



STUDENT CLINICAL TRAINING HANDBOOK

WHEATON COLLEGE CLINICAL PSYCHOLOGY DOCTORAL
PROGRAMS

2023-2024 CLINICAL TRAINING HANDBOOK

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Acknowledgement of Student Responsibility

Dear Doctoral Psychology Student:

The School of Psychology, Counseling, and Family Therapy has devoted significant time to developing policies and procedures for the Clinical Training Handbook in an effort to ensure that students receive the highest quality of training and education. Further details specific to the academic and clinical dissertation components of the doctoral psychology programs can be found in the Clinical Psychology Doctoral Programs Student Handbook and Clinical Dissertation Manual. This Clinical Training Handbook contains information relevant to the policies and procedures in the clinical training portion of your doctoral training. Students must read and be familiar with its contents, as it will answer many common questions students ask. Students are responsible to know and abide by the information contained herein.

I have read the entire contents of the Wheaton College Doctoral Programs 2023-2024 Clinical Training Handbook and understand the policies and procedures herein. I understand that if I have further questions or if concerns arise, I may consult with the Clinical Training Program Coordinator, Director of Clinical Training, or Doctoral Programs Director, if necessary.

This form is in Time2Track. Please sign and submit this form electronically in Time2Track. Submit it by 9/15/2023, acknowledging that you have read the Clinical Training Handbook.

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SECTION ONE: OVERVIEW

INTRODUCTION

This handbook is intended to provide Wheaton College PsyD and PhD students with the details and information needed to guide them through their clinical training experiences. The policies and procedures described herein may be periodically revised; if so, then updates will be communicated to students as appropriate.

Students are required to become familiar with the entirety of this handbook.

The Clinical Training Program Coordinator (CTPC) and Director of Clinical Training (DCT) are available to assist with any difficulties students may have with either the interpretation or application of the information and materials contained herein. In the event of conflicting information or interpretation, the Wheaton College Catalog takes precedence over any of the Clinical Psychology Doctoral Handbooks (Clinical Training Handbook, Doctoral Psychology Student Handbook, or Clinical Dissertation Manual).

Our Mission

The Wheaton College Clinical Psychology Doctoral Programs are foundationally Christian, clinical psychology programs dedicated to serving the Church, underserved, and marginalized while fostering biblical justice and our students' holistic development.

Our Aim

We aspire to live out this mission by training students to become competent, compassionate, and foundationally Christian psychologists who are self-aware, culturally responsive, and skilled in the delivery of effective clinical services and the integration of clinical practice with scientific research and the Christian faith. We seek to train psychologists who are equipped to assume leadership positions in clinical settings and the Church.

Goals & Objectives

Profession-wide competencies

1. To develop clinical skills in the integration of clinical practice and research
 - a. Students will nurture an approach to training and practice with personal and professional self-awareness and reflection. [PROFESSIONALISM]
 - b. Students will relate effectively and meaningfully with individuals, groups, and communities using interpersonal and expressive skills. [RELATIONAL]
 - c. Students will demonstrate knowledge of professional ethical and legal issues and show awareness and application of ethical decision-making. [PROFESSIONALISM]
 - d. Students will learn to comport themselves with integrity and responsibility which reflects the values of psychology and contributes to the professional identity as a clinical psychologist *and* demonstrate empathic understanding for human suffering. [PROFESSIONALISM]

- e. Students will develop skills to assess and diagnose problems of individuals and groups from diverse backgrounds with the use of assessment methods and formulate effective case conceptualizations. [APPLICATION]
- f. Students will gain knowledge of theories of intervention and demonstrate ability to apply appropriate, culturally sensitive evidence-based interventions to alleviate suffering and promote well-being of individuals and groups. [APPLICATION]
- g. Students will be able to demonstrate basic knowledge and utilization of supervision models and practices. [PROFESSIONALISM and EDUCATION]
2. To develop competency in clinical research and scholarship
 - a. Students will demonstrate knowledge of scientific foundations of general areas of psychology and clinical practice. [SCIENCE]
 - b. Students will demonstrate ability to effectively engage in and critique research and scholarship that contributes to psychological knowledge and clinical practice. [SCIENCE]
3. To develop individual and systemic diversity competencies
 - a. Students will demonstrate an awareness of self and diverse others as shaped by culture, society and apply this awareness toward effective work with underserved persons and communities. [PROFESSIONALISM]
 - b. Students will exhibit awareness and skills in targeting the impact of social, political, economic, or cultural factors necessary to advocate in order to promote change. [SYSTEMS]
 - c. Students will demonstrate awareness of the benefits of interdisciplinary collaboration and the skills to respectfully and productively collaborate with professionals from diverse disciplines. [SYSTEMS]

Program-specific competencies

4. To develop integrative capacity and ability for the integration of clinical practice and Christian faith
 - a. Students will demonstrate foundational knowledge of Christian theology and current models of integration.
 - b. Students will articulate a personal process of integration of psychology and Christian faith.
 - c. Students will apply integration of psychology and Christian faith to clinical practice in order to enhance human welfare as a means of biblical justice.

The Philosophy of Clinical Training

Our philosophy of clinical training is grounded in and reflects the practitioner-scholar/scholar-practitioner models described in our Doctoral Psychology Programs Student Handbook. During graduate study, our students are building a foundation upon which all subsequent clinical development will occur. The experiences students receive in their practicum and internship training are central to their development. Throughout their clinical training, students are expected to understand and comply with the American Psychological Association (APA) Ethical Principles of Psychologists and Code of Conduct (<https://www.apa.org/ethics/code>).

One central component of our program identity is commitment to our Christian distinctiveness. Another core component of our program is a commitment to training students with an appreciation for issues of justice in our culture and a commitment to serve clients and communities who have been traditionally underserved and marginalized. The assignment of students to Practicum and Advanced Practicum Seminar groups ensures each student receives oversight from Christian, clinical psychologists during their formative years in their doctoral program.

Our general approach to clinical training involves a process of gradual introduction of the student to the responsibilities of the psychologist. As greater knowledge and skills are developed, a greater level of responsibility and autonomy is given. Although those outside the Wheaton Doctoral Psychology Programs have substantial impact on our students' training (through clinical supervision), the ultimate oversight and responsibility for that training remains with the Wheaton core faculty and our affiliate faculty in the School of Psychology, Counseling, and Family Therapy (PCFT).

CLINICAL TRAINING SEQUENCE

Prerequisites to Practicum I

Prior to beginning Practicum I, each student must have the approval of the Director of Clinical Training and must have completed 34 (PsyD) or 34.5 (PhD) credits of coursework (with transfer credit as applicable), specifically including the following courses:

PsyD (34 credits)

- 714 Professional Development & Ethics I
- 716 Basic Clinical Interviewing Skills
- 721 History & Systems of Psychology
- 736 Cognitive Behavioral Theory & Practice
- 737 Psychoanalytic and Contemporary Psychoanalytic Theory & Practice
- 743 Assessment I: Cognitive Foundations
- 744 Assessment II: Personality Foundations
- 745 Assessment III: Integrative Assessment
- 753 Psychopathology
- 761 Research Lab I
- 762 Research Lab II
- 773 Lifespan Development

PhD (34.5 credits)

- 714 Professional Development & Ethics I
- 716 Basic Clinical Interviewing Skills
- 722 History & Systems of Psychology
- 736 Cognitive Behavioral Theory & Practice
- 737 Psychoanalytic and Contemporary Psychoanalytic Theory & Practice

- 743 Assessment I: Cognitive Foundations
- 744 Assessment II: Personality Foundations
- 745 Assessment III: Integrative Assessment
- 753 Psychopathology
- 766 Research Lab I
- 766 Research Lab II
- 773 Lifespan Development
- 774 Adv. Social Psychology

Exceptions may be granted by approval of the Director of Clinical Training. Students newly admitted to the Wheaton College PsyD or PhD program who have earned a master's degree that includes a clinical internship may petition to the Clinical Training Committee (using the Clinical Training Petition) for permission to begin practicum during their first year.

Practicum I/II

Practicum I is students' first off-site clinical training experience in the doctoral programs. Students typically apply for this first practicum experience early in the Spring semester of their first year in their program. Practicum I typically begins in the summer prior to their second year in their program and continues through the end of that Fall semester. Practicum II occurs at the same training site and begins in the Spring semester once requirements have been met for Practicum I (as specified in the previous section). Once a student has finished their first year in their program, it is required that students have continuous enrollment in clinical work going forward.

In this first clinical training experience (Practicum I/II), students engage in a wide variety of clinical activities, **focusing on either psychological assessment or direct psychotherapeutic intervention**, under close supervision by a **doctoral-level licensed psychologist**. For this first practicum training year, students are allowed to choose either an assessment-focused practicum or a therapy-focused practicum, with the assumption they will complete the other type of practicum during the subsequent training year. Additionally, students attend a Practicum I/II seminar that is led by a doctoral-level licensed psychologist who is a core or adjunct faculty member in the Wheaton College doctoral programs. The student's Practicum Seminar Leader facilitates a practicum small group meeting approximately 2 or 3 times per month during the Fall and Spring semesters. The Practicum Seminar Leader also meets individually with the student 2 or 3 times per Fall and Spring semester, in order to monitor each student's professional development and clinical competencies more closely.

Practicum III/IV

Practicum III/IV is students' second off-site clinical training experience. It typically starts during the summer prior to their third year in the doctoral programs and continues through that academic year. Progressing to Practicum III/IV is contingent upon approval of the Director of Clinical Training and is based in part on successful completion of the first practicum, as well as satisfactory academic progress, professional development, and clinical suitability. For the purposes of broad/generalist training, students are expected to seek clinical training settings and activities during Practicum III/IV that are substantially different from those experiences

they had during Practicum I/II (i.e., assessment vs. therapy experience). As before, concurrent to their off-site practicum experience, students attend Practicum Seminar III/IV, which is facilitated by a doctoral-level licensed psychologist who is a core or adjunct faculty member in the Wheaton College doctoral programs. Like the previous Practicum Seminar, the faculty member will meet with students in both a small group (2 or 3 times per month) and individual format (2 or 3 times per Fall/Spring semester).

Practicum V/VI

For students who need or choose to take additional time to complete their program requirements (e.g., Comprehensive Exam, Professional Qualifying Exam [PQE], or Clinical Dissertation), they will enroll in Practicum V/VI (a third practicum training experience). They must be supervised clinically by a doctoral-level licensed psychologist. During this training year, students will be required to continue to enroll in and attend Practicum Seminar and its required small-group and individual meetings with their Practicum Seminar Leader.

Advanced Practicum

Usually in the fourth year of their program, upon completion of Practicum I-IV (or in the fifth year if a student completed a third practicum as noted above), students complete an Advanced Practicum (previously called Clerkship), which must be approved by the Director of Clinical Training (DCT). At this training level, students should be seeking out more advanced clinical experiences, with positions often providing training in both assessment and intervention and possibly opportunities to supervise, conduct research, or engage in consultation/program development. Advanced Practicum is often completed while students are applying for doctoral internship, and therefore students should apply for Advanced Practicum opportunities that will allow the student to fill any gaps in training (e.g., gaining experience with specific populations or in a particular setting, completing enough face-to-face/direct service hours, or completing their program-required minimum amount of assessment batteries). During their Advanced Practicum year, students must be supervised clinically by a doctoral-level licensed psychologist. They also must attend Advanced Practicum Seminar, which is cotaught by the DCT and another faculty member.

Advanced Clerkship I

Students who elect to take an extra year of training (e.g., to gain additional training/clinical hours or to work on their dissertation) may enroll in Advanced Clerkship I, if they previously enrolled in Advanced Practicum I/II. They again must be supervised clinically by a doctoral-level licensed psychologist. For this Advanced Clerkship I training year, students might be permitted to continue at their original Advanced Practicum I/II placement but only after receiving formal approval from the Clinical Psychology Doctoral Programs' Clinical Training Committee (CTC). To obtain this approval to continue at a previous clinical placement, the student must submit a Clinical Training Petition to the DCT, who then would bring that petition before the Clinical Training Committee for consideration regarding approval.

Advanced Clerkship II

In rare instances, a student may enroll in Advanced Clerkship II, such as if they are taking a second extra year of training to gain additional training/clinical hours or work on their

dissertation. If so, the student may enroll in Advanced Clerkship II if they previously enrolled in Advanced Clerkship I. They again must be supervised clinically by a doctoral-level licensed psychologist. For this Advanced Clerkship II training year, students might be permitted to continue at their original Advanced Clerkship I placement but only after receiving formal approval from the Clinical Psychology Doctoral Programs' Clinical Training Committee (CTC). To obtain this approval to continue at a previous clinical placement, the student must submit a Clinical Training Petition to the DCT, who then would bring that petition before the Clinical Training Committee for consideration regarding approval.

Predoctoral Internship

The Predoctoral Internship is intended to be the culminating predoctoral clinical training experience. It ultimately is intended to round out the student's clinical training experiences and prepare the student to be a competent, compassionate clinical psychologist. Whereas Practicum and Advanced Practicum experiences are part-time, taken concurrently with classes, and typically unpaid, predoctoral internship is full-time, typically paid, and frequently located in another state. Students apply to predoctoral internships at a national level, through the Psychology Internship Matching Process that is conducted by the Association of Psychology Postdoctoral and Internship Centers (APPIC). Students prioritize internship training sites that best fit their future career goals. See Section Four for more information on the Predoctoral Internship process.

KEY PERSONNEL

Director of Clinical Training (DCT)

The Director of Clinical Training (DCT) provides leadership for student clinical training and is the primary liaison between the academic program, the student, and the clinical training sites. The DCT prepares students for their clinical training experiences and provides general guidance throughout the practicum and predoctoral internship application processes. If problems arise between a student and a supervisor, the DCT is the primary contact if the issue cannot be resolved initially between the student and the supervisor. The DCT also must approve of the students' readiness to apply for predoctoral internship.

Clinical Training Program Coordinator (CTPC)

The Clinical Training Program Coordinator (CTPC) assists the DCT and students in the Clinical Training Office at Wheaton College. This person assists in a wide range of activities, including collecting student documentation, disseminating clinical training information to students, entering students' clinical training information, monitoring student progress in clinical training, and managing students' clinical training files. The CTPC also is responsible for planning and facilitating the Practicum Information Exchange, which typically occurs near the end of the Fall semester.

Clinical Training Committee (CTC)

The voting members of the Clinical Training Committee (CTC) are the Director of Clinical Training (who chairs the CTC) and two or three additional doctoral programs faculty. The non-voting members of the CTC are the Clinical Training Program Coordinator, Doctoral

Psychology Programs Administrator, Doctoral Programs Director, and a student representative appointed by the Graduate Student Psychology Association (GPSA). The Clinical Training Committee provides oversight and leadership for student clinical training. For example, it considers student clinical training petitions, such as when students request an exception from certain clinical training requirements. The CTC meets 2 or 3 times per Fall and Spring semester.

Practicum Seminar Leader

To support the Doctoral Programs' commitment to oversee students' training experience, the doctoral programs provide a clinical faculty member who provides additional oversight of the student's clinical training experiences. This typically is a core or adjunct doctoral faculty member who is a doctoral-level licensed psychologist.

Site Supervisor

The site supervisor is a staff or adjunct clinician at the students' clinical training site. This supervisor provides primary oversight and clinical supervision for the student's clinical training experience. This role is discussed further in Sections Two and Three.

Training Director

Training Director is a staff clinician at the students' clinical training site. This person provides leadership and oversight to the student's practicum or internship program.

SEQUENTIAL CLINICAL TRAINING OBJECTIVES

The following section outlines the tasks related to professional development as they occur throughout the standard progression of four years of clinical training at Wheaton College.

Year 1: Building a Foundation of Clinical Skills

- Socialization to professional psychology: Craft a professional development plan; gain exposure to various functions/roles of a clinical psychologist; understand licensure issues and professional trajectory of the doctoral program.
- Orientation to Christian integration: Become oriented to the major current perspectives and figures in the integration of psychology and the Christian faith.
- Clinical interviewing skills: Demonstrate basic understanding and skills in clinical interviewing (e.g., empathy, active listening, confrontation, etc.), including conducting an initial interview and mental status examination.
- Assessment skills: Demonstrate basic understanding and skills in (a) identifying appropriate assessment tools for intellectual and personality assessment; (b) administering, scoring, and interpreting standard tests utilized in the field; (c) using assessment data to diagnose psychopathology, formulate a case conceptualization, and make evidence-based treatment recommendations; and (d) writing integrated psychological reports.
- Intervention foundations (theory and praxis): Demonstrate a foundational understanding of major theoretical orientations (cognitive-behavioral and psychodynamic theories), which is continued into the second year.

Year 2: Integrating Assessment, Diagnostic, Conceptualization, and Intervention Skills

- Intervention foundations (theory and praxis): Demonstrate foundational understanding and skills in conceptualizing case material according to major theoretical orientations (cognitive-behavioral, psychodynamic, systems, and community psychology), including the ability to apply theory to practice in practicum settings. The student continues to learn how to integrate their assessment, diagnostic, case conceptualization, and intervention skills.
- Conceptual integration of psychology and faith: Continue to develop foundational understanding and skills in the application of core and current issues relevant to integrating psychology and faith.

Year 3: Consolidating Professional, Academic, and Clinical Skills

- Contextual awareness and competency: Demonstrate the ability to identify contextual and cultural variables that influence clinical practice, research, and professional practice.
- Integration of theory and practice: Demonstrate a more nuanced understanding of how theory influences practice and more advanced skills in diagnosis, case conceptualization, and intervention.
- Conceptual integration of psychology and faith: Continue developing nuanced understanding and skills in the application of core and current issues relevant to integrating psychology and faith.
- Self- and Other-Awareness: Demonstrate mature insight into oneself, others, and interpersonal relationships, including awareness of how one impacts others and relates with others.

Year 4 and beyond: Developing Advanced Competencies and Leadership/Advocacy Skills

- Development of leadership and advocacy skills: Demonstrate foundational understanding and skills in leadership and advocacy, as one's clinical skills and responsibilities increase and broaden (e.g., to supervision, program development/evaluation, consultation, client/systems advocacy). Demonstrate foundational understanding and skills in supervising and mentoring junior trainees.
- Personal calling (values, vision, mission): Articulate one's emergent core values, vision, and mission related to the student's professional identity.
- Skill and identity consolidation: Consolidate one's professional competencies and identity.

**SECTION TWO:
PRACTICUM AND ADVANCED
PRACTICUM**

CLINICAL ACTIVITIES

Practicum and advanced practicum opportunities are available at a wide range of sites, including community mental health centers, private practices, hospitals, criminal justice facilities, residential treatment facilities, and college counseling centers. Available training activities vary by site and may include the following:

Psychological/Neuropsychological Assessment

Students are expected to become proficient in psychological evaluation and assessment. A full psychological assessment report needs to include a reason for referral, relevant client history, mental status exam, psychological testing interpretation, diagnostic formulation, and treatment recommendations. Students should be increasingly proficient in the integration and synthesis of relevant clinical information, ultimately rendering a cohesive and clinically useful psychological report. By the end of their last practicum and start of internship, students are expected to complete a minimum 10 full psychological assessment batteries/reports. On at least 5 of those batteries, students must serve as the *primary contributor* to all the following: clinical interview; administration, scoring, and interpretation of tests; writing the testing report to be shared with the patient/referring provider; and assessment feedback to the patient/family. Because training in neuropsychological assessment is based on a unique training model that often relies more heavily on the supervising psychologist for conducting the clinical interview and feedback session, students whose assessment training occurs primarily in a neuropsychological setting must serve as a secondary contributor (i.e., meaningfully involved contributor) on a minimum of 10 of their batteries.

Individual/Family/Couples Therapy

Students should have the opportunity to engage in a variety of psychological intervention modalities, depending on the needs of clients and the training sites. Training sites may offer training in long-term and/or short-term therapy models.

Group Therapy

Students may function in a co-leader capacity as they learn how to provide effective group therapy. With increasing experience and competence, students may be encouraged to develop and facilitate groups of their own.

Systems-/Community-Based Interventions

Students may have the opportunity to gain exposure working with a variety of social systems, including families, educational institutions, social welfare organizations, and the legal system. This work may include working with smaller systems such as families or with larger systems such as organizations.

Interdisciplinary Collaboration/Consultation

Students may have the opportunity to gain exposure working with professionals from other disciplines (such as physicians, nurses, social workers, and teachers), for the purpose of collaborating/consulting across disciplines for the benefit of clients.

Supervision

Throughout each of their practicum/advanced-practicum training years, students will receive regular individual supervision from a licensed psychologist. The APA Standards of Accreditation (SoA) require that supervision/evaluation of the student be based at least in part on direct observation of the student (via one-way mirror, video streaming, or audio-video recording). During the advanced practicum year, the student may even have the opportunity to act as a secondary supervisor to more junior trainees.

Other Clinical Activities

During their practicum/advanced-practicum training, students might engage in a variety of other clinical activities, such as program development, program evaluation, clinical research, specialized assessment, client advocacy, and community outreach. In addition, students might have the opportunity to participate in didactic seminars, group supervision, group case conferences/staffings, case management, and record keeping.

Please note that biofeedback and neurofeedback in and of themselves are not recognized by the Clinical Psychology Doctoral Programs as a face-to-face/direct psychological intervention. However, biofeedback and neurofeedback may be counted toward face-to-face intervention hours *only if* they are being used in the context of a bona-fide psychotherapy intervention (e.g., Cognitive-Behavior Therapy breathing relaxation training). Students interested in pursuing a clinical training placement that includes substantive components of biofeedback or neurofeedback should consult with the Director of Clinical Training prior to applying, in order to obtain permission.

PRACTICUM AND ADVANCED PRACTICUM REQUIREMENTS

The following requirements have been developed to provide a target for doctoral students regarding the *minimum* core clinical hours and experiences that should be obtained during the three to four years of Practicum/Advanced Practicum. These thresholds of hours and clinical training experiences will help ensure the student will meet their program's requirements for clinical training experiences and will be competitive in applying for a predoctoral internship. To verify compliance with these guidelines, a student must submit a Clinical Experiences Checklist to the Clinical Training Office along with their Request to Apply for Internship. This Clinical Experiences Checklist will help indicate the student's fulfillment of the generalist requirements of the doctoral programs. Those students with previous experience that corresponds to the experience guidelines below may request a waiver from a particular type of clinical experience. To do so, they must submit a Clinical Training Petition to the DCT, along with written documentation of the particular type of clinical experience they request to be waived. The total hour requirement will not be waived, however.

Minimum Practicum/Advanced Practicum Hour Requirements

Practicum and Advanced Practicum experiences must be a minimum of 10 hours a week, although 16 to 20 hours a week is strongly encouraged and is consistent with the requirements of most sites. The student is responsible for monitoring the number and type of hours he/she accumulates. It is strongly recommended that practicum training hours should not exceed 20 hours/week in order to balance other obligations required in the program (coursework,

dissertation research, and other scholarly and clinical requirements such as the Comprehensive Exam and Professional Qualifying Exam). A minimum total of 400 on-site hours must be attained for each Practicum and Advanced Practicum site, with an overall minimum of 1200 hours over three years of clinical training. Please note that these numbers correspond generally to minimum program requirements. In fact, many predoctoral internship programs expect students will have completed 1500+ total practicum hours by the start of their predoctoral internship. As a result, students are strongly encouraged to complete 500-600 hours each year of their clinical training, in order to be competitive for predoctoral internship.

Practicum I/II	400 on-site hours	(500-600 strongly recommended)
Practicum III/IV	400 on-site hours	(500-600 strongly recommended)
<i>Practicum V/VI</i>	<i>400 on-site hours recommended</i>	<i>—some flexibility is available</i>
Advanced Practicum	400 on-site hours	(500-600 strongly recommended)
Total (minimum)	1200 on-site hours	(1500+ strongly recommended)

On-site activities may include direct client contact; on-site individual and group supervision; administration, scoring, and interpretation of psychological tests; report writing; case conference/grand rounds; consultation with other professionals; writing progress notes; attendance of practicum-related workshops; and case preparation/reading. Questions about other on-site activities may be brought to your practicum seminar leader, the Clinical Training Program Coordinator or the DCT.

Recommended Clinical-Hour Benchmarks By End of Each Practicum Semester

	Fall Yr 2	Spring Yr 2	Fall Yr 3	Spring Yr 3	Internship App (10/1)
Total clinical hours (intervention + assessment + supervision only)	250	250	250	250	1,000
<i>Intervention hours</i>	275 (200 for neuro)	275 (200 for neuro)			550 (400 for neuro)
<i>Assessment hours</i>			75 (175 for neuro)	75 (175 for neuro)	150 (350 for neuro)
<i>Supervision hours</i>	75	75	75	75	300
Integrated reports (adult)			4 (10-12 for adult neuro)	4 (10-12 for adult neuro)	8 (20-25 for adult neuro)
Integrated reports (child)			4 (10-12 for pediatric neuro)	4 (10-12 for pediatric neuro)	8 (20-25 for pediatric neuro)

Note. For students who choose to do their assessment practicum first, the semesterly benchmarks for assessment hours and intervention hours will of course be switched.

Beginning in 2020, the Clinical Training Office has started calculating statistics for the number of clinical hours and integrated reports our doctoral psychology candidates have by the time they apply for predoctoral internship. Students can use these figures to guide the approximate numbers of clinical training hours and integrated reports they should aim to have by the time they apply for internship.

Statistical Figures for Wheaton Predoctoral Internship Applicants, 2020-Present

	Mean (SD)	Median	Minimum	Maximum
Total number of clinical hours	1,064.35 (456.81)	986.50	479.00	3,105.00
<i>Intervention hours</i>	496.90 (263.03)	449.50	166.00	2,021.00
<i>Assessment hours</i>	222.25 (221.17)	147.00	59.50	1,321.00
<i>Supervision hours</i>	345.20 (141.44)	324.00	143.00	962.00
Integrated reports (adults)	16.33 (20.11)	8	0	87
Integrated reports (children/adolescents)	10.20 (11.61)	8	0	64
Interview invitations	7.75 (4.36)	7	1	20
Match rate at site where matched (# of applications / # of intern positions)	9.56% (6.84)	7.35%	1.18%	35.29%

Note. $N = 54$. SD = standard deviation. These figures of clinical hours do not include terminal master's degree clinical hours, given how few of our internship applicants have such hours. Our current mean interview (rate of interview invitations to total submitted applications) is 47.85% (median = 47.37%).

Direct Service: Students completing therapy/intervention practica should spend *at least 25%*, (but ideally closer to 50%) of their total Practicum and Advanced Practicum hours in *direct/face-to-face contact with clients*. Activities such as the following can be included as direct client contact: intake/clinical interview; psychological testing; individual, group, couples/marital, and family psychotherapy; crisis intervention; phone calls with clients or collateral contact; provision of supervision (student acting as supervisor, while working under the supervision of a licensed psychologist); consultation with organizations; observation of clients; and case management (if being conducted with the client present).

- In intervention/therapy, active student presence with the client (a) in person, (b) on the telephone, or (c) via video-session is required in order for the time spent in the activity to be counted toward direct hours.
- In assessment, face-to-face time is typically the time spent by the student conducting a diagnostic interview, administering any clinician-administered testing, or providing feedback to the client. In cases when a student is observing/co-administering psychological testing with a supervisor, the student must be meaningfully engaged in the assessment process (beyond simply introducing himself/herself to the client) in order for the activity to be considered face-to-face clinical contact.
- Whenever there is an apparent conflict between the site's interpretation and the Wheaton doctoral psychology programs' interpretation of what constitutes face-to-face vs. support hours, then the programs' interpretation overrides that of the site.

When applying for internship (October of the fourth or fifth year), many predoctoral internship sites will expect students already to have a minimum of 100 face-to-face hours with clients for assessment and 400 face-to-face hours with clients for therapy or other interventions. Again, these expectations are only a minimum, and substantially more face-to-face assessment and/or therapy hours may be needed to be considered competitive at a particular internship site.

Practicum/Advanced Practicum Duration

Typically, each practicum/advanced-practicum placement will last 10 to 12 months, with the majority being 12-month placements. Generally, the only exception to this is sites that only offer clinical services 9 months of the year (e.g., school or university counseling settings). Some sites may require their practicum/advanced-practicum students to make a 12-month commitment, in order to train at their site and provide continuity of service to that site's clientele. Prior to accepting a practicum/advanced practicum offer, students are responsible for understanding that agency's requirements and for abiding by them throughout the duration of their training at that site. Any requested vacation days should be negotiated with the site's Training Director.

Minimum Clinical Experience Requirements – No Concentration

The following are expected to be met over students' 3-year clinical training experience. It is *ideal* that these requirements be met prior to applying for predoctoral psychology internship. It is *required* that these requirements be met prior to starting predoctoral psychology internship.

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| Assessment: | 10 integrated psychological reports, each of which must include a reason for referral, relevant client history, mental status exam, psychological testing interpretation and summary, diagnostic formulation, and treatment recommendations. The battery of assessment procedures must include a clinical interview, mental status exam, and <i>at least</i> two psychological tests from one or more of the following categories: personality measures (self-report inventories, performance-based measures, or informant-report measures), intelligence tests, cognitive tests, or neuropsychological tests. Completed batteries must include the administration, scoring, and interpretation of tests, as well as a written integrated report co-signed by a Licensed Clinical Psychologist. |
| Intervention: | 15 cases with a minimum of 6 sessions each, covering individual therapy AND either couples/family therapy OR group therapy (led or co-led). |
| Populations: | Practicum experiences should include exposure to clients of different age groups, including adult AND either child/adolescent OR older-adult cases. Cases may be testing or psychotherapy. |
| Underserved: | <i>It is required that students spend one of their Practicum/Advanced Practicum experiences in a setting that primarily serves one or more underserved/marginalized population, as noted in the Clinical Training Database.</i> Underserved/marginalized client populations might include: children/adolescents, racial/ethnic minorities, older adults, veterans, rural |

populations, homeless individuals, individuals with severe and persistent mental illness (SPMI), people of low socioeconomic status, sexual minorities, gender minorities (transgender or gender nonconforming persons), or intellectually or developmentally disabled individuals.

Settings:

It is expected that the three clinical training experiences will be diverse with regard to placement setting. For example, students *may NOT complete the Practicum III/IV at the same site in which they completed Practicum I/II*. The same is true of Advanced Practicum; however, students may enroll in Advanced Practicum and continue in their previous placement if they apply for and receive approval from the Clinical Training Committee. Students should try to seek a wide range of settings for their clinical training experiences, such as experiences at hospitals, community mental health centers, university counseling centers, outpatient clinics, schools, prisons, juvenile detention centers, or Veterans Affairs centers. Although exceptions may be petitioned to the Clinical Training Committee, it is unlikely that committee would allow two years of clinical training experience in a private practice, because the diversity of clientele and clinical activities are often limited in these settings. Students should also be aware that if they are seeking a specific type of setting for their predoctoral internship, then they may not be competitive for that predoctoral internship if they have not completed at least one practicum or advanced practicum in a similar setting. For purposes of diversity of experience, *students are limited to two years in explicitly Christian settings*. In fact, only having one year of practicum/advanced-practicum training in an explicitly Christian setting is recommended, because predoctoral internship sites may look unfavorably on applicants who have completed multiple practica at explicitly Christian sites and are coming from an explicitly Christian doctoral program.

Concentrations

The Wheaton College Clinical Psychology Doctoral Programs are generalist psychology programs. At the same time, a student may desire to focus their curriculum, clinical training, and dissertation topic in a certain area. Therefore, a student may pursue a concentration in one of the following three areas: Child Clinical Psychology, Neuropsychology, Couples and Family, or Trauma.

In order for a student to concentrate in one of these four areas, the student must meet the minimum curriculum requirements (electives) and specific clinical training requirements, and the student's clinical dissertation must be focused on a topic related to the concentration area.

Clinical Training Requirements:

While completing Practicum and Advanced Practicum requirements of their program, the student must be able to document the following minimum clinical training experiences.

Documentation of these experiences is made via the *Clinical Training Experiences Checklist* (see Appendix), which the student completes and submits to the Clinical Training Office during the predoctoral internship application process.

Minimal Clinical Training Requirements by Concentration

	General - No Concentration	Child Clinical Psychology Concentration	Couples & Family Concentration	Trauma Concentration	Neuropsychology Concentration
Testing batteries (assessment)	10 minimum	10 minimum (at least 6 of which are with children or adolescents)	10 minimum	10 minimum	20 neuropsychological batteries minimum, each of which emphasizes cognitive performance by domain
Intervention cases (therapy)	15 cases minimum that involve at least 6 sessions of: Individual Therapy AND Couples / Family Therapy OR Group Therapy (led/co-led)	15 cases minimum (at least 10 of which are children (ages 0-12) AND adolescents (ages 13-17) Preferably 5 child & 5 adolescent cases	15 cases minimum (at least 6 of which are couples or family clients)	15 minimum (at least 6 of which have significant trauma engagement)	10 cases minimum; recommend 2-4/month
Populations served	A minimum of 5 cases that cover each of the following populations: Adult (ages 18-64) AND Child/Adolescent (ages 0-17) OR Older Adult (age 65 & over)	See above	See above	See above	At least one of the student's Practicum/Advanced Practicum placements should be an exclusively neuropsychological assessment placement

Supervision

Types of Supervisors

Given that students sometimes receive supervision from multiple supervisors, there is a distinction made between Clinical Supervisors and Additional Supervisors. A **Clinical Supervisor** is a doctoral-level licensed psychologist who serves as the primary supervisor for the student and is responsible for overseeing the student's clinical learning experiences while at the training site. The Clinical Supervisor has full legal and professional responsibility for the care of patients with whom the student has contact, and he/she assists the Wheaton College doctoral programs in evaluating the learning, competencies, and performance of the student. **Additional Supervisors** may be either licensed doctoral psychologists or licensed mental health professionals with other credentials (e.g., LCPC, LMFT, or LCSW).

During the practicum and advanced practicum training years, students will be provided with at least one hour per week of individual (i.e., one-on-one) supervision by either a Clinical Supervisor or an Additional Supervisor. A doctoral-level Clinical Supervisor will provide a minimum of 1 hour of weekly individual supervision or 90 minutes of group supervision (in groups not exceeding 6 trainees). Additional information on supervision can be found in Section Three: Rights & Responsibilities – Clinical Supervisors and Additional Supervisors (page 51).

Clinical supervision that students receive at training sites can be in the form of individual or group supervision. It is required that the student receive direct supervision from the Clinical Supervisor in at least one of the formats.

Individual Supervision

It is required that students receive a minimum of 1 hour of one-on-one supervision per week at their Practicum/Advanced Practicum sites. This individual supervision may be with a Clinical Supervisor and/or an Additional Supervisor.

Group Supervision

A minimum of 90 minutes of weekly group supervision by a Clinical Supervisor can be used in place of individual supervision, although a minimum of 1 hour of weekly individual supervision by a Clinical Supervisor is preferred. Any additional group supervision provided by an Additional Supervisor is desirable but optional.

Time spent in group meetings at the clinical training site can be recorded as “group supervision” either when the student has an opportunity (at least occasionally) to discuss clinical material or when the group meeting is aimed at trainees’ professional or personal development through group discussion and personal application (e.g., case presentations, experiential exercises, dealing with countertransference, formation of the person of the therapist, etc.). Seminar/Didactic Training is the appropriate category for group meetings that are primarily content-based (e.g., topically focused on something like suicide risk assessment, DBT skills, etc.); such meetings cannot be applied toward weekly supervision requirements.

Live Supervision and Use of Electronic Recording

APA Standards of Accreditation require that evaluation of student performance is based at least in part on direct observation (e.g., in-person, one-way mirror, video-streaming, video/audio recording). As such, each training facility is required to make provision for direct supervisor observation of the student's clinical work at least once per semester. For therapy/intervention practica, the site might provide for electronic recording (audio or preferably video) of therapy sessions. For assessment practica, the site might provide for electronic recording (audio or preferably video) of clinical interviews, diagnostic interviews, test administrations, or feedback sessions. However, for assessment practica, direct observation is often carried out in person (i.e., with the supervisor being physically present in the room with the student and assessment client).

Supervision will regularly include live supervision or reviewing of electronic recordings. Live supervision occurs when supervisors either view a session in progress (observe via one-way mirror or video-streaming) or co-lead an individual/couple/group therapy session or diagnostic interview/feedback session with the student. When possible, students are also encouraged to observe or shadow their supervisors, in order to facilitate students' additional learning. Students will electronically video- or audio-record their sessions for ongoing supervision. If the training facility does not have adequate recording equipment for supervisory purposes, students may obtain and provide audio or video recording equipment themselves. All students must have their client (or guardian) complete an informed consent form, [Client Consent Agreement](#), in order to obtain written informed consent to record sessions for training purposes. The training facility will provide for appropriate secure and confidential storage of recorded sessions, in accordance with the APA Ethics Code and any relevant legal/organizational requirements.

It is recommended that therapy practicum students record each session; however, supervisors of course are not required to review each session in its entirety. In general, supervisors will only review portions of select sessions—typically the ones that have the most pressing need for supervisory feedback on client care (or the student's development of particular clinical competencies). Supervisors can ask students to “cue-up” their recordings to the exact point where the student has questions about the session; doing so may provide greater focus and efficiency for supervision sessions. Of course, supervisors may want to see a particular other part of the session (such as the beginning or ending of the session), and that can easily be accomplished during supervision by rewinding or fast-forwarding the recording.

In summary, supervisors should review therapy sessions on a regular basis, but the logistics of how they accomplish this requirement will depend on the needs and limitations of the training site. Whenever possible, students should record each therapy session unless they are having their session observed live. Additionally, sites should have a policy for protecting client privacy and confidentiality, and this policy must be consistent with the APA Ethics Code and related regulations. Finally, clients should be informed they are seeking services in a doctoral-level training site, and consequently, direct observation (which may include the use of electronic recording) is a requirement for the purposes of supervision; however, every precaution is taken to protect client privacy/confidentiality and recordings are not reviewed by anyone but those

immediately involved in the student's training. All recordings are destroyed following termination of therapy (with one exception being the footage that is part of the student's PQE portfolio, as described next).

Professional Qualifying Exam (PQE) Preparation

While gaining experience during Practicum I/II and III/IV, students are reminded to prepare proactively for their Professional Qualifying Examination (PQE). Although the PQE process is described elsewhere (see the Clinical Psychology Doctoral Programs Student Handbook), it is noteworthy here that, for their PQE, students will need to (a) identify one assessment case (integrated report) and (b) provide video (or less-desirably, audio) footage from one full therapy session. Before students are allowed to record session footage, they must obtain permission from the site and written consent from the client (or the client's guardian, if the client is a minor), who will complete the [Client Consent Agreement](#) form in Microsoft Teams under Links (see sample in Appendix). Previous students have found it helpful to obtain consent from several clients and to record all sessions of those clients, to have several options for their PQE therapy case presentation. However, students must keep in mind that some sites (e.g., correctional facilities, agencies that provide services to DCFS-involved youth/families) restrict the use of video/audio recording for educational purposes. In order to take the PQE according to the typical schedule, students would be well-advised to obtain a recording from Practicum I/II in case their Practicum III/IV does not permit recording. This possibility should be considered when selecting practicum sites to apply to and when completing an initial Learning Contract with a supervisor.

Use of Outcome Measures

In compliance with the APA Standards of Accreditation, we require training sites and supervisors to support our doctoral students' use of clinical outcome measures to inform patients' psychotherapy treatment. We want our practicum/advanced-practicum students conducting psychotherapy to cultivate competencies in the use of well-validated outcome measures to evaluate treatment progress and inform treatment planning and intervention. Students' use of outcome measures will be monitored by faculty in practicum seminar courses. All students in a therapy/advanced-therapy practicum will be asked to collect quantitative outcome data with a minimum of one client per Fall and Spring semester. With that selected client, students are required to collect outcome data during a minimum of one early-treatment session (e.g., 1st or 2nd session), one mid-treatment session (e.g., 4th or 5th session), and one later-treatment session (e.g., 7th or 8th session), with encouragement to use the measures as often as deemed helpful by the therapeutic/supervision process. The doctoral programs will not be using client outcome measures as a means of evaluating student clinical performance; instead, we will only be asking students to report about *whether* their training site is providing them with supervised experience in the use of outcome measures to inform clinical treatment.

Students are encouraged to utilize clinical site supervision to determine the best outcome measures that fit with the site-specific context and the individual/couple/family therapy treatment plan. When sites are not already utilizing outcome measures, students have access to a number of outcome measures available in our Wheaton College Assessment Library. There also are a wide variety of downloadable, free, well-validated outcome measures (e.g., Patient

Health Questionnaire–9 [PHQ-9], Generalized Anxiety Disorder–7 [GAD-7], Outcome Rating Scale [ORS], Session Rating Scale [SRS]) available on the following websites:

- https://en.wikiversity.org/wiki/Evidence-based_assessment
- <https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/assessment-measures>

PRACTICUM AND ADVANCED PRACTICUM SITE SELECTION

Students should begin to think about and plan for their Practicum and Advanced Practicum experiences as much as *ten months prior* to the beginning of that training year. Students with special needs, such as restrictions on travel distance, limited days able to work due to other commitments and constraints, or special clinical interests (forensic, neuropsychology, child, etc.) may need to allow even more time to find a suitable placement and to work out all the details in consultation with the DCT. **It is the student’s responsibility to know their class schedule for the coming academic year and make sure the site’s “required training days” do not conflict with their class schedule and research lab meetings.**

International Students

For international students, the U.S. government considers practicum work a form of employment, and therefore, proper documentation of employment must be recorded with Wheaton College. Once a clinical training placement has been secured, doctoral students who do not have U.S. citizenship or Permanent Resident status must register their placement as Curricular Practical Training (CPT) at iss.wheaton.edu. Questions should be directed to Graduate Student Life at graduate.student.life@wheaton.edu (BGH 226).

All international students will need to apply for a Social Security Number (SSN) once they have completed their CPT. A Social Security Number is required to purchase personal liability insurance, which is required for each clinical placement (including predoctoral internship). It is important to allow enough time to obtain the Social Security Number prior to starting one’s first practicum placement, because this process can take as many as 6 to 8 weeks. Please read [the F-1 website Social Security](#) page for more information on what documents you will need to apply for your Social Security Number.

Criteria for Site Selection

Students work with the DCT to secure training experiences at sites that are a good fit for both the student and the doctoral programs in clinical psychology at Wheaton College. Information on approved practicum/advanced-practicum sites is provided on the doctoral programs’ Microsoft Teams site, under [Practicum & Adv Practicum Info](#). Suitable practicum training sites are selected from Chicagoland agencies that provide psychological services. Suitable sites must meet all the following criteria:

- a. The site’s primary clinical supervisor must be a licensed doctoral-level clinical psychologist (Psy.D., Ph.D.). Additional supervisors must be licensed masters or doctoral-level clinicians (LCPC, LMFT, LCSW, Ph.D., Psy.D.).
- b. The site’s practitioners must provide high-quality services with integrity;
- c. The site must be service-focused and have clinical training as one of its major functions;

- d. The site is committed to adhering to all relevant APA standards and guidelines;
- e. The site is able to provide high-quality clinical supervision and clinical experiences that are appropriate for doctoral level students;
- f. The site has designated personnel to help coordinate the student's training experience;
- g. The site is willing and able to abide by all other terms stipulated in the Affiliation Agreement established between the site/agency and the doctoral programs in clinical psychology at Wheaton College; and
- h. The site is focused on serving the needs of the people residing in its surrounding geographical area.

Because of our Doctoral Programs mission, students are required to complete at least one Practicum/Advanced Practicum experience at a site that prioritizes serving traditionally underserved or marginalized client populations. Such populations might include: children/adolescents, racial/ethnic minorities, older adults, veterans, rural populations, homeless individuals, individuals with severe and persistent mental illness (SPMI), people of low socioeconomic status, sexual minorities, gender minorities (transgender or gender nonconforming persons), or intellectually or developmentally disabled individuals.

More broadly, students are encouraged to seek practicum experiences that stretch their areas of expertise in regard to populations served and psychological services delivered. Students are also encouraged to broaden their training experiences by investigating new and unique training possibilities and by providing the names of qualified potential training sites to the College through the DCT (sites that meet all the suitability criteria listed above). The DCT will then follow up with sites and supervisors as appropriate.

Advanced practicum facilities will be selected according to similar criteria as the practicum sites. However, advanced practicum students may receive a stipend provided by the agency for work performed. Students should be aware that due to the high competition for field placements in the Chicagoland area, paid practicum experiences are rare and difficult to obtain. NOTE: International students should consult with the Director of International Graduate Student Services *before* seeking payment for services provided at an advanced practicum site, in order to ensure compliance with any applicable laws governing such employment.

Occasionally students request to apply to practicum sites that are out of state. However, as a residential training program, these requests are generally denied due to the difficulty of program oversight, such as site visits to clinical training partners. Students who wish to petition for an out-of-state placement will be limited to the Advanced Practicum III/IV year and will still be required to attend the weekly Advanced Practicum course (preferably in person but potentially remotely with permission from the DCT). They will need to consult with the DCT as soon as possible as they are considering such plans, and they will need to submit a [Clinical Training Petition](#) and obtain approval from the Clinical Training Committee (CTC).

PRACTICUM AND ADVANCED PRACTICUM APPLICATION PROCESS

The practicum/advanced-practicum application timeline varies based on the type of training site and the site's membership status or compliance with the timeline established by the Association of Chicagoland Externship and Practicum Training (ACEPT). Essentially, there are two application "waves": the "early wave" and "ACEPT wave." The Wheaton College Doctoral Programs are presently a member of ACEPT. Historically, the majority of our doctoral students have applied to and trained at ACEPT-member or "ACEPT-abiding" sites. As such, the majority of this section is devoted to the ACEPT application process and timeline.

However, our students frequently apply to sites that are not ACEPT-member sites. These sites include Veterans Affairs (VA) sites, neuropsychological assessment sites, and Academic Medical Center (AMC) sites. The opening and due date for applications for these sites vary and are earlier, relative to those of ACEPT-member sites. Hence, these sites involve an "early wave" application process. Both application waves are described below.

Association of Chicagoland Externship and Practicum Training (ACEPT)

ACEPT is a consortium of practicum sites and doctoral programs in clinical and counseling psychology in the Chicagoland area. ACEPT seeks to set forth a fair, orderly, and judicial application and interviewing process for programs, applicants, and training sites. Each year ACEPT outlines the dates when students may send out applications to sites and when sites may make offers to students. These **dates are updated every year**, but usually students apply in late January and sites make offers in late March.

Students should visit <https://acceptchicago.org/practicum-guidelines/> and carefully review the ACEPT timeline and guidelines for the upcoming training year. If ACEPT makes any changes to the posted timeline, guidelines, or policies, then students will receive notice from the Clinical Training Office as soon as possible.

If a student accepts an early offer from a site that is not an ACEPT-member, the student should let the Clinical Training Office know as soon as possible (by emailing clinical.training@wheaton.edu), so that the CTO knows the student will not need additional letters sent on their behalf.

ACEPT Application Process

The major tasks, opening, and due dates for applying to practicum and advanced practicum at ACEPT-member or "ACEPT-abiding" sites are as follows:

Task: Begin preparation of your curriculum vitae (CV).

Start date: Summer or early Fall semester

Due date: November

Other details: Seek assistance from the Wheaton College Center for Vocation and Career (<https://www.wheaton.edu/life-at-wheaton/cvc/>), if necessary. Have peers, faculty members, and/or supervisors review your CV and provide feedback.

Task: Review information on potential training sites.

Start Date: Fall semester

Due Date: December 15th

Other Details: Review *Site Information sheets*, which are located on the doctoral programs' Microsoft Teams under [Practicum & Adv Practicum Info/Site Information](#) (the folder contains site information sheets for each approved practicum and advanced practicum site, as well as additional site sheets provided directly by training agencies (via the ACEPT network of training sites). The site information sheets include details about the site, as well as procedures for applying to that site. Students are encouraged to search each site's website for additional information and details on its application process. Please note that sites vary greatly in the amount of information they post on their websites and in how frequently they update information about their site.

Students are strongly encouraged to review the [Post-Placement Site Evaluations \(PPSE\)](#). All Wheaton doctoral students complete this form at the end of each clinical training experience. PPSE feedback is maintained by the Clinical Training Office and posted on Microsoft Teams under Site Information/Student Site Feedback. Reviewing this feedback helps students determine sites to which they apply and from which they accept offers.

Review the [Things to Consider When Applying to Practica](#) tips that the Clinical Training Office has compiled with input from students. This resource can be found in Microsoft Teams under Practicum and Adv Practicum Info.

Task: Network with other practicum/advanced-practicum students, and if needed, make an appointment with your advisor, seminar leader, and/or DCT to discuss your clinical training options. In your site selection, be sure to consider your training goals and our program requirements regarding assessment batteries and therapy experiences.

Start Date: Fall semester

Due Date: December 15th

Other Details: Students are encouraged to talk to other students about already-approved potential sites and to research additional potential sites that are not included in the approved site list. Contact the DCT if you have any special needs or are unable to find sites you believe will meet your training needs. Depending on student interest, GPSA may organize a meeting for upper-level students to share their clinical training experiences with lower-level students. If you and your cohort-mates are interested in such a meeting, then talk with your GPSA cohort representative and ask them to pass along that request.

Task: Request letters of reference from supervisor(s) and faculty members (most sites ask for two or three letters of reference). Typically, it is better to ask for letters from clinical supervisors than from faculty members, because clinical supervisors will usually have the most familiarity with your clinical competencies. When it comes to asking faculty members, try to ask the faculty members who will have the most familiarity with your clinical and interpersonal competencies, such as your practicum seminar leader, research lab supervisor, or academic advisor. Complete the [Faculty Letter of Reference Request form](#) for each faculty member from whom you will be requesting a letter of reference. You may also ask adjunct

faculty to write a letter. Please make sure you use their Wheaton College email address vs. their external email address when submitting the form. The form is located on the programs' Microsoft Teams page under Links.

Start Date: Fall semester

Due Date: December 15th Faculty Letter Reference Form submitted (unless applying for early wave sites that require earlier deadlines; check each site's application deadlines, and allow a minimum of 1 month for all faculty letter requests [for ACEPT-abiding and non-ACEPT sites])

Other Details: Due to the large number of requests for faculty letters of reference, it is essential that students carefully follow these procedures.

First, by December 1, ask the professor if they are willing and able to write you a strong letter of reference. It is preferable to ask them in person and then follow up immediately with an email reminder, so there is a written record of the request. However, you do not need to schedule an office-hour slot to make any faculty letter request.

Second, by December 15, submit the **Faculty Letter of Reference Request** form. As part of that process, you will be asked to upload your CV, complete a site list template, and submit a draft letter for your letter writer(s). Do not wait until the last minute to submit this information, because it often requires significant time to complete each item.

Importantly, if a student updates their site list after submitting their form, an updated site template should be emailed to clinical.training@wheaton.edu and to any faculty who have agreed to write letters for the student.

Please note that the Clinical Training Office will only process letters for core doctoral and/or adjunct faculty letter writers who are writing for ACEPT-abiding sites. Due to varying deadlines with "early" sites, students who are applying to non-ACEPT-abiding sites should coordinate directly with their letter writers and have those early letters sent directly to the site from the writer (instead of being sent by the Clinical Training Office). Nevertheless, please request that the faculty letter writer carbon copy (CC) the Clinical Training Office whenever any letter is sent out on your behalf, so that the CTO will have a copy of your letter and an email record that your letter has been sent to the appropriate recipient.

All ACEPT letters will be sent from the CTO via *email*, unless otherwise specified. Once the faculty member has emailed their letter to the CTO (usually in early to mid-January), the CTO coordinates the emails to be sent. All student letters to ACEPT-abiding sites will be sent on the same day, according to the ACEPT timeline of when application submissions can begin (late January). Students are responsible for sending any additional materials required for their application packets. It is highly recommended that students send their application packets to sites within the first few days the application window opens, because doing so may increase their chances of getting an interview offer. In their cover letter, students should tell sites their faculty letters of reference were sent separately by their Clinical Training Office (on the date the ACEPT application window opened). If a printed letter is required, the CTO Coordinator will print the letter on letterhead (including the faculty member's signature) and place it in a sealed envelope. ***Please note that all faculty retain the right to keep letters of reference confidential, so sealed letters may not be opened by the student.*** If the student would like to read the letter, the student must ask the faculty letter-writer directly for their written permission to do so. Students will be notified when hard-copy letters of reference are ready to be picked up.

Task: Attend the Practicum Information Exchange (PIE).

Date: Early December, in the Coray Gym at Wheaton College

Other Details: The Practicum Information Exchange (PIE) provides the opportunity for students to meet potential supervisors and learn more about dozens of possible clinical training sites. **All** 1st year, Practicum I/II, and Practicum III/IV students are required to attend and should pre-arrange any adjustments to work schedules with their practicum site. Advanced Neuropsychology Track students who are applying to selective neuro sites that do not attend PIE, may be granted an excused absence but must first obtain this excuse from the CTO, after emailing clinical.training@wheaton.edu at least 1 week prior to PIE.

Students who are attending PIE should be dressed in professional attire but *may not* bring any “application” materials (e.g., CV, cover letter, etc.). Students should come prepared with questions for site supervisors.

In addition, students are strongly encouraged to attend the ACEPT Practicum Fair, which is held annually (typically held in early December). This event will either be held virtually or in person (usually at Roosevelt University). Please go to <https://acceptchicago.org/practicum-guidelines/practicum-fair/> for additional information about this event. This additional practicum fair provides exposure to many valuable training sites that typically are not represented at the Wheaton College PIE.

Task: Collect application materials and prepare your application packets.

Start Date: December

Due Date: ACEPT Application Day – To Be Announced (TBA) annually (usually in late January), as determined by the ACEPT organization

Other Details: Sites vary as to their application requirements. Most sites will require you to email a cover letter, CV, graduate transcript, and 2-3 letters of reference (at least one letter should be from a site supervisor, unless you are applying for your first practicum). Some sites may request supplemental materials (e.g., undergraduate transcripts, a deidentified treatment summary or assessment report, etc.). **Students should check directly with each site of interest to obtain information on current application requirements and procedures.** For the sites that request a graduate transcript, submit your request to the registrar. *Give the registrar 2 to 4 weeks to fill your request for transcripts.* The form to request transcripts is available at the registrar or on the registrar’s webpage; the completed request form can be emailed to the registrar, faxed to the registrar’s office, or dropped off at the registrar’s office. Leave your phone number or email address, so the registrar’s office can notify you when you can pick up your transcripts.

Task: Apply to desired sites.

Start Date: Late January or early February

Due Date: ACEPT Application Day – To Be Announced (TBA) annually (usually in late January or early February), as determined by the ACEPT organization

Other Details: Email or mail your application packet to each ACEPT site, based on the guidelines provided on the ACEPT site forms or individual site’s website. **This timeline may be different for students applying to non-ACEPT sites.**

Task: Complete interviews at each site to which you have been invited to interview.Start Date: FebruaryDue Date: Prior to ACEPT Notification Day (TBA)**Task: ACEPT Practicum Notification Day**Date: TBA annually (usually end of March), as determined by the ACEPT organizationOther Details: This is the date on which students can officially accept a site's offer. As an ACEPT member, Wheaton College doctoral students are required to abide by the guidelines and policies of ACEPT, which are updated and distributed annually. If a student has neither received nor accepted an offer by Notification Day, the student should contact the DCT as soon as possible for assistance. Please read the section below for further policies about Practicum/Advanced Practicum Notification Day.***“Early Wave” Application Process***

In recent years, several Chicagoland PhD programs in clinical psychology have coordinated a separate practicum/externship application process for certain non-ACEPT-member sites that recruit candidates earlier in the year (compared to the ACEPT timeline). ACEPT has also identified particular programs as being exempted from the ACEPT-specific timeline. Consistent with this exception, our students are free to apply to participating sites according to this alternate, “early wave” timeline, as long as the sites fit into one of four categories:

1. Veterans Affairs (VA) sites
2. Neuropsychological assessment sites
3. Academic Medical Center (AMC) sites
4. Any other sites that are verified as non-ACEPT-abiding

The tasks for the “early wave” application process are identical to those for the “ACEPT abiding” process. However, the timeline for the early wave may be earlier in the training year, and the placement process is slightly different from that of ACEPT. The following is adapted from the “Coordinating Externship Offers and Deadlines” guideline from the previous training year.

1. Applications will be due to externship sites no later than a TBA specific date (usually in early January).
2. Interviews will occur anytime between a specific TBA start and end date (which usually varies from mid-December to late January, but it could be earlier).
3. Offers for externship placements can be made at any time during this process, even at the time of the interview. We request that placements provide the opportunity for students to hold an offer up until 9am on a specific TBA date, especially if students have other interviews scheduled.
4. Students will hold only one offer at a time, and after they have accepted an offer, they will immediately inform potential placements that they are either cancelling their interview or declining an offer.
5. At any time, externship placements are free to communicate their genuine intent to make an offer to a student at 9am on a specific TBA date, and at any time, students are free to express their genuine willingness to accept that offer.
6. Although not encouraged, externship placements are free to set time limits on student

decisions. If a placement imposes a decision deadline before the TBA specific date, we request that reasonable time periods be provided for the decision (e.g., at least 1 week) and that placements consider a student's interview schedule when determining such a decision deadline. Externship placements must communicate all offer-related timeline restrictions to the student on the date of the interview.

*Please note that, given that the Wheaton College Clinical Psychology Doctoral Programs are a member program of ACEPT, our students **are not permitted to use the early application process to apply to sites that are ACEPT-abiding**. Please consult with the Clinical Training Program Coordinator or DCT when in doubt or when further clarification is needed.*

SUPPLEMENTAL PRACTICUM

Students have the option of pursuing a supplemental practicum (in addition to their primary practicum/advanced-practicum placement), to broaden the range of their clinical training experiences, enhance their competitiveness for applying for predoctoral internship, or ensure they meet their program's clinical training requirements (e.g., number of testing batteries/reports completed, exposure to specific client populations, etc.) by the time of graduation. Historically, pursuing a supplemental practicum has been more common among upper-year students (as opposed to lower-year students). Although a supplemental practicum typically requires a much smaller time commitment than a primary practicum/advanced-practicum placement, students should be mindful of the need to balance their cumulative practicum time commitment with other program-related activities (e.g., coursework, research lab involvement, dissertation work, etc.).

All approved supplemental practicum training sites and experiences must meet the same standards and expectations as primary practicum/advanced-practicum sites and experiences, with the exception of the amount of supervision required and the practicum duration and total time commitment. Supplemental practicums require only a minimum of 1 hour/month of individual supervision, but this time can be broken down into smaller increments throughout the month. Most students work between 2 and 6 hours per week at their supplemental practicum site, so that they can balance this supplemental work with their primary practicum work and academic commitments (e.g., classes and dissertation). The duration of a supplemental practicum is flexible and ranges anywhere from a few months (e.g., over the summer) to either the main academic year (e.g., Fall and Spring semesters) or the full academic year (e.g., Summer, Fall, and Spring semesters). Supplemental practicum students must also complete a supplemental learning contract, midyear and final supervisor evaluations, and T2T hours. Students engaged in a supplemental practicum must be register for PSYC 799 Supplemental Practicum (0 credits) using the [Supplemental Practicum Registration](#) form found in [Microsoft Teams/Links](#). *Approval via this signed form is required for a student to count the accrued clinical hours on their predoctoral internship application (AAPI).*

Supplemental Practicum Placement Process

The process of applying for and obtaining a supplemental practicum is less structured (and typically less formal) than that of a primary practicum/advanced-practicum placement. ACEPT typically does not disseminate information on supplemental practica, and there is no

coordinated application timeline for these positions. The process typically occurs on a rolling basis and is similar to a job application process. The student typically learns about supplemental practicum opportunities from the Clinical Training Office, the DCT, other faculty/staff or supervisors, or other students in the doctoral programs. Alternatively, a site may offer a student an opportunity to “stay on” for a supplemental practicum placement, after the student has completed a 9- to 12-month primary placement at the site.

Please note that students are allowed to pursue a supplemental practicum placement only after they have secured their primary placement for the upcoming training year. Students must obtain permission beforehand to apply for a supplemental practicum placement. To do so, the student must complete a [Clinical Training Petition](#) and submit it to the Clinical Training Office. The DCT or the Clinical Training Office may require the student to obtain additional written information about the supplemental practicum site/program, to ensure it meets program requirements. Once the CT Petition is approved, the student may then proceed with the supplemental practicum application process, as defined by the site. Once the student accepts a supplemental practicum offer, they will need to submit a [Supplemental Practicum Registration](#) form. Students should check with the CTO to ensure a site affiliation agreement is in place with the site. The appropriate documentation needs to be agreed-upon in consultation with the Clinical Training Program Coordinator or DCT, prior to the start date at the supplemental practicum.

Once registered, the student will need to set up their placement in Time2Track in order to access/route the required forms. Students should select their Training Site and Supervisor. For their Course, select “Supplemental Practicum” and for Faculty Member use “Clinical Training.” A *Permission to Release Educational Information* form (in Time2Track) will need to be completed both for general practicum placements and supplemental practicum placements.

INTERNATIONAL SUPPLEMENTAL PRACTICUM

Occasionally, students have the opportunity to engage in a short-term (i.e., under 3 month) practicum experience in an international setting. Such a clinical training experience can be accommodated only during the summer months, as long as it does not conflict with the student’s completion of required coursework or their primary (i.e., local or domestic) practicum. Approved international supplemental practicum sites and experiences must meet the same criteria and standards as local/domestic supplemental practica, with one exception: if weekly supervision by a licensed psychologist is unavailable at the site, then such supervision may be provided via videoconference (telesupervision). For more information on the use of telesupervision, please refer to the “UTILIZATION OF TELESUPERVISION FOR INTERNATIONAL CLINICAL TRAINING EXPERIENCES” section of this Handbook. In keeping with the Doctoral Clinical Training policies and procedures, all documentation required for supplemental practicum training at local/domestic sites (e.g., insurance, learning contract, supervisor evaluations, etc.) must also be completed for international supplemental practica. Students engaged in an international supplemental practicum must be enrolled in PSYC 799 Supplemental Practicum (0 credits) using the [Supplemental Practicum Registration](#) form found in Microsoft Teams/Links.

INTERNATIONAL CLINICAL TRAINING EXPERIENCES POLICY

Based on the Doctoral programs' mission to serve underserved and marginalized groups, the Wheaton College School of Psychology, Counseling, and Family Therapy (PCFT) has developed an opportunity for students to apply for international clinical training experiences. Students who wish to engage in international clinical training experiences will have the opportunity to apply for pre-approved practicum sites that have been identified by the Clinical Training Office (CTO). These clinical training opportunities will only be available as an Advanced Practicum III/IV, meaning that any approved students would automatically be adding an extra year after completing the required 3 years of Practicum/Advanced Practicum training. Please see the Advanced Practicum Enrollment Policy in the Doctoral Student Handbook for more information about the College's policies and procedures related to Advanced Practicum.

Pre-approved international training sites must meet the criteria and standards required for other practicum/advanced-practicum training, as defined in [Implementing Regulation C-12 D, Practicum Guidelines for Doctoral Programs](#) (Commission on Accreditation, January 2010, revised November 2015). Additionally, any approved international training sites and experiences must meet the criteria and standards described in the Doctoral Programs Clinical Training Handbook. In keeping with the Clinical Training Handbook policy, all documentation required of local practicum sites must also be completed throughout training at international sites (e.g., insurance, learning contract, supervisor evaluations), in order to ensure the quality of clinical training experiences and the completion of all training requirements.

Students considering an international clinical training experience must follow these guidelines:

1. Students will need to make decisions related to planning for an international training experience by the end of their third year in their doctoral program, in order to have adequate time for programmatic and financial planning
2. Students will need to arrange a meeting with the Office of Financial Aid
3. Students will need to defend their dissertation proposal successfully, prior to leaving campus for an international training experience
4. Students will need to work with the Office of Global and Experiential Learning (GEL) and follow all Wheaton College guidelines and policies related to traveling for education and training while enrolled at Wheaton College
5. Students who will need supplemental doctoral-level telesupervision, in addition to appropriate on-site supervision at the approved international site, will need to own a laptop computer and document that he/she can participate in weekly telesupervision (with a licensed psychologist) throughout the duration of the period they will be training at the international training site (this telesupervision will need to be provided in accordance with the American Psychological Association [APA] [Guidelines for the Practice of Telepsychology](#) and [APA Guidelines for Clinical Supervision in Health Service Psychology](#))

Students who intend to submit an International Training Application must supply the following information in their application:

- The types of clinical experiences expected during the duration of the placement
- The on-site primary clinical supervisor's name and credentials
- The proposed hours per week the student will engage in on-site clinical experience

- The student's plan for how he/she will engage in Fall and Spring Advanced Practicum III/IV course while they are living and working abroad. This requirement includes identification of a peer liaison who will agree to be responsible for weekly technological set-up for distance-learning engagement in the course (e.g., via Skype, Teams, Zoom, etc.)
- The student's plan for engaging the predoctoral internship application process during their time abroad, if their placement overlaps with the timing of the AAPI-submission process, internship-interview process, and/or Internship Match Day. This plan must include a detailed plan for communicating with the CTO and DCT, preparing application materials, and practicing internship interviewing skills (via distance learning and on-site learning at their site abroad).
- A signed agreement from the student's dissertation chair, noting the student has made arrangements to support their continued dissertation progress during their time abroad.

UTILIZATION OF TELESUPERVISION IN INTERNATIONAL CLINICAL TRAINING

The use of telesupervision for international training opportunities must be exercised in compliance with Implementing Regulation (IR) C-13 D, *Telesupervision* (Commission on Accreditation, July 2010, revised November 2015, July 2017) and the APA [Guidelines for the Practice of Telepsychology](#). According to IR C-13 D, telesupervision is defined as "clinical supervision of psychological services through a synchronous audio and video format where the supervisor is not in the same physical facility as the trainee."

Rationale for the Use of Telesupervision in International Clinical Training:

In the Doctoral programs at Wheaton College, students may apply for an Advanced Practicum III/IV in a pre-approved international clinical training site. In such cases, students must have already completed 3 years of practicum/advanced-practicum training in traditional, local practicum sites that had on-site clinical supervision with a licensed psychologist. Sometimes when students apply for and are approved to engage in an international clinical training experience, the need for telesupervision may arise when the agency abroad does not have a doctoral-level psychologist available for on-site supervision. In such cases, the following policy addresses the parameters under which telesupervision may be utilized:

- Telesupervision will be provided *in addition* to the student's weekly on-site supervision by an on-site mental health professional who is appropriately credentialed in the country or region in which he/she is practicing. The student's supplemental telesupervision must not account for more than 50% of the total weekly supervision the student receives for clinical services provided at their international practicum site.
- Because international training experiences will only be available for Advanced Practicum III/IV students that already have 3 years of prior clinical training, students who apply for and are approved to engage in international clinical experiences and telesupervision must be deemed to have a sufficient level of competence to manage the nuances of such an arrangement.
- Telesupervision must be provided by a licensed psychologist who is either a faculty member at Wheaton College or who the Wheaton College DCT approves as an appropriate licensed, doctoral-level supervisor.
- The Doctoral programs will ensure any professional (core faculty or designated supervisor) has a pre-established relationship with the student prior to the onset of

telesupervision.

- The Doctoral programs will ensure the student has an arrangement in place to manage nonscheduled consultation and crisis coverage of clinical cases.
- Students who are approved to participate in an international clinical training experience will be expected to have the appropriate technological resources (e.g., laptop computer) and skills to engage in telesupervision prior to beginning the experience.

TELEHEALTH AND TELESUPERVISION IN DOMESTIC CLINICAL TRAINING

In some unique training circumstances (e.g., the COVID-19 pandemic), students completing a domestic (U.S.-based) practicum/advanced-practicum/internship placement may need to provide telehealth services or receive telesupervision as part of their clinical training. Students are only permitted to provide telehealth services if (a) the student provides these telehealth services in close adherence to the APA's [Guidelines for the Practice of Telepsychology](#), (b) the student's primary clinical supervisor (a licensed psychologist) grants the student written permission to do so (given that the student trainee is practicing under the license of that psychologist), and (c) the student's supervisor has sufficient knowledge of and competence in the provision and supervision of telehealth services. Similarly, students are only permitted to receive telesupervision as a primary mode of weekly individual or group supervision if (a) their supervising psychologist grants them written permission to do so, (b) in-person clinical services are disrupted at the trainee's site, and (c) their supervising psychologist is competent in providing telesupervision services that adhere to the [APA Guidelines for the Practice of Telepsychology](#) and [APA Guidelines for Clinical Supervision in Health Service Psychology](#). As much as is feasible, the use of telesupervision should be exercised in compliance with Implementing Regulation (IR) C-13 D, *Telesupervision* (Commission on Accreditation, July 2010, revised November 2015, July 2017), which states: "Telesupervision may not account for more than 50% of the total supervision at a given practicum [or internship] site and may not be utilized until a student has completed his/her first intervention practicum experience." Student trainees are encouraged to check regularly for updates on the [APPIC](#) and [APA Commission on Accreditation \(CoA\)](#) websites, regarding how those agencies recommend that students, training sites, and doctoral programs navigate clinical training and education in the midst of the COVID-19 pandemic. These recommendations will include suggestions about navigating issues surrounding telehealth and telesupervision.

LIMITS ON PRACTICE WHILE ENROLLED IN DOCTORAL TRAINING AT WHEATON

It is desirable that students who are appropriately credentialed and qualified in areas such as Marriage and Family Therapy, Social Work, or Psychiatric Nursing be able to continue practicing in a manner appropriate to their licensure level. Because we provide training in a professional field, it is important that the doctoral programs be apprised of all student employment of any relevance to the mental health field, including notification in writing to the Director of Clinical Training regarding the nature and expected duration of that employment. The Director of Clinical Training may conduct a verification of the adequacy of supervision.

It may become necessary to prohibit certain forms of student employment if they are determined to be contradictory to the goals and purposes of the Wheaton doctoral program in clinical psychology. Our program is committed to the APA ethics standards, which require

professionals to be cognizant of the limits of their professional competence, to exercise appropriate judgment regarding not exceeding the boundaries of their competence, and to obtain appropriate supervision for their clinical work. A student practicing in an area in which they do not have sufficient competence and in which supervision is limited or unavailable would be required to discontinue that practice.

One particular concern is that of “private practice” by students. While enrolled in the doctoral program, students are specifically prohibited from being involved in private practice unless they meet the standards described here. “Private practice” refers to the for-profit performance and delivery of services relevant to any aspects of psychological functioning, as traditionally understood in the profession of clinical psychology. The Wheaton College Doctoral Programs’ policy on professional (including “private”) practice by students is adapted with permission from the policy of the 1989-1991 catalog of the American School of Professional Psychology. In order to evaluate a student’s involvement in private practice, we distinguish between individuals who are qualified and unqualified. A qualified student is one who holds a current registration, certificate, or licensure entitling the student to practice independently in their area of expertise. An “unqualified” student is one who, independent of experience or training, does not hold a current registration, certificate, or licensure entitling that student to practice independently. If a student has a question about whether they are qualified or unqualified to engage in professional practice in some way, then they should contact the Clinical Training Office or Director of Clinical Training for consultation.

Using the above definitions, Wheaton College employs the following policies.

Any qualified student who, prior to admission, had and has appropriate registration, certificate, or licensure relevant to the practice and delivery of psychological services is entitled to practice independently in their particular area of registration or certification. Thus, it would be allowable that a licensed clinical social worker (LCSW), licensed marriage and family therapist (LMFT), or licensed clinical professional counselor (LCPC), to continue providing psychotherapy services, but they could *not* provide psychological testing services.

An unqualified student who, prior to admission to their Doctoral program, has been engaged in independent private practice will not be allowed to continue such practice after admission to their Doctoral program unless the following conditions are satisfactorily met, based on the judgment of the DCT:

1. The student has been in such independent private practice a minimum of 800 hours over a documented two-year period prior to admission.
2. The student has had a satisfactory amount and variety of both academic training and supervised clinical experience prior to entering independent practice. “Satisfactory” is defined as:
 - a. Documented, sufficient, and relevant academic coursework, as evaluated by the Director of Clinical Training.
 - b. Documented, sufficient, and relevant supervised clinical experience in mental health service delivery, as evaluated by the Director of Clinical Training. This would include experiences such as an M.A. level approved clinical internship, 500 hours of

- supervised therapy practicum, or documented work experience. Any supervised clinical experience must have been completed prior to engagement in independent private practice.
3. The student agrees to receive a minimum of one hour of documented consultation from a licensed psychologist approved by the school for every seven (7) hours of independent practice. This agreement shall hold until the student is officially awarded the doctoral degree or discontinues in private practice.

Students are both permitted and encouraged work in the mental health field, especially after completing the first two years of their Doctoral program. During the first two years of their program, students with no prior graduate training in psychology (or one of the allied mental health professions) can benefit greatly from practical experiences like working as a psychiatric caseworker on an inpatient psychiatric unit or as a staff counselor in a transition home for troubled adolescents. More advanced students may capably and beneficially serve as staff members or contract therapists at community agencies. In addition, students who are unqualified for private practice (as defined above) may be employed by a licensed psychologist (or other credentialed practitioners in the private practice), **providing the private practice can document the student is not an independent contractor of services**. However, in all such practice settings, it is the student's responsibility to provide the Clinical Training Office with documentation proving the student is not engaging in private practice.

There are no perfect criteria for defining private practice, especially in a mental health field that is rapidly evolving and adapting. Some of the "markers" of private practice might be the student generating his/her own referrals, paying rent for the use of office space, or receiving a percentage of fees generated rather than being paid at a flat rate. Most seriously, the central hallmark of private practice is the question of professional responsibility for the welfare of the client. We insist that all our students (except those cleared for private practice according to the criteria above) work in a context where an appropriately credentialed professional assumes professional responsibility—as the student's supervisor or employer—for the quality of the services provided by the student and the welfare of the clients served.

It is for this reason that it is vital students be clinically **supervised** (where another professional takes responsibility for client welfare) rather than simply be clinically **consulting** with a more credentialed professional. In general, we regard it essential for (a) the student to be supervised a minimum of 1 hour per week (regardless of the size of their caseload) and (b) the student be supervised at a supervision to client-contact hours ratio of 1 to 7 or less (i.e., 1 hour of supervision per 7 hours of client contact is the minimal standard). This is a general guideline that can be varied, depending upon the types of services the student is delivering.

Proof of the student's employment status could consist of a W-2 statement of earnings from the employer (with appropriate FICA deductions) or a 1099 statement, accompanied by a statement from the licensed supervisor (describing the precise arrangements regarding responsibility for client welfare, the ratio of weekly supervision to client contact hours, and a verification that the student is not engaged in independent contracting of services with the practitioner).

Enrollment in the Wheaton College's Doctoral Programs represents a serious commitment to the rigorous training venue required to become a professional psychologist, and it is the position of the discipline that the doctoral degree is the appropriate terminal degree for independent practice in the field. Premature engagement in independent practice is thus a serious violation of training standards and the ethical standards of the field itself. For that reason, failure to comply with these policies (including misrepresentation, failure to identify oneself as an unqualified student, etc.) while enrolled in the Wheaton Clinical Psychology Doctoral Programs **may result in student dismissal from the PsyD or PhD program.**

If you are a doctoral student who is employed in the mental health field at any point during your clinical training in the Wheaton College Clinical Psychology Doctoral Programs, then you must complete the [Annual Professional Practice Update](#) during each academic year within which you are engaged in this employment. You will need to update the employer/employment information each September **or** within one month of any change in employment. This form can be found in MS Teams/Links and should be completed in a timely manner (i.e., within 30 days of beginning employed and CTO-approved professional practice under appropriate supervision).

1. For "non-private" practice, you will need to provide the following for each current mental health employer:
 - a. Maintain documentation of supervision hours to client caseload.
 - b. Provide proof of employee status (e.g., W-2 or 1099 forms), accompanied by a statement from the private practitioner.
2. For "private" practice, you will need to provide the following for each current mental health employer, depending on whether you are a "qualified" or "unqualified" student:
 - a. If you are a "qualified" student, provide copies of notification of licensure/certification. These documents will be placed in your student's file.
 - b. If you are an "unqualified" student, provide documentation of satisfactory completion of conditions for private practice as stated above, and maintain accurate and satisfactory documentation of your supervision to client caseload, throughout the duration of your employment.

CLINICAL TRAINING DOCUMENTATION

The following forms assist the Clinical Training Office in tracking student progress and monitoring clinical training requirements. The clinical training forms are available in one of two places:

1. Time2Track, our clinical training platform
2. [Microsoft Teams/Resources/Posts for Doc Psych Students/Links](#) Practicum/Internship registration, faculty letters of reference, CT Petitions are some of the forms accessed through Microsoft Teams. Forms in the appendices of this manual are **samples** and should not be used. All forms are electronically submitted to the CTO Program Coordinator, and ***deadlines are critically important to student advancement through their program.*** Failure to meet documentation submission deadlines or to respond promptly to requests for unsubmitted documentation may result in referral to the Student Review Committee (SRC).

[Annual Professional Practice Update](#)

Any student practicing as a mental health professional must use this form to record any professional practice outside of practicum or advanced practicum. This form allows the institution to monitor whether appropriate licensure and supervision have been considered, when it comes to the student's employment. This form can be found in Microsoft Teams/Links.

[Faculty Letter of Reference Request](#)

This form is completed any time a student needs a recommendation from a faculty member (e.g., for practicum, advanced practicum, or predoctoral internship). The student should upload their site list for any sites to which they are hoping to apply. This form provides the faculty member information that is needed to write the recommendation letter for the student. Before the form is submitted, the student must ask the faculty member if they are willing and able to write a strong recommendation letter. The student should submit the form to the faculty member well in advance of the deadline for the first letter of reference (usually 4 weeks in advance).

[Registration for Practicum/Advanced Practicum/Internship](#)

Registration for several clinical training courses works differently than for other courses. Specifically, registration for the following courses is managed by the CTO:

- Practicum Seminar – PSYC 795
- Practicum I-II, III-IV – PSYC 796
- Practicum V-VI – PSYC 798
- Advanced Practicum I-II, PSYC 881/883
- Advanced Practicum Seminar I-II – PSYC 882/884
- Advanced Clerkship I – PSYC 891
- Internship – PSYC 896
- Supplemental Practicum – PSYC 799

Once the student has received a formal offer from a site and agrees to take the placement, the student will register for practicum/advanced practicum/internship. This registration usually takes place late in the Spring semester (April or May). To register, the student must complete a [Registration for Practicum/Advanced Practicum/Internship](#) form or the [Supplemental Practicum Registration](#). These links can also be found in Microsoft Teams/Links.

The form will be submitted electronically to the CTO Coordinator, who will then check the form for completeness, route it to the DCT for review and signature, and finally send the signed form to the registrar. The registrar will use this form to register the student for each of the relevant clinical training courses. Because not all students receive their placements in Spring, some students may have to wait until later months to register for their practicum/advanced practicum. This should not cause problems for financial aid unless student placements are still unknown by mid-August. At this point, the student should talk and coordinate with the Doctoral Psychology Programs Administrator.

Permission to Release Educational Record Information

This form is signed by the student annually to permit the doctoral programs to dialogue with the student's training site. It is included as one of the forms in Time2Track and must be submitted annually to the CTO by **September 15th**, along with the student's Learning Contract and Proof of Insurance. This form is located in Time2Track. Students doing a supplemental practicum must complete a separate permission to release form for that site as well. This form can be found under the forms in Time2Track for supplemental practica.

Insurance

Students are **required** to maintain personal liability insurance throughout the entirety of any practicum/advanced practicum/internship placement. The minimum coverage required is **\$1,000,000 each incident/\$3,000,000 annual aggregate**. Application forms may be obtained either online or through the mail. Proof of liability insurance is required in the student portfolio ***before the student begins at each practicum/advanced-practicum/internship placement***. A copy of the active insurance-policy's declaration page (a page showing policy holder's name, effective dates, coverage amounts, and company representative signature) should be submitted to the Clinical Training Office before each start date, and this will be placed in the student's file. Training sites often request that the student provide a copy of this declaration page for their records too. Student liability insurance is of critical importance, and failure to submit proof of insurance by the first day of the training placement will result minimally in temporary suspension of the student from the training site, until the proof of insurance is submitted to the Clinical Training Office.

Two common sources of Student Liability Insurance are:

1. American Psychological Association Insurance Trust

<https://www.trustinsurance.com/>

750 First Street, NE, Suite 605

Washington, DC 20002-4242

800-477-1200

2. The American Professional Agency, Inc.

<https://www.americanprofessional.com/>

95 Broadway

Amityville, NY 11701

800-421-6694

Note: Students may purchase their policy in advance and postdate the starting date to coincide with the start date of their practicum.

Learning Contract

The Learning Contract is a functional document which allows clear expectations between a student and a training site. The form can be found in Time2Track and should be submitted by to the CTO by **September 15th**. It outlines the student's learning objectives, expectations for performance and tasks, and logistical issues (e.g., vacations, sick days). This form is necessary to ***complete at the beginning of the training year*** because it helps provide the outline and structure

for the year, clarify student and site/supervisor expectations, and shape the focus and process of the student's learning. It also provides a basis for approaching any conflict in expectations that may arise during the student's training experience. This contract should include agreements on start and end dates, expected hours per week and per year (direct face-to-face hours, indirect support hours, and clinical supervision hours), arrangements for individual supervision (and group supervision, if applicable), number of assessments to be completed (per month and year), number of therapy clients for the student's case load (per week on average), what do if the student needs to request time off or call in sick, how supervision will include live supervision or electronic review of sessions, supervised experience using outcome measures, and so forth. Note: Students should discuss midyear paperwork deadlines with supervisor and if an accommodation is needed due to differences in site's evaluation timelines, student needs to email the CTO with this request in writing.

Listed below are some examples of learning objectives a student may utilize:

- Increasing competencies in diagnostic assessment and formulation
- Develop competencies in case conceptualization according to a particular orientation
- Cultivate competencies in intervention planning and implementation
- Enhance competencies in writing cohesive and concise psychological reports
- Hone competencies in selecting, administering, and interpreting psychological (or neuropsychological) tests in an evidence-based and culturally responsive manner
- Develop competencies in couples therapy (or family therapy, group therapy, child/adolescent therapy, consultation, program evaluation, clinical supervision, etc.)

Please note that the student's **primary supervisor must be a doctoral-level licensed psychologist** (see the Supervision section on page 23 for more information).

For any student engaging in an approved supplemental practicum, a Supplemental Learning Contract must be completed and signed (by the student and supervisor) within 30 days of starting the supplemental practicum. This form needs to be submitted to the CTO via Time2Track. The only difference from the regular Practicum Learning Contract is that the minimum individual supervision required is 1 hour per month. This supervision time can be done as 1 hour all at once or broken down into smaller but more frequent increments (e.g., 15 minutes per week or 30 minutes biweekly). Of note, if the student and supervisor agree more supervision is needed, desired, and available, then more supervision (e.g., traditional 1 hour of weekly supervision) is permitted during any period the student is engaged in the Supplemental Practicum. Most students work between 2 and 6 hours per week at their supplemental site, so they can balance this supplemental work with their primary practicum work and academic work (e.g., classes and dissertation). The duration of a supplemental practicum is flexible and ranges from a few months (e.g., over the summer) to either the main academic year (e.g., Fall and Spring semesters) or the full academic year (e.g., Summer, Fall, and Spring semesters). Supplemental practicum students must complete a supplemental learning contract, midyear and final supervisor evaluations, and T2T hours. Students engaged in a supplemental practicum must be registered for PSYC 799 Supplemental Practicum (0 credits) using the [Supplemental Practicum Registration](#) form in [Microsoft Teams/Links](#). *Approval via this form is required for a student to count accrued clinical hours on their internship application (AAPI).*

Documentation of Clinical Training Hours

Each week, students are expected to document clinical training experiences via Time2Track, our online clinical training platform. This requirement is independent of any time reporting required of a particular practicum/advanced-practicum/predoctoral-internship site. To register, the student must create an account in Time2Track. (A subscription to Time2Track with an authorization key will be sent to each student before they begin their first practicum experience.) The Clinical Training Office will also provide instructions regarding the periodic submission of clinical training reports. At the end of each month, students will print out a summary of their hours and submit them to their practicum seminar leader. Twice per year—(1) at the end of the Fall semester and (2) at the end of their clinical training placement (usually in Summer)—the student will be required to submit their activity hours in Time2Track. The student's primary site supervisor must verify and approve the hours within Time2Track. Once the hours have been approved, students need to email a pdf of their Activity Summary to clinical.training@wheaton.edu. This pdf copy does not need to be signed.

Evaluations

Practicum / Advanced Practicum Supervisor Evaluation of Student

- Once each semester, a *Practicum / Advanced Practicum Supervisor Evaluation of Student* form must be completed by the site supervisor in Time2Track. Approximately 1 month prior to the end of that semester, students must initiate sending the evaluation form to their supervisor (via Time2Track), for the supervisor to complete by the end of the semester.
- The supervisor completes the evaluation and then reviews the data with the student (in-person, usually during the last supervision session of the semester). The student will have the opportunity to comment on the evaluation. The student must electronically sign the evaluation in Time2Track indicating they reviewed it and whether they agree or disagree with the outcome. The signed evaluation form will be electronically routed to the Clinical Training Office. *Sites and students can access copies of the evaluation results via Time2Track.*
- The DCT receives a copy of each evaluation, as does the student's current practicum seminar leader. Any rating of "2" or lower from the supervisor results in the student's automatic referral to the Doctoral programs' Student Review Committee (SRC), unless the DCT deems such a referral unnecessary, based on follow-up discussion with the clinical supervisor (see the *Doctoral Student Handbook* for further details about students' evaluation).
- It is the responsibility of the student to monitor their account in Time2Track and ensure their supervisor has completed and signed off on their evaluation of clinical skills. Grades can only be assigned after all documentation is completed, signed, and submitted.

Students are referred to the Doctoral Student Handbook for reference to how the *Practicum / Advanced Practicum Supervisor Evaluation of Student* form is utilized within the overall student evaluation process in the doctoral programs.

Mid-Year Site Evaluation

Midway through each placement, students must submit this evaluation of their site. The purpose of this form is to check in on how training is going so far and whether any improvements are needed to optimize the remainder of your placement. The [Mid-Year Site](#)

Evaluation is due by **December 15**, along with other midyear required paperwork. The survey can also be found in Microsoft Teams/Links. Before submitting, students should save a pdf copy and email it to their seminar leader.

Post-Placement Site Evaluation

At the end of each placement, students must submit this **Post Placement Site Evaluation**, along with their other paperwork, by **August 15**. This survey allows students to rate the quality of various aspects of their overall training experience. If the student indicates other students may view their form, then their input will be made available to future students, in order to provide helpful information regarding the site. All previous **Post-Placement Site Evaluation data** is available for student review in the Clinical Training Resources/Site Information section of the programs' Microsoft Teams site.

Clinical Experiences Checklist

Students must ensure this checklist is accurately maintained throughout their time in their doctoral psychology program. Students must discuss these requirements regularly with their practicum seminar leader and complete the checklist in **Time2Track** twice per year (midyear and end of year) which will be reviewed and signed by their seminar leader.

This form is also uploaded as a part of the **Request to Apply for Predoctoral Internship** form that is submitted to the DCT in order to verify the student has met all minimum clinical competence requirements through their Practicum/Advanced Practicum experiences. The version of the form that predoctoral students will submit is located in Microsoft Teams/Links listed as **Predoctoral Clinical Experiences Checklist**.

Clinical Training Petition

If a student would like to request *an exception from one of the requirements or policies contained in this Clinical Training Handbook*, they can fill out a **Clinical Training Petition** and submit it to the Clinical Training Office. The student must follow this process:

1. The student completes the petition in **Microsoft Teams/Links**. The petition should include a concise but detailed and concrete rationale/justification for the request. Students should ensure they provide sufficient information for a convincing rationale.
2. The student should discuss the rationale and feasibility of the petition with their academic advisor. The petition will not be presented to the Clinical Training Committee (CTC) without the advisor's approval and signature.
3. The advisor-signed petition is submitted to the Clinical Training Program Coordinator, who will give it to the DCT or add it to the agenda of the next scheduled CTC meeting.
4. The CTC will review the petition. There are three possible results:
 - Grant approval of the petition
 - Deny the petition
 - Request more information to make a more informed decision
5. The student will be informed of the CTC's decision.
6. If the committee denies a petition, the student has the option of requesting to meet with the CTC to discuss the committee's decision and reasoning (at the next CTC meeting).
7. If the student wishes to appeal the CTC's decision, they may request to meet with the CTC

to discuss the committee's decision and reasoning. Simply scheduling a meeting does not imply the committee will change their decision; rather, it provides an opportunity for further dialogue. If the student continues to disagree about the CTC's decision, they have the right to appeal the decision to the Doctoral Programs Director. The decision of the Doctoral Programs Director is final.

CLINICAL TRAINING PAPERWORK DEADLINES AND CONSEQUENCES

It is important for students to submit annual, required, clinical-training documentation to the Clinical Training Office. **All forms can be located either in Time2Track or in the Microsoft Teams Resources/Posts for Doc Psych Students under Links.** This chart outlines consequences implemented when required documentation is not received by the indicated deadline.

An automatic Student Review Committee (SRC) referral will occur if the student (a) is suspended or removed from a training site, (b) is removed from a sequential course, or (c) receives two Professional Development write-ups. The student must petition to be re-enrolled and pay any late fees.

Paperwork	Recipient	Collection deadline	Consequence for late documentation*
<ul style="list-style-type: none"> Proof of Insurance (see page 42 in this handbook for more information) 	Clinical Training Office	Insurance must be in place <i>prior</i> to start date of the placement, including internship	Temporary suspension of student from training site
Located in Time2Track: <ul style="list-style-type: none"> Learning Contract Permission to Release Educational Record Info Clinical Training Handbook Acknowledgement 	Clinical Training Office	September 15 th	Professional Development write-up Student suspended from training site
Located in MS Teams/Links: <ul style="list-style-type: none"> Faculty Letter of Reference Request Form 	Clinical Training Office/Letter Writers	August 15 th (predoc internship) December 15 th (practicum/adv practicum)	
Submitted in Time2Track: <ul style="list-style-type: none"> Mid-Year Supervisor Evaluation Clinical Experiences Checklist Mid-Year Hours Approved in Time2Track 	Clinical Training Office	December 15 th	Removal from Spring semester clinical training course and midsemester statement of concern placed in student's file (if not submitted by Friday of the first week of spring semester)

Paperwork	Recipient	Collection deadline	Consequence for late documentation*
<ul style="list-style-type: none"> Activity Summary pdf emailed to CTO Submitted via MS Teams/Links: <ul style="list-style-type: none"> Mid-Year Site Evaluation (before submitting, save a pdf and send to seminar leader) 			
Submitted in Time2Track: <ul style="list-style-type: none"> Final Supervisor Evaluation Clinical Experiences Checklist Hours Approved in Time2Track Activity Summary pdf emailed to CTO Submitted via MS Teams: <ul style="list-style-type: none"> Post Practicum Site Evaluation 	Clinical Training Office	August 15 th	For those going on Predoctoral Internship, a fee of \$150 will be due Removal from Fall semester clinical training course for failure to meet prerequisite Professional Development write-up

SECTION THREE: RIGHTS AND RESPONSIBILITIES

RELATIONSHIP AMONG STUDENTS, SITES, AND THE CLINICAL PSYCHOLOGY DOCTORAL PROGRAMS

The procedure for matching/selecting students for training sites and for maintaining the training relationship involves responsibility, accountability, and choice on the part of three parties: students, training sites, and the Wheaton College Doctoral Programs.

Accountability will be maintained across the three parties (students, sites, and doctoral programs) through regular evaluation (documentation) and communication. The doctoral programs will supply documents and will schedule periodic contacts with participating sites, in order to assist in monitoring and evaluating students' clinical training experiences. Students and supervisors will complete and submit clinical documents by specified deadlines, in order to monitor and evaluate students' clinical training performance (competence development) and students' experiences at their training site. At any time throughout the training year, students, supervisors, and the Clinical Psychology Doctoral Programs may also provide additional written or verbal feedback to each other, regarding any difficulties, concerns, changes, or extraordinary occurrences that might arise during the training year. All three parties—the student, training site, and doctoral programs—will benefit from this process of regular evaluation and communication.

Throughout the matching, selection, and training processes, students, training sites, and the doctoral programs all maintain their right to choose. The doctoral programs may accept or reject potential training sites based on the site selection criteria outlined above in Section Two. A Learning Contract may also be terminated at any time, if for any reason the training facility is unable or unwilling to fulfill its contractual obligations. Training sites may interview and accept or reject students based upon their site's needs and selection criteria.

Discontinuance of Student Clinical Placement

Complaints, Conflicts, and Discipline

Any complaints, conflicts, or disciplinary issues will be managed jointly and consistent with each organization's existing employee grievance, conflict-resolution, and disciplinary policies. Students may accept or reject an offer from any given training site, and with due cause and process, they may discontinue a placement during the training year, with proper notice and *following the completion of the grievance procedure as outlined at the end of this section of the handbook.*

Similarly, with due cause and process, the training site or doctoral programs may discontinue a student's placement at any point during the training year, on the basis of inadequate clinical competencies, unethical or inappropriate behavior, or noncompliance with the Learning Contract. The training site or doctoral programs may, with due cause and process, discontinue the student's placement at any time, due to other substantial concerns as well.

WHEATON COLLEGE DOCTORAL PROGRAMS

Oversight Responsibilities

It is the Clinical Psychology Doctoral Programs' responsibility to screen agencies and supervisors in order to determine their appropriateness as potential practicum/advanced-practicum training sites for its doctoral students. In addition, the doctoral programs are responsible for (a) making information available to its students about approved training sites; (b) negotiating contracts with approved training sites; and (c) overseeing, tracking, and evaluating its students' experiences while in training at approved training sites.

The Director of Clinical Training (DCT) is responsible for maintaining contact with representatives from active practicum/advanced-practicum sites. Typically, the DCT reviews each active site annually (in person, by telephone, or by email), in order to hear concerns from site representatives and evaluate the clinical training that students are receiving and experiencing at that site. Site visits may be handled either by the DCT or qualified designee (e.g., a Wheaton doctoral faculty member who is also a licensed psychologist). Practicum seminar leaders may contact a student's clinical supervisor as needed, in order to discuss the student's clinical progress or training needs. The DCT documents any needed site visits or site correspondence, in order to track any potential site concerns that might arise during the academic year. As part of this process of ongoing quality assurance of student clinical training experiences, all practicum and advanced practicum students submit a [Mid-Year Site Evaluation Form](#) at the end of each Fall semester. This form can be found in MS Teams/Links. Please note, **students must download a pdf of their Mid-Year Site Evaluation before submission and email it to their practicum seminar leader.** This evaluation is discussed with practicum seminar leaders (during the final one-on-one session in the Fall), and the DCT reviews each form to evaluate any potential need for intervention (or prevention) to ensure the quality of the student's clinical training experience is optimized.

Because of the doctoral programs' commitment to the oversight of the student's training experience, the doctoral programs will maintain primary control and oversight of the student's practicum/advanced-practicum training through the work of the student's practicum seminar leader. Although the training site will provide the student with a primary clinical supervisor and will assign clients, maintain record-keeping, bill clients, and carry out all administrative aspects of the clinic, the Wheaton College doctoral programs, in accordance with APA standards, will establish the minimum number of hours of clinical experience and supervision the student must obtain, as well as the general range of clinical experiences the student will obtain. Clinical supervision will be the responsibility of the professional staff at the training site. However, the Wheaton DCT is ultimately responsible for each student's overall clinical training experience and professional development.

Practicum Seminar Leaders

The Practicum Seminar Leader takes direct responsibility for the professional development of the student but does not assume direct professional responsibility for the clinical work being performed. Oversight by the Practicum Seminar Leader is achieved through required weekly

group meetings and monthly individual meetings. Except under unusual circumstances, students will have a different Practicum Seminar Leader each year.

CLINICAL TRAINING SITES

It is the training site's responsibility to provide accurate information to the doctoral programs about the types of clinical experiences available at their site, as well as any specific needs, restrictions, or requirements the site has that could influence their selection criteria. It is also the site's responsibility to (a) provide students with adequate clinical experiences and supervision and (b) provide the doctoral programs with documentation of participating students' learning goals (via the Learning Contract) and performance (via Mid-Year and End-of-Year Student Evaluations). Additionally, to the best of their ability, sites should comply with agreed-upon interview/selection procedures and training standards/requirements.

Clinical Supervisors and Additional Supervisors

Clinical supervisors have the ultimate professional responsibility for the clinical work of the student and the welfare of the clients/patients under the student's care. Students will be provided with at least one hour per week of individual (i.e., one-on-one) supervision by either a doctoral-level Clinical Supervisor or a licensed Additional Supervisor. A doctoral-level Clinical Supervisor will provide a minimum of 1 hour of weekly individual supervision or 90 minutes of group supervision (with a desired maximum of 4-5 student peers). The Clinical Supervisor takes responsibility for reviewing and cosigning any student evaluations, psychological testing reports, and other clinical documentation (progress notes, etc.).

STUDENTS

Students carry the ultimate responsibility for pursuing, securing, and completing their clinical training experiences. Students must prepare the documents necessary for their practicum/advanced-practicum applications, arrange for and interview with potential placements, establish a learning contract with their chosen site, and fulfill all clinical training responsibilities throughout their placement at the site (and in a timely and professional manner). Throughout their clinical training, students are also responsible for maintaining accurate Time2Track hour records on a weekly basis. They are also expected to obtain and maintain professional liability insurance throughout their clinical training and be prepared to show proof of such insurance when required to do so.

Ethical Practice

Throughout their clinical training, students are responsible for conducting themselves in an ethical and professional manner. Students are expected to adhere to the following guidelines:

1. Students must follow the administrative policies, standards, and practices of the training site, while the student is on site or working on behalf of the site.
2. Students must report to the site on time and follow all established regulations during the site's regularly scheduled operating hours.
3. Students must conform to the standards and practices that Wheaton College and the Wheaton College doctoral programs have established, while training at the site or working on behalf of the site, the College, or the Clinical Psychology Doctoral Programs.
4. Students must maintain the confidentiality of all medical and health information pertaining

to particular clients, unless otherwise indicated.

5. Students must inform all clients of the student's status as a student trainee and must give specific information as to his or her qualifications, functions, and clinical supervisor.
6. Students must inform clients of the opportunity or possibility of periodic meetings with the supervising psychologist, whether such a meeting might be at the client's, student's, or supervisor's request.
7. Students must work with their Clinical Supervisor to review any session recordings, written reports, clinical communications, and clinical documentation (e.g., student evaluations, documentation of training experiences), for consultation and approval.
8. Students must fully read and conscientiously abide by the *Ethical Principles of Psychologists and Code of Conduct* of the American Psychological Association.

STUDENT AND PRACTICUM/ADVANCED-PRACTICUM SITE GRIEVANCE POLICY

When conflicts arise between students and their practicum/advanced-practicum site supervisor or personnel, the following procedure should be followed:

Problem Encountered/Reported by a Student:

1. The student should first attempt to resolve the situation directly with site supervisor or the other site personnel involved.
2. If a suitable agreement is not reached, the student should discuss it with their Practicum Seminar Leader and (if necessary) document the concern in writing. The student also should inform the Director of Clinical Training (DCT) by providing a copy of the written documentation. The Practicum Seminar Leader may also share the matter directly with the DCT, to assist with the resolution of the problem.
3. The Practicum Seminar Leader, student, and DCT will work to agree on a feasible plan for working with the student and training site to resolve the problem. The plan may involve a site visit by the DCT or a meeting/call between the DCT and site supervisor (perhaps including the student, if deemed appropriate and advisable).
4. If the situation cannot be resolved in a satisfactory manner (adequately addressing the student's, seminar leader's, or DCT's concerns), then the concerns will be brought to the attention of the doctoral programs' Clinical Training Committee (CTC) for their consultation regarding resolving the problem.
5. The DCT, student, and site supervisor/personnel will then seek to resolve the problem based on the consultative input of the Clinical Training Committee.
6. If the situation cannot be resolved in a satisfactory manner, then the concerns may be brought to the attention of the Doctoral Programs Director or the Dean of the School of Psychology, Counseling, & Family Therapy.

Regardless of the outcome of this grievance procedure, students may choose to continue or discontinue at a placement. Students who have general concerns about their clinical training experiences are always free to discuss their concerns with their Practicum Seminar Leader or directly with the Director of Clinical Training. **Nonetheless, students may not discontinue a clinical placement without first consulting with the DCT.**

Problem Encountered/Reported by a Site:

1. The site supervisor and/or training director should first attempt to resolve the situation directly with the student through supervision, following the site's conflict resolution procedures as it pertains to student trainees.
2. If a suitable agreement is not reached, the site supervisor should contact the Director of Clinical Training to discuss the concern and any potential plans for resolution or trainee remediation. In this situation, when appropriate and deemed necessary, the DCT and/or Practicum Seminar Leader may provide additional support to the student.
3. If there is a formal written remediation plan, then it is requested that the site provide a copy of this plan to the DCT and periodically (e.g., monthly or bimonthly) update the DCT regarding student progress on the remediation plan.
4. The DCT and site supervisor (or site training director) will work collaboratively to resolve the problem in a way that best meets the needs of the site and the student trainee.

Problem Encountered With the Director of Clinical Training (DCT)

If a student, practicum seminar leader, or site supervisor has encountered a difficulty with the DCT, then the student, seminar leader, or supervisor should first try to address and resolve the issue directly with the DCT. If the issue remains unresolved, then the student, seminar leader, or supervisor should contact the Doctoral Programs Director to continue trying to address and resolve the issue. If intervention by the Doctoral Programs Director does not resolve the problem, then the student, seminar leader, or supervisor should then proceed to contact and meet with the Dean of the School of Psychology, Counseling, and Family Therapy, who will seek to address and resolve the issue by following the Wheaton College grievance policy.

SECTION FOUR: PREDOCTORAL INTERNSHIP

OVERVIEW

Consistent with APA accreditation policies and state licensing laws, students must complete a one-year internship in clinical psychology as part of the coursework for the Doctor of Psychology degree. The predoctoral internship is a rigorous clinical training experience that meets specific criteria that are carefully delineated in the following pages. It is designed to be the culminating clinical training experience that prepares the student to be a professional psychologist.

The application process for doctoral internship is competitive, time-consuming, and rigorous (in terms of effort and financial resources). Students need to begin preparing their application materials early (usually the Summer before they apply in the Fall), and they need to budget money for the expected cost of the process. Students spend significant funds registering for the match, submitting applications, and traveling for interviews, and they are encouraged to consult with past students or the Clinical Training Office, in order to help them plan proactively for the needed time and financial resources. Currently, the mean salary of APPIC internships is [\\$33,800](#).

This internship application process calls for strong time-management skills, attention to detail, writing skills, assertiveness, preparedness, and thoughtfulness. Students should be prepared for the significant effort that is needed to engage in the application process in ways that optimize their chances for a successful match. As much as possible, try not underestimate how long it will take you to research sites, narrow down your list, refine your CV, write your internship essays and cover letters, report your training experiences on the AAPI online, and compile the supplemental materials required by some sites. The first application deadlines are usually at the end of October, so students planning to apply should begin the application process early in the summer before their applications are due.

Eligibility

Entering the APPIC Match Process and Program Milestones

The APPIC Match is conducted in two “phases,” with each phase involving the submission of Rank Order Lists (by programs and applicants), in order to determine the placement of applicants to positions. The APPIC Match process is explained in more detail on the [APPIC website](#), in the Advanced Practicum Seminar class, and in this Clinical Training Handbook. For students to be eligible to enter this two-phase process, they must have successfully completed the Comprehensive Exam, Dissertation Proposal Defense, and Professional Qualifying Exam (PQE) by October 1st of the Fall in which they hope to apply for internship. (The only exception to this might be for students who are retaking the PQE with an approved PQE Personal and Professional Development Plan, when the PQE reexamination is completed no later than October 15th.) All students must have the endorsement of the doctoral programs’ Director of Clinical Training in order to submit applications and materials to doctoral internship training sites. Each student’s academic advisor and/or dissertation chair also must approve the student as ready to proceed to completing a predoctoral internship.

Applying Nationally

Past surveys have found that students who limited themselves geographically often have the greatest difficulty matching. Because internships are competitive, students should be prepared to apply at a national level, in order to obtain the best possible training experience. Regarding our specific geographical area, the Chicagoland area is one of the most competitive in the nation, as students nationwide compete for a limited number of internship sites and positions. There also are around a dozen other doctoral psychology programs in the Chicagoland area, all with students competing for local internship placements.

Site Selection

Although applying nationally is important, matching with a site is also related to a site's competitiveness, the student's fit with that site's selection criteria, and the student's training goals and prior experiences. Much of the application effort is done upfront as you select the sites to which you will apply by reflecting on your training goals, prior experiences, and career trajectory. Narrow down sites in part based on how well that site will help round out your clinical training and prepare you for your desired career trajectory as a psychologist. Once you narrow down your list of potential sites, you will need to gather and synthesize the relevant information for each site (which will require a strategy for organizing vast amounts of information). You will need to compare your sites based on competitiveness and other criteria relevant to your training goals. Then you will need to prepare the materials that are requested for each specific site to which you decide (and are approved) to apply.

Part of narrowing down what sites are an optimal fit for you is determining whether your previous training experiences are a good fit with the site's application requirements and selection criteria. For example, some sites require a minimum of 500 of face-to-face hours and a certain number of assessment batteries, along with substantive experience with one or more populations served at their site (e.g., children/adolescents, college students, older adults, veterans, culturally or linguistically diverse persons, or sexual or gender minorities). As for determining a site's competitiveness, there is no way to utilize the APPIC directory to calculate a direct measure of a site's competitiveness. Perhaps the closest estimate you can use is to calculate a "Match Rate" for each site by dividing the number of applications submitted in the past year by the number of positions (these numbers are easily obtained in the APPIC directory). Although this number does not distinguish among internship "tracks" at a particular internship site, a Match Rate between 2% to 4% is *highly competitive*. It is also helpful to look at the APPIC directory and consider how many PhD versus PsyD students have historically been accepted at that site, even though the information provided will only represent the last three years of applicants. Beginning in 2020, the Clinical Training Office has started calculating statistics for (a) the average number of internship interview invitations our Wheaton doctoral candidates receive, (b) the average interview rate (rate of interview invitations to total submitted internship applications), and (c) the average match rate of the sites to which our Wheaton internship applicants match (rate of number of applications to number of positions).

Currently, our doctoral candidates receive a median of 7 internship interview invitations (minimum = 0, maximum = 20; mean = 7.75, $SD = 4.36$) and apply to a median of 16 internship sites (minimum = 7, maximum = 34; mean = 16.47, $SD = 5.64$). The interview rate (number of

applications divided by the number of interviews offered) is 47.85%. In other words, our average doctoral-candidate applicant receives approximately 1 interview invitation for every 2 internship applications they submit. The median match rate (the site's previous-year number of applications divided by their previous-year's number of internship sites) for sites to which Wheaton internship applicants match is 7.55% (minimum = 1.18%, maximum = 35.29%; mean = 9.65%, $SD = 6.81$). This information can be found in [Microsoft Teams/Clinical Training Resources/Internship Application/Statistical Info](#).

YEAR BY YEAR PREPARATION

Reminder: As referenced earlier, students are responsible for being aware of and adhering to all programmatic requirements and deadlines. This responsibility is of critical importance when it comes to navigating the internship process successfully.

First Year

Planning for internship starts at the beginning of your time in the doctoral programs. Students will seek local sites for their practicum and advanced practicum clinical training experiences. However, students should be prepared to apply at a national level for their predoctoral internship and move for it during their fifth (or sixth) year of training. Applying at the national level is important for achieving the highest-quality training experience. Additionally, as the doctoral internship process is competitive, applying at a national level gives the applicant considerably more possibilities for matching. In fact, in some cases, predoctoral internship sites show favor to students who are *not* applying locally. Therefore, when arranging for housing and other personal factors (e.g., schools for one's children, places of employment for immediate family members, etc.), please keep in mind that we expect students to apply out of the area for their predoctoral internship experience.

As a first-year student, it is also essential to build an organizational plan for maintaining important documents such as course syllabi and clinical training evaluations. **Plan ahead to keep records of all practicum/advanced-practicum experiences, including supervisor evaluations, case conceptualizations, and diagnostic reports.** The student will have an overview of their clinical experiences on their Time2Track online account available for their record keeping. Also, students should keep track of any other continuing education workshops and professional conferences attended. Organization beginning in the first year will greatly facilitate internship applications in the future. We recommend you keep secure, electronic copies of all these records, including a back-up of all files on an external hard drive.

Second and Third Year

By the beginning of the second year, students typically begin their clinical training placements. Students keep track of these hours and activities through Time2Track (our online clinical training platform). Time2Track's hour-tracking functionality will organize students' clinical training information in a similar format as what is required for internship applications on the online APPIC Application for Psychology Internships (AAPI). Students should keep a well-written, deidentified psychological assessment report that can be used for their PQE (Professional Qualifying Exam—see the Doctoral Student Handbook for details),

practicum/advanced-practicum applications, and predoctoral-internship applications. When applying for Practicum III/IV, students should consider internship settings they may be interested in applying to and consider seeking a similar setting for any future practica. Additionally, students should consider intervention hours and assessment battery requirements for internship sites, and apply for practicum/advanced-practicum sites that will provide opportunities to accrue as many of these clinical training experiences/requirements as possible (e.g., enough face-to-face hours with particular populations or within the type of setting where they want to complete an internship).

Spring of the Third Year

At this point, the student is typically ready to request approval to apply for internship the following Fall. The student will need to submit an [Advisor and Chair Endorsement of Internship Readiness](#) form, also found in Microsoft Teams/Links, to their academic advisor and/or dissertation chair, for the advisor/chair's consideration. During the third year of their program, the student will usually be focused on the initial stages of the dissertation process, with the successful completion of all programmatic milestones required in order to apply to predoctoral internship during the Fall of the fourth year. For a complete review of the dissertation process and timeline, the student is referred to the Doctoral Student Handbook and Clinical Dissertation Manual.

Summer/Early Fall of the Fourth Year

In the Summer, the student begins to collect and organize all relevant materials. In the Fall, the student prepares and submits all internship applications. Student's dissertations must be successfully proposed before they will be approved to apply for internships. Additionally, students are required to pass the PQE during the Fall of the fourth year, in order to be approved to apply for predoctoral internship.

Timeline for Fourth (or Fifth) Year Fall predoctoral internship application process:

<i>Form/Action</i>	Dissertation Proposal Defense passed	<u>Request to Apply Packet</u> <ul style="list-style-type: none"> ▪ Request to Apply Form ▪ CV ▪ Site List ▪ DCT Focus of Verification ▪ Predoctoral Clinical Experiences Checklist 	PQE passed	Final Request to Apply Packet Submitted	DCT Approval of Request to Apply
<i>Deadlines</i>	June 1 st	August 8 th	Usually by September 30 th	October 1 st	October 15 th

****Students must meet these deadlines as a condition of the DCT's approval to apply for internship.** Please note that the DCT cannot verify eligibility and readiness for internship on the AAPI form until the student has successfully defended the dissertation proposal and passed the PQE.

Students taking an extra year in their program will follow a different timeline for dissertation proposal defense. Please see the Clinical Dissertation Manual for specific details.

Spring of the Fourth Year

The student interviews at various internship sites, participates in the APPIC Match process, and finalizes placement with a site.

CRITERIA FOR INTERNSHIP

The doctoral programs' requirements for an internship site are identical to those of the Association of Psychology Postdoctoral and Internship Centers (APPIC). These requirements mandate that the internship program either *(a) is accredited by the American Psychological Association or (b) meets APPIC member criteria.*

The following is a summary list of APPIC member criteria. Please visit the APPIC website at <https://appic.org/> for further details and clarification about qualifying criteria.

APPIC Membership Criteria: Doctoral Psychology Internship Programs

Full Membership Criteria last revised in May 2006

Full Membership Clarification last revised in August 2020

Internships that are accredited by the American Psychological Association or the Canadian Psychological Association are recognized as meeting APPIC membership criteria and are required to meet APPIC membership criteria at all times. All others must meet all the following criteria (i.e., 1 through 16 below) and are reviewed every 3 years for adherence to the criteria.

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

1. A psychology internship is an organized training program, which in contrast to supervised experience or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. The primary focus and purpose is assuring breadth and quality of training.
2. The internship agency has a clearly designated doctoral-level staff psychologist who is responsible for the integrity and quality of the training program. This person is actively licensed, certified, or registered by the State Board of Examiners in the jurisdiction where the program exists and is present at the training facility for a minimum of 20 hours a week.
3. The internship agency training staff consists of at least two full time equivalent doctoral-level psychologists who serve as primary supervisors and who are actively licensed, certified, or registered as a psychologist by the Board of Examiners in the jurisdiction where the program exists.
4. Intern supervision is provided by staff members of the internship agency or by qualified affiliates of that agency who carry clinical responsibility for the cases being supervised. Regularly scheduled individual supervision is provided by one or more doctoral-level licensed psychologists, at a ratio of no less than one hour of supervision for every 20 internship hours. Supervision is provided with the specific intent of dealing with psychological services rendered directly by the intern.

5. The internship provides training in a range of psychological assessment and intervention activities conducted directly with recipients of psychological services.
6. At least 25% of trainees' time is in face-to-face psychological services to patients/clients.
7. The internship must provide at least two hours per week in didactic activities such as case conferences, seminars, in-service training, or grand rounds.
8. Internship training is at post-clerkship, post-practicum, and post-externship level, and it precedes the granting of the doctoral degree.
9. The internship agency has a minimum of two interns at the predoctoral level of training during any training year. These interns must be at least half-time (i.e., 20 hours per week). The minimum number of interns must be on site and in training at the time of the initial application for APPIC membership.
10. The internship level psychology trainees have a title such as "intern," "resident," "fellow," or other designation of trainee status.
11. The internship agency has a written statement or brochure that provides a clear description of the nature of the training program, including the goals and content of the internship and clear expectations for quantity and quality of the trainee's work. This statement or brochure is made available to prospective interns.
12. Internship programs have documented due process procedures that describe separately how programs deal with (1) concerns about intern performance and (2) interns' concerns about training. These procedures include the steps of notice, hearing, and appeal, and they are given to the interns at the beginning of the training period.
13. The internship experience (minimum 1,500 hours) must be completed in no less than 9 months and no more than 24 months.
14. APPIC member programs are required to issue a certificate of internship completion, which includes the word "Psychology," to all interns who successfully complete their program.
15. At least twice a year the internship program conducts formal written evaluations of each trainee's performance.
16. The program has the necessary financial resources to achieve its training goals and objectives. Intern stipends shall be reasonable, fair, and stated clearly in advance. Unfunded internship positions are allowable only in unusual and infrequent circumstances.

REQUESTING APPROVAL TO APPLY FOR PREDOCTORAL INTERNSHIP

Students must receive three-step approval to apply to predoctoral internship.

1. The first step involves getting their academic advisor and/or dissertation chair to complete the [Advisor and Chair Endorsement of Pre-Internship Readiness](#) form which can also be found under Links in Microsoft Teams. This form must be submitted by March 30th of the calendar year in which the student plans to apply.
 - If the student's advisor or chair does not believe the student demonstrates pre-internship readiness, then by April 15th, the student's advisor or chair must notify the student in writing of the reasons why. Unless the student appeals this decision to the DCT and their appeal is granted, the student will not be permitted to apply for predoctoral internship that Fall.
 - If the student's advisor and chair believe the student exhibits pre-internship readiness, then the student will have the next few months to prepare all materials required as part of their [Request to Apply for Predoctoral Internship](#) form.

2. The second step involves completing an initial round of the [Request to Apply for Predoctoral Internship](#) form, which can be found under Links in Microsoft Teams. This form and its components should be completed and submitted to the CTO by **August 8th** preceding the Fall semester in which the student plans to apply for internship.
 - By August 30th, the DCT will review the submitted materials and indicate whether the student has preliminary approval to proceed with the internship application process.
3. The third step involves submitting the final round of the [Request to Apply for Predoctoral Internship](#) form (which can be found under Links in Microsoft Teams) and submitting the [Summary of Doctoral Training](#) component of the AAPI (via the AAPI dashboard/portal in Time2Track) to the DCT for verification. Both these materials must be submitted to the DCT by **October 1st**.
 - By October 25th, the DCT will review and verify the submitted materials and indicating whether the student has final approval to proceed with the internship application process. As part of this approval process, the DCT will need to verify the information on the AAPI that pertains to accrued clinical hours, dissertation proposal completion, readiness for internship, and so forth. Prior to the DCT's approval of the student's internship application, the student must have successfully defended their Clinical Dissertation Proposal and passed their Professional Qualifying Exam (PQE). Students who have successfully defended their Clinical Dissertation will greatly enhance the competitiveness of their internship application.

APPLICATION PROCESS

Internship placement is obtained through a national match process that is coordinated by the Association of Psychology Postdoctoral and Internship Centers (APPIC) and is administered on APPIC's behalf by the National Matching Services (NMS). Always check <https://appic.org/> for the most up-to-date information on the application and matching process. This website also contains APPIC's regularly updated [directory of internship sites](#). Students should refer to this directory when selecting potential internship sites. These are the sites the Wheaton College doctoral programs approve as meeting appropriate criteria for the predoctoral internship. No fee is required for students to access the online directory (so students are encouraged to peruse it as early as Fall of their 3rd year). However, there is a fee per application and a fee to register for the match (see the APPIC website for annual updates to application fees). Students can utilize the APPIC directory to obtain basic information about sites, and it will also provide a link to each internship program's PDF brochure or agency website, so the student can obtain more detailed information about each internship program and its application requirements.

Minimum Expectations

To support students in acquiring internship sites that best meet their training needs, the doctoral programs have identified several specific expectations that allow students to be competitive in the national predoctoral internship match process. Students are required to:

- Apply to at least **15 APA-accredited or APPIC-member sites** and
- Apply to **at least two sites out of state**.

Although 15 APA-accredited or APPIC-member sites is the minimum expectation for students applying to internship, students who are either applying to several competitive sites and/or applying to several Chicagoland sites are encouraged to submit approximately 20 applications. All students are strongly encouraged to pursue *as many out-of-state predoctoral internship sites* as is personally appropriate, even though 2 out-of-state applications is the minimum. Again, fit and competitiveness are two essential factors to consider in site selection. It is recommended that most of your sites fall in the mid-range of competitiveness, with a few that are more competitive and few that are less competitive. Doing so will optimize your chances of successfully matching to an internship that best meets your training needs.

APA-Accredited Sites versus APPIC-Member Sites

When selecting sites, it is necessary to consider your future career goals and whether you need to apply to APA-accredited sites. All sites you consider either must be APPIC members or meet the APPIC membership criteria outlined above. APA accreditation is the gold standard that provides widest possible career opportunities, although many good training sites are APPIC members and are not yet APA-accredited. In fact, some career paths require an APA-accredited internship, including (but not limited to) careers in which you plan to pursue certain board certification(s), work for the federal government (e.g., VA's, prisons), or work at certain hospitals or medical centers. Moreover, completing an internship that is *not* APA-accredited may negatively impact your future licensure in certain states and your competitiveness for postdoctoral fellowships or future jobs (e.g., in higher education, prestigious practice settings).

Register for an AAPI account and for the Match

From with APPIC website, students can access the [AAPI applicant portal](#) where they will manage and submit all their application materials. Beginning in July, students applying in the Fall can open an account and begin familiarizing themselves with this portal. Once the DCT approves students to apply for internship, students can go to <https://natmatch.com/psychint/> to register for the match through the National Matching Services.

Organizing Application Materials

All sites require a standard online internship application packet, which consists of the AAPI (APPIC online application that includes your personal, educational, and training information), your CV, a cover letter specific to each site, an essay set (which consists of four standardized essays), three to four letters of reference, and your graduate transcript(s). Some sites may require additional supplemental materials, such as a diagnostic report or a case conceptualization/treatment summary. All standard and supplemental materials are uploaded to the applicant portal and submitted together online. These materials are discussed below.

STANDARD APPLICATION

APPIC Application for a Psychology Internship (AAPI)

Internship sites listed in the APPIC online directory require students to submit the APPIC Application for a Psychology Internship (AAPI), which is available from the APPIC website. This AAPI consists of two parts: AAPI Part 1 (which is divided into several sections and is completed by the applicant) and AAPI Part 2 (the Academic Program's Verification of

Internship Eligibility and Readiness Form, which is completed by the applicant and then verified by the DCT). The AAPI asks for various educational and training information, including how many clinical hours you have accumulated (*you will report up to October 1st and then estimate the number of hours for the rest of the year*), how many face-to-face direct service hours you have (vs. supervision or support hours), how many assessment batteries you have completed (and what assessment measures you have used), and how far along you are on your dissertation (it must be proposed, but you will also answer where you are in your overall process).

Curriculum Vitae (CV)

The CV should include your academic history, clinical training experiences, relevant work experiences, research experiences, and relevant volunteer or other experiences. There is an APAGS (American Psychological Association of Graduate Students) Workbook that is an essential resource for you to use as you are navigating the internship application and interviewing process. Copies are available in the Assessment Library and the Doctoral Reading Room.

Cover Letter

Site-specific cover letters should be uploaded with your application materials for each site. Cover letters should be 1 to 1.5 pages, revised/refined several times, and completely free of errors (in spelling, grammar, punctuation, or formatting). They should be addressed specifically to the site's training director, as noted in the APPIC directory or site's brochure. Each cover letter should directly state your internship training goals and why you are a good fit for the site's training opportunities (based on your training goals, prior clinical experiences, and future career goals). Refer to the APAGS Workbook for cover letter recommendations and examples and ask for recommendations and consultative input from students who have recently applied (e.g., 1-2 years before you).

Essays

The internship application requires four core essays: Autobiographical Statement, Case Conceptualization, Diversity, and Research. Each essay must be written in 500 words or less, so students should write and revise these essays many times (each time obtaining consultative feedback from peers, faculty, and supervisors), in order to communicate in the most concise but compelling manner. Refer to the APAGS Workbook for essay recommendations and examples.

Letters of Reference

In general, sites request a maximum of four letters of reference. Most sites will only require three. Students should secure a commitment from four letter writers, but they should only request the letters that are needed. Students should secure letters of reference from two or three clinical supervisors (e.g., primary supervisors from each of your practicum/advanced-practicum training placements) and one or two faculty members (e.g., your dissertation chair and possibly another faculty member who is most familiar with your clinical competencies through research collaboration or as an instructor for a clinically oriented class in which they saw clinical skills demonstrated). If the site only asks for three letters, the student should choose the best set of letters for the site, but as a rule, consider using mostly the clinical supervisor letters and just one

of the faculty letters (because by definition, clinical supervisors will be far more familiar with your demonstrated clinical competencies than most faculty members will be). For Fall internship applications, faculty letter-writers must be solicited no later than **August 15th**. The student should provide the faculty person and DCT with a CV and the [Faculty Letter of Reference](#) form, in order to assist in writing a strong and detailed letter. Once faculty members and supervisors have agreed to writing strong letters for your application, the student must add each letter-writer's contact information to the online AAPI and send a request (via the AAPI) for each writer to upload their letter. Writers will receive an email from APPIC, which will have instructions for uploading their letter. When each letter-writer uploads their letter, students will receive an email confirmation, and students will also be able to view that confirmation in the AAPI (even though the student will not be able to view the actual letter in the AAPI). If faculty writers commit to personalizing their letters (e.g., for individual sites or for different types of sites), students must send separate requests for each letter, and writers must upload each letter separately. When the student is ready to submit applications, they will be able to select the different letters for different sites, based on the letter-file's title.

Graduate Transcripts

Your official graduate transcripts will be uploaded to the AAPI and submitted with all your applications. In order for a student to request an official transcript, the student must print the APPIC transcript form from the applicant portal, sign the form, and then deliver (or email or fax) it to the registrar's office. The transcript will not be given to you but will instead be mailed directly to the address APPIC specifies on the form. APPIC will then upload your transcript to your application account. You should allow at least 4-6 weeks for the registrar to send your transcript and for APPIC to receive and upload it. Once it is successfully uploaded, you will see it confirmed in the AAPI portal.

SUPPLEMENTAL MATERIALS

Deidentified Diagnostic Report

Not all sites will require a copy of a deidentified diagnostic report (psychological report); however, it is standard enough that students should have a high-quality, deidentified report prepared to send to sites. Consistent with ethical standards, students **MUST** remove all identifying information (including date of birth and the names of any people, cities, schools, teachers, workplaces, etc.). Additionally, at the beginning of the report, students should note: "All identifying data in this report has been changed to protect client anonymity." See the APPIC website for additional details regarding diagnostic reports.

Case Conceptualization/Treatment Summary

Again, not all sites will require a case conceptualization/treatment summary, but it is a good idea to have a high-quality, deidentified one prepared. It is appropriate to use a written case conceptualization prepared for your PQE or for practicum seminar case presentations. Conceptualizations should include relevant background information, the reason for referral, case conceptualization, diagnostic impressions, treatment summary, and outcome. Once again, all identifying information must be removed.

Other Materials

As of August 2012, APPIC member sites are no longer allowed to request supplementary materials beyond the diagnostic report and/or treatment summary. Please inform the DCT of any sites that are requiring additional materials.

Keep the Clinical Training Office Informed

It is the student's responsibility to keep the CTO Coordinator informed of all intended internship sites, including if a student decides not to apply to a previously approved site.

Additional Recommendations

Because doctoral internships are competitive, students should consider these recommendations:

1. It is recommended that the student apply to sites that vary in competitiveness and are consistent with the student's experiences and interests. It would be helpful to look at the list of sites that have accepted Wheaton College students in the past, as these sites usually are likely to take Wheaton College students in the future.
2. It is essential that students' cover letters, CV, AAPI (internship application), and attached documents are prepared in a **highly professional and detailed manner** and **are free of errors (in spelling, grammar, punctuation, and formatting)**. Thus, it is strongly recommended that students have all materials reviewed by several peers and mentors.
3. Students should pay careful attention to each site's **application deadlines and requirements**. Organization is essential in applying to internship sites that have varying deadlines and requirements. Many students make electronic tables or Excel spreadsheets to keep track of their sites' specific deadlines and requirements. Application deadlines can range from October through December, so it is important to start this process early.

Interview Preparation

During the Advanced Practicum Seminar course, students will prepare for the interview process through didactic presentations, handouts and resources, discussion of best interview practices, and mock interviews (with peer, interviewer, and instructor feedback).

In addition to preparing for actual interviews, students should begin to plan for the additional expenses involved in the predoctoral internship interview process. Starting several months in advance, students should consider their targeted areas for internship interviews and save/budget for travel expenses accordingly.

Once students have their list of scheduled interviews complete, students should share this list with the Clinical Training Office, so the DCT can offer informed support to each student.

During interviews, students are strongly encouraged to discuss start/end dates and whether there is flexibility with end dates if a post-doc opportunity arises for the following year.

APPIC MATCHING PROCESS

Students obtain their predoctoral internship through the APPIC matching process. Up-to-date information on the application fees and process can be found on the APPIC website.

Definitions

National Matching Service (NMS): A third-party service that administers the internship match on behalf of APPIC.

Rank Order List: This is the list of preferred internship sites that the internship applicants and internship sites submit to the National Matching Service. The National Matching Service matches the lists of internship applicants and internship sites to match internship applicants optimally to sites using a sophisticated algorithm that preferences the student's rankings.

Phase I Match: All participants are notified of the results of the match via email on Match Day (late February). The DCT receives a notification email as well.

Phase II Match: Students who do not match in the initial process can apply to a second match process that is similar to the first. Submissions and certifications of Phase II ranking are due in mid-March, and the Phase II Match Day occurs 1 week later.

Post-Match Vacancy Service (PMVS): Students who do not match in Phase II of the APPIC Match have an opportunity to obtain internship placement through the PMVS. This process is significantly less structured than the Phase I and Phase II Match process. The PMVS works more like a job application process. APPIC provides a list of PMVS-participating internship sites that have vacant positions, and students apply for those positions.

Important Resources

APPIC Website: The APPIC website (<https://www.appic.org/>) contains numerous details on the application process. It is essential that students become intimately familiar with the information presented on this website. Questions and topics included on the site include: writing essays, deidentifying sample reports, obtaining letters of reference, defining work experience, telephone contacts on Match Notification Day, and much more.

National Matching Services Website: This website provides extensive information about the APPIC Match and allows students to register for it. The site is: <https://natmatch.com/psychint/>
MATCH-NEWS Email List: This is a free email list that provides current news and information about the APPIC Match. Typically, several emails are sent per month related to Match statistics, new sites, and so forth. There is a related email list called the InternListserv.

APA Website: APA's website has all the APA-Accredited Internships listed by state: <https://accreditation.apa.org/accredited-programs>.

Internships in Psychology: The APAGS Workbook for Writing Successful Applications and Finding the Right Fit (4th Ed.) by Williams-Nickelson, Prinstein, and Keilin (2018). This APAGS Workbook is an essential resource for all students. It helps guide students through the application, interviewing, and matching process.

APA Division Websites: Many APA divisions provide a list of internship sites that might be optimal sites for student affiliates of their division.

INTERNSHIP GUIDELINES FOR EVALUATION AND CERTIFICATION

It is expected that an ongoing evaluation process is in place among the student intern, internship supervisor, and internship agency, in order to support the intern's progress and performance, as well as maintain the quality of that student's training, education, and supervision. Copies of both mid-year and end-of-year evaluations are required from the primary supervisor and should be emailed to clinical.training@wheaton.edu. At the end of the student intern's placement, the Internship Training Director should email clinical.training@wheaton.edu with a copy of (a) the intern's final supervisory evaluation and (b) a document of internship completion (such as a certificate or diploma that includes the official start and end dates) *or* a letter of completion for your internship (including the official start and end dates). Once all these materials are received, the Director of Clinical Training submits a Change of Grade Request form to the registrar's office, requesting a change from "In Progress" (IP) to "Pass" (P). For any internship that does not have a formal evaluation process in place, the DCT requires the agency to complete mid-year and end-of-year evaluations as above and requests that a certificate of completion be signed by the agency. ***It is the student's responsibility to maintain all records from their internship experience, in case any records might be needed for future career and licensure purposes. It is also the student's responsibility to ensure all required documentation is submitted to the Clinical Training Office.***

The grade of "In Progress" (IP) is given for the first two semesters of the student intern's placement, because the "Pass" (P) grade is contingent on the student's satisfactory completion of the entire internship. A student who is placed on probation by the internship agency and does not satisfactorily fulfill the probation requirements may be terminated by the agency and will receive a "Fail" grade for all three semesters of internship. The student will then have to complete an additional internship. In such instances, APA-accredited predoctoral internship sites are required to have a detailed, documented due process and remediation plan in place for students who are experiencing performance difficulties during the internship, and any remediation plans should be shared with the doctoral programs' DCT, in order to keep the academic program advised of such plans. Any need for remediation is also typically noted on the predoctoral intern's supervisory evaluations. In such cases, the DCT would be in regular contact with the internship program, in order to understand the existing problems and provided any needed support to the student or site.

STUDENT RESPONSIBILITIES AND INFORMATION

Registration

During the preregistration period, students must register for PSYC 896 Clinical Internship for the Fall, Spring, and Summer semesters. To register, students must complete the [Application for Practicum, Advanced Practicum, or Internship](#) form. Forms are submitted to the CTO Coordinator, who checks them for completion, requests the DCT's signature, and sends the signed form to the registrar's office. Because Psyc 896 is 0 credits, there is no tuition charge.

Liability Insurance

Every student is required to obtain liability insurance for the duration of their predoctoral internship. The minimum coverage required is ***\$1,000,000 each incident/\$3,000,000 annual***

aggregate. Proof of liability insurance is required in the student portfolio **before** the student begins their internship placement. *A copy of the current insurance policy (page showing dates and amounts) should be submitted to the Clinical Training Program Coordinator prior to the first day of internship.*

Tracking Hours

Students are not required to submit hours to the Clinical Training Office while on internship. If a student wishes to continue tracking their hours using Time2Track, they will need to purchase their own subscription once they are on internship. Students will continue to have access to any prior information (hours, evaluations, forms) that was input in their Time2Track account, even if they choose not to renew their subscription.

Health Insurance

Because graduate student registration is required during predoctoral internship, the graduate student will automatically be charged for health insurance *unless* the student signs a waiver form indicating that health insurance through the school is not wanted. For more information, see www.wheaton.edu/life-at-wheaton/student-development-offices/student-health.

Loan Information

Students who have student loans must complete the annual forms required by the Financial Aid Office and contact their specific lenders to learn about that lender's loan deferment procedures. This should be done by the required deadline that the Financial Aid Office specifies. Federal policy requires the Financial Aid Office to have the *Financial Aid - PsyD Internship Form* completed and on file. This form can be found on the doctoral programs' website at: <https://www.wheaton.edu/graduate-school/financial-aid/applying-for-aid/forms/>. This form requires the signature of the Doctoral Psychology Programs Administrator.

Participation in May Graduation

Although interns will not be able to receive a degree until all degree's requirements are met (including the completion of their predoctoral internship and dissertation), the intern might be eligible to walk in the May graduation ceremony. To be eligible to walk, the student must be (a) making satisfactory progress in their internship (which must end no later than August 31st) and (b) must have their dissertation successfully defended by the first Friday in April.

August Graduation

In order to make the August 31st degree conferral date, all requirements must be completed by this time. This includes completion of internship (which must be demonstrated by a satisfactory final supervisor evaluation and either a letter *or* certificate of completion for internship). Additionally, all requirements for coursework and dissertation must be met. This includes the dissertation being placed in Buswell Library. Please note that the passing grade for dissertation is not given until the library sends notice that the dissertation has been received for binding.

SECTION FIVE: LICENSURE AND CERTIFICATION

LICENSURE AND CERTIFICATION

Although doctoral-level psychological practice is relatively uniform across the United States, it is the student's responsibility to be knowledgeable of the current requirements in the state(s) the student is considering to practice in upon their graduation. Two websites that are helpful for obtaining such information are: <https://www.apaservices.org/practice/ce/state/state-info> and <https://www.asppb.net/page/psybook>. These and similar sites can provide students with information about state-specific departments, licensure requirements, and professional regulations. In addition, both the American Psychological Association (APA) and the Association of State and Provincial Psychology Boards (ASPPB) have publications that are helpful for preparation for the licensure exam(s) required in particular states.

DOCTORAL-LEVEL LICENSURE AND BOARD CERTIFICATION

Licensed Clinical Psychologist: Upon completion of the PsyD or PhD degree and postdoctoral hours, in Illinois the student can apply to take the national licensure exam (in some jurisdictions this can be done prior to completing postdoctoral hours), the Examination for the Practice of Professional Psychology (EPPP). The EPPP is nationally standardized, but required passing EPPP scores may differ based on the state jurisdiction. State requirements also differ in terms of postdoctoral requirements, so it is the student's responsibility to be aware of the licensure requirements in the state in which they wish to practice.

Board Certified Clinical Psychologist: After being licensed as a clinical psychologist, one can apply to take the oral Board Certification exam in their clinical area. To become board certified, one must have completed an APA-accredited doctoral program and an APA-accredited Doctoral Internship. Many applicants also have completed an APA-accredited Postdoctoral Fellowship. Information about Board Certification is available at the American Board of Professional Psychology's (ABPP) website: <https://www.abpp.org/>. This website describes the different areas of psychology in which qualified applicants can become board certified, and it also describes the option for early applicants. Through this option, students can begin to bank their credentials with ABPP (hours, licensure, internship, and postdoc information) and can meet or talk with a board-certified mentor. Pursuing board certification has many advantages (e.g., it is required for some professional settings, increases credibility with the public, may lead to an increase in pay, makes it easier to transfer licensure to new states), and it is required in some professional settings. There are numerous boards (e.g., rehabilitation psychology, clinical neuropsychology, clinical psychology, etc.) that are acknowledged by the American Psychological Association (APA). Please review www.abpp.org for links to specific boards and requirements.

SECTION SIX: APPENDIX OF FORMS

Appendix of Forms

Practicum/Advanced-Practicum Forms

Mid-Year & Final Supervisor Evaluation of Student Form	70
Annual Professional Practice Update Form	78
Learning Contract	80
Permission to Release Educational Record Information Form	84
Mid-Year Site Evaluation	85
Post-Placement Site Evaluation	89
Client Consent Agreement for Doctoral Training	92
Clinical Training Petition	93

Pre-Internship Application Forms

Predoctoral Clinical Experiences Checklist	94
Advisor and Chair Endorsement of Pre-Internship Readiness	96
Request to Apply for Predoctoral Internship	97

Forms are available in either Time2Track, the online clinical training platform for the doctoral psychology programs, or on Microsoft Teams under Links. **Forms in the appendices of this handbook are samples and should not be used.**



The actual form needs to be completed in Time2Track

**Wheaton College Doctoral Programs in Clinical Psychology
Practicum/Advanced-Practicum Supervisor Evaluation of Student Rating Form
COMPETENCY BENCHMARKS IN PROFESSIONAL PSYCHOLOGY**

Date Evaluation Completed:	Dates of Training Experience the Review Covers:	Evaluation Type (check one)
_____	_____	<input type="checkbox"/> Mid-Year <input type="checkbox"/> Final

Student Name:	Academic Year:
_____	_____

Agency/Name of Placement:	Practicum/Adv. Practicum Level (check one)
_____	<input type="checkbox"/> Practicum I/II <input type="checkbox"/> Adv. Practicum/Clerkship <input type="checkbox"/> Practicum III/IV <input type="checkbox"/> Adv. Clerkship II <input type="checkbox"/> Practicum V/IV

Licensed Clinical Supervisor Name:	Credential:
_____	_____
	License #:

	License Status:

Additional Supervisor Name:	Credential:
_____	_____
	License #:

	License Status:

EVALUATION COMPLETED AND REVIEWED BY:

_____	_____	_____	_____
Licensed Clinical Supervisor Signature	Date	Additional Supervisor Signature	Date

Student Comments:

_____	_____
Student Signature	Date

***In compliance with APA SoA requirements, the student has received supervised experience in utilizing quantitative outcome measures in the context of psychological intervention services (please check one):**

Yes No N/A – this is a diagnostic-only placement

****In compliance with APA SoA requirements, this evaluation of student performance is “based at least in part on direct observation” (e.g. in-person, one-way mirror, video-streaming, video/audio recording):**

Yes; indicate type of direct observation: _____ No

Note: The supervisor completes this form in relation to the **Competency Benchmarks**, as adopted by the American Psychological Association (<https://www.apa.org/ed/graduate/benchmarks-evaluation-system>).

Rate each item by responding to the following question using the scale below:

	Marginal	Below expectations	Meets expectations	Above expectations	Highly developed	Does Not Apply
	1	2	3	4	5	N/A
1. =	The student’s performance is at the <i>marginal</i> level of skill expected at this level of training and in need of additional training and/or maturation in order to be effective. An action plan is required for targeted skill growth.					
2. =	The student’s performance is <i>below expectations</i> for their level of training, and additional supervision and experience are needed to assist in developing this skill. An action plan may be necessary.					
3. =	The student’s performance <i>meets expectations</i> for their level of training.					
4. =	The student’s performance is <i>above expectations</i> for their level of training.					
5. =	The student’s performance is <i>highly developed</i> and he/she displays professional skills in this area.					
N/A	This area of competency was NOT APPLICABLE. (An extensive number of items checked with N/A indicates that the student may not be receiving a full spectrum of experiences.)					

Near the end of the rating form, you will have the opportunity to provide a narrative evaluation of the trainee’s current level of competence.

FOUNDATIONAL COMPETENCIES

I. PROFESSIONALISM

1. Professionalism: as evidenced in behavior and comporment that reflect the values and attitudes of psychology.						
1A. Integrity - Honesty, personal responsibility and adherence to professional values						
Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values	1	2	3	4	5	[N/A]
1B. Deportment						
Communication and physical conduct (including attire) is professionally appropriate, across different settings	1	2	3	4	5	[N/A]
1C. Accountability						
Accepts responsibility for own actions	1	2	3	4	5	[N/A]
1D. Concern for the welfare of others						
Acts to understand and safeguard the welfare of others	1	2	3	4	5	[N/A]
1E. Professional Identity						
Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development	1	2	3	4	5	[N/A]
2. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.						
2A. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context						
Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation	1	2	3	4	5	[N/A]

2B. Others as Shaped by Individual and Cultural Diversity and Context						
Applies knowledge of others as cultural beings in assessment, treatment, and consultation	1	2	3	4	5	[N/A]
2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context						
Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others	1	2	3	4	5	[N/A]
2D. Applications based on Individual and Cultural Context						
Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation	1	2	3	4	5	[N/A]
3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.						
3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines						
Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations	1	2	3	4	5	[N/A]
3B. Awareness and Application of Ethical Decision Making						
Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma	1	2	3	4	5	[N/A]
3C. Ethical Conduct						
Integrates own moral principles/ethical values in professional conduct	1	2	3	4	5	[N/A]
4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.						
4A. Reflective Practice						
Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection-on-action); uses resources to enhance reflectivity; demonstrates elements of reflection-in-action	1	2	3	4	5	[N/A]
4B. Self-Assessment						
Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills	1	2	3	4	5	[N/A]
4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)						
Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice	1	2	3	4	5	[N/A]
4D. Participation in Supervision Process						
Effectively participates in supervision	1	2	3	4	5	[N/A]

II. RELATIONAL

5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.						
5A. Interpersonal Relationships						
Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines	1	2	3	4	5	[N/A]
5B. Affective Skills						
Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively	1	2	3	4	5	[N/A]
5C. Expressive Skills						
Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language	1	2	3	4	5	[N/A]

III. SCIENCE

6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.						
6A. Scientific Mindedness						
Values and applies scientific methods to professional practice	1	2	3	4	5	[N/A]
6B. Scientific Foundation of Psychology						
Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior)	1	2	3	4	5	[N/A]
6C. Scientific Foundation of Professional Practice						
Demonstrates knowledge, understanding, and application of the concept of evidence-based practice	1	2	3	4	5	[N/A]
7. Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.						
7A. Scientific Approach to Knowledge Generation						
Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology	1	2	3	4	5	[N/A]
7B. Application of Scientific Method to Practice						
Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs	1	2	3	4	5	[N/A]

FUNCTIONAL COMPETENCIES**IV. APPLICATION**

8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.						
8A. Knowledge and Application of Evidence-Based Practice						
Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences	1	2	3	4	5	[N/A]
9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.						
9A. Knowledge of Measurement and Psychometrics						
Selects assessment measures with attention to issues of reliability and validity	1	2	3	4	5	[N/A]
9B. Knowledge of Assessment Methods						
Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances	1	2	3	4	5	[N/A]
9C. Application of Assessment Methods						
Selects appropriate assessment measures to answer diagnostic question	1	2	3	4	5	[N/A]
9D. Diagnosis						
Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity	1	2	3	4	5	[N/A]
9E. Conceptualization and Recommendations						
Utilizes systematic approaches of gathering data to inform clinical decision-making	1	2	3	4	5	[N/A]
9F. Communication of Assessment Findings						
Writes adequate assessment reports and progress notes and communicates assessment findings verbally to client	1	2	3	4	5	[N/A]
10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.						
10A. Intervention planning						
Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation	1	2	3	4	5	[N/A]
10B. Skills						
Displays clinical skills	1	2	3	4	5	[N/A]
10C. Intervention Implementation						
Implements evidence-based interventions	1	2	3	4	5	[N/A]
10D. Progress Evaluation						
Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures	1	2	3	4	5	[N/A]

11. Consultation: The ability to provide expert guidance or professional assistance in response to a client’s needs or goals.						
11A. Role of Consultant						
Demonstrates knowledge of the consultant’s role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher)	1	2	3	4	5	[N/A]
11B. Addressing Referral Question						
Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions	1	2	3	4	5	[N/A]
11C. Communication of Consultation Findings						
Identifies literature and knowledge about process of informing consultee of assessment findings	1	2	3	4	5	[N/A]
11D. Application of Consultation Methods						
Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings	1	2	3	4	5	[N/A]

V. EDUCATION

12. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.						
12A. Expectations and Roles						
Demonstrates knowledge of, purpose for, and roles in supervision	1	2	3	4	5	[N/A]
12B. Processes and Procedures						
Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices	1	2	3	4	5	[N/A]
12C. Skills Development						
Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals	1	2	3	4	5	[N/A]
12D. Supervisory Practices						
Provides helpful supervisory input in peer and group supervision	1	2	3	4	5	[N/A]

VI. SYSTEMS

13. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.						
13A. Knowledge of the Shared and Distinctive Contributions of Other Professions						
Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/professionals	1	2	3	4	5	[N/A]
13B. Functioning in Multidisciplinary and Interdisciplinary Contexts						
Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning	1	2	3	4	5	[N/A]
13C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes						
Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals	1	2	3	4	5	[N/A]
13D. Respectful and Productive Relationships with Individuals from Other Professions						
Develops and maintains collaborative relationships and respect for other professionals	1	2	3	4	5	[N/A]
14. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.						
14A. Empowerment						
Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision	1	2	3	4	5	[N/A]
14B. Systems Change						
Promotes change to enhance the functioning of individuals	1	2	3	4	5	[N/A]

PROGRAM SPECIFIC COMPETENCIES

VII. INTEGRATION OF PSYCHOLOGY & CHRISTIAN FAITH

15. Foundational knowledge: We expect our students will demonstrate foundational knowledge of Christian theology and current models of integration						
15A. Foundational Knowledge						
Demonstrates foundational knowledge of Christian theology and current models of integration	1	2	3	4	5	[N/A]
16. Personal process: We expect our students will articulate their personal process of integration of Psychology and Christian faith.						
16A. Personal Integration Process						
Demonstrates the ability to articulate one’s own process of integrating personal Christian faith and clinical practice of Psychology including articulation of integration rationale	1	2	3	4	5	[N/A]
17. Application to clinical practice: We expect our students will apply integration of Psychology and Christian faith to clinical practice in order to enhance human welfare as a means of Biblical justice.						
17A. Application to Clinical Practice						
Demonstrates application of integration of Christian faith and clinical practice through service and scholarship	1	2	3	4	5	[N/A]

Overall Assessment of Trainee’s Current Level of Competence

Please provide a brief narrative summary of your overall impression of this trainee’s current level of competence. In your narrative, please be sure to address the following questions:

What are the trainee’s particular strengths and weaknesses?

Strengths:

Weaknesses:

- Do you believe that the trainee has reached the level of competence expected by their program at this point in training?
Yes ____ No ____

- If applicable, is the trainee ready to move to the next level of training, or independent practice?
Yes ____ No ____ N/A ____



Clinical Psychology Doctoral Programs

Please complete the actual form via MS Teams/Links

ANNUAL PROFESSIONAL PRACTICE UPDATE FORM

Please print or type

Name: _____ Date: _____

If you are currently practicing as a mental health professional, complete this form. Do not include practicum, advanced practicum, internships, or other experiences that are required as part of your training or education. Be advised that only those students who have obtained certification or licensure from a recognized professional agency and who have established a history of professional practice may be allowed to function in private professional capacity with departmental approval while enrolled in the Wheaton College Graduate School. Even under those circumstances, the practice of such students will be closely monitored and limited by the department. The guidelines for such situations are contained in Section 2 of the **Doctoral Clinical Training Handbook**.

A. Professional Practice

List the agencies in which you are currently practicing as a mental health professional. List also your role and the total hours *per week* providing mental health services (excluding supervision). Indicate any practice which is "private practice," as defined in the **Doctoral Clinical Training Handbook**.

Setting	Role	Hours	Private
1. _____	_____	_____	<input type="checkbox"/>
2. _____	_____	_____	<input type="checkbox"/>
3. _____	_____	_____	<input type="checkbox"/>

B. Supervision

For each of the settings, in the same order as listed above, detail the supervision you receive. List the qualifications of the supervisor (e.g., licensed psychologist, certified marriage and family therapist, etc.), the frequency of the supervision (e.g., weekly, monthly), the type of supervision (one-to-one or group; if the supervision is not face-to-face, please specify), and the duration (number of hours, weekly or monthly).

Name	Qualifications	Frequency	Type	Duration
1. _____	_____	_____	_____	_____
Address & Phone #: _____				
2. _____	_____	_____	_____	_____
Address & Phone #: _____				
3. _____	_____	_____	_____	_____
Address & Phone #: _____				

Professional Practice Credentials

C. Licensure /Certification

Are you currently licensed or certified as a mental health professional by any state or country?

Yes No

If yes, list the state/country and the title on your license or certificate. Also, please request that the appropriate board of your state send notification of your licensure/certification to the following address: Doctoral Psychology Programs, Wheaton College, 501 College Avenue, BGH Mezzanine, Wheaton, IL 60187.

State: _____ Title: _____

My signature below indicates that all the information contained on this form is factually correct and honestly presented. I have read the guidelines for professional practice contained in the **Doctoral Student Handbook**. I understand the policy, and I am in compliance with it.

Signature: _____ Date: _____

Approved: _____ Date: _____

Please return this form to the Clinical Training Program Coordinator (clinical.training@wheaton.edu)



Clinical Psychology Doctoral Programs

Please complete the actual form in Time2Track

LEARNING CONTRACT

(completed by the student and supervisor)

Training Year: ____ - ____ Practicum I/II Practicum III/IV Practicum V/VI Adv Practicum I/II Adv Clerkship I Adv Clerkship II (e.g., 2022-2023)

Student: _____

Training Site: _____

Licensed Clinical Supervisor: _____

Profession: _____ License #: _____ Status: _____

Email: _____ Phone Number: _____

Additional Supervisor: _____ (if different from Clinical Supervisor)

Profession: _____ License #: _____ Status: _____

Email: _____ Phone Number: _____

Supervisor Criteria:

Primary Clinical Supervisors of doctoral students must be appropriately licensed doctoral-level psychologists (PhD, PsyD). Additional Supervisors must be appropriately licensed masters- or doctoral-level clinicians (LCPC, LMFT, LCSW, PhD, PsyD).

Preliminary Learning Objectives:

- 1.
2.
3.
4.

Additional Student Comments:

Additional Supervisor Comments:

On an occasional and selective basis—with the informed consent of the client/guardian and the approval of the site supervisor—the doctoral student will be allowed to present psychological assessment data and client audio or video tapes to doctoral faculty members, for purposes of professional training and examination. The doctoral student assumes full responsibility for prior presentation of this material to the site supervisor for approval in a timely manner, so that the following issues can be discussed: who will have access to the material, what uses will be made of the material, how issues of informed consent, and final disposition of the material. The student assumes full responsibility for obtaining informed consent and ensuring the material has been carefully and thoroughly disguised to protect client confidentiality. Specifically, the confidentiality of test protocols will be protected by carefully blocking out names, dates of birth, agency names, and any other information that could be used to identify the source of the information. Confidentiality of written reports will be protected by changing all names (clients, client family members, supervisors, consultants, agencies, cities, schools, workplaces, etc.), dates of birth, and any other information that could be used to identify the source of the information.

The recommended manner for disguising reports is to use dignified and appropriate pseudonyms, change birth dates by a few days or weeks, and alter other references that might be used to identify the source of the information. The report should carry a footnote to this effect, e.g., “Names, dates, and other information have been altered to protect the confidentiality of client, supervisor, and agency.”

Please explain any site-specific stipulations regarding the use of disguised case material:

Documents to be completed during the training period:

- **Learning Contract:** To be completed by the student and the clinical supervisor within the first two weeks of beginning training at the clinical site.
- **Student Evaluation:** To be completed by the Clinical Supervisor and the student at the mid-year point (usually in November or early December) and at the end of the training year (usually between May and early July). The student should provide the evaluation form to the supervisor.
- **Time2Track Hours:** To be completed by the student at the mid-year point and at the end of the training year. The Clinical Supervisor will need to approve hours, verifying the student’s training experiences.

The information recorded above is correct to the best of my knowledge. I will endeavor to uphold this contract throughout the duration of the training experience.

Changes in the contract prior to or during the time that it is in effect can be made, if agreed upon by all parties. All changes should be made in writing and attached to the original contracts. The changes should be signed or initialed and the resubmitted to the Clinical Training Office.

By signing below, I understand that I am training under my supervisor’s license. I will act in compliance with the APA Code of Ethics, including accurately recording all practicum hours and activities, accurately maintaining clinical records, and faithfully aspiring to uphold the guiding principles of beneficence and nonmaleficence. Additionally, when I am unsure of my ethical and professional responsibilities, I will communicate my concerns to my clinical supervisors and my academic training faculty, always endeavoring to practice good judgment and obtain supervision and consultation as needed.

Student’s signature

Date

By signing below, I agree that the student’s training experience will be performed under my direction and professional responsibility as a supervisor. As a supervising clinician, I will adhere to the APA Code of Ethics or other relevant ethical codes (e.g., American Counselor Association, American Association of Marriage and Family Therapists), and I agree that the aforementioned clinical activities are within my competence to supervise clinically. I agree to discuss concerns about the student’s performance with the student and with the student’s academic training program, if indicated.

Site supervisor’s signature

Date



Clinical Psychology Doctoral Programs

Please complete the actual form in Time2Track

Permission to Release Educational Record Information

I give permission for the Wheaton College Clinical Psychology Doctoral Programs to release information TO / FROM

(Primary Supervisor at your Practicum/Advanced Practicum/Predocotrinal Internship) concerning my areas of academic and clinical competence (as they pertain to my practicum/advanced-practicum/predocotrinal-internship training), for the purpose of *coordinating efforts for supporting my professional and clinical growth.*

Student's Signature: _____ ID#: _____

Student's Printed Name: _____ Date: _____

Supervisor's Phone: _____ Email: _____

This release is effective from _____ to _____.



Clinical Psychology Doctoral Programs

Please complete the actual form via Microsoft Teams/Links

MID-YEAR SITE EVALUATION

(completed by student)

Please complete this Midyear Site Evaluation Form based on your experience at your current practicum site so far. Once you complete and submit the form, it will be sent to the Clinical Training Office (CTO). Please download a copy of the pdf before submitting and send it to your Practicum Seminar Leader. The purpose of this form is to check in with you about the clinical training you are receiving at your site so far this year and to explore whether any improvements are needed in order to optimize your clinical training experience. Please offer honest feedback about the strengths and growth areas of your site and indicate what (if any) support you would like from the doctoral psychology programs, in order to support you having the highest-quality training experience during the remainder of this training year. In situations in which follow-up correspondence with personnel at your training site is requested or necessary, your Director of Clinical Training (DCT), Practicum Seminar Leader, or other designee will take every precaution to ensure supervisors and sites respond to the feedback in ways that are professional, ethical, and nonretaliatory. Ultimately, we will only share information that is deemed necessary for optimizing the clinical training that you and future doctoral trainees receive at this partnering site. If at any point you have concerns (e.g., about when, how, and with whom your feedback is shared or about how your site or supervisor responds to any feedback that is shared), please reach out to your DCT (dct.psychology@wheaton.edu), CTO Coordinator (clinical.training@wheaton.edu) or Practicum Seminar Leader for consultation and support.

Name: _____ Date: _____

Clinical placement site: _____

Placement start date: _____

Name(s) of supervisor(s): _____

Hours of individual supervision you receive per week: _____

Hours of group supervision and/or didactic training you receive per week: _____

How many *total* hours do you work at this training site per week? _____

How many direct service hours, face-to-face (e.g. therapy, testing, intakes) do you work at this training site per week? _____

Based on your experience so far, would you recommend this placement site to other students?

YES

MAYBE

NO

Please rate the quality of your practicum/advanced-practicum experience thus far:

	Poor	Fair	Good	Very good	Excellent
1. Quality of supervision	1	2	3	4	5
2. Quantity of supervision	1	2	3	4	5
3. Relationship with supervisor	1	2	3	4	5
4. Staff rapport with the student	1	2	3	4	5
5. Quality of training experiences	1	2	3	4	5
6. Quantity of training experiences	1	2	3	4	5
7. Variety of training experiences	1	2	3	4	5
8. Adherence to the Learning Contract	1	2	3	4	5
9. Overall quality of the placement	1	2	3	4	5

What are the main positive aspects of your placement thus far?

What are the main growth areas of your placement thus far?

Please briefly describe your supervisor's approach to supervision thus far.

List characteristics or prior experiences a student needs to have to be a good fit for this site.



Clinical Psychology Doctoral Programs

Please complete the actual form via Microsoft Teams/Links

POST-PLACEMENT SITE EVALUATION

(completed by student)

Please complete this Post-Practicum Site Evaluation (PPSE) Form based on your experience at your practicum site this training year. The purpose of this form is to ask you about the clinical training you received at your site this year and to explore whether any improvements are needed in order to optimize the clinical training experience for future doctoral trainees at this site. Please offer honest feedback about the strengths and growth areas of your site and indicate whether it is permissible to share your answers (and name) with future students, in order to inform their selection of sites to which they would like to apply. Please also indicate what (if any) support you think the doctoral psychology programs may need to provide at this point, to ensure future trainees have the highest-quality training experience at this site. In situations in which follow-up correspondence with personnel at your training site is requested or necessary, your Director of Clinical Training (DCT), Practicum Seminar Leader, or other designee will take every precaution to ensure supervisors and sites respond to the feedback in ways that are professional, ethical, and nonretaliatory. Ultimately, we will only share information that is deemed necessary for optimizing the clinical training that you and future doctoral trainees receive at this partnering site. If at any point you have concerns (e.g., about when, how, and with whom your feedback is shared or about how your site or supervisor responds to any feedback that is shared), please reach out to your DCT (dct.psychology@wheaton.edu), Clinical Training Program Coordinator (clinical.training@wheaton.edu) or Practicum Seminar Leader for consultation and support.

Student Name: _____ Date: _____

Practicum/Adv Practicum Seminar Leader (please check name)

Clinical Placement Site: _____

Dates of Placement (from mm/dd/yyyy to mm/dd/yyyy): _____

Name(s) of Supervisor(s): _____

Would you recommend this practicum/advanced-practicum site to other students?

YES MAYBE NO

Please complete the following statement:

I typically worked ___ hours per week, and ___ of those were direct face-to-face service hours (therapy, testing, intakes, etc.)

Were the number of hours you spent working at your clinical training site ___?

Not enough Just right Too much

Please rate the quality of your practicum/advanced-practicum experience:

	Poor	Fair	Good	Very good	Excellent
1. Quality of supervision	1	2	3	4	5
2. Quantity of supervision	1	2	3	4	5
3. Relationship with supervisor	1	2	3	4	5
4. Staff rapport with the student	1	2	3	4	5
5. Quality of training experiences	1	2	3	4	5
6. Quantity of training experiences	1	2	3	4	5
7. Variety of training experiences	1	2	3	4	5
8. Adherence to the Learning Contract	1	2	3	4	5
9. Overall quality of the placement	1	2	3	4	5

What are the main positive aspects of this placement?

What are the main growth areas of this placement?

Please briefly describe your supervisor's approach to supervision.

List characteristics or prior experiences a student needs to have to be a good fit for this site.

Please indicate the percentage of your overall time that you spent in each professional activity during this clinical placement.

Service delivery	% of overall time in each activity
Individual adult (18-64)	
Individual child (< 12)	
Individual adolescent (13-17)	
Individual older adults (65+)	
Family	
Couples	
Group	
Community intervention	
Consultation (schools, hospitals, churches, etc.)	

Please indicate the percentage of your overall time that you worked with each racial/ethnic population during this clinical placement.

Population	% of overall time working with each population during placement
Caucasian/European-American/White	
African/African-American/Black	
Asian/Asian-American/Pacific Islander	
Latino/Latina/Latinx	
American Indian/Alaska Native	
Other (please describe):	
Other (please describe):	

Please indicate whether it is permissible to share your site feedback (PPSE) and/or your name with future students, in order to help inform their selection of sites to which they would like to apply.

- Yes, you may share both my site feedback **and** my name with future students.
- Yes, you may share my site feedback with future students, but please do **not** share my name
- Please do **not** share either my site feedback or my name with future students.

Additional Comments: _____



Please complete the actual form via Microsoft Teams/Links

Clinical Psychology Doctoral Programs

CLIENT CONSENT AGREEMENT

I, _____, agree to participate in psychological intervention/evaluation, which may include psychotherapy, a clinical interview, and/or psychological or neuropsychological assessment.

I am aware that the process may be audiotaped or videotaped and observed by two or three psychologists who will be evaluating the interviewer.

I understand that the psychotherapist/assessor will be a doctoral student in the Clinical Psychology Doctoral Programs at Wheaton College.

I further understand that the observers will keep all information revealed in the course of the evaluation confidential. .

I understand all copies of the recording(s) will be destroyed by the Clinical Psychology Doctoral Programs following the student’s examination.

My participation is completely voluntary.

I may withdraw this consent at any time.

This agreement will automatically expire 3 years from date of signature.

Signature of Client or Parent/Guardian

Date

Printed Name of Client or Parent/Guardian

Date

Signature of Assenting Child/Adolescent (if applicable)

Date

Signature of Witness (Student Psychotherapist/Assessor)

Date



Clinical Psychology Doctoral Programs

Please complete the actual form via Microsoft Teams/Links

CLINICAL TRAINING PETITION

Students should use this form to request variations from the clinical training policies and procedures that are stated in the Clinical Training Handbook. First, complete the petition and **obtain your advisor’s signed approval**. Then submit the petition to the Clinical Training Office (clinical.training@wheaton.edu), for review by the Director of Clinical Training (DCT) and the Clinical Training Committee (CTC).

Student Name: _____ **ID#:** _____ **Date:** _____

Student Email: _____ **Phone:** _____

What is your specific petition or request?

What is your rationale justifying the need for this? *(use an additional sheet if needed)*

What is your advisor’s recommendation regarding this petition? Grant Deny

Your advisor may note any comments/concerns either in the space below or on an attached sheet.

Advisor’s Signature *(required)* _____

Final Action: This petition is: GRANTED DENIED

COMMENTS:

Signed: _____

Director of Clinical Training

Date: _____



Clinical Psychology Doctoral Programs

Please complete the actual form via Microsoft Teams/Links

PREDOCTORAL CLINICAL EXPERIENCES CHECKLIST

Student Name: _____ **ID#:** _____

This checklist must be maintained by the student, in order to provide verification the student has met minimum clinical competence requirements through their Practicum/Advanced Practicum experiences. Discussions regarding these requirements should be held regularly with the student’s Practicum Seminar Leader and *reviewed formally with them at the end of each semester*. A copy of the signed checklist will be given to the Director of Clinical Training *at the time of the student applies for Doctoral Internship*.

ON-SITE HOURS (Please list subtotals to meet **minimum** of 400 annual / 1200 total hours):

	Assessment	Intervention	Supervision	Support	Fall Total	Yearly Total	Seminar Leader Verification	
							Fall	Spring
Practicum I/II								
Practicum III/IV								
(Practicum V/VI)								
Adv Prac I/II								
(Adv Prac III/IV)								

Total Clinical Training Hours at the time of application for predoctoral internship: _____

CLINICAL TRAINING REQUIREMENTS:

Designate **Doctoral Program – No Concentration** or **Specific Concentration** and then complete section below.

	General - No Concentration	Child Clinical Psychology Concentration	Couples & Family Concentration	Trauma Concentration	Neuropsychology Concentration
Testing batteries (assessment)	10 minimum	10 minimum (at least 6 of which are with children or adolescents)	10 minimum	10 minimum	20 neuropsychological batteries minimum, each of which emphasizes cognitive performance by domain
Intervention cases (therapy)	15 cases minimum that involve at least 6 sessions of: Individual Therapy AND Couples / Family Therapy	15 cases minimum (at least 10 of which are children (ages 0-12) AND adolescents (ages 13-17) Preferably 5 child & 5 adolescent cases	15 cases minimum (at least 6 of which are couples or family clients)	15 minimum (at least 6 of which have significant trauma engagement)	10 cases minimum; recommend 2-4/month

	General - No Concentration	Child Clinical Psychology Concentration	Couples & Family Concentration	Trauma Concentration	Neuropsychology Concentration
	OR Group Therapy (led/co-led)				
Populations served	A minimum of 5 cases that cover each of the following populations: Adult (ages 18-64) AND Child/Adolescent (ages 0-17) OR Older Adult (age 65 & over)	See above	See above	See above	At least one of the student's Practicum/Advanced Practicum placements should be an exclusively neuropsychological assessment placement

UNDERSERVED POPULATION:

It is required that students spend one of their Practicum/Advanced Practicum experiences in a setting that primarily serves one or more underserved/marginalized population, as noted in the Clinical Training Database. Please name the agency at which this requirement was fulfilled, provide the date range you served at that agency (start to end date), and describe the services you provided and underserved/marginalized populations you served.

_____ Agency _____ Date range served at agency

Services provided:

Underserved/marginalized populations served:

To the best of my knowledge, the information above is accurate, and it demonstrates I have satisfied all minimum requirements for my Practicum and Advanced Practicum clinical training experiences.

_____ Signature of Doctoral Student

_____ Date

_____ Approval: Signature of Director of Clinical Training

_____ Date



Clinical Psychology Doctoral Programs

Please complete the actual form via MS Teams/Links

Advisor and Chair Endorsement of Pre-Internship Readiness

Due by March 30th to Doctoral Psychology Programs Administrator with signed Proposal Cover Sheet

Completed by dissertation chair *and* faculty advisor *with student*

Dissertation Status

	Students taking normal sequence (4 th year)	Students taking an extra year (5 th year)
1 st Draft due to Chair	February 1 st	November 1 st
Reader review	Submit at least 2 weeks prior to planned defense	Submit at least 2 weeks prior to planned defense
Dissertation Proposal Defense	June 1 st	March 1 st

I verify that this student is on track to meet the dissertation deadlines indicated above:

_____ Yes _____ No

Rating of Student

(completed by the Advisor and Dissertation Chair; if these are the same person, only complete the Advisor column)

Please answer the following statements using the scale below:

1 2 3 4 5
Strongly Disagree Disagree Unsure Agree Strongly Agree

Advisor	Chair	
1 2 3 4 5	1 2 3 4 5	This applicant exhibits the emotional stability and maturity needed to handle the rigors of the predoctoral internship experience in an effective manner.
1 2 3 4 5	1 2 3 4 5	This applicant exhibits the theoretical/academic foundations that are necessary for effective clinical work (psychotherapy/testing) at the predoctoral internship level.
1 2 3 4 5	1 2 3 4 5	This applicant exhibits the skills needed to translate theory into clinical practice.
1 2 3 4 5	1 2 3 4 5	This applicant exhibits sufficient awareness and practice of APA ethical standards.
1 2 3 4 5	1 2 3 4 5	This applicant exhibits the capacity to participate constructively in supervision and modify their behavior in response to supervisory feedback.

With my signature below, I verify this student is prepared to move forward to the next level of training, which includes applying for predoctoral internship:

(If you have concerns, please describe them in detail on an adjoining page)

_____ _____ _____ Yes _____ No _____ Concerns
Signature of Academic Advisor Date

_____ _____ _____ Yes _____ No _____ Concerns
Signature of Dissertation Chair (if different from Advisor) Date



Clinical Psychology Doctoral Programs

Please complete the actual form via Microsoft Teams/Links

**REQUEST TO APPLY FOR
PREDOCTORAL INTERNSHIP**

SECTION I *(Completed by Student)*

Applicant Name:

Faculty Advisor (your Faculty Advisor is now the same person as your Dissertation Chair, unless your chair is not a core doctoral faculty member. Then your original advisor continues in that role.):

Practicum Seminar Leaders: _____
Practicum I/II Practicum III/IV Practicum V/IV (if applicable)

Proposed Year to Complete a Predoctoral Internship: _____

Faculty letters of reference *(faculty must have already given their verbal approval)*

- 1) Faculty name:
- 2) Faculty name:

Academic Coursework (list all classes that have not yet been completed):

Indicate the following dates regarding program milestones required to apply for internship:

- Date that written Comprehensive Exam was successfully passed: _____
- Date that Dissertation Proposal Defense was successfully passed: _____
- Date that Professional Qualifying Exam materials were submitted: _____

Attachments included:

(Please check that each attachment is included)

- Curriculum Vitae (for DCT to complete Verification of Eligibility and Readiness)
- Predoctoral Internship DCT Verification Letter Template* (for DCT to complete Verification of Eligibility and Readiness)
- Completed *Internship Site List Template* spreadsheet, with all fields of the spreadsheet template completed (the student can add to or refine this list at later date, but the list should reflect a general plan)
- Completed *Clinical Experiences Checklist* (Check experiences that are complete, and document plans to meet any additional requirements. If the *Clinical Experience Checklist* is not complete at the time of submission, then it must be resubmitted on the October 15th prior to applying for internship.)

SECTION II: Statement of Understanding *(Completed by Student)*

I understand that, before I can submit any internship application materials, I must complete each of the following program-milestone requirements:

- Successfully passed my Comprehensive Exam
- Successfully defended my Clinical Dissertation Proposal
- Successfully passed my Professional Qualifying Exam (PQE)

I understand that if I fail to meet any of these three requirements, then my Request to Apply for Predoctoral Internship will be denied.

I also understand that the predoctoral internship is the culminating pre-degree experience that prepares the student to be a clinical psychologist. As a result, I am expected to apply at a national level, with at least two sites out of state, in order to increase the likelihood I will receive a placement that best meets my training needs. Additionally, I am expected to apply to 10 to 20 APA-accredited or APPIC-approved internship sites, and I am obligated to accept such an internship should the opportunity arise. If I apply and am not matched with any of these sites, then I may consider an internship at a non-APA internship site. The Clinical Training Committee will consider approval of non-APA or non-APPIC internships on a case-by-case basis but will ordinarily deny such requests. Before such approval is considered, I will provide sufficient documentation to demonstrate I tried to obtain an APA-accredited or APPIC-member internship. I will also provide sufficient documentation that the proposed site will fulfill the expectations of an APPIC-member site and will provide an adequate training experience to meet the licensure requirements of its host state. Additionally, I will need to show this training experience is a unique learning experience and not a repetition of previous practica/advanced-practica experiences. The documentation must be submitted to the Clinical Training Office.

Finally, I understand that approval to begin predoctoral internship is contingent upon the following factors:

- completing all required coursework and practicum/advanced practicum experiences;
- remaining a student in good standing; and
- demonstrating adequate emotional maturity, stability, and professional conduct.

Signature of Student

Date

SECTION III: Approval of the Director of Clinical Training:

I approve this student for the predoctoral internship application process.

Signature of Director of Clinical Training

Date

Date	Semester Event: Fall 2023	1 st year	2 nd year	3 rd year	4 th year
6/1/2023	Last day to defend dissertation proposal to apply for internship in Fall 2023				X
7/2023	Register for APPIC Match to get Match Code (Fall 2023 Doctoral Internship Applicants)				X
8/7/2023	DUE – PQE materials due				X
8/8/2023	DUE – Request to Apply packet (Fall 2023 Internship Applicants)				X
8/8/2023	Comprehensive Exams			X	
8/15/2023	DUE – Submit requests for faculty letter-writer (Fall 2023 Predoctoral Internship Applicants)				X
8/15/2023	DUE – Clinical training paperwork, including: <ul style="list-style-type: none"> 1. Hours approved by supervisor in Time2Track 1. Activity Summary pdf emailed to CTO 2. Final Practicum/Advanced Practicum Student Evaluation for 2022-2023 TY 3. Post-Placement Site Evaluation (link found in MS Teams/Links) 		X	X	X
8/21-22/2023	Grad Student Orientation	X			
8/23/2023	Fall Classes Begin	X	X	X	X
9/4/2023	Labor Day (No Classes / Offices Closed)	X	X	X	X
9/15/2023	DUE – 1 st Year Students - Clinical Training Handbook Acknowledgement – (found in MS Teams/Links)	X			
9/15/2023	DUE – Clinical training paperwork, (all in Time2Track), including: <ul style="list-style-type: none"> 1. Learning Contract 2. Permission to Release Educational Information Record Information for the 2023-2024 training year 3. Clinical Training Handbook Acknowledgement 		X	X	X
9/2023	Professional Qualifying Examinations (PQEs)				X
10/1/2023	DUE – Dissertation Committee Application (Fall 2024 Internship Applicants)			X	

Date	Semester Event: Fall 2023	1 st year	2 nd year	3 rd year	4 th year
10/1/2023	DUE – Final Request to Apply Packet submitted to DCT Summary of Practicum Hours component of APPIC Application for Psychology Internship (AAPI) is due to DCT for verification (Fall 2023 Doctoral Internship Applicants)				X
10/9/2023	PQE Primer and Dissertation Info Meeting			X	
10/15/2023	DUE – Transfer of Credit Requests are due to the Doctoral Psychology Programs Administrator	X			
10/16-18/2023	Fall Break (No Classes / Offices Open)	X	X	X	X
11/1/2023	Submit APPIC Application for Psychology Internship (Fall 2023 Internship Applicants)				X
11/22-26/2023	Thanksgiving Break	X	X	X	X
12/1/2023	ACEPT Practicum Fair (TBD virtual or in person - for students applying for 2023-2024 Practica/Advanced Practica)	X	X	X	
12/8/2023	Practicum Information Exchange (PIE), Coray Gym at Wheaton College (attendance required for students applying for 2024-2025 Practica/Advanced Practica)	X	X	X	
12/8/2023	Last Day of Fall Classes	X	X	X	X
12/11/2023	Reading Day	X	X	X	X
12/12-14/23	Final Exams	X	X	X	X
12/15/2023	DUE – Faculty Letter of Reference Request form (complete on JotForm)	X	X	X	
12/15/2023	DUE – Clinical Training paperwork submitted in Time2Track, including: 1. Hours approved by supervisor in Time2Track 2. Activity Summary pdf emailed to CTO 3. Midyear Practicum/Advanced Practicum Student Evaluation for 2023-2024 TY 4. Clinical Experiences Checklist (only Practicum students, not Adv. Prac.)		X	X	X
12/15/2023 - 1/4/2024	Christmas Break	X	X	X	X

Date	Semester Event: Spring 2024	1 st year	2 nd year	3 rd year	4 th year
1/8/2024	Spring Classes Begin	X	X	X	X
1/15/2024	Martin Luther King Day (No Classes / Offices Closed)	X	X	X	X
1/15/2024	APPIC Phase I Rankings Open (Fall 2023 Doctoral Internship Applicants)				X
Late Jan. TBD	First day to submit ACEPT Applications (Practicum/Advanced Practicum)	X	X	X	
1/30/2024	Faculty Development Day (No Classes / Offices Open)	X	X	X	X
2/2/2024	APPIC Phase I Rank Order List Deadline (Fall 2023 Internship Applicants)				X
2/2/2024	Doctoral Programs Interview Day				
2/16/2024	APPIC Phase I Match Day; Phase II Positions Posted (Fall 2023 Predoctoral Internship Applicants)				X
2/19/2024	President's Day (No Classes / Offices Open)	X	X	X	X
2/21/2024	APPIC Phase II Application Submission Deadline (Fall 2023 Internship Applicants)				X
2/26/2024	Predoctoral Internship/PQE Info Meeting during Practicum Seminar III/IV (Fall 2024 Predoctoral Internship Applicants)			X	
3/4-12/2024	Spring Break	X	X	X	X
March TBD	ACEPT Pre-Notification Day (Practicum/Advanced Practicum)	X	X	X	
3/13/2024	APPIC Phase II Rank Order List Deadline (Fall 2023 Internship Applicants)				X
March TBD	ACEPT Practicum Notification Day (Practicum/Advanced Practicum)	X	X	X	
March TBD	ACEPT Start of Clearinghouse	X	X	X	
3/15/2024	Last day to defend dissertation to walk in May (for 5 th - to 7 th -year students)				X
3/20/2024	APPIC Phase II Match Day (Fall 2022 Predoctoral Internship Applicants)				X
3/21/2024	APPIC Post-Match Vacancy Service (PMVS) opens				X
3/29/24	Good Friday (No Classes / Offices Closed)	X	X	X	X

Date	Semester Event: Spring 2024	1 st year	2 nd year	3 rd year	4 th year
3/30/2024	DUE – Advisor and Chair Endorsement of Pre-Internship Readiness form (Fall 2024 Predoctoral Internship Applicants)			X	
4/15/2024	Registration for Practicum/Advanced Practicum/Internship for 2024-2025 training year	X	X	X	X
4/24/2024	DUE – Program Evaluation (2023-2024 Predoctoral Internship students)				X
4/29/2024	DUE – Clinical Experiences Checklist (signed by Practicum Seminar leader in T2T)		X	X	
4/22/2024	Last Day of Spring Classes	X	X	X	X
4/29/24	Reading Day	X	X	X	X
4/30-5/2/2024	Final Exams	X	X	X	X
5/3/2024	Doctoral Programs Hooding Ceremony and Banquet	X	X	X	X
5/4/2024	Graduate School Commencement				X
6/1/2024	Last day to defend dissertation proposal to apply for internship in Fall 2024			X	
TBD – 8/2024	Comprehensive Exams		X		
8/1/2024	DUE – PQE materials			X	
8/8/2024	DUE – Request to Apply packet (Fall 2024 Predoctoral Internship Applicants)			X	
Practicum end date through 8/15/2024	DUE – Clinical training paperwork, including: <ol style="list-style-type: none"> 1. Hours approved by supervisor in Time2Track 2. Activity Summary pdf emailed to CTO 3. Final Practicum/Advanced Practicum Student Evaluation for 2023-2024 TY 4. Post-Placement Site Evaluation (link found in MS Teams/Links) 		X	X	X