

DYOUVILLE
UNIVERSITY

MEDAILLE UNIVERSITY TEACH-OUT

PSYD PROGRAM IN CLINICAL PSYCHOLOGY

Training Manual

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PRACTICA AND SEMINARS

Practicum is the supervised field training students have with clinical populations within a mental health services delivery system, coordinated with a small-group seminar with Medaille faculty. A primary goal of D'Youville University/Medaille University Teach-Out clinical psychology practicum training is the development, by means of supervised direct client contact, of competent clinicians who are able to deliver effective assessment and therapeutic intervention skills. There are three required levels of field training and evaluation in the clinical psychology doctoral program: *the Diagnostic Practicum, the Therapy Practicum, and the Internship*. Students also may choose to complete an Advanced Practicum, when available, before internship training.

The foundation of training in clinical psychology at D'Youville University/Medaille University Teach-Out is the accurate assessment and conceptualization of mental health problems. This assessment and understanding is the basis for the recommendation and/or implementation of evidence-based, effective interventions for the alleviation or resolution of these problems within a climate of respect for the client. Ethical standards of the American Psychological Association are incorporated into student training. Evaluation of student progress in practicum focuses on the trainee's knowledge base, clinical reasoning, relationship skills, assessment skills, intervention skills, written communication, oral communication, professional and ethical competence, sensitivity to diversity, attitude toward supervision, and consultation and supervision.

The faculty closely monitors academic and clinical developments during all stages of progress throughout a student's graduate career. This monitoring, by both academic faculty and field training supervisors, addresses the issue of clinical suitability, as well as academic achievement. Thus, aspects of students' personal adjustment, interpersonal relationships, and behavior in all settings are relevant to their progress. The goal is to ensure that students are well qualified and have the potential to become competent and ethical professionals.

General Practicum Information

The Clinical Psychology Program at D'Youville University/Medaille University Teach-Out places students in a wide variety of clinical field sites. Doctoral students in the Clinical Psychology Program complete a diagnostic practicum in their second year of study and a therapy practicum in their third year of study. Students complete the diagnostic and therapy practicum at different sites.

Practicum placements are generally for 9 months, from September to May, although some sites may require that students begin before September or remain beyond May. Students on Diagnostic or Therapy Practicum spend 16 to 20 hours per week in an agency, program, or professional practice that is formally affiliated with the program. Students provide 6 to 10 hours of "direct service" (as defined below) per week. The remaining time may involve supervision, paperwork, indirect service activities,

and training activities. Students accrue a minimum of 500 hours in the practicum training experience over the course of the academic year. Prior to entering the internship year, clinical doctoral students will have accumulated a minimum of 1,000 hours of supervised clinical experience.

Doctoral students receive a minimum of one hour of primary supervision per week from a licensed doctoral level psychologist at the second- and third-year practicum sites. An additional hour of secondary supervision may be delivered by another licensed professional or post-doctoral fellow, and may consist of group supervision, case conference, clinical observation, or in-service training. All students must also enroll in a weekly practicum seminar led by a faculty member on-campus. The faculty member does not provide supervision, but rather provides didactic training emphasizing diagnostic and intervention skills applicable to a variety of clinical populations, as well as an opportunity for consultation. The specific content and emphasis varies according to the practicum setting and expertise of the faculty member. The site supervisors and seminar leaders evaluate students each semester. Depending on a student's progress in practicum, a grade of "Satisfactory Progress (S)," "Unsatisfactory Progress (U)," or "Incomplete" (I) may be issued for each term in which the student is enrolled (i.e., Fall and Spring semesters). A student receiving a grade of "U" for Practicum I, II, III, IV, V, or VI must repeat the practicum experience for the year in which the "U" was received and meet with the Student Development Committee (SDC) to develop a plan for addressing her/his training needs.

Definitions

Direct service includes face-to-face provision of psychological services to individuals designated as clients by the agency, program, or professional practice.

Indirect service may include community outreach, consultation, education, program development and/or evaluation, and support services (e.g., report writing, record maintenance, case preparation, etc.).

Training activities include formal supervision, case conferences, case management/utilization review meetings, rounds, administrative/planning meetings, in-service training/seminars, and co-therapy with senior mental health staff.

Restrictions

Students may not train in settings in which they are employed. Exceptions to this rule will be considered if and only if the training and job activities are substantively different, and the training supervisor is someone other than the job supervisor. Students requesting a waiver of this restriction must submit their request in writing to the DoCT, documenting their rationale. Documentation should include the distinct activities of each role and the written approval of the two supervisors. Such requests will be evaluated on a case-by-case basis by the DoCT, in consultation with the faculty.

Professional Liability Insurance

All students enrolled in practicum must be covered by professional liability insurance throughout the course of their practicum and internship training. The PsyD program does not endorse any specific providers. Students who are training in the United States may purchase liability insurance through the

American Psychological Association Insurance Trust (<https://www.trustinsurance.com/products-services/student-liability>). Student affiliates of CPA who are training in Canada may purchase liability insurance through BMS Canada Risk Services Ltd. (<http://www.psychology.bmsgroup.com/>) Documentation of Professional Liability Insurance must be submitted to the Director of Clinical Training prior to the start of each practicum.

Additional Fees Associated with Practicum

Please note that there may be certain fees associated with a specific training site, for example, a fee for a criminal background check and/or fingerprinting. The student at the practicum site is responsible for payment of such fees.

Qualifications for Practicum

The Director of Clinical Training (DoCT), in conjunction with the core faculty and/or the SDC, has the authority to determine a student's readiness for practicum.

In order for students to apply for practicum, they must be in good standing (GPA of 3.0 on a scale of 4.0, and not on academic probation) and have completed all the practicum prerequisite courses prior to the beginning of the practicum. Students must not be on probation at the time of application to practicum or at the time the practicum begins. Students must remain off probation while on practicum.

Students must demonstrate a readiness to assume a professional role and to interact appropriately with clients. Personal adjustment issues, interpersonal difficulties, poor communication skills, or other behavioral problems may reflect on a student's ability to interact with clients in a competent and ethical manner, and may affect the student's readiness for or continuation of practicum training.

Students must have attended the Clinical Psychology Program at D'Youville University/Medaille University Teach-Out for a minimum of two semesters before beginning practicum.

Practicum Training Sites

Training sites are selected based on their overall appropriateness to the use of the practitioner model of training graduate-level psychology students, i.e., emphasis on the acquisition of clinical skills, relevant treatment population, credentials of staff and site (registration, licensure, accreditation, etc.), availability of adequate supervision by experienced clinicians (licensed or registered doctoral-level psychologists), and an emphasis on training.

Development of New Sites

Any faculty member or student can suggest a particular agency, program, or professional practice as a potential practicum site. If a student has a particular interest in either a clinical area or training site that is not available, he or she should meet with the DoCT as soon as possible to discuss potential site development.

Policy of Nondiscrimination

D'Youville University/Medaille University Teach-Out has a policy of nondiscrimination against students with regard to race, age, ethnic background, and sexual orientation. The Clinical Psychology Program is committed to fostering the training of members of groups that are currently underrepresented in the profession of psychology. Practicum and internship sites approved by the Clinical Psychology Program at D'Youville University/Medaille University Teach-Out are expected to conduct their selection and training in a nondiscriminatory manner. Sites are expected to select applicants without regard to race, sex, age, ethnic background, or sexual orientation unless they have compelling legal or therapeutic reasons for limiting the applicant pool. Sites that have a selection policy that disallows students based on any of the above criteria must notify the Clinical Psychology Program and clarify the legal and/or therapeutic rationale for such policies. Such sites will be approved by D'Youville University/Medaille University Teach-Out if the DoCT, in consultation with the Division Head, determines that an adequate legal and/or therapeutic rationale exists for the selection policies.

Monitoring of Sites

Every effort is made to be certain that students receive competent supervision within a mentoring relationship in an environment conducive to learning, and that supervision requirements can and will be met by the training site. Seminar Leaders have contact with the site supervisors each term as documented on the grade sheet. Students are to complete evaluations of the sites at the end of each practicum year.

Student Grievance Procedures

Students should address any concerns regarding practicum sites with their site supervisor, if feasible, and with the seminar leader as soon as the concerns are identified. The DoCT may also be contacted at any point in the process at the request of the student, the seminar leader, or the site supervisor. If appropriate, the DoCT, in consultation with the site supervisor, may develop a plan to address the concerns. In the event that the situation does not improve sufficiently, the DoCT may terminate our PsyD program's affiliation with the site. If the problems are egregious, the DoCT may remove the student immediately.

Practicum Application Procedures

During the Fall Semester, students applying for practicum attend the Practicum Advisement Meeting conducted by the DoCT. The purpose of this meeting is to describe the practicum placement process, to advise students regarding practicum selection, to answer student questions, and to distribute informational material. Following these meetings, students should review the practicum descriptions made available by the DoCT. This material includes site names, locations, supervisors' names, agency descriptions, and descriptions of the specific training experiences available at practicum sites. A list of students currently training at each site may also be available. Fellow students are excellent practicum information resources for new students.

During the Fall and Spring Semesters of the first year, Professionalization Group leaders (who also serve as student advisors) also advise students on the practicum placement process and assist students in preparing their curriculum vitae, and completing the Practicum Training Advisement Form and the

Practicum Readiness Checklist. Professionalization Group leaders work individually with students to develop short and long-term goals for training. For continuing students, seminar leaders and advisors who may be familiar with the individual training sites and the students' goals may help students select and rank appropriate training sites.

At an appointed date during the Spring Semester, students submit all of the above forms to the DoCT, who assigns each student to interviews. Assignment of interviews involves matching the student's needs, level of experience, and clinical interests with available approved training experiences. The process of assigning interviews is referred to as a "round." Students contact the sites by telephone or email, and schedule interviews during a designated time period. Students who do not follow the guidelines for placement may be referred to the SDC and could have interview assignments rescinded or become ineligible for practicum. Students must interview at all assigned sites, and must accept an offer from one of the sites if an offer is made. If more than one offer is received, the student may select the preferred site. Students should apply, conduct interviews, and accept and decline practicum positions with the utmost professionalism and ethical conduct.

Once a student accepts an offer, this verbal acceptance is binding and viewed as a contractual agreement between the Clinical Psychology Program at D'Youville University/Medaille University Teach-Out, the practicum site, and the student. The student immediately should notify other sites of the withdrawal of candidacy and thank them for their consideration. The DoCT also must be notified in writing of any acceptance or rejection of a placement offer.

Individual Training Agreements

Once a practicum site has been accepted, an Individual Field Training Agreement (ITA) should be completed. This agreement will identify the student, site, supervisor, days and times of attendance, and amount of supervision. ITA completion is the student's responsibility, including obtaining student, site supervisor and DoCT signatures. A copy must be submitted to the DoCT prior to beginning practicum. Without a completed and signed ITA submitted to the DoCT, student progress will not be evaluated, nor will credit be awarded.

The student, D'Youville University/Medaille University Teach-Out, and the training site enter into a contractual relationship in which the student's delivery of service and other relevant activities within the training arrangement are exchanged for clinical supervision, exposure to clinical populations, exposure to professional role models, case management supervision, and participation in other professional activities such as rounds, staffing, and seminars. The Individual Training Agreement is a contractual agreement between the school, the site, and the student. No changes in the content of this agreement subsequent to signing the ITA can occur without written approval from the DoCT. A student cannot unilaterally decide to terminate practicum or change the requirements. If this occurs, the student will be referred to the SDC and may fail practicum for the year.

Supervision Requirements for Practicum

Trainees receive a minimum of one hour of primary supervision and one hour of secondary supervision or training per week on-site. For PsyD students, at least one hour must be spent in primary individual

supervision with a licensed doctoral-level psychologist. Some program training sites utilize doctoral interns or post-doctoral trainees in supervising practicum students, who in turn are supervised by licensed, doctoral-level psychologists. Approval for this form of supervision is at the discretion of the PsyD program's Director of Clinical Training, in consultation with the PsyD faculty.

Primary supervision is offered at a regular, preset, uninterrupted time each week. Additional or secondary supervision may be provided by masters-level clinicians or postdoctoral fellows. Supervisors are expected to communicate clear expectations to students at the beginning of practicum, and to provide clear feedback regarding clinical competence and progress throughout the year. Students are required to document some of their clinical work through audio or video recording, or, alternatively, process notes and self-reports, to be used in individual supervision and in their practicum seminar on campus. The Seminar Leader should be informed immediately of any difficulties encountered at the practicum, or of any substantive changes in the practicum experience (e.g., change of supervision).

Practicum Seminars

The practicum seminar serves as an important component of students' clinical training. The seminar leader works with the student's on-site supervisor to oversee the student's education and training. Although the seminar leader may provide general feedback about student progress, supervision of individual cases remains the responsibility of the on-site supervisor, who has direct contact with the practicum setting and with the clients.

In the seminar, students receive didactic training, present their clinical work, and consult with peers and the seminar leader regarding challenging assessment and treatment issues. The major objectives include:

- Introducing, via didactic and experiential training, fundamental skills in conceptualization and clinical service.
- Providing exposure to a variety of clinical issues in different settings.
- Enhancing students' capacity to generalize their clinical experiences across domains and groups.
- Fostering students' development in specific, evidence-based, technical interventions and global clinical competencies.
- Evaluating students' progress in professional development and growth in the major areas of competence.

The practicum seminar takes place during the Fall and Spring Semesters. Those students whose practicum continues beyond the end of Spring Semester will be expected to continue in practicum seminar for the duration of their practicum.

Practicum I and II: Diagnostic Practicum

The Diagnostic Practicum teaches clinical assessment techniques and diagnostic formulation so that

appropriate clinical services can be recommended. Accurate diagnostic assessment procedures are fundamental to the practice of professional psychology. Skills emphasized in the diagnostic practicum include the following:

- Diagnostic interviewing of the identified client.
- Diagnostic interviewing of collateral informants, if indicated.
- Review of treatment/educational/medical records, if indicated.
- Behavioral observation.
- Sensitivity toward cultural differences.
- Selection and use of valid and reliable psychological tests that are appropriate to an individual's language preference and competence.
- Providing explanations of results to the individual or designated representative, unless otherwise precluded.
- Development and maintenance of accurate records.

Prerequisites

Course Number and Title

PSY 701 Diagnostic Psychopathology

PSY 705 Professionalization Group

PSY 710 Cognitive Assessment

PSY 711 Projective Personality Assessment *or* PSY 763 Neuropsychological Assessment¹

PSY 715 Objective Personality Assessment

PSY 727 Psychology of Life Span Development

PSY 764 Clinical Interviewing

Summary of Goals

At the completion of the Diagnostic Practicum, the student should be able to use information from a variety of sources in order to:

- Select psychological tests appropriate to the referral question and the client.
- Consider variables related to individual and cultural differences (e.g. worldview, privilege and oppression).
- Formulate and test hypotheses regarding differential diagnosis.
- Formulate a case conceptualization that integrates the client's presenting problem and biopsychosocial history, along with assessment data.
- Formulate treatment recommendations appropriate to the diagnosis and the client's circumstances
- Integrate test data and other information in an organized, clear and coherent manner.

Diagnostic Interviewing with Clients

Diagnostic interviewing should be a significant part of the diagnostic practicum. We encourage on-site

¹ Required for students entering the program in the Fall of 2013 or later.

supervision of interviewing skills through direct observation or the use of audio or video recording of diagnostic interviews. Students also present audio or video recordings of sessions for use in weekly practicum seminar. In the event that a site prohibits recording of sessions, alternatives to recordings may include use of mock interviews, and/or case notes and self-reports from diagnostic interviews. Students should discuss the recording of sessions with their site supervisor to guide selection of potential clients for recording and to arrange for the informed consent of the client. If a site does not have a consent form, forms are available from the DoCT.

Diagnostic Interviewing with Collateral Informants

Particularly in work with children and adolescents and with clients who are severely disturbed or otherwise impaired, interviews with family members or other significant individuals also may be required. When appropriate, students should be trained to take a developmental history, as well as to manage an interview with several family members. In these instances, observation of family dynamics and communication styles is emphasized.

Integrative Psychological Assessment

Prior to practicum placement, students will have successfully completed courses that require: clinical interviewing of “mock” clients; administration, scoring and interpretation of major psychological tests; and report writing. These assessments are aimed at forming diagnostic impressions and treatment recommendations. The Diagnostic Practicum and concurrent seminar train students to apply these skills of integrative assessment in a real-world setting. Practicum settings vary in the form and content of integrative assessment.

It is expected that the diagnostic student will complete a minimum of six integrative assessments during their Diagnostic Practicum. Integrative assessments include an in-depth battery assessing cognitive, intellectual, and personality functioning. Neuropsychological testing may involve different components, but should assess multiple areas of functioning with a broad range of instruments. All assessment reports are supervised by the on-site supervisor. The nature and content of these integrative assessments are determined by the referral question and should include a comprehensive clinical interview. Integrative assessments may include information from other sources, such as psychological testing (a full battery or appropriate screening measures), interviews with collateral informants, review of treatment or medical records, and/or observations of behavior in specified setting(s). Site supervisors are responsible for determining the content of integrative assessments.

Diagnostic Practicum Seminar

All diagnostic practicum students are required to attend a weekly practicum seminar throughout the academic year. On a rotating basis, students present audio or video recordings, or, alternatively, mock interviews and/or case notes and self-reports of their diagnostic interviews, as well as testing protocols and reports. Interviews, batteries, and reports are submitted to the diagnostic practicum seminar leader only after the site supervisor evaluates the student’s work. Seminar leaders’ feedback should not be considered supervision of the on-site clinical work; rather, the clinical material is used to facilitate diagnostic and clinical skills for the entire group. Site supervisors who have contact with clients are ultimately responsible for the content of reports that will be utilized for clinical purposes.

When turning in testing protocols and reports to seminar leaders, all identifying information should be removed to ensure client confidentiality. Reports turned into the seminar leaders are evaluated with emphasis primarily on formulation and integration. The faculty member makes global comments on the students' ability to integrate information, their facility in using data, and the utility of their clinical reasoning and judgment for a particular question and audience.

If concerns about a student's progress arise, seminar leaders will review the student's training goals and progress toward these goals with the on-site supervisor and the DoCT, if necessary. Students in the Diagnostic Practicum submit a project for Fall and Spring Semesters, including a recording and transcript of a clinical interview, a diagnostic report, and a self-critique of a diagnostic interview. If the student has been unable to record a clinical interview, alternatives for the Final Project may include a mock interview, case notes and self-reports, or a recording of the session during which the student provided assessment feedback to the client/caregiver/family. Performance on the Spring Semester final project is the culmination of the student's diagnostic practicum and is a major component in determining the student's final grade. Seminar leaders may require revisions of the final project. A student's practicum grade is based, in part, on performance in the seminar and the final project. Seminar leaders distribute specific criteria for the final project during the Fall Semester.

The following grades/outcomes are possible for the final project:

- **PASS**
- **REVISE:** The student will be required to rewrite all or portions of the written report and/or to submit an alternative recording and/or critique at the discretion of the seminar leader. The final project will be reevaluated after one rewrite for a grade of Pass or Fail.
- **FAIL:** Failure of the final project means the student will receive a grade of "Unsatisfactory Progress (U)" for the practicum and the student will repeat the practicum experience. Plans for remediation of a failed final project will be determined in conjunction with the DoCT and the SDC.

Practicum III and IV: Therapy Practicum

The Therapy Practicum emphasizes therapy and therapeutic intervention skills. Clinical orientations, specific treatment options and opportunities, and client populations will vary across training settings. D'Youville University/Medaille University Teach-Out does not favor a particular theoretical orientation, but instead encourages students to explore a variety of treatment perspectives. The faculty and curriculum represent the major clinical orientations, including integrative orientations. Students are encouraged to keep an open mind in order to get the full benefit of this general theoretical exposure and to explore and experiment with a variety of treatment approaches. It is hoped that students will, with time and experience, recognize the strengths and limitations of a variety of approaches and develop proficiency in formulating and working within an approach best suited to their own personal style and clinical interests. The therapy practicum presents an excellent opportunity for this kind of learning.

Therapy practicum students are expected to adjust to and work in an established program in a way that is mutually beneficial to the training site and to the students' professional growth. The learning that takes place in such an environment will transfer to other clinical situations and become an integral part of the foundation for sound clinical practice in the future.

Primary treatment experiences offered in practicum sites affiliated with D'Youville University/Medaille University Teach-Out may include the following:

- Individual adult psychotherapy
- Individual adolescent or child therapy
- Couples or marital therapy
- Family therapy
- Group therapies

Prerequisites

Course Number and Title

PSY 735 Professional Ethics and Conduct

PSY 741 Proseminar and Practicum I

PSY 742 Proseminar and Practicum II

PSY 758 Psychodynamic Theories and Therapy

PSY 764 Clinical Interviewing

Summary of Goals

Approximately one third of the time spent at the therapy site should be spent providing direct face-to-face therapy. There also may be ongoing opportunities or requirements for the following types of activities:

- Interview-based and/or test-based assessment.
- Community education, consultation, or outreach projects.
- Involvement in specialized interventions appropriate to specific populations (e.g., specific rehabilitation therapies and psycho-educational programs).

Therapy Practicum Seminar

All therapy practicum students are required to attend a weekly practicum seminar throughout the academic year. Those students whose practicum continues beyond the end of Spring Semester will be expected to continue in practicum seminar for the duration of their practicum. The goals of the therapy practicum seminar are to understand clinical theories of personality, psychopathology, and psychotherapy, and to apply these theories to real world situations. Emphasis is placed on theoretically based case formulation, development of therapy skills, and application of an evidence-based treatment approach. Students present audio- or video-recordings and/or case notes and self-reports of their clinical work for group analysis and critique of the therapy hour. Students submit case reviews at scheduled intervals, including a recording of a therapy session, a typewritten transcript of the tape, a

self-critique of the session, a theoretical formulation of the case, and a description of the course of treatment, with reference to evidence-based treatment. For students training in sites that prohibit recording of sessions, alternatives to the recording in the form of a mock therapy session, case notes and self-reports. Specific criteria for these assignments are distributed by the seminar leader. In the Spring Semester, students submit a final project, which is the culmination of the student's therapy practicum and a major component in determining the student's progress, course grade, and readiness for the Clinical Comprehensive Examination (CCE). Students who cannot record at their primary practicum site may be required to undertake additional clinical training at the University's training clinic, where clinical work by trainees may be recorded. Faculty may request revisions of the final project. A student's practicum grade is based, in part, on performance in the seminar and the final project. Seminar leaders distribute specific criteria for the final project during the Fall Semester.

The following grades/outcomes are possible for the final project:

- **PASS**
- **REVISE:** The student will be required to rewrite all or portions of the written report and/or to submit an alternative recording and/or critique at the discretion of the seminar leader. The final project will be reevaluated after one rewrite for a grade of Pass or Fail.
- **FAIL:** Failure of the final project means the student will receive a grade of "Unsatisfactory Progress (U)" for the practicum and the student will repeat the practicum experience. Plans for remediation of a failed final project will be determined in conjunction with the DoCT and the SDC.

Advanced Practicum

Students may choose to do an advanced practicum beyond the required diagnostic and therapy practicum requirements. An advanced practicum allows students to broaden and/or deepen their clinical skills before applying for internship. Goals for advanced practicum may include:

- Developing specific clinical skills in a defined area of psychology.
- Gaining exposure to a specific clinical population.
- Integrating skills learned in diagnostic and therapy practicum.

Advanced Practicum Policy

Advanced practicum students spend between 8 and 16 hours per week in an agency/program that is formally approved by the DoCT, in conjunction with program faculty. Placements are generally for nine months; alternatives to this time frame require the approval of the DoCT. Students are expected to provide services consistent with those provided by professional psychologists in clinical settings, including assessment, interventions, consultation, supervision, research, program development and evaluation, and outreach/educational services, and must be supervised by a doctoral level psychologist. Placement is arranged as availability permits. No student is guaranteed placement (see below for instructions).

The advanced student registers for 3 credit hours of Advanced Practicum and Seminar for the Fall Semester and 3 credit hours for the Spring Semester. Students are enrolled in a seminar during each academic semester in which they are registered for Advanced Practicum.

Students must be in good academic standing (3.0 GPA) and have completed the Diagnostic Practicum and Therapy Practicum in order to begin an advanced placement.

Application for Advanced Practicum

The practicum must be obtained through consultation with the DoCT and/or the student's therapy seminar leader. First, the student should complete the Advanced Practicum Advisement Form with consultation from the seminar leader. There are two methods by which a student may secure a placement for advanced practicum, as described below.

1. Independent Placement

Any advanced practicum must be obtained in consultation with the DoCT. During the Spring Semester of a student's therapy practicum experience, he or she may begin exploring advanced practicum possibilities in agencies or with professional psychologists who are not formally affiliated with D'Youville University/Medaille University Teach-Out. In other words, a student may independently seek a placement, but may not do so at an agency that is an established, affiliated D'Youville University/Medaille University Teach-Out practicum site. The DoCT should be consulted regarding any site to determine whether it is already affiliated with the Clinical Psychology Program.

Possibilities for such placements include, but are not limited to, community mental health agencies, crisis centers, hospitals, large group practices, and nonprofit mental health agencies.

2. Advanced Training Interview Round

A limited number of advanced practicum placement opportunities may be available through sites already affiliated with the PsyD Program. No student is guaranteed an advanced practicum placement. A list of sites with advanced placement training opportunities at sites affiliated with D'Youville University/Medaille University Teach-Out is made available to students in the middle of the Spring Semester.

Steps for participating in the Advanced Training Interview Round are as follows:

1. The student completes the Advanced Practicum Advisement Form in consultation with his or her seminar leader, advisor, or DoCT, including a ranked list of sites of interest (from the list distributed by the DoCT).
2. The student submits the Advanced Practicum Advisement Form to the DoCT on the date due.
3. The DoCT assigns students to interview at one or two Advanced Sites as availability permits. Students receive instructions about the interview process.
4. If a practicum offer is accepted, the student completes the Individual Training Agreement and forwards it to the DoCT.

Evaluation of Student Progress in Practicum

Each semester, practicum supervisors and the seminar leader evaluate students in the following areas of clinical functioning:

1. **KNOWLEDGE BASE:** Demonstrates knowledge of relevant psychological theory and concepts. Demonstrates knowledge and understanding of therapeutic practices and techniques.
2. **CLINICAL REASONING:** Demonstrates ability to apply factual and theoretical knowledge to clinical situations effectively. Demonstrates thinking that is purposeful, reasoned, goal directed, and problem solving oriented. Able to formulate inferences and make thoughtful and effective decisions. Effectively uses knowledge for the particular context and task.
3. **RELATIONSHIP SKILLS:** Demonstrates ability to maintain appropriate boundaries within the organization and with clients. Appreciates the importance of interpersonal process in establishing and maintaining the therapeutic relationship. Shows respect for clients. Able to establish effective rapport and maintain empathic contact. Able to understand clients' verbal and latent communication.
4. **ASSESSMENT SKILLS:** Understands the purpose of testing. Demonstrates accurate decision making about instrument selection. Able to administer and score psychological tests. Able to establish rapport and gather information in a diagnostic interview. Able to interpret test results and integrate with other information.
5. **INTERVENTION SKILLS:** Able to formulate case material from a theoretical perspective and develop appropriate evidence-based interventions. Able to maintain focus in clinical interviews/psychotherapy sessions. Able to use effective listening skills, reflective skills, and empathy. Able to use clarification and interpretation. Aware of the impact of the therapeutic relationship on therapy. Able to set realistic treatment goals. Able to provide consultation and act as liaison with other individuals. Provides effective educational programs/services to clients and community.
6. **WRITTEN COMMUNICATION:** Able to write clear and well organized reports. Demonstrates knowledge of psychological principles in writing test reports. Able to produce written materials that are accurate and concise. Maintains accurate and complete client records. Completes reports in a timely manner.
7. **ORAL COMMUNICATION:** Able to clearly communicate clinical observations, impressions, and recommendations to clients, supervisors, other professionals, and family members as appropriate.
8. **PROFESSIONAL AND ETHICAL ISSUES:** Recognizes the rights, responsibilities and ethical

guidelines of the profession. Demonstrates self-sufficiency and seeks consultation and guidance appropriately. Is self-aware and uses these data in clinical activity. Presents self in appropriate and professional manner.

9. **SENSITIVITY TO DIVERSITY:** Demonstrates knowledge of and sensitivity to diversity issues in interactions with clients and professionals. Demonstrates sensitivity to diversity issues in evaluations and interventions. Has the capacity to accept each client's individuality without imposing own values and standards.
10. **ATTITUDE TOWARD SUPERVISION:** Attends supervisory sessions consistently. Is well prepared to discuss case material and involves self in supervisory process. Demonstrates capacity for self-examination and the ability to tolerate constructive critical evaluation. Uses supervision for growth and new learning effectively.
11. **CONSULTATION AND SUPERVISION:** Collaborates with colleagues and/or the public to assist individuals, groups, programs, or organizations in addressing an identified problem area. When applicable, enhances the competence of other trainees.

Evaluation

A formal evaluation form is provided to supervisors and seminar leaders by the PsyD Program. It is expected that supervisors will review this written evaluation form with the student and provide direct feedback regarding the student's clinical strengths and weaknesses. Students are responsible for ensuring that supervisor evaluation forms are returned to their seminar leaders on a timely basis.

Seminar leaders maintain primary responsibility for monitoring student progress, and they evaluate student progress each semester. The seminar leader reviews evaluation forms submitted by site supervisors and the student's evaluations of the practicum site. Based on the supervisor's feedback and the student's performance in seminar, the seminar leader will assign a grade of "Satisfactory Progress (S)," "Unsatisfactory Progress (U)," or "Incomplete" (I). Students receiving a grade of "Unsatisfactory Progress (U)" in any term will meet with the SDC to determine a plan for the remainder of the year and for repeating the practicum experience.

Incomplete Grade

Students may receive a grade of incomplete for reasons of insufficient hours, missing paperwork, final project revision, or other matters. A student must fulfill the relevant requirements prior to the start of the following academic year (i.e., prior to September) in order to progress to the next level of training. If the student does not complete the requirements, the student will receive a grade of "Unsatisfactory Progress (U)" and will repeat the practicum year.

Professional Conduct

If students are having difficulties of any kind on practicum, they are encouraged and expected to consult with their seminar leader and/or the DoCT. Students are expected to conduct themselves in an ethical and professional manner at their practicum sites. Practicum supervisors are advised to contact

the seminar leader and/or DoCT with concerns as they arise.

Probation

Students must not be on probation at the time of application to practicum or at the time the practicum begins. Students must remain off probation while on practicum.

Procedures for Minor Practicum Remediation

Requests for minor remediation within the ordinary time-frame of practicum and internship can be handled informally. This request might come from such relevant personnel as supervisors, seminar leaders, or the DoCT. Such remediation would be part of ongoing coursework and would be handled as would other in-course assignments, typically through consultation between the seminar leader and the practicum supervisor.

Process for Remediation of Clinical Skills

Students on practicum or internship who may need remediation in clinical training beyond what could be provided by site supervisors and through seminar are referred to the SDC. The SDC examines all pertinent information related to the student's clinical suitability. Students are informed of the SDC review and may request a meeting with the SDC. Likewise, the SDC may request a meeting with the student.

If the review identifies deficits in clinical suitability, the DoCT, in consultation with the student's practicum seminar leader, will identify the specific deficits in need of remediation and develop a remediation plan. The remediation plan may include additional training, additional coursework, or a remedial practicum. If the program identifies deficits which may not be corrected through a remediation plan, the student may be referred to the SDC for possible probation or dismissal.

Responsibilities Concerning Practicum

Practicum experiences unite student, practicum agency and supervisor, and D'Youville University/Medaille University Teach-Out in a working relationship in which all parties are responsible to each other as discussed in the sections below.

Site Supervisor

Site supervisors have the responsibilities for practicum training as outlined below:

- Provide an orientation to the agency, including record keeping and expectations for professional conduct, before students begin their clinical work.
- Communicate clear expectations of student participation to students at the beginning of the practicum.
- Provide regular, preset, uninterrupted supervision time weekly, and clearly articulate expectations for supervision (recordings, process notes, etc.).
- Provide adequate clinical opportunities to meet student training needs.
- Provide clear feedback to students regarding clinical competence and progress, beginning early

in the training year and throughout the practicum experience. Student evaluations should be completed and returned in a timely manner each semester.

- Inform the DoCT of any substantive changes in the practicum experience.
- Inform the DoCT of any difficulties encountered on practicum as early as possible.

Director of Clinical Training

The DoCT holds the responsibilities for practicum training as outlined below:

- Provides students with up-to-date practicum resource materials describing approved practicum experiences, prerequisites, expectations, and placement procedures.
- Together with D'Youville University/Medaille University Teach-Out faculty in professionalization groups and seminars, advises students in the practicum selection and application process in order to secure a good match between student training needs and training site offerings/requirements.
- Together with the practicum seminar leader, monitors student progress during practicum training, and is available for consultation and advisement to the practicum site and student.

Students on Practicum

Students are responsible as outlined below:

- Conduct themselves in reliable, ethical, and professional ways in all practicum activities, including timeliness, notification of absences, permission for vacation, and other professional responsibilities.
- Integrate themselves into training sites and develop good working relationships with staff and clients.
- Cultivate an attitude of openness to self-examination and new learning.
- Seek advisement and consultation in a timely manner with seminar leaders or with the DoCT when any concern exists. The DoCT should be advised of any difficulties, including safety concerns, encountered at the practicum.

Professional Conduct

Students are expected to conduct themselves in an ethical and appropriate manner consistent with the American Psychological Association's (APA) Ethical Principles of Psychologists and Code of Conduct and APA Guidelines for Practitioners, as well as duty-to-warn and confidentiality requirements of professional psychologists in the state or province in which they are training. Copies of APA standards are provided to students in the Professionalization Groups during the first year of the program. Enrolling in the practicum and signing the Individual Training Agreement constitute an agreement to abide by these guidelines.

Students are expected to demonstrate professional behavior at their training site at all times. For example, students are expected to:

- Act at all times in a manner consistent with the principles of professional psychology as published in the APA's Ethical Principles of Psychologists and Code of Conduct.
- Follow program guidelines.
- Protect client confidentiality.
- Seek prior approval from their supervisor before taking vacation time.
- Notify their supervisor immediately of any unplanned absence or late arrival.

The following are examples of **inappropriate and/or unethical behaviors** on a practicum or internship:

- Failing to adhere to duty to warn and confidentiality requirements of professional psychologists in the state or province in which the student is training.
- Recording an interaction or playing a recording of an interaction with a client without the express permission of the supervisor and client.
- Removing materials from the training site without approval of the supervisor.
- Withdrawing from the training site without permission of the program.
- Accepting a training site, and then turning it down to accept an alternative site.
- Using computer generated interpretive reports inappropriately.
- Using technology at the practicum site inappropriately.

Consequences for failure to meet the professional conduct expectations of this program and D'Youville University/Medaille University Teach-Out may include verbal warnings, written warnings, referral to the SDC, a remediation plan, probation, or dismissal from the program.

Challenge of Practicum Record

A student who wants to seek reconsideration of any matter related to practicum should contact the DoCT. If the matter in question concerns an event at a training site, or a supervisor's evaluation of the student, the student shall consult with the training site supervisor for reconsideration of the issue.

If, after consultation with the supervisor, the student wishes to pursue the matter further, he or she should approach the DoCT and request an investigation of the matter. The outcome of the investigation will be summarized and placed in the student training file, and a copy given to the student.

If the student wishes to appeal a decision made by the DoCT, the student may next appeal to the Program Director, and thereafter, the Head of the Division of Applied and Social Sciences.

INTERNSHIP

All doctoral students must complete a one-year full-time (12 month) or two-year (24 month) half-time internship as a condition for graduation. The internship is an integral component of the doctoral program and the final experience in the clinical training sequence. During the internship, the student is expected to assume significant responsibilities and to perform major professional functions under the supervision of qualified psychologists. Because the internship is typically the last step in the student's preparation for functioning as an independent professional, the internship experience should provide the student with a variety of appropriate role models, as well as intensive and diverse opportunities to function in the various roles expected of a clinical psychologist. Typically, full-time students begin the internship during their fifth year of enrollment.

Application Process

The application process for internship begins approximately one year prior to the starting date of the internship. Internships vary in their starting date, with most internships beginning sometime between July 1 and September 1. Students planning to apply for internship must attend all meetings related to the application process. Further, they must demonstrate that they are, or will be, ready and eligible to attend internship the next year, and demonstrate their readiness to internship sites during the application process. PsyD Faculty also will review students' status and determine their readiness to apply for internship that year.

Prerequisites

In order to be eligible to begin the internship, the student must have completed the following requirements:

- The student must have successfully completed the Clinical Competence Examination.
- The student must have successfully completed all coursework, with no incompletes.
- The student must have a GPA of at least 3.0 (on a scale of 4.0).
- The DoCT, in consultation with the PsyD Faculty, must approve the proposed internship site. D'Youville University/Medaille University Teach-Out encourages all of its students to obtain an internship accredited by the American Psychological Association (APA). Internships that are not accredited by APA but are affiliated with APPIC are acceptable so long as they conform to state or provincial licensing requirements. The PsyD Faculty must approve any other internship program. For the faculty to review a proposed special internship site, the student must submit a detailed rationale and proposal. It is expected that all internships will be paid positions. Unfunded internship positions are allowable only under extenuating circumstances.

Procedures

The procedures listed below should be followed by all students seeking internship placement:

1. Submit a D'Youville University/Medaille University Teach-Out Internship Readiness Form to the DoCT by the start of the Fall Semester when they will be applying for internship.
2. Attend all required internship meetings and provide information to the DoCT, as requested.
3. Meet with their advisor, practicum supervisors, and other faculty who are familiar with their work and training goals to discuss possible sites.
4. Submit a list of internship preferences and meet with the DoCT to review the list and application materials.
5. Verify the accuracy and completeness of their transcript.
6. Access the APPIC Application for Psychology Internship (AAPI) Online via the "Applicant Portal" to complete their application:
 - a. Create an account.
 - b. Enter their information.
 - c. Generate an electronic request via AAPI Online allowing the DoCT to verify those portions of the application requiring verification (e.g., hours, dissertation progress, etc.)
 - d. Contact faculty or supervisors to request letters of recommendation personally, and for those who agree to be references, generate electronic requests via AAPI Online. These recommendations involve completion of an AAPI Online form. Students may select which recommendation forms they will attach to each application.
 - e. Submit one official copy of all graduate transcript(s) directly through AAPI Online
 - f. In the event that a program requests testing reports or case summaries, these need to be submitted via AAPI Online as supplementary materials.
7. Submit the completed applications to their selected internship sites. Through AAPI Online, students can create multiple versions of cover letters, CVs and essays tailored to each site.
8. Register for Match. Consult the APPIC website for the deadline for registration each year.
9. On-site interviews are often required, although some sites will offer or require a telephone interview. Be prepared to interview at internship sites during December and January.
10. Follow APPIC Guidelines regarding contact with sites during the application process. Other guidelines will be given by the DoCT/Program Director regarding the procedure each year.
11. Submit a Rank Order List of internship programs to APPIC after completing interviews and prior to the deadline that year (typically in early February). Inclusion of a site/track on the match list constitutes an agreement to accept an offer from that site or track.
12. The results of the Match are distributed to participants on the APPIC Match Day in February. The results of the Match are absolutely binding upon all parties.
13. Submit to the DoCT/PD a copy of the confirmation received from the internship site.
14. A Phase II Match immediately follows for those who did not obtain an internship in Phase I.

Conduct during the Application Process

Listed below are specific guidelines for conduct during the application process.

Students are expected to abide by all D'Youville University/Medaille University Teach-Out and APPIC policies regarding the internship selection and application process. Any student violating these policies will be referred to the SDC for review. Action by the SDC may include withdrawal from individual internship sites, withdrawal from the internship selection process, probation, remediation, or dismissal from the program. Questions should be addressed to the DoCT or Program Director.

There are several administrative tasks involved in the application process. Failure to complete these tasks places a burden on D'Youville University/Medaille University Teach-Out faculty and could have a negative impact on other students in the process. It is each student's responsibility to be informed about deadlines and requirements. Students must complete all tasks by the dates requested in order to be assured of:

- Eligibility to apply for internship.
- The timely submission of application materials from D'Youville University/Medaille University Teach-Out.
- The availability of requested sites.

Students must be honest and ethical in their dealings with internship site staff. This responsibility exists even if a site appears to deviate from APPIC guidelines. In particular:

- Students must not mislead staff at potential sites regarding their qualifications or eligibility for internship.
- A student who accepts an offer for an internship may not later refuse that offer.
- Students should not provide information to any site regarding their ranking of the sites to which they are applying.
- Students may not contact sites regarding other students, and may not discuss other students with staff at internship sites.
- In the event that a student does not find a placement on Match Day, he or she may not contact sites without the prior approval of the DoCT or Program Director.
- Students who assist faculty or supervisors in preparing their letters of recommendation may not alter the letters in any way, except as specified by the faculty member or supervisor.

Basic Requirements for Internship Sites

There is a minimum requirement of 1800 hours for the internship. This requirement should be completed through full-time experience for one calendar year, or through two consecutive years of half-time experience. The internship must be a paid position. Unfunded internship positions are allowable only under extenuating circumstances, and must be approved by the DoCT/PD.

Students are strongly encouraged to seek internships that are accredited by the Committee on Accreditation of the American Psychological Association (APA). Students may not seek internships that are not active members of the Association of Psychology Postdoctoral and Internship Centers (APPIC) without prior approval from the DoCT. The list of all APA accredited internships can be found online at <http://www.appic.org/>.

A student wishing to seek an internship that is neither APA accredited nor an APPIC member must petition the DoCT/PD. Such internship programs must meet all of the following criteria, most of which are taken directly from the guidelines used by the National Register of Health Service Providers in Psychology (see National Register website at: http://www.nationalregister.org/internship_guidelines.html) to define an internship, and which also reflect APA's standards for internship training.

- It must be an organized training program, in contrast to supervised experience or on-the-job training, which is designed to provide the intern with a planned, programmed sequence of training experiences. The primary focus is assuring breadth and quality of training.
- The internship agency has a clearly designated staff psychologist who is responsible for the integrity and quality of the training program, and who is actively licensed or registered by the appropriate State or Provincial Board of Examiners in Psychology.
- The internship agency employs two or more psychologists as supervisors, at least one of whom has been actively licensed/certified as a psychologist for at least three years by the appropriate State or Provincial Board of Examiners in Psychology. These supervisors should be routinely available to the interns for supervision and consultation.
- The internship provides training in a range of assessment and treatment activities conducted directly with patients seeking health services.
- At least 25 percent of the intern's time is in direct patient contact.
- The internship includes a minimum of two hours per week of regularly scheduled, formal, face-to-face, individual supervision with the specific intent of dealing with services rendered directly by the intern. At least two hours per week of individual supervision must be conducted by a doctoral-level psychologist. This requirement applies regardless of whether the internship is a halftime or full-time training program.
- The supervision is provided by staff members of the agency or by affiliates of the agency who carry clinical responsibility for the cases being supervised.
- In addition to the two hours of individual supervision, the internship must offer at least two hours per week of other learning activities, such as case conferences involving a case in which the intern was actively involved; seminars dealing with clinical issues; co-therapy with a staff person including discussion; group supervision; or additional individual supervision.
- The internship agency has a minimum of two interns at the internship level of training during the student's training period.
- The trainee has a title such as "intern," "resident," "fellow," or other designation of trainee status.
- The internship agency has a written statement or brochure which describes the goals and content of the internship, states clear expectations for quantity and quality of the trainee's work, and is made available to prospective interns.
- The internship experience (minimum 1800 hours) is completed within a minimum of 12 months and a maximum 24 months.

It should be remembered that the above are basic requirements, and that some states or provinces may have additional internship requirements that must be met for licensure or registration. Students

should be familiar with the specific regulations of the states or provinces in which they wish to practice so that their internship experience conforms to the guidelines of those states or provinces.

Additional Policies

Listed below is a set of additional guidelines for the internship process.

Internship and a Paid Professional Position at the Same Site

A paid professional position may never serve as an internship.

Internship at the Same Site as a Previous Practicum

Normally, a student is expected to undertake an internship at an agency other than one in which he or she has completed a practicum. However, a student may request an internship at an agency where he or she has done a practicum if the proposed site meets either of the following two conditions:

1. The site is large and diverse, and the content of its formal internship program is different in terms of types of training activities and intensity from the experiences that are offered to practicum students.
2. The internship program has APA accreditation or is an APPIC member.

Compensation

Students on internship should expect to be compensated. Compensation should be in the form of an agreed-upon stipend.

Consortia

At times, an agency that is eager to start an internship may lack all of the necessary resources to develop and maintain such a training program. In those cases the creation of a consortium in which two or more agencies share training resources may be an appropriate solution. The doctoral program, primarily through the DoCT, is committed to helping agencies develop such arrangements.

Students wishing to explore internship possibilities at an agency that does not have an ongoing internship program should notify the DoCT as soon as possible, preferably a year before the desired starting date. This is to allow sufficient time for the development of a training program that meets D'Youville University/Medaille University Teach-Out's standards for internship training.

Evaluation of Interns

Twice a year, evaluation forms are sent to the internship site to evaluate the intern's performance. At the end of the year, the student is asked to evaluate the internship experience.

The Student Evaluation Form enables supervisors to assess the student's progress, competence and performance relative to the learning objectives, as well as other factors of importance to the internship site. These forms are monitored carefully by the DoCT to assess progress and areas of difficulty. All evaluations are kept as part of the student's permanent record. At the completion of the internship

year, the DoCT makes the final determination of whether the internship requirements have been met.

Remediation

Students on internship who need remediation in clinical training may be referred to the SDC. This committee examines all pertinent information related to the student's clinical suitability. Students are informed of the SDC review and may request a meeting with the Committee. Likewise, the SDC may request a meeting with the student.

If the review identifies deficits in clinical suitability, the SDC will develop a remediation plan. This plan may be developed in consultation with the training director at the internship site. The remediation plan may include, but is not limited to, personal therapy, additional training, additional coursework, a remedial practicum, or remedial internship. This plan will specify clinical knowledge and skills needing improvement and methods by which this improvement may be demonstrated.

If the SDC determines that it is necessary, the student may be removed from internship, placed on probation or dismissed from the program.

Conduct on Internship

Ethical Behavior

Students must adhere to APA Ethical Guidelines and the laws and rules of the state or province in which they are interning. In the event that difficulties occur, they should be resolved with internship site staff if possible. The D'Youville University/Medaille University Teach-Out DoCT, the SDC, and the Program Director will be available, however, to evaluate or assist students with ethical dilemmas if necessary. In the event that unethical behavior is found to have occurred during internship, appropriate action will be taken by the SDC, which may include:

- Referral to the SDC
- Removal from internship
- Other disciplinary or remedial action

Dual Relationships with Supervisors

It is unethical for students to engage in an internship which is administered by, or in which they receive supervision from, a person with whom they relate in some other professional capacity. Personal relationships may also comprise dual relationships.

Leaving an Internship before Completing its Program

A student needing to leave an internship before completing the agreed upon minimum amount of time should notify the DoCT as soon as the need becomes known. Early termination of an internship may have serious implications for the student and the site; thus, any steps in this direction must be considered carefully. Students should remember that they must complete the internship within 24 months, and that it is usually very difficult to begin a new internship experience mid-year.

Changes in Scheduling

Students may adjust their internship schedule with the approval of the training staff at the internship site so long as the internship is completed within 24 months and otherwise meets all criteria for the internship experience. The DoCT should be apprised of any changes in scheduling immediately. Students should be evaluated at least biannually regardless of the number of hours per week worked, and copies of these evaluations should be forwarded to D'Youville University/Medaille University Teach-Out so that progress can be monitored.