



NORTHWEST
NAZARENE UNIVERSITY

Doctorate in Clinical Psychology
Clinical Training Handbook

SUPPLEMENT TO NNU DOCTORATE IN CLINICAL
PSYCHOLOGY STUDENT HANDBOOK

PsyD Clinical Training Handbook

IMPORTANT NOTE: Handbooks are updated each year. Students must adhere to the current academic year's handbook for all program requirements with the exception of requirements for program progression outlined in the University Catalog.

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Section 1: Introduction

The purpose of the Clinical Training Handbook is to provide the information necessary for students to satisfy the predoctoral field-training requirements that have been established by the Psy.D. program at Northwest Nazarene University, including clinical skills, practica and internship requirements, and other clinical experiences available to PsyD students. The handbook is provided to all students enrolled in the Psy.D. program at Northwest Nazarene University. It is also distributed to practicum and internship supervisors at the various sites in which students complete their training requirements. *All students are responsible for reading and becoming familiar with the clinical experience requirements held in this document.* This document is updated yearly and is subject to ongoing review and revisions. Students will be notified in writing and will receive updated information as it becomes available.

The Psy.D. program follows the recommendations of the American Psychological Association (APA), the National Council of Schools and Programs in Professional Psychology (NCSPP), the Association of Psychology Postdoctoral and Internship Centers (APPIC), the Idaho Division of Occupational and Professional Licenses (IDOPL), and the Association of State and Provincial Psychology Boards (ASPPB) pertaining to practicum and internship training.

Educational Philosophy

The program is committed to the integration of practice and scholarship through training that is sequential, cumulative and graded in complexity. The primary objective of practicum training is to provide students with a structured sequence of clinical experiences where they can systematically develop and apply their clinical skills and competencies in order to develop as emerging professionals. *As practitioner-scholars*, a substantial amount of students' time will be spent applying and refining psychological knowledge and skills in clinical contexts. The clinical PsyD program at NNU is designed to produce competent practitioners of clinical psychology who are poised to continually enhance their practice with ongoing developments in the field. Consistent with a developmental model, the practicum training sequence begins with entry-level placements and progresses gradually to increasingly challenging and more demanding positions where students will assume greater clinical responsibility as they consolidate their skills and develop a professional identification with the practice of psychology. A primary goal of practicum training is to develop the student's clinical competencies to the levels necessary for the predoctoral internship.

The clinical training sequence at NNU is a planned course of study incorporating didactic and supervised experiential training. For post-baccalaureate students, the first semester of training occurs on campus. During the subsequent second, third and fourth

years, all students are typically placed in an off-campus training environment. All students must complete three years of supervised training at three different sites, a minimum of 1500 total hours of practicum experience, and receive supervisor ratings at or above the minimal levels of acceptable achievement, along with other outcome indicators (described below) before they are eligible to apply for internship. Practica training is facilitated by intensive supervision provided at training sites combined with secondary “practica” seminars instructed by NNU faculty. While site supervisors retain primary responsibility for the student’s supervision, the practica seminars extend this training with consultative supervision and facilitate extensive exploration of integration issues.

The predoctoral clinical internship is one of the program’s three capstone experiences (with dissertation and the competency exam as the others) and is designed to occur in students’ final year of training. The purpose of the internship is the extension of previous professional and academic training. Internship provides, at a level of greater expertise than practicum, for the integration of scientific, professional and ethical knowledge, attitudes and skills basic to the practice of professional psychology. It is an organized training program which provides a planned, integrated sequence of clinical and didactic experiences with the goal of providing sufficient training and supervision so that the intern may, upon completion, function responsibly as a professional psychologist, and to be qualified for post-doctoral training or their first professional position.

A key distinctive of the PsyD program at Northwest Nazarene University is the fact that all instruction occurs within the broad outlines of a Christian worldview. This broad commitment affords a great deal of variety in both faculty and student approaches to academic development. NNU’s Christian commitment brings with it additional implications for clinical training. First, the religious context is viewed as a ‘*value-added*’ component of clinical training. Since our careers are viewed as service contexts or ‘callings’ emerging from our more general spiritual commitments, an emphasis on ‘excellence’ ensues. Second, students are expected to become proficient in working with issues of religious diversity. Ethical and respectful approaches to working with clients of diverse religions are incorporated throughout the program. Finally, students are required to develop skills in the integration of psychology and Christianity. Although NNU’s PsyD does not mandate a specific approach to integration, students are expected to integrate Christian perspectives, practices, or techniques in a professionally competent manner.

Northwest Nazarene University Mission Statement

The mission of NNU is the transformation of the whole person. Centered in Jesus Christ, the NNU education instills habits of heart, soul, mind and strength to enable each student to become God's creative and redemptive agent in the world.

PsyD Mission Statement

The mission of the PsyD in Clinical Psychology Program at Northwest Nazarene University is to develop diverse-minded health service psychologists who are creative and redemptive agents of change, willing to work to transform themselves and others in order to serve the broader community. The program aims to produce clinical practitioners in psychology who will serve the behavioral and mental health needs of the great State of Idaho and beyond.

Statement of Diversity

NNU's PsyD program recognizes the importance of cultural and individual differences and diversity in the training of psychologists. The program has made and is committed to working toward systematic, coherent, and long-term efforts to attract and retain students and faculty from diverse backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of diverse individuals and the provision of training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training, either directly or by imposing significant and disproportionate burdens on the basis of the personal and demographic characteristics set forth in the definition of cultural diversity.

Section 2: Organizational Structure and Responsibilities

A. PsyD Chair

The NNU PsyD Chair is responsible for overseeing and administration of the PsyD Program including, but not limited to: administrative responsibilities, admissions, budgets, curriculum, hiring, faculty evaluation and training, accreditation, assessment of student outcomes, and the writing and implementation of policies and procedures.

The PsyD Chair is also responsible for: anticipating and responding to the needs and concerns of students and representing NNU and its doctoral program at relevant meetings both internally (to NNU and its constituents) and externally [i.e., Idaho Psychological Association (IPA), Association of Psychology Internship and Postdoctoral Centers (APPIC), National Council of Schools and Programs of Professional Psychology (NCSPP), American Psychological Association (APA), and other relevant meetings].

The PsyD Chair works closely with the Director of Clinical Training to ensure quality training experiences and to promote good relationships with training providers.

B. Director of Clinical Training (DCT)

The NNU Director of Clinical Training is responsible for administering the Psy.D. Clinical program including overseeing practicum and internship training, the Competency Examination, student supervision evaluation, and assistance with maintenance of the program's accreditation. The DCT consults with and makes recommendations to the program's PsyD Chair regarding clinical training. The DCT also assists core faculty, associated faculty, and other program contributors relative to students' training issues.

The DCT is also responsible for: addressing the needs and concerns of students in the realm of clinical work; developing appropriate agenda items for the Psy.D. Program Committee, and representing NNU and its doctoral program at relevant meetings [i.e., Idaho Psychological Association (IPA), Association of Psychology Internship and Postdoctoral Centers (APPIC), National Council of Schools and Programs of Professional Psychology (NCSPP), American Psychological Association (APA), and other relevant meetings].

The DCT serves as a liaison to training sites, which includes the following responsibilities:

- Where appropriate, make initial contact with potential training sites and conduct site visits to ascertain the appropriateness of the particular site for training.

- Conducting site visits of practicum sites and, where possible, internship sites, meeting with both students and supervisors, responding to training site and student needs as they arise, and providing consultation to training sites to enhance their training programs.
- Conduct scheduled evaluations of training sites.
- Meet with students to advise them regarding clinical training, which includes recommending, reviewing and approving training site choices, and assisting with the application process.
- Participate in the professional evaluation of students after completion of training experiences.
- Ensure that students systematically evaluate their training experiences at appropriate points in time.

C. Psychology Program Manager

The Psychology Program Manager (PPM) assists the PsyD Chair with the daily running of the PsyD program. In addition, the PPM supports the DCT in maintenance of all records related to students' clinical training. The PPM may serve as a liaison with training sites by informing them of program policies and procedures. Additionally, the PPM, where appropriate, represents NNU and its doctoral program at relevant meetings.

D. Psy.D. Program Committee (PPC)

The Psy.D. Program Committee (PPC) is composed of all core Psy.D. program faculty. The DCT serves as secretary of this committee and the PsyD Chair serves as chair of this committee. The committee meets at least monthly during the academic year. The agenda and minutes of all meetings are made available to the PPC faculty. The PPC is responsible for the formulation of Psy.D. program policies and makes recommendations concerning continuance, modification, or discontinuance of these policies. All decisions are made by majority vote of voting members present at each meeting. Members of the PPC assist the PsyD Chair and the DCT with various program-related activities such as admissions and annual evaluation of students' progress. PPC members may also serve as advisors to students relative to clinical training issues.

Section 3: Student Responsibilities

Students are expected to know and follow the contents of this handbook. Should an issue arise that is not covered in the handbook, the student should consult with the DCT. Failure to follow the guidelines as set forth in this handbook may affect the student's progress through the program. The major areas of student responsibility are listed below:

A. Ethical Standards

Students are responsible for behaving in a professional, ethical, and legal manner at the university and in their clinical placements. To fulfill this requirement, students are expected to be familiar with the *APA Code of Ethics* and the *Idaho Laws and Regulations Relating to the Practice of Psychology*. Students may not engage in any unprofessional, unethical, or illegal practices at their training sites even if such practices are condoned, expected, or encouraged by site supervisors and/or staff. Students must promptly notify their supervisors of any such practices that they observe at the site by staff or other trainees. The DCT must be notified immediately regarding these issues. In cases where the supervisor is suspected of unprofessional, unethical, or illegal practices, the student must notify the DCT immediately. Students who feel they would be in jeopardy or punished for reporting unprofessional, unethical, or illegal behavior to the site itself, must report these concerns to the DCT.

1. Sexual harassment

Students are advised that sexual harassment is a violation of federal law and may violate the civil and criminal laws of the State of Idaho. The following behavior may constitute sexual harassment: lewd remarks, whistles, or personal reference to one's anatomy; unwanted physical contact such as patting, pinching, or constant brushing against a person's body; subtle or overt pressure for sexual favors; persistent and offensive sexual jokes and comments.

Northwest Nazarene University is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from unlawful harassment and discrimination. NNU is also committed to promptly, impartially, and equitably addressing and resolving all reports of sex discrimination, sexual harassment, and sexual misconduct. When the University finds that such behavior has occurred, it will take steps to stop the behavior, prevent its recurrence, and to remedy its effects.

All sexual harassment will be reported to the Title IX officer at NNU.

2. Multiple relationships

Students must avoid multiple relationships including those stated below. Infractions are considered inappropriate to their status as trainees and appropriate disciplinary action will be taken. Students may not have held a paid or unpaid staff position within the previous year at any site where they are placed unless they are given a different experience. Further, they may not hold such a position during the time they are in training there without the approval of the DCT. Students who are unclear about their status as trainee or staff member should discuss this issue with the DCT.

Students may not be supervised by the following:

- Student's current or past psychotherapist.
- Anyone with whom they have, or have had in the past a business relationship with outside the site.
- Anyone with whom they have, or have had in the past a sexual relationship or an emotional relationship.
- A relative.
- Anyone with whom they have worked for as a paid psychological assistant

It is imperative that each student consults with the DCT in all relationships where there is a lack of clarity.

B. Maintenance of Records and Professional Liability Insurance

Related to the responsibility of maintaining ethical standards, students are responsible for maintaining appropriate documentation and records at their training sites. Further, students are required to purchase/renew professional liability insurance for each year they are enrolled in clinical training and before seeing clients. The program recommends the Trust maximum coverage policy of \$1,000,000/3,000,000 at a cost of \$35.00 annually. Students may purchase this insurance at this link (<https://www.trustinsurance.com/Insurance-Programs/Student-Liability>).

The University maintains its own separate liability insurance relevant to students' placements.

Proof of this insurance will be given to the Program Manager before students begin their clinical hours at their practicum sites. The practicum sites may also request proof of this insurance as part of their onboarding process.

C. Communication with Program

Students are expected to remain in contact with the DCT while completing their clinical placements. Students are expected to inform the DCT when placement conditions differ from those contracted for by the training site, the student, and the school, or which interfere with proper training. Examples of such conditions may include the following:

- Supervision that does not meet with the terms of the affiliation and/or other contractual agreements, and/or is not consistent with the requirements outlined in this handbook.
- Insufficient training opportunities (i.e., in-services, case conferences, client load, supervision).
- Any training site changes (i.e., financial or administrative problems, changes in personnel) that may adversely affect the professional standards and/or clinical or administrative functioning of the site.
- Any form of exploitation, which includes sexual harassment, workload, or any and all inappropriate requests, such as tasks that are unrelated to the training of a clinical psychologist.
- Discriminatory practices based on race, color, national origin, age, gender, sexual orientation, religion, or physical disability.

1. Confidentiality of Communication

Any communication between a student and the PsyD Chair, the DCT, PPC, and/or the PPM regarding training issues is not viewed as confidential. However, the welfare and training of the student as well as the needs of the profession, the public, and the university will be taken into consideration when determining how to use any shared information. The student may participate in discussions regarding the dissemination of information.

The supervision experience is generally considered open for discussion between supervisors and the DCT. Supervisors will be instructed to use their discretion regarding the form and content of what they communicate, and students may request that certain personal information be treated as confidential by supervisors. However, each supervisor must consider whether the disclosure of information will be beneficial to the training of the student, as well as to the good of the public. It is recommended that the student and supervisor discuss these issues prior to the disclosure of sensitive information to the DCT.

Supervisors' evaluations of students are only available to the Psy.D. Chair, the DCT, program faculty, and accrediting agencies and are to be treated similarly to course evaluations. Disclosure of information is to be done solely on a "need to know" basis.

As a function of the selection process, training sites have the right to contact former supervisors at previous placement agencies. It is broadly assumed that the student's listing of these placements on their applications and vitae constitutes a tacit release of information.

Section 4: Clinical Training Course Sequence

Clinical training follows a sequential, cumulative, and graded in complexity plan.

Courses may not be taken out of sequence. The sequence described below assumes that students will remain on track. Students falling off track should consult with the DCT and refer to the *NNU Student Policies and Procedures Handbook*.

NNU PsyD Clinical Coursework

Year of Program	Course Name	Outcome Indicators
SP 1st year (post-bacc only)	PPSY6541 Basic Skills in Individual Psychotherapy; PPSY6000 Clinical Foundations in Psychology	<ol style="list-style-type: none"> 1. Supervisor rating form 2. Successful completion of coursework 3. Acceptable scores on Personality Characteristic Form
2nd Year (all students)	PPSY7201 Clinical Practicum I; PSYD8202 Clinical Practicum II	<ol style="list-style-type: none"> 1. Supervisor rating form 2. Successful completion of coursework 3. Acceptable scores on Personality Characteristic Form
3rd Year (all students)	PSYD8601 Clinical Practicum III; PSYD8602 Clinical Practicum IV	<ol style="list-style-type: none"> 1. Supervisor rating form 2. Successful completion of coursework 3. Acceptable scores on Personality Characteristic Form 4. Pass oral comprehensive exams
4th Year (all students)	PSYD9501 Clinical Practicum V; PSYD9502 Clinical Practicum VI	<ol style="list-style-type: none"> 1. Supervisor rating form 2. Successful completion of coursework 3. Acceptable scores on Personality Characteristic Form
5th Year (all students)	PSYD9900 Clinical Internship	<ol style="list-style-type: none"> 1. Supervisor rating Form

NOTE: While students may be cleared to participate in graduation ceremonies in May, students should remember that graduation ceremonies do not convey the PsyD degree. THE PSYD DEGREE IS NOT CONFERRED UNTIL ALL COURSEWORK, FINAL VERSION OF THE DISSERTATION IS SUBMITTED TO AND ACCEPTED BY THE UNIVERSITY AND PROQUEST, AND INTERNSHIP EVALUATIONS ARE RECEIVED AS PASSING INTERNSHIP FOR TRAINING DIRECTORS.

Section 5: Practicum Training

A. Practicum Defined

Practicum training is field experience taken for academic credit that provides students with experiences with client/patient problems and learning of relevant psychological skills under supervision. The goal of this training is to develop the student's clinical competencies to the levels necessary for the clinical predoctoral internship in year 5 of the program. Students must complete a minimum of 1500 hours of supervised training at the practicum level before they are eligible to apply for internship. Students must complete at least one year of clerkship (assessment training) and one year of psychotherapy training. The third year of training (Clinical Practicum V and VI) is considered advanced placement and can consist of specialized training, an additional year of clerkship or an additional year of psychotherapy placement.

B. Practicum Requirements

Students must meet all of the following requirements in order to receive credit for practicum in the Psy.D. program at the Northwest Nazarene University:

1. Practicum prerequisites

Students must successfully complete (B- or better in letter grade courses and credit in CR/NCR courses) all required Year 1 courses (for Accelerated students, this would include summer courses) in order to participate in their first practicum experience and enroll in PPSY7201/PSYD8202 during Year 2. Any exceptions to this must be requested in writing to the DCT. Occasionally students may decide to postpone starting PPSY7201/PSYD8202 because of scheduling conflicts or personal situations. Postponing PPSY7201/PSYD8202 will delay a student's program of study and time to completion. Any decision concerning postponement of the practicum must be made in consultation with the DCT.

2. Practicum settings

Students are required to have three different practicum experiences in their practicum training sequence.

3. Practicum courses

Students must enroll in PPSY7201 & PSYD8202 during the first practicum, PSYD8601 & 8602 during the second practicum and PSYD9501 & 9502 during the third practicum. Occasionally, students may decide to postpone internship application and request additional practicum experiences beyond the advanced practica (i.e. PSYD9501 & PSYD9502). In order to be regarded as formal practicum training, the student would need to register for independent study (PSYD8599). Any such training also requires a contract with the site.

Students must comply with all course requirements before these courses are considered completed or an IP will be given. These requirements include turning in relevant practicum documents to the DCT in a timely manner. Students must meet the minimal level of achievement for both course performance and performance at their site.

4. Hours

Students must complete a minimum number of practicum hours as described below. Unless otherwise noted, a full-time practicum is minimally 15 hours a week and can be up to 25 hours a week, depending on the requirements of the training site.

5. Duration

Each student must remain in their practicum placement setting for a minimum of nine months and a maximum of one calendar year. Each student's duration at their site is specified in the practicum contract maintained with each site and described below.

6. Mutual expectations

Students are expected to fulfill the terms of the agreement with the site, to be there the stipulated number of hours each week, and to perform the duties specified in the contract as well as those which are reasonably requested by the site. Students should not attempt to perform duties unless they are physically and emotionally prepared to do so. Students who are unable to fulfill the obligations of the training must inform their primary supervisor and DCT immediately, and obtain consent for a leave due to illness or other reasons (i.e., personal problems and conflicts pertaining to their work at the site). The site is also expected to fulfill its contract with students. If any circumstances arise which threaten or significantly alter or disrupt the training of students as specified in the contract, these circumstances should be communicated to the DCT immediately.

C. Practicum Hours

Students must spend a minimum of 15 hours and a maximum of 25 hours per week in practicum activities. On average, students typically spend 20 hours per week at their practicum sites. Any exceptions to these requirements must be requested in writing to the DCT. Failure to satisfy these conditions may require additional experience at another agency. Professional psychology practice does not conform to the usual academic calendar of classes, vacations, and examinations, so students may be expected to meet with clients during interterm and holidays. Schedules are coordinated with on-site supervisors, and should be resolved to the mutual satisfaction of both the practicum site and the student. Students must use the program's system for tracking

practicum hours (*Time2Track*) described below. A summary of these hours, signed by the supervisor, is to be turned in to the DCT at the completion of the practicum.

1. Direct service hours

Direct service hours are defined as actual clock hours in face-to-face services to patients/clients (“45-50 minute” hour). Direct services should constitute at least 50% of a student's practicum time. Direct service hours include:

- Direct treatment/intervention with clients by format (i.e., individual, couples, families, groups)
- Assessment activity including the administration, interpretation and writing of psychological tests and reports; the use of diagnostic systems and tools; and the use of clinical interviews and observations
- Formal consultation and prevention services rendered, which includes outreach and psychoeducational activities.

2. Indirect service hours

Indirect service hours are defined as time spent outside direct service hours, but focused on the client. Indirect services constitute about 25% of a student's practicum time, and include activities such as report writing, progress notes or video review, in-service activities, and time spent planning interventions.

3. Supervision

Supervision constitutes about 25% of a student's practicum time. At each student's placement, the site, through its clinical supervisors, will provide each student with a minimum of one hour of individual supervision each week. Ideally, sites will also provide students with two hours of group supervision during each week that students claim hours of experience. Time spent in practicum courses may also be considered group supervision as indicated in (b) below. Students in their first practicum experience are also required to participate in the program's peer supervision requirement as indicated in (c) below.

- a. Individual supervision is defined as regularly scheduled face-to-face supervision with the specific intent of dealing with psychological services rendered by the student to clients/patients. Every effort is made to ensure that a licensed psychologist is on staff and available to supervise the student placed at a practicum site. However, given the shortage of licensed psychologists within Idaho, licensed psychologists may not be available at all practicum sites. In this case, a licensed mental health professional is designated as the on-site supervisor and the student

receives one hour of supplemental weekly supervision either by a licensed PsyD faculty member or a contracted licensed psychologist to provide individual supervision either in-person or through the use of video technology. NNU is committed to training students to work in all areas of the state and therefore utilizes this approach to continue to provide high quality training and supervision while serving areas and populations that need the most support. Supervisors must have clinical responsibility for the clients for which the student is being supervised. This usually means that the supervisor is an employee of the practicum setting. Exceptions are possible, however, and these exceptions must be approved by the DCT.

- b.** Group supervision includes actual hours of focus on specific cases in a group context either at the practicum placement or within the practicum class. Group didactic activities, such as grand rounds or in-service training on specific topics, do not count as group supervision because they do not focus on providing supervision on the assessment or management of specific clinical cases. These hours are recorded as support activities (indirect services).
- c.** Peer supervision is a program requirement that is completed in years one and four of the program. Year 1 students must complete 10 hours as a *peer supervisee* (during PPSY6000). Year 1 students must meet all of the *peer supervisee* requirements in order to receive a passing grade for PPSY6000.

 - Year 4 students must complete 10 hours as a *peer supervisor* (PSYD9630). Year 4 students must meet all of the *peer supervisor* requirements in order to receive a passing grade for PSYD9630.
 - Peer Supervisor-Peer Supervisee matches are made by the instructor for PSYD9630 (Supervision) in consultation with the DCT. The DCT monitors students' progress in meeting the peer supervision requirement with support from the instructor of PSYD9630.

4. Credit for clinical hours from other programs/disciplines/work settings

Practicum hours must be completed while in the program. Practicum experiences and units from another program are non-transferable and are not accepted for transfer credit. Hours earned during and/or after an MFT, Masters in Counseling, or MSW program will not be credited toward the Psy.D. practicum. Psy.D. practicum hours may be applied towards Masters licensure experience hours under the following conditions:

- DCT is informed of the student's intent to do so
- The clinical supervisor and agency are willing to do so
- Hours from the Psy.D. practicum that are applied to the Masters licensure are within the scope of practice for that license.
- Is permissible as long as it does not interfere with the Psy.D. practicum experience.

Students who are employed by mental health agencies may not use these hours to fulfill the Program's practicum requirement.

5. Tracking Hours

The Psy.D. program uses *Time2Track* as the standard tracking tool for clinical hours. Students are required to use the system while on practicum. Students may also use the system to track hours while on internship (see section 6 below). The cost for these subscriptions is paid for by student fees in the Psy.D. program. General information about use of *Time2Track* is presented to students in PPSY7513: Professional Foundations in Psychology III. More specific information on the use of *Time2Track* is provided to students in their first practicum course (PPSY7201). Students must provide a copy of their *Time2Track* hours, signed by their supervisor, at the end of each semester of practicum experience.

D. Personal Psychotherapy Requirements

Each student is required to complete a minimum of 20 hours of personal psychotherapy during the program and prior to the predoctoral internship. Personal therapy provides students with the capacity for self-awareness and an appreciation of the psychotherapeutic process that contributes to the individual's development as a psychologist. It is the student's responsibility to locate a therapist and meet the cost of their personal psychotherapy. Personal psychotherapy is not to be confused with supervision, and as such, students shall not receive supervision hours for personal psychotherapy.

Each student is required to provide verification that they have completed their personal psychotherapy requirement to the DCT using the program's *personal psychotherapy verification and hours tracking form*, or other approved means (i.e. letter from student's therapist). Students must complete their first 10 hours of psychotherapy by June 1st of their second year in the program and prior to taking the competency exam. Students must complete at least 10 more hours of personal psychotherapy by the end of PSYD8602.

E. Standards for Practicum Settings

Because of its commitment to training, the program requires that practicum sites meet the following standards:

- The practicum site has a clear commitment to training. The training activity of staff professionals is recognized as a legitimate employment related activity. Good evidence of this is that the setting has a history of providing supervision and other training activities for psychology trainees and/or trainees in other disciplines.
- There is at least one licensed supervisor who is competent to supervise the training experiences specified in the student's practicum training agreement as the student's primary supervisor (preferably a psychologist).
- The setting should serve a variety of clients in terms of ethnicity, age, gender, and DSM diagnosis, as well as health related disturbances (i.e., HIV/AIDS, cancer, dementia, etc.).
- The student must be clearly identified to both staff and patients as a psychology practicum student.
- The student must not have any dual role or conflict of interest relationship within the setting.

F. Practicum Placement Process

The Psy.D. program at Northwest Nazarene University is committed to maintaining practicum placements that facilitate learning and professional growth for its students. Training sites that place a high premium on clinical training and community service, and that are professionally stimulating, open to change, and sufficiently flexible to accommodate individual needs and requirements, are selected for student placements.

Broadly, the practicum training experience is designed to provide the student with the opportunity (in terms of setting, experience, and supervision) to gradually assume the professional roles of a professional psychologist consistent with the practitioner/scholar model. These roles entail the integration of previous training and a further development

of the scientific, professional, and ethical bases involved in professional functioning. The integration of clinical research and clinical practice is a core emphasis of the Psy.D. clinical training program.

The placement of Psy.D. students for practica is done in consultation with the DCT. Psy.D. students are not permitted to contact sites or change site assignments without the approval of the DCT.

The following information outlines the general process for practicum placement. Specific details (i.e. specific dates, availability of practicum sites, etc.) are updated annually by the DCT and PPM, and provided to students in the practicum application materials for that year.

- Practicum training begins in the second year of the program. Students are advised by the DCT in the summer before their first placement through required individual advising appointments. Students applying for their second or third practicum experiences have the opportunity for individual advising with the DCT but are not required to do so.
- Students may only apply to sites approved by the program. In rare cases, Psy.D. students may obtain their own placements, in consultation with the DCT, but they are not permitted to contact sites or change site assignments without the approval of the DCT. All students are responsible for applying to approved sites and for arranging interviews with those sites.
- Upon receiving an offer from a placement, an applicant must respond immediately to an offer in one of three ways; the offer may be accepted, the offer may be rejected, or the offer may be “held.” Holding an offer means that the student is asking the agency to wait for a final decision because the student is waiting to hear from another agency that the student finds more desirable. Only one offer may be held at a time and it can only be held for a short time (no more than 2 days). If the agency has not heard from the invited student in 2 days, the site is free to make an offer to another student. Students are encouraged to call and relieve a “hold” and inform the agency that they have accepted another position.
- Students who do not match through the interview process must work with the DCT to secure a practicum placement. Students have until August 1st to obtain a practicum placement for the fall. *Any student not securing a placement for required practica (i.e. PPSY7201, PSYD8601, PSYD9501) by August 1 may be required to sit out practicum for the training year and will subsequently be forced off track which will delay that student’s program of study and time to completion.*

- Affiliation packets are forwarded to practicum sites by the PPM after the agency has accepted students for practicum training. The PPM, with support from the DCT, maintains appropriate contractual relationships with the practicum training sites. These contractual relationships include (but are not limited to) university affiliation agreements, agency contracts, county contracts, state contracts, and federal contracts.
- Each site may have different documentation requirements from the students selected for their practicum site. Common documentation requirements can include: proof of liability insurance, immunization record, and a background check.
 - **Some of these requirements may have additional cost requirements that will be paid by each student that has not been included in your fees for the term in which the student is taking practicum. The program will make every endeavor to make sure students are aware of any incidental costs associated with a specific practicum site, however, the department cannot guarantee that every cost will be known before application to the practicum site.**

G. Practicum Evaluation

Fundamental to a successful training experience is the provision of ongoing feedback to students that facilitates professional and personal growth. The evaluation process is designed to assess both the professional growth of the student and the placement site as a training institution. Because students receive ongoing feedback from the on-site training staff (including the Training Coordinator, and individual and group supervisors in various core areas), and other professionals with whom they have significant contact, a student should have "no surprises" resulting from the formal evaluation procedures. Students are evaluated by their individual supervisor(s) and given feedback at the end of each semester.

Consistent with Standard IIB3-d, each practicum evaluation is based in part on direct observation of the practicum student and their developing skills (either live or electronically). Practicum evaluation is designed to assess the student's progress on meeting specific objectives or goals, competence in the delivery of psychological services, and exhibition of professional behavior. The evaluation of the student's performance is documented and discussed with the student individually and makes recommendations and suggestions that are relevant for the next semester as well as future needs of the student. Evaluation documents are returned to the DCT and are stored in the student's file.

Students must demonstrate minimal levels of achievement at both their practicum site and within their practicum courses. At their sites, students must demonstrate competence for their developmental level of training. By completion of the first practicum (PPSY7201/PSYD8202), students are expected to demonstrate competence as a “novice.” By completion of the second practicum (PSYD8601/8602), students are expected to demonstrate an “intermediate” level of competence. By completion of the third practicum (PSYD9501/9502), students are expected to demonstrate an “advanced” level of early-professional competence.

The minimal level of passing grade for all practicum related courses is a B-. (see *Program Policies and Procedures Handbook*, section 3b for more information). Students must achieve supervisor ratings of “3” or higher in each of the competency areas relevant to their level of training.

In addition to the satisfactory completion of assignments in each practicum course, students must also turn in the required practicum documents to the DCT. These documents are available to students through the program website and through *Time2Track*. In addition to documentation of professional liability insurance, personal psychotherapy verification, and *Time2Track* hours noted above, the following practicum documents are required for each year of practicum training:

1. Student evaluation of the supervisor(s) and placement site

It is important that students evaluate both their supervisor and their placement site. This allows students to provide constructive and effective feedback about the quality of training they received, and to provide the program with critical information regarding the strengths and weaknesses of the placement site. Student evaluation forms of the supervisor and site are completed at the end of each academic semester and sent to the DCT. These forms are not submitted to the placement site or supervisor. Rather, it is expected that should a placement site or supervisor receive a poor rating, these issues will have been addressed early on in the student’s training and appropriate action taken by the DCT.

2. Supervisor evaluation of the student

The primary supervisor at the placement site evaluates the student at the end of each semester on the appropriate evaluation forms provided by the program. The evaluation of the student’s performance should be discussed with the student individually by the supervisor. The primary supervisor should also make recommendations and suggestions that are relevant for the student’s future training needs. Evaluation documents are returned to the program and are stored in the student’s file. Supervisors should provide students a copy of their evaluation. As noted above, students must achieve supervisor ratings of “3” or

higher in each of the competency areas relevant to their level of training.

H. Problem Identification and Resolution

The following guidelines are designed to facilitate open communication about practicum trainee difficulties and effective problem-solving in response to them. When significant problems arise that are resolvable and/or resolved at the practicum site the DCT must be informed. The Practicum Training Director at the site must communicate to the DCT in a timely manner when problems arise with a practicum trainee that are not readily resolvable at the practicum site, that are recurrent, or that may lead to the institution of due process procedures or an alteration in the practicum trainee's program. The mode of communication will vary to suit the circumstance, but may include formal letters or emails, phone or conference calls, and on-site communication between them. This communication should include:

- A clear statement of the problem, remediation plan, and expected outcomes needed to resolve the problem(s);
- What the practicum site response has been to date; and
- What role, if any, the practicum site would like the program to play in addressing the problem.

The Practicum Training Director of the site should consult this handbook for identifying and dealing with problem trainees. This will assist in handling and documenting problems that arise in the practicum and facilitate the graduate program's dealing with the trainee's problems. Once communication about a problem is initiated, the program and practicum site must maintain ongoing contact until the problem is resolved. This contact will include discussions of the remediation plan and plan for monitoring and evaluating the practicum trainee's performance. The practicum trainee may request and should receive copies of all formal communications regarding their performance. Students whose performance gives cause for concern will receive ratings that are inconsistent with the student's expected developmental level as assessed on the Practicum Evaluation Form. Ratings lower than that expected for the student's developmental level are explored as deficiencies in that student's performance.

If the student is believed to have the capability to remediate difficulties and successfully complete training, as determined by their supervisor, the DCT will discuss the evaluation with the student, and help the student to devise a plan for improvement. However, in the case of serious concern expressed by a supervisor, or as a result of a violation by a student of field placement policy, and/or unethical behavior, the DCT will make recommendations regarding the student's needs and completion of the training

requirements. A training supervisor's written report of performance deficiencies must clearly define the behaviors of concern.

Although behaviors rarely fit into a single definition, the following are offered as general guidelines for determining the severity of the problem. These guidelines are neither exhaustive nor mutually exclusive.

1. Problem behaviors

Problem behaviors are behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with clients' diverse lifestyles and ethnic backgrounds, and lack of appreciation of a training site's norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status (Bemak, Epp, & Keys, 1999; Elman, Forrest, Vacha-Haase, & Gizara, 1999; Johnson & Huwe, 2002).

2. Impairment and Problematic Behavior

An impairment manifests as an interference in professional functioning reflected in one or more of the following ways: an inability and/or unwillingness to acquire and integrate professional behaviors and ethical standards; an inability to acquire the level of professional skills necessary to reach an acceptable level of competency; and/or an inability to control personal stress, psychological problems, and/or excessive emotional reactions which interfere with professional functioning. This definition of impairment applies to all behaviors and attitudes associated with the completion of a practicum placement and are incorporated into the evaluation procedure described above. While it is a professional judgment as to when a student's behavior becomes more serious (i.e., impairment) rather than just of concern, for purposes of this document, an impairment refers to trainees' behaviors, attitudes, or characteristics which, while of concern and which may require remediation, are perceived to be unexpected or excessive for professionals in training. Impairments typically include one or more of the following characteristics (Bemak et al., 1999; Elman et al., 1999; Johnson & Huwe, 2002):

- The student does not acknowledge, understand, or address the problem when it is identified.
- The problem is not merely a reflection of a skill deficit that can be rectified by further supervision, academic or didactic training.
- The quality of the student's service delivery is negatively affected and may be considered to be unhelpful or detrimental to clients.

- The problem is not restricted to one area of professional functioning.
- A disproportionate amount of attention by training personnel is required, compared to other students in the group.
- The trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.
- Multiple and similar observations are made by more than one supervisor.
- The problematic behavior has potential for ethical or legal ramifications if not addressed or has already violated ethical or legal standards.
- The student's behavior negatively impacts the public view of the training site or University.
- The problematic behavior negatively impacts the student's cohort.

3. Incompetence

Incompetence is manifested as a lack of ability, which may include either professional or interpersonal skills, or academic deficiency. Moreover, when students continue to provide psychological services beyond their current level of competency, they are committing an ethical violation (Bemak et al., 1999; Elman et al., 1999; Johnson & Huwe, 2002). It is important to have meaningful ways to address a problem once it has been identified. Several possible, and perhaps concurrent, courses of action designed to remediate problems include but are not limited to:

- Increasing supervision, either with the same or other supervisors
- Changing in the format, emphasis, and/or focus of supervision
- Recommending and/or requiring personal therapy in a way that all parties involved have clarified the manner in which therapy contacts will be used in the student evaluation process
- Reducing the student's clinical or other workload and/or requiring specific academic coursework; and/or
- Recommending, when appropriate, a leave of absence and/or a second practicum placement.

4. Resolution

When a combination of the above interventions do not, after a reasonable time period, rectify the problem, or when the trainee seems unable or unwilling to alter his/her behavior, the DCT may need to take more formal action, including such actions as:

- Giving the student a limited endorsement, including the specification of those settings in which he/she could function adequately
- Communicating to the student and program faculty that the student has not successfully completed the practicum placement, with the possibility of repeating the practicum placement
- Recommending to the program faculty a career shift for the student; and/or
- Recommending to the program faculty the termination of the student from the clinical training placement

All the above steps need to be appropriately documented and implemented in ways that are consistent with due process procedures.

I. Probation/Dismissal for Practicum Related Activities

Information regarding probation/dismissal is presented in section 6 of the *Program Policy and Procedures Handbook*. The DCT may recommend to the Psy.D. chair and the Student Progress Committee (SPC) that a student be placed on probation, removed from a practicum placement and/or dismissed from the Psy.D. program for behaviors and/or performance while at a practicum site or within the practicum courses.

J. Appeals and Grievance Process

Information regarding appeals/grievances is presented in section 5 of the *Doctorate in Clinical Psychology Student Handbook*. The following information pertains to student grievances of their practicum site. A student who believes the placement site has evaluated them unfairly should first attempt to discuss it directly with the placement site supervisor. If that is unsuccessful, they should then discuss it with the DCT. While it is hoped that any concerns or complaints can be discussed and resolved informally, a formal mechanism is appropriate in light of the power differential between supervisors and students.

In general, students are encouraged to work actively to create training experiences that fit their needs and interests and to work with the DCT to ensure that their needs are

met. Giving feedback (both positive and negative) to staff members/supervisors or the practicum placement by the student is encouraged and welcomed. Written complaints may be submitted to the DCT in relation to the following situations:

- When a student disagrees with a standard evaluation by a supervisor (not an evaluation of an "impairment")
- When a student has a complaint concerning a staff member/supervisor regarding a situation other than evaluation
- When a student has a complaint concerning another student in training
- When a student disagrees with actions taken by the Training Director of the practicum site

The student is to speak directly with the staff member/supervisor or other students involved for a resolution. If the situation is not resolved, or if the student prefers not to speak directly to the staff member/supervisor, the student may discuss the complaint with the Training Coordinator of practicum placement. If the complaint is not resolved in the meeting with the student, staff member/supervisor, and practicum placement Training Coordinator, and/or primary supervisor, the DCT will request the student to submit a written complaint to the PPC.

K. Probation/Termination from Practicum

Any violation of the Profession Wide Competencies (PWCs) outlined by the American Psychological Association (APA) will result in a student being placed on probation by our program and/or the training site. Termination of a practicum site may result in a delay of matriculation in the PsyD program.

To end a student's training contract, the Clinical Training Director at the training site must complete the PsyD Clinical Psychology Practicum Termination Form. If the student was terminated from their training site and they have secured a practicum for the following year, then they must report their termination to their future training site because the site offered a placement based on the successful completion of the student's current practicum. If the future site rescinds their offer, then the DCT will assist in finding a new placement. However if the student is not able to secure a new practicum for the following training year, then they may need to take a Leave of Absence (LOA).

Section 6: Internship Training

A. Internship Defined

The Psy.D. program at Northwest Nazarene University defines the predoctoral internship as a full-time commitment. However, the program does offer a half-time internship option on a case by case basis. A student who is interested in a half-time internship over two years must ask for such an internship arrangement in writing and submit the request to the DCT prior to being cleared for internship applications.

The purpose of the predoctoral internship is the extension of previous professional and academic training. It provides, at a level of greater expertise, for the integration of scientific, professional and ethical knowledge, attitudes and skills basic to the practice of professional psychology. The internship is an organized training program which provides a planned, integrated sequence of clinical and didactic experiences with the goal of providing sufficient training and supervision so that the intern, may, upon completion, function responsibly as a professional psychologist, and be qualified for post-doctoral training or their first professional position.

B. Internship Requirements

Students must meet all of the following requirements in order to receive credit for internship in the Psy.D. program at Northwest Nazarene University:

1. Internship prerequisites

In order to be eligible to apply for internship, students must have first successfully passed the PsyD competency exam and their dissertation proposal. The predoctoral internship is meant to be completed during students' 5th year in the program.

2. Internship settings

The internship takes place at an organized service delivery site that has training as one of its missions, has a clearly identified training component, has identified supervisory personnel and has other predoctoral interns. The primary focus of the internship must be training, not the provision of services, and the training supervisors must have sufficient time to carry out the supervision.

The internship matching process is conducted at the national level. Due to the limited number of internship sites currently in Idaho, students should plan for the probability of being matched to an internship that is in another state.

3. Internship courses

Students must enroll in PSYD9900: Full-time Internship I during the fall semester and PSYD9901: Full-time Internship II during the spring semester during their internship placement. Students do not meet for the course but are instead monitored by the DCT and respond via email/phone conversation. Students must comply with all course requirements before these courses are considered completed, or an IP will be given. These requirements include turning in relevant internship documents to the DCT in a timely manner and consulting with the DCT a minimum of once per semester while on internship. Students must meet the minimal level of achievement for both course performance and performance at their site.

4. Hours

Students must complete a minimum number of internship hours as described below

5. Duration

Each student must remain in their internship placement setting for a minimum of nine months and a maximum of one calendar year. Each student's duration at their site is specified in the internship contract maintained with each site and described below.

Psy.D. students are required to fulfill their contract by honoring the length of their contract with the agency. Students will remain in their internship placement settings for the duration of their specified contract length, even if they complete their total number of specified hours before the end of their contract with the site.

Students who remain at their site after their official date of completion of contracted training are no longer working under the auspices of the Psy.D. program. Therefore, the Psy.D. program is relieved of responsibility for problems that arise for the first time after the date of the official end of the contracted training.

6. Mutual expectations

Students are expected to fulfill the terms of the agreement with the site, to be there the stipulated number of hours each week, and to perform the duties specified in the contract as well as those which are reasonably requested by the site. Students should not attempt to perform duties unless they are physically and emotionally prepared to do so. Students who are unable to fulfill the obligations of the training must inform their primary supervisor and DCT

immediately, and obtain consent for a leave due to illness or other reasons (i.e., personal problems and conflicts pertaining to their work at the site). The site is also expected to fulfill its contract with students. If any circumstances arise which threaten or significantly alter or disrupt the training of students as specified in the contract, these circumstances should be communicated to the DCT immediately.

C. Internship Hours

Students must complete a minimum of 1500 hours at their internship site to meet the Psy.D. program requirements and the requirements as outlined by the Idaho Board of Psychology. Students may be required by their site to complete more than 1500 hours. Students are expected to work a standard 40 hour week while on internship. Students may spend a minimum of 35 hours per week and a maximum of 44 hours per week at their internship site.

Professional psychology practice does not conform to the usual academic calendar of classes, vacations, and examinations. Therefore, students may be expected to meet with clients during interterm and holidays. Schedules are coordinated with the Internship Site Training Director and on-site supervisors, and resolved to the mutual satisfaction of the site and the student.

D. Standards for Internship Settings

The Psy.D. program requires students to apply to at least 13 internships during the application cycle. All internship applications must be approved by the DCT prior to formal application. Students are strongly encouraged to pursue APA-accredited internships. Anyone wishing to apply for internship training at a non-APA-accredited or non-APPIC member program must provide written justification and evidence that demonstrates that the university's internship criteria can be satisfied. The internship agency should develop and make available descriptive material which clearly states the goals, contents, and expectations of the internship. These written materials will be reviewed by the DCT and the Chair of the PsyD. The program reminds students that not all APPIC member internships are APA accredited. The program cautions students that completing a non APA-accredited internship might limit their ability to secure licensure and future occupational opportunities in some states and venues.

The Psy.D. program adheres to the guidelines and regulations specified by the organization (APA & APPIC) by which students have matched for internship placement. Students are expected to familiarize themselves with the requirements of these external organizations. This handbook is meant to augment the policies of those organizations. It is not meant to replace those policies. Students are expected to abide by the policies of their internship placement site and the member organization (APA & APPIC) of that internship site.

E. Internship Application Process

Internship application begins in the fall semester. The DCT works closely with eligible intern applicants to ensure as smooth an application process as possible. The DCT reviews students' application materials and verifies students' training activities.

Students are reminded that the following "in-class" hours should be included on their internship applications as supervision or support activities.

Course Name
PPSY6000 Clinical Foundations in Psychology
PPSY7201 Clinical Practicum 201; PSYD8202 Clinical Practicum 202
PSYD8601 Clinical Practicum 301; PSYD8602 Clinical Practicum 302
PSYD9501 Clinical Practicum 401; PSYD9502 Clinical Practicum 402

Students who possess a terminal Master's degree from another training program may count hours from that program on their internship application under the following conditions:

- Students must have received supervised training that was a different professional experience
- Students must provide evidence to the DCT that this experience was equivalent in nature to program sanctioned practicum experiences
- Students must provide evidence that a training agreement was in place at the beginning of the training experience
- Students must provide evidence of supervisor's evaluation of their performance as well as documented (signed) records of hours obtained

Hours obtained from employment are not accepted as practicum hours and are not to be counted on the internship application.

1. Applying

APPIC is responsible for establishing the policies and monitoring the implementation of the internship match. The match is administered by National Matching Services Inc. (NMS) on behalf of APPIC. Students should familiarize themselves with the match process as described by APPIC:

<https://appic.org/Internships/Match/About-The-APPIC-Match>

To apply, students must:

- Obtain DCT approval of sites and application materials in order to enhance the fit and quality of their application.
- Apply through the APPIC match to a minimum of 13 APA-accredited and/or APPIC member sites.
- Register with National Matching Service (NMS)
<https://www.natmatch.com/psychint/>

2. Interviewing

After applying, students will begin receiving rejections and invitations to interview. Some interviews may require travel, and students should budget their time and finances accordingly.

3. Ranking

After all interviews are completed, each applicant submits a rank order list on which they list the desired sites, in order of preference (first choice, second choice, etc.). Similarly, each internship site submits a rank order list on which they identify desirable applicants, in order of preference.

4. Match

The match is conducted in two phases. All applicants and internship sites must submit their rank order lists by the rank order list deadline for Phase I of the match. The matching algorithm then places individuals into positions based on the preferences stated in these lists. Each applicant is placed with the most preferred internship site on the applicant's rank order list that ranks the applicant and does not fill all its positions with more preferred applicants. Similarly, each site is matched with the most preferred applicants on its list, up to the number of positions available, who rank the program and who do not receive positions at sites they prefer. The results of Phase I of the match are then communicated to applicants and sites. According to APPIC guidelines, internship training directors must put in writing their appointment agreements with matched applicants in

letters postmarked or e-mailed no later than 7 days following receipt of the APPIC Match results for each phase of the match.

Applicants who register for the match prior to the rank order list deadline for Phase I of the Match and who do not obtain a position in Phase I are eligible to participate in Phase II. A list of programs with positions available in Phase II of the match is provided shortly after the distribution of the results of Phase I. Applicants have approximately a week to identify and apply to open positions. All applicants and internship sites must submit their rank order lists by the deadline for Phase II of the Match. A second match is carried out using those lists, and the results of Phase II of the Match are then communicated to applicants and sites.

5. Post-match

Any student who does not match in an internship after both Phase I and Phase II of the APPIC match have concluded will be required to reapply through the APPIC match again the following year.

The DCT initiates contact with the internship site at the start of the training year for those students who do match, consistent with standard V-A3a of the *Standards of Accreditation*. The DCT maintains contact with the sites at which students have placed throughout their training.

Unlike practicum, the match itself is considered the training contract. Consistent with APPIC policies, the Psy.D. program does not require additional contracts between the academic program and the internship site. A separate contract may be put in place, however, if a particular situation calls for such.

F. Release from Match/Change of Internship

Internship matches are considered binding and changes in internship during the year are highly unusual and strongly discouraged. At times, however, a student may wish to leave an internship placement for a variety of reasons. In such instances, students must abide by the policies established by the relevant organization by which they were placed for internship.

Similarly, at times an internship might wish to dismiss a student for a variety of reasons. Any requests for change of placement initiated by an internship site will be investigated by the DCT to determine the reason for the request and to assist the student with separation from the site if necessary. The DCT will contact relevant agencies (i.e. APPIC) for consultation in such instances. While it is an internship's right to terminate a student, when necessary, because of serious ethical/performance difficulties, it is

expected that sites considering termination of a student will immediately contact the DCT to provide information and consult on any pending dismissal from training.

G. Internship Evaluation

Students are expected to abide by the standards and requirements of their internship placement and by the policies outlined in this handbook while on internship. Students must be familiar with and abide by the laws and regulations of the state/territory/jurisdiction of their internship site relating to the practice of psychology. Students whose internship is within California need to complete the *California Supervision Agreement Form (SAF)* at the beginning of their internship. Such students are cautioned that the California Board of Psychology may deny internship hours if this form is not completed and the student applies for licensure in California. Students whose internship is outside California are not required to complete this form pursuant to 1387.4 of the California Board of Psychology Laws and Regulations, but may want to still have the SAF form completed if they plan on being licensed in California in the future.

In addition to maintaining satisfactory performance at their internship site, students must also turn in the required internship documents to the DCT. Unlike practicum, the program does not use its own forms to assess students' competencies while on internship. Instead, the program uses the forms provided by the training site used to assess the training goals of that site. Students must demonstrate minimal levels of achievement at their internship site. These minimal levels of achievement are determined by the site consistent with its accreditation status. As indicated in the SoA (Standard III.B.1), at a minimum an internship must provide written feedback on a semiannual basis. Each of these written evaluations must be based in part on an instance of direct observation. When an intern completes multiple rotations within a training year, each is considered a unique and separate training experience and requires direct observation as part of the intern evaluation process for that rotation.

At minimum, students are responsible to turn in to the DCT the following documents related to internship

- Proof of professional liability insurance- Students must either purchase such insurance or provide proof that the student's internship site is providing liability insurance for the student. Proof of insurance must be submitted prior to the student seeing clients.
- Supervisor's midyear evaluation of student's performance.
- Supervisor's final evaluation of student's performance.

- Verification of hours- Students may use *Time2Track* to record their hours while on internship or provide verification of hours using the internship site's method/forms.

Students are strongly advised to keep personal copies of any evaluations or hours logs they receive during internship and to provide a copy of such records to the program.

H. Problem Identification and Resolution

The following guidelines are designed to facilitate open communication about training difficulties with interns and effective problem-solving in response to them. Resolution of problems arising during internship will be made consistent with the policies and procedures outlined by the relevant internship agencies (i.e. APPIC).

When significant problems arise that are resolvable and/or resolved at the internship site the DCT must be informed. The Internship Training Director at the site must communicate to the DCT in a timely manner when problems arise with an intern that are not readily resolvable at the site, that are recurrent, or that may lead to the institution of due process procedures or an alteration in the intern's program. The mode of communication will vary to suit the circumstance, but may include formal letters or emails, phone or conference calls, and on-site communication between them. This communication should include:

- A clear statement of the problem, remediation plan, and expected outcomes needed to resolve the problem(s);
- What the internship site response has been to date; and
- What role, if any, the internship site would like the program to play in addressing the problem.

The Internship Training Director of the site should consult this handbook for identifying and dealing with problem trainees. This will assist in handling and documenting problems that arise in the internship and facilitate the graduate program's dealing with the trainee's problems. Once communication about a problem is initiated, the program and internship site must maintain ongoing contact until the problem is resolved. This contact will include discussions of the remediation plan and plan for monitoring and evaluating the intern's performance. The intern may request and should receive copies of all formal communications regarding her or his performance.

Students whose performance gives cause for concern will receive ratings that are inconsistent with the student's expected developmental level as assessed on the

internship site's rating form. Ratings lower than that expected for the student's developmental level are explored as deficiencies in that student's performance.

If the student is believed to have the capability to remediate difficulties and successfully complete training, as determined by their supervisor, the DCT will discuss the evaluation with the student, and help the student to devise a plan for improvement. However, in the case of serious concern expressed by a supervisor, or as a result of a violation by a student of internship placement policy, and/or unethical behavior, the DCT will make recommendations regarding the intern's needs and completion of the training requirements. A training supervisor's written report of performance deficiencies must clearly define the behaviors of concern.

Although behaviors rarely fit into a single definition, the following are offered as general guidelines for determining the severity of the problem. These guidelines are neither exhaustive nor mutually exclusive.

1. Problem behaviors

Problem behaviors are behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with clients' diverse lifestyles and ethnic backgrounds, and lack of appreciation of a training site's norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status (Bemak et al., 1999; Elman et al., 1999; Johnson & Huwe, 2002).

2. Impairment

An impairment manifests as an interference in professional functioning reflected in one or more of the following ways: an inability and/or unwillingness to acquire and integrate professional behaviors and ethical standards; an inability to acquire the level of professional skills necessary to reach an acceptable level of competency; and/or an inability to control personal stress, psychological problems, and/or excessive emotional reactions which interfere with professional functioning. This definition of impairment applies to all behaviors and attitudes associated with the completion of an internship placement and are incorporated into the evaluation procedure described above. While it is a professional judgment as to when a student's behavior becomes more serious (i.e., impairment) rather than just of concern, for purposes of this document, an impairment refers to trainees' behaviors, attitudes, or characteristics which, while of concern and which may require remediation, are perceived to be unexpected or excessive for professionals in training. Impairments typically

include one or more of the following characteristics (Bemak et al., 1999; Elman et al., 1999; Johnson & Huwe, 2002):

- The student does not acknowledge, understand, or address the problem when it is identified.
- The problem is not merely a reflection of a skill deficit that can be rectified by further supervision, academic or didactic training.
- The quality of the student's service delivery is negatively affected and may be considered to be unhelpful or detrimental to clients.
- The problem is not restricted to one area of professional functioning.
- A disproportionate amount of attention by training personnel is required, compared to other students in the group.
- The trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.
- Multiple and similar observations are made by more than one supervisor.
- The problematic behavior has potential for ethical or legal ramifications if not addressed or has already violated ethical or legal standards.
- The student's behavior negatively impacts the public view of the training site.
- The problematic behavior negatively impacts the student's cohort.

3. Incompetence

Incompetence is manifested as a lack of ability, which may include either professional or interpersonal skills, or academic deficiency. Moreover, when students continue to provide psychological services beyond their current level of competency, they are committing an ethical violation (Bemak et al., 1999; Elman et al., 1999; Johnson & Huwe, 2002).

4. Resolution

It is important to have meaningful ways to address a problem once it has been identified. Several possible, and perhaps concurrent, courses of action designed to remediate problems include but are not limited to:

- Increasing supervision, either with the same or other supervisors
- Changing in the format, emphasis, and/or focus of supervision

- Recommending and/or requiring personal therapy in a way that all parties involved have clarified the manner in which therapy contacts will be used in the student evaluation process
- Reducing the student's clinical or other workload and/or requiring specific academic coursework; and/or
- Recommending, when appropriate, a leave of absence

When a combination of the above interventions do not, after a reasonable time period, rectify the problem, or when the trainee seems unable or unwilling to alter his/her behavior, the DCT may need to recommend that the SPC take more formal action, including such action:

- Giving the student a limited endorsement, including the specification of those settings in which he/she could function adequately
- Recommending to the program faculty a career shift for the student; and/or
- Recommending to the program faculty the termination of the student from the clinical training placement and/or program

All the above steps need to be appropriately documented and implemented in ways that are consistent with due process procedures.

I. Probation/Dismissal for Internship-Related Activity

Information regarding probation/dismissal is presented in section 6 of the *Program Policy and Procedures Handbook*. The DCT may recommend to the Psy.D. Student Progress Committee (SPC) that a student be placed on probation, removed from internship placement and/or dismissed from the Psy.D. program for behaviors and/or performance while at an internship placement.

J. Appeals and Grievance Process

Information regarding appeals/grievances is presented in section 7 of the *Program Policy and Procedures Handbook*. The following information pertains to student grievances of their internship site.

A student who believes the internship site has evaluated them unfairly should first attempt to discuss it directly with the internship site supervisor. If that is unsuccessful, they should then discuss it with the DCT. While it is hoped that any concerns or complaints can be discussed and resolved informally, a formal mechanism is appropriate in light of the power differential between supervisors and students.

In general, students are encouraged to work actively to create training experiences that fit their needs and interests and to work with the DCT to ensure that their needs are met. Giving feedback (both positive and negative) to staff members/supervisors or the internship placement by the student is encouraged and welcomed. Written complaints may be submitted to the DCT in relation to the following situations:

- When a student disagrees with a standard evaluation by a supervisor (not an evaluation of an "impairment")
- When a student has a complaint concerning a staff member/supervisor regarding a situation other than evaluation
- When a student has a complaint concerning another student in the clinical setting
- When a student disagrees with actions taken by the Training Director of the internship.

The student is to speak directly with the staff member/supervisor or other students involved for a resolution. If the situation is not resolved, or if the student prefers not to speak directly to the staff member/supervisor, the student may discuss the complaint with the Training Coordinator of internship placement. If the complaint is not resolved in the meeting with the student, staff member/supervisor, and internship placement Training Coordinator, and/or primary supervisor, the DCT will request the student to submit a written complaint to the relevant internship agency (i.e. APPIC).

Section 7: Postdoctoral Training and Licensure

There are generally six primary requirements for licensure as a clinical psychologist in the United States:

- A doctoral degree in the field
- Predoctoral practicum experience
- Predoctoral internship experience
- Postdoctoral experience
- Passing the national licensure exam (EPPP- Examination for Professional Practice in Psychology*)
- A state specific supplemental exam

*The EPPP requirement is subject to change based on updates to the exam and regulations. There is a possibility that the EPPP may move to 2 stages of testing in the near future.

Students should familiarize themselves with the licensure requirements of the state in which they seek licensure. States vary in licensure requirements. Some states only permit applicants from APA-accredited programs to obtain licensure. Similarly, some states also require students to have obtained an APA-accredited internship.

Some states do not require additional examination beyond the EPPP nor do they require postdoctoral training.

Postdoctoral hours cannot be counted towards licensure until a student's degree has posted. For that reason, students are strongly encouraged to complete any outstanding degree requirements (i.e. completion of final dissertation requirements, turning in required internship documents) as quickly as possible.

There are two general paths through postdoctoral training.

1. Students may seek to secure a formal postdoctoral fellowship through APPIC. Some employment settings may require such training.
2. A second, more common, option is to secure supervised experience from a licensed psychologist. Such experience may be obtained in a number of settings (hospital, counseling center, clinic, private practice, etc.). While each state/jurisdiction varies, in general, a postdoc will need to register with the state in some fashion (i.e. supervision agreement form, psychological assistant, etc.).

The DCT regularly sends information regarding postdoctoral training opportunities to students while on internship and after they graduate. The DCT assists students and graduates by writing reference letters and by verifying graduates' training experiences where necessary. Graduates should submit their requests for verification to the PPM and should also notify the program when they obtain licensure.

Additional information can be found on the *Association of State and Provincial Psychology Boards* website: <http://psybook.asppb.org/>

Examination for Professional Practice in Psychology (EPPP)

All U.S. states and Canadian provinces (except Quebec and Prince Edward Island) require applicants to pass the Examination for Professional Practice in Psychology (EPPP), which is a 225-item multiple-choice test developed by the Association of State and Provincial Psychology Boards on core areas of psychology. In other words, virtually all psychologists seeking licensure in North America must take this standardized test. Passing scores for the EPPP are set by each state. Most states require a 70% or a score of 500. However, there is some variation and it is possible to receive a passing score in one state and failing in another. This is a knowledge-based exam.

Applicants who take the EPPP soon after completing their doctoral degree tend to do better on the test than those who wait. However, each licensing jurisdiction sets its time-table for the EPPP, including the point at which applicants are approved to take the test.

The EPPP is comprised of eight core areas:

- Domain 1 - Biological Bases of Behavior
- Domain 2 - Cognitive-Affective Bases of Behavior
- Domain 3 - Social and Cultural Bases of Behavior
- Domain 4 - Growth and Lifespan Development
- Domain 5 - Assessment and Diagnosis
- Domain 6 - Treatment, Intervention, and Prevention and Supervision
- Domain 7 - Research Methods and Statistics
- Domain 8 - Ethical/Legal/Professional Issues

More information regarding the exam can be found here:

https://cdn.ymaws.com/www.asppb.net/resource/resmgr/eppp_2/eppp_candidate_handbook_augu.pdf

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- Bemak, F., Epp, L. R., & Keys, S. G. (1999). Impaired graduate students: A process-model of graduate program monitoring and intervention. *International Journal for the Advancement of Counseling*, 21, 19-30.
- California laws and regulations relating to the practice of psychology (2015). State of California Department of Consumer Affairs.
- California Psychology Internship Council. <http://capic.net/>
- Elman, N., Forrest, L., Vacha-Haase, T., & Gizara, S. (1999). A systems perspective on trainee impairment: Continuing the dialogue. *The Counseling Psychologist*, 27, 712-721.
- Johnson, W. B., & Huwe, J. M. (2002). Toward a typology of mentorship dysfunction in graduate school. *Psychotherapy: Theory, Research, & Practice*, 39, 44-55.
- National Council of Schools and Programs in Professional Psychology.
<http://www.ncspp.net>

Acknowledgement of Receipt

I acknowledge that I have received and reviewed the NNU PsyD student handbook and will abide by the rules and regulations outlined therein. I understand that this is a working document and that I will be notified about any changes to PsyD or school policies in writing.

Name of Student (Please Print)

Signature of Student

Date