STUDENT CLINICAL TRAINING HANDBOOK

THE DOCTOR OF PSYCHOLOGY PROGRAM IN

CLINICAL PSYCHOLOGY

2019-2020

Wheaton College
Wheaton, Illinois USA
Acknowledgement of Student Responsibility

Dear Psy.D. Student:

The Wheaton College School of Psychology, Counseling, and Family Therapy has devoted significant time to developing policies and procedures for the Psy.D. 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 program can be found in the PsyD Student Handbook and the Clinical Dissertation Manual. This clinical training handbook contains information relevant to the policies and procedures in the clinical training portion of your graduate training. PsyD students must read and be familiarized with its contents, as it will answer many common questions students ask. Students are responsible to know and abide by the information contained herein.

Please sign below and return this form to the Clinical Training Office for placement in your file.

I have read the entire contents of the 2019-2020 Wheaton College PsyD 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 Dr. Vitaliy Voytenko, Ms. Margaret Venckus, or Dr. Ben Pyykkonen if necessary.

I have read the entire contents of the 2019-2020 Wheaton College PsyD 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 Dr. Vitaliy Voytenko, Ms. Margaret Venckus, or Dr. Ben Pyykkonen if necessary.

Student Name (please print) Date:

________________________________________________________________________

Student Signature:
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SECTION ONE: OVERVIEW
INTRODUCTION

This handbook is intended to provide Wheaton College PsyD 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 and updates will be communicated to students as appropriate. Students are required to become familiar with the entirety of this handbook; however, the Director of Clinical Training (DCT) is available to assist with any difficulties in either the interpretation or application of materials. In the event of conflicting information or interpretation, the Wheaton College catalog takes precedence over the graduate psychology handbooks.

Our Mission
We are an unapologetically rigorous, foundationally Christian clinical psychology doctoral program dedicated to serving the underserved, the traditionally marginalized, and the Church in a manner consistent with Biblical justice dedicated to the holistic development of our students.

Our Aim
We aspire to meet our mission by preparing students to become competent, compassionate, and self-aware health service psychologists who are skilled in the delivery of direct services, knowledgeable about current empirical and theoretical developments, able to integrate scientific knowledge with clinical practice, capable of designing and critically evaluating clinical services, culturally competent and able to assume leadership positions in clinical settings and the Church grounded in, informed by and shaped by beliefs and practices of the Christian faith.

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 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 model described in our PsyD Program Handbook. During graduate study, the student is building a foundation upon which all subsequent clinical development will occur. The experiences that
students receive in their practicum and internship training are central to their development. Students are expected to understand and comply with the APA Ethical Principles of Psychologists and Code of Conduct.

At the core of our program is our commitment to our Christian distinctiveness. Also at the core of our program identity 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 in society. The assignment of students to Practicum and Advanced Practicum Seminar groups ensures that each student receives oversight from Christian clinical psychologists during the early formative years of the program. The 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. While those outside of the Psy.D. program have substantial impact on the student’s training through clinical supervision, the oversight of and ultimate responsibility for that training remain with the Psy.D. core faculty and affiliate faculty in the School of Psychology, Counseling, and Family Therapy.

**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 31 credits of course work (with transfer credit as applicable) including:

- 701 Foundations of Integration
- 714 Professional Development & Ethics I
- 716 Basic Clinical Interviewing Skills
- 721 History & Systems of Psychology
- 731 Spirituality I
- 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

Exceptions may be granted by approval of the Director of Clinical Training. Students newly admitted to the PsyD program and possessing an M.A. degree that includes a clinical internship may petition to the Clinical Training Committee (Clinical Training Petition—see form in section six) to begin practicum during their first year in the program.

**Practicum I-II**
Practicum I is the first off-site clinical training experience. It typically begins in the summer prior to and continuing through the second year in the program. Practicum II occurs at the same site and begins in the spring semester once requirements are met for Practicum I. Students apply early in the spring semester of their first year in the program for this first practicum experience. In this first clinical training experience, students engage in a wide variety of clinical activities under close supervision of a doctoral-level licensed clinical psychologist, including either psychological assessment or direct therapeutic intervention. Students are allowed to choose either a therapy or assessment practicum for their first experience, with the assumption that they will complete the other in their subsequent year. Additionally, students attend a Practicum I-II seminar that is led by a Wheaton College Doctoral Program faculty member. The Practicum Seminar Leader facilitates a regular small group meeting approximately 2-3 times per month. The Practicum Seminar Leader also meets individually with the student several times during the semester to more closely monitor the development of their clinical competencies.

Practicum III-IV
Practicum III-IV is the second off-site clinical training experience typically usually starting in the summer prior to and continuing through the third year of the program. Progressing to Practicum III-IV is contingent upon approval of the Director of Clinical Training and based in part on successful completion of the first practicum, 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 in Practicum III-IV that are substantially different from those in Practicum I-II (i.e. assessment vs. therapy experience). Again, students concurrently attend Practicum Seminar III-IV which is led by a Wheaton College Doctoral Program faculty member. Similar to the previous Practicum Seminar, the faculty member meets with the students in both a small group format and individually. As with Practicum I-II, a doctoral-level licensed clinical psychologist must provide direct supervision of clinical training.

Practicum V-VI
For students who need or choose to take additional time to complete their program requirements (e.g., comprehensive exams, PQEs), a third practicum experience has been developed. Students who are not ready to move on to Advanced Practicum will have the opportunity to accrue clinical training hours via Practicum V-VI. They will be required to continue enroll in and attend Practicum Seminar.

Advanced Practicum I/II
Usually in the fourth year of the 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). The Director of Clinical Training approves the Advanced Practicum and students attend Advanced Practicum seminar co-taught by the DCT and another faculty member. At this 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 particular populations or in a particular setting, completing enough face-to-face/direct service hours, or completing the minimum amount of assessment batteries). Supervision must be provided by a doctoral-level licensed clinical psychologist for Practicum V-VI and Advanced Practicum.

**Advanced Practicum III/IV**

Students who elect to take an extra year of training (e.g., to gain additional training/clinical hours, to work on their dissertation) may enroll in Advanced Practicum III/IV if previously enrolled in Advanced Practicum I/II—they may also be permitted to continue with their original Advanced Practicum placement upon approval from the Clinical Training Committee. Continuation of a previous clinical placement would require a Clinical Training Petition, which would go before the Clinical Training Committee for approval.

**Doctoral Internship**

The doctoral internship is intended to be the culminating predoctoral clinical training experience, which prepares the student to be a clinical psychologist. Whereas Practicum and Advanced Practicum experiences are part-time, typically unpaid, and taken concurrently with classes, doctoral internship is full-time, typically paid, and frequently out of state. Students apply to doctoral internships at a national level through a match process, prioritizing training sites that best fit their future career goals. See Section Four on the Doctoral Internship.

**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 training sites. The DCT prepares students for their clinical training experiences and provides general guidance through the application process. 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 approves of the students’ readiness to apply for doctoral internship.

**Clinical Training Office Coordinator (CT Office Coordinator)**

This person assists the DCT and students in the Clinical Training Office at Wheaton College in a wide range of activities including: collection of student paperwork, data entry of student information, monitoring student progress, etc.

**Clinical Training Committee (CTC)**

The Clinical Training Committee includes the Director of Clinical Training and two to three Psy.D. program faculty and additional ex-officio (non-voting) members including the clinical training office coordinator, the program administrator and program director. The Clinical Training Committee provides additional leadership for student clinical training and, for example, hears student petitions as needed when students may wish to request an exception from clinical training requirements.
Practicum Seminar Leader
In light of the commitment of the program to oversee the student’s training experience, the department provides a clinical faculty member for additional oversight of the student’s clinical training experience.

Site Supervisor
The site supervisor is a staff or adjunct clinician at the clinical training site, providing primary oversight for the student’s clinical training experience. This role is further discussed in Sections Two and Three.

Training Director
Training Director is a staff clinician at the clinical training site that provides leadership and oversight to the practicum program as a whole
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 One: Building a Foundation of Clinical Skills
• Socialization to professional psychology: Crafting a professional development plan; exposure to various functions/roles of a clinical psychologist; understanding licensure issues and professional trajectory of the doctoral program.
• Orientation to integration: Students are oriented to the major current perspectives and players in the integration of faith and psychology.
• Clinical interviewing skills: Demonstrating basic understanding and skills (e.g., empathy, active listening, confrontation, etc.), initial interview, and mental status assessment.
• Assessment skills: Demonstrating basic understanding and skills in identifying appropriate assessment tools for intellectual and personality assessments, administering and scoring standard tests utilized in the field, diagnosis, and integrated report writing skills.
• Intervention foundations (theory and praxis): Demonstrating the foundational understanding of various theoretical orientations (cognitive-behavioral theory, psychodynamic theory), which is continued into the second year.

Year Two: Integrating Assessment, Conceptualization and Intervention Skills
• Intervention foundations (theory and praxis): Demonstrating the foundational understanding of conceptualizing case material according to various theoretical orientations (community psychology, cognitive-behavioral, psychodynamic, and systems) and the ability to apply theory to practice in practicum settings. This integration includes assessment, diagnostic skills, conceptualization, and intervention.
• Conceptual integration of psychology and faith: Continued development of understanding and application of the core and current issues relevant to integrating psychology and faith.

Year Three: Consolidating Professional, Academic, and Clinical Skills
• Contextual awareness and competency: Demonstrating the ability to identify contextual variables that influence clinical practice, research, and professional practice.
• Integration of theory and practice: Demonstrating a more nuanced understanding of how theory influences practice; case conceptualization skills and assessment skills are better developed.
• Conceptual integration of psychology and faith: Continued development of nuanced understanding and application of the core and current issues relevant to integrating psychology and the Christian faith.
• Self- and Other-Awareness: Demonstrating growing insight into self and interpersonal relations; understanding the impact of others on self as well as self with others.

Year Four and beyond: Developing Advanced Competencies and Leadership Skills
• Development of leadership skills/competencies: Demonstrating leadership skills through dissertation research process, Advanced Practicum responsibilities will increase and broaden (e.g., supervision, program development/evaluation).
• Supervision and mentoring skills
• Personal calling (values, vision, mission): Articulating values, vision, and mission related to student’s professional identity
• Professional identity consolidation
SECTION TWO:
PRACTICA
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, to name a few. Available training activities vary by site, and may include the following:

Psychological Assessment
Students are expected to become proficient in psychological evaluation and assessment. A full psychological assessment report would include a reason for referral, relevant client history, a mental status exam, psychological testing interpretation, a 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.

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 effectively provide group therapy. With increasing experience, students may be encouraged to develop and facilitate groups of their own.

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

Interdisciplinary Collaboration/Consultation
Students may have the opportunity to gain exposure to working with other professionals such as physicians, nurses, social workers and teachers for the purpose of collaborating for the benefit of the client.

Supervision
Students will receive regular supervision from a licensed psychologist and/or another appropriately credentialed clinician throughout the training year. 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 have the opportunity to act as a secondary supervisor to more junior trainees.
Other activities
Other possible activities for students to engage in are program development, program evaluation, research, specialized assessment, advocacy, and community outreach. In addition, students may have the opportunity to participate in didactic seminars, group case conferences and staffings that address ethical and legal aspects of clinical practice, as well as clinical issues, case management, and record keeping.

Please note that Biofeedback and Neurofeedback are not recognized by the program as a face-to-face/direct psychological intervention in and of themselves. Biofeedback and neurofeedback may not be counted toward face-to-face intervention hours unless they are used in the context of a bona fide psychotherapy intervention (e.g. Cognitive-Behavior Therapy-informed breathing relaxation training). Students interested in pursuing a clinical training placement with biofeedback or neurofeedback components should consult with the Director of Clinical Training prior to applying.

PRACTICUM AND ADVANCED PRACTICUM REQUIREMENTS
The following guidelines have been developed to provide a target for Psy.D. students regarding the minimum core clinical hours and experiences which should be obtained during the three to four years of Practicum/Advanced Practicum. These amounts of clinical training help ensure that the student would meet the program requirements for clinical training experience and be competitive in applying for doctoral internship. To verify compliance with these guidelines, a student must submit a “Clinical Experiences Checklist” which indicates the student’s fulfillment of the generalist requirements of the program. Those students with previous experience that corresponds to the experience guidelines below may request a waiver from a particular type of clinical experience by submitting written documentation to the DCT. The total hour requirement will not be waived.

Minimum Practicum/Advanced Practicum Hour Requirements
Practicum and Advanced Practicum experiences must be a minimum of 10 hours a week, though 16 to 24 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. A minimum total of 400 on-site hours must be attained for each Practicum and Advanced Practicum with an overall minimum of 1200 hours over three years of clinical training. Please note that these numbers generally correspond to minimum program requirements. In addition, many doctoral internship programs expect that the student will have completed 1500+ total practicum hours by start of internship. As a result, students are strongly encouraged to complete 500-600 hours each year to be competitive for doctoral internship.

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Minimum Core Hours</th>
<th>Recommended Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>I- II</td>
<td>400 on-site hours</td>
<td>(500-600 strongly recommended)</td>
</tr>
<tr>
<td>III- IV</td>
<td>400 on-site hours</td>
<td>(500-600 strongly recommended)</td>
</tr>
<tr>
<td>(Practicum V-VI)</td>
<td>400 on-site hours</td>
<td>(some flexibility is available)</td>
</tr>
</tbody>
</table>
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, interpretation and scoring 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 either the practicum seminar leader or the DCT.

Direct Service: Students completing therapy/intervention practica should spend at least 25% 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); consultation with organizations; observation of clients; and case management if being conducted with the client present.

(1) In intervention/therapy, active student presence with the client (a) in person, (b) on the telephone, or (c) via video-session is required for the time spent in the activity to be counted toward direct hours.

(2) In assessment, face-to-face time is typically the time spent by the student conducting a diagnostic interview, administering clinician-administered testing, or providing feedback to the client. The time spent by the client completing self-administered tests (e.g., MMPI-2, etc.) can only be counted toward face-to-face hours if (a) the student is present in the same room with the client and (b) clinical observation of the client is continuously being made. In cases of observing/co-administering psychological testing with a supervisor, student must be engaged in the process beyond simply introducing himself/herself to the client in order for the activity to be considered face-to-face clinical contact.

(3) Where there is an apparent conflict between site interpretation and program interpretation of face-to-face vs. support hours, the program interpretation overrides that of the site.

When applying for internship (October of the fourth or fifth year), many internship sites will expect students to already 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, in order to be considered competitive.

Practicum/Advanced Practicum Duration
Practicum and advanced practicum last at least 10 months with the only exception being sites that offer clinical services only 9 months out of the year (i.e., school/university counseling settings). At the same time, some sites may require students to make a 12-month commitment to provide continuity of service. Students are responsible for understanding the agency’s requirements and abiding by them. Vacation days are to be negotiated with the Training Director at the site.
Minimum Clinical Experience Guidelines – No Concentration

The following are expected to be met over the three-year training experience.

Assessment: 10 integrated psychological test reports, each of which includes a review of history, results of an interview and at least two psychological tests from one or more of the following categories: personality measures (objective and/or projective), intellectual tests, cognitive tests, and neuropsychological tests. Completed batteries include administration, scoring and interpreting of tests, and a written 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 (lead or co-lead).

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: It is required that students spend one of their Practicum/Advanced Practicum experiences in a setting which primarily serves an underserved/marginalized population as noted in the Clinical Training Database. 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), persons of low socio-economic status, sexual minorities and 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/III. The same is true of Advanced Practicum; however, students may enroll in Advanced Practicum and continue in their previous placement upon approval from the DCT. Additionally, students should try to seek a wide range of settings for their clinical training experiences including: hospital, community mental health center, university counseling center, school, etc. Although exceptions may be petitioned to the clinical training committee, it is unlikely that the committee would allow two years of clinical training experience in a private practice as diversity of clientele and clinical activities tend to be limited in these settings. Students should also be aware that if they are seeking a specific type of setting for their doctoral internship, they may not be competitive for that doctoral internship if they haven’t completed a practicum or advanced practicum in a similar setting. For purposes of diversity of experience, students are limited to two years in explicitly Christian settings.

Concentrations

The Wheaton College Doctor of Psychology in Clinical Psychology Program is a generalist program. 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, and Couples and Family.

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

Clinical Training Requirements:
While completing Practicum and Advanced Practicum requirements of the program, the student must be able to document the following minimum 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 Doctoral Internship Application.

Program Minimal Clinical Training Requirements

<table>
<thead>
<tr>
<th>Testing Batteries (Assessment)</th>
<th>PsyD Program No Concentration</th>
<th>Child Clinical Psych Concentration</th>
<th>Couples &amp; Family Concentration</th>
<th>Neuropsychology Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 minimum</td>
<td>10 total with at least 6 with children or adolescents</td>
<td>10 minimum</td>
<td>At least 20 neuropsychological batteries emphasizing cognitive performance by domain</td>
</tr>
</tbody>
</table>

LIST TOTALS

<table>
<thead>
<tr>
<th>Intervention Cases</th>
<th>Minimum of 5 cases each covering the following populations:</th>
<th>15 total with at least 10 being with children (0-12 yrs) AND adolescents (13-17 yrs)</th>
<th>15 total with at least 6 being with couples or family clients</th>
<th>10 total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adult (18-64 yrs) AND Child &amp; Adolescent (0-17 yrs)</td>
<td>Preferably 5 child &amp; 5 adol</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR Older Adult (65 yrs &amp; over)</td>
<td>See above</td>
<td>See above</td>
<td>One of the student’s Practicum/Advanced Practicum placements should be an exclusively neuropsychological assessment placement.</td>
</tr>
</tbody>
</table>

LIST TOTALS

Supervision

Types of Supervisors

Given that students sometimes receive supervision from multiple supervisors, there is a
distinction made between the Clinical Supervisors and Additional Supervisors. **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 assists the doctoral program in clinical psychology at Wheaton College in evaluating the learning 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, LCSW).

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 by an Additional Supervisor. A doctoral level Clinical Supervisor will provide a minimum of 1 hour 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.

**Types of Supervision**

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 one hour of one-on-one supervision per week at their Practicum/Advanced Practicum sites with a Clinical Supervisor and/or Additional Supervisor.

*Group supervision*

A minimum of 90 minutes of group supervision weekly by a Clinical Supervisor can be used in place of individual supervision, although individual supervision 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” when the student has an opportunity to (at least occasionally) discuss clinical material or when the meeting is aimed at trainees’ professional or personal development through group discussion and personal application (e.g. case presentation, experiential exercise, dealing with countertransference, the person of the therapist, etc.). Seminar/Didactic Training is the appropriate category for group meetings that are primarily content-based (e.g. suicide risk assessment, DBT skills, etc.). Such meetings cannot be applied toward required weekly supervision.

**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, the training facility is required to make provision for direct observation of the student’s clinical work by a supervisor at least once per semester. In therapy/intervention practica, the site
would provide for electronic recording (audio or video) of therapy sessions. Clinical interviews, diagnostic assessments, and feedback sessions can be recorded for supervision purposes as well. However, in 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 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. Students are also encouraged to observe or shadow their supervisors, when possible, for 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 will provide either audio or video recording equipment. The training facility will provide students with informed consent forms for students to use with clients with respect to recording of 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 are not required to review each session in its entirety. In general, only portions of sessions are reviewed and typically the session that has the most pressing need for supervisory feedback is reviewed first. A suggestion to supervisors that may provide greater focus and efficiency in supervision is to have students “cue-up” their recordings to a point where they have a specific question about the session. Of course, a supervisor may want to see the beginning or ending of a session and this can easily be accomplished by fast-forwarding or reversing the recording.

In summary, supervisors should review therapy sessions on a regular basis—how they accomplish this requirement will depend on the needs and limitations of the training site. Students should record each therapy session unless they are having their session viewed live. Additionally, sites should have a policy for protecting client privacy and confidentiality that is consistent with the APA Ethics Code and related regulations. Finally, clients should be informed that they are seeking services in a doctoral level training site—as such, 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 confidentiality and recordings are not reviewed by anyone but those immediately involved in student training. All recordings are destroyed following termination of therapy (with one exception being the footage that is part of the student’s PQE portfolio—see below).

Professional Qualifying Exam (PQE) Preparation
While gaining experience at Practicum I-II and III-IV, students are reminded to prepare ahead for the PQE. While the process of the PQE is described elsewhere (see PsyD Student Handbook), it is important to note here that students will need to identify an assessment case and secure video or audio footage from one therapy case to present for the PQE. Before students are allowed to
record session footage, they will need to obtain permission from the site and consent from the client (or the client’s guardian, if the client is a minor), who will complete the Client Consent Agreement for Doctoral Clinical Training form (see Appendix). Previous students have found it helpful to obtain consent form to several clients, and record all sessions of those clients so as to have options for their PQE case presentation. Additionally, the video/audio footage can be reviewed for self-reflection or for use in supervision. 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. Therefore, students would be well advised to obtain a recording from Practicum I-II in case their Practicum III-IV does not allow recording, in order to take the PQE according to the typical schedule. This is also something that should be considered when selecting practicum sites to apply to and when completing the Learning Contract with supervisors at the beginning of the training year.

Use of Outcome Measures
In compliance with the APA Standards of Accreditation, we require training sites and supervisors to support the use of clinical outcome data in psychological treatment provided by doctoral students. This process 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 a minimum of one early treatment (1st or 2nd session) and one later-treatment questionnaire, with encouragement to use the measures as often as deemed helpful by the therapeutic/supervision process. The PsyD program will not be using client outcome assessment as a means of evaluating student clinical performance, but only for the intended purpose of training in systematic client outcome assessment.

Students are encouraged to utilize clinical site supervision in order to determine the best outcome measures that fit with the site-specific context and individual/family treatment plan. When sites are not already utilizing outcome measures, students have access to a number of outcome measures available in the assessment library. Frequently used free outcome measures with established psychometric properties include:

- Patient Health Questionnaire (PHQ-9)
  - Also PHQ-A (adolescent version)
- Generalized Anxiety Disorder – 7 Item Scale (GAD-7)
- Altman Self-Rating Mania Scale (ASRM)
- Edinburgh Post-Partum Depression Scale
- Geriatric Depression Scale (GDS)
- Outcome Rating Scale (ORS)
- Session Rating Scale (SRS)
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 to make sure that the site’s “required training days” do not conflict with their class schedule.

International Students

The U.S. government considers practicum work a form of employment for international students and, as such, proper documentation of employment must be recorded with the College. PsyD students who do not have U.S. citizenship or Permanent Resident status must register their placement as Curricular Practical Training (CPT) at isss.wheaton.edu, once a clinical training placement has been procured. Questions should be directed to Dr. Mary Yeboah in the Graduate Student Life Office (mary.yeboah@wheaton.edu; BGC 228; 630-752-7954).

Criteria for Site Selection

Students work together with the Director of Clinical Training to secure training experiences at sites that are a good fit for both the student and the doctoral program in clinical psychology at Wheaton College. Information on approved practicum/advanced practicum sites is contained on the program’s Schoology page (GRAD PSYD-Doctoral Program in Clinical Psychology > Resources > PsyD Practicum & Clerkship Site Information). Suitable training sites are selected from agencies in the greater Chicago area that provide psychological services. The sites must meet the following criteria:

a. high-quality facilities in terms of service provision and integrity;

b. service-focused, with training as one of its major functions;

c. conforming in practice to all relevant APA standards and guidelines;

d. able to provide quality supervision appropriate to doctoral level students;

e. able to provide adequate, suitable clinical experience for participating students;

f. able to designate appropriate personnel to coordinate the student’s clinical learning experience;

g. willing and able to abide by all other terms as stipulated in the Affiliation Agreement established between the doctoral program in clinical psychology at Wheaton College and the agency; and

h. serve the needs of the people residing in that geographical area.

Special emphasis is placed on securing at least one Practicum/Advanced Practicum experience at
a site within the City of Chicago and in its outlying suburbs that prioritizes and models a commitment to professional practice as service, especially to those persons who may have been underserved and those traditionally marginalized by our society on the basis of racial or ethnic identification, age, socioeconomic status, sexual orientation, or gender.

Students are encouraged to seek practicum experiences in that stretch their areas of expertise in regards to populations served and psychological services delivered. Students are also encouraged to facilitate 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. All leads will be followed up, sites and supervisors screened, and Affiliation Agreements negotiated by the Director of Clinical Training on behalf of the College and the School.

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 Chicago and suburban 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 advanced practicum—to comply with any applicable laws governing such employment.

Occasionally students request to apply to practicum sites out of state. However, as a residential training program, these requests are generally denied due to the difficulty of program oversight and routine 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.

PRACTICUM AND ADVANCED PRACTICUM APPLICATION PROCESS
The application timeline varies by 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 the “ACEPT wave”. The Wheaton College Psy.D. Program is a presently a doctoral program member of ACEPT. Historically, the majority of our Psy.D. 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. In the “early wave” including placements in the Veterans Administration, neuropsychological assessment, and at Academic Medical Centers (AMC), the start and due dates are moved up by several months. Both timelines 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 (predominantly Psy.D. programs) in the Chicago area that seeks to set forth a fair, orderly, and judicial application process for programs, applicants, and training sites. ACEPT outlines dates for 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 early February and sites make offers in late March). You will be notified by the CT Office of the specific dates and any policy changes for the year with advance notice. Students are encouraged to visit www.aceptchicago.org for full ACEPT Practicum Guideline and updated application timeline.

**ACEPT Application Process**

The major tasks and start and due dates for applying to practica and advanced practicum at ACEPT-member or “ACEPT-abiding” sites are as follows:

**Task: Begin preparation of CV.**
Start date: Summer or early fall semester.  
Due Date: November.  
Other Details: Seek assistance from the Wheaton College Center for Vocation and Career if necessary. Have faculty members, peers, and/or supervisors review your CV.

**Task: Review information on potential training sites.**
Start Date: Fall semester.  
Due Date: The end of final exam week in December.  
Other Details: Review Site Information sheets: These are located on the program’s Schoology page (S:GRAD PSYD-Doctoral Program in Clinical Psychology > Resources > PsyD Practicum & Clerkship Site Information). The folder contains a PDF of site information sheets for each approved practicum and advanced practicum site, as well as several additional site information 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 the site. Students are encouraged to search for additional, more detailed information on the site and its application process online, which may be posted on the host agency’s website. Please note that sites vary greatly by the amount of information they post on their websites and by how frequently they update the information. Students may also wish to review the Student Post-Placement Site Evaluations. Students complete this form at the end of each clinical training experience. Binders of these hard copy forms are maintained by the Clinical Training Office for Wheaton Psy.D. program student and faculty use.

**Task: Network with other practica/advanced practicum students and make an appointment with your advisor and/or the DCT to discuss your clinical training options.** Be sure to consider your training goals and program requirements regarding assessment batteries and therapy experiences in your site selection.  
Start Date: Fall semester  
Due Date: The end of final exam week in December.  
Other Details: Students are encouraged to talk to other students about potential sites and research other 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 which you believe will meet
your needs. Depending on student interest, GPSA may organize a meeting for upper-level students to share their clinical training experiences with lower-level students. Talk to your GPSA cohort representative if you are interested.

Task: Request letters of recommendation from supervisor(s) and faculty (most sites ask for two or three letters of recommendation). Complete Focus of Recommendation form for each professor whom you will be requesting a letter of recommendation.

Start Date: Fall semester.
Due Date: End of November.
Other Details: Due to the large number of faculty letter of recommendation requests, it is essential that students follow procedures carefully.

First, ask the professor if they are willing to write the letter.
Second, email CT Office & Faculty confirming agreement.
Third, give the faculty letter writer a copy of your CV and the Focus Letter of Recommendation by the end of final exam week in December. Additionally, provide a list of sites to which you are applying.

Please note that the Clinical Training Office only processes letters for sites that require letters. Once the faculty person has emailed their letter template to the Clinical Training Office, the CT Office Coordinator will print the letter on letterhead, obtain the faculty signature, and place the letter in a sealed envelope. Please note that all faculty retain the right to keep letters of recommendation confidential and sealed letters may not be opened by the student. The student is required to sign a Covenant (See Appendix – Request to Apply form and Focus of Recommendation form) vowing not to read any recommendation letters written by faculty without express permission from the faculty writing the letter. If the student would like to read the letter, the student must ask the faculty person who wrote the letter directly for their permission. The student will be notified when the letters are ready to be picked up.

Task: Attend the Practicum Information Exchange (PIE).

Date: Early-December, usually in Coray Auditorium at Wheaton College.

Other Details: The Practicum Information Exchange (PIE) provides an opportunity for the student to learn more about dozens of clinical training site possibilities and meet potential supervisors. Students 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. Also, students are strongly encouraged to attend the ACEPT Practicum Fair, held annually (typically in early December) at Roosevelt University in downtown Chicago. This additional practicum fair provides exposure to many valuable training sites who are not typically represented at the Wheaton College PIE.

Task: Complete Request to Apply for Practicum/Advanced Practicum form.

Start Date: November.
Due Date: The end of final exam week in December.
Other Details: Complete this form and submit it to the Clinical Training Office prior to applying to specific sites. Students will be notified if they have been given permission to apply to these sites. Students will only be approved for sites appropriate for their level of training (for example, first years should not request to apply to sites that only select advanced students). After students are notified of their approved sites, they must inform the Clinical Training Office of any changes to their site list throughout the application process.

Task: Collect application materials and prepare application packets.
Start Date: December.
Due Date: ACEPT Application Day – TBA annually, as determined by ACEPT organization (usually early February).
Other Details: Sites vary as to application requirements. Most require you to mail/email a cover letter, CV, graduate transcript, and 2-3 letters of recommendation (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 de-identified 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 2-4 weeks to fill your request for transcripts.* The form to request transcripts is available at the registrar, faxed to the registrar’s office, or dropped off at the registrar’s office. Leave your phone number or e-mail to be notified when you can pick up your transcripts. Furthermore, make sure the Clinical Training Office is clearly aware of the sites to which you are applying so that faculty letters of recommendation are prepared for each site that requests them. Also, inform your current site supervisor(s) as to what sites you are applying to (that require letters of recommendation) so they know how many to prepare and can personalize them if they care to do so (they will need to know the site, the address, and the person to address it to).

Task: Apply to desired sites.
Start Date: February.
Due Date: ACEPT Application Day – TBA annually, as determined by ACEPT organization (usually early February).
Other Details: Mail/hand-deliver or email application packets to each ACEPT site, per guidelines on individual training site websites, ACEPT site forms, or written materials provided at practicum fairs. This timeline may be different for students applying to non-ACEPT sites.

Task: Submit full list of interview sites to Clinical Training office.
Start Date: February.
Due Date: Prior to notification day (TBA).
Task: Interview at sites.
Start Date: February.
Due Date: Prior to notification day (TBA).

Task: ACEPT Practicum Notification Day.
Date: TBA annually, as determined by ACEPT organization (usually early/mid March).
Other Details: This is the date that students can officially accept an offer. As an ACEPT member, Wheaton College PsyD students are required to abide by the policies of ACEPT which are updated and distributed annually. If a student has not received and/or accepted an offer by Notification Day, the student should contact the DCT for assistance. Please read the section below for further policies about Practicum/Advanced Practicum Notification Day.

“Early” Application Process
In recent years, several Chicago area Ph.D. programs in clinical psychology have coordinated a separate practicum/externship application process to certain non-ACEPT-member sites that seek to recruit candidates earlier in the year (compared to the ACEPT timeline). ACEPT has also identified particular programs as exempted from the ACEPT specific timeline. Consistent with this exception, our students are free to apply to participating sites according to this alternative timeline, as long as the sites fit into one of three categories:

- Neuropsychology Sites
- Veteran Affairs (VA) Sites
- Academic Medical Center-based Sites

The tasks for the early application are identical to those for the general ACEPT application. However, the timeline is significantly earlier in the training year, and the placement process is slightly different from that of ACEPT’s. The following is adapted from the “Coordinating Externship Offers and Deadlines” guideline from the previous training year. Updated information, including the exact dates, will be communicated to the students by the Clinical Training Office annually, as soon as the information becomes available.

- Applications will be due to externship sites no later than a specific date - TBA (mid-November).
- Interviews will occur anytime between a specific start and end date which are TBA, but generally start in late November and end in mid-December.
- 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 9:00AM on a specify date (TBA) which typically falls in mid-December.
- Students will only hold one offer at a time and immediately inform potential placements that they are declining an offer or cancelling interviews after accepting an offer.
- Externship placements are free to communicate at any time their genuine intent to make an offer on TBA (mid-December) at 9 am to a student, and students are free to express their genuine willingness to accept that offer at any time.
• Although not encouraged, externship placements are free to set time limits on student decisions. If an externship placement imposes a decision deadline before as specific date TBA (mid-December), we request that reasonable time periods be provided for the decision (i.e., at least one week) and placements consider a student’s interview schedule when determining a decision deadline. Externship placements must communicate any and all timeline restrictions on offers to the student at the time of the interview.

Please note that, given that the Wheaton College Psy.D. Program is a member program of ACEPT, our students are not allowed to use the early application process to apply to sites that do not fall into one of the three aforementioned categories. Please consult with the DCT when in doubt or when further clarification is needed.

INTERNATIONAL CLINICAL TRAINING EXPERIENCES POLICY
Based on the mission of the PsyD program to serve underserved and marginalized groups, in addition to a high level of expressed interest by graduate students for opportunities in cross-cultural clinical training opportunities, the graduate psychology program at Wheaton College has developed an opportunity for students to apply for international training experiences. Students who wish to engage in international clinical training experiences will have the opportunity to apply for pre-approved practicum sites as identified by the Clinical Training Office (CTO). This clinical training opportunity 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 PsyD student handbook for more information about the college policies and procedures related to Advanced Practicum.

Pre-approved international training sites will meet the standards required for 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 will meet the standards and expectations of the Psy.D Clinical Training handbook. In keeping with the Clinical Training handbook policy, all paperwork required of local practicum sites must also be completed (e.g., insurance, learning contract, supervisor evaluations) to ensure that all training requirements are met and to ensure the quality of clinical experiences.

In consideration of an international clinical training experience:

• Students will need to make decisions related to planning for an international training experience by the end of the 3rd year in the Psy.D program, in order to have adequate time for programmatic and financial planning
• Students will need to arrange a meeting with the office of Financial Aid
• Students will need to successfully defend the dissertation proposal prior to leaving campus for an international training experience
• Students traveling related to education and training at Wheaton College need to work with the office of Global and Experiential Learning (GEL) and follow all college guidelines and policies.

• Students who will need supplemental doctoral-level telesupervision, in addition to appropriate on-site supervision at the approved site, will need to own a laptop computer and document that he/she can participate in weekly telesupervision from the agency abroad.

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

• Type of clinical experiences expected during the duration of the placement
• Onsite supervisor name and credentials
• Proposed hours per week that student will engage in onsite clinical experience
• Student plan for how he/she will engage in fall and spring Advanced Practicum III-IV course while abroad. This requirement includes identification of a peer liaison who will agree to be responsible for weekly technological set-up for distance-based engagement in course (e.g. Skype)
• Student plan for engagement in the doctoral internship application process during the time abroad, if the placement overlaps with the timing of AAPI submission and/or predoctoral internship interviews, and Match Day, including a plan for communication with the CTO and DCT, and preparedness of application materials and interviewing skills.
• Signed agreement from the student’s dissertation chair, noting that the student has made arrangements for any ongoing dissertation work that will need to proceed during the time abroad.

UTILIZATION OF TELESUPERVISION FOR INTERNATIONAL CLINICAL TRAINING EXPERIENCES

The use of telesupervision for international training opportunities will be exercised in compliance with Implementing Regulation (IR) C-13 D, Telesupervision (Commission on Accreditation, July 2010, revised November 2015, July 2017). 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 clinical training:
In the Psy.D program at Wheaton College, students may apply for an Advanced Practicum III-IV in a pre-approved international clinical training site. In such cases, students will have already completed 3 years of Practicum/Advanced Practicum training in traditional, local practicum sites
with onsite supervision. In these select cases where students apply and are approved to engage in an international clinical training experience, the need for telesupervision may arise in cases where the agency abroad does not have a doctoral-level psychologist available for onsite supervision. In such cases, this policy addresses the parameters under which telesupervision will be utilized:

- Telesupervision will be provided in addition to weekly onsite supervision by an onsite mental health professional who is appropriately credentialed in the country or region in which he/she is practicing. Therefore, this supplemental telesupervision will not account for more than 50% of the total supervision at the practicum site;
- Given that international training experiences will only be available for application by Advanced Practicum III-IV students with 3 years of prior clinical training, students will engage in international clinical experiences and telesupervision with a sufficient level of competence to manage the nuances of such an arrangement;
- Telesupervision will be provided by a licensed clinical psychologist who is either on faculty at Wheaton College or designated as an appropriate licensed, doctoral-level supervisor by the Director of Clinical Training at Wheaton College;
- The Psy.D program will ensure that any professional (core faculty or designated supervisor) has a pre-established relationship with the student prior to the onset of telesupervision;
- On a site-by-site basis, the Psy.D program will ensure that the student has an arrangement in place to manage non-scheduled 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 the experience.

LIMITS ON PRACTICE WHILE ENROLLED IN WHEATON’S PSY.D. PROGRAM

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 level of license. Because we provide training in a professional field, it is important that the school 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 of that employment. The Director of Clinical Training may conduct a verification of the adequacy of supervision at any time.

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 expertise and to exercise appropriate judgment regarding not exceeding their expertise and also to obtain appropriate supervision for one’s work. A student practicing in an area where they do not have expertise and where supervision is limited or unavailable would be required to curtail 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 below.

“Private practice” refers to the for-profit performance and delivery of services relevant to any and all aspects of psychological functioning as is traditionally understood in the profession of clinical psychology. The Wheaton College Psy.D. program policy on professional (including “private”) practice by students is adapted with permission from the policy of the 1989-91 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 his or her 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.

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 certified social worker could continue providing psychotherapy, but not to provide psychological testing, or similarly for an appropriately credentialed marriage and family therapist to practice within the constraints of that professional identification, e.g., LCSW, LMHP, LMFT.

An unqualified student who, prior to admission to the school, has been engaged in independent private practice will not be allowed to continue such practice after admission to graduate study unless the following conditions are met satisfactorily:

1. The student has been in such independent private practice a minimum of 800 hours over a two-year period (documented) prior to admission.

2. The student has had a satisfactory amount and variety of both academic training and supervised 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 supervised training experience in mental health service delivery as evaluated by the Director of Clinical Training. These would include experiences such as an M.A. level approved clinical internship, 500 hours of supervised therapy practicum, or documented work experience. All of these are to be completed prior to the establishment of the 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 private practice.

Students may be and are encouraged to be working in the mental health field, especially after completing the first two years of the Psy.D. program. During the first two years of the program, students with no prior graduate training in psychology can benefit greatly from such work as that of a psychiatric caseworker on an inpatient psychiatric unit or 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. Furthermore, students unqualified for private practice may be employed by a licensed psychologist or other credentialed practitioners in the private practices of those professionals providing they can document that the student is not an independent contractor of services. In all such practice settings, however, the burden of proof is upon the student to provide documentation proving that they are not engaging in private practice.

There are no perfect criteria for defining private practice, especially in a mental health field in rapid transition. Some of the “markers” of private practice might be the student generating his/her own referrals, paying rent for the use of office space, and receiving a percentage of fees generated rather than being paid on a flat rate. Most seriously, the central hallmark of private practice is probably the question of professional responsibility for the welfare of the client. We insist that all of 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 involved.

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

Proof for the employment status of student professional work could consist of a W-2 statement of earnings from the employer (with appropriate FICA deductions) or a 1099 statement, and a statement from the licensed practitioner supervisor describing the precise arrangements regarding responsibility for client welfare and verifying that the student is not engaged in independent contracting of services with the practitioner.
Enrollment in the Wheaton College Psy.D. Program 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 embarkation upon the course of independent practice is thus a serious violation of training standards and the standards of the field itself. For that reason, failure to comply with these policies (including misrepresentation, failure to identify oneself as an unqualified student) while enrolled in the doctoral program can and will result in dismissal from the program.

If employed in the mental health field, you must complete the Annual Professional Practice Update form. Update the employer/employment information each September or within one month of any change in employment. Completed forms should be given to the Clinical Training Office Coordinator.

1. For “non-private” practice for each current mental health employer:
   a. Maintain documentation of supervision hours to client caseload.
   b. Provide proof of employee status upon request, e.g., W-2 or 1099 forms, statement from private practitioner.

3. For “private” practice:
   a. If “qualified” provide copies of notification of licensure/certification. These will be placed in the student’s file.
   b. If “unqualified”, provide documentation of satisfactory completion of conditions for private practice as stated above, and maintain documentation of supervision to client caseload.

**DOCUMENTATION AND PAPERWORK**

The following forms assist the Clinical Training Office in tracking student progress and monitoring clinical training requirements. All forms are available on the Schoology GRAD PSYD-Doctoral Program in Clinical Psychology page, under Resources. Forms in the appendices of this manual are samples and should not be used. All forms are turned in to the CT Office Coordinator, and **deadlines are critically important to student advancement through the program.**

**Annual Professional Practice Update**

Any student practicing as a mental health professional uses 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 in the acceptance of the employment.

**Focus of Recommendation**

This form is completed any time a student needs a recommendation from a faculty member. The student should also list any sites they are hoping to apply to. All this gives the faculty member
information about the student which is needed to create the recommendation. Before the form is submitted, the student must ask the faculty member if they are willing and able to work on the recommendation. The student should give the form, well in advance of need, to the appropriate faculty member.

**Request to Apply for Practicum/Advanced Practicum**
This form helps the DCT monitor where students hope to apply for practicum and advanced practicum. Students list previous clinical training placements and settings as well as 8-10 sites to which they hope to apply. They also include a brief description of the type of site and training they will receive. The form is due to the DCT in time to review student requests and communicate with students for purposes of advising. The student may NOT apply to the practicum or advanced practicum site unless the DCT has reviewed and signed the form.

**Registration for Practicum/Advanced Practicum/Internship**
Once the student has received a formal offer from a site and the student agrees to take the placement, the student will register for practicum/advanced practicum/internship. This usually takes place during spring pre-registration in March. In order to register, the student must complete a Registration for Practicum/Advanced Practicum/Internship form and submit it to the CT Office Coordinator who will check the form, seek the signature of the DCT, and send it to the registrar. The registrar will use this form to register the student for the clinical training placement. The registrar will also use the information on the form to record the site name on the student transcript. 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 not known by mid-August. At this point, the student should talk with the Program Administrator.

**Permission to Release Educational Record Information**
This form is signed by the student annually to allow the school to dialogue with the training site. It is completed at the same time as the Registration for Practicum/Advanced Practicum/Internship.

**Insurance**
Students are required to obtain personal liability insurance when on 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 a practicum/advanced practicum/internship placement. A copy of the declaration page (a page showing policy holder’s name, effective dates, coverage amounts, and company representative signature) of the current insurance policy should be submitted to the Clinical Training Office and will be placed in the student’s file. Additionally, training sites often request that the student provide a copy of this declaration page for their records as well. 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.

Two common sources of Student Liability Insurance are the following:

1. American Psychological Association Insurance Trust
   www.apait.org
   750 First Street, NE, Suite 605
   Washington, DC 20002-4242
   800-477-1200

2. The American Professional Agency, Inc.
   www.americanprofessional.com
   95 Broadway
   Amityville, NY 11701
   800-421-6694

Learning Contract
The Learning Contract is a functional document which allows clear expectations between a student and a training site. 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 as it provides the outline and structure of the year, and shapes the direction of the student’s learning. It also provides a basis for approach to any conflict in expectations that may arise during the training experience. This contract should include agreements on start and end dates, hours per week and per year expected, number of assessments to be completed, number of therapy clients for your case load, what do if you need to request off or call off sick, how supervision will include electronic review of sessions or live supervision, etc. Listed below are some examples of learning objectives that a student may utilize:

- Increasing practical understanding of diagnostic formulations
- Develop cohesive and precise writing in psychological reports
- Exposure and experience in community consultation
- Increase experience working with couples
- Develop in-depth case conceptualization according to a particular orientation

Documentation of Clinical Training Hours
Each week, students are expected to document clinical training experiences via an external website called Time2Track (www.time2track.com). This requirement is independent of any time reporting required of the site. To register, the student goes directly to the Time2Track website (given above). The Clinical Training Office will provide codes so that the student will not have to pay for their account. In addition, instructions will be given regarding submission of reports. At the end of each month, students will print out a summary of their hours and submit them to the practicum
seminar leaders. Twice a year: 1) at the end of the first semester and 2) at the end of the clinical training experience, the student prints out the summary of their hours, requests the supervisor to verify the hours by signing them and, submits the signed hours to the Clinical Training Office.

**Evaluations**

- **Practicum / Advanced Practicum Supervisor Evaluation of Student**
  - Once each semester, a Practicum / Advanced Practicum Supervisor Evaluation of Student form will be completed by the site supervisor. Students will provide evaluation forms to supervisors for completion.
  - The supervisor completes the evaluation and then reviews the data in person, with the student. The student also has the opportunity to comment on the evaluation. The student must sign the evaluation indicating they reviewed it and agree or disagree with the outcome. **Sites and students should keep a copy of the evaluation results for their records.**
  - The DCT reviews each evaluation, forwards a copy of the results to the practicum seminar leader, and the original is then placed in the student’s file. A rating of “2” or lower from the supervisor results in an automatic referral of the student to the Student Review Committee, unless deemed unnecessary by the DCT upon further discussion with the clinical supervisor (see Psy.D. Student Handbook for further details about student evaluation).
  - **It is the responsibility of the student to ensure that the school receives a copy of the supervisor’s evaluation of clinical skills. Grades can only be assigned after all paperwork is complete.**

Students are referred to the Psy.D 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 Psy.D program.

**Post-Placement Diversity Questionnaire**

At the end of each training experience, students are expected to complete this form which allows the program to track the quality of diversity which the students are exposed to at the various sites.

**Post-Placement Site Evaluation Form**

At the end of each training experience, students are expected to complete this form which allows students to rate the quality of their training experience. If the student indicates that other students can view the form, the form will be made available to future students to provide information on the site. A notebook of previous Post-Placement Site Evaluations is available in the Clinical Training Office for student review.
Clinical Experiences Checklist
This checklist is to be maintained by the student in order to provide verification that the minimum clinical competency guidelines have been met within the Practicum/Advanced Practicum experiences. Discussions regarding these guidelines should be held regularly with the student’s faculty practicum seminar leader and reviewed formally 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 application for Doctoral Internship.

On this form, the student verifies that they have met all clinical experience requirements (doctoral internship notwithstanding). This form must be turned in prior to completing advanced practicum.

Clinical Training Petition
If a student would like to request an exception from one of the requirements or policies contained in this Handbook, he or she can fill out a Clinical Training Petition and turn it in to the Clinical Training Office. The process is as follows:

1. The student completes the petition. The petition should include a detailed and concrete rationale/justification for the request. While there is space provided for inclusion of the rationale on the petition form, it is likely that the student will need to attach additional page(s) to provide a convincing rationale.

2. The student should schedule a meeting with his/her advisor to discuss the feasibility of the petition. The petition will not be presented to the Clinical Training Committee (CTC) without the advisor’s approval and signature.

3. The petition is turned in to the CT Office Coordinator, who will give it to the DCT and add it to the agenda of the next CTC meeting.

4. The CTC will review the petition. There are three possible results:
   a. Grant approval
   b. Deny the petition
   c. Request more information in order to make a more informed decision

5. The student will be informed of the committee’s decision.

6. If the committee denies a petition, the student has the option of scheduling a meeting with the CTC in order to have clear communication regarding the decision and committee’s reasoning.

7. If the student wishes to appeal the committee’s decision, they may also initiate a meeting with the CTC to discuss the committee’s reasoning. Simply scheduling a meeting does not imply that the committee will change their decision, but rather provides an opportunity for further discussion and dialogue. If the student continues to disagree about the committee’s decision, they have the right to address the issue with the Psy.D. Program Director.
CLINICAL TRAINING PAPERWORK DEADLINES AND CONSEQUENCES

Students must be advised of the importance of turning in the required annual clinical training documentation, and the repercussions for noncompliance with these deadlines. The chart below outlines consequences that will be implemented when paperwork is not received as required:

<table>
<thead>
<tr>
<th>Paperwork</th>
<th>Recipient</th>
<th>Collection deadline</th>
<th>Consequence for late paperwork*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proof of insurance</td>
<td>Clinical Training Office</td>
<td>Start date of practicum/advanced practicum</td>
<td>Student suspended from training site Professional Development write-up</td>
</tr>
<tr>
<td>Final Supervisor Evaluation</td>
<td>Clinical Training Office</td>
<td>August 15th</td>
<td>Removal from fall semester sequential course for failure to complete prerequisite (e.g., Practicum III, IV, V, VI, Advanced practicum) Professional Development write-up</td>
</tr>
<tr>
<td>Final Signed Hours</td>
<td>Clinical Training Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Site Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity Questionnaire</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning contract</td>
<td>Clinical Training Office</td>
<td>September 15th</td>
<td>Professional Development write-up</td>
</tr>
<tr>
<td>Mid-year Supervisor Evaluation, Mid-year Signed Hours</td>
<td>Clinical Training Office</td>
<td>December 15th</td>
<td>Removal from spring semester sequential course (e.g., Practicum III, IV, V, VI, Advanced Practicum) Professional Development write-up</td>
</tr>
<tr>
<td>Final Supervisor Evaluation</td>
<td>Clinical Training Office</td>
<td>August 15th</td>
<td>For those going on Pre-Doc Internship, a fee of $150 will be due</td>
</tr>
<tr>
<td>Final Signed Hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Site Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity Questionnaire</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Automatic SRC referral for suspension, removal from sequential course/training site or 2 Professional Development write-ups.

Student must petition to be re-enrolled and pay any late fees
SECTION THREE:
RIGHTS AND RESPONSIBILITIES
RELATIONSHIP BETWEEN THE DOCTORAL PROGRAM AND CLINICAL SITES

The procedure for matching or selecting students for training sites and for maintaining the training relationship is a three-fold process of responsibility, accountability, and choice on the part of the students, training sites, and the doctoral program in clinical psychology at Wheaton College.

Accountability will be maintained across the three areas (College, sites, and students) through regular communication and record keeping. The doctoral program in clinical psychology at Wheaton College will supply documents and schedule periodic contacts with participating sites to assist in tracking and evaluating the clinical experiences received by the students. Students and supervisors need to complete and return clinical documents by specific deadlines. These procedures provide for additional verbal feedback regarding any changes, difficulties, or extraordinary occurrences that might arise during the course of the placement. It is our hope that all three participants—student, training site, and program—will benefit from the regular communication and evaluation process.

The College, training sites, and students all maintain their right to choose throughout the matching, selection, and training processes. The College may accept or reject potential training sites based on the site selection criteria outlined 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 needs and special selection criteria.

Discontinuance of student clinical placement or recommended withdrawal

Complaints, Conflicts and Discipline.

Any disciplinary issues, conflicts, or complaints will be managed jointly and consistent with each organization’s currently existing disciplinary and employee conflict resolution and grievance policies. The student’s Learning Contract may be terminated prior to the end of the time commitment if the student engages in inappropriate conduct.

a. Site may recommend to Wheaton College withdrawal of a student if the achievement, academic progress, adjustment, or health of the student does not warrant continuation or if the student’s behavior fails to conform to applicable regulations of Site. Such recommendation shall be in writing and shall specify the basis for Site’s recommendation.

b. Either Wheaton College or Site may, for cause, discontinue the assignment of any student any time during the period of this Agreement.

The College or any training facility may terminate a student from placement during the training year based on issues of clinical competency, ethical standards, or compliance with a learning contract with notice and due process. Students may accept or reject an offer from any given training site, and with due cause and process, may terminate 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.

WHEATON COLLEGE PSY.D. PROGRAM

Oversight Responsibilities
It is the College’s responsibility to screen agencies and supervisors to determine their appropriateness as potential practicum and advanced practicum training sites for its Psy.D. students. In addition, the College is responsible for making available information about the approved training sites, negotiating contracts with the sites, and overseeing, tracking, and evaluating students’ experiences while in training.

The Director of Clinical Training (DCT) will be responsible for maintaining contact with representatives from the sites for Practicum and Advanced Practicum. Each active site is reviewed annually by the DCT by telephone, email contact or in person, to hear concerns from site representatives as well as to evaluate the training obtained by students on that site. Site visits may be handled either by the DCT or by a faculty member designated by the DCT. Practicum Seminar Leaders may also contact a student's Clinical Supervisor as needed to discuss progress and special needs of the student. Regular site visits are documented by the DCT on the Site Visit Evaluation Form (see Appendix of Forms). Additionally, in order to track any potential site concerns that might arise early in the academic year, students submit a confidential Mid-Year Site Evaluation Form (see Appendix of Forms) to the DCT for review at the end of each fall semester. Mid-year site evaluations are collected by practicum seminar leaders in the final seminar session in the fall, and the DCT reviews each form in order to determine the need for intervention or prevention of potential adverse clinical training experiences.

In light of the commitment of the program for the oversight of the student’s training experience, the department will maintain primary control and oversight of the student practicum training within the context of the training facilities through the work of the Practicum Seminar Leader. While the practicum agency will provide a Clinical Supervisor, assign clients, maintain record-keeping, bill clients, and carry out all administrative aspects of the clinic, the Wheaton College School of Psychology, Counseling and Family Therapy, in accordance with APA standards, will establish the minimum number of hours required of the student, the minimum number of hours of supervision, and the general range of experiences that will be provided for each student. Clinical supervision will be the responsibility of the professional staff at the training site. Faculty of the Wheaton College program will retain final responsibility for the overall training experience and professional development of the student.

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 both required individual and weekly group meetings. Individual meetings are usually one hour and practicum
seminar group meetings are one- and one-half hours. We expect students to have a different Practicum Seminar Leader each year.

CLINICAL TRAINING SITES

It is the responsibility of the training sites to provide accurate information to the College about the types of experiences that are available, and any specific needs, restrictions, and/or requirements that the agency may have that could influence their selection criteria. It is also the responsibility of the training sites to provide adequate, suitable clinical experiences, including supervision, for participating students to assist the College in the evaluation of the learning and performance of participating students. Sites should comply with agreed upon interview and selection procedures to the best of their ability.

Clinical Supervisor vs. Additional Supervisors
Supervisors have the ultimate responsibility for the clinical work of the student and the welfare of the client/patient under the care of the student. 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 by a licensed Additional Supervisor. A doctoral level Clinical Supervisor will provide a minimum of 1 hour 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 psychological testing reports and other reports and completing student progress evaluations.

STUDENTS

Students carry the ultimate responsibility for pursuing, securing, and completing their training experiences. They prepare the documents necessary for application, arrange and interview with potential placements, establish a learning contract with their chosen site, and fulfill all clinical training responsibilities in a timely and professional manner. Students are also responsible for maintaining Time2Track records on a weekly basis during Clinical Training. They are also expected to obtain professional liability insurance and be prepared to show proof of such insurance when required to do so.

Ethical Practice
Students shall conduct themselves as professionals. Specifically, students are expected to adhere to the following guidelines while engaged in their clinical training experiences:

1. to follow the administrative policies, standards, and practices of the training site when on site,
2. to report to the site on time and to follow all established regulations during the regularly scheduled operating hours,
3. to conform to the standards and practices established by the College while training at the
site,

4. to maintain confidentiality of all medical and health information pertaining to particular clients unless otherwise indicated,

5. to inform clients of his or her status as a student trainee, and give specific information as to his or her qualifications and functions,

6. to inform clients of the opportunity on possibility of periodic meetings with the supervising psychologist at the client’s, the service provider’s, student trainee or the supervisor’s request,

7. to review with the Clinical Supervisor any recordings of sessions, all written reports and clinical communications, including documentation of training experiences, for consultation and approval, and

8. to fully read and abide by the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association.

STUDENT-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 the person or persons involved at the training site.

2. If a suitable agreement is not reached, the student should document the concern in writing and discuss it with the student’s Practicum Seminar Leader. The student also informs the Director of Clinical Training (DCT) by providing a copy of the written documentation. The Practicum Seminar Leader may also refer the matter directly to the DCT for resolution.

3. The Practicum Seminar Leader, the student, and the Director of Clinical Training agree on a plan to work with the student and training site to resolve the situation. The plan may involve a visit to the site by the DCT or a meeting between the DCT, site supervisor, and student when necessary.

4. If the situation cannot be resolved in a satisfactory manner regarding student and/or faculty concerns about the site, the concerns will be brought to the attention of the Clinical Training Committee for problem-solving and resolution regarding site concerns.

A student may be continued in or discontinued from a placement regardless of the outcome of the grievance procedure. Students who have general concerns about their practicum experiences should always feel free to discuss these with their Practicum Seminar Leader or directly with the
Director of Clinical Training at any time. **Students may not terminate a 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 conflict resolution procedures of the agency as it pertains to student trainees.

2. If a suitable agreement is not reached, it is requested that the site supervisor contact the Director of Clinical Training to discuss the concern and any anticipated plans for trainee remediation. In this situation, when appropriate and deemed necessary, the DCT and/or Practicum Seminar Leader will provide additional support to the student.

3. If there is a formal written remediation plan, it is requested that the site provide a copy of this plan to the DCT and update the DCT on student progress.

4. The DCT and site supervisor and/or training director will work collaboratively to resolve the problem in a way that best meets the needs of the site and student trainee.

**Problem encountered with the Director of Clinical Training (DCT):**
In case of a student or site supervisor having difficulty with the DCT, the student or supervisor should first directly address the issue with the DCT. If the issue remains unresolved, the student or supervisor are then responsible for contacting the Director of the Psy.D program for resolution. If intervention by the Psy.D Director does not resolve the problem, the student or supervisor should then proceed to meet with the Dean of the School of Psychology, Counseling, and Family Therapy, who will follow the grievance policy of Wheaton College.
SECTION FOUR: DOCTORAL 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 doctoral internship is a rigorous clinical training experience that meets specific criteria which are carefully delineated in the following pages. It is designed to be the culminating 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 early to prepare applications (Summer before Fall applications) and need to budget money for the cost of the process. Students spend significant funds registering for the match, submitting applications, and traveling for interviews, and are encouraged to consult with past students or the clinical training office to plan for the needed resources ahead of time. The median salary of APPIC internships during the 2017-2018 training year was $27,000 for the year.

This internship application process calls for skills in time management, attention to detail, strong writing skills, assertiveness, and thoughtfulness. Students should be prepared for the significant effort in the application process needed for a successful match. Do not underestimate how long it will take you research sites, narrow your list, refine your CV, write essays & cover letters, report your training experiences on the AAPI online, and compile the supplemental materials required by some sites. The first application deadline is at the end of October, so students planning to apply should begin the process at the beginning of the summer before applications are due.

Applying Nationally
Past surveys have found that students who limited themselves geographically often had the greatest difficulty matching. As internships are competitive, students should be prepared to apply at a national level to obtain the best possible training experience. Regarding our specific geographical area, the Chicago area is one of the most competitive in the nation for doctoral internships as students apply from around the nation for a limited number of sites. There are five Psy.D. programs in the Chicagoland, one counseling Ph.D. program, and at least seven clinical Ph.D. programs, all with students competing for local internship placements.

Site Selection
While applying nationally is important, matching with a site is also related to a site’s competitiveness and the student’s fit with their training goals. Much of the application effort is done upfront in selecting the sites you will apply to by reflecting on your training goals, learning about the many sites, and deciding how sites will bridge you to your professional career as a psychologist. Then it is necessary to gather the relevant information on each site (requiring a strategy to organize all the information), calculate their competitiveness to compare your sites, and prepare the materials that are requested for each site. Furthermore, you can determine if your previous training is a good fit with the site’s requirements for applying. For example, some sites require a minimum of 500 of face-to-face hours and a certain number of assessment batteries, along with experience with the type of population at their site (e.g. children or adolescents,
college students, veterans, ethnically diverse). As for calculating a site’s competitiveness, there is no way to utilize the APPIC directory (and there is no published data) to get a direct measure of a site’s competitiveness. The closest estimate you can do 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 (numbers from the APPIC directory). Though this number does not distinguish between tracks at a site, a Match Rate between 2-4% is highly competitive. It is also helpful to look at APPIC directory at how many PhD versus PsyD students are historically accepted, though the info provided only represents the last three years.

YEAR BY YEAR PREPARATION
Reminder: As referenced earlier, students are responsible for awareness of, and adherence to all programmatic deadlines. This is especially critical for a successful internship process.

Starting the First Year in the Program
Planning for the internship starts at the beginning of graduate school. Students will seek local clinical training experiences for practicum and advanced practicum. However, students should be prepared to apply at a national level for their doctoral internship and move for their fifth year of training. Applying at the national level is important in order to achieve the highest quality training experience that meets the individual student’s needs. Additionally, as the doctoral internship process is competitive, applying at a national level gives the applicant many more possibilities. In fact, in some cases, doctoral internship sites show favor to students who are not applying locally. Therefore, when arranging for housing and other personal factors (i.e., spouse’s job, schools for children, etc.), please keep in mind that we expect the student to apply out of the area for their 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.

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 an external website – Time2Track - that organizes the information in a similar format that is required for internship applications on the AAPI online. Students should keep a well-written psychological assessment for both PQE’s (Professional Qualifying Exam—see Psy.D. handbook for details) and internship applications. When applying for Practicum III/IV, students should consider internship settings that they may be interested in applying to and consider seeking a similar setting for future practica/advanced practicum. Additionally, students should consider intervention hours and assessment battery
requirements for internship sites, and make sure to apply for practicum sites that will provide opportunities to accrue as many of these requirements as possible (especially enough face-to-face hours with the populations or within the setting you would like to have an internship).

**Spring of the Third Year**
At this point, the student is ready to consider requesting approval to apply for internship the following fall. The student submits a copy of the Request to Apply for Doctoral Internship form to their advisor for consideration. During the third year of the program, the student will be focused on the initial stages of the dissertation process, with the successful completion of all programmatic milestones required in order to apply to doctoral internship during the fall of the fourth year. For a complete review of the dissertation process and timeline, the student is referred to the Psy.D Student Handbook and the Clinical Dissertation Manual.

**Summer/Early Fall of Fourth Year**
The student begins in the summer to collect and organize all relevant materials and submits internship applications with the approval of the DCT in the Fall. 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 meet approval to apply for doctoral internship.

**Timeline for 4th year fall doctoral internship application process:**

<table>
<thead>
<tr>
<th>Form/Action</th>
<th>Dissertation Proposal Defense passed</th>
<th>Request to Apply PACKET</th>
<th>PQE passed</th>
<th>Final Request to Apply Packet Submitted</th>
<th>DCT Approval to Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEADLINES</td>
<td>1-June</td>
<td>1-Aug</td>
<td>15-Sep</td>
<td>1-Oct</td>
<td>15-Oct</td>
</tr>
</tbody>
</table>

**Students must meet these deadlines as a condition of approval by the DCT 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 the program will follow a different timeline for dissertation proposal defense – please see the Psy.D Clinical Dissertation Manual for specific details.

**Spring 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 program requirements for an internship site are identical to those of the Association of Psychology Postdoctoral and Internship Centers. These requirements mandate that the internship program:
Is accredited by the American Psychological Association,

OR

Meets APPIC member criteria:

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

**APPIC Membership Criteria: Doctoral Psychology Internship Programs**

Criteria revised May, 2006

Clarification revised June 2018

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 of the following criteria (i.e., 1 through 16 below) and are reviewed for adherence to the criteria every three years. EDUCATIONAL NOTE: A program’s adherence to APPIC membership criteria does not guarantee that the trainees in the program will meet individual state, provincial, or territorial licensing requirements.

1. A psychology internship is an organized training program, which in contrast to supervised experience or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. The primary focus and purpose is assuring breadth and quality of training.

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 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 which provides a clear description of the nature of the training program, including the goals and content of the internship and clear expectations for quantity and quality of the trainee’s work. It is made available to prospective interns.

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

13. The internship experience (minimum 1500 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 have successfully completed the 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 PURSUE AN INTERNSHIP

Students must receive approval to apply to doctoral internship. The approval process is initiated by completing the “Request to Apply for Doctoral Internship” form. A portion of this form (Part III) requires that the student’s advisor/dissertation attest to the student readiness to apply for internship. This portion of the form must be filled out and signed by the advisor/chair and verified by the Clinical Training Office by April 30th annually. The remainder of the form should be fully completed and turned in to the CTO by the August deadline. Students will be notified by the end of September as to the status of their application. Furthermore, the DCT will need to approve of information on the internship application pertaining to hours, dissertation, etc. Clinical Dissertation Proposal must be defended and Professional Qualifying Exam must be passed prior to the DCT approving the student’s internship application.

APPLICATION PROCESS

Internship placement is obtained through a national match process coordinated by the Association of Psychology Postdoctoral and Internship Centers (APPIC) and administered by National Matching Services (NMS) on behalf of APPIC. Always check www.appic.org for most
up-to-date information. APPIC maintains and regularly updates a directory of internship sites accessible through www.appic.org. Students should refer to this directory when selecting potential internship sites. These are the sites that the department approves as meeting appropriate criteria for the doctoral internship. No fee is required for students who access the online directory (so students are encouraged to peruse the directory as early as fall of their third year), though there is a fee per application and a separate fee when you register for the match (see APPIC website for annual updates to application fees). Students can utilize the directory for basic information about sites, and then the directory will refer to either the program’s PDF brochure or the site’s web page for further, and much more detailed, information regarding the training and application requirements.

Minimum Expectations
To support students in acquiring internship sites that best meet their training needs, the department has identified several specific expectations that allow students to be competitive in the national doctoral internship match process. Students are expected 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 application, 20 applications are encouraged for students who applying to more competitive sites and/or to a high number of local, Chicago-area sites. Additionally, the student is strongly encouraged to pursue as many doctoral internship sites that are out of the area, as personally appropriate, 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 more competitive and few less competitive.

APA Accredited Sites versus APPIC Member Sites
When selecting sites, it is necessary to consider your future goals and whether you need to apply to APA accredited sites. All of the sites you will consider need to be APPIC members or must meet APPIC membership criteria outlined above. APA accreditation is the gold standard that provides widest possible career opportunities, though 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) if you plan to pursue certain board certifications, if you plan to work for the federal government (e.g. the VA or in prisons), or if you plan to work at some hospitals that require an APA accredited internship. Furthermore, completing a non-APA accredited internship may impact future licensure in certain states, decrease your competitiveness for postdoctoral fellowships, and may make teaching in higher education (e.g. serving on the faculty of an APA accredited doctoral program) more difficult.

Register for an AAPI account and for the Match
From with APPIC.org webpage, students can access the AAPI online applicant portal where they will manage all application materials and submit their applications online. Beginning in July,
students applying in the fall can open an account and begin familiarizing themselves with the applicant portal. Furthermore, when students are approved by the DCT to apply for internship, students can go to www.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 is composed of the AAPI (the APPIC online application which includes all your personal, educational, and training information), your CV, a cover letter specific to each site, an essay set (includes the four standard essays), three to four letters of recommendation, and your graduate transcript. Some sites may also require additional supplemental materials including a diagnostic report or case conceptualization/treatment summary. Everything is uploaded to applicant portal and submitted together online. Each of the 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) available from the APPIC website (www.appic.org). This AAPI online document consists of TWO PARTS: (1) AAPI Part 1—divided into several sections, to be completed by the applicant; and (2) AAPI Part 2—the Academic Program’s Verification of Internship Eligibility and Readiness Form, to be completed by the applicant and the verified by the DCT. This document asks about various educational and training information, including how many clinical hours you have accumulated (you will report up to November 1st, and then estimate the number of hours for the rest of the year), how many face-to-face direct service hours you have versus supervision hours 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 whether data has been collected, entered, analyzed, etc.).

Curriculum vitae (CV)
The CV should include academic history, clinical training experiences, relevant work experiences, research, and relevant volunteer or other experiences. There is an APAGS (American Psychological Association of Graduate Students) Handbook published by APA that is useful to use as a resource, and copies are available in the assessment library and the Psy.D. Room.

Cover Letter
Individual cover letters should be uploaded with all application materials for each site. Cover letters should be one to one and a half pages and should be revised thoroughly and free of errors. They should specifically address the training director at the sites, as noted in the APPIC directory or in the site brochure. Each cover should directly state your
training goals for internship and how you are a good fit for the site’s training opportunities. Refer to the APAGS Workbook for examples of cover letters, as well as consulting with other students who have applied in past years.

**Essays**
The internship application requires four core essays: Autobiographical Statement, Theoretical Orientation, Diversity Experience, and Research Experience. Each essay must be written in 500 words or less, and therefore students should write and revise many times so as to communicate in a concise, but compelling manner. Students are referred to the APAGS Workbook for more guidance on essay writing, and are encouraged to consult with faculty and supervisor mentors and peers for insight into best constructing and editing essays.

**Letters of Recommendation**
In general, a maximum of four letters of recommendation is requested from sites in the application process. 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 recommendation from two faculty and two supervisors. 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 the supervisor letters and one of the faculty letters. Faculty must be solicited no later than **August 1** if letters are needed for fall internship applications. The student should provide the faculty person and DCT with a CV as well as the “Focus of Recommendation” form 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 their information to the student’s online APPI and then send a request through the APPI for the writers to upload their letters. Writers will receive an email from APPIC with instructions on how to upload their letter of recommendation. When they upload it, students will receive an email confirmation and can also view the confirmation in the AAPI (though they cannot view the letter). If faculty writer’s commit to personalizing their letters (either by individual sites or by writing a few different letters with different emphases for different types of sites), students must send separate requests for each letter, and writers must upload each separately. When the student is ready to submit applications, they will be able to select the different letters for different sites based on the file title.

**Graduate Transcripts**
Your official graduate transcripts will be uploaded to the AAPI and submitted with all applications. The APPIC transcript form must be printed from the application portal, signed, and given (or faxed) to the Registrar’s Office to request an official transcript. This transcript will not be given to you, but will be mailed directly to the address specified by APPIC on the form, where they will 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 it and upload it. Once it is successfully uploaded, you will be able to see it confirmed on your application portal.

SUPPLEMENTAL MATERIALS

Diagnostic Report
Not all sites will require a copy of a diagnostic report; however, it is standard enough that students should have a high-quality report prepared to send to sites. Consistent with ethical standards, students **MUST** remove all identifying information (including schools, teachers’ names, etc.) of the client. Additionally, students should note that: “All identifying data in this report has been changed to protect client anonymity.” See APPIC website for additional details.

Treatment Summary/Case Conceptualization
Not all sites will require a case conceptualization; however, it is a good idea to have one prepared. It is appropriate to use a written case conceptualization prepared for PQE or practicum seminar groups for this conceptualization. Conceptualizations should include background information, reason for referral, conceptualization and diagnostic impressions, course of treatment 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 requiring additional materials.

Keep the Clinical Training Office Informed
It is the student’s responsibility to keep the CT Office Coordinator informed of all intended internship sites, including if a student decides not to apply to a previously selected internship site.

Additional Recommendations
Because doctoral internships are competitive, students should consider the following recommendations:

• It is recommended that the student apply to sites that vary in competitiveness and are consistent with the student’s experiences and interests. It may be helpful to look at the list of sites that have accepted Wheaton College students in the past, as these sites may be more likely to take Wheaton College students in the future.

• It is essential that student cover letters, CV, AAPI (internship application), and attached documents are prepared in a **professional and detailed manner and are error and typo-free**. Therefore it so strongly recommended that students should have all materials reviewed by both peers and mentors.

• Students should pay careful attention to application **due dates and specific requirements** of the
particular sites. Organization is essential in applying to a number of internship sites that have varying deadlines and requirements. Many students choose to make file folders or electronic excel sheets to keep track of their sites’ specific requirements and deadlines. Application deadlines range from October through December, so it is important to start early.

**Interview Preparation**

During the Advanced Practicum Seminar course, students will prepare for the interview process through didactic presentations, discussion of best interview practices, and a series of mock interviews and peer/instructor feedback. Additional written materials will be recommended to prepare for typical interview questions.

In addition to preparing for the actual interview, it is recommended that students begin several months in advance to plan for the additional expenses involved in the predoctoral internship interview process. Students should consider their particular targeted areas for internship interviews, and budget accordingly for travel expenses.

Students will inform the Clinical Training Office of their list of scheduled interviews once complete, so that the DCT can be informed and can offer optimal support when necessary.

**APPIC MATCHING PROCESS**

Students obtain their doctoral 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 assign internship applicants to sites using a sophisticated algorithm that preferences student rank.

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

*Phase II Match.* Students who are not matched in the initial process can apply to a second match process that is similar to the first. Submissions and certifications of ranking are due in mid-March, and the Phase II Match Day follows a 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 PMVS. This process is significantly less structured than the Match and works more like a job application process. APPIC provides a list of internship sites with vacant positions who participate in PMVS.
Important Resources

APPIC Website: The APPIC website (www.appic.org) contains numerous details regarding the application process. It is essential that students become familiar with the information presented on the website concerning the doctoral application process. Questions and topics that are included on the site include: writing essays, de-identifying sample reports, obtaining letters of reference, defining work experience, telephone contacts on Match Notification Day, etc.

National Matching Services Website A website that provides extensive information about the APPIC Match and allows you to register for the APPIC match. Go to: http://www.natmatch.com/psychint/

MATCH-NEWS Email List A free email list that provides current news and information about the APPIC Match. Several emails are usually sent per month related to Match statistics, new sites, etc. There is also a related email list for students applying called the InternListserv.

APA Website
APA’s website has all APA Accredited Internships listed by state at http://www.apa.org/ed/accreditation/programs/internships-state.aspx

Internships in Psychology: The APAGS Workbook for Writing Successful Applications and Finding the Right Fit (4th Ed.) by Williams-Nickelson, Prinstein, & Keilin.

APA Division Websites
Many APA divisions provide a list of relevant internship sites for student members on their websites.

INTERNSHIP GUIDELINES
EVALUATION AND CERTIFICATION

It is expected that an ongoing evaluation process between intern, intern supervisor, and the internship agency will be in place to assure progress and satisfaction of performance as well as to maintain the quality of the educational process. Copies of these are sent to the DCT. A document of completion such as a certificate or diploma is also granted to the intern. The Director of Clinical Training gives a grade of “Pass/Fail” once the final evaluation is received. For any internship that does not have a formal evaluation process in place, the Director of Clinical Training requires the agency to complete 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 of the internship experience for future career and licensure.

The grade of “IP” is given for the first two semesters as the “Pass” grade is contingent on the 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. The student will 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 would be shared with the PsyD program DCT in order to keep the academic program advised of such problems. Any need for remediation is also typically noted on the predoctoral internship supervisor evaluations. In such cases, the DCT would be in regular contact with the internship program.

STUDENT RESPONSIBILITIES AND INFORMATION
Registration
Students must register for PSYC 896 Clinical Internship for the fall, spring, and summer semesters during the pre-registration period. To register, students must complete the Application for Practicum, Advanced Practicum, or Internship form that is located in the Clinical Training Office. Forms are turned in to the CT Office Coordinator, who checks them for completion, seeks the signature of the DCT, and sends it to the registrar’s office. As Psyc 896 is 0 credits, there is no tuition charge.

Liability Insurance
Every student is required to obtain liability insurance while on doctoral internship. The minimum coverage required is $1,000,000 each incident/$3,000,000 annual aggregate. Coverage may be obtained from the American Psychological Association and applications may be found on the APA website. Proof of liability insurance is required in the student portfolio before the student begins internship. A copy of the current insurance policy (page showing dates and amounts) should be given to the CT Office Coordinator to be placed in the student’s file.

Health Insurance
Since graduate student registration is required during doctoral internship, the graduate student is automatically charged for health insurance unless the student signs a waiver form indicating that health insurance through the school is not wanted.

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 of their loan deferment procedures. This should be done by the deadline required by the financial aid office. Federal policy requires the financial aid office have the Financial Aid - Psy.D. Internship Form (see Appendix) completed and on file. This form can be found on the program website at: http://www.wheaton.edu/Admissions-and-Aid/Financial-Aid/Graduate-Students/Forms.
This form requires the signature of the Psy.D Program Administrator.

Participation in May Graduation
Although the intern will not be able to receive a degree until all requirements of the degree are met, including completion of internship and dissertation, the intern may be eligible to walk in the May graduation ceremony. To be eligible to walk, the student must be making satisfactory progress in their internship which must end no later than August 31. The student must also have
their dissertation defended by the first Friday in April.

**August Graduation**
In order to make the August 31 degree date, all requirements must be completed by this time. This includes completion of internship which must be demonstrated by either a satisfactory final supervisor evaluation 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

While 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 States being considered for practice. Two websites that are helpful for obtaining such information are: www.apa.org and www.asppb.org.

These sites can link the student to specific state departments of professional regulations. Both the American Psychological Association (APA) and the Association of State and Provincial Psychology Boards (ASPPB) have publications that are helpful for licensure exam preparation.

DOCTORAL LEVEL LICENSURE AND BOARD CERTIFICATION

*Licensed Clinical Psychologist*: Upon completion of the Psy.D. and post-doc hours, in Illinois the student can apply to take the national licensure exam (in some jurisdictions this can be done prior to completing post-doc hours), the Examination for the Practice of Professional Psychology (EPPP). The EPPP is standardized nationally, though state requirements may differ as to the required passing scores. State requirements also differ in terms of post-doctoral 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 practicing 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 also complete an APA accredited Post-doctoral Fellowship. Information about Board Certification is available at the American Board of Profession Psychology’s (ABPP) website: www.abpp.org. This website describes the different areas of psychology one can be board certified in, and also describes the option for Early Applicants. Through this option, student can begin to bank their credentials with ABPP (hours, licensure, internship and postdoc position information), and also can meet or talk with a board certified mentor. Pursuing board certification has many advantages (e.g. 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 is worth looking into. There are numerous boards (e.g., rehabilitation psychology, clinical neuropsychology, clinical psychology, etc.) 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

Pre-Practica/Clerkship Forms

- Site Visit Evaluation Form.................................................................75-76
- Annual Professional Practice Update..............................................77-78
- Focus of Letter of Recommendation..............................................79-80
- Request to Apply for Practicum/Advanced Practicum..................81
- Registration for Practicum, Advanced Practicum or Doctoral Internship........82
- Permission to Release Educational Record Information..................83
- Learning Contract............................................................................84-87
- Confidential Mid-Year site Evaluation Form.................................88-89
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Internship Forms

- Request to Apply for Doctoral Internship.......................................98-99
- Advisor and Chair Endorsement of Pre-Internship Readiness........100
- Wheaton College Financial Aid Internship Form for PsyD Students...101

Evaluation Forms

- Practicum/Advanced Practicum Supervisor Evaluation of Student...102-110
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Timeline

All forms are available on the Schoology GRAD PSYD-Doctoral Program in Clinical Psychology page, under Resources. Forms in the appendices of this manual are samples and should not be used.
Site Update/Evaluation Form

Site Evaluator: Vitaliy Voytenko, PsyD

Date:

Agency Name:

☐ Dx #   ☐ MAFT #
☐ Tx #   ☐ MA #
☐ Adv Tx #   ☐ PsyD #

Additional info:

Agency Address:

Commencement/ending:

ACCEPT abiding ☐ Yes ☐ No Comments:

Review of Site Data Sheet (Revisions ☐ Yes ☐ No)

Affiliation Agreement current?: ☐ Yes ☐ No Expiration date:

New Agreement requested?: ☐ Yes ☐ No Comments:

Review of Wheaton’s Site Expectations:

Direct and total hours provided:
Supervision hours:
Didactic:
Audio/video recording:
Liability insurance:
Student feedback documentation:
Professional identification (how are students referred to?)
Use of client outcome assessment measures (if therapy placement):

Supervision (Type & Frequency of supervision (1:1/grp, grand rounds, etc.; wkly, etc.)):

Supervisors’ names & credentials (Lic. & Degree)
Clinical Supervisor: Degree & yrs licensed:

Additional Clinical Supervisors:
Primary Supervisor #1: Degree & yrs licensed:
Primary Supervisor#2: Degree & yrs licensed:
Primary Supervisor #3: Degree & yrs licensed:
Primary Supervisor#4: Degree & yrs licensed:

Additional Primary Supervisors:

Description of Student responsibilities/opportunities:
Use of Evidence Based Practice and Procedures (integration of best available research with clinical expertise in the context of patient characteristic, culture and preferences):

Type of student preferred (level of experience, characteristics, etc.):

Facility space available to student use (office, etc.):

Is there a written description for the student’s role? □ Yes □ No

Testing instruments used by the agency:

How can Wheaton better partner & support the agency? (CEs, trainings, etc.)

Additional Notes/overall impressions:

Site Strengths & Weaknesses
1=Very poor - 5=Very Good
1. General appearance, safety and space of the agency environment:
2. Stability of agency and support for training program (e.g., administration, staffing, financial)
3. Commitment to supervision
4. Didactic learning Experiences (Seminars)
5. Responsiveness to diversity issues (including disability and ADA Compliance)
6. Training in Empirically Supported Interventions
Doctoral Program in Clinical Psychology

ANNUAL PROFESSIONAL PRACTICE UPDATE

Please print or type.

Name: __________________________________________ Date: ___________________

If you are currently practicing as a mental health professional, complete this form. Do not include practica, advanced practicum, internships, or other experiences 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 Psy.D. Student 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 Psy.D. Student Handbook.

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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).
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**Professional Practice Credentials**

**C. Licensure /Certification**

Are you currently licensed or certified as a mental health professional by any state or country?
- [ ] No
- [x] Yes

If yes, list the state 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: Psychology Department, Wheaton College, 501 College Avenue, 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 *Psy.D. Student Handbook*. I understand the policy and I am in compliance with it.

Signature: ______________________________ Date: __________________

Approved: _____________________________ Date: __________________

Please return this form to the CT Coordinator
Student: _____________________________  Faculty: _____________________________

Psy.D. Practicum☐  Psy.D. Advanced Practicum ☐

Information for Faculty:
Use additional paper to provide the following information for faculty writing your letter.
(This will help your recommendation be tailored to meet your needs.)

Experience with Faculty:
Describe your interactions with this faculty. Include courses taken, TA work, research work, dissertation, etc.

Strengths:
Listed below is a selection of the Psy.D. program objectives relevant to your clinical training process. Across these categories, what are some of the outstanding things you would like emphasized in your recommendations? When possible, provide concrete examples of your strengths in each area.

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 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]

Students will demonstrate awareness of the benefits of interdisciplinary collaboration and the skills to respectfully and productively collaborate with professionals from diverse disciplines. [SYSTEMS]

Sites:
List all sites where you wish to apply:

a. ________________________________________________________________

b. ________________________________________________________________

c. ________________________________________________________________

d. ________________________________________________________________

e. ________________________________________________________________

f. ________________________________________________________________

g. ________________________________________________________________

Site Rationale:
Explain why you are applying to each of your chosen sites. Describe experiences that make you qualified for the sites you have chosen.

Submission Instructions - You will need 2 copies of this form:
1. Faculty: Give a copy of this form and your vita to each writer
2. Keep a copy of this form for future reference as this will not be kept in your student file.

I explicitly covenant with the Graduate Psychology Training Program to not open any recommendation letters written by faculty. I understand confidential information may be contained within and is intended for the recipient only. I agree to mail said letters or return unopened to the Clinical Training office for proper disposal.

__________________________________________    ____________________
Student Signature        Date
REQUEST TO APPLY
FOR PRACTICA/CLERKSHIP

Doctoral Program in Clinical Psychology

Student Name:

I. List the site name, type of setting & activity, and dates of any previous clinical training placements:

a. Practicum I/II _______________________________ ___________________ _____________________
   (name)    (type of setting & activity) (academic year)

b. Practicum III/IV_____________________________ ___________________ ______________________
   (name)    (type of setting & activity) (academic year)

c. Practicum V/VI _______________________________ ___________________ ____________________
   (name)    (type of setting & activity) (academic year)

d. Adv Practicum____________________________ ___________________ ________________________
   (name)    (type of setting & activity) (academic year)

e. Adv Clerkship________________________________ ___________________ ____________________
   (name)    (type of setting & activity) (academic year)

II. List the names of all the sites where you intend to apply. You will only be allowed to submit applications for the sites on this list for which you are given approval.

<table>
<thead>
<tr>
<th>Official Name of Site</th>
<th>Type of Site (Neuro, Child/Adol, Community Mental Health, Private Practice, etc.)</th>
<th>Activity (DX/TX)</th>
<th>Approval Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<td>9.</td>
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<tr>
<td>10.</td>
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</tr>
</tbody>
</table>

III. Is each of these sites included on the “Training Site Data” list located on the Clinical Training website?  
☐ Yes   ☐ No  **If not, attach additional information about the site, supervisor, and potential clinical opportunities.**

IV. I have received FACULTY APPROVAL for a letter of recommendation from the following:

Prof. __________________________, Prof. __________________________, Prof. __________________________

v. I explicitly **covenant** with the Graduate Psychology Training Program to not open any recommendation letters written by faculty. I understand confidential information may be contained within and is intended for the recipient only. I agree to mail said letters or return unopened to the Clinical Training office for proper disposal.

_________________________________________ __________________________________________
Student Signature/Date                  Director of Clinical Training
Signature/Date

Please complete and return to the Clinical Training Office by 12:00pm on December 14.
# Wheaton College

**Doctor of Psychology in Clinical Psychology Program**

**Registration for Practicum, Advanced Practicum or Doctoral Internship**

This form must be completed, including approval signature, before a student can register for a practicum, advanced practicum or internship. Bring this completed and signed application to the Clinical Training Office for processing.

<table>
<thead>
<tr>
<th>Name ________________________________</th>
<th>Student # ______</th>
<th>CPO# ______</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic hours completed toward degree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Check the level of Clinical Training experience you will be completing:

- Practicum I/II
- Practicum III/IV
- Practicum V/VI
- Adv Practicum I/II
- Doctoral Internship

Please list the full organization name and city/state where you will be doing your practicum, advanced practicum or internship:

| Name: _____________________________________________________________________________ | _______________________
| Address: __________________________________________________________________________________________________________ |
| City: ____________________________ | _____________ | __________ | State: __ | Zip: __________ |
| Telephone #: _______________________________ | Training Activity: TX DX BOTH |

Name and credentials of supervisor(s): ____________________________________________ | ____________________

Expected dates of clinical training – Begin: ___________ End: _____________

Total number of expected clock hours in this clinical training experience: ______

### Registration Information (select each term that applies)

<table>
<thead>
<tr>
<th>Course # and Section</th>
<th>Course Description</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 795</td>
<td>Practicum Seminar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 796</td>
<td>Practicum I-II, III-IV</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 798</td>
<td>Practicum V-VI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 881/883</td>
<td>Adv Practicum I-II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 882/884</td>
<td>Adv Prac Seminar I-II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 896</td>
<td>Clinical Internship</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student ____________________________________________ | Date __________

*(signature)*

Complete the above and submit to the Graduate Psychology Clinical Training Office for processing.

### Approval Signature:

- Director of Clinical Training ____________________________ | Date __________

*(signature)*

- Practicum Seminar Faculty ____________________________ | Course # ___ - Section # ___

*(Scan then send Original to Grad Records Analyst for Registration)*

**REGISTRAR’s OFFICE USE ONLY:** Added to transcript by:__________ | Date:____________________
Permission to Release Educational Record Information

☐ Masters ☐ Doctoral

I give permission for __Wheaton College Graduate Program__ to release information to and receive information from ________________________________

(the Supervisor at your Practicum/Advanced Practicum/Internship)

regarding my areas of academic and clinical competence as they pertain to practicum/advanced practicum/internship training for the purpose of coordinating efforts toward my professional and clinical growth.

Printed Name _______________________________ ID ________________

Signed Name ________________________________ Date ________________

This release is effective from June 1, 2019 to August 31, 2020.

Record of Contact:
To be completed by Director of Clinical Training, Advisor, or Seminar Leader only.

Date of contact ________ Person spoken to _______________________

Date of contact ________ Person spoken to _______________________

Date of contact ________ Person spoken to _______________________

Date of contact ________ Person spoken to _______________________

Date of contact ________ Person spoken to _______________________

Date of contact ________ Person spoken to _______________________
PsyD
LEARNING CONTRACT
[completed by student and supervisor]

Doctoral Program in Clinical Psychology

Training Year: ______-______ □Practicum I/II □Practicum III/IV □Adv Practicum I/II □Adv Clerkship
(example: 2019-2020)

Student: ____________________________________________________________

Agency: _________________________________________________________________

Licensed Clinical Supervisor: ____________________________________________

Profession:_________________ License #:________________________ Status:_____________

Email:__________________________________________________     Contact Number: ________________

Additional Supervisor: ____________________________________________
(if different from Clinical Supervisor)

Profession:_________________ License #:________________________ Status:_____________

Email:__________________________________________________     Contact Number: ________________

Supervisor Criteria:
Primary Clinical Supervisors of Doctoral students must be appropriately licensed doctoral level clinical psychologists (Ph.D, Psy.D.). Additional Supervisors must be appropriately licensed masters, or doctoral, level clinicians (LCPC, LMFT, LCSW, Ph.D, Psy.D.).

Preliminary Learning Objectives:

1. 

2. 

3. 

4. 

Additional student comments:

Additional supervisor comments:
Outline of required training hours & responsibilities:

**Doctoral Practicum / Advanced Practicum**: Minimum 400 hours (500-600 recommended), 9-12 months in duration. A minimum of 25% of the student’s activities/hours must involve face-to-face direct service.

A diagnostic focused practicum must complete a minimum of 10 testing batteries.

**Important Note**: Individual supervision of doctoral trainees will include *supervised experience in collecting quantitative outcome data on the psychological services they provide* as mandated by APA accreditation standards. All students in a therapy practicum must collect clinical outcome data from a minimum of one client per fall and spring semester. With that selected client, students are required to collect a minimum of one early treatment (1st or 2nd session) and one later-treatment clinical treatment measure, with encouragement to use the measures as often as deemed helpful by the therapeutic/supervision process. With the permission of site supervisors, students will bring in de-identified data from these early- and late-treatment measures to review with practicum seminar leaders. The Clinical Training office will provide assessment resources for students at sites that are not already utilizing specific measures. *It is important to note that the Psy.D. program will not be using client outcome assessment as a means of evaluating student clinical performance, but only for the intended purpose of training in systematic client outcome assessment.* Please see the Clinical Training manual appendix for a more comprehensive explanation of client outcome assessment and recommended measures and procedures (*Guidelines for Implementing Clinical Outcomes in Psychology Practicum Training*).

1. **Placement** will begin _________________ and go through _________________
   mm/dd/yy             mm/dd/yy

2. **Hours / Days / Week** to work: _________________________________________

3. **Practice Activities** by hours or #s per week or month as applicable (approx.):
   a. Therapy cases __________ per_________
   b. Intake sessions __________ per_________
   c. Diagnostic evaluations __________ per_________
   d. Professional presentations __________ per_________
   e. Research activities __________ per_________
   f. Other (community intervention, advocacy) __________ per_________

   *Please specify the details of above practice activities here:
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

4. **Time off allowed**:
   a. Holidays: ___________________________________________________________________
   b. Vacation: ___________________________________________________________________
   c. Sick Days: ___________________________________________________________________

5. **Practice supervision and training**:
   a. Individual supervision1: __________ per_________
   b. Group supervision: __________ per_________
   c. Live supervision2: __________ per_________
   d. Case conferences: __________ per_________
   e. Seminars: __________ per_________
   f. Staff meetings: __________ per_________
   g. Other training: __________ per_________

---

1 A Licensed Clinical Supervisor will provide a **minimum of 1 hour weekly individual supervision**, or 90 minutes of group supervision (with a desired maximum of 6 student peers). An additional hour of supervision per week is desirable to focus on the student’s training. This can include individual or group supervision, grand rounds, case conferences, didactics, presentations, or shadowing professionals from other disciplines.

2 Live supervision refers to direct observation of a clinical practice or may consist of reviewing an audio or video recording. Some level of live supervision is required, with regular live supervision preferred. This is in accord with best supervision practices in the field and with APA Ethical Principles and Code of Conduct (2002), section 7.06b, which states: “Psychologists evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements”, as detailed in the Affiliation Agreement.
On an occasional and selective basis, with the informed consent of the client or guardian, and with 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, issues of informed consent, and final disposition of the material. The doctoral student assumes full responsibility for obtaining informed consent, and ensuring that the material has been carefully and thoroughly disguised in order to protect client confidentiality.

Specifically, 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, supervisors, consultants, agencies), 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.”

List Site Stipulations regarding 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 the training at the clinical site.
- **Student Evaluation**: to be completed by the Clinical Supervisor and the student mid-year and at the end of the training at the clinical site. The form should be provided to the supervisor by the student, but may be accessed directly at: [http://www.wheaton.edu/psychology/graduate/clin_training/index.html](http://www.wheaton.edu/psychology/graduate/clin_training/index.html) under “Supervisor Forms” based on the graduate program the student is enrolled in.
- **Time2Track**: to be completed by the student mid-year and at the end of the training experience and signed by the Clinical Supervisor verifying the student’s training experience.

The information recorded above is correct to the best of my knowledge. I will endeavor to uphold this contract through 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 on or attached to the original contracts, initialed, and resubmitted to the Director of Clinical Training.
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 acting under 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 supervisors and my academic training department, always practicing good judgment and consulting as needed.

___________________________________________________________________
Student                                                                                             Date

___________________________________________________________________
Supervisor (site)                                                                     Date

By signing below, I agree that the student’s 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 agree that the above stated clinical activities are within my competence to supervise. I agree to discuss concerns about the student’s performance with the student and with the student’s academic training department, if indicated.

___________________________________________________________________
Supervisor (site)                                                                     Date

Please make copies of this contract when it is completed and signed:
1. Original copy to the CT Office Coordinator.
2. Copies of this form to your Primary and Clinical Supervisors, and Seminar Leader.
3. Student to keep a copy of this form for future reference.
CONFIDENTIAL MID-YEAR
SITE EVALUATION
(completed by student)

Name: ________________________________ Date: _________________________

Site of Clinical Placement: ________________________________________________

Start date of Placement ____________________________________________________

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: ______

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

YES   MAYBE   NO

Please complete the following statement:

I typically work ____ hours per week, with ____ of those direct service (through testing, consultation, therapy).

Please rate the quality of your practicum/advanced practicum experience on the following scale:

Excellent

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 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 Experiences  1 2 3 4 5
8. Adherence to Learning Contract  1 2 3 4 5
9. Overall Quality of the Placement  1 2 3 4 5
What are the positive aspects of your placement?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

What are the less than positive aspects of your placement?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Describe your supervisor’s approach to supervision.

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

List characteristics a student would possess to make a good fit with this site.

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

This is a confidential evaluation of your site, and after discussing with your seminar leader, this form will be given to the Director of Clinical Training and stored confidentially in the DCT office. The purpose of this document is for quality management of training sites, and the DCT will utilize your honest feedback in order to maintain a high level of quality to our clinical training partnerships. Your feedback will not be accessible to site supervisors or other students.
**POST-PLACEMENT DIVERSITY QUESTIONNAIRE**

**Student Name:** ___________________________________________  **Student ID:** _______  **Date:** _______________

**Agency:** _______________________________________________________

**Semester/Year** (from mm/dd/yy to mm/dd/yy): __________________________________________

- [ ] Practicum I/II  - [ ] Practicum III/IV  - [ ] Adv Practicum I/II  - [ ] Adv Clerkship

This questionnaire will give us a broad picture of your experience. For this year, please complete this by circling your answer to each statement. Please return this to the Clinical Training Office.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>1. I worked with clients of different ethnic backgrounds than my own.</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>2. I considered issues pertaining to ethnicity with my clients.</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>3. I received on-site supervision pertaining to the ethnicity and culture of my clients.</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>4. I worked with clients facing difficulties in heterosexual relationships.</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>5. I worked with clients facing difficulties in gay or lesbian relationships.</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>6. I worked with clients who identified themselves as gay, lesbian, transgendered, or bisexual.</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>7. I considered issues related to sexual orientation with my clients.</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>8. I received on-site supervision pertaining to the sexual identity/orientation of my clients.</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>9. I worked with clients less than 12 years old (children).</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>10. I worked with clients between 13-18 years old (adolescents).</td>
<td>Y</td>
<td>N</td>
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<tr>
<td>11. I worked with clients between the ages of 18-64 years (adults).</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>12. I worked with clients who were 65 years of age or older (older adults).</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>13. I considered age-related issues with my clients.</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>14. I received on-site supervision pertaining to the age of my clients.</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>15. I worked with Christian clients.</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>16. I worked with clients of religious faith different than my own.</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>17. I considered religious issues with my clients.</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>18. I received on-site supervision pertaining to the religious values of my clients.</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>19. I worked with female clients.</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>20. I worked with male clients.</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>21. I considered gender-related issues with my clients.</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>22. I received on-site supervision pertaining to the gender of my clients.</td>
<td>Y</td>
<td>N</td>
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<tr>
<td>23. I worked with HIV-positive clients or with those diagnosed with AIDS.</td>
<td>Y N</td>
<td></td>
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<tr>
<td>24. I considered HIV- and AIDS-related issues with my clients.</td>
<td>Y N</td>
<td></td>
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<tr>
<td>25. I received on-site supervision pertaining to HIV- and AIDS-related issues.</td>
<td>Y N</td>
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<tr>
<td>26. I worked with clients from a different socioeconomic background than my own.</td>
<td>Y N</td>
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<tr>
<td>27. I worked with economically disadvantaged clients.</td>
<td>Y N</td>
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<tr>
<td>28. I worked with middle class clients.</td>
<td>Y N</td>
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<td>29. I worked with affluent clients.</td>
<td>Y N</td>
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<tr>
<td>30. I worked with clients receiving public assistance.</td>
<td>Y N</td>
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<tr>
<td>31. I worked with clients who have private health insurance plans.</td>
<td>Y N</td>
<td></td>
</tr>
<tr>
<td>32. I considered class- or economic-related issues with my clients.</td>
<td>Y N</td>
<td></td>
</tr>
<tr>
<td>33. I received on-site supervision pertaining to economic resources of my clients.</td>
<td>Y N</td>
<td></td>
</tr>
<tr>
<td>34. I worked with clients from rural areas.</td>
<td>Y N</td>
<td></td>
</tr>
<tr>
<td>35. I worked with clients from suburban areas.</td>
<td>Y N</td>
<td></td>
</tr>
<tr>
<td>36. I worked with clients from urban areas.</td>
<td>Y N</td>
<td></td>
</tr>
<tr>
<td>37. I received on-site supervision pertaining to urban/suburban/rural living situations of my clients.</td>
<td>Y N</td>
<td></td>
</tr>
<tr>
<td>38. I worked with physically-challenged clients.</td>
<td>Y N</td>
<td></td>
</tr>
<tr>
<td>39. I received on-site supervision pertaining to physically-challenged clients.</td>
<td>Y N</td>
<td></td>
</tr>
</tbody>
</table>

List any issues not covered above:

______________________________________________________________________________
______________________________________________________________________________
POST-PLACEMENT
SITE EVALUATION
(completed by student)

Name: ______________________________ Date: __________________

Site of Clinical Placement: ________________________________

Dates of Placement (from—to): ________________________________

Name(s) of Supervisor(s): ________________________________

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

YES                MAYBE                NO

Please rate the quality of your practicum/advanced practicum experience on the following scale:

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quality of Supervision</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Quantity of Supervision</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Relationship with Supervisor</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Staff Rapport with Student</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Quality of Training Experiences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Quantity of Training Experiences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Variety of Experiences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Adherence to Learning Contract</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Overall Quality of the Placement</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

What are the positive aspects of your placement?

_______________________________________________________________________
_______________________________________________________________________

What are the less than positive aspects of your placement?

_______________________________________________________________________
_______________________________________________________________________
Describe your supervisor’s approach to supervision.

_______________________________________________________________________
_______________________________________________________________________

List characteristics a student would possess to make a good fit with this site.

_______________________________________________________________________
_______________________________________________________________________

Please complete the following statement:

I typically worked ____ hours per week, with _____ of those direct service (through testing, consultation, therapy).

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

<table>
<thead>
<tr>
<th>Service delivery</th>
<th>% of overall time given to each activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Adult (18-64)</td>
<td></td>
</tr>
<tr>
<td>Individual Child (&lt;12)</td>
<td></td>
</tr>
<tr>
<td>Individual Adolescent (13-17)</td>
<td></td>
</tr>
<tr>
<td>Individual Older Adults (65+)</td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td></td>
</tr>
<tr>
<td>Couples</td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td></td>
</tr>
<tr>
<td>Community Intervention</td>
<td></td>
</tr>
<tr>
<td>Consultation (schools, hospitals, churches, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

Please indicate the percentage of your overall time you worked with each population during this current clinical placement.

<table>
<thead>
<tr>
<th>Population</th>
<th>% of overall time worked with each population during current placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian/European American</td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td></td>
</tr>
<tr>
<td>Asian American</td>
<td></td>
</tr>
<tr>
<td>Latino</td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td></td>
</tr>
<tr>
<td>Other (please describe)</td>
<td></td>
</tr>
<tr>
<td>Other (please describe)</td>
<td></td>
</tr>
</tbody>
</table>

Please initial here _____ if you are willing to share this information with other students.

RETURN TO:  Clinical Training Office Coordinator, Psychology Department
501 College Avenue Wheaton College, IL  60187
Doctor of Clinical Psychology Program

CLIENT CONSENT AGREEMENT FOR DOCTORAL CLINICAL TRAINING

I, ____________________________, agree to participate in a psychological evaluation / intervention which may include interview, psychological testing, or therapy.

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

I understand that the interviewer/therapist will be a graduate student in the Doctor of Clinical Psychology Program at Wheaton College.

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

A copy of this consent form will be kept in the Department of Psychology at Wheaton College in a sealed envelope, to be opened only in cases of legal challenge.

I recognize that participation in the examination procedure is not a requirement to receive treatment at ________________________________.

My participation is completely voluntary.

I may withdraw this consent at any time.

This will automatically expire three years from the date it is signed.

Signature of Interviewee/Client: ____________________________ Date: __________

Name of Interviewee/Client: ____________________________

Signature of Parent/Guardian (if applicable): ____________________________ Date: __________

Signature of Witness: ____________________________ (Interviewer/Therapist)

Date: __________
**CLINICAL EXPERIENCES**

**CHECKLIST**

**Doctoral Program in Clinical Psychology**

**Student Name:** ____________________________  **ID:** ______________________

This checklist is to be maintained by the student in order to provide verification that the minimum clinical competency guidelines have been met within the Practicum/Advanced practicum experiences. Discussions regarding these guidelines should be held regularly with the student's faculty practicum seminar leader and reviewed formally 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 application for Doctoral Internship.

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

<table>
<thead>
<tr>
<th>Practicum I/II</th>
<th>Assessment</th>
<th>Intervention</th>
<th>Supervision</th>
<th>Support</th>
<th>Fall</th>
<th>Yearly</th>
<th>Seminar Leader Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum III/IV</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Practicum V/VI)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Practicum I/II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Adv Clerkship I/II)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Clinical Training Hours at time of Doctoral Application:** __________

**CLINICAL TRAINING REQUIREMENTS:**

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

<table>
<thead>
<tr>
<th>Experience</th>
<th>Minimum Quantity of Cases</th>
<th>Minimum Quantity of Cases</th>
<th>Minimum Quantity of Cases</th>
<th>Minimum Quantity of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PsyD Program No Concentration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Testing Batteries (Assessment)</td>
<td>10 minimum</td>
<td>10 total with at least 6 with children or adolescents</td>
<td>10 minimum</td>
<td>At least 20 neuropsychological batteries emphasizing cognitive performance by domain</td>
</tr>
<tr>
<td>Intervention Cases</td>
<td>15 cases with a minimum of 6 sessions each covering: Individual Therapy AND Couples/Family Therapy OR Group Therapy (lead/co-lead)</td>
<td>15 total with at least 10 being with children (0-12 yrs) AND adolescents (13-17 yrs) (preferably 5 child &amp; 5 adolescent)</td>
<td>15 total with at least 6 being with couples or family clients</td>
<td>10 total</td>
</tr>
</tbody>
</table>

**LIST TOTALS**

<table>
<thead>
<tr>
<th>Experience</th>
<th>Minimum Quantity of Cases</th>
<th>Minimum Quantity of Cases</th>
<th>Minimum Quantity of Cases</th>
<th>Minimum Quantity of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PsyD Program No Concentration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention Cases</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Populations served</td>
<td>Minimum of 5 cases each covering the following populations: 1) Adult (18-64 yrs) AND 2) Child &amp; Adol (0-17 yrs) OR Older Adult (65 yrs &amp; over)</td>
<td>See above</td>
<td>See above</td>
<td>One of the student’s practicum/advanced practicum placements should be an exclusively neuropsychological assessment placement.</td>
</tr>
</tbody>
</table>

**LIST TOTALS**
**UNDERSERVED POPULATION:**
Name the agency at which this requirement was fulfilled and give a brief description of the services you provided.

<table>
<thead>
<tr>
<th>Agency</th>
<th>Dates of service</th>
</tr>
</thead>
</table>

The above information is correct and indicates that I have satisfied the minimum guidelines for my practicum and advanced practicum clinical training experience.

<table>
<thead>
<tr>
<th>Signature of Doctoral Student</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval: Signature of Clinical Training Director</td>
<td>Date</td>
</tr>
</tbody>
</table>
Doctoral Program in Clinical Psychology

CLINICAL TRAINING
PETITION

This form is to be used by students to request variations from stated clinical training policies and procedures. Obtain approval from your advisor and return this petition to the Director of Clinical Training.

Name______________________________ Student ID # ____________
Date____________________

M.A. ___ PSY.D. ____ CPO __________
Phone__________________________

Purpose of Petition:

What is rationale to justify this petition? (Use additional sheet if needed)

___________________________________________ (required)
Advisor’s Signature

Recommendation of Student’s Advisor: Grant ☐ Deny ☐
Note any comments/concerns in additional letter or space below.

Final Action: This petition is: GRANTED ☐ DENIED ☐

COMMENTS:

Signed_________________________________________

Director of Clinical Training

Date____________________________
REQUEST TO APPLY FOR
DOCTORAL 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 clinical faculty member. Then your original advisor continues in that role):

Practicum Seminar Leaders: ___________________ ______________ ____________

Prac I/II Prac III/IV Prac V/IV (if applicable)

Proposed Year of Doctoral Internship:___________

Faculty letters of recommendation (faculty must have given their verbal approval before student can write name below)

1) Faculty name: ____________________________
2) Faculty name: ____________________________

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

Indicate your status of the following qualifying exams:

Written Comprehensive Exam completion date: ______________
Dissertation Proposal Defense completion date: ______________
Professional Qualifying materials submitted on: ______________

Attachments included:
(Please check that each attachment is included)

- Vita (for DCT to complete Verification of Eligibility and Readiness)
- Focus Letter of Recommendation (for DCT to complete Verification of Eligibility and Readiness)
- List of internship sites with site application deadlines to which student plans to apply (student can still add to this list at later date, but should reflect general plan)
- Clinical Experiences Checklist (Check experiences that are complete and document plans to meet additional requirements. If Clinical Experience Checklist is not complete at the time of submission, it must be re-submitted prior to beginning internship.)
SECTION II: Statement of Understanding (Completed by Student)

I understand that before I can send out internship applications or recommendation letters, I must have completed all program milestones:

- Successfully passed my Comprehensive Exam
- Successfully defended my dissertation proposal
- Successfully passed my Professional Qualifying Exam

I understand that if I fail to meet the above, my Request to Apply for Doctoral Internship will be denied.

I also understand that the doctoral internship is the culminating 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, to increase the likelihood that 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 that I am obligated to accept such an internship should the opportunity arise. If I apply and am not matched with one of these sites, I may consider an internship at a non-APA internship site. The Clinical Training Committee will consider approval of non-APA or APPIC internships on a case-by-case basis but will ordinarily deny such experiences. Before such approval is considered, I will provide sufficient documentation to demonstrate that I tried to get an APA accredited or APPIC member site. I will also provide sufficient documentation that the proposed site will fulfill the expectations of an APPIC member site and will also provide an adequate training experience to meet the licensure requirements of the host State. Additionally, I will need to show that this training experience is a unique learning experience and not a repetition of previous practica/advanced practicum. The documentation will be submitted to the Clinical Training Committee.

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

- adequate completion of all required coursework and practicum/advanced practicum experience,
- remaining a student in good standing, and
- demonstration of adequate emotional maturity, stability, and professional conduct

_________________________________________    ____________________
(Student Signature)                        (Date)

SECTION III: Approval of Director of Clinical Training:
I approve this student for the internship application process.

___________________________________    ____________________
(Clinical Training Director)            (Date)
Advisor and Chair Endorsement of Pre-Internship Readiness

Due by March 30 to Doctoral Program Administrator with signed Proposal Cover Sheet

Completed by dissertation chair and faculty advisor with student

### Dissertation Status

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

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

_____ Yes  _____ No

### Rating of Student

(Completed by Faculty Advisor and Dissertation Chair: complete Advisor column only if Chair and Advisor are the same faculty member.)

Please answer the following statements using the scale below:

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

<table>
<thead>
<tr>
<th>Advisor</th>
<th>Chair</th>
<th>This applicant possesses the emotional stability and maturity to handle the rigors of the internship experience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>This applicant possesses the theoretical/academic foundation necessary for effective counseling/clinical work.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>This applicant possesses the skills necessary for translating theory into integrated practice.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>This applicant demonstrates awareness of, and practices according to, the current standards of ethics for psychologists.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>This applicant demonstrates the capacity to participate in supervision constructively and can modify his/her behavior in response to feedback.</td>
</tr>
</tbody>
</table>

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

_____ Yes  _____ No  _____ Concerns

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

Faculty Advisor signature  (Date)

Dissertation Chair signature  (Date)
# Wheaton College PsyD Financial Aid Request Form

**Years 5, 6 & 7**  
**PsyD Students**

Please read and complete the information below. Return completed form to Ted Kahn in the Psychology Department.

**Financial Aid Policy:** The PSYD program was originally designed to be completed in five years. However, in recent years, the path to completion of the degree has become more varied due to various circumstances. Due to the varied nature of student plans for degree completion, each PSYD student must indicate their plans for each academic year past the 4th year on this form in order to receive financial aid. **Financial aid eligibility will only be considered for those courses and hours that are required to complete the degree.**

### Section A Student's Identification Information

<table>
<thead>
<tr>
<th>Student ID Number:</th>
<th>Date:</th>
<th>CPO:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>CPO:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Program/Major:</th>
<th>Advisor:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Semester(s) for which you are requesting aid:</th>
<th>(Year)</th>
<th>(Year)</th>
<th>(Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Section B Program Information

Please read the options below and mark an "X" in the box to the left of the option that best matches your enrollment for the upcoming academic year. If you have questions, please contact Ted Kahn in the Psychology Department.

<table>
<thead>
<tr>
<th>Description of Student</th>
<th>Student Status</th>
<th>Description of Enrollment for Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Internship</td>
<td>Full-Time</td>
<td>Enrolled in Pre-Doctoral Internship. Students on Pre-Doctoral Internship are considered to be Full Time.</td>
</tr>
<tr>
<td>□ 5th year enrolled at least ½ time</td>
<td>½ Time (5 credit hours)</td>
<td>Enrolled at least ½ time in courses that are required to complete the degree. (Adv. Clerkship &amp; Adv. Clerkship II are not required for degree.)</td>
</tr>
<tr>
<td>□ 5th year or later less than ½ time</td>
<td>Less Than ½ Time (under 5 credit hours)</td>
<td>Enrolled less than ½ time in courses that are required to complete the degree. (Adv. Clerkship &amp; Adv. Clerkship II are not required for degree.)</td>
</tr>
</tbody>
</table>

Student Signature: ___________________________  Date: __________

---

For Office Use Only

| □ Verified that student will be enrolled Full Time in degree-required courses for: Fall and Spring |
| □ Verified that student will be enrolled in __________ hours of degree-required courses for: Fall and Spring |
| □ Verified that student will be enrolled in the equivalent of half-time status via the following degree-required courses: ___________________________ |

Date: __________  Signature: __________  
Ted Kahn  
Graduate Psychology Program Administrator

Distribution:  1. Psychology Department  2. Student Financial Services  3. Student

Student Financial Services 4/19/17
<table>
<thead>
<tr>
<th>Date Evaluation Completed:</th>
<th>Dates of Training Experience the Review Covers:</th>
<th>Evaluation Type (Circle/Highlight one)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Initial Evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Evaluation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Academic Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agency/Name of Placement:</th>
<th>Practicum/Adv. Practicum Level (Circle/Highlight one)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practica I/II</td>
</tr>
<tr>
<td></td>
<td>Practica III/IV</td>
</tr>
<tr>
<td></td>
<td>Practica V/IV</td>
</tr>
<tr>
<td></td>
<td>Adv.Practica/Clerkship</td>
</tr>
<tr>
<td></td>
<td>Adv. Clerkship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Licensed Clinical Supervisor Name:</th>
<th>Credential:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Supervisor Name:</th>
<th>Credential:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EVALUATION COMPLETED AND REVIEWED BY:**

<table>
<thead>
<tr>
<th>Licensed Clinical Supervisor</th>
<th>Date</th>
<th>Additional Supervisor</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature</td>
<td></td>
<td>Signature</td>
<td></td>
</tr>
</tbody>
</table>

Student Comments:

---

This student has received supervised experience in collecting quantitative outcome data on the psychological services they provide *(please check one):*

- [ ] Yes
- [ ] No
- [ ] Not applicable – this is a diagnostic-only placement
Rate each item by responding to the following question using the scale below:

How characteristic of the trainee’s behavior is this competency description?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Not at All/Slightly</td>
</tr>
<tr>
<td>1</td>
<td>Somewhat</td>
</tr>
<tr>
<td>2</td>
<td>Moderately</td>
</tr>
<tr>
<td>3</td>
<td>Mostly</td>
</tr>
<tr>
<td>4</td>
<td>Very</td>
</tr>
</tbody>
</table>

If you have not had the opportunity to observe a behavior in question, please indicate this by circling “No Opportunity to Observe” [N/O].

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**

**1. PROFESSIONALISM**

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A. Integrity</td>
<td>Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values</td>
</tr>
<tr>
<td>1B. Deportment</td>
<td>Communication and physical conduct (including attire) is professionally appropriate, across different settings</td>
</tr>
<tr>
<td>1C. Accountability</td>
<td>Accepts responsibility for own actions</td>
</tr>
<tr>
<td>1D. Concern for the welfare of others</td>
<td>Acts to understand and safeguard the welfare of others</td>
</tr>
<tr>
<td>1E. Professional Identity</td>
<td>Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development</td>
</tr>
</tbody>
</table>

**2. Individual and Cultural Diversity**

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A. Self as Shaped by Individual and Cultural Diversity</td>
<td>Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation</td>
</tr>
</tbody>
</table>

*Wheaton College Psy.D. Program*
| 2B. Others as Shaped by Individual and Cultural Diversity and Context |
|-----------------------------|---|---|---|---|---|
| Applies knowledge of others as cultural beings in assessment, treatment, and consultation | 0 | 1 | 2 | 3 | 4 [N/O] |

| 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 | 0 | 1 | 2 | 3 | 4 [N/O] |

| 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 | 0 | 1 | 2 | 3 | 4 [N/O] |

| 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 | 0 | 1 | 2 | 3 | 4 [N/O] |

| 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 | 0 | 1 | 2 | 3 | 4 [N/O] |

| 3C. Ethical Conduct |
|---------------------|---|---|---|---|---|
| Integrates own moral principles/ethical values in professional conduct | 0 | 1 | 2 | 3 | 4 [N/O] |

| 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 | 0 | 1 | 2 | 3 | 4 [N/O] |

| 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 | 0 | 1 | 2 | 3 | 4 [N/O] |

| 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 | 0 | 1 | 2 | 3 | 4 [N/O] |

| 4D. Participation in Supervision Process |
|-----------------------------------------|---|---|---|---|---|
| Effectively participates in supervision | 0 | 1 | 2 | 3 | 4 [N/O] |
II. RELATIONAL

5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.

<table>
<thead>
<tr>
<th>5A. Interpersonal Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines</td>
</tr>
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<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5B. Affective Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively</td>
</tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>5C. Expressive Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language</td>
</tr>
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<td>0</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>6A. Scientific Mindedness</th>
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<tbody>
<tr>
<td>Values and applies scientific methods to professional practice</td>
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<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>6B. Scientific Foundation of Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior)</td>
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</table>

<table>
<thead>
<tr>
<th>6C. Scientific Foundation of Professional Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge, understanding, and application of the concept of evidence-based practice</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

7. Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.

<table>
<thead>
<tr>
<th>7A. Scientific Approach to Knowledge Generation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology</td>
</tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>7B. Application of Scientific Method to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs</td>
</tr>
<tr>
<td>0</td>
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</tbody>
</table>
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

| 0 | 1 | 2 | 3 | 4 | [N/O] |

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

| 0 | 1 | 2 | 3 | 4 | [N/O] |

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

| 0 | 1 | 2 | 3 | 4 | [N/O] |

9C. Application of Assessment Methods
Selects appropriate assessment measures to answer diagnostic question

| 0 | 1 | 2 | 3 | 4 | [N/O] |

9D. Diagnosis
Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity

| 0 | 1 | 2 | 3 | 4 | [N/O] |

9E. Conceptualization and Recommendations
Utilizes systematic approaches of gathering data to inform clinical decision-making

| 0 | 1 | 2 | 3 | 4 | [N/O] |

9F. Communication of Assessment Findings
Writes adequate assessment reports and progress notes and communicates assessment findings verbally to client

| 0 | 1 | 2 | 3 | 4 | [N/O] |

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

| 0 | 1 | 2 | 3 | 4 | [N/O] |

10B. Skills
Displays clinical skills

| 0 | 1 | 2 | 3 | 4 | [N/O] |

10C. Intervention Implementation
Implements evidence-based interventions

| 0 | 1 | 2 | 3 | 4 | [N/O] |

10D. Progress Evaluation
Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures

| 0 | 1 | 2 | 3 | 4 | [N/O] |
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) | 0 1 2 3 4 | [N/O] |
| 11B. Addressing Referral Question | Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions | 0 1 2 3 4 | [N/O] |
| 11C. Communication of Consultation Findings | Identifies literature and knowledge about process of informing consultee of assessment findings | 0 1 2 3 4 | [N/O] |
| 11D. Application of Consultation Methods | Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings | 0 1 2 3 4 | [N/O] |

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 | 0 1 2 3 4 | [N/O] |
| 12B. Processes and Procedures | Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices | 0 1 2 3 4 | [N/O] |
| 12C. Skills Development | Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals | 0 1 2 3 4 | [N/O] |
| 12D. Supervisory Practices | Provides helpful supervisory input in peer and group supervision | 0 1 2 3 4 | [N/O] |
VI. SYSTEMS

13. **Interdisciplinary Systems**: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.

| Knowledge of the Shared and Distinctive Contributions of Other Professions | 0 | 1 | 2 | 3 | 4 | [N/O] |
| Functioning in Multidisciplinary and Interdisciplinary Contexts | 0 | 1 | 2 | 3 | 4 | [N/O] |
| Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes | 0 | 1 | 2 | 3 | 4 | [N/O] |
| Respectful and Productive Relationships with Individuals from Other Professions | 0 | 1 | 2 | 3 | 4 | [N/O] |

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.

| Empowerment | 0 | 1 | 2 | 3 | 4 | [N/O] |
| Systems Change | 0 | 1 | 2 | 3 | 4 | [N/O] |
PROGRAM SPECIFIC COMPETENCIES

VII. INTEGRATION OF PSYCHOLOGY & CHRISTIAN FAITH

<table>
<thead>
<tr>
<th>14. Foundational knowledge:</th>
<th>We expect our students will demonstrate foundational knowledge of Christian theology and current models of integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>14A. Foundational Knowledge</td>
<td>Demonstrates foundational knowledge of Christian theology and current models of integration</td>
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<tr>
<td></td>
<td>0 1 2 3 4 [N/O]</td>
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</table>

<table>
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<tr>
<th>15. Personal process:</th>
<th>We expect our students will articulate their personal process of integration of Psychology and Christian faith.</th>
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</thead>
<tbody>
<tr>
<td>15A. Personal Integration Process</td>
<td>Demonstrates the ability to articulate one’s own process of integrating personal Christian faith and clinical practice of Psychology including articulation of integration rationale</td>
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<td></td>
<td>0 1 2 3 4 [N/O]</td>
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<tr>
<th>16. Application to clinical practice:</th>
<th>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.</th>
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</thead>
<tbody>
<tr>
<td>16A. Application to Clinical Practice</td>
<td>Demonstrates application of integration of Christian faith and clinical practice through service and scholarship</td>
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<td></td>
<td>0 1 2 3 4 [N/O]</td>
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</table>
**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:**

  [Blank Box]

  **Weaknesses:**

  [Blank Box]

- **Do you believe that the trainee has reached the level of competence expected by the program at this point in training?**

  Yes [Blank Box]  No [Blank Box]

- **If applicable, is the trainee ready to continue/advance to the next level of training?**

  Yes [Blank Box]  No [Blank Box]  N/A [Blank Box]
# Wheaton College Psy.D. Program

## Doctoral Internship Evaluation / Readiness for Entry to Practice Level Rating Form

### COMPETENCY BENCHMARKS IN PROFESSIONAL PSYCHOLOGY

<table>
<thead>
<tr>
<th>Date Evaluation Completed</th>
<th>Dates of Training Experience the Review Covers</th>
<th>Evaluation Type (check one)</th>
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<tr>
<td></td>
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<td>□ Mid-Year □ Final</td>
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<tr>
<th>Student Name:</th>
<th>Academic Year:</th>
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<tr>
<th>Internship Site:</th>
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<thead>
<tr>
<th>Licensed Clinical Supervisor Name:</th>
<th>Credential:</th>
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<tr>
<th>Additional Supervisor Name:</th>
<th>Credential:</th>
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### EVALUATION COMPLETED AND REVIEWED BY:

<table>
<thead>
<tr>
<th>Licensed Clinical Supervisor</th>
<th>Date</th>
<th>Additional Supervisor</th>
<th>Date</th>
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<th>Student Comments:</th>
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<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
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*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
Rate each item by responding to the following question using the scale below:

How characteristic of the trainee’s behavior is this competency description?

Not at All/Slightly  Somewhat  Moderately  Mostly  Very
0               1               2               3               4  [N/O]

If you have not had the opportunity to observe a behavior in question, please indicate this by circling “No Opportunity to Observe” [N/O].

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

1. PROFESSIONALISM

1. Professionalism: as evidenced in behavior and comportment that reflects the values and attitudes of psychology.

1A. Integrity - Honesty, personal responsibility and adherence to professional values
Monitors and independently resolves situations that challenge professional values and integrity

| 0 | 1 | 2 | 3 | 4 | [N/O] |

1B. Deportment
Conducts self in a professional manner across settings and situations

| 0 | 1 | 2 | 3 | 4 | [N/O] |

1C. Accountability
Independently accepts personal responsibility across settings and contexts

| 0 | 1 | 2 | 3 | 4 | [N/O] |

1D. Concern for the welfare of others
Independently acts to safeguard the welfare of others

| 0 | 1 | 2 | 3 | 4 | [N/O] |

1E. Professional Identity
Displays consolidation of professional identity as a psychologist; demonstrates knowledge about issues central to the field; integrates science and practice

| 0 | 1 | 2 | 3 | 4 | [N/O] |

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
Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation

| 0 | 1 | 2 | 3 | 4 | [N/O] |
### 2B. Others as Shaped by Individual and Cultural Diversity and Context
Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation

<table>
<thead>
<tr>
<th>Not at All/Slightly</th>
<th>Somewhat</th>
<th>Moderately</th>
<th>Mostly</th>
<th>Very</th>
<th>No Opp.</th>
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</table>

### 2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context
Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation

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<tr>
<th>Not at All/Slightly</th>
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</table>

### 2D. Applications based on Individual and Cultural Context
Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work

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<tr>
<th>Not at All/Slightly</th>
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</table>

### 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 advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards and guidelines

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<tr>
<th>Not at All/Slightly</th>
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#### 3B. Awareness and Application of Ethical Decision Making
Independently utilizes an ethical decision-making model in professional work

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<tr>
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#### 3C. Ethical Conduct
Independently integrates ethical and legal standards with all competencies

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<tr>
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</table>

### 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
Demonstrates reflectivity in context of professional practice (reflection-in-action); acts upon reflection; uses self as a therapeutic tool

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<tr>
<th>Not at All/Slightly</th>
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#### 4B. Self-Assessment
Accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills

<table>
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<tr>
<th>Not at All/Slightly</th>
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#### 4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)
Self-monitors issues related to self-care and promptly intervenes when disruptions occur

<table>
<thead>
<tr>
<th>Not at All/Slightly</th>
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#### 4D. Participation in Supervision Process
Independently seeks supervision when needed

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<tr>
<th>Not at All/Slightly</th>
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<th>Mostly</th>
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</tr>
</tbody>
</table>
II. RELATIONAL

5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.

<table>
<thead>
<tr>
<th>5A. Interpersonal Relationships</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>[N/O]</th>
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<tbody>
<tr>
<td>Develops and maintains effective</td>
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<td>relationships with a wide</td>
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<tr>
<td>range of clients, colleagues,</td>
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<td>organizations and communities</td>
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<table>
<thead>
<tr>
<th>5B. Affective Skills</th>
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<th>2</th>
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<th>[N/O]</th>
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<tbody>
<tr>
<td>Manages difficult</td>
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<td>communication;</td>
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<td>possesses advanced</td>
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<td>interpersonal skills</td>
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<th>5C. Expressive Skills</th>
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<td>Verbal, nonverbal,</td>
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<td>communications are</td>
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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.

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<thead>
<tr>
<th>6A. Scientific Mindedness</th>
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<td>Independently applies</td>
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<th>6B. Scientific Foundation</th>
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7. Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.

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<thead>
<tr>
<th>7A. Scientific Approach to Knowledge Generation</th>
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<th>7B. Application of Scientific Method to Practice</th>
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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
Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences

| 0 | 1 | 2 | 3 | 4 | [N/O] |

9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.

9A. Knowledge of Measurement and Psychometrics
Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups and context

| 0 | 1 | 2 | 3 | 4 | [N/O] |

9B. Knowledge of Assessment Methods
Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning

| 0 | 1 | 2 | 3 | 4 | [N/O] |

9C. Application of Assessment Methods
Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad area of practice

| 0 | 1 | 2 | 3 | 4 | [N/O] |

9D. Diagnosis
Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity

| 0 | 1 | 2 | 3 | 4 | [N/O] |

9E. Conceptualization and Recommendations
Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment

| 0 | 1 | 2 | 3 | 4 | [N/O] |

9F. Communication of Assessment Findings
Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner

| 0 | 1 | 2 | 3 | 4 | [N/O] |

10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.

10A. Intervention planning
Independently plans interventions; case conceptualizations and intervention plans are specific to case and context

| 0 | 1 | 2 | 3 | 4 | [N/O] |
| Displays clinical skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations | 0 | 1 | 2 | 3 | 4 | [N/O] |
**10C. Intervention Implementation**
- Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate
  - 0 1 2 3 4 [N/O]

**10D. Progress Evaluation**
- Independently evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures
  - 0 1 2 3 4 [N/O]

**11. Consultation:** The ability to provide expert guidance or professional assistance in response to a client’s needs or goals.

**11A. Role of Consultant**
- Determines situations that require different role functions and shifts roles accordingly to meet referral needs
  - 0 1 2 3 4 [N/O]

**11B. Addressing Referral Question**
- Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral question
  - 0 1 2 3 4 [N/O]

**11C. Communication of Consultation Findings**
- Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations
  - 0 1 2 3 4 [N/O]

**11D. Application of Consultation Methods**
- Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases
  - 0 1 2 3 4 [N/O]

---

**V. EDUCATION**

**12. Teaching:** Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.

**12A. Knowledge**
- Demonstrates knowledge of didactic learning strategies and how to accommodate developmental and individual differences
  - 0 1 2 3 4 [N/O]

**12B. Skills**
- Applies teaching methods in multiple settings
  - 0 1 2 3 4 [N/O]

**13. Supervision:** Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.

**13A. Expectations and Roles**
- Understands the ethical, legal, and contextual issues of the supervisor role
  - 0 1 2 3 4 [N/O]

**13B. Processes and Procedures**
- Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of competency to supervise
  - 0 1 2 3 4 [N/O]

**13C. Skills Development**
Engages in professional reflection about one’s clinical relationships with supervisees, as well as supervisees’ relationships with their clients

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**13D. Supervisory Practices**

Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting

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**VI. SYSTEMS**

**14. Interdisciplinary Systems:** Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.

**14A. Knowledge of the Shared and Distinctive Contributions of Other Professions**

Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; demonstrates intermediate level knowledge of common and distinctive roles of other professionals

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**14B. Functioning in Multidisciplinary and Interdisciplinary Contexts**

Demonstrates beginning, basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning

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**14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes**

Participates in and initiates interdisciplinary collaboration/consultation directed toward shared goals

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**14D. Respectful and Productive Relationships with Individuals from Other Professions**

Develops and maintains collaborative relationships over time despite differences

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**15. Management-Administration:** Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).

**15A. Appraisal of Management and Leadership**

Develops and offers constructive criticism and suggestions regarding management and leadership of organization

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**15B. Management**

Participates in management of direct delivery of professional services; responds appropriately in management hierarchy

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**15C. Administration**

Demonstrates emerging ability to participate in administration of service delivery program

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**15D. Leadership**

Participates in system change and management structure

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16. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.

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<th>Not at All/Slightly = 0</th>
<th>Somewhat = 1</th>
<th>Moderately = 2</th>
<th>Mostly = 3</th>
<th>Very = 4</th>
<th>No Opp. = [N/O]</th>
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16A. Empowerment
Intervenes with client to promote action on factors impacting development and functioning

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16B. Systems Change
Promotes change at the level of institutions, community, or society

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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 the 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
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<tr>
<th>Date</th>
<th>Semester Event – Fall 2019</th>
<th>1st year PsyD</th>
<th>2nd year PsyD</th>
<th>3rd year PsyD</th>
<th>4th year PsyD</th>
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<tbody>
<tr>
<td>6/1/2019</td>
<td>Last day to defend your dissertation proposal to apply for internship</td>
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<tr>
<td>8/1/2019</td>
<td>DUE – Request to Apply packet (Fall 2019 Doctoral Internship Applicants )</td>
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<tr>
<td>8/15/2019</td>
<td>DUE – Faculty Letter of Recommendation (Fall 2019 Doctoral Internship Applicants)</td>
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<td>8/15/2019</td>
<td>DUE - signed Time2Track hours, &quot;Post-Placement Site Evaluation&quot;, &quot;Post-Placement Diversity Questionnaire&quot;, and &quot;Practicum/Advanced Practicum Student Evaluation&quot; from Spring Semester ’19</td>
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<td>8/18/2019</td>
<td>PQE Materials Due</td>
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<td>8/27/2019</td>
<td>Orientation</td>
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<tr>
<td>8/29/2019</td>
<td>Classes Begin</td>
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<tr>
<td>8/29/2019</td>
<td>DUE - Proof of Insurance due for ‘19-'20 school year</td>
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<td>9/3/2019</td>
<td>Labor Day (No Classes / Offices Closed)</td>
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<td>9/7/2019-9/21/2019</td>
<td>PQE (Sep 7, 11, 14, 21 2019)</td>
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<td>9/7/2019</td>
<td>Registration: Last day to add Semester course; Last day to drop Semester course w/out a &quot;W&quot;</td>
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<tr>
<td>10/2/2019</td>
<td>DUE – Transfer of Credit Requests to Grad Program Admin (Ted Kahn)</td>
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<td>10/2/2019</td>
<td>DUE – Dissertation Committee Application (Fall 2020 Doctoral Internship Applicants)</td>
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<td>10/2/2019</td>
<td>PQE Primer and Dissertation Info Meeting</td>
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<tr>
<td>10/15/2019</td>
<td>Submit request for verification of Internship Readiness/Eligibility via APPIC Website (Fall 2019 Doctoral Internship Applicants)</td>
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<td>10/22 - 10/24/2019</td>
<td>Fall Break (No Classes / Offices Open)</td>
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<td>11/7 - 11/18/2019</td>
<td>Registration: Spring Registration begins</td>
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<td>11/21/2019</td>
<td>Registration: Last day to drop full Sem class, or elect pass/fail</td>
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<td>12/1/2019</td>
<td>Register for APPIC Match (Fall 2019 Doctoral Internship Applicants)</td>
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<td>12/2/2019</td>
<td>Practicum Information Exchange (PIE)</td>
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<td>12/7/2019</td>
<td>ACEPT Practicum Fair at Roosevelt University (Practicum/Advanced Practicum)</td>
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<td>12/14/2019</td>
<td>Last day of Fall Classes</td>
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<td>12/15/2019</td>
<td>DUE - &quot;Request to Apply for Practicum/Advanced Practicum &quot; form - PSYD</td>
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<tr>
<td>12/15/2019</td>
<td>DUE - Signed Time2Track hours, &quot;Practicum/Advanced Practicum Student Evaluation&quot; &amp; email confirming Letters of Recommendation - PSYD</td>
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<tr>
<td>12/17/2019</td>
<td>Reading day</td>
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<td>12/17 - 12/20/2019</td>
<td>Finals</td>
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<td>12/21/2019 – 1/13/2020</td>
<td>Winter Break (Offices Close on 12/22/2019 and will not reopen until 1/2/2020)</td>
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<td>1/14/2020</td>
<td>Spring classes begin</td>
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<td>1/21/2020</td>
<td>Martin Luther King Day (No Classes / Offices Closed)</td>
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<td>Registration: Last day to add Semester course; Last day to drop Semester course w/out a &quot;W&quot;.</td>
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<td>2/1/2020</td>
<td>First day to submit ACEPT Applications (Practicum/Advanced Practicum)</td>
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<td>2/5/2020</td>
<td>Faculty Development Day (No Classes / Offices Open)</td>
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<tr>
<td>2/7/2020</td>
<td>APPIC Phase I Rank Order Lists - Last day to submit (Fall 2019 Doctoral Internship Applicants)</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>2/8/2020</td>
<td>PsyD Interview Day</td>
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<tr>
<td>2/18/2020</td>
<td>President's Day (No Classes / Offices Open)</td>
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<tr>
<td>2/21/2020</td>
<td>APPIC Phase I Match Day (Fall 2019 Doctoral Internship Applicants)</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>2/27/2020</td>
<td>APPIC Phase II application deadline (Fall 2019 Doctoral Internship Applicants)</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>3/11 – 3/15/2020</td>
<td>Spring break (No Classes / Offices Open)</td>
<td></td>
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<tr>
<td>3/16/2020</td>
<td>APPIC Phase II - Deadline for submission &amp; certification of Rank Order Lists for Phase II of the Match (Fall 2019 Doctoral Internship Applicants)</td>
<td></td>
<td></td>
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<tr>
<td>3/20/2020</td>
<td>Doctor Internship/PQE Info Meeting during Practicum Seminar (Fall 2019 Doctoral Internship Applicants)</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>3/25/2020</td>
<td>ACEPT Practicum Match Day (Practicum/Advanced practicum)</td>
<td>X</td>
<td>X</td>
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<tr>
<td>3/23/2020</td>
<td>APPIC Phase II Match Day (Fall 2019 Doctoral Internship Applicants)</td>
<td></td>
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<td>X</td>
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<tr>
<td>3/28/2020</td>
<td>Registration: Summer Registration begins</td>
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<tr>
<td>4/5/2020</td>
<td>Last day to defend your dissertation to walk in May (4th-7th year PsyD)</td>
<td></td>
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<tr>
<td>4/2 - 4/18/2020</td>
<td>Registration: Fall Registration begins</td>
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<tr>
<td>4/18/2020</td>
<td>Registration: Last day to drop full Sem class, or elect pass/fail</td>
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<tr>
<td>4/19/2020</td>
<td>Good Friday (No Classes / Offices Closed)</td>
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<td>4/15/2020</td>
<td>DUE - &quot;Registration for Practicum/Advanced Practicum/Internship&quot; and &quot;Permission to Release Educational Record Information&quot; forms if you have a placement for next year</td>
<td>X</td>
<td>X</td>
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<tr>
<td>5/3/2020</td>
<td>End of Spring Classes</td>
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<tr>
<td>5/3/2020</td>
<td>Program Evaluation due (2020-2021 Doctoral Internship students)</td>
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<tr>
<td>5/6/2020</td>
<td>Reading day</td>
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<td>5/6 - 5/9/2020</td>
<td>Finals</td>
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<tr>
<td>5/10/2020</td>
<td>DUE - signed Time2Track hours, &quot;Post-Placement Site Evaluation&quot;, &quot;Post-Placement Diversity Questionnaire&quot;, and &quot;Practicum/Advanced practicum Student Evaluation&quot; if placement is complete (per learning contract)</td>
<td>X</td>
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<tr>
<td>5/10/2020</td>
<td>PsyD Banquet</td>
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<td>5/11/2020</td>
<td>Grad School Commencement</td>
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<tr>
<td>6/1/2020</td>
<td>Deadline for fast track application (if accepted into PsyD program) MA grads who are 1st year PsyD in fall</td>
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<tr>
<td>6/1/2020</td>
<td>Last day to defend your dissertation proposal to apply for internship (Fall 2020 Doctoral Internship Applicants)</td>
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<tr>
<td>TBA (August)</td>
<td>Comprehensive Exams</td>
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<tr>
<td>8/1/2020</td>
<td>DUE - &quot;Request to Apply for Doctoral Internship&quot; packet (Fall 2020 Doctoral Internship Applicants)</td>
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<tr>
<td>8/15/2020</td>
<td>DUE – Final day to submit Time2Track hours, &quot;Post-Placement Site Evaluation&quot;, &quot;Post-Placement Diversity Questionnaire&quot;, and &quot;Practicum/Advanced practicum Student Evaluation&quot; from Spring Semester '20</td>
<td>X</td>
<td>X</td>
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<tr>
<td>8/17/2020</td>
<td>Turn in PQE Packets to Graduate Program Administrator</td>
<td></td>
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</table>