These are helpful in narrowing down your decision once you have chosen sites that interest you.

Information on agencies is updated throughout the year. The FPO makes every effort to keep information accurate and up to date. However, it is not possible to learn immediately about every change at every agency. Sudden changes in funding, staffing, and training programs can have an impact on approval status. For this reason, it is strongly recommended that students keep in contact with the FPO. As a general rule of thumb, let the FPO know if any program does not appear to match the profile description or if you have any doubts regarding the suitability of a training site.

PRACTICUM APPLICATIONS

In order to ensure that you have a placement for the following year (when it is not a collaborative placement) it is a good idea to apply to at least six to eight sites. All placements vary in terms of competitiveness, so be sure to consider a broad spectrum of sites. **The Field Placement Office strongly recommends that you send your applications in early (by mid-January).** That way you can be certain that your application materials, including letters of recommendation, have reached the program on time, and before positions are filled. You will also have more flexibility in arranging interviews. It is very important to choose wisely those whom you ask to write letters of recommendation. It is critical that your letters are strong and that they actually reach the program (a common stumbling block for many applicants). It's a good practice to call an agency after you have sent an application to confirm that they have received all the necessary documents. In general, use the same guidelines you would use when looking for a job. **Students should carefully rank their choices prior to accepting an offer since it is not ethical and against school policy to withdraw the acceptance of an offer.** This is true for both Practica and Internships.

Below is information about the different application procedures for the different types of Practicum training:

- *Collaborative Practica*

These programs usually do not require formal applications. However, upon deciding to pursue a collaborative practica, you will be asked to provide a curriculum vita. Sometimes a letter of intent and a screening interview are required to insure that the agency and student have been matched successfully. Upon admission, entering students are asked to provide information about their previous experience and clinical interests. Individual FPO meetings with incoming students (in person and by telephone) are used to convey information about collaborative training opportunities that are available. This information is combined with logistical factors and agency-student matching criteria. The FPO staff then assigns students to the various Introductory Collaborative Practica. We try to match students to their first choice but this is not always possible.

- *Traditional Practica*

Traditional practica have a formal application process. Most ask for a cover letter (see below), a curriculum vita, and letters of recommendation. The cover letter is usually one page and describes your qualifications and interests in the position. The curriculum vita should reflect previous and current education and clinical and other pertinent experience related to the position for which you are applying. Letters of recommendation are crucial and it is important to obtain at least one from a supervisor who knows your clinical work. Sample cover letters, vitae, letters of recommendation, and essays are kept in the Field Placement Office for student use. The library and Field Placement Office also keep a selection of books and articles on the application and interviewing process which can be checked-out by students. Field Placement Staff are available for assistance in drafting and editing application materials, including curriculum vita editing. Also, the Field Placement staff is

available for practice interviewing and other helpful advice to ease the stress of the application process.

Since there is no uniform deadline for all practica agencies, please check with individual agencies to find out their application deadlines. (Typically the third week in February is a good time to submit practica applications.) Once the applications are submitted, the agencies will then contact you to arrange an interview. Again, some (usually third year practica) but not all agencies let students know if they have been accepted on a Uniform Notification Day (see section II, "Practica and Internship"). The practicum application/selection process is often complicated by the fact that you may not get an opportunity to hear from a preferred training site before another placement is requiring you to come to a final decision on a position being offered.

Unfortunately, sometimes a student is not accepted by any of the agencies to which s/he applies. In that case, there are always other agencies that still need students and the Field Placement Office will do everything possible to facilitate applying to another agency.

A few agencies request that applications be pre-screened by the Field Placement Office. In these cases, the Field Placement Office should receive application materials from students at least *two weeks* prior to the application deadline.

APPLICATION MATERIALS

Students are encouraged to consult with the FPO about their written materials for application to field placement training programs. In addition to a binder with examples of curriculum vitae (CV), cover letters, and autobiographical statements, the FPO staff will review some of your materials and provide you with feedback or referrals for editorial assistance.

- *Cover Letters*

In most instances the cover letter is the first item read by the prospective training program, and should be regarded as a "first impression". This should be no more than one or one and one half page in length. It should include who you are, what you've done, your goals and interests and why they pertain to the agency where you are applying.

- *Curriculum Vita*

Unlike prior job applications you may have submitted, the academic CV does not have to be one page. In fact, as your career lengthens your CV will also become longer. The CV includes information about your educational history, supervised clinical experience (i.e., practica, internship, etc.), other clinical experience (volunteer positions or clinical jobs outside of your formal training), research experience, publications, presentations, teaching experience, other significant experiences, certifications and licensures, professional affiliations (i.e., APA student affiliation, other professional organizations you are a member of, boards of director seats you may hold, etc.), and professional references.

- *Autobiographical Statement*

This is a carefully constructed document usually two pages in length, unless otherwise specified. The autobiographical statement should be written so that the reader can know more about who you are and how you developed specific interests and sensibilities. It is advisable not to provide a laundry list of personal problems and unresolved conflicts. Rather, concentrate on your development as a person, why you are unique, how you think in depth and psychologically. Think about what is most important about you and how it relates to your pursuit of a career in clinical psychology. There are a million and one ways to write an autobiographical statement. Be sure to have others, who are able to give you honest and critical feedback, read your statement.

- *Letters of Recommendation*

The FPO usually facilitates the process of recommendation letters from Case Conference and other faculty. A detailed memo is issued every year regarding this process.

V

APPLYING FOR INTERNSHIPS

The internship application process begins during the summer for students applying to APA accredited or unaccredited APPIC internship sites. APPIC maintains an on-line internship directory (www.appic.org). The printed APPIC Directory is also made available each August. Copies of this directory are available in the library, from the FPO, or for purchase at a discounted rate. Students should initiate the process of applying to APA/APPIC sites by reviewing the profile descriptions in the directory and by visiting the internship program links from the APPIC website. In addition to the listing of internships, the APPIC website provides other important information about the APPIC matching process and you can download necessary forms such as the standardized APPIC Application for Psychology Internship (AAPI). There are also helpful list-serves that students may subscribe to through APPIC. The FPO maintains hard files with information about many of the internships that do not have a website. Each APA/APPIC internship site establishes its own application deadline. Most application deadlines range between early November to mid December. In planning to apply to the sites, students must carefully note deadlines. In the early fall, each student is required to meet with the Wright Institute FPO Internship Advisor to discuss sites selected for application and to further strategize a successful application process.

Typically, APPIC internship applications include a curriculum vita, letters of recommendation, a cover letter, transcripts, a verification form (see below) and completion of the AAPI which includes several essays and agency specific materials. The Wright Institute provides summer workshops for those students who wish to develop their written application materials (curriculum vita, cover letters, autobiographical statements, etc.) and get questions answered. These workshops are an invaluable resource to students, and very strongly recommended for those applying to APA and APPIC internships. Application procedures are often detailed. Keeping good records of your clinical work as you proceed in the doctoral program makes this task easier. For this reason, the Field Placement Office provides tally sheets for students to fill out so they can keep a running record of their clinical experiences.

CAPIC also publishes a yearly directory of predoctoral internships that becomes available in October. (See the CAPIC website for useful information and updates by going to www.capic.net.) The application deadline for all CAPIC internships is Monday, March 5, 2007. **For APA, APPIC and CAPIC internships, the application must be at the agency by the deadline date.** CAPIC also requires and provides a standard application form which can be downloaded from the CAPIC website. The CAPIC Directory profile description for each CAPIC site may indicate additional application materials or instructions required specifically for a site. The FPO also maintains a computer database of CAPIC internships in the computer lab. Students applying to a CAPIC site are strongly encouraged to review these additional materials. Extensive internship information is available through the database.

CAPIC application packets typically include the CAPIC Uniform Application, curriculum vita, letters of recommendation, cover letter, CAPIC Eligibility and Readiness Form, and completion of any additional agency application materials. (See above Section IV, Written Application Materials, for more information about cover letters, CVs, and autobiographical statements.)

Students should also check FPO postings to see announcements about new internship sites (not listed in the APPIC or CAPIC directories) and for important information pertaining to the application process.

ELIGIBILITY AND READINESS

In addition to APPIC's application form, an Academic Program's Verification of Internship Eligibility and Readiness form is provided. Students applying to APA/APPIC internships must submit the completed verification form signed by the Director of Clinical Training, Dr. Gilbert Newman. The FPO Administrative Coordinator must receive your request for this form by email, which should include the **exact** name, address, and training director of each site that you are applying to. To have these forms provided for inclusion in your application packet, please indicate that you would like this form provided to you and not mailed directly. Indicate this information for **each** application that you are submitting. You must provide one electronic (email) copy of the APPIC verification form with questions 1 through 7 completed. Dr. Newman will complete the remaining questions with the assistance of Dr. Perl. As soon as a student has prepared these forms, they should be sent to Dr. Perl so they can be processed in a timely manner (allow at least 2 weeks). If you are uncertain about these procedures, please see the FPO Administrative Coordinator, Trevor Evans-Young in room 206 or call him at extension 130.

CAPIC applicants should also send a similar email. For eligible CAPIC applicants, the FPO will process the CAPIC Eligibility and Readiness Form, which verifies that students have completed their coursework and other prerequisites qualifying them to apply for internship. Return the completed form to Trevor Evans-Young and provide clear instructions for the handling of the forms (allow at least 2 weeks). In some cases, information is to be sent directly to the site by the school. In other cases, information is to be placed in sealed envelopes and the student is to enclose it with all other application materials.

Students who apply for an internship must have a.) all coursework completed or be in good standing for completion of coursework by the end of the current academic year; b.) have no grades of incomplete; c.) have passed the Clinical Competency Exam; d.) have completed earlier practicum requirements (all evaluations due must be returned); e) registered with the FP office; and if necessary, f.) be meeting the terms of probation.

MATCHING PROCESS FOR APA/APPIC INTERNSHIPS

APA and APPIC internships are secured through a computer matching program. Students applying for APA/APPIC internships must submit an applicant

registration and agreement form to the National Matching Services, Inc. (NMS) by December 1, 2007. There is a fee of \$110.00 to register with NMS. In completing the NMS registration you will need to provide a Wright Institute School Code and the Wright Institute APPIC Subscriber Number as follows:

SCHOOL CODE: 512

APPIC SUBSCRIBER NUMBER: 035

Download the application form from the NMS website (www.natmatch.com/psychint). Complete and mail the form to NMS with the fee. Registered applicants will receive instructions for submitting a rank order and a Rank Order List. The Rank Order List Form must be completed by applicants and received by the NMS by February 7, 2007. **No Rank Order Lists or agreements can be accepted after this date.** Students' rankings are confidential and are not made available to sites. A computerized algorithm is used to match the preferences of applicants and sites. (See the APPIC website for a more detailed description.) Students will be informed on February 23, 2007 as to whether or not they have been matched to an internship position. Applicants who learn they are unmatched must contact the FPO immediately for assistance and information regarding the APPIC Clearinghouse (see below). Students are notified of their match by email (or by telephone) on Match Day, February 26, 2007 at 8:00 am Pacific Standard Time. Results are also available on the National Matching Services website. The Director of Clinical Training also receives a report of Wright Institute matches and students may also call the FPO for information about their match status. **The results of the match are binding. This means students and sites are obligated to accept the assignment.**

Please refer to the APPIC website for a copy of their Match Policies. Students are expected to read and understand the Match Policies and will be held accountable for any violations they commit of these policies.

UNIFORM NOTIFICATION DAY FOR CAPIC INTERNSHIPS

After interviewing for CAPIC internships, students should begin to prioritize their preferences. Students will be notified no later than March 26, 2007 by agencies that do not plan to consider them for an internship. The following week, on Uniform Notification Day (UND), April 2, 2007, accepted applicants receive a telephone call offering them an internship. The call can be made no earlier than 8:30 am and no later than 12:00 noon. When applying to CAPIC internships, it is imperative to prioritize your choices so that you can strategize how you will respond to the acceptances. You may only hold one offer (that is, asking an agency to hold their offer until you hear from a higher or first choice). Likewise if you hear from your first choice first, you should call the other agencies considering you for a position to let them know you have already accepted another offer. **Students who renege on an internship offer they have accepted through the UND process may be recommended for probation.**

INTERNSHIP CLEARINGHOUSES

Wright Institute students who do not secure an APA/APPIC internship on Match Day must be prepared to act immediately following notification on February 26, 2007. Many students secure an APA accredited internship through the **APPIC Clearinghouse**. Please bear in mind that unmatched students are not permitted to contact agencies about placement vacancies until after 8:00 am (Pacific Standard Time) on February 26, 2007, APPIC Match Day. The APPIC Clearinghouse starts quickly after the matching announcements at 8:00 am (Pacific Time), February 26, 2007. Students must be prepared to immediately email their application materials to those agencies that are participating in the Clearinghouse. The faster you are able to respond the greater the likelihood of your success. Therefore, the FPO staff is prepared to help you on match day and beyond. Students who would like to proceed through the Clearinghouse should submit a generic application packet (by disk or email) along with a description of the kinds and locations of internships where you would want your application forwarded. Our staff is committed to helping unmatched students through the Clearinghouse application process and we are prepared to assist you immediately. Students applying through the Clearinghouse must be available to begin the application process with the FPO staff early in the day of the 27th (Clearinghouse announcements will begin arriving via email shortly after 8:00 am.)

For those students who are interested in a university counseling internship, the Association of Counseling Center Training Agencies (ACCTA) runs a separate clearinghouse. The **ACCTA Clearinghouse** is available to all intern candidates who are not placed through the APPIC Match and want to do their internship in a counseling center. The ACCTA Clearinghouse begins operation immediately after results of the match are posted (students have access on Friday, February 23rd and internships have access on February 26, 2007 at 11am EST) and remains active until August 1, 2007. It serves as a relay station, receiving names of and information about candidates and making these names and information available to counseling centers with unfilled positions. See www.accta.net for more information.

For the students who might find themselves not having an internship placement following CAPIC's Uniform Notification Day, CAPIC also operates an internship clearinghouse. The **CAPIC Clearinghouse** begins Monday, April 2, 2007, at Noon. Contact the FPO to receive announcements about available CAPIC internships and the application procedures.

LETTERS OF RECOMMENDATION

The FPO also facilitates assisting students with organizing letters of recommendation provided by the teaching faculty. This process must be initiated early in the application process. A detailed memo is issued each year regarding this process.

COMPLETING THE INTERNSHIP

Students who have completed all academic and dissertation requirements at the Wright Institute are not graduated until the internship requirement is complete.

Therefore, the ending date on the Internship Contract is the soonest possible date of graduation regardless of whether you have accrued the minimum number of internship training hours. There is no partial credit given for field placements.

OTHER INTERNSHIP INFORMATION

Although it is understood that students will continue to work on requirements during their third year while applying for internships, the expectation is that all requirements will be met before the beginning of the internship. **A form verifying eligibility and readiness for internship must be submitted with all applications for internship.** Students must still submit this letter after FPO approval to stay on at the same agency from P3 to internship. A student who has not successfully completed the clinical competency examinations may not submit applications for internships. **If a student discovers that s/he will not be able to successfully complete a requirement before beginning an internship, the student will be at risk of not receiving credit for the internship.** If the student believes that there are special circumstances preventing the successful completion of the requirements, the student must formally petition the Director of Clinical Training for permission to begin the internship. For this reason, it is important that students be familiar with all the requirements outlined in the Field Placement Handbook, and with their progress in satisfying the requirements.

Students should carefully rank their choices prior to accepting an offer since it is not ethical and against school policy to withdraw the acceptance of an offer. **The student who reneges upon a computer match, verbal or other form of acceptance of an internship risks the possibility of being placed on probation and of possibly being put in the position of performing clinical training for which no credit is received. (See Section VII below for information about Probation.)**

The Field Placement Office staff will assist students in the process of obtaining an internship. Aside from individual and group planning meetings, Field Placement staff can be helpful in reviewing application materials and in helping students prepare for interviews. Although Wright Institute students have historically been very successful, the Wright Institute cannot guarantee that every student will receive a desired internship or any internship placement at all. There are many factors in the internship application/selection/interview process making it difficult to predict who will be placed or not. In any given year there may be one or two students who are unplaced and must wait until the next year to reapply for an internship. The Field Placement office will do everything within reason to prevent this from happening.

VI

CASE CONFERENCE

The Case Conference is at the heart of the Wright Institute's Doctoral Program in Clinical Psychology. In this weekly small-group meeting, students integrate theory with practice and consider what it means to think and function as professional psychologists. The sequence, which spans the full nine semesters of academic residency, follows a developmental progression, to respond to the student's evolving learning needs. The class meets three hours a week, with six to eight students. This small size allows students to benefit from the perspectives of their colleagues and to receive careful guidance from experienced clinicians.

The FPO supports the Case Conference faculty in advising of students; therefore, students should always discuss their training plans with their Case Conference Leader. The Director of Clinical Training will provide each Case Conference Leader with copies of the directory listings of internship or practica placements to facilitate the site selection process. The Director of Clinical Training and the Case Conference faculty communicate with each other regarding issues related to individual student training needs.

VII

FIELD PLACEMENT POLICIES

POSTPONEMENT OF PRACTICUM OR INTERNSHIP

- *Postponing Practicum*

Any student who wishes to postpone or interrupt practicum training must contact the Director of Clinical Training. If you are planning to interrupt your clinical training sequence by postponing a practicum placement for one, two, or three trimesters, this could also delay the beginning of your subsequent practica and/or internship training. Students who take a leave or who delay their enrollment in practicum training must be aware that they cannot apply for internships until all of these requirements are met. Students will be evaluated for readiness to pursue their internship training through several means including the Clinical Competency Exam.

- *Postponing Internship*

Students may choose not to begin the internship training sequence in the 4th year, opting instead to work on their dissertation or gain additional clinical experience. **However, once students have begun the internship training sequence, Field Placement requires its completion within 26 months.** Therefore, if you have completed one half-time internship, you must complete the internship sequence the following year. Students who wish to interrupt the internship sequence and who believe their circumstances warrant special consideration may formally appeal to the Director of Clinical Training. Students should be informed about similar requirements by other state licensing boards, as a successful appeal to the Director of Clinical Training does not override state licensing requirements.

STIPENDS FOR PRACTICUM POSITIONS

With the exception of the First Year Practicum training (see page 11), students are expected to enroll at practica agencies other than ones in which they are employed or have been employed in the past. This avoids possible dual relationships with colleagues and potential confusion of roles, as well as increasing the student's breadth of experience.

Students may be compensated for the work they perform while in practica. The Wright Institute strongly supports the policy of compensating students for practica experience. Compensation should be in the form of a stipend, which is agreed upon prior to the start of the practicum.

CRIMINAL BACKGROUND CHECKS

Some training sites may include a criminal background check as part of the application process. Sites that use these background checks may require that the student cover the cost for these checks. The Wright Institute does not bear the cost of background checks or fingerprinting. Students should be aware that any convictions beyond minor traffic violations might result in difficulties securing training

positions and/or licensure.

BREADTH OF EXPERIENCE AND MULTIPLE YEARS AT ONE FIELD PLACEMENT AGENCY

Some sites are actually approved for two years and may provide distinct practicum and internship level training experiences. **However, in all other cases, students must seek approval to remain or return to a site of previous doctoral level training.** Under no circumstances will a student be permitted to complete requirements for three levels of training at one agency or to gain such a substantial portion of their training (as deemed by the Director of Clinical Training) that it would compromise the breadth of training requirement. Furthermore, students must diversify their training experiences sufficiently to achieve the necessary breadth of experience.

FULFILLING INTERNSHIP REQUIREMENT

Once a student has successfully completed the internship requirement, they are not permitted to complete an additional placement at the internship level. Students wishing to sequence more than one internship level placement must be aware that the successful completion of a full time internship will preclude them from applying to, accepting, or completing another internship placement. For this reason, students may only choose to complete a half-time internship prior to applying for additional half- or full-time unaccredited internships.

NO PARTIAL CREDIT

Field placements must be successfully completed in order to receive credit for the practicum or internship. No partial credit is given for field placements.

FORMS

- *Notification Form*

This is a required form that notifies the FPO of a student's plans for field placement for the following year. In addition, it provides the FPO with important information regarding student outcome, such as interviews and offers. It is crucial that this form be turned in as soon as you are sure of your field placement. You will receive this form in your student mailbox in early spring each year. Please be sure to make any necessary changes or additions to this form so that our records stay accurate.

- *Field Placement Contract*

The contract is submitted at the beginning of each training year. The completed contract should be returned to the Field Placement Office within two weeks of the starting date indicated on the contract. If additional training activities are begun, even if it is not fulfilling an "official" practicum requirement (e.g., P4), a new contract must be completed within two weeks of the beginning date. This guarantees that we are aware of each student training activity, which is important for insurance purposes and other reasons. Significant changes in the training arrangements, i.e., a new evaluating supervisor, a change in the hours per week or

duration of the field placement, or a change in the location of the placement must be amended on the contract. Such amendments can be made by resubmitting a corrected signed contract or a letter specifying the changes with the signature of the student, training director (and/or evaluating supervisor), and the practicum student's Wright Institute Case Conference Leader. **No credit will be given for field training experience if a contract has not been submitted by the end of the final evaluation period.**

- *Supervisor Evaluation of Student*

Students will be evaluated by their supervisor(s) twice per year (mid-year in January and in May-June). These evaluations should be discussed in detail and then signed by the supervisor, Case Conference Leader (for practica) and student before being submitted to the FPO. **Students who refuse to sign an evaluation are subject to probation and no credit will be given for a field training assignment for which there is no signed evaluation.** Students are permitted to submit attachments to an evaluation and to sign their name to an evaluation "under protest".

- *An Agency/Supervisor Evaluation Form*

Students complete the Agency Evaluation Form at the end of each academic year. This form provides invaluable information to other students, as well as to the Field Placement staff, regarding the quality of training at each site. Students placed at the Wright Institute Clinic complete evaluations of their supervisors and of Intake and Case Conference. You may choose to complete these evaluations anonymously. Agency evaluations are made available to students for determining where to apply for training. Supervisor evaluations are used by the Director of Clinical Training for determining the renewal of a supervisor's adjunct faculty relationship with the Wright Institute. Completed supervisor evaluations are not available to other students.

- *Practicum Tally Sheets*

The FPO provides these forms in order to assist you in keeping track of your practicum experiences. When applying to internship, you will be asked to provide detailed information regarding your face-to-face clinical hours, supervision hours, assessment hours, reports and instruments, and patient populations. These forms are based directly on the APPIC uniform application (AAPI), and are updated as needed. While the FPO does not require these forms, you are strongly urged to keep detailed records of your practicum experiences.

- *A Weekly Log of Supervised Activities*

This form is provided for students as a courtesy of CAPIC and meets the requirements of the California Board of Psychology. This form, or others devised for the same purpose, must be filled out by all California interns pursuant to Board of Psychology regulations. Using this log, interns keep track of weekly clinical hours and hours of supervision completed. This form is part of the documentation for licensure in California, though it is presented to the Board only upon their request in unusual circumstances.

- *Supervision Agreement Form*

The California Board of Psychology requires this form for licensure in California. All internship and postdoctoral level interns are required to complete and sign this form with their primary supervisor prior to the commencement of the supervision, and submit it with the application for licensure in California. The FPO recommends keeping a copy in your personal file as well as at the internship. This form can be downloaded from the California Board of Psychology website.

- *Verification of Experience Form*

The California Board of Psychology also requires this form for licensure in California. All internship and postdoctoral level interns are required to complete and sign this form with their primary supervisor or Training Director at the completion of the internship or postdoctoral training, and submit it with the application for licensure in California. The FPO recommends keeping a copy in your personal file as well as at the internship. This form can be downloaded from the California Board of Psychology website.

EVALUATING STUDENT PROGRESS

The Field Placement Office maintains a confidential file containing each student's record. These include contracts, evaluations by supervisors, and relevant correspondence.

Student progress is evaluated in the following ways:

- 1) The Director of Clinical Training reviews field placement supervisor evaluations of the students at the end of each semester.
- 2) The Director of Clinical Training consults with the Dean and Case Conference Faculty to review students. Case Conference Leaders contribute to this meeting by identifying students whose clinical work shows a need for further attention and supervision. Their evaluation at the beginning of the following academic year will help determine whether a student is ready to proceed to the next practicum level or the internship.
- 3) Supervisors, agency directors, faculty members, other students or FPO staff who find that a student is having particular difficulties in clinical work or professionalism may also alert one or another of the faculty and administration responsible for student progress.
- 4) Another measure of progress is the quality and competitiveness of the placements secured by the student.

FIELD PLACEMENT TRAINING COMPLAINTS

Our approved placements are carefully chosen and developed to ensure stability and relevant training experiences. (See Sections III above and IX below.) However, like all health and mental health settings, there are unexpected changes in personnel, funding, service programs and many other potential pitfalls. Students who are dissatisfied with their training arrangements, supervisors, or with the services provided at a field training site are encouraged to communicate with their Case

Conference Leader and the Director of Clinical Training. The FPO depends upon student feedback to maintain the highest quality of training. Your complaints will be carefully considered, responded to appropriately and sensitively in a timely fashion. The Wright Institute supports a student's right to be treated fairly, indiscriminately, and free from harassment, exploitation or other forms of abuse.

PROFESSIONAL THERAPY NEVER INCLUDES SEX

State of California, Department of Consumer Affairs publishes a pamphlet entitled *Professional Therapy Never Includes Sex* (2004). This pamphlet is available from the Field Placement Office upon request, or can be downloaded from the California Board of Psychology's website at www.psychboard.ca.gov. As a student therapist you are subject to the ethical standards, laws and regulations pertaining to psychologists. To quote from the pamphlet:

Any kind of sexual contact, asking for sexual contact, or sexual misconduct by a therapist with a patient is illegal, as well as unethical, as set forth in Business and Professions Code Sections 726, 729, 2960(o), 4982(k), 4986.71, and 4992.3(k).

"Sexual contact" means the touching of an intimate part (sexual organ, anus, buttocks, groin, or breast) of another person, including sexual intercourse.

"Touching" means physical contact with another person, either through the person's clothes or directly with the person's skin (Business and Professions Code Section 728).

Please refer to the pamphlet for more detailed information, warning signs, and reporting options.

DUAL RELATIONSHIPS WITH SUPERVISORS

It is unethical for students to receive supervision from persons when such supervision creates a conflictual or dual relationship. This includes providing payment for supervision, receiving supervision from one's therapist, spouse, close relative, friend, and employer or employee. It is also unethical to engage in dual relationships of a sexual or romantic nature with a supervisor. As the General Standard 1.19 Exploitative Relationships APA *Ethical Principles of Psychologists and Code of Conduct* (2003) states:

(a) Psychologists do not exploit persons over whom they have supervisory, evaluative, or other authority such as students, supervisees, employees, research participants, and clients or patients. (See also Standards 4.05 - 4.07 regarding sexual involvement with clients or patients.)

(b) Psychologists do not engage in sexual relationships with students or supervisees in training over whom the psychologist has evaluative or direct authority, because such relationships are so likely to impair judgment or be exploitative.

VIOLATING POLICIES

- *Violations of CAPIC or APPIC acceptance/selection policies*

Students who violate CAPIC or APPIC policies by holding multiple offers (CAPIC), reneging on an accepted position, misinformation or misrepresentation through the application or interview process, or colluding with internship programs to violate policies may be subject to probation and the loss of credit toward required training.

- *Reneging on Placement Offers*

Students who renege upon a verbal or other form of acceptance of an internship or practicum risk being placed on probation and of possibly being put in the position of performing clinical training for which no credit is received.

- *Indicating First Choices*

It is considered unethical, and it is against APPIC Match Policies to be asked to provide information about your rank ordering of a placement at which you are being considered. Unfortunately, training directors and interviewing personnel sometimes ask this question. It is important not to become adversarial or contrary if you want to prevail in the selection process. At the same time, you must preserve your ethical integrity.

Students have found a variety of answers to this question as follows:

"I'm sorry I can't answer that question. The FPO at my school specifically told students that they were forbidden by ethics to indicate their rank order. I'm really very interested in your program and I hope you'll consider me by the merits of my application."

"I'm seriously interested in your training program. I've heard that it is among the best training opportunities but my school does not permit me to disclose my rank ordering even to my first choice. I hope you'll understand that my application is quite earnest."

Information about APPIC's match policies can be accessed at the following address:

http://www.appic.org/about/2_3_5_about_policies_and_procedures_match.html

- *Providing False Information*

Students who knowingly mislead, lie, or are untruthful by omission or who misidentify themselves professionally in the process of securing a field placement may risk probation and loss of credit for training requirements.

- *No Use of the Title "Doctor" and Need to Use the Title "Intern" or "Trainee"*

Students may not use the title "Doctor" before the granting of the doctoral degree. Patients should be informed that the student clinician is indeed a student, intern or trainee and this should be noted in the patient record.

- *No Awarding of the Doctoral Degree Prior to Completion of the Internship*

All requirements, including coursework, dissertation and the successful completion of the internship (as indicated by the Internship Contract ending date and total hours) is necessary before being awarded the doctoral degree.

- *No Postdoctoral Hours Prior to Completion of the Internship and the Awarding of the Doctoral Degree*

Students at internship who have completed all other requirements and who have accrued hours beyond what is required by the State where they seek licensure are not permitted to count those supervised hours as postdoctoral hours until the internship is complete and the doctoral degree is awarded.

- *Failure to provide documentation or complete administrative responsibilities*

Students must submit FPO and assigned placement contracts, evaluations and other paperwork in a timely manner. Failure to complete agency paperwork or return patient records, reports, keys, testing equipment or other agency material to the placement is considered unprofessional behavior.

- *Professional Ethics and Responsibilities*

Students at every level of training are subject to the laws, ethics, and responsibilities of practice as a psychology practicum trainee or intern. The Wright Institute expects students to adhere to and be responsible for performing at any placement site in accordance with *the APA Ethical Principles of Psychologists and Code of Conduct* (2003). The FPO can provide you with a copy of the APA document or you may access it via the APA website at www.apa.org. For any placement in California, students are expected to comply with the California Board of Psychology *Laws and Regulations Relating to the Practice of Psychology* (2005). (See the Preface of this Handbook for information about obtaining the California Board of Psychology document.) Students who violate these ethical principles and conduct codes may be subject to probation or even dismissal from the program.

EVALUATION, PROBATION AND DISMISSAL

The mission of the Wright is to educate clinical psychologists to practice at the highest level of professional competence; analyze and evaluate research, theory and practice; and make appropriate life-long use of the evolving body of psychological knowledge.

To accomplish this mission, the Wright Institute's academic program is carefully designed so that students systematically acquire progressively more sophisticated knowledge and clinical capabilities. The academic program encompasses coursework, fieldwork, and demonstrated professional development. Academic progress is measured by grades and evaluations in these areas as well as observed development of interpersonal and professional skills necessary for success as a clinical psychologist practicing at the highest level of professional competence.

- *Evaluating Fieldwork*

Students are evaluated by their fieldwork supervisors twice per year, in January and in May/June. On the evaluation form supervisors rate students on approximately two dozen criteria, using a scale of 1 (serious difficulty) to 5 (performs far above what can be expected.) In addition supervisors fill out a narrative response form. (Internships and practica sites may submit their own evaluation instruments in addition to Wright Institute forms. APA accredited internships may submit their own evaluation of student form and narrative in lieu of the Wright Institute form if it is similar or greater in scope and depth to the Wright form. The forms are reviewed by the Director of Clinical Training, who makes a judgment about the adequacy of a student's progress.

- *Evaluating Professional Development*

Students in psychology training programs should know—at the outset of training—that their faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well being of student trainees who are under their supervision, and who provide services to clients and consumers, and (b) ensure—insofar as possible—that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, professional psychology education and training programs, faculty, training staff, and supervisors strive not to “pass along” students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students should know that their faculty, training staff, and supervisors will evaluate their competence in areas that include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

Conduct inconsistent with sufficient professional competence specifically includes (but is not limited to): (1) any conduct that violates the American Psychological Association's Code of Conduct, the law or professional ethics; (2) academic dishonesty, plagiarism, or cheating in any form; (3) behavior in class or other meetings that disrupts or interferes with other people's ability to concentrate or

participate; (4) behavior on campus or at school activities that disrupts other people's reasonable activities or is disrespectful, intimidating or harassing; (5) behavior away from the Wright Institute that brings opprobrium upon the Wright Institute or the profession of psychology.

Where students do not exhibit satisfactory professional development, or exhibit conduct ill-suited to the practice of clinical psychology, the observing faculty member and/or fieldwork supervisor will advise the Dean of the concern. The Dean will review the concern, and if he determines that it is warranted, will prepare a written Report of Professional Development Concern. The report describes the nature of the conduct and how it is inconsistent with being a clinical psychologist. A copy of the Report will be given to the student.

To maintain status in the program, the Wright Institute requires that students demonstrate sufficient academic progress throughout their enrollment. Any student who is not making sufficient academic progress in coursework, fieldwork or professional development, as determined by the Dean is subject to probation and/or dismissal from the program.

- *Probation*

Students may be placed on probation for unsatisfactory progress in coursework, fieldwork or professional development. Probation is a period of remediation, the length of which will be determined by the Dean on a case-by-case basis. It may be as short as a month or as long as a year. Students on probation are expected to show significant improvement.

- *Dismissal*

Dismissal based on academic performance terminates a student's enrollment at the Wright Institute. A student may be dismissed for failure to remediate following being put on probation. Such dismissal is a "progressive dismissal." A student may also be immediately dismissed without a probationary period. Students are subject to immediate academic dismissal for reasons including but not limited to the following:

- Instances of serious impairment to continue in the program such as substance addiction or mental illness
- Violation of laws, ethics, and/or the American Psychological Association's Code of Conduct
- Violations of Wright Institute's General Standards of Conduct (See section E. 1 of the Student Handbook) that demonstrate the student is not suited for the practice of clinical psychology
- Sexual relations with clients
- Exploitative relationships

- Dual relationship with field placement supervisors
- Willful negligence or transgression of a client
- Breach of confidentiality
- Gross incompetence

Please refer to the Student Handbook for further information regarding the probation and dismissal processes.

VIII

FREQUENTLY ASKED QUESTIONS

Will I get a placement?

For practicum students, the Field Placement Office does everything possible to help students get placed in an approved training agency. Although the vast majority of students have no trouble finding placements, those who are left without a placement at the beginning of the trimester will be assisted in finding a training placement. For Internships, when a placement is not secured, often a placement can be found through the various Clearinghouses.

Where do I obtain Forms?

Each semester students will be mailed a number of forms to fill out and return to the FPO regarding clinical placements. Included in this packet is an internship contract. This contract solidifies the agreement between student and agency and is a requirement (see section VII, "Field Placement Policies").

How does credit for my Field Placement work?

The number of credits received will be determined by the total number of hours contracted at a practicum or internship site. You will receive credit once the FPO has received your completed contract and all required passing evaluations. There is no partial credit given for field placements.

Can I use my job for my practicum?

Students may use their current employment for the First Year Practicum with approval by the Director of Clinical Training. Specific documentation must be submitted to the Director of Clinical Training. (See the Appendices.) Jobs do not satisfy criteria for Practicum II, III or Internship.

Where do I go for Licensure information?

The Board of Psychology is responsible for establishing licensure policies in California. A summary of current regulations is provided in Section V and the complete text is available in the FPO for review. These regulations are explicit about the type of pre- and post-doctoral experience that will qualify for eligibility to the licensing exam. All questions concerning licensure should be addressed to the Board of Psychology. The FPO also maintains information about licensing in other States (see <http://www.asppb.org/>).

Am I insured at my placement?

The Wright Institute maintains professional liability insurance for all students currently placed at the Wright Institute Clinic or at another agency. It is important that the FPO know of all agencies where a student may receive training, even if the student is not using the training experience for credit. **Enrollment is documented by completing a Practicum or Internship Contract Form and submitting it to the Field Placement Office prior to seeing clients at any given agency.** Students who are required by their agency to provide proof of coverage may request documentation from the Field Placement Office.

IX

GUIDELINES FOR WRIGHT INSTITUTE APPROVAL OF SITES

MINIMUM CRITERIA FOR ALL PRACTICUM LEVELS

For each level of training, the Field Placement Office has specific requirements to ensure and maintain a high quality training experience for students. Although there may be specific requirements for each level, there are minimum criteria for all levels of training. These are:

- 1) There must be a demonstrable commitment to training. There should be case conferences/group supervision, and didactic seminars in addition to individual supervision. Training responsibilities at collaborative practicum agencies will be shared with the Wright Institute. Collaborative agencies are chosen based upon their commitment to training, specific experiences available and commitment to collaboration. The Wright Institute does not approve agencies that charge students a training fee.
- 2) Students must work directly with clients for at least 25% of the time spent at their sites. Phone-work, such as crisis hot lines and consultation, do not meet these criteria.
- 3) The agency must show a significant and on-going commitment to public service.
- 4) The Wright Institute expects that students will gain experience working with diverse populations. Each student is expected and encouraged to work with individuals or groups different from his or herself as part of the clinical learning experience. The FPO places an emphasis on approving training sites that provide these diverse experiences.
- 5) Agencies approved by the Wright Institute must include a licensed psychologist on staff. (This requirement is waived at some collaborative programs.) The psychologist must be involved in the delivery of services and training activities. It is preferred that a licensed psychologist coordinate training. Wright Institute students are required to have individual supervision by a licensed psychologist for two of the three years of practicum training. Only first or second year practicum students are permitted individual supervision by a non-psychologist who must be a licensed mental health clinician. This provides some flexibility depending upon the individual students who attend an agency, however, a psychologist must be involved in the training of Wright students either through didactic components, group supervision or case conferences. Some agencies that are not able to provide needed psychologist supervision utilize volunteer community supervisors to support the training services of the program.
- 6) All approved practica agencies must complete the Wright Institute practica information forms and be willing to permit yearly on-site visitation by faculty and staff representatives of the Wright Institute. Site visits are intended to

promote quality assurance, better school/agency relations and to evaluate individual student progress.

In addition to these basic requirements, and to the specific requirements for each level, the Field Placement Office carefully evaluates each agency for such factors as quality of supervision, diversity of training and treatment modality, and dedication to serving the needs of minority populations. **For this reason, an agency that appears to meet minimum requirements for approval may not necessarily be approved by the Director of Clinical Training as a training site.** Furthermore, in order to establish or change facility approval status, considerable lead-time is necessary. Changes might include an upgrade in level of approval, designation as an approved full-time site, or designation of two-year half-time status. **Students must make suggestions to the Field Placement Office a year in advance so that this evaluation process may be done in a timely manner. It is not possible to evaluate agencies for a change in approval status at the last minute or during the time that students are applying for clinical training.**

Although the Wright Institute requires a minimum number of field placement hours for each year, many agencies ask for a greater commitment. Practicum I students, for example, work within a range of 8 to 16 hours per week at their placements; third year practica sometimes demand 20 hours.

CRITERIA FOR INTERNSHIP PLACEMENTS

The Wright Institute approves all internships that are accredited by the American Psychological Association. Most agencies listed in the Association of Psychology Postdoctoral and Internship Centers (APPIC) annual directory and the annual California Psychology Internship Council (CAPIC) directory are also approved for internship training. If you have any questions about the suitability of a training site, you are encouraged to contact the Field Placement staff.

X

BOARD OF PSYCHOLOGY (BOP) GUIDELINES

Students can obtain the current edition of the “Laws and Regulations Relating to the Practice of Psychology”, as well as information on licensing and psychological assistant registration in California by contacting:

The Board of Psychology
1422 Howe Ave., Suite 22
Sacramento, CA 95825-3200
(916) 263-2699
www.psychboard.ca.gov

SUPERVISION AT A GLANCE

(Reprinted from the California Board of Psychology Website)

SUPERVISION AT A GLANCE
(Continued from Previous Page)

PSYCHOLOGY LICENSING

The following information is reprinted from the BOP website.

1. YOUR RESPONSIBILITY

It is your responsibility to know the requirements for licensure set forth in statute and regulation. To accomplish this, you must review this document and other relevant documents listed in the application for licensure as a psychologist. Failure to review and understand these documents may adversely affect application approval.

2. EDUCATIONAL REQUIREMENTS

a. Named Degrees

Section 2914 of the Business and Professions Code provides that individuals who possess an earned doctorate degree in psychology, educational psychology, education with a field of specialization in counseling psychology or education with a field of specialization in educational psychology from an approved or accredited educational institution meet the educational requirements for licensure.

b. Equivalent Degrees

For all applications received on or after January 1, 2001, the Board no longer has the authority to review degrees for equivalency. Therefore, all applicants applying for licensure on or after January 1, 2001 must possess one of the three degrees named in Section 2914 of the Business and Professions Code.

c. Foreign Degrees

Section 2914(b) of the Business and Professions Code states that applicants with degrees from schools outside the United States and Canada must provide the board with a comprehensive evaluation of the degree performed by a foreign credential evaluation service that is a member of the [National Association of Credential Evaluation Services \(NACES\)](#), and any other documentation the board deems necessary.

3. SUPERVISED PROFESSIONAL EXPERIENCE REQUIREMENTS

Section 2914 of the Business and Professions Code and Section 1387 of the California Code of Regulations require 2 years (3,000 hours) of supervised professional experience, at least 1,500 of which must be completed post-doctorally. The supervision requirements are complex. To avoid problems, you must understand them prior to starting supervision. In many instances, registration with the Board is required. Failure to register when registration is required will result in the Board's refusal to accept your supervised experience and possible referral to the District Attorney for unlicensed practice. Please consult your supervisor, review all appropriate documents (see Section 6) and consult with Board staff to ensure you are proceeding properly.

a. Internship

If you are enrolled in a doctoral program which includes an internship, you may function as an intern without registration. This requires a formal agreement between your school and your supervisor. All requirements of Section 1387 of the California Code of Regulations must be met in order for your hours to count toward the licensure requirements. Please note that if you already have your doctorate and are accruing post-doctoral hours, registration is required unless you are employed by one of the entities described in b (Exempt Settings).

b. Exempt Settings

If you are employed directly by an educational institution (approved or accredited) a school

district or a governmental entity (federal, state, county, municipal, etc.), or if you were functioning under a waiver issued by the State of California Department of Mental Health pursuant to Welfare & Institutions Code Section 5751.2, you are not required to register. All requirements of Section 1387 of the California Code of Regulations must be met in order for your hours to count toward the licensure requirements.

c. All Other Experience

Except as enumerated in a and b above, everyone accruing supervised professional experience in California must register with the Board prior to beginning work. This is true even if you hold another license which allows you to provide services independently (this is because independent practice under another license does not meet the Board's requirements, even if appropriately supervised). Experience outside California does not require registration, but must comply with all other requirements set forth in Section 1387 of the California Code of Regulations.

d. Types of Registration

Most individuals will need to register as psychological assistants. However, if you already have a doctorate degree with 1,500 hours of experience and plan to work for a non-profit community agency which receives 25% or more of its funding from governmental sources (not counting Medi-Cal or Medicare), you must register for employment as a registered psychologist under Section 2909(d) of the Business and Professions Code.

4. EXAMINATIONS

The California Psychology Licensing Law requires all applicants to take and pass the national Examination for Professional Practice in Psychology (EPPP) and the California Psychology Supplemental Examination (CPSE). Both examinations are computer-administered and are available for qualified applicants continuously at testing sites located throughout the state.

a. EPPP

The EPPP is a 200 multiple-choice question computer administered examination. The EPPP is owned by the Association of State and Provincial Psychology Boards. The EPPP is available for administration at Prometrics testing sites throughout North America. In California, applicants can take the EPPP once they have completed a qualifying doctorate degree and completed at least 1500 hours of qualifying supervised professional experience. More information on the EPPP can be found by contacting www.asppb.org.

b. CPSE

The CPSE consists of 100 scored questions and 15 pretest (nonscored) questions, all multiple choice. In addition to the standard multiple choice questions, certain questions will also be based upon 6 – 10 vignettes. The CPSE is developed by the California Board of Psychology through the Office of Examination Resources of the Department of Consumer Affairs. The CPSE is a computer administered examination and is available for administration at Thomson Prometric testing sites throughout the State of California. Applicants can take the CPSE once they have completed a qualifying doctorate degree, completed all 3000 hours of qualifying supervised professional experience and have passed the EPPP. More information on the CPSE can be found on the board's website www.psychboard.ca.gov.

5. QUALIFICATIONS FOR WAIVER OF THE EXAMINATION

Pursuant to section 1388.6 of the California Code of Regulations, the written examination will be waived if the applicant meets one or more of the criteria listed below. The CPSE will not be waived for any applicant under any condition.

- When a California-licensed psychologist has been licensed for at least five years and has allowed his/her license to expire by not renewing the license for at least three years and has not been subject to discipline, the psychologist shall be required to file a new application, meet all current licensing requirements, pay all currently applicable fees, and take and pass the CPSE.
- If an applicant for licensure as a psychologist has been licensed in another state, Canadian province, or U.S. territory for at least five years and the license has not been subject to discipline, the applicant shall be required to meet all current licensing requirements, pay all currently applicable fees, and take and pass the CPSE.
- An applicant for licensure as a psychologist who holds a [Certificate of Professional Qualification \(CPQ\)](#) issued by the Association of State and Provincial Psychology Boards shall be deemed to have met the education and experience requirements for licensure, shall be required to pay all currently applicable fees, and take and pass the CPSE.
- An applicant for licensure as a psychologist who is credentialed as a [Health Service Provider in Psychology](#) by the National Register of Health Service Providers in Psychology and has been licensed based on a doctoral degree in another state, Canadian province, or U.S. territory for a minimum of five years shall be deemed to have met the education and experience requirements for licensure, shall be required to pay all currently applicable fees, and take and pass the CPSE.
- An applicant for licensure as a psychologist who has abandoned his/her application pursuant to section 1381.5 of the California Code of Regulations and thereby must reapply for a license shall be required to meet all current licensing requirements, pay all currently applicable fees, and take and pass the CPSE.

6. FURTHER INFORMATION

You can receive further information on the details of the licensing requirements by visiting the board's website at www.psychboard.ca.gov. On the website, you can link to the [Laws and Regulations Relating to the Practice of Psychology](#) as well as to other valuable resources relating to licensure and the examinations. All of the board's applications can be downloaded from the website as well. You can also apply for licensure online using the Online Professional Licensing feature. If you would like to speak to a staff member directly, please call the board's Licensing Desk at (916) 263-2699, extension 3303 Monday through Friday between 8:00 a.m. and 5:00 p.m.

HOURS TOWARD LICENSURE

Students need to be aware that the California Board of Psychology allows for only 1,500 hours of pre-doctoral supervised internship experience toward licensure (and an additional 1,500 postdoctoral supervised hours). However, other states require (or allow) as many as 1,900 to 2,000 hours predoctorally. **Any student who plans upon practicing outside of California should seriously consider obtaining 2,000 hours predoctorally. Predoctoral hours cannot be changed once a student has graduated.** While the majority of internship students from the WI acquire considerably more than 1,500 hours, some may not attain 2,000 hours. Thus, we recommend you consider planning your internship training to meet your future licensing needs.

ON-SITE INTERNSHIP SUPERVISION

State licensing regulations require that supervision (either group or individual at a rate of 1 hour for every 10 hours of direct service for the agency) must be provided on-site at the agency where you are training. Additionally, the primary supervisor must be a licensed, qualified psychologist who must be employed by the agency where you are obtaining your experience and available to you 100% of the time you are accruing hours, either in person, by telephone or other appropriate technology. All of the internship sites approved by the Wright Institute (APPIC, CAPIC and APA accredited internships) are designed to provide adequate supervision for licensing purposes when group and individual on-site supervision is tallied. However, for your own assurance, please try to be certain that your supervision meets the guidelines for whichever state you plan to apply for licensure. To assist you in this effort, refer to the Association of State and Provincial Psychology Boards, *Handbook of Licensing and Certification Requirements for Psychologists in the U. S. and Canada*). This resource is available at ASPPB's website <http://www.asppb.org/>.

Students who have other licensing questions should feel free to contact the Field Placement Office.

WEEKLY LOG

This particular regulation, 1387.5, reads as follows (1/1/01 revision):

“The supervisee shall maintain a written weekly log of all hours of SPE [supervised professional experience] gained toward licensure. The log shall contain a weekly accounting of the following information and shall be made available to the board upon request:

- (a)
 - (1) *The specific work setting in which the SPE took place.*
 - (2) *The specific dates for which the log is being completed.*
 - (3) *The number of hours worked during the week.*
 - (4) *The number of hours of supervision received during the week.*
 - (5) *An indication of whether the supervision was direct, individual, face-to-face, group, or other (specifically listing each activity).*
- *This log must also contain the following information*
 - (1) *The supervisee’s legibly printed name, signature and date signed.*
 - (2) *The primary supervisor’s legibly printed name, signature, license type and number, and date signed.*
 - (3) *Any delegated supervisor’s legibly printed name, license type and number, and date signed.*
 - (4) *A description of the psychological duties performed during the period of supervised professional experience.*
 - (5) *A statement signed by the primary supervisor attesting to the accuracy of the information.*
- (c) *When SPE is accrued as part of a formal internship, the internship training director shall be authorized to provide all information required in section 1387.5(b)*

CAPIC provides an intern log form which the Field Placement Office distributes to Wright Institute students at this level of training.

Board of Psychology regulations change over time, and students are responsible for keeping in contact with the Board directly for up-to-date information. Checking the “What’s New” section of the Board’s website (www.psychboard.ca.gov/whats_new.htm) periodically is a good way to stay informed.

XI

GLOSSARY

- AAPI:** APPIC Application for Psychology Internship
- APA:** American Psychological Association
- APAGS:** American Psychological Association of Graduate Students
- APPIC:** Association of Psychology Postdoctoral and Internship Centers
- ASPPB:** Association of State and Provincial Psychology Boards
- BOP:** California's Board of Psychology
- CAPIC:** California Psychology Internship Council
- CERF:** CAPIC Eligibility and Readiness Form
- Collaborative Practicum II or Practicum III (P2 or P3):** Often, a reduced hour practicum for the second or third year of study. These practicum experiences are provided at one of a smaller number of agencies that have agreed to provide training to a specific number of Wright Institute students. Students who select this will be assigned to one of these agencies by the Field Placement Office for approximately 12 - 16 hours per week of clinical training.
- CPA:** California Psychological Association / Canadian Psychological Association
- CPAGS:** California Psychological Association of Graduate Students
- CPSE:** California Psychology Supplemental Examination
- CUA:** CAPIC Uniform Application
- EPPP:** Examination for Professional Practice in Psychology
- FPO:** Field Placement Office
- Internship:** Internship training follows practicum training and precedes the granting of the doctoral degree. It is an organized training program that is designed to provide the intern with a planned, programmed sequence of training experiences. The primary focus and purpose is assuring breadth and quality of training.

Introductory Collaborative Practicum (P1): A reduced hour introductory practicum during the first year of study. These practicum experiences are provided at one of a smaller number of agencies that have agreed to provide training to a specific number of Wright Institute students. Students who select this will be assigned to one of these agencies by the FPO for 8 to 12 hours per week of clinical training.

Match Day: The day that the APPIC computer generated matching of students and internships are posted at the NMS website.

NMS: National Matching Service

Post-Doctoral Training: Sometimes referred to as a fellowship, after graduation, a postdoctoral training program is designed to provide the Fellow with a planned, programmed sequence of supervised training experiences. The primary goal is advanced training in a particular area.

Practicum II or III (P3): Second or third year practicum training.

Traditional Practicum I (P1): An introductory practicum during the first year of study, which usually involves around 12-16 hours of training at one of a wide variety of approved agencies in the nine county Bay Area. These agencies offer a variety of experiences with different clinical and/or ethnically diverse populations and with new or unusual treatment modalities.

Traditional Practicum II (P2): Similar to Traditional Practicum I except that the second year practicum training requires more in-depth clinical training.

UND: CAPIC's Uniform Notification Day

WASC: Western Association of Schools and Colleges

XII

APPENDICES

Practicum Contract Form

Internship Contract Form

Evaluation Form

Student Evaluation of Agency Form

Student Evaluation of Supervisor Form

Practicum Tally Sheets

APPIC Membership Criteria

APA/APPIC Calendar

APPIC Match Policies

CAPIC Membership Criteria

CAPIC Application/Selection Timeline

CAPIC Intern Rights and Responsibilities

Supervision Agreement Form

Verification of Experience Form

Internship Weekly Log of Activities

(These forms are subject to change and are provided only for reference.)

NOTES: