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THE WRIGHT INSTITUTE
DOCTOR OF PSYCHOLOGY PROGRAM IN
CLINICAL PSYCHOLOGY

FIELD PLACEMENT HANDBOOK

2008 - 2009

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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. Important changes to Field Placement policy or procedures will be distributed by memorandum to students during the course of the academic year. 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 *California Board of Psychology Laws and Regulations* (2008). You can 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).

Information pertaining to licensure in states other than California is available through the Association of State and Provincial Psychology Boards (ASPPB) at <http://www.asppb.org/>. This site also provides information about the national exam for psychologists, the Examination for Professional Practice in Psychology (EPPP).

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* (2002) and *APA's Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists* (2002). Copies of the *Code* and *Guidelines* 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 FPO 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 over 2000 hours of internship, 1500 is the maximum number of predoctoral hours that can be credited toward licensure in California. We recommend students complete a 2000 hour internship to increase the likelihood that their internship hours will be sufficient in states other than 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. Review online 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 supervises the Director of Field Placement and the Internship Advisor. Working with these and other 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 FPO Staff is comprised of field placement assistant, an internship advisor, practicum advisors, and student assistants.

The Director of Clinical Training, the FPO 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 yearly contact with the FPO beginning 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 FPO 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 FPO Staff to discuss first year training options. In early December, first year students meet with the FPO Staff 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 Field Placement or other designated FPO Staff 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 other designated FPO Staff. 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 APA accredited, APPIC member, or CAPIC member internships.

CONFIDENTIALITY AND EXCHANGE OF INFORMATION

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. However, relevant information sharing is allowable for purposes of authorized record keeping, placement advising, clinical training evaluation, and by the express request of the student.

Students should be aware that information including but not limited to academic and professional qualifications, performance and character, in whatever form maintained, may be provided by the Wright Institute to any training site to which a student has applied and/or will be placed. Students further agree that training sites may provide similar information to the Wright Institute.

EVALUATING FIELD PLACEMENT SERVICES

The FPO provides students the opportunity to evaluate FPO services annually. Students also have the opportunity to evaluate Field Placement workshops that they attend. Students may submit evaluations anonymously. The FPO also evaluates its

effectiveness through analysis of student placements (i.e., rank order, number of offers to students, number of applications submitted, 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 FPO 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 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 psychologist (unless otherwise approved.)
- 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, Berkeley Cognitive Behavioral Therapy Clinic, or the Integrated Health & Psychology Training Program (IHPTP)*

More than half of the second year students will join one of these agencies 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 Clinic Director, holds an informational meeting in winter for students interested in participating in the Clinic for the following academic year.

The Berkeley Cognitive Behavioral Therapy Clinic was created by the Wright Institute in order to provide comprehensive training in evidence-based treatment. The clinic offers low-fee therapy to individual adults and couples. Therapy is designed to be brief and solution-focused, although the specific length of treatment is determined by individual goals. Clients are encouraged to practice therapeutic skills independently, in order to enhance self-efficacy. Trainees learn evidence-based treatment protocols. While the primary focus of training is on Cognitive-Behavioral Therapy (CBT), exposure to Acceptance and Commitment Therapy (ACT) and schema-focused treatment is also emphasized. Interested students should contact the Practicum Advisor for more information on how to apply.

IHPTP provides training in community based health psychology. The service model consists of a full range of primary medical care and preventive services for people of all ages and ethnicities, provided in a culturally sensitive manner. Students work with teams of physicians and nurses, providing brief clinical interventions and consultations. Students carry individual psychotherapy cases, co-lead groups, and consult with staff & other professionals. Interested students should contact the Practicum Advisor for more information on how to apply.

- *External P2 Agencies*

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, having successfully completed all first year academic requirements.

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 Agencies*

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. 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, having successfully completed all second year academic requirements.

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.

PRACTICUM 4 (P4, Not Required)

Some students choose to complete an additional year of practicum experience. Fourth year practicum training is optional, and provides some students an additional opportunity to broaden their experience, fill gaps in their training, or gain additional expertise in a particular area like assessment. In order to receive credit, students must gain approval from the FPO Staff, complete a contract and submit practicum evaluations. The P4 is often an excellent addition to your curriculum vitae and will appear on your Field Placement record, however the Wright Institute does not provide academic credit for the P4 (which is not a part of the academic requirements) and thus, the P4 does not appear on the official transcript.

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 internship at a CAPIC or APPIC member, or APA accredited internship

- two part-time CAPIC member internships at two different programs, planned carefully with the Internship Advisor's approval, in two consecutive years.**

The internship can be completed in the fourth and/or fifth year, or beyond. 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.** Students who may become unable to meet this requirement must consult with the Internship Advisor or the Director of Clinical Training. These situations will be reviewed on a case-by-case basis. Only in extremely rare circumstances does this requirement get waived, as it may result in the loss of hours towards and a delay in completing licensure requirements.

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 internships must be APA accredited or 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 graded complexity, 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, articles and reprints to assist students in choosing the right internship. (See the sections below describing APA accredited and CAPIC approved agencies.) The FPO 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 458 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

* The internship can be completed either in one year, full-time or in two half-time years.

** The Wright Institute is considering a change in its policy regarding two different half-time internships; please be advised that beginning in Fall 2009, this option may no longer be available.

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 many are half time (20-24 hours a week). Rarely, 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 to California, and provide more options 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 FPO 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

APA accredited, APPIC and CAPIC member 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 10 months, though most require a 12 month commitment. (The minimum requirement for a full-time internship fewer than 40 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. 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. Students are strongly encouraged to review the Association of State and Provincial Psychology Boards (ASPPB) website for a helpful listing of the states' and Canadian provinces' licensing and certification boards and their basic requirements. You may find the listings of 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 FPO 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 Staff 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 or Wright Institute Facilitated Practica*

Most of the 1st year Collaborative Practica programs do not require applications. However, you may be asked to provide a curriculum vitae. 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.

Many second (and some third) year students will apply to the Wright Institute facilitated practica such as The Wright Institute Clinic, the Integrated Health Psychology Training Program, or the Berkeley Cognitive Behavioral Therapy Clinic. These programs have a formal application process described on the agency profile or outlined through memorandum distributed to students. In most instances you will need a curriculum vitae, letter of intent, and letters of reference as part of the application procedure.

- *Traditional Practica*

Traditional practica have a formal application process. Most ask for a cover letter (see below), a curriculum vitae, and letters of recommendation. The cover letter is usually one page and describes your qualifications and interests in the position. The curriculum vitae 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. FPO Staff are available for assistance in drafting and editing application materials, including curriculum vitae editing. Also, the FPO Staff is available for practice interviewing and other helpful advice to ease the stress of the application process.

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 examples of curriculum vitae (CV), cover letters, autobiographical statements and essays, 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 Vitae*

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). 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. 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 Internship Advisor to discuss sites selected for application and to further strategize a successful application process. Later in the year, applicants are expected to work with the Internship Advisor to develop their rank order list. Students applying through the APA/APPIC matching process are expected to submit 15-20 internships applications. **There is a minimum number of applications you may submit. Students must submit at least 8 applications when applying through the match.** Students may petition for a waiver of this requirement, granted on a case-by case basis by the Internship Advisor or the Director of Clinical Training.

Typically, APPIC internship applications include a curriculum vitae, 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 vitae, cover letters, essays, 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 is available online. The directory is on the CAPIC website (www.capic.net), which also has other useful information and updates. The application deadline for all CAPIC internships is usually in the first week of March. **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.

CAPIC application packets typically include the CAPIC Uniform Application (CUA), curriculum vitae, letters of recommendation, cover letter, CAPIC Eligibility and Readiness Form (CERF), 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. The FPO Assistant 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 8 completed. The Director of Clinical Training will complete the remaining questions with the assistance of the Internship Advisor. As soon as a student has prepared these forms, they should be sent to the Internship Advisor 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 Assistant, Aislinn Harvey in room 206 or call her 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 the FPO Assistant 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, and with permission from the Director of Clinical Training, 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 1st. There is a fee of \$120.00 to register with NMS. **Students who wish to register with NMS must first be granted clearance to register by the Internship Advisor and/or Director of Clinical Training.** It is imperative that students not register until they are absolutely sure they will be applying to APA/ APPIC internships that year. Students who are unsure, may wait until the December 1st deadline to register. **There is no advantage to early registration.** 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 List. The Rank Order List Form must be completed by applicants and received by the NMS by February 6, 2008. **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 22, 2008 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 25, 2008 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 by agencies that do not plan to consider them for an internship. On Uniform Notification Day (UND), 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. For a detailed timeline of relevant CAPIC internship dates, see the CAPIC website at www.capic.net.

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 25, 2008. 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 25, 2008, APPIC Match Day. The APPIC Clearinghouse starts quickly after the matching announcements at 8:00 am (Pacific Time), February 25, 2008. 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 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 (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 and remains active until August 1st. 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. 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, FPO 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 Internship Advisor or Director of Clinical Training. Students should be informed about similar requirements by other state licensing boards, as a successful appeal 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

The Wright Institute Field Placement program values the breadth of experience gained through three practicum placements and the internship. Students are expected to vary their training year to year, and to gain experience working in different agencies, with different populations, treatment modalities, supervisors and staff. Occasionally, students want to remain at a training site beyond one year of training. Some agencies organize themselves as two-year sites and are approved as such by CAPIC or the Wright. However, students will sometimes request permission to remain at a one-year approved site for a second year. In these instances, students must submit a written proposal, signed by the agency Training Director, to the Field Placement Office.

All proposals to complete an additional required training experience at an agency must be approved by the Director of Clinical Training. Depending on the level of training, these proposals must be submitted one month before either the practicum application deadline or the CAPIC uniform application deadline. Early submission of the proposal provides students with ample time to submit other training applications in the event the proposal is not approved. Approval to complete additional training experiences at one agency is made on an individual basis.

In general, the proposal will be evaluated based on the depth and quality of the training opportunities at the agency, including but not limited to the populations served, the supervisor assignments, the didactic seminar curriculum, and the opportunity to engage in varied, more advanced or specialized trainings (i.e., assessment, couples therapy, providing supervision, etc.) Please note that many agencies simply do not have the resources to provide the necessary breadth and depth of training to support more than one year of placement. Under no circumstances will a student be permitted to complete three levels of required training at one agency.

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.**

If changes occur that affect the contract (e.g., change of supervisor, change in end date,) the student must contact the Field Placement Office and provide documentation so that the contract can be updated.

- *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 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 FPO 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* (2007). (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 Institute 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.

Students on probation may not apply for clinical training without special approval from either the Dean and/or the Director of Clinical Training.

- *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 FPO Staff.

X

BOARD OF PSYCHOLOGY (BOP) GUIDELINES

Students can obtain the current edition of the *Laws and Regulations*, 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

The following is offered as a quick reference to understanding section 1387 of the California Code of Regulations regarding supervised professional experience. This chart is offered for convenience and to promote understanding of this complex regulation and is not offered as a substitute for knowing the regulation in its entirety. For all of the requirements relating to supervised professional experience, please directly consult with section 1387 which is available at the board's website (www.psychboard.ca.gov) under the "[Laws and Regulations](#)" button.

Supervision Requirements	Intern (Business and Professions Code §2911)	Psychological Assistant (Business and Professions Code §2913)	Exempt Setting Employee (Business and Professions Code §2910)	Registered Psychologist (Business and Professions Code §2909)	Waivered Psychologist (Welfare and Institutions Code §5751.2)
Primary supervisor must be licensed three years	No	No	No	No	No
Primary supervisor must complete six (6) hours of supervision coursework every two years (1387.1(b) CCR)	Yes	Yes	Yes	Yes	Yes
Primary supervisor must be employed by the same agency and be available to the trainee 100% of the time the trainee is accruing SPE (1387(b)(6) CCR)	Yes	Yes	Yes	Yes	Yes
Primary Supervisor must be licensed psychologist (1387.1 CCR)	Yes	No – 2913 B&P allows Board Certified Psychiatrists to employ and supervise psychological assistants ¹	Yes	Yes	Yes
MFT's and LCSW's can serve as primary supervisor (1387.1 CCR)	No	No	No	No	No
Primary supervisor must provide a minimum of one hour of direct, individual, face-to-face supervision every week in which the trainee accrues hours (1387(b)(4) CCR)	Yes	Yes	Yes	Yes	Yes
Supervision must account for at least 10% of total hours worked by the trainee (1387(b)(4) CCR)	Yes	Yes	Yes	Yes	Yes
The placement must be accredited by the APA or a member of or meet membership requirements of APPIC or CAPIC (1387 CCR)	Yes	No	No	No	No
Method by which pre-doctoral hours can be accrued (1387(a)(1) CCR)	Yes	Yes	Yes	No	No
Method by which post-doctoral hours can be accrued (1387(a)(2) CCR)	No (2911 B&P, 1387 CCR, by definition, internship is pre-doc as it's part of the doctoral program)	Yes	Yes	Yes	Yes
Trainee must maintain an SPE log (1387.5 CCR)	Yes	Yes	Yes	Yes	Yes

Supervision Requirements	Intern (Business and Professions Code §2911)	Psychological Assistant (Business and Professions Code §2913)	Exempt Setting Employee (Business and Professions Code §2910)	Registered Psychologist (Business and Professions Code §2909)	Waivered Psychologist (Welfare and Institutions Code §5751.2)
Number of trainees per primary supervisor	Not limited in laws or regulations	3 for psychologists, 1 for psychiatrists (2913 B&P Code)	Not limited in laws or regulations	Not limited in laws or regulations	Not limited in laws or regulations
Primary supervisors shall ensure that each client or patient is informed, prior to the rendering of services by the trainee (1). that the trainee is unlicensed and is functioning under the direction and supervision of the supervisor; (2). that the primary supervisor shall have full access to the treatment records in order to perform supervision responsibilities and (3). that any fees paid for the services of the trainee must be paid directly to the primary supervisor or employer. (1387.1(g) & 1391.6(b) CCR)	Yes	Yes	Yes	Yes	Yes

¹2913 B&P allows Board Certified Psychiatrists to employ and supervise psychological assistants. However, section 1387.1 CCR limits the amount of hours that can be accrued as a psychological assistant under a psychiatrist's supervision to 750.

SUMMARY OF VARIOUS OTHER REQUIREMENTS THAT APPLY TO ALL SUPERVISION SITUATIONS:

1. Trainees shall have no proprietary interest in the business of the primary or delegated supervisor and shall not serve in any capacity that would hold influence over the primary or delegated supervisor's judgment in providing supervision (1387(b)(3) CCR).
2. Trainees cannot pay or otherwise remunerate supervisors to provide supervision (1387(b)(8) CCR).
3. Trainees cannot function under another license or in another professional capacity while accruing supervised professional experience (SPE) (1387(b)(9) CCR).
4. Supervisors must ensure all SPE including record keeping is in compliance with the APA Ethical Principles and Code of Conduct (1387.1(e); 1387.2(d) CCR).
5. Primary supervisors are responsible for monitoring the welfare of the trainee's clients (1387.1(f) CCR).
6. Primary supervisors are responsible for monitoring the performance and professional development of the trainee (1387.1(h) CCR).
7. Supervisors are responsible for ensuring that they have the education and training in the areas to be supervised (1387.1(i); 1387.2(g) CCR).
8. Supervisors and trainees shall at all time be in compliance with the laws and regulations and with the Ethical Principles and Code of Conduct of the American Psychological Association (1387.1(c), (d), (e), (j); 1387.2(b), (c), (h) CCR).
9. Supervisors shall have no familial, intimate, business, or other relationship with the trainee which would compromise the supervisor's effectiveness (1387.1(j); 1387.2(h) CCR).
10. Supervisors shall not supervise a trainee who is now or has ever been a psychotherapy patient of the supervisor (1387.1(k), 1387.2(i) CCR).
11. Supervisors shall not exploit or engage in sexual relationships with trainees (1387.1(l); 1387.2(j) CCR).
12. Primary supervisors shall require each trainee to review the pamphlet "Professional Therapy Never Includes Sex" (1387.1(m) CCR).
13. Primary supervisors must monitor the supervisor performance of all delegated supervisors (1387.1(n) CCR).

Thanks to Steven Sultanoff, PhD for inspiring the format and content of this document.

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:

Wright Institute Field Placement Contract for Practicum

HOURS	CREDITS
<input type="checkbox"/> FALL <input type="checkbox"/> SPRING <input type="checkbox"/> SUMMER <i>For Official Use Only</i>	

ACADEMIC YEAR OF PLACEMENT	PLACEMENT BEGIN DATE (MO/DAY/YEAR)	PLACEMENT END DATE (MO/DAY/YEAR)

FORM REC'D

STUDENT	
AGENCY	
DEPARTMENT	

PLACEMENT LEVEL	<input type="checkbox"/> COL P1	<input type="checkbox"/> P1	<input type="checkbox"/> COL P2	<input type="checkbox"/> P2	<input type="checkbox"/> COL P3	<input type="checkbox"/> P3	<input type="checkbox"/> OTHER
Other Placement Level (Special Cases):		<input type="checkbox"/> P4	<input type="checkbox"/> SUMMER	<input type="checkbox"/> POST-INTERNSHIP			

WRIGHT INSTITUTE CASE CONFERENCE LEADER: _____

PRIMARY SUPERVISOR AT AGENCY	Degree	State	Mental Health License #	Year of Lic.
		CA		
W. I. ASSIGNED COLLAB. SUPERVISOR OR SECONDARY SUPERVISOR (IF APPLICABLE)	Degree	State	Mental Health License #	Year of Lic.
		CA		

DESCRIPTION OF ACTIVITIES *(in Hours per Week)*

TRAINING AND SUPERVISION	HOURS
Individual Supervision	
Group Supervision	
Case Conference (at Agency)	
Didactic Training	
Seminars	
Staff Meetings	
Other	
Total Training and Supervision	

DIRECT SERVICES	HOURS
Individual, Couple, and Family	
Group Therapy	
Intake Interviewing	
Assessment/Testing	
Other	
Total Direct Hours	

INDIRECT SERVICES	HOURS
Administrative Paperwork	
Other	
Total Indirect Hours	

<input type="checkbox"/> Paid Placement	PAY RATE
	\$ _____ PER

TOTAL HOURS PER WEEK		TOTAL HOURS OF PLACEMENT	
----------------------	--	--------------------------	--

Student understands the terms and conditions of the practicum program at this agency, and agrees to fulfill the responsibilities of the placement. Agency agrees to provide training and supervision as indicated above. All supervisors assigned to the student, either by the agency or the Wright Institute, will complete two written evaluations of the student. The student will complete a written evaluation of the practicum experience. **STUDENT MUST SUBMIT THIS ORIGINAL COMPLETED "CONTRACT FOR PRACTICUM".**

	NAME	SIGNATURE	DATE
Student			
Primary Agency Supervisor			
Agency Training Director			
Field Placement Office Staff			

Original = FP Office Copy	<input type="checkbox"/> Registrar Copy	<input type="checkbox"/> Agency Copy	<input type="checkbox"/> Student Copy
---------------------------	---	--------------------------------------	---------------------------------------

Wright Institute Field Placement Contract for Internship

HOURS	CREDITS
<input type="checkbox"/> FALL <input type="checkbox"/> SPRING <input type="checkbox"/> SUMMER <i>For Official Use Only</i>	

ACADEMIC YEAR OF PLACEMENT	PLACEMENT BEGIN DATE (MO/DAY/YEAR)	PLACEMENT END DATE (MO/DAY/YEAR)

FORM REC'D

STUDENT	
AGENCY	
DEPARTMENT	

• FULL TIME INTERNSHIP: <input type="checkbox"/> APA	<input type="checkbox"/> APPIC	<input type="checkbox"/> CAPIC
• CAPIC HALF-TIME INTERNSHIP: <input type="checkbox"/> FIRST YEAR ROTATION	<input type="checkbox"/> SECOND YEAR ROTATION	
▶ <i>If this internship involves a TWO-YEAR COMMITMENT at the above-named agency, check here:</i> <input type="checkbox"/>		

PRIMARY SUPERVISOR AT AGENCY	Degree	State	Mental Health License #	Year of Lic.
		CA		

DESCRIPTION OF ACTIVITIES <i>(in Hours per Week)</i>	
TRAINING AND SUPERVISION	HOURS
Individual Supervision	
Group Supervision	
Case Conference (at Agency)	
Didactic Training	
Seminars	
Staff Meetings	
Other	
Total Training and Supervision	

DIRECT SERVICES	HOURS
Individual, Couple, and Family	
Group Therapy	
Intake Interviewing	
Assessment/Testing	
Other	
Total Direct Hours	

INDIRECT SERVICES	HOURS
Administrative Paperwork	
Other	
Total Indirect Hours	

<input type="checkbox"/> Paid Placement	PAY RATE
	\$ _____ PER

TOTAL HOURS PER WEEK		TOTAL HOURS OF PLACEMENT	
----------------------	--	--------------------------	--

The student has reviewed the training brochure and profile form of this agency and agrees to fulfill the responsibilities of the internship. The agency agrees to provide training and supervision as indicated above. The primary supervisor will complete written evaluations of the student, and the student will complete a written evaluation of the internship experience.

	NAME	SIGNATURE	DATE
Student			
Primary Agency Supervisor			
Agency Training Director			
Field Placement Office Staff			

Original = FP Office Copy	<input type="checkbox"/> Registrar Copy	<input type="checkbox"/> Agency Copy	<input type="checkbox"/> Student Copy
---------------------------	---	--------------------------------------	---------------------------------------

INTERNSHIP CONTRACT ADVISEMENT SHEET

1. Interns are responsible for knowing and adhering to the ethical standards of the American Psychological Association (APA), the California laws and regulations relating to the accrual of Supervised Professional Experience and the practice of psychology, *e.g.* confidentiality, reporting laws, and dual relationships.
2. The internship must be accredited by the APA or the internship must be a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC). Interns and agencies should be aware of the timetables, guidelines and criteria set by APPIC and CAPIC.
3. Interns and agencies must follow licensing requirements for supervised experience issued by the California Board of Psychology (BOP) or the equivalent requirements of the state where the internship is located. In California these include *but are not limited to* the following:
 - A. The primary supervisor is a licensed psychologist who must be able to certify his/her completion of six hours of supervision coursework every two years, is employed by the same agency as the supervisee, and is available 100% of the time the supervisee is working, either in-person or by other appropriate technology.
 - B. Supervised professional experience includes direct individual or group supervision by a qualified supervisor for a minimum of one (1) hour or ten percent (10%) of actual time worked by the supervisee per week in the setting, whichever is greater. At least one (1) hour per week is direct, individual face-to-face supervision between the supervisee and the primary supervisor.
 - C. The supervisor must notify clients prior to services being rendered that the supervisee is unlicensed and is functioning under the direction and supervision of a licensed psychologist.
4. **Predoctoral interns must have at least two (2) hours of individual supervision per week.** This is more than the California BOP licensing requirement for individual supervision, but is the minimum set by national credential organizations such as the National Register of Health Service Providers in Psychology (NRHSPP), the Association of Psychology Postdoctoral and Internship Centers (APPIC), and APA accrediting standards.
5. Active supervisors who have had their professional license suspended or revoked are responsible for promptly notifying the supervisee and the Field Placement Office.
6. For those seeking eventual licensure in California, supervisors and supervisees must complete and sign the Supervision Agreement Form, the Weekly Experience Logs and the Verification of Experience Form as issued by the BOP.
7. Students must be aware of school requirements regarding liability insurance. Agencies must inform students of any additional liability insurance requirements.

The Wright Institute Field Placement Evaluation of Student
I n s t r u c t i o n s

Enclosed with the present Instructions, please find the following documents for use in the Evaluation of Student:

- Criteria Reference
- Practicum or Intern Response Form (in a scorecard format)
- Written Response Form

Please review the items detailed in the Criteria Reference and discuss them with the student. Once you have come to conclusions about the student's performance, turn your attention to the scorecard-format Response Form and fill in the scores. Rate the student on the items using the following scale:

5	Performs far above what can be expected.
4	Performs above what can be expected.
3	Performs as expected given experience and level of training.
2	Needs improvement in this area.
1	Serious difficulty in this area.
?	Insufficient information
N/A	Not applicable

The Written Response Form provides the opportunity to express and expand upon your thoughts about the student's performance. Please do not pass up the opportunity to give a fuller appraisal of the student's development as a psychologist. Your answers should address the questions we ask, but need not be strictly constrained by the questions. If you feel at a loss for space on the Written Response Form, or would like to type out your responses, please feel free to attach additional sheets or replace the Written Response Form with a document that includes both the questions and your answers.

Make sure you sign both of the Response Forms. The Evaluation is only valid if they are signed. A space is provided for your signature in the scorecard Response Form, and you may sign below the last question on the Written Response Form.

The Instructions (this sheet) and Criteria Reference are for your use as a guide in completing the scorecard Response Form; **it is not necessary to return them** with the Response Forms.

Please do not staple anything to the scorecard Response Form. If you wish, you may attach items with a paperclip.

Once the Evaluation of Student is completed, you may mail it to the Wright Institute Field Placement Office at:

2728 Durant Ave.
Berkeley, CA 94704

Alternatively, you may give the Evaluation to the student, who is responsible to the Field Placement Office for the proper return of the Evaluation before the deadline.

The Wright Institute Field Placement Evaluation of Student
C r i t e r i a R e f e r e n c e

(For reference only; please do not give responses on this form.)

A. KNOWLEDGE OF THEORY AND SCIENCE

1. Student is capable of conceptualizing clients' problems in a theoretical framework.
2. Student demonstrates an ability to integrate the science of psychology in case formulation.
3. Student demonstrates an ability to apply critical thinking and problem solving abilities to a range of professional situations.

B. CLINICAL COMPETENCE SKILLS

Diagnosis & Assessment

1. Student is capable of identifying problem areas in first 2 - 3 interviews with clients.
2. Student is capable of identifying high-risk clients (e.g., presenting danger to self, others, or both).
3. Student is able to make accurate diagnoses.
4. Student is aware of cultural or ethnic differences that may exist in evaluating client interviews and tests.

Treatment Planning and Intervention

5. Student is able to develop and implement a treatment plan; i.e., selects intervention techniques appropriate to the client's needs based on initial and ongoing assessments.
6. Student is able to formulate reasonable and attainable goals.
7. Student is able to aid the clients to whom s/he is assigned.

Interpersonal Skills and Professional Attitudes

8. Student is aware of her/his personal issues and exhibits the capacity to be self-reflective in the discussion of the case.
9. Student is capable of knowing (both cognitively and emotionally) when client is ready to hear and use feedback of general information.

The Wright Institute Field Placement Evaluation of Student Criteria Reference

10. Student demonstrates interpersonal skills (e.g., non-possessive warmth, genuineness, accurate empathetic understanding) in her/his client contacts.
11. Student demonstrates understanding and skill appropriate to serve populations culturally and individually diverse (e.g., gender, ethnicity, lifestyle, physical disabilities, etc.).

Use of Supervision

12. Student recognizes and openly discusses with supervisor difficulties concerning:
 - a. how to deal with client issues;
 - b. how to deal with personal issues.
13. Student accepts constructive criticism non-defensively.
14. Student can act independently with minimal supervision within appropriate limits.

Professional Ethics

15. Student demonstrates understanding and appreciation of the laws and regulations for psychologists.
16. Student demonstrates sensitivity to and responsible handling of ethical issues in accordance with the ethical standards of psychologists.
17. Student knows her/his own limits, is able to determine when a client's needs exceed her/his capabilities and will seek consultation or manage referral as needed.

Work Habits and Professionalism

18. Student is able to execute duties and responsibilities conscientiously, and in a professional manner.
19. Student presents her/himself in a professional manner.
20. Student is able to appropriately meet the demands of the placement.
21. Student maintains cooperative working relationships with staff and peers.
22. Student demonstrates a grasp of and commitment to agency policies and procedures and is genuinely involved with agency's goals and functions.
23. Student participates actively and responsibly in meetings, training seminars and conferences

C. COMMUNICATION SKILLS

1. Student prepares reports accurately and comprehensively:
 - a. written reports;
 - b. oral reports.
2. Writing skills
3. Verbal skills

D. ATTENDANCE

We need your verification that this student has met her/his obligations to attend supervision/work in your agency for the required hours agreed upon in the Field Placement Contract.

1. The student has completed her/his contracted hours.
Please indicate the total number of hours.
2. The student is expected to complete the total hours
If the student is not expected to complete the contracted hours please explain in the Written Response Form.

E. ADDITIONAL COMMENTS (*optional*)

Please refer to the Written Response Form.

F. OVERALL EVALUATION

This is the most important item in the evaluation. Considering all of the items from the categories above, how would you rate the student's overall professional competence?
Please feel free to elaborate in the Written Response Form on the rating you give in the scorecard Response Form.

Was this Evaluation reviewed and discussed with the student?

Do you have any reservations about this student functioning autonomously or her/his advancement to the next level of training?
Please give your answer in the Written Response Form.

The Wright Institute Evaluation of Student Response Form

Placement _____ (Agency Name) _____ (Department) _____ (Year)

Student _____ (Full Name) _____ (Signature) _____ (Date)

Supervisor _____ (Full Name) _____ (Signature) _____ (Date)

Evaluation is only valid if signed.

A. KNOWLEDGE OF THEORY AND SCIENCE

	5	4	3	2	1	?	N/A
1 Conceptualizing Clients' Problems							
2 Psychological Science in Formulations							
3 Critical Thinking and Problem Solving							

B. CLINICAL COMPETENCE SKILLS

Diagnosis and Assessment	5	4	3	2	1	?	N/A
1 Identifying Problems Quickly							
2 Identifying High Risk							
3 Accuracy in Diagnosis							
4 Sensitivity to Culture and Ethnicity							

Treatment Planning and Intervention

	5	4	3	2	1	?	N/A
5 Developing Treatment Plans							
6 Formulating Goals							
7 Ability to Aid Clients							

Interpersonal Skills and Professional Attitudes

	5	4	3	2	1	?	N/A
8 Self Awareness							
9 Aware of Clients' Readiness							
10 Interpersonal Skills							
11 Competency with Diverse Populations							

Use of Supervision

	5	4	3	2	1	?	N/A
12a Discussing Client Issues							
12b Discussing Personal Issues							
13 Accepting Constructive Criticism							
14 Ability to Act Independently							

B. CLINICAL COMPETENCE SKILLS (Cont'd)

Professional Ethics	5	4	3	2	1	?	N/A
15 Laws and Regulations							
16 Ethical Standards							
17 Knowing Limits of Competence							

Work Habits and Professionalism

	5	4	3	2	1	?	N/A
18 Carrying Out Duties Professionally							
19 Professional Presentation							
20 Meeting Demands of Internship							
21 Cooperative Working Relationships							
22 Commitment to Agency Rules and Goals							
23 Active and Responsible Participation							

C. COMMUNICATION SKILLS

	5	4	3	2	1	?	N/A
1a Correct and Complete Written Reports							
1b Correct and Complete Oral Reports							
2 Writing Skills							
3 Verbal Skills							

D. ATTENDANCE

	Yes	No
1 Student Has Completed Contracted Hours		
If "Yes", Indicate Total Contract Hours: _____		
2 If "No", Is Student Expected to Complete Hours?		

F. OVERALL EVALUATION

Overall Professional Competence	5	4	3	2	1	?	N/A
Evaluation Reviewed and Discussed with Student							

The Wright Institute Field Placement Evaluation of Student
W r i t t e n R e s p o n s e F o r m

D. ATTENDANCE

We need your verification that this student has met her/his obligations to attend supervision and work in your agency for the required hours agreed upon in the Field Placement Contract.

If the student has not completed the contracted hours and is not expected to complete them, please explain the situation.

E. ADDITIONAL COMMENTS (optional)

1. What skills has the student improved upon and sharpened during this period? What are areas of particular strength?

2. What areas do you believe will require more attention for continued development of professional skills for this student? Please comment on any ratings of 1 or 2 given in the evaluation.

3. Would you consider hiring this student if a position opened in your agency?

F. OVERALL EVALUATION

This is the most important item in the evaluation. Considering all of the items from the categories above, how would you rate the student's overall professional competence?

Please feel free to elaborate on the rating you gave in the scorecard Response Form.

Do you have any reservations about this student functioning autonomously or her/his advancement to the next level of training?

The Wright Institute Field Placement Evaluation of Student
Testing Skills Evaluation

OPTIONAL - IF APPLICABLE ONLY *OPTIONAL - IF APPLICABLE ONLY.*

	Name (print legibly)	Signature	Date
Student			
Testing Supervisor			

1	Please evaluate the student's overall ability in administering and interpreting the following tests.							
a	Intelligence Tests	5	4	3	2	1	?	N/A
i	Wechsler Intelligence Scale-R/III							
ii	Wechsler Intelligence Scale for Children-R/III							
iii	Other							
	Specify:							
b	Personality Tests	5	4	3	2	1	?	N/A
i	Rorschach							
ii	Draw-A-Person Test							
iii	MMPI 1/2							
iv	Other							
	Specify:							
c	Perceptual Motor Tests	5	4	3	2	1	?	N/A
i	Bender Visual-Motor Gestalt Test							
ii	Memory-for-Designs Test							
iii	Neuro-Psychological							
	Specify:							
d	Achievement Tests	5	4	3	2	1	?	N/A
i	Tests specified below							
	Specify:							

2	Student is capable of communicating test findings to fellow professionals	5	4	3	2	1	?	N/A

3	Student is able to communicate test findings appropriately to clients	5	4	3	2	1	?	N/A

4	Student is able to competently utilize test materials in a culturally sensitive manner (i.e., choice of test materials, interpretation within client's cultural context.	5	4	3	2	1	?	N/A

Please use the reverse, or attach an additional sheet, if you would like to include comments.

The Wright Institute Field Placement Evaluation of Student
Specific Skills Evaluation

OPTIONAL - IF APPLICABLE ONLY **OPTIONAL - IF APPLICABLE ONLY.**

	Name (print legibly)	Signature	Date
Student			
Supervisor			

Please evaluate the general abilities of the student in working with the following client populations, treatment modalities, and activities.

	Individual therapy with:	5	4	3	2	1	?	N/A
1a	Children							
1b	Adults							
1c	Elderly							

		5	4	3	2	1	?	N/A
2	Group Therapy							
3	Family therapy							
4	Couples therapy							

		5	4	3	2	1	?	N/A
5	Crisis intervention							
6	Substance Abuse							
7	Intakes							

		5	4	3	2	1	?	N/A
8	Consultation							
	Indicate Types:							

		5	4	3	2	1	?	N/A
9	Research and/or Evaluation							
10	Education							

The Wright Institute Field Placement Evaluation of Agency Psychology Training Program For the Academic Year 2007-2008

Dear Student,

Your knowledge of the agency you have been training at this past year may provide vital information to other students who are considering this placement. Please complete this form as frankly and as completely as you can. If you would like students to contact you to discuss your responses, please include your name.

Thank you,

Field Placement Staff

Your Name (Optional)	
Agency	
Department	
Placement Level	

OVERALL IMPRESSION

Please rate the quality of training in the following categories, using the scale below:

5	Excellent	4	Above Average	3	Average
2	Below Average	1	Very Poor	N/A	Not Applicable

	5	4	3	2	1	N/A
Case Conferences (at the agency)						
Group Supervision*						
Didactics						
Cross-Cultural Training						
Agency-Assigned Individual Supervisor						
Wright Institute-Assigned Collaborative Supervisor						
Other Supervisor(s)						

* (Supervision of a group of trainees, **not** group therapy work)

TRAINING EXPERIENCE

1. How well is the training program organized? Does the administration support training activities?

2. Do the work demands exceed the contracted time commitment?
If you circled "yes," please give details below.

Circle One:	Yes	No
-------------	-----	----

3. Did the agency accurately represent your responsibilities as a trainee through the information provided in the profile and during the interview?

4. Please describe the physical atmosphere and working conditions at the site. How available are rooms for seeing clients; how difficult is it to schedule clients at convenient times? Are there adequate supplies at the trainees' disposal? Is there a place for trainees and staff to spend time informally?

5. How safe is it there? In particular, how safe is it at night?

6. What does the agency do to formally aid students in establishing a peer group? What are the peer relations of the trainee group actually like?

AGENCY STAFF

1. Do you feel that there are opportunities to learn from staff members besides your supervisors? How available are staff members for consultation?

2. How open are staff members to discussing other points of view?

3. Are staff members available at times of crisis or emergency?
If you circled "no," please give details below.

Circle One:	Yes	No
-------------	-----	----

4. On the whole, how would you describe relations between staff members and trainees?

5. How would you characterize the atmosphere that the staff (case conference leaders, etc.) fostered?
Please check all that apply:

- Collegiality
- Collaboration
- Promoting self care
- Support
- Competition
- Isolation
- Hierarchy
- Other (please elaborate)

AGENCY STAFF (continued)

6. Please describe the Didactic Seminar or Case Conference Leader(s) **at the agency**, and other instructors' strengths and weaknesses. Include such characteristics as theoretical orientation, openness to hearing and discussing different points of view, ability to hear feedback, and ability to provide direction when appropriate. How much do you learn from the instructor?

Agency Staff Member Name	
Degree/License	
Role (Didactic Seminar, Case Conference Leader, etc.)	
Hours per Week of Contact	

Agency Staff Member Name	
Degree/License	
Role (Didactic Seminar, Case Conference Leader, etc.)	
Hours per Week of Contact	

If you would like more room for your information about agency staff members, please write on the back of this page.

The Wright Institute Field Placement
Evaluation of Supervisor
For the Academic Year 2007-2008

Dear Student,

Your knowledge of the supervisor(s) you have been training with this past year may provide vital information to the Field Placement Office. Please fill out the form as frankly and as thoroughly as you can. You may choose to use the agency evaluation form to evaluate the group supervisor at your agency and use this form to focus on your individual supervision. If you are working with a Wright Institute Collaborative Supervisor, please use this form to evaluate her/him as s/he is not connected to the agency.

This form is **strictly anonymous**, and your responses are not shared with your supervisors.

Thank you,

Field Placement Staff

Supervisor Name: _____

Supervision Format

- Individual
- Group
- Other (please specify) _____

Affiliation

- Wright Institute Collaborative Pool
- Supervisor at Agency

Clinical Activities

- | | |
|---|--|
| <input type="checkbox"/> Individual Adult | <input type="checkbox"/> Assessment |
| <input type="checkbox"/> Family systems | <input type="checkbox"/> Patient Group |
| <input type="checkbox"/> Community | |

Theoretical Orientation

- | | |
|---|---|
| <input type="checkbox"/> Psychodynamic/Psychoanalytic <ul style="list-style-type: none"><input type="checkbox"/> Control Mastery<input type="checkbox"/> Interpersonal | <input type="checkbox"/> Narrative Therapy |
| <input type="checkbox"/> Cognitive Behavioral | <input type="checkbox"/> Transpersonal |
| <input type="checkbox"/> Family Systems | <input type="checkbox"/> Eclectic |
| <input type="checkbox"/> Humanistic/Existential | <input type="checkbox"/> Integrative |
| | <input type="checkbox"/> Social Justice |
| | <input type="checkbox"/> Other (Please specify) |

Qualifications

1. Did the supervisor support your progress this year? In what ways?

2. What are the aspects of supervision that have not been helpful? In what ways could the supervision have been more productive?

Qualifications

Please rate the quality of supervision for the following categories, using the scale below:

5	Excellent	4	Above Average	3	Average
2	Below Average	1	Very Poor	N/A	Not Applicable

Supervisory Relationship						5	4	3	2	1	N/A
1	The supervisor provides a good role model										
2	Supervisor models clinician to society values										
3	S/he establishes rapport and relates effectively with me										
4	S/he provides a climate in which I can voice questions and concerns freely										
5	S/he offers criticisms and suggestions in a constructive and supportive way										
Effectiveness as Clinical Supervisor						5	4	3	2	1	N/A
1	S/he is flexible; s/he considers alternatives to her/his theoretical position										
2	S/he communicates and helps me understand the rationale for her/his theoretical position										
3	S/he offers theoretical information and/or practical intervention techniques as appropriate to client needs										
4	S/he communicates and helps me understand the rationale for using particular assessment techniques										
5	S/he helps me address the next client session										
6	S/he helps me with the case I am presenting to other clinicians, case conferences, etc.										
7	S/he assists me effectively when a client is in crisis										
8	S/he shows enthusiasm for clinical work										
9	S/he shows enthusiasm for assessment work										
10	S/he integrates material in theoretical perspective										
11	S/he suggests resources and readings to help learning and case handling										
Reliability						5	4	3	2	1	N/A
1	S/he is dependable; s/he comes as scheduled										
2	S/he is accessible; s/he can be reached										
Overview						5	4	3	2	1	N/A
1	Overall evaluation of supervisor										

Evaluation of Supervisor

INSTRUCTIONS FOR PRACTICUM EXPERIENCE TALLY SHEETS

■ TRAINING AND SUPERVISION

GENERAL INSTRUCTIONS

- Definition of "Practicum Hour": A practicum hour is calculated by actual time of contact with a client (not by semester or quarter hours); a 45 or 50-minute session of counseling or therapy is considered one (1) hour.
- Only count practicum hours for which you received formal academic training and credit, or which was program-sanctioned training experience. These hours must be supervised. Count all other experiences on separate forms.
- All items are mutually exclusive; thus, any practicum hour should not be counted more than once across items.
- While this form lists a wide range of experiences that one might have had, no applicant is expected to have experience in all, or even most, of these areas.
- When calculating hours, you should provide your *BEST ESTIMATE*. It is understood that you may not have the exact numbers. Use your *best judgement* and round up to whole numbers when necessary.

«INTERVENTION AND ASSESSMENT EXPERIENCE» SECTION

- Record practicum hours in direct service to clients. Time spent gathering information about the client, but not in the actual presence of the client, should instead be recorded in «Support Activities» below.
- For the first column, count each hour of a group, family, or couples session as one practicum hour. *For example, a two-hour group session with 12 adults is counted as two hours.*
- For the second column, count a couple, family, or group as one (1) unit. *For example, meeting with a group of 12 adults over a ten-week period counts as a single group.*
- In the Psychological Assessment subsection, estimate the total number of face-to-face client contact hours administering and providing feedback to clients. Time spent scoring and/or report writing should be included under the «Support Activities» section.

«SUPPORT ACTIVITIES» SECTION

- This item includes activities spent outside the session time while still focused on the client. *Examples include: chart review, writing process notes, consulting with other professionals about cases, video or audio tape review, time spent planning interventions.*

«SUPERVISION RECEIVED» SECTION

- Supervision hours are defined as regularly scheduled, face-to-face individual supervision with specific intent of overseeing the psychological services rendered by the student.

▪ **TREATMENT SETTING BREAKDOWN**

- Estimate the total number of practicum hours (including intervention and assessment, support, and supervision) spent in each of the treatment settings listed.

▪ **CLIENT POPULATION BREAKDOWN**

- For this item, you will include a given client in more than one category, as appropriate. Include clients for whom you performed therapy, assessments or intake interviews.

▪ **TEST ADMINISTRATION**

GENERAL INSTRUCTIONS

- Please indicate all instruments used by you in your assessment experience. This includes practicum work *and* all other experiences. You may include administrations done for your assessment courses, provided they were not provided to fellow students.
- To indicate that you administered and scored a given test, count in the first column only.
- To indicate that you wrote a report for a test, count in second column.

«INTEGRATED REPORT WRITING» SECTION

- An integrated report includes a history, an interview, and at least two of the following: objective and/or projective personality assessments, intellectual, cognitive, and/or neuropsychological assessment. These are synthesized into a comprehensive report providing an overall picture of the client.

**THE WRIGHT INSTITUTE
PRACTICUM EXPERIENCE TALLY SHEET
TRAINING AND SUPERVISION**

Your Name:				
For Practicum Year:	<input type="radio"/> 1 st Year	<input type="radio"/> 2 nd Year	<input type="radio"/> 3 rd Year	<input type="radio"/> Other Year:
At Agency:				

INTERVENTION AND ASSESSMENT EXPERIENCE

INDIVIDUAL THERAPY	number of face-to-face hours	number of clients
Older Adults (65+)		
Adults (18-64)		
Adolescents (13-17)		
School-Age (6-12)		
Pre-School Age (3-5)		
Infants And Toddlers (0-2)		
GROUP THERAPY	number of face-to-face hours	number of groups
Adults (18+)		
Adolescents (13-17)		
Children (0-12)		
CAREER COUNSELING	number of face-to-face hours	number of clients
Adults (18+)		
Adolescents (13-17)		
FAMILY AND COUPLES THERAPY	number of face-to-face hours	number of groups
Families		
Couples		
SCHOOL COUNSELING INTERVENTIONS	number of face-to-face hours	number of clients
Consultation		
Direct Intervention		
Other:		

**THE WRIGHT INSTITUTE
PRACTICUM EXPERIENCE TALLY SHEET
TRAINING AND SUPERVISION**

OTHER PSYCHOLOGICAL INTERVENTIONS	number of face-to-face hours	number of clients
Sport Psychology/Performance Enhancement		
Medical and Health Related Interventions		
Intake Interview/Structured Interview		
Substance Abuse Interventions		
Other (e.g., milieu therapy / treatment planning with the patient present.):		
Specify:		

PSYCHOLOGICAL ASSESSMENT EXPERIENCE	number of face-to-face hours
Psychodiagnostic Test Administration	
Neuropsychological Assessment	

OTHER PSYCHOLOGICAL EXPERIENCE WITH STUDENTS AND/OR ORGANIZATIONS	number of face-to-face hours
Supervision of Other Students	
Program Development / Outreach Programming	
Outcome Assessment of Programs or Projects	
Systems Intervention / Organizational Consultation/ Performance Improvement	
Other:	
Specify:	

Sum	Total number of face-to-face hours
Total Intervention and Assessment Hours (add hours above)	

SUPPORT ACTIVITIES

**THE WRIGHT INSTITUTE
PRACTICUM EXPERIENCE TALLY SHEET
TRAINING AND SUPERVISION**

Sum	Total number of support hours
<p>Total time spent outside the therapy hour while still focused on the client (e.g. chart review, writing process notes, consulting with other professionals about cases, video/audio tape review, time spent planning interventions, assessment interpretation, and report writing, etc. Also includes time spent at a practicum setting in didactic training, seminars and grand rounds.) NOTE: Only include Wright Institute Case Conference hours for practicum work done at the Wright Institute Clinic!</p>	

SUPERVISION RECEIVED

SUPERVISION TYPE	number of hours
Individual Supervision	
Group Supervision	
Peer Supervision, Consultation and Case Discussion on Specific Cases	
Sum	Total number of hours
Total Supervision Hours	

**THE WRIGHT INSTITUTE
PRACTICUM EXPERIENCE TALLY SHEET
TREATMENT SETTING BREAKDOWN**

Your Name:				
For Practicum Year:	<input type="radio"/> 1 st Year	<input type="radio"/> 2 nd Year	<input type="radio"/> 3 rd Year	<input type="radio"/> Other Year:
At Agency:				

EXPERIENCE IN TREATMENT SETTINGS

SETTING	Total number of hours
Child Guidance Clinic	
Community Mental Health Center	
Department Clinic (WI Clinic)	
Forensic / Justice Setting (e.g., jail, prison)	
Inpatient Hospital	
Military	
Outpatient Medical / Psychiatric Clinic and Hospital	
University Counseling Center	
Schools	
Other: (specify)	
Sum	
Total Hours in all Treatment Settings	

**THE WRIGHT INSTITUTE
PRACTICUM EXPERIENCE TALLY SHEET
TEST ADMINISTRATION**

Your Name:				
For Practicum Year:	<input type="radio"/> 1 st Year	<input type="radio"/> 2 nd Year	<input type="radio"/> 3 rd Year	<input type="radio"/> Other Year:
At Agency:				

ADULT TESTS

Tests	Number of Tests Administered and Scored	Number of Reports Written
Self-report measures (Beck Depression Inventory, etc.)		
Bender Gestalt		
Trail Making Test A & B		
WAIS-III		
Wechsler Memory Scale III		
MMPI-II		
MCMII-III		
Personality Assessment Inventory		
Rorschach (scoring system:)		
TAT		
Projective/Incomplete Sentences		
Projective Drawings		
Myers-Briggs Type Indicator		
Strong Interest Inventory		
Structured Diagnostic Interviews		
Other Adult Tests (Specify Names)	Number of Tests Administered and Scored	Number of Reports Written

**THE WRIGHT INSTITUTE
PRACTICUM EXPERIENCE TALLY SHEET
TEST ADMINISTRATION**

CHILD AND ADOLESCENT TESTS

Tests	Number of Tests Administered and Scored	Number of Reports Written
Conners' Scales		
MMPI-A		
Rorschach (scoring system:)		
Peabody Picture Vocabulary Test		
Self-report measures (Children's Depression Inventory, etc.)		
Parent report measures		
Diagnostic Interviews		
WISC-III		
WPPSI-R		
WRAT		
Other Child and Adolescent Tests (Specify Names)	Number of Tests Administered and Scored	Number of Reports Written

INTEGRATED REPORT WRITING

Total Integrated Reports	Total Number of Reports Written
Adults	
Children / Adolescents	

**THE WRIGHT INSTITUTE
PRACTICUM EXPERIENCE TALLY SHEET
CLIENT POPULATION BREAKDOWN**

Your Name:					
For Practicum Year:	<input type="radio"/> 1 st Year	<input type="radio"/> 2 nd Year	<input type="radio"/> 3 rd Year	<input type="radio"/> Other Year:	
At Agency:					

POPULATION CATEGORIES

RACE/ETHNICITY	number of clients
African-American / Black / African Origin	
Asian-American / Asian Origin / Pacific Islander	
Latino-a / Hispanic	
American Indian/Alaska Native/Aboriginal Canadian	
European Origin / White	
Bi-racial / Multi-racial	
SEXUAL ORIENTATION	number of clients
Gay / Lesbian / Bisexual / Heterosexual	/ / /
DISABILITIES	number of clients
Physical / Orthopedic Disability	
Blind / Visually Impaired	
Deaf / Hard of Hearing	
Learning / Cognitive Disability	
Developmental Disability	
Serious Mental Illness (primary psychotic disorder, major mood disorder)	
GENDER	number of clients
Male	
Female	
Transgendered	

**APPIC MEMBERSHIP CRITERIA:
DOCTORAL PSYCHOLOGY INTERNSHIP PROGRAMS**

Criteria revised May, 2006

Clarification revised January, 2008

Internships that are accredited by the American Psychological Association or the Canadian Psychological Association are recognized as meeting APPIC doctoral membership criteria. All others must meet all of the following criteria (i.e., 1 through 16 below) and are reviewed for adherence to the criteria every three years.

EDUCATIONAL NOTE: A program's adherence to APPIC membership criteria does not guarantee that the trainees in the program will meet individual state, provincial, or territorial licensing requirements.

1. A psychology internship is an organized training program which, in contrast to supervised experience or on-the-job training, 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.

Clarification: The organization of an internship program is evident in a clear:

A. statement of the goals and objectives of the training activities.

B. description of the plan, location, and sequence of direct service experiences.

C. description of the training curriculum; i.e., the content, duration, and frequency of the training activities.

D. description of how the psychology training program is integrated into the larger organization.

E. For programs with multiple sites, the services rendered by interns, the supervision offered, and the training director's involvement is clearly described at each site.

2. The internship agency has a clearly designated doctoral level staff psychologist who is responsible for the integrity and quality of the training program. This person is actively licensed, certified, or registered

by the State Board of Examiners in the jurisdiction where the program exists, and is present at the training facility for a minimum of 20 hours a week.

Clarification: The internship is administered by a doctoral level licensed (certified or registered for independent practice) psychologist who:

A. directs and organizes the training program and its resources.

B. is responsible for selection of interns.

C. monitors and evaluates the training program's goals and activities.

D. documents and maintains interns' training records.

3. The internship agency training staff consists of at least two full time equivalent doctoral level psychologists who serve as primary supervisors and who are actively licensed, certified, or registered as a psychologist by the Board of Examiners in the jurisdiction where the program exists. **Clarification:** "Full time equivalent" typically refers to 40 hours/week. However, there may be a range of hours that qualify as "full time equivalent" depending on the norms of the program. 35 hours/week is the minimum that will qualify for "full time equivalent" for APPIC member programs. "Full time" for interns could also be set at 35 hours/week if this meets licensure requirements in your jurisdiction. APPIC believes supervisor expectations should be similar to intern expectations.

It is expected that interns receive supervision during the year from at least two different supervisors. **Interns' primary clinical supervision and role modeling must be provided by psychologists on the program's staff who are licensed (certified or registered) for independent practice at the doctoral level and who are:**

A. officially designated as psychology intern supervisors.

B. significantly involved in the operation of the training program.

4. Intern supervision is provided by staff members of the internship agency or by qualified affiliates of that agency who carry clinical responsibility for the cases being supervised. Regularly scheduled individual supervision is provided by one or more doctoral level licensed psychologists, at a ratio of no less than one hour of supervision for every 20 internship hours. Supervision is provided with the specific

intent of dealing with psychological services rendered directly by the intern.

Clarification: Supervisors need to be clearly designated by the agency as clinically responsible for the cases (for example, countersigning documentation or having their name on the treatment plan or case summary). Depending on clinical needs, increased hours of supervision are expected. The required hours shall be through face-to-face individual supervision (rural sites may use visual telecommunication technology in unusual circumstances and when face-to-face supervision is impractical, but must demonstrate that such technology provides sufficient oversight). Programs shall adhere to all requirements of their state licensing boards.

5. The internship provides training in a range of psychological assessment and intervention activities conducted directly with recipients of psychological services.

Clarification: Internship training in Psychology is primarily based on experiential learning which:

A. provides psychological services directly to consumers in the form of psychological assessment, treatment, and consultation.

B. exposes interns to a variety of types of psychological services and consumers.

6. At least 25% of trainees' time is in face-to-face psychological services to patients/clients.

7. The internship must provide at least two hours per week in didactic activities such as case conferences, seminars, in-service training, or grand rounds.

Clarification: The Psychology training program should have scheduled didactic experiences available to meet the training needs of their interns. Didactic activities refers to actual training opportunities and should include training activities beyond Intern Case Presentations.

8. Internship training is at post-clerkship, post-practicum, and post-externship level, and precedes the granting of the doctoral degree.

Clarification: Interns must have completed adequate and appropriate prerequisite training prior to the internship. This would include both:

A. completion of formal academic coursework at a degree-granting program in professional psychology (clinical, counseling, school), and

B. closely supervised experiential training in professional psychology skills conducted in non-classroom settings.

9. The internship agency has a minimum of two interns at the predoctoral level of training during any training year. These interns must be at least half-time (i.e., 20 hours per week). The minimum number of interns must be on site and in training at the time of the initial application for APPIC membership.

Clarification: The intention of this criterion is to allow opportunities for personal (face-to-face) interaction with peers in formal settings in the training program and on the training site during each training week. Part-time internships must ensure that intern schedules sufficiently overlap to allow substantial and meaningful peer contact.

10. The internship level psychology trainees have a title such as "intern," "resident," "fellow," or other designation of trainee status.

11. The internship agency has a written statement or brochure which provides a clear description of the nature of the training program, including the goals and content of the internship and clear expectations for quantity and quality of the trainee's work. It is made available to prospective interns.

Clarification: Internship programs must make available descriptions of their training program which give their applicants and interns a clear understanding of the program in terms of:

A. the program's training goals and objectives.

B. the program's training methods, content, and curriculum (for example, required rotations, sample weekly schedules, or available training seminars).

C. the program's training resources (e.g., training/supervisory staff, physical facilities and training equipment, clerical support, etc.)

D. the sites at which training and services are provided. For programs with multiple sites, clear descriptions are given for each

site of services rendered by interns, supervision offered, and involvement of the training director.

Clarification: APPIC must be notified in writing of substantive changes to the training program (personnel, placements, etc.) that have the potential to impact quality of training or which substantially alters the advertised training experience. The training program is likewise responsible for maintaining an up-to-date and accurate description of the program in the APPIC Directory.

12. Internship programs have documented due process procedures that describe separately how programs deal with (1) concerns about intern performance, and (2) interns' concerns about training. These procedures include the steps of notice, hearing, and appeal, and are given to the interns at the beginning of the training period.

Clarification: Due process procedures describe how an agency deals with intern deficiencies and how the interns' handle grievances with the training program. The documentation would include:

A. description of formal evaluation and complaint procedures.

B. the program's and intern's responsibilities and rights in the process.

C. the appeal process.

D. a description of procedures if interns have grievances about their training or supervision.

Programs need two written policies: (1) Due Process and (2) Grievance Process. The procedures must be specific to the internship training program; reliance on a more general HR policy is insufficient. Both procedures should be provided to interns at the commencement of training.

Due Process is a written procedure that comes into use when an intern's behavior is problematic. (The use of the term "impaired" is discouraged because if one identifies an intern by that term, legal issues having to do with the Americans with Disabilities Act (ADA) could be invoked.) Due process must include three elements: Notice (i.e. the intern must be notified that problematic behavior has been identified and that the internship is addressing the problem); Hearing (i.e. the program must have a formal process by which the identified problematic intern has an

opportunity to hear concerns and to respond to the concerns); and Appeal (i.e. the intern must have an opportunity to appeal the actions taken by the program in regards to the identified problematic behavior. The appeal should extend at least one step beyond the Training Director).

A Grievance Procedure is a process that is invoked when an intern has a complaint against the training program. The procedure should include specific steps an intern takes in the complaint process and be broad enough to cover any and all complaints that may arise for interns (e.g. complaints about evaluations, supervision, stipends/salary, harassment, etc.)

13. The internship experience (minimum 1500 hours) must be completed in no less than 9 months and no more than 24 months.

Clarification: Internships may be conducted on a full or part-time basis. Only School Psychology programs will be accepted for 9-10 month internships.

14. APPIC member programs are required to issue a certificate of internship completion, which includes the word "Psychology," to all interns who have successfully completed the program.

15. At least twice a year the internship program conducts formal written evaluations of each trainee's performance.

Clarification: The written evaluation process provides comprehensive evaluative feedback to doctoral psychology interns as follows:

A. The evaluation provides summary information of performance in all major competence areas that are a focus of internship training.

B. Interns have the opportunity to review their evaluation with supervisors to ensure the fullest possible communication between supervisors and interns.

C. Evaluation procedures provide feedback that validates trainees' achievements by noting areas of unusual strength and excellence and facilitate trainees' further growth by identifying areas that would benefit from additional training.

D. The program provides the doctoral psychology intern's graduate training director with feedback concerning the intern's progress in the internship program.

16. The program has the necessary financial resources to achieve its training goals and objectives. Intern stipends shall be reasonable, fair, and stated clearly in advance. Unfunded internship positions are allowable only in unusual and infrequent circumstances.

Clarification: APPIC requires internship positions to be equitably funded across the site. Intern stipends shall be set at a level that is representative and fair in relationship to the geographic location and clinical setting of the training site. Unfunded or poorly funded internship positions are allowed only in unusual and infrequent circumstances in which the creation of such a position would serve to alleviate a hardship for the potential intern candidate. Examples of such hardships may include geographic limitations due to family circumstances or difficulties finding suitable placement. In such cases, the "burden of evidence" lies with the program to demonstrate that the lack of funding does not adversely affect morale or quality of training. In addition, training resources should be sufficient to afford the same training for an unfunded or poorly funded position as for fully funded positions. The payment of a stipend is a concrete acknowledgment that a trainee in the agency is valued and emphasizes that the primary task of the year is educational in nature. Stipends are generally lower than a salary received by a regular employee and implies that there is a significant training component in addition to experiential learning. Stipends are equal among trainees unless there is an extenuating circumstance (e.g., specialized skills, consortia agreements). This distinction between trainee and regular employee emphasizes that an internship is "an organized training program, in contrast to supervised experience or on-the-job training."

GRANDPARENTING PROVISION: Programs that are current APPIC members on the date of implementation of this criterion, but do not meet the criterion or clarification on that date, must request an exception at the time of each membership renewal. An exception may be granted if the program demonstrates that they have made reasonable efforts to secure funding and describes its plan to obtain future funding in order to meet this criterion.

- Note: APPIC membership criteria are approved by a vote of the APPIC membership

and appear above in bold type. Clarification information is approved by the APPIC Board of Directors.

8 February 2008

APA / APPIC INTERNSHIP APPLICATION CALENDAR

TO DO ITEM:	DUE DATE:	PROCEDURE:
Subscribe to APPIC Match News and Intern Network	ASAP	Go to: www.appic.org and select Email Lists. Match News is a must! The Intern Network is very highly recommended. Why not sign up for the clearinghouse while you're at it. You never know, and you can always unsubscribe!
Complete AAPJ and other application materials	Start ASAP! Varies. Most are due between late October and early December.	Download and complete AAPJ. Check with sites for individual deadlines, procedures, and request brochures, supplementary materials and application forms. Update and polish your CV. Write individualized cover letters.
Review and finalize your list of sites with Dr. Perl and submit to Field Placement Office	At least two weeks prior to first application deadline so that your materials will be sent correctly and on time.	Send site list information to fieldplacement@wrightinst.edu electronically once finalized. You MUST provide the EXACT site name and department as it appears in the ONLINE directory. Only provide address and contact information that is different from what's published in the online directory. Let us know of any changes, new information, or directory misprints.
Prepare Verification of Internship Eligibility and Readiness form	Submit to Dr. Perl ASAP , once the AAPJ is complete . The FPO will confirm your internship eligibility.	Complete questions 1 through 8 and question 15. Send to Dr. Perl electronically at least 2 weeks before you want it sent out. Indicate any special instructions for each site. <i>We return these forms to you sealed.</i> However, you may request that we mail them directly for you.
Request 3-4 letters of recommendation (LORs)	Early fall. Well in advance of site application deadline. Early requests result in better letters!	For LORs from faculty only, the faculty member should <i>email</i> the letter to Ais at fieldplacement@wrightinst.edu . Ais will process these and needs at least 2 weeks time. You MUST prepare a list of sites that indicates to whom the letter should be directed. See Ais' memo for further instructions. LORs will be sealed and returned to you unless otherwise instructed.
Request transcripts	One to two weeks before send date. Earlier is better.	Contact Ginny and provide her with your site list and specify whether you want each sent directly or in envelopes to be sent by you. Some applicant will also need to obtain transcripts from prior graduate or undergraduate work. You might <u>request an extra</u> for your review!
Register and submit \$120 fee for match program	December 1, 2008. Do not register without clearance from Dr. Perl.	Contact National Matching Service at www.natmatch.com/psychint/ Note: You are NOT registered until NMS has received application, fee, and you <i>receive verification</i> of your registration.
Complete and submit rank order list form to NMS	Wednesday, February 4, 2009	NMS won't accept rank order lists received after this date. List should include <u>every</u> program you decide rank. You will also <i>submit ranks to Field Placement via the Notification Form</i> (see below).
Informed of whether or not you were matched	Friday, February 20, 2009	You will NOT be told of specific program or position until Match Day, only whether or not you were matched. If not matched, prepare for participation in Clearinghouse (see below).
Match Day	Monday, February 23, 2009	Notification of Match starting at 11:00 AM EST (8:00 AM PST)
Participate in APPIC Clearinghouse	Monday, February 23, 2009	If not matched, contact Dr. Perl at the Wright immediately. (510.841.9230 ext. 150 or perl@wrightinst.edu) and subscribe to the Clearinghouse email list at subscribe-clearinghouse@lyris.appic.org . Come to the Wright Institute early to increase your chances of securing a position. Because these positions are filled quickly, we all need to be prepared!
Complete and return Notification Form to Field Placement Office.	Friday, April 15, 2008	Complete form indicating where you will be going on internship, as well as information on rank order, interviews, offers, and withdrawn applications. Make any necessary changes to site list.

APPIC MATCH POLICIES: 2008–2009

Adopted July 18, 2008

The following policies will guide the 2009 APPIC Match and Clearinghouse. Adherence to these policies is a condition of membership in APPIC and of participation in the APPIC Match and/or Clearinghouse.

For 2008–2009, the Rank Order List Submission Deadline is February 4, 2009.

Results of the Match will be released on APPIC Match Day, February 23, 2009.

1. These policies apply to all participants in the APPIC Match, including APPIC member internship programs, non-APPIC member internship programs, and student applicants.

1. All participants shall abide by their agreements with APPIC for participation in the APPIC Match.

2. Internship training directors must ensure that all people involved in recruiting or selecting interns understand and adhere to these policies.

3. Directors of APPIC Subscriber programs and doctoral programs with students participating in the APPIC Match are requested to ensure that their students understand and adhere to these policies.

4. Violations of APPIC Match Policies or Match Agreements by applicants or programs may result in sanctions by APPIC (e.g., being barred from future Matches) or legal action by other Match participants. In addition, violations by applicants may result in disciplinary action by the applicants' graduate and/or internship programs.

2. Internship programs must offer all of their internship positions through the APPIC Match.

3. Participants in the APPIC Match, including applicants and internship programs, may not communicate, solicit, accept, or use any ranking-related information prior to the release of the Match results.

1. Internship programs must include the following statement on their web sites and in their brochures: "This internship site agrees to abide by the

APPIC policy that no person at this training facility will solicit, accept or use any ranking-related information from any intern applicant."

2. Prior to the release of the APPIC Match results, internship programs may choose to inform applicants as to whether or not the applicants remain under consideration for admission (e.g., whether or not the applicants will be ranked) but may not communicate any other ranking information. The spirit of this item precludes any communication of rankings prior to the release of the APPIC Match results, however "veiled" or indirect such communication might be. However, sites and applicants are allowed to communicate about matters that do not involve the sharing of ranking information.

3. Internship programs and applicants may never solicit information regarding applicants' and programs' rankings, even after the release of the Match results.

4. Internship sites that offer more than one program in the APPIC Match (i.e., sites with more than one program code number) are expected to ask applicants to identify the site's programs to which they are applying. In addition, these sites may, for the sole purpose of arranging interviews, ask applicants to designate their preferences regarding the programs at the site for which they wish to be interviewed. These sites may request interview preference information only when it is essential for making interview arrangements, and such information may not be used for any other purpose in the selection process. Furthermore, these sites may not solicit any information about applicants' final rankings of programs. Sites requesting interview preferences must state clearly in their written materials that these preferences will be used for arranging interviews only and for no other purpose.

5. Any ranking information that is communicated between applicants and internship programs, even though such communication is a violation of these policies, is non-binding and may be changed at any time prior to the Rank Order List submission deadline. The only binding rankings are the confidential Rank Order Lists that are submitted to the APPIC Match.

6. Internship programs may choose to provide applicants with information about the size of the applicant pool.

7. Internship programs that conduct on-site or telephone interviews must make a reasonable effort to notify every applicant who submits a complete set of application materials as to his/her interview status. Such notification must occur no later than the interview notification date that

appears in the program's APPIC Directory Online listing and/or other publicity materials, and may be communicated via e-mail, telephone, regular mail (to be received no later than the interview notification date), or other means. Sites that conduct open houses to which all applicants are invited and conduct no other interviews are exempt from this requirement (this process should be clearly stated in the APPIC Directory Online and/or sites' publicity materials).

4. Results of the APPIC Match constitute binding agreements between applicants, internship programs, and APPIC that may not be reversed without APPIC's consent.

1. Appointments of applicants to internship positions may be contingent upon the applicants satisfying certain eligibility requirements. Such eligibility requirements must be clearly specified in the internship programs' written materials and provided to applicants in advance of the APPIC Match.

2. Internship training directors are encouraged to contact matched applicants by telephone as soon as possible after 11:00 am Eastern Standard Time on APPIC Match Day.

3. It is not necessary for internship training directors to contact applicants with whom they have not been matched.

5. Internship training directors must put in writing their appointment agreements with matched applicants in letters postmarked no later than 72 hours following receipt of the APPIC Match results.

1. Letters must be addressed to the applicants and must include confirmation of conditions of the appointment, such as stipend, fringe benefits, and the dates on which the internship begins and ends.

2. Copies of these appointment letters must be sent simultaneously to applicants' academic training directors.

6. Internship programs that receive their APPIC Match results and have one or more positions left unfilled may then make other direct offers of admission (verbal or written) to applicants who remain unmatched or to applicants who did not participate in the Match. Applicants who receive their APPIC Match results and who remain unmatched may then receive other direct offers of admission.

1. Failure to receive timely notification of the APPIC Match results, for any reason, does not constitute a release from the Match.

2. Internship programs may not take any actions to fill open positions prior to 11:00 am Eastern Standard Time on APPIC Match Day. Applicants who remain unmatched, along with other individuals acting on their behalf (e.g., doctoral program faculty), may not contact internship programs about unfilled positions prior to 11:00 am Eastern Standard Time on APPIC Match Day.

3. Prior to making offers to fill open positions, internship training directors must verify with applicants, to the best of their abilities, that the applicants have not previously been matched to other internship programs nor accepted other offers.

4. Applicants may not accept an offer if they have been matched or have already accepted an offer from another internship program.

5. An offer (verbal or written) that has been tendered by an internship program and accepted by an applicant constitutes a binding agreement between the program, the applicant, and APPIC that may not be reversed without APPIC's consent.

6. The internship training director must put in writing the appointment agreement with the applicant in a letter postmarked no later than 72 hours following acceptance of the offer by the applicant, as described in paragraphs 5a and 5b above.

7. Individuals who perceive violations of these policies are urged to request compliance with APPIC policies from the appropriate party (parties).

1. Unresolved compliance problems should be resolved informally, whenever possible, through consultation among applicants, internship training directors, academic training directors, and/or APPIC, or by other informal means. APPIC sponsors an Informal Problem Resolution process, described on the APPIC web site, that is recommended for use in addressing these issues.

2. Internship training directors who become aware of violations of these policies by other internship training directors should (a) urge the affected applicants and academic training directors to follow the informal resolution procedures described above, (b) directly contact the other internship training directors, and/or (c) use the APPIC Informal Problem Resolution process.

3. Perceived violations of APPIC Policies and/or the Match Agreement that are not resolved through the APPIC Informal Problem Resolution process may be reported as a formal complaint to the APPIC Standards and Review Committee (ASARC).

8. If a formal complaint is filed with APPIC regarding an alleged violation of these policies, the APPIC Standards and Review Committee (ASARC) will evaluate the allegations and recommend an appropriate course of action to the APPIC Board of Directors. The APPIC Board of Directors is the body that ultimately determines the course of action. ASARC policies are described on the APPIC web site. Violations of APPIC policies should be filed using the ASARC Complaint Form (download in Word format) and submitted to:

Chair, APPIC Standards and Review Committee
10 G Street, N.E.
Suite 440
Washington, DC 20002
(202) 589-0600

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NOTE: APPIC members, and non-APPIC members who participate in the Match, may reprint the APPIC Match Policies in their program materials and brochures by stating "Reprinted with permission."
19 August 2008

Predoctoral Membership Criteria

Criteria for Membership

Adopted by CAPIC 10/28/05

Internships that are accredited by the American Psychological Association or the Canadian Psychological Association, or are members of and comply with the membership criteria and policies of APPIC are recognized as meeting CAPIC predoctoral membership criteria. All others must meet all of the following criteria and are reviewed every three years for adherence to the criteria.

1. A psychology internship is an organized training program which, in contrast to supervised experience or on-the-job training, 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.

2. The internship agency has a clearly designated doctoral-level staff psychologist who is responsible for the integrity and quality of the training program.

[Full-Time] This person is actively licensed by the California Board of Psychology and is present at the training facility for a minimum of 20 hours a week.

[Half-Time] This person is actively licensed by the California Board of Psychology and is present at the training facility for a minimum of 10 hours a week.

A licensed mental health professional should be in the same work setting whenever clients are present. When this is not possible, a licensed supervisor should be available to respond promptly by telephone, pager or other appropriate technology.

3. [Full-Time] The internship agency staff includes at least two full-time-equivalent licensed psychologists who can serve as primary supervisors.

[Half-Time] The internship agency includes at least two mental health professionals on the agency staff, one of whom is a licensed psychologist and serves as the primary supervisor.

The primary supervisor is licensed as a psychologist by the California Board of Psychology and can certify training in supervision as required by

the Board of Psychology. The primary supervisor must be employed by the same agency as the intern and is available to the intern 100% of the time the intern is accruing supervised professional experience. This availability may be in person or by telephone, pager or other appropriate technology. All delegated individual and group supervisors must be licensed mental health professionals (MFT, LCSW or Board-Certified Psychiatrist) who can certify training in supervision as required by the Board of Psychology.

4. The internship will provide supervision at a minimum rate of 10% of the total time worked each week.

[Full-Time] Intern supervision is provided by staff members of the internship agency or by qualified affiliates of that agency who carry clinical responsibility for the cases being supervised. At least two hours per week of regularly scheduled individual face-to-face supervision are provided by one or more licensed doctoral-level psychologists regardless of whether the internship is completed in one year or two. Supervision is provided with the specific intent of overseeing the psychological services rendered directly by the intern.

[Half-Time] Intern supervision is provided by staff members of the internship agency or by qualified affiliates of that agency who carry clinical responsibility for the cases being supervised. At least one hour per week of regularly scheduled individual face-to-face supervision is provided by a licensed doctoral-level staff psychologist. Supervision is provided with the specific intent of overseeing the psychological services rendered directly by the intern.

5. The internship provides training in a range of psychological assessment and intervention activities conducted directly with recipients of psychological services.

6. At least 25% of the intern's time is in face-to-face psychological services with patients/clients.

7. [Full-Time] The internship must provide at least four hours a week in didactic activities such as case conferences, seminars, in-service training, or grand rounds in addition to individual and group supervision.

[Half-Time] The internship must provide at least two hours a week in didactic activities such as case conferences, seminars, in-service training, or grand rounds in addition to individual and group supervision.

8. Internship training is at post-clerkship, post-practicum, and post-externship level, and precedes the granting of the doctoral degree.

9. The internship agency has a minimum of two on-site half-time and/or full-time predoctoral psychology interns at the internship level of training during any period of training.

10. The internship-level psychology trainees have a title such as “Psychology Intern” or other equivalent designation of trainee status.

11. The internship agency has a written statement or brochure which provides a clear description of the nature of the training program, including the goals and content of the internship and clear expectations for quantity and quality of the interns’ work, and is made available to prospective interns.

12. Internship programs have documented due process procedures that described separately how programs deal with (1) concerns about intern performance , and (2) interns’ concerns about training. These procedures include the steps of notice, hearing, and appeal for interns and are given to the interns at the beginning of the training period.

13. The internship experience (minimum 1500 hours) must be completed in no less than 9 months, accruing no more than 44 hours per week.

14. CAPIC member programs are required to issue a certificate of internship completion that includes the word “Psychology” to all interns who have successfully completed the program.

15. The internship agency must demonstrate evidence of cross-cultural knowledge, training and sensitivity consistent with the populations they serve.

16. At least twice a year the internship program conducts formal written evaluations of each intern’s performance.

The California Psychology Internship Council (CAPIC) has adapted membership criteria and clarifications from those of the Association of Psychology Postdoctoral and Internship Centers (APPIC).



2008-2009 CAPIC CALENDAR

October 25, 2008	CAPIC and CPA Division II Conference Defining and Evaluating Clinical Competence: Current Views and the Use of the Competency Toolkit in Supervision California School of Professional Psychology San Francisco Campus
November 2008	Publication: Predoctoral and Postdoctoral Directories for 2009/2010 Training Year
January 2009	Southern California Internship Fair
February 2009	Northern California Internship Fair and Membership Meeting
March 2, 2009	Student Predoctoral Internship Application Deadline
March 27, 2009	Last day for agencies to notify applicants whom they do not intend to consider
April 6, 2009	Predoctoral Uniform Notification Day
April 6, 2009 after 12 noon and ongoing	Clearinghouse
April 16-19, 2009	CPA Annual Convention: Psychology: A Leadership Profession Marriott Oakland City Center

CAPIC

Intern Rights and Responsibilities

Every intern signs a contract, under which the intern has certain rights and responsibilities.

You are responsible for:

1. Fulfilling contracted duties, time and duration commitments, and acceptance agreements.
2. Conducting yourself in a professional manner, including maintaining cooperative relationships with agency staff, completing required paperwork accurately and on time, and supporting and following agency rules, procedures, and policies.
3. Attending all weekly supervision meetings and required training meetings. Any changes in supervision must be approved by the appropriate agency personnel.
4. Working within the limits of your skill and training and handling clinical emergencies and legal responsibilities by consulting your supervisor and other appropriate agency personnel in a timely manner.
5. Providing appropriate and responsible care to patients during emergencies, even if this requires additional time.
6. Adhering to the Ethical Principles of the American Psychological Association and the California Laws and Regulations Related to the Practice of Psychology.
7. Maintaining your log of hours as required by the Board of Psychology.

You have a right to:

1. An accurate description of internship activities and time commitment that will be honored by the agency.
2. Expect reasonable accommodations by an agency for documented disabilities in accord with the Americans with Disabilities Act.
3. Have an hour of supervision at each scheduled individual supervision time, and receive regularly scheduled didactic training.

4. Have any contract change clearly negotiated among you, the placement, and your school.
5. Have, in writing, ways to reach a licensed staff member if you have an emergency situation with patients.
6. Ask for review by a supervisor of documents you prepare.
7. Know about safety policies and procedures in place to protect you. This may include, but is not limited to, such matters as never being alone in the clinic with a patient, access to an alarm system, training in handling violent patients, an illuminated parking lot at night, etc.
8. Be safe from sexual harassment or discrimination.
9. Have, in writing, agency policies regarding sickness, vacation, and personal leave.
10. Have, in writing, established procedures through which complaints about the internship or agency personnel can be resolved.



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CALIFORNIA BOARD OF PSYCHOLOGY
SUPERVISION AGREEMENT FOR SUPERVISED PROFESSIONAL EXPERIENCE
IN HEALTH SERVICES

This agreement is to be completed by the primary supervisor and the trainee prior to the commencement of the supervised professional experience (SPE). The primary supervisor agrees to maintain this agreement until the trainee completes the SPE and requests the primary supervisor to rate and verify the experience. The primary supervisor agrees to submit this agreement or its equivalent directly to the board along with the Verification of Experience Form when requested to do so by the trainee or the board. Any changes to the supervisory plan during the course of the experience shall be documented on a separate sheet, initialed by both the primary supervisor and trainee, and attached to this agreement as an addendum. The board has the authority to deny any hours of supervised professional experience in which a Supervision Agreement was not properly completed prior to the accrual of hours.

SECTION I:

PRIMARY SUPERVISOR: (Print or Type: First Name, Middle Initial and Last Name)

License Type: License Number:

DELEGATED SUPERVISOR(S): (use separate sheet if necessary) (Print or Type: First Name, Middle Initial and Last Name)

License Type: License Number:

License Type: License Number:

NOTE: A change in primary supervisor will require the completion of an entire new supervision agreement plan. Change(s) in delegated supervisor(s) should be documented on a separate sheet and attached to this agreement as an addendum.

TRAINEE: (Print or Type: First Name, Middle Initial and Last Name)

Registration Number (if applicable):

SECTION II:

The above trainee will be delivering the limited psychological services described below to the public under one of the following categories under the: (check appropriate category):

- Business and Professions Code (BPC) Section 2909(d) - Registered Psychologist
BPC Section 2910 - employee of an "exempt" setting
BPC Section 2911 - intern in a formal internship which meets Section 1387 of the California Code of Regulations (CCR)
BPC Section 2913 - registered psychological assistant
Department of Mental Health Waiver
Out of State Experience

What is the start and anticipated completion dates of the above checked category:

Start Date: Anticipated Completion Date:

The above trainee will perform the following services:

The trainee will perform these services in the following location(s). Please include the name of agency (if applicable) and address:

The goals and objectives of this plan for supervised professional experience are summarized as follows:

SECTION III:

IN ADDITION TO THE ABOVE PROVISIONS, THE FOLLOWING PROVISIONS OF THIS AGREEMENT ARE TO BE COMPLETED BY BOTH THE PRIMARY SUPERVISOR AND THE TRAINEE AND REVIEWED BY ALL DELEGATED SUPERVISORS:

In any supervised professional experience, the primary supervisor assumes professional and ethical responsibility for the psychological functions performed by the trainee. The supervisor is also responsible for ensuring that the supervised professional experience meets all requirements set forth in section 1387 of the California Code of Regulations (CCR) and, in the case of registered psychologists or psychological assistants, in section 1390 and 1391 respectively of the CCR.

The supervisor(s) and trainee agree to and understand all of the following information: (Please check off each item as it is reviewed with the trainee).

SUPERVISION REQUIREMENTS:

(California Code of Regulations Section 1387)

1. The trainee will be provided with at least 1 hour of face-to-face, direct, individual supervision by the primary supervisor each week.
2. The trainee will be provided with supervision for 10% of the total time worked each week.
3. A maximum of forty-four (44) hours per week, including the required 10% supervision, will be credited toward meeting the supervised professional experience requirement.
4. The trainee shall have no proprietary interest in the business of the primary or delegated supervisor and shall not serve in any capacity which would hold influence over the primary or delegated supervisor(s)' judgement in providing supervision.
5. Neither the primary supervisor nor any delegated supervisors will receive payment, monetary or otherwise, from the trainee for the purpose of providing supervision.
6. The trainee will not function under any other license or in any other professional capacity while accruing SPE.
7. The supervisor(s) will maintain a clear and accurate record of the trainee's supervision. This record may be in the form of the SPE log required to be maintained by the trainee pursuant to section 1387.5 of the CCR.

QUALIFICATIONS AND RESPONSIBILITIES OF PRIMARY SUPERVISORS:

(California Code of Regulations Section 1387.1)

THE PRIMARY SUPERVISOR:

1. Must be a licensed psychologist, except board certified psychiatrists may be primary supervisors of their own registered psychological assistants.

2. ____ Shall possess and maintain a valid, active license free of any formal disciplinary action and will notify the trainee of any disciplinary action or change in license status that affects his or her ability or qualifications to supervise.
3. ____ Shall be employed by the same work setting as the trainee.
4. ____ Shall be available to the trainee 100% of the time the trainee is accruing SPE. This availability may be in-person, by telephone, by pager or by other appropriate technology.
5. ____ Shall complete a minimum of six hours of supervision coursework every two years as described in section 1387.1(b).
6. ____ Shall be in compliance at all times with the provisions of the Psychology Licensing Law or the Medical Practice Act, whichever might apply, and the regulations adopted pursuant to these laws.
7. ____ Shall be responsible for ensuring compliance at all times by the trainee with the provisions of the Psychology Licensing Law and the regulations adopted pursuant to these laws.
8. ____ Shall ensure that all SPE and record keeping is conducted in compliance with the Ethical Principles and Code of Conduct of the American Psychological Association.
9. ____ Shall monitor the welfare of the trainee's assigned clients.
10. ____ Shall ensure that each client or patient is informed prior to rendering services by the trainee that the trainee is unlicensed and is functioning under the direction and supervision of the supervisor and that any fees paid for the services of the trainee must be paid directly to the primary supervisor or employer.
11. ____ Shall monitor the performance and professional development of the trainee.
12. ____ Shall ensure that he or she has the education, training, and experience in the area(s) of psychological practice supervised.
13. ____ Shall have no familial, intimate, business or other relationship with the trainee which would compromise the supervisor's effectiveness, and/or would violate the Ethical Principles and Code of Conduct of the American Psychological Association.
14. ____ Shall not supervise a trainee who is now or ever has been a psychotherapy client of the supervisor.
15. ____ Shall not exploit or engage in sexual relationships or any other sexual contact with the trainee.
16. ____ Shall require the trainee to review the pamphlet "Professional Therapy Never Includes Sex."
17. ____ Shall monitor the supervision performance of all delegated supervisors.

QUALIFICATIONS AND RESPONSIBILITIES OF DELEGATED SUPERVISORS:
(California Code of Regulations Section 1387.2)

THE DELEGATED SUPERVISOR(S):

1. ____ Must be a licensed psychologist or those other licensed mental health professionals listed in section 1387(c)(1).
2. ____ Shall possess and maintain a valid, active license free of any formal disciplinary action, and will notify the trainee and primary supervisor of any disciplinary action or change in license status that affects his or her ability or qualifications to supervise.
3. ____ Shall be in compliance at all times with the provisions of the Psychology Licensing Law and the regulations adopted pursuant to these laws.
4. ____ Shall be responsible for ensuring compliance at all times by the trainee with the provisions of the Psychology Licensing Law and the regulations adopted pursuant to these laws.
5. ____ Shall ensure that all SPE and record keeping conducted under the supervision delegated to them is conducted in compliance with the Ethical Principles and Code of Conduct of the American Psychological Association.
6. ____ Shall monitor the welfare of the trainee's clients while under their delegated supervision.
7. ____ Shall be responsible for monitoring the performance and professional development of the trainee and for reporting this performance and development to the primary supervisor.
8. ____ Shall ensure that they have the education, training, and experience in the area(s) of psychological practice to be supervised.
9. ____ Shall have no familial, intimate, business or other relationship with the trainee which would compromise the supervisor's effectiveness, and/or would violate the Ethical Principles and Code of Conduct of the American Psychological Association.
10. ____ Shall not supervise a trainee who is now or ever has been a psychotherapy client of the supervisor.
11. ____ Shall not exploit or engage in sexual relationships, or any other sexual contact with the trainee.

SECTION IV:

PRIMARY SUPERVISOR'S SIGNATURE

I understand and accept this agreement, including, but not limited to my duties as a supervisor, and will ensure to the best of my abilities that the trainee and all delegated supervisors will comply with the terms and conditions of this agreement and with all laws and regulations relating to the practice of psychology. I declare under penalty of perjury under the laws of the State of California that all the forgoing is true and correct.

Name (Print or Type) _____

License Number _____

Signature _____

City and State _____

Date signed: _____

TRAINEE'S SIGNATURE

I understand and will comply with the terms and conditions of this agreement. I will cooperate with my supervisor(s) to ensure that conditions of the supervision are fulfilled and will provide my supervisor(s) with all information necessary to supervise me on matters involving professional, ethical or legal concerns. I declare under penalty of perjury under the laws of the State of California that all the forgoing is true and correct.

Name (Print or Type) _____

Signature _____

Social Security Number¹ _____

City and State _____

Date signed: _____

Disclosure of your social security number is mandatory. Section 30 of the Business and Professions Code and Public Law 94-455 (42 USCA 405 (c)(2)(C) authorize collection of your SSN. Your SSN will be used exclusively for tax enforcement purposes, for purposes of compliance with any judgement or order for family support in accordance with Section 11350.6 of the Welfare and Institutions Code, or for verification of licensure or examination status by a licensing or examination entity that utilizes a national examination and where licensure is reciprocal with the requesting state. If you fail to disclose your SSN, you will be reported to the Franchise Tax Board, which may assess a \$100 penalty against you.



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VERIFICATION OF EXPERIENCE FORM

To be completed by Primary Supervisor. PLEASE PRINT OR TYPE. Pay particular attention to the time periods of the supervised professional experience when answering questions.

SUPERVISEE: SECTION I.

NAME	LAST	FIRST	M.I.	AKAS OR ALIASES	LAST	FIRST	M.I.	DATE OF BIRTH

METHOD OF ACCRUAL OF SUPERVISED PROFESSIONAL EXPERIENCE VERIFIED ON THIS FORM: (Check one)

PSYCHOLOGICAL ASSISTANT	REGISTRATION NO.	REGISTERED PSYCHOLOGIST	REGISTRATION NO.	EXEMPT SETTING	NAME OF EMPLOYER
PSYCHOLOGICAL INTERN	NAME OF SCHOOL	OUT-OF-STATE EXPERIENCE	NAME OF STATE		
DEPARTMENT OF MENTAL HEALTH WAIVER (ATTACH WAIVER DOCUMENTATION)	ALTERNATIVE SUPERVISION AGREEMENT (ATTACH BOARD COPY OF APPROVAL)				

PRIMARY SUPERVISOR:

NAME	LAST	FIRST	M.I.	TELEPHONE NO.	E-MAIL ADDRESS	FAX NO.
ADDRESS OF RECORD (STREET)				CITY	STATE	ZIP
DEGREE	LICENSE TYPE	LICENSE NO.	ISSUE DATE	JURISDICTION (STATE OR PROVINCE)		

Were you licensed in another state during this supervision period? If so, complete the following:

STATE	LICENSE TYPE/NO.	ISSUE DATE
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DELEGATED SUPERVISORS:

List names, license types, license numbers and issue dates of licenses, complete the following: for ALL persons providing delegated supervision.

NAME	LICENSE TYPE/NUMBER	ISSUE DATE OF LICENSE

DATE OF SUPERVISION: SECTION II.

FROM	TO	TOTAL NO. OF WEEKS WORKED:	AVERAGE NUMBER OF HOURS WORKED PER WEEK:	TOTAL HOURS OF ENTIRE PERIOD:
MM / DD / YY	MM / DD / YY			

DUTIES: Describe below, in detail, the psychological duties included in the supervised professional experience being verified on this form:

--

SECTION III (TO BE COMPLETED BY PRIMARY SUPERVISOR ONLY).

Please answer the following questions as they apply to this supervision experience:

PSYCHOLOGY INTERNSHIPS (*Section 2911, Business and Professions Code*)

- 1. **For experience earned on or after January 1, 2001**—Was this internship placement accredited by the APA, or was it a member of or meet the membership requirements of APPIC or CAPIC? Yes ___ No ___

PSYCHOLOGICAL ASSISTANTSHIPS (*Section 2913, Business and Professions Code*)

- 1. **General question for ALL periods of time**—Were you and the supervisee at all times in compliance with Section 1391 of the California Code of Regulations? Yes ___ No ___

ALL SUPERVISION EXPERIENCES (*Sections 2909(d), 2910, 2911, 2913, Business and Professions Code*)

General questions for ALL periods of time:

- 1. Did you provide at least 1 hour of face-to-face, direct, individual supervision every week? Yes ___ No ___
- 2. Did the supervisee receive supervision for at least 10% of the time worked each week? Yes ___ No ___
- 3. Did you and any delegated supervisors possess and maintain a valid, active license during the entire supervision period? Yes ___ No ___
- 4. Was your supervision in compliance with APA Ethical Principles and Code of Conduct as well as licensing laws and regulations? Yes ___ No ___
- 5. Did you ensure that the supervisee was at all times in compliance with all applicable licensing laws and regulations? Yes ___ No ___
- 6. Did you and any delegated supervisor have adequate education, training and experience to supervise this supervisee's areas of practice? Yes ___ No ___
- 7. Did the supervisee have the appropriate education and training to practice in these areas? Yes ___ No ___
- 8. Did you and/or any delegated supervisors receive payment, monetary or otherwise, from the supervisee for the purpose of providing supervision? Yes ___ No ___
- 9. Was the supervisee functioning in this same work setting under any other license or any other professional capacity with the same client(s) during the period of supervision? Yes ___ No ___
- 10. Was your license and/or any delegated supervisor's license to practice psychology or any other profession subject to discipline by any state or country during the period of supervision? If yes, explain on a separate sheet of paper. Yes ___ No ___
- 11. Prior to or during the period of supervision, did you and/or any delegated supervisor have an intimate or familial relationship with the supervisee? Yes ___ No ___
- 12. Was the supervisee a psychotherapy client of yours and/or any delegated supervisor's prior to or during the period of supervision? Yes ___ No ___

General questions for ALL supervision experiences on or after January 1, 2001:

- 1. Were you employed at the same work setting where the supervisee was providing psychological services at least half of the time the supervisee was working? Yes ___ No ___
- 2. Were you available to the supervisee 100% of the time the supervisee was working? Yes ___ No ___
- 3. Have you and any delegated supervisor completed 6 hours of formal training in supervision pursuant to California Code of Regulations, Section 1387.1(b) and 1387.2(b)? Yes ___ No ___
- 4. Did you inform each client or patient in writing, prior to the rendering of services by the supervisee, that the supervisee is unlicensed and is functioning under the direction and supervision of yourself and that any fees paid for services of the supervisee must be paid directly to you or the employer? Yes ___ No ___
- 5. Did the supervisee have a proprietary interest in your business and/or the business of any delegated supervisor? Yes ___ No ___
- 6. Did the supervisee serve in any capacity which would influence your judgement and/or the judgement of any delegated supervisor in providing supervision? Yes ___ No ___

General question for ALL supervision experiences prior to January 1, 2001:

- 1. Were you engaged in rendering professional services at least 50% of the time in the same work setting in which the supervisee was obtaining supervised professional experience? Yes ___ No ___

I would rate the supervisee's performance under my supervision as ___ satisfactory ___ unsatisfactory during the period of supervision.

I declare under penalty of perjury under the laws of the State of California that all the foregoing is true and correct.

County/State _____

Name (Print or Type) _____

Date _____

Signature _____

Internship Supervisee Weekly Log of Activities

Month/Year _____

Supervisee's Name				
Work setting in which Supervision took place				
Supervised hours for the week ending				
Supervision & Training				
Face-to-face individual supervision with primary supervisor				
Group supervision with primary supervisor				
Face-to-face individual supervision with delegated supervisor				
Group supervision with delegated supervisor				
Training Activities				
Professional Services Performed				
Individual psychotherapy				
Couples, children & /or family psychotherapy				
Group psychotherapy				
Testing & assessment (administration, scoring, interpretation, report)				
Intakes				
Consultations				
Other Work Performed				
Staff meetings				
Administrative duties				
Other professional activities (describe)				
Total number of hours of supervised experience per week				
Total number of hours of SPE performed satisfactorily				
Primary supervisor's printed name and psychology license number	<p>I certify that the information on this form accurately represents the training activities</p> <p>Of _____ (Supervisee)</p> <p>At _____ (Work setting)</p> <p>Primary supervisor's printed name and psychology license number</p> <p>_____ Primary supervisor's signature and date</p>			
Primary supervisor's signature and date				
Delegated supervisor's printed name, license type and number				
Delegated supervisor's signature				
Delegated supervisor's printed name, license type and number				
Delegated supervisor's signature				
Delegated supervisor's printed name, license type and number				
Delegated supervisor's signature				
Supervisee's signature and date				

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