ROOSEVELT UNIVERSITY
DEPARTMENT OF PSYCHOLOGY

# MA Programs in Clinical Psychology

# Practicum Training Manual

**(Revised Fall 2012)**

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# Clinical MA Programs Calendar 2012-2013

## Note the three Mandatory events for 2013-14 practicum seekers

| | |
|---|---|
| **July 1** | Applications for October NCE administration due to Dr. Dygdon. |
| **August** | |
| Aug 1 | 2011-2012 practicum enrollment closes. |
| Aug 23 | University Convocation; All students should attend. |
| Aug 24 | First day of fall semester classes. |
| **September** | |
| Sept 3 | Labor Day – No Classes |
| **October** | |
| Oct 3 | Monthly departmental faculty meetings with student representative begin (1st Wed of month)<br>Monthly MA faculty meetings with student representative begin (2nd Wed of month) |
| Oct 4 | **Choice 1: Practicum-Seeking Students:** *Practicum Workshop Part 1: Applications.* 4:00PM-6:00PM; AUD 309, SCH 614. **Required** all students who have not attended in the past, but all are welcome. *Choose one of the following two sessions.* |
| Oct 6 | **Choice 2: Practicum-Seeking Students:** *Practicum Workshop- Part 1: Applications.* 12:30PM-2:30PM; AUD 309, SCH 614. **Required** all students who have not attended in the past, but all are welcome. |
| Oct 13 | National Counselor Exam (NCE) administered at RU for eligible* students. (See below) |
| Oct 6 – 30 | 2013-2014 practicum-eligible students**:** Submit **Practicum Eligibility Form** to Clinical MA Programs Director (Dr. Judith Dygdon). Upon approval, start reviewing sites and read this manual thoroughly. |
| Oct 22-25 | All MAC Meetings. Time and Place TBD |
| **November** | |
| Nov 7 | 2013-14 practicum-eligible students: Deadline for requesting faculty letters of recommendation |
| Nov 5-16 | 2013-14 practicum-eligible students: Practicum advisement sessions for MA students seeking practicum; a sign-up sheet will be emailed to you |
| Nov 19-25 | Thanksgiving Break - No Classes |
| **December** | |
| Dec 1 | Applications for April NCE administration due to Dr. Dygdon. |
| Dec 7 | **Practicum Fair** |
| Final Practicum Seminar Class Day | Current Practicum Students: Deadline for submitting **Student Evaluation** and **Site Evaluation Forms** and **Log** summary to DOT and seminar instructor. |
| Dec 14 | Fall Commencement<br>Fall semester ends, access to all faculty, including directors is limited over break |
| Dec 21 | 2013-14 practicum-eligible students: **MA Site Application Approval Form** due to DOT (Dr. Catherine Campbell/Dr. Tom Farmer) |
| **January** | |

| | |
|---|---|
| Jan -Feb | 2013-2014 practicum-eligible students: Start sending out applications according to the individual site's application start and end dates listed in the database. |
| Jan 11 | First day of spring semester classes.<br>Note: Friday, January 11 is a make-up day for Monday classes who will not meet on Monday, Jan 21, because of the MLK holiday. Saturday classes will begin Saturday, Jan 12. Regularly scheduled Friday classes will begin Friday, Jan 18. |
| Jan 21 | Martin Luther King holiday |
| TBD | Spring Graduates: Students intending to graduate in spring must apply for graduation during the first week of classes (This will not apply to most of you. Read carefully the section under Graduation.) |
| Jan 24 | **Choice 1: Practicum-Seeking Students:** *Practicum Workshop-Part 2: Interviewing and Selection* 4:00PM-6:00PM; AUD 309, SCH 614. **Required** for all students who have not attended in the past, but all are welcome. Choice 2 for this workshop is Feb 9, see below. |
| Jan 30 | 2013-14 practicum-eligible students**:** Target date for completion of practicum application materials |
| **February** | |
| Feb-Mar | 2012-2013 practicum-eligible students**:** Practicum interviews. Before withdrawing applications or canceling interviews, contact DOT for permission |
| Feb 4 | 2012-2013 practicum-eligible students: Send out applications to ACEPT sites. All applications should be out now. |
| Feb 9 | **Choice 2: Practicum-Seeking Students:** *Practicum Workshop-Part 2: Interviewing and Selection* 12:30-2:30PM; AUD 309, SCH 614. **Required** for all students who have not attended in the past, but all are welcome. |
| Feb 25-28 | All MAC Meetings. Place and location TBD. |
| **March** | |
| Mar 16-22 | Spring Break |
| Mar 18 | **ACEPT Notification Day:** Notify DOT of match status immediately. NOTE: Offers will be made throughout the months of February and March. |
| Mar 25 | Classes resume. |
| **April** | |
| April 20 | National Counselor Exam (NCE) administered at RU for eligible* students. (See below) |
| Apr 26 | 2012-13 practicum-eligible students: **MA Practicum Training Agreement Form** due to DOT (Dr. Campbell/ Dr. Farmer) |
| **May** | |
| May 3 | Current practicum students**:** **Student evaluations**, **site evaluations**, and **logs** are due to DOT and practicum seminar instructors (Note: Students whose practicum continues after the end of the semester must also submit a final evaluation at the conclusion of the practicum) |
| May 3 | End of spring semester; access to faculty is limited during summer break |
| May 3 | Spring Commencement |
| May 11 – Aug 5 | Finishing practicum students: Final student and site evaluations and logs due to DOT and seminar instructors for practica that have continued past the end of spring semester. |
| May 11 –Aug 5 | Summer session |
| May 11 | Summer Graduates**:** Students intending to graduate in the summer must apply for graduation during the first week of summer session classes; Summer graduates participate in the December Commencement. |

| | |
|---|---|
| **June** | |
| June 18 | **Choice 1: Practicum Students:** *Practicum Workshop Part III:* 5:00-6:00PM; AUD 309, SCH 614. **Required** for anyone in the first RU practicum (2013-2014). Choice 2 is June 22- see below. |
| June 22 | **Choice 2: Practicum Students:** *Practicum Workshop Part III* 12:30PM-1:30PM; AUD 309, SCH 614. **Required** for anyone in the first RU practicum (2013-2014). |
| | |
| **July** | |
| July 1 | Date liability insurance provided by RU begins. Do not see clients until July 1 in your new practicum. |
| July 1 | Applications for October NCE administration due to Dr. Dygdon. |
| July 1 – Sept 30 | Start date for practicum. Start before July 16 to have the best opportunity to finish the minimum 38 weeks by the completion of the spring semester. |
| **Aug** | |
| Aug 1 | 2013-14 practicum-eligible students: Deadline for securing a practicum. To meet the deadline, you must have an **MA Practicum Training Agreement** signed by the DOT |

*Students are eligible to sit for the NCE at Roosevelt when they are in their final semester of the program (this includes practicum) or they have graduated within one year of the exam date.

# Overview of the Practicum Training Manual

## Chapter 1 – Practicum Search

This section is for students who do not yet have a practicum. It outlines the application, interview, acceptance, and registration process.

## Chapter 2 – Practicum Rules and Parameters

This section is for students who are about to begin a practicum or are currently on a practicum. Those beginning the search process should also read this section to discover what will be expected of you on practicum.

A copy of this manual is available on the MA Clinical Psychology website under Manuals. The manual and *all* other forms related to practicum are available on the RUCOM: Psychology Practicum Bb page. Once access is granted to the online database, you will find all practicum forms posted here as well.

# Chapter 1 – Practicum Search

This section is for students who do not yet have a practicum. It outlines the application, interview, acceptance, and registration process.

## Checklist for Practicum Search Process

(All Forms available on Bb and the MA webpage)

1. Prepare:
   - Read this manual in its entirety.
   - Mark your calendar for the Mandatory Practicum Workshops and All MAC Meetings (See Program Calendar) and the area-wide practicum fair (December 7).
   - Attend a practicum advising session to be held Nov 5-16.
   - Read books and articles on practicum.
   - Prepare personally for inability to work full-time.

2. Eligibility: Have **Practicum Eligibility Form** (found on Bb following workshop) signed by **Clinical MA Programs Director** – October 6 – October 30.

3. Request letters of recommendation (faculty need at least a month's notice). Ask no later than November 7.

4. Obtain access to online practicum database. Access will be granted following workshop for eligible students.
   - Search for potential sites from online database.
   - Submit **Site Application Approval Form** (found on Bb) – due December 21.

5. Assemble application materials for sites, following their directions and timetables.

6. Submit applications and interview – starting February 4. **Do not withdraw an application or cancel an interview without consulting the DOT.**

7. Be prepared to take an offer that may come during your interview or on ACEPT Notification Day in March. Notify DOT of match status immediately following Notification Day.

8. Complete **Training Agreement Form** with your new supervisor IN PERSON – Due April 26.

9. **Register for practicum:** Upon approval of your MA Practicum Training Agreement Form, the DOT will provide you with registration form. You CANNOT register for practicum online; you must take the form you receive from the DOT to the registration office IN PERSON. You will register for PSYC 698A for 3 credit hours for the first semester, PSYC 698B for 3 credit hours for the second semester, and 698Y for zero credits for all subsequent semesters until completion.

10. **Start practicum** – July 1- Sept 30. You may not begin any clinical work prior to July 1. Your liability insurance does not start until July 1.

11. **Log your hours** – Start logging your hours using Time2Track or MyPsychTrack immediately upon starting your practicum.

# Introduction to Clinical Training

The two main components of training in clinical psychology are academic work and clinical training. Clinical training is supervised clinical work in an agency or program that delivers mental health services. Although these two components may appear distinct and separable, in practice they are integrated throughout students' progress through the program: Based on a practitioner-scholar model, coursework is designed to prepare students for clinical practice through exposure to current knowledge and issues in psychopathology, assessment, psychotherapy, and professional practice; students' experiences in clinical training inform their academic activities directly through case presentations in the practicum seminar and other courses and, more implicitly, by providing real-life embodiments of the problems addressed by course content. Students will use their investigative and critical thinking skills and their knowledge of the science of clinical psychology, developed throughout their coursework, to provide optimal treatment to their clients by identifying the most current and valid assessment and treatment methods. In addition, throughout their studies, students come to understand the importance of scholarly inquiry so that they remain critical consumers of new developments in the field throughout their professional careers.

Clinical training prepares students for eventual independent practice by providing opportunities (a) to apply and test academic knowledge and skills *in vivo* with clients; (b) to learn about the problems and possibilities involved in the *delivery* of mental health services; (c) to learn about the multiple roles of clinical professionals, including ethical practice; and (d) to develop the self-awareness and self-knowledge necessary for ethical and exemplary clinical work, including awareness of the limitations of one's knowledge and skills.

**Practicum**

The term "practicum" (the plural is "practica") refers to clinical training provided before students have completed their academic requirements. Some sites use the term "externship" or "internship" to refer to the same training. The MA Practicum provides students with the opportunity to develop their basic clinical skills and to become familiar with work in a mental health setting, including documentation, confidentiality, teamwork, and interdisciplinary communication. After earning your degree, you will continue your training in a "post-graduate" position in order to accrue the supervised hours of clinical practice necessary to qualify for independent licensure.

**Content of clinical training**

Students are expected to obtain supervised training in the following areas during their practica:

- clinical interviewing, diagnosis, and case conceptualization
- psychotherapy skills, including the ability to establish rapport and work with clients of diverse backgrounds
- psychotherapy that is based on one or more theoretical orientations (e.g., behavioral, psychodynamic) with a history of clinical and research support
- individual therapy, with the addition of group, family, or marital modalities (according to availability and the previous experience and career interests of the student)
- communication of psychological information, written and oral (e.g., via treatment plans, progress notes, case conferences, interdisciplinary contacts)
- the influence of ethnic diversity and individual differences on assessment and treatment
- evidence-based practice and outcome assessment.
- consultation with other professionals at the individual and program level
- professional roles, ethical behavior, standards of practice, state law, and organizational guidelines, especially re core issues in the practice of clinical psychology (e.g., confidentiality, the duty to warn, professional boundaries).

Competencies of clinical training
Equally important as the *content* of clinical training is the extent to which students benefit from that content by developing the *competencies* necessary for clinical practice. See Appendix B for a detailed list of clinical competencies.

# Practicum Application Procedures

## 1. Preparation

### *Academic*

Students prepare for their clinical training through reflection on their own personal characteristics, their goals, and their current skills (see Appendix B for a review of clinical competencies at various skill levels) and through coursework that provides basic knowledge and introductory skills training for the remaining competencies. All coursework is designed to develop professionals who are capable of independent and collaborative practice; coursework particularly relevant to clinical training includes Basic Clinical Skills, Psychopathology, Professional, Legal, and Ethical Issues, Multicultural Psychology, and psychotherapy courses.

Students enrolled in 520 Basic Clinical Skills will be required to participate in volunteer work. For others, if you have not worked with a clinical population, it is a good idea to start volunteering right away. You will be better able to identify the population with whom you want to work, and the experience will increase your candidacy for a practicum position. NOTE: Practicum at a site where you have volunteered falls under the same rules as practicum at an employment site (See section on Training at one's place of employment). To locate a volunteer position, you may want to explore the following websites:

http://www.chicagovolunteer.net
http://www.volunteermatch.org
http://www.idealist.org
http://www.servenet.org

### *Emotional*

Students also need to prepare for the time commitment and the emotional strain that accompanies clinical training. Practicum must be a top priority, and you will need to be available for your clients. Therefore, you may not be employed full-time while on practicum. Most students continue to work part-time as long as they are granted the flexibility needed to be fully attentive to their clients and the requirements of the practicum site. Family members and friends should be made aware of the stress involved with clinical training as well as the time commitment so that they are prepared and can be supportive.

### *People You Should Know*

**Director of Clinical MA Programs (Dr. Dygdon):** This is a member of the psychology faculty who is charged with overseeing the admission, advising, and retention of students in the Clinical Psychology, Clinical Professional Psychology, Clinical Psychology (Counseling Practice) MA Programs. The Director must document (on the Practicum Eligibility Form) your readiness to embark upon a practicum experience before you will be allowed to apply for practicum placements.

**DOT (Dr. Campbell):** This acronym refers to "Director of Clinical Training". The DOT is a member of the psychology faculty who is charged with overseeing the off-campus clinical training activities of students in the Clinical MA and PsyD programs. The DOT assists students in identifying sites appropriate for their training needs and ensures that sites provide the nature of clinical experience required by our curricula. Throughout your practicum search, application, and training process, you will be closely involved with the DOT.

**ADOT (Dr. Farmer):** This acronym refers to "Associate Director of Clinical Training." The ADOT is a member of the psychology faculty who works with the DOT. The ADOT is based primarily at the Schaumburg campus.

**Program Administrator (Ms. Jennifer Hinton): The Program Administrator can assist with course registration issues.** She is available on both campuses.

**Departmental Secretary (Ms. Karen Smith):** The departmental secretary, located on the 4th floor of the Chicago campus in the Gage Building, maintains your practicum file.

**Program Manager (Ms. Michelle Parker):** The program manager, located in the SCH 360 departmental suite. She is available to assist Schaumburg students.

**Assistant to the Chair (Diana Zak):** Diana will contact you regarding any administrative issues throughout the program.

**@MAIL**: Technically, a thing you should know. The Department of Psychology will **only** communicate with you via your @Mail account. *Your personal email will not be used.* You must check your @Mail frequently as you will be responsible for any information sent to you via @Mail.

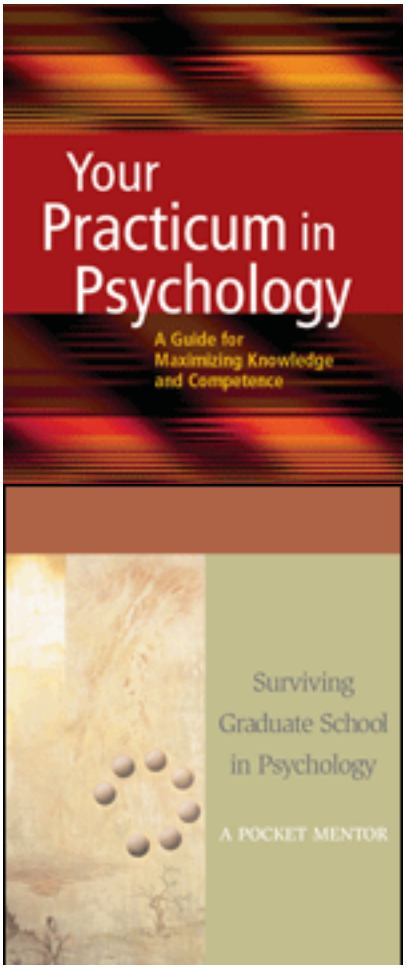
**Career Services**: Roosevelt's Career Services staff, available on both campuses, can provide you with career advisement and interviewing strategies for practicum and employment. They can review your CV and cover letter as well.

**Counseling Center**: In order to prepare for the challenging work ahead, it is a good idea for students to engage in their own personal therapy experience. The Roosevelt University Counseling Center offers free services to enrolled students on both campuses.

***Resources***

Along with marking your calendar with important dates listed in the MA Calendar, students should review the many books and articles in print about the practicum process. Students should conduct a PsycInfo search for more resources on clinical training and practicum.

Available from APA Books: http://www.apa.org/books/

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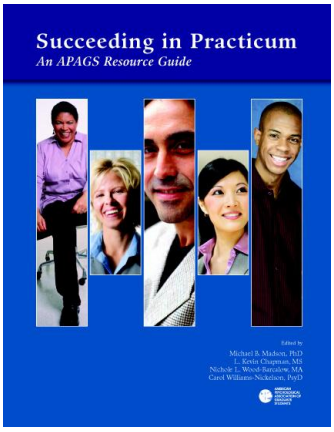


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## 2. Eligibility

Review prerequisites: Review academic coursework re prerequisite hours and courses; review preparatory competencies (see Appendix B). Make sure you have met competency and have completed coursework for eligibility as stated below.

Following the first Practicum Workshop in October, submit the **Practicum Eligibility Form** to the **Director of the Clinical MA Programs**, Dr. Dygdon. This will be done directly on Bb. Students will select the tab "MA Practicum Forms." The select "Before you Begin Your Practicum." Finally, complete the Eligibility Form directly on Bb. The Director will verify eligibility and forward the form to the DOT. This is a critical step. It ensures that you will receive notification of practicum site openings and other training information. Upon receiving the Practicum Eligibility Form, the DOT will provide you with access to the online practicum database according to the schedule listed on the calendar in this document.

**Competencies and Eligibility**: The Clinical MA Programs Director will review a student for practicum eligibility based on academic and relationship competencies. A student who does not meet expected levels in either of these areas might not be deemed eligible for practicum.

**Due Process**: Students can appeal the decision of the Director by presenting their case to the departmental faculty. The next level of appeal is to the Graduate Dean.

### *Practicum Eligibility Coursework Prerequisites*

**For students in the Clinical Psychology (Counseling Practice) MA Program:** You may begin the practicum after (a) completing 16 courses (48 semester hours), including all courses that are relevant to the specific type of practicum experience you will be seeking (e.g., Students seeking a child and adolescent practicum should complete the child and adolescent therapy course), (b) met the competency requirement, and (c) passed Psychology 520 (Basic Clinical Skills) with a grade of B or better. If you will meet these criteria by September 2013, then submit your Practicum Eligibility Form in early Fall and follow calendar timeline for 2013-14 practicum-eligible students.

**For students in the Clinical Professional Psychology MA Program:** You may begin the practicum after (a) completing 12 courses (36 semester hours), including all courses that are relevant to the specific type of practicum experience you will be seeking (e.g., Students seeking a child and adolescent practicum should complete the child and adolescent therapy course), (b) met the competency requirement, and (c) passed Psychology 520 (Basic Clinical Skills) with a grade of B or better. If you will meet these criteria by September 2013, then submit your Practicum Eligibility Form in early Fall and follow calendar timeline for 2013-14 practicum-eligible students.

**For students in the Clinical Psychology MA Program:** You may begin practicum after you have (a) completed all of the 33 semester hours of required course work specified in the Roosevelt University Graduate Catalog; (b) met the competency requirement, and (c) passed Psychology 520 (Basic Clinical Skills) with a grade of B or better. If you will meet these criteria by September, then submit your Practicum Eligibility Form in early Fall and follow calendar timeline for 2013-14 practicum-eligible students.

***Not completing the required number of courses identified on your Eligibility Form before you begin your practicum will result in the revocation of your eligibility and you will be pulled from practicum.***

## 3. Attend Annual Practicum Workshops and Fair

**Mandatory Practicum Workshop - Part 1: Applications**
October 4 or 6; AUD 309 and SCH 614
**Area-wide Practicum Fair** December 7, 2012, 2nd floor AUD
**Mandatory Practicum Workshop – Part 2: Interviews and Accepting Offers**
January 24 or February 9, AUD 309 and SCH 614
**Mandatory Practicum Meeting**
June 18 or 22, AUD 309 and SCH 614

Securing a practicum is a competitive and complicated process. Preparatory workshops are offered to assist you. The workshops will cover the prerequisites, both formal and informal, for clinical training and the practicum selection and application process. Assistance is provided in preparing application materials and interviewing. All students are expected to attend these workshops; no make-up sessions will be held.

ACEPT (Association of Chicagoland Externship and Practicum Training) organizes an annual area-wide practicum fair that will be held on the 2nd floor of the downtown campus. More than 50 sites from city and suburban areas typically attend, and site supervisors participate in panel presentations to give you insider tips for your applications. It is important to keep in mind that the fair is not a Roosevelt function; we are just fortunate to provide space for this event. You will want to dress and act professionally at the fair. Sites will likely remember you – for better or worse.

## 4. Search for potential sites from online database

Following attendance at the first practicum workshop, eligible students will be granted access to the Psychology Practicum Blackboard (Bb) page containing the practicum site database and forms. *Students are expected to seek a practicum from among those listed in the database, not locate a site on their own.*

To find the Psychology Practicum Blackboard (Bb) page, log on to RU Online. If you have been given access, you will see the RUCOM: Psychology Practicum link under Courses. The Psychology Practicum Bb page includes practicum-related forms, the site database, site evaluations from previous students, application forms for particular sites, and any brochure material provided by the site to the department.

Sites vary in terms of the amount of material they provide the department and the frequency in which they update their information.

- Submit **Site Application Approval Form** to **DOT** according to the timetable listed in the MA Calendar. *Students must have permission to apply to sites before submitting their application materials*. Failure to obtain permission may result in forced withdrawal from the practicum process. To submit the form, click on "Site Application Approval Form" under the **PsyD Practicum Forms** tab. Follow instructions.

Note that this form, once signed by the DOT, indicates approval to apply to that site; it does not mean that the site and the training it offers is approved for a particular practicum. Sites frequently change their policies, services, and supervision arrangements; for this reason, *final approval to attend a site for practicum is only granted based on the specific information in the Practicum Training Agreement Form*.

**Updating database listings**: Sites often undergo changes that affect their training programs. The contact person listed in the database may not be the current contact, and other details of the program may have changed. Because of such unanticipated changes, *the fact that a site is listed in our database does not mean that it is an "approved" site or that the info listed is updated and accurate*. Students must obtain final approval of their training from the DOT (see below). The DOT will evaluate not only the training program, but also the extent to which it fits a student's particular needs as a clinician-in-training. Some sites that are not approved or are no longer accepting students are also listed in the database in order to alert students to sites they should not contact.

When reviewing the database listings, students should be sure to check whether sites provide MA-level training. If you discover that information listed for a site is not current, students should inform the DOT immediately.

**Unlisted sites:** *Students are expected to seek a practicum from the sites listed in the database.* **No unlisted site will be approved for practicum.**

**Training at one's place of employment**

Practica at a student's place of employment (assuming place of employment is on approved list of practicum sites) will be considered *only* if training will involve separate clients and supervisors (no overlap whatsoever) and if clear boundaries can be made between work and training (e.g., this may be possible in a large agency with several different programs). Interested students must petition the DOT for approval of such training, but you must be able to document the clear separation. Contact will be made with the site supervisor or training director to discuss the training plan. It must be clear to all those involved that the student's position with respect to practicum activities will be one of trainee, not employee, and that the arrangement is for professional development, not expediency. Students must be clearly identified as trainees in their practicum activities.

**Affiliation agreements with Roosevelt University**

Some agencies require a formal affiliation agreement, signed by both parties, before accepting students for practica. When a site requests a formal affiliation agreement, provide the DOT with the appropriate contact information at the potential site. Be aware that if RU does not already have an agreement with the agency, it can take months to finalize the agreement, as these documents must go through the university's legal and fiscal departments.

## 5. Assemble application materials for sites following respective timetables

**<u>You</u> will send all requested application materials in one large envelope to each site.** Because personnel change at sites, it is best to address the application packet to "Psychology Practicum Training Director" rather than to a particular individual unless you are very certain as to the accuracy of the contact person. Sites typically want students to submit a **cover letter** (indicating their interest in the practicum and training goals), **vita**, **graduate transcript**, **3 letters of recommendation**, and, on occasion, a **work sample** or **application form** (see the database listing for details for each site). Each component is discussed below.

**A. Letters of recommendation**

Letters of recommendation should be requested no later than November 7. Letter writers can write better letters if they are provided with a copy of the student's vita and information about his or her clinical interests, goals, and potential training sites. Letters of recommendation are confidential.

**Faculty will email their letters to the DOT. The DOT will collect your letters from faculty and email them directly to your site using the email addresses provided on your Site Application Approval Form. In addition, a basic format will be provided to faculty to ensure "best practice" in terms of constructing letters of recommendation.**

If you are engaged in recent and relevant employment, one of your letters can be from your employment/volunteer supervisor. You will want to make sure that at least one letter is from an RU faculty member. Writers who are not RU faculty members have the choice to email their letter to the DOT or provide you with paper copies in individually sealed envelopes to be submitted with your other application materials.

NOTE: Sites may choose to contact letter writers or other faculty in the department for an informal recommendation or for when they may have questions about your application.

**B. Vita**

A vitae, also called a curriculum vitae (CV), is the academic equivalent of a resume. See Appendix A for an example of the format of a vitae. You may want to bring your vitae to the practicum advising session for review.

**Notes about vitae**

- Note in the listing of positions that your most recent position is listed first and earliest position last. The description of duties should be in the present tense for your current position (because you are still doing those tasks), in the past tense for past positions. Begin your descriptions of job activities with an *active* verb. "Responsible for…" is not very specific; even "managed", used in the example above, could be elaborated on. Your description should include what you did, in detail, and what the population was (e.g., adolescents, chronic mentally ill inpatients, DCFS families). Where appropriate, include numbers of patients or clients (as in the example above), so the reader will have a better idea of the extent of your experience. *Do* include any volunteer experience that has clinical relevance.
- You may also add a section listing any awards, scholarships, etc., you have received, or you may incorporate them into other sections (e.g., the Education section).
- A statement of objectives (e.g., "to find a rewarding and challenging practicum position") is *not* necessary. Your cover letter will describe your objectives.

- You do not need to keep your vita to one page. Take as many pages as necessary to fully document your work and training.
- If you have no clinically relevant work or volunteer experience for your vita, you will want to try to get some ASAP by volunteering to work with your population of interest.

**C. Cover Letter**

Cover letters introduce you to sites, tell them what you want from them, reemphasize information in your vita, and provide them with additional information not in your vita. A good cover letter will demonstrate that you have thought about what your long-term goals are, that you have developed plans for working toward those goals, that you have made good use of your education and experience in developing your goals, and that the needs of and services provided by the site are a good match to your interests. Cover letters are typically 1-2 pgs; be both thorough and concise to convey your relevant history, interests, and goals. The DOT will review as many cover letters as time permits; however, it is a good idea to draft one and bring it to a practicum advising session.

- Address your letter of interest to the Psychology Practicum Training Director unless you are certain as to the accuracy of the contact person. This is to ensure that if there has been a turnover in directors, the new training director will still receive your letter.
- Describe your current academic status and institution (e.g., "I am in my third year of academic work toward an MA degree in clinical professional psychology from Roosevelt University") and what you are writing about (e.g., "I am interested in the therapy practicum offered by your site").
- State what training content you are seeking. It can be helpful to put this in terms of both your interests and experience (e.g., "I am particularly interested in the psychological problems of children in foster care and have worked in several social service agencies involved in foster care over the past three years") *and* in terms of what you would like to gain from training (e.g., "I am particularly interested in obtaining training in the treatment children who have or who are at risk for emotional and behavioral problems").
- Describe how you developed your interests.
- State succinctly why you are interested in the practicum offered by that particular site; that is, how it matches your interests. For example, "I am interested in training at your site because of your commitment to services for children at risk of developmental delay and emotional problems." This is where you show that you have taken the time to learn something about the site and that you are not just engaged in a "shotgun" approach of applying to every site.
- Review your particular strengths or skills; for example, a second language, experience with the State Mental Health Code, a talent for developing rapport with troubled children. *Note that these examples should be specific skills (rather than character traits), which, if the reader questioned them, could be supported by referring to a specific position or experience listed in your vita*. For example, "I am able to develop rapport with difficult children, a skill which I developed during my two years of volunteer work at the XYZ Children's Shelter" or "while working on a study of ADHD children with Dr. X." Do not list generic positive qualities, such as hard working, interested in the field, honest, and so forth, that Training Directors will assume are true of *all* applicants.
- Be cautious about personal self-disclosure. A site may assume from this that you have difficulty with objectivity and boundaries.

**D. Transcripts**
Most sites will ask for a copy of your graduate transcripts, and usually unofficial transcripts printed from RU Access are sufficient. However, there are some exceptions listed in the database; so be aware of which sites require official transcripts and plan to request copies of them well before the deadline for mailing applications.

**E. Work Samples**
A few sites will ask for a work sample. MA students can submit writing from their basic clinical skills or other therapy course. Sites are interested in your clinical writing ability. When submitting samples (even coursework), *use John or Jane Doe **ONLY** for the client name so it is clear to all parties that confidentially is being protected.* All dates and proper nouns should also be removed. Double and triple check your de-identification. **Sites are ethically obligated to shred your application if any info deemed identifiable is in your sample.**

**F. Application Forms**
Only a handful of sites require a separate, site-specific application form. These sites will be noted in the practicum site database, and the forms will be available on under the Site Information tab on Blackboard.

## 6. Submit applications

**Practicum application timetable**
Applications should be sent according to the timetable listed on the MA Calendar. Obtaining a practicum in the Chicago metropolitan area is a competitive process and one that is not consistent among training sites. There is no consistent process followed by all practicum sites. Some sites have flexible begin and end dates and will accept students whenever they have an opening and will start and end them as the student desires; this is particularly true of MA practicum sites. Some sites have their own consistent, but unique, begin and end dates. Finally, many sites follow, to a greater or lesser degree, a common schedule for accepting applications, interviewing, and selecting practicum students as noted on the MA Calendar.

**ACEPT Guidelines**
Guidelines for application and acceptance are set forth by ACEPT (Association of Chicagoland Externship and Practicum Training Sites). For sites listed in the database as following ACEPT guidelines, applications **cannot be sent** to sites before a specific date (February 4th). Also, according to ACEPT, sites make offers on a specific date (usually the fourth Monday of March). MA students, however, can receive and accept an offer at any time. Because this is a complex process, students must attend the Practicum Workshops provided by the DOT.

As a generally rule, follow the application timetable listed on the MA Calendar. It is very important to ask the representatives of each site with whom you interview for details of their notification process so that you can be prepared.

### *Interviews*

Sites will typically interview in February and March. The Practicum Workshop – Part 2 will address Interviewing and Accepting Offers.

**Professional Dress**
Students must dress professionally for interviews. Every year, the DOT is contacted by sites that complain that students are dressing inappropriately – wearing too casual, tight-fitting, or low-cut clothing. Interviewers may not be informed of the latest fashion trends, but they will judge you heavily on your professional dress or lack thereof. Feel free to consult faculty on apparel choices.

## 7. Accept an Offer

**ACEPT Guidelines – Offers and Acceptances**
Many sites strictly follow the ACEPT protocol, which mandates that sites make their offers of training positions on ACEPT Notification Day, beginning at 9 am. **Be prepared to check your email frequently, as sites following ACEPT will be notifying students of their status via email.** Sites that follow this protocol do not make offers prior to that time, and some professional psychology programs in the Chicago area do not allow their doctoral students to accept offers prior to that date and time. MA students, however, are given more flexibility to accept offers at any time.

It is difficult to predict when sites, even those listed in the database as ACEPT, will make their offers to MA students. Some sites may require students to abide by the ACEPT protocol in order to be considered for their training positions. *Students must make an honest commitment to follow the protocol if they wish to be considered by these sites*. If a site is following ACEPT rules, they may email you prior to notification day and say that they will make an offer on Monday. ACEPT guidelines require that such sites cannot request a commitment during these pre-notification calls or emails and that the appropriate student response is to thank them and indicate that you look forward to hearing from them.

The best thing to do is to ask for the site's decision-making and notification process and timetable when you interview with a site. ***If you accept an offer, you must consult with the DOT before withdrawing applications or canceling interviews at other sites!*** We have had recent incidences with sites reneging on offers and with sites not considering Roosevelt applicants because students cancelled interviews.

Once students have accepted a verbal offer, they should send their training site a formal letter of acceptance. Students must notify the DOT upon acceptance of a practicum position, preferably by forwarding a copy of their acceptance letter, within 1 week of their acceptance. Students should immediately ask for an appointment to complete the MA Practicum Training Agreement. If a site seems reluctant to do so, alert the DOT who can assist you.

**Holding Offers**
If you receive an offer and have other interviews scheduled or are uncertain as to whether or not you want to accept, you may ask a site if you can hold the offer while completing your other interviews. The site may or may not allow you to hold an offer, and they will vary in terms of how long you can hold the offer. To optimize your chances of being allowed to hold the offer, give the site a specific date on which you will contact them with a response. While holding an offer for an extended period of time, be sure to contact the site periodically. Sites have withdrawn offers from students because they did not hear from the student for a couple of weeks. Contact the DOT if you need assistance with offers. **You may only hold ONE offer at a time.**

**Withdrawing your acceptance**
***Accepting a practicum placement commits a student to that site for the duration of the training agreement***. **You cannot change your mind once you have accepted an offer**. Students may leave a practicum early only for severe hardships or serious training problems, and only after having discussed

the matter in advance with, and obtaining permission from, their site supervisors, their practicum seminar instructor, and the DOT. ***Because clinical training is a collaborative enterprise, students may not unilaterally withdraw from a practicum.*** Consequences of such withdrawal include being terminated from the program. Also, see section on Absences from practicum.

**Students who do not secure a practicum**

Most students who apply according to the deadlines listed in the MA Calendar and are flexible in terms of their availability and ability to travel obtain a practicum of their choice. If you do not match by the ACEPT Notification Day, notify the DOT that you have not yet been placed. ACEPT also operates a Clearinghouse where sites will post openings that remain after Notification Day has passed. The DOT can assist you in navigating the Clearinghouse process.

The deadline for securing a practicum (i.e., DOT signs off on your Practicum Training Agreement Form) is August 1. If you have not secured a practicum by the deadline, you will be bumped to the next start group the following year.

Ultimately, you have 6 years to complete your degree from start to finish. You may continue to search for a practicum through your 5th year in the program, as you will need the 6th year to complete the practicum. If you are late in your 5th year and have not yet secured a practicum, please contact the Clinical MA Programs Director, Dr. Judith Dygdon.

If you have been unsuccessful in your first round of applications, consider reasons why. If you obtained few interviews, it may be that you require editing assistance on your application materials or you may need to obtain some volunteer experience to show better preparedness. You could also be applying to the wrong or exclusively to very competitive sites. If you obtained several interviews but did not receive offers, the same may be true but you may also need assistance with your interviewing skills. If you cannot interview well for a practicum position, the assumption will be made that you do not have the interviewing and other clinical skills appropriate for the field.

## 8. Complete the MA Practicum Training Agreement with your supervisor IN PERSON

RU Practicum Expectations: A copy of RU Practicum Expectations for students, sites, and the program are listed in Appendix C.
Training Agreement Form: Upon acceptance of a practicum offer, students should arrange, *as soon as possible*, to meet with their supervisor or the site's DOT to complete the **MA Practicum Training Agreement Form**. All of these agreements will be sent directly to your supervisor via an email link once you have indicated to the DOT your placement and supervisor contact information. Students should have their Training Agreements completed *in person*. The agreement will automatically be transmitted back to the DOT upon completion. An interviewer may have questions about your hour requirements, and these are listed on the form. Also, if an offer is made and you are absolutely certain that you want to accept it, you can complete the Training Agreement at that time. *Note that any particular practicum is not approved until its specifics of the Training Agreement have been reviewed and approved by the DOT.*

A mistake students and supervisors frequently make is to assume that the more direct client contact, the better. Please consult section on practicum duration and the MA Practicum Training Agreement Form. Direct client contact should represent no more than 50% of total practicum hours. To avoid unnecessary delays, please review the Training Agreement for completeness and accuracy before submitting the form

to the DOT. Do not assume that the supervisor has completed it correctly. **The student is responsible for the accuracy and completeness of the Training Agreement.**

What is also first come, first serve is the selection of practicum seminar, the weekly on-campus component of your practicum. Students select from available seminar slots once the DOT has approved the Training Agreement Form. If you cannot make one of the available seminars, you may not go on practicum. The earliest approved Training Agreement forms get the greatest selection of seminar time and campus location. See the section below for more details. You will not be in line to choose a seminar if your Training Agreement contains errors.

Professional Liability Insurance: The University provides malpractice liability insurance to students, who are covered upon approval of their training agreement by the DOT. You will receive a Certificate of Insurance from the DOT around July 1. Your coverage will begin July 1 and continue through the completion of your practicum. The department, however, recommends that students maintain their own individual coverage in addition to that provided by the University. Most insurance companies offer professional liability insurance, as does the American Psychological Association for its members. Be sure to ask for the student rate. The department does not recommend or endorse any particular insurance company.

Sites reneging on offers: We have had sites renege on offers. Thus, it is imperative that you meet with your supervisor and submit a Training Agreement to the DOT as soon as possible.

Changes to Training Agreement: Students must inform their practicum seminar instructor and the DOT, in writing, of any changes to, or departures from, their original training agreement. These might include changes in supervisors, in clinical rotations, or in the duration of the practicum. If substantial changes are made, a student's instructor or the DOT may require completion and review of a new Training Agreement. **You have until August 1 to make any changes in your agreement.**

Background checks, TB Tests, immunizations, and DV training: Some sites require students to have background checks, show proof of physical health, or participate in the 40-hour Illinois Domestic Violence Training. RU does not provide these for students. It will be your responsibility to fulfill these requirements. Many times sites will have ideas on where you can be fingerprinted for the background check or where you can do the DV training; if not, use the internet to locate what you need. Once you secure a site, the site will inform you of what is needed.

## 9. Register for practicum

The DOT will assign you to a practicum seminar based on campus preference, type of practicum, population, and availability. Unless you are one of the first 10 students with a DOT-approved Training Agreement, you are not guaranteed a practicum seminar on the campus of your choice. Although every effort will be made to place you in a seminar that you prefer, *the earlier you secure a practicum and submit an error-free Training Agreement, the better chance of having your preferences honored.* You need to have a good sense of when you are needed on-site for your practicum and the days and times for your remaining coursework. Once you select a seminar, you may not be able to switch if other seminars are full. You also stay with the seminar for the fall and spring semester. The meeting day and time will remain the same across both semesters. If you will be taking courses in the spring semester, notify the

DOT prior to selecting a practicum. The DOT may be able to obtain the unpublished, albeit tentative, schedule of courses for the spring so that you can anticipate any time conflicts with the practicum.

Once you have an approved Training Agreement agreement, the DOT will provide you with the appropriate registration form. ***You cannot register for MA Clinical Practicum online, only in person using the form provided to you by the DOT.*** MA practicum students will register *in-person* for 698A (3 credit hours) for the fall semester, 698B (3 credit hours) for the spring semester, and 698Y (0 credit hours) for the summer semester unless the practicum is completed in the spring. Any practicum extending into June or later must register for 698Y for summer. Once the DOT signs your Training Agreement, you will be given a Course Selection Worksheet (CSW) in order to register. The DOT does not register you; you must take the CSW to the Registration Office. Registering for PSYC 698A,B&Y enrolls you in both the practicum experience at your site and in the practicum seminar on campus. Please review section on practicum seminar in this document.

## 10. Start your practicum

You are expected to start your practicum sometime between July 1 and September 30. Some sites have flexible start dates; others do not. You will need to petition the DOT if a site requires you to start before July 1; however, no clinical work can be completed until after July 1. If your site is completely flexible, you may want to start mid-July to ensure you will complete the minimum of 38 weeks prior to the end of the spring semester.

## 11. Log your hours

See next chapter. Start logging your hours as soon as you begin practicum.

# Chapter 2 – Practicum Rules and Parameters

This section is for students who are about to begin a practicum or are currently on a practicum. Those beginning the search process should also read this section to discover what will be expected of you on practicum. A list of site, student, and university expectations are listed in Appendix C.

## *Clinical Practica*

Clinical training involves collaboration among students, training sites, and Roosevelt's Department of Psychology. Students prepare for clinical training via reflection; discussions with mentors, faculty, and the DOT; and engagement with their coursework. Preparation and performance are evaluated via review of transcripts, practicum seminars, and discussions with the DOT. Sites are responsible for providing well-supervised training experiences and professional role modeling. Their training is evaluated via students' formal evaluations of sites, information obtained during the course of practicum seminars, contacts between the DOT and site representatives, the formal Training Agreements, and discussion of training with other DOTs at the metropolitan area meetings of site and academic program representatives (ACEPT). The Department of Psychology engages in evaluation of its training through student feedback (including mentor meetings and practicum seminars), through contacts with site representatives about the adequacy of student preparation, and through the review and planning of the Clinical MA PEG (Program Executive Governance) committee.

## While On Practicum

### Practicum site requirements

Duration: All practica must consist of a **minimum** 750 hours and extend between 9 and 12 months (minimum of 38 weeks). The department recommends that students accumulate more than 750 hours in order to improve their clinical skills.

Most practicum positions require about 20-24 hours per week on site, although there is a great deal of variability. Students should also plan on spending several additional hours per week doing background reading and other study in order to prepare for cases in addition to the hours required for the practicum seminars.

Most sites schedule their practica by begin and end dates, not by hours accumulated. Students must commit to a site's begin and end dates rather than a total number of accumulated hours. We urge students to consider this opportunity to obtain more supervised experience as an advantage, rather than as a drawback. If a site training agreement specifies both total hours and begin and end dates, the dates take priority. Sites can also opt to extend your practicum beyond the end date in order to ensure your clinical competency.

Direct client contact hours: At least **30% but no more than 50%** of your required 750 practicum hours must be direct client contact hours. Your primary direct contact with clients should be in traditional, individual psychotherapy. Other acceptable direct contact includes intake interviews, group psychotherapy, and crisis intervention; however, you should not accrue more hours in these activities than you in individual psychotherapy. Other than supervision, all other practicum-related duties are considered support hours. Seminar class time is not counted in your 750 hours.

Supervisor Qualifications: A critical component of clinical training is the quality and quantity of supervision. Primary supervisors for the MA practica must be licensed clinical or counseling

psychologists, master's-level clinicians (LCPC only) or licensed social workers (LCSW only). These requirements are to ensure that students are provided supervision by professionals who have met standards of training and experience; they are also a required for licensure in the State of Illinois. See the guidelines from the State of Illinois' Department of Professional Regulation (http://www.idfpr.com/dpr/WHO/prfcns.asp). Note that a psychiatrist or person licensed in Illinois as a professional counselor (LPC) or certified as a school psychologist cannot serve as a primary supervisor.

Videotaping/Audiotaping Clients: The best way for you and your supervisor to view your clinical performance is via a videotaped session. Second best is your supervisor conducting a live observation (although you cannot stop for discussion in the moment) or audiotaping a session (although you cannot see your reactions or those of your client). You will be asked to present tapes in your seminar. Remember that you must have client permission to tape and share with your seminar.

**Employment while on practica**

Note that practica are unpaid positions and most require that you attend during the day and occasionally during the evening. Because (a) virtually no sites allow students to attend only evenings and weekends, (b) practica extend over the course of at least 9 months, and (c) you will be taking at least one course (the practicum seminar) at the same time as you are attending your practicum, *you must* ***stop or suspend any full-time employment*** *(or plan to work only part time) during your practica*. You must be available to meet your clients' individual needs, no matter your employment work schedule. The seriousness of the work you will be doing necessitates that practicum be a top priority. Some students may need to delay their practicum year to prepare themselves and their families for this important commitment.

**Professional Deportment**

The number one complaint sites express to the program concerns the professional deportment of students. Beyond the expected professional dress, students must make practicum a top priority. Frequent absences, late arrivals, and not completing paperwork in a timely fashion will not be tolerated.

Furthermore, the onus is on the student to work out any difficulties with supervisors or others at the site. Students have the DOT and seminar instructor with whom to consult when challenges arise, but the responsibility for "getting along" falls on the student.

You must be open to receiving feedback. *Even if you do not agree with your supervisor, it is important to keep in mind that the supervisor is more experienced that you and holds responsibility for your clients. You are operating under their license and, therefore, must respect their supervisory direction.* Concerns regarding lack of professional deportment are grounds for practicum termination and review for program dismissal for not meeting relationship competency standards (see Appendix B).

**Social Media Concerns**

Expect that all potential practicum supervisors, future employers, and clients will attempt to find information about you on the internet. Students should very carefully decide what they post on the internet. **One should NEVER discuss practicum-related issues in any way on Twitter, Facebook, or other social media formats even if you have set privacy controls.** No matter how locked down you believe your account to be, posted information is NOT private. Students have been terminated from practicum based on practicum-related material posted on Facebook and on Twitter. Posting of practicum-related information will be considered failure to meet ethical competency and will immediately result in review for continuation in the program.

**Absences from practicum**
Absences create difficulties while on practicum because of interruption in client care. If you are going to absent from practicum, you must notify your supervisor as far in advance as possible so that arrangements can be made. Certainly, do not come to the site if you are ill and potentially contagious, but notify your supervisor as quickly as you are able. Any vacation time will need to be negotiated with your supervisor.

Scheduled absences for more than one week must also be cleared through the DOT. Unscheduled absences, such as medical leaves, must be reported to the seminar instructor and DOT as soon as possible. Because of the nature of therapeutic work, the program and site whether or not your practicum position can be held until your return. The MA Programs Director, DOT, and seminar instructor will, in consult with the site supervisor, review the situation to determine the best course of action.

# Practicum seminars

Students on practicum will participate in a practicum seminar led by a member of the psychology faculty and attended by 10 students also placed on practicum. These seminars meet weekly for 2 hours per session for the fall and spring semester.

The purpose of the seminar is NOT supervision. Your site supervisor is responsible for all aspects of your cases. The seminar provides a supportive, educational consultation role, in that it is a place for you to receive support from other students, work on your case conceptualization skills, work through supervisory issues, and grow as a professional.

Practicum seminar instructors will require assignments of students, including readings, papers, case presentations, and other presentations, as indicated in their syllabi. You will also submit logs and semester evaluations as described below. Missing requirements, including evaluations, will result in an In Progress at the end of the semester or a failing grade (see below).

Grading
Practicum seminars will be graded as other courses, from A to F. As noted above, students will receive IP grades until they have completed the requirements for each semester. The practicum seminar instructors are responsible for determining the final grade and do so based on feedback from the training site and classroom performance. *Students must earn at least a B average for practicum seminar courses or will have to repeat that practicum. Any student receiving less than a B- in any one practicum seminar semester will automatically be reviewed for continuation in the program.* In cases where the quality or quantity of a student's work at his or her training site *or in the practicum seminar* has been below that expected of a trainee, the instructor will assign a failing grade. Students may receive a failing grade for failure to meet practicum seminar expectations, regardless of their performance at their training site, and students who receive a fail from the site may also receive an F for the course. Students who receive a failing grade for a practicum will be reviewed regarding their continuance in the program; a remediation plan may be developed (by the faculty and DOT) or students may be dismissed from the program.

**Due Process**: Poor performance or termination from practicum will be reviewed initially by the Director of Training, and the MA Clinical Programs Director. If a student wishes to appeal the decision of the Directors, appeals can be made to the departmental faculty. The next level of appeal is to the Graduate Dean.

**End of the Semester Evaluations**

Students and supervisors need to submit electronic evaluations to seminar instructors and to the DOT at the end of each semester *and* at the end of the practicum. Site evaluations should be submitted upon completion of the practicum.

Evaluation of Student
Student evaluations are completed by site supervisors. In cases where students have more than one supervisor, the primary supervisor can complete an evaluation summarizing information from other supervisors, or each supervisor can complete a separate evaluation form. Seminar instructors will email the electronic form of the student evaluation to the supervisors.

Evaluation of Site
Students complete their site evaluations independently in order to provide feedback on their training experiences to their instructors, the DOT, and their fellow students. Copies of the site evaluations are provided as references to other students seeking training sites. If you list your name on the site evaluation form, it is presumed that you are giving your permission to have your name released in conjunction with the practicum site. Site evaluation forms will be sent to you electronically. Please feel free to provide informal feedback to your seminar instructor and the DOT.

## Practicum Logs

Practicum seminar instructors will indicate how often they wish to review students' logs. *Students must submit the summary report to the DOT and the practicum seminar instructor at the end of each semester and at the end of the practicum*.

Training activity logs provide (a) a means of collecting clinical training information that students will need later when applying for a license and license transfer, and (b) a means of assessing to what extent students' training is comparable to that proposed in each student's training agreement and appropriate to their development as clinicians. Students must complete logs of their weekly site hours, including direct client contact and supervision time; their psychotherapy caseload, including client demographic information on each client, number of sessions, number of hours, and modalities of therapies.

Online Tracking System
Students will track their hours via an online tracking system called Time2Track. It can be purchased at www.time2track.com. The web-based system is convenient, inexpensive, and thorough. Roosevelt does not have an administrative account with Time2Track; therefore, there is no Roosevelt account number or password. You will purchase an individual account. Alternatively, students may use MyPsychTrack (www.mypsychtrack.com). This is a web-based application that allows practicum hours. Both services are priced reasonably for a year membership.

FAQ's re: logging:

- Phone contact: Direct client contact can include time spent on the phone, if it is a significant interaction (i.e., not just setting up an appointment). This category is limited to direct *client* contact, however; time spent talking with a psychiatrist about a client, for example, does not count as direct client contact (nor does reading past client records). These latter activities should be accounted for under support hours.

- Group therapy: List each group member individually so client diversity can be tracked. However, record the direct client hours only for the group as a whole. Thus, for example, a group that meets

for 90 min once a week would "earn" 1.5 direct client contact hours, regardless of the number of group members in attendance.

- Disability: Used primarily for clients with physical or sensory disabilities.

- Observation: If you are assessing a child in his or her classroom for diagnostic purposes, this is direct client contact under assessment. If you are sitting in a group (but not participating) or are merely on the unit keeping the peace, this is not considered direct contact but would be logged under support hours.

- Supervision: Be sure you are including all supervision, whether it is a formal sit-down session or is conducted on the fly.

- Other: Every site is different and will have idiosyncratic tasks that do not seem to fit nicely into categories. The important thing to keep in mind is to separate direct contact, supervision, and support hours. The subcategories under these three headings are of less importance. Check with state licensing boards to determine which categories may be required for licensure information.

# Graduation Deadlines and Information

In order to graduate, students must finish all coursework, complete all required practicum hours, meet all requirements for the practicum seminar including the submission of final evaluations, and obtained a final and passing grade for practicum from the seminar instructor. No practicum grades will be awarded until the instructor and site supervisor agree that the practicum has been completed and all final paperwork has been submitted. No final evaluations will be accepted until all hours have been completed and case files are in order.

Because practicum involves a commitment to an agency outside of the University, planning your graduation date requires attention to the academic calendar posted by the University for each semester. For each semester, the University announces a "semester end" date. If all of your commitments to your practicum site (and all other requirements) will be completed by a particular semester's "end date", you may apply to graduate at the end of that semester. For example, the end date for Spring 2013 is May 4, 2013. If all of your degree requirements are completed by that date, **including all of the hours you have promised to your practicum site**, you may apply to graduate at the end of Spring 2013. However, if your commitments to you practicum site end on May 5, 2013 or later, you will not be able to apply for Fall 2013 graduation, and commence your degree in Summer 2013.

Students sometimes confuse the University's graduation ceremony with actual graduation. You may participate in the ceremony corresponding to the semester in which you actually graduate. If you qualify to apply for graduation at the close of a Fall semester, you will be invited to participate in the December graduation ceremony. If you qualify to apply for graduation at the close of a Spring semester, you will be invited to participate in the May (or late April) ceremony. If you qualify to apply for graduation at the close of a Summer semester, you will be invited to participate in the December graduation ceremony (as the University does not hold a ceremony in August.

Students often focus too much on their desired graduation date – so mush so that it creates problems on their practicum. Your best bet is to expect summer graduation, and focus more on learning as much as you can and becoming a competent clinician.

Also, note that your transcripts will show completion of degree requirements as soon as all grades are posted. Most employers recognize that completion of practicum may not coincide with the academic calendar and will accept your transcript from RU Access that will show all courses completed. If you need a letter stating that you have, indeed, completed all requirements but the degree has not yet been conferred, contact your MA Programs Director, Dr. Dygdon.

## National Counselor's Exam (NCE)

State Licensure

After you earn your MA degree, you will probably wish to practice as a counselor. Most U.S. states have established a license to practice for individuals holding MA/MS degrees in psychology, counseling, and related fields. According to current law, Illinois (and most other states) recognizes two levels of this profession. The basic level license is called Professional Counselor (LPC - the acronym stands for "Licensed Professional Counselor") and the higher level is called Clinical Professional Counselor (LCPC - the acronym stands for "Licensed Clinical Professional Counselor"). In order to use these titles, one must apply to the state for the appropriate license. (Application for the LCPC requires that you have worked as an LPC for a designated amount of time.)

In order to apply for the LPC, you will need to take the National Counselor Examination (NCE). Ordinarily, applicants take this exam at the time at which they apply for their license, after they graduate. Because Roosevelt's Clinical Professional Psychology program has been appropriately designated by the National Board for Certified Counselors, our clinical professional students are offered the advantage of taking the NCE during their final semester of study. The NCE is offered on campus in October and April of each year. Look for a *MAC-FAQs* emailed to your 'mail.roosevelt.edu' address for application information.

The faculty recognizes that applying for licensure can be a daunting process. For that reason we post information, that we believe will help you, on the program's website at http://www.roosevelt.edu/CAS/Programs/Psychology/MAClinicalPrgms.aspx

## Licensure Information

Many U.S. states have established a license to practice for individuals holding MA/MS degrees in psychology, counseling, and related fields. According to current law, Illinois recognizes two levels of this profession. The basic level license is called Professional Counselor (LPC - the acronym stands for "Licensed Professional Counselor") and the higher level is called Clinical Professional Counselor (LCPC - the acronym stands for "Licensed Clinical Professional Counselor"). In order to use these titles, one must apply to the state for the appropriate license. Application for the second level requires the first level license plus two years of practical experience. Application for the first level license requires, in part, completion of an MA/MS degree in psychology, counseling, or related field from a CACREP-accredited, CORE-accredited, or equivalent program. When you apply for the license, the State of Illinois will ask you demonstrate that your curriculum was equivalent to that required by CACREP. The State will ask that you complete a form showing that you completed at least one course in ten of the sixteen areas listed below. The underlined text identifies courses in the Clinical Professional and Clinical Psychology (Counseling Focus) Curricula that satisfies this requirement. You will see that the both programs more than satisfy the requirement for the State of Illinois.

| CACREP Dimensions | RU Courses |
|---|---|
| Human Growth and Development | **Psyc 636 Human Development** |
| Counseling Theory | **Psyc 505 Clinical and Counseling Psychology** |
| Counseling Techniques | **Psyc 520 Basic Clinical Skills**<br>**OR**<br>**Psyc 641 Cognitive and Behavioral Psychotherapies**<br>**OR**<br>**Psyc 642 Insight Psychotherapies** |
| Group Dynamics, Processing and Counseling | **Psyc 650 Group Psychotherapy** |
| Appraisal of Individuals | **Psyc 619 Survey of Psychological Appraisal** |
| Research and Evaluation | **Psyc 530 Advanced Research Methods** |
| Professional, Legal and Ethical Responsibilities | **Psyc 635 Professional, Legal and Ethical Issues** |
| Social and Cultural Foundations | **Psyc 644 Multicultural Psychology and Psychotherapy** |
| Life-Styles and Career Development | **CHS 417 Career and Lifestyle Planning** |
| Practicum | **Psyc 698A and Psyc 698B Practicum** |
| Substance Abuse | **Psyc 515 Chemical Dependence** |
| Counseling Education | |
| Counseling Supervision | |
| Counseling Administration | |
| Maladaptive Behavior and Psychopathology | **Psyc 516 Psychopathology** |
| Family Dynamics | **Psyc 655 Couples and Family Therapy** |

Laws are subject to change and you are encouraged to visit the website of Illinois' Department of Financial and Professional Regulation (www.idfpr.com ) for updates on the LPC and LCPC law status. Other states charge similarly named departments with oversight of these professions.

# Appendix A: Sample Vita

(You are not expected to have experience in all categories.)

**Lisa L. Smith**
1234 W. 12th St.
Chicago, IL 66666
(312) 321-4321
LSmith@roosevelt.edu

**Education**

| | |
|---|---|
| **(2010)** | MA in Clinical Psychology, Roosevelt University, *in progress*. |
| 2004 | BA in Psychology, University of Illinois at Chicago. |

**Languages** Fluent in Spanish; intermediate in Polish

**Related Clinical experience**

| | |
|---|---|
| 1995-present | Behavior technician, Smith Group Home. Develop and implement behavior management programs for adults with chronic schizophrenia in a 12-bed group home. |
| 1994-1995 | Case manager, Uptown Community Services. Managed a caseload of 45 clients with a range of problems including homelessness, chronic mental illness, domestic violence, and poverty. |
| 1992-1995 | Volunteer, Rape Crisis Hotline. Five hours per week answering emergency calls, providing initial support and screening, and making referrals for follow-up services. |

**Research experience**

| | |
|---|---|
| 1994-1995 | Research assistant, Roosevelt University. "The effects of motor vehicle accidents on neuropsychological development in preschool-age children," with Dr. Frank L. Smith. Interviewed all 60 participants, administered and scored six neuropsychological tests used in battery, and coded and entered all data. |

**Special skills**
Familiar with Illinois State's mental health codes and foster care guidelines.

**Publications, posters, presentations**
(If you are an author only; using APA style.)

**Professional affiliations**
American Pain Society, associate member.
Psi Chi, division leader.

**Other work experience**
Although does not have to be clinical in nature, draw attention to clinically relevant skills whenever possible; for example, note if you supervised others' work, if you evaluated others' work, if your position included planning, writing, problem-solving, etc.)

**References**
List full contact info for 3-4 references. (People know people, so good to list.)

# Appendix B: Clinical Competencies

Following are a list of competencies that students should develop through the course of their practica, accompanied by the skill level that students should achieve by the end of the practica, in order to be prepared to benefit from internship and provide responsible care to their clients.

Note that the first table provided (A. Baseline Competencies) includes personal skills, values, attitudes, and knowledge that students should have developed, or be developing, prior to beginning their first practicum. Prior to beginning the practicum process, students should reflect on items in the personality characteristics, intellectual and personal skills section and insure they understand and possess them and review their academic coursework to insure that they are adequately prepared in terms of knowledge. Academic preparation is also assessed via the coursework requirements before beginning practica.

The skills levels, N, I, and A, are defined as:

1. Novice (N): Novices have limited knowledge and understanding of (a) how to analyze problems and (b) intervention skills and the processes and techniques of implementing them. They learn general principles or specific techniques to use, but the student's beginning level of experience limits the flexible use of these skills. Novices do not yet recognize patterns, and do not differentiate well between important and unimportant details; they do not have filled-in cognitive maps of how, for example, a given patient may move from where he/she is to a place of better functioning.
2. Intermediate (I): Psychology students at the intermediate level of competence have coped with enough real situations to recognize some important recurring meaningful situational components, based on prior experience in actual situations. Generalization of diagnostic and intervention skills to new situations and patients is limited, and support is needed to guide performance.
3. Advanced (A). At this level, the student can see his or her actions in terms of long-range goals or plans of which he or she is consciously aware. For the psychologist at this level of competence, a plan establishes a perspective, and the plan is based on considerable conscious, abstract, analytic contemplation of the problem (including review of scholarly/research literature as needed). The conscious, deliberate planning that is characteristic of this skill level helps achieve efficiency and organization. At this level, the psychologist is less flexible in these areas than the proficient psychologist [the next level of competence] but does have a feeling of mastery and the ability to cope with and manage many contingencies of clinical work. Recognition of overall patterns, of a set of possible diagnoses and/or treatment processes and outcomes for a given case, are taking shape.

| **A. Baseline Competencies: Skills, Attitudes and Knowledge that students should possess at the Novice level prior to their practicum training experience:**<br>Before beginning practicum the Novice student should possess and demonstrate a set of basic personal and intellectual skills, attitudes and values, and a core of professional knowledge. This core knowledge and these skills, attitudes and values are baseline competencies of the professional psychologist. Students should have developed these skills by the beginning of their clinical experiences. The work of subsequent clinical training is to shape and refine these baseline skills into professional skills.<br>1. Personality Characteristics, Intellectual and Personal Skills |
|---|
| Interpersonal skills: ability to listen and be empathic with others; respect for/interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc. These skills include verbal as well as non-verbal domains. *An interpersonal skill of special relevance is the ability to be open to feedback.* |
| Cognitive skills: problem-solving ability, critical thinking, organized reasoning, intellectual curiosity and flexibility. |
| Affective skills: affect tolerance; tolerance/understanding of interpersonal conflict; tolerance of ambiguity and uncertainty. |

| |
|---|
| Personality/Attitudes: desire to help others; openness to new ideas; honesty/integrity/valuing of ethical behavior; personal courage. |
| Expressive skills: ability to communicate one's ideas, feelings and information in verbal, non-verbal and written forms. |
| f) Reflective skills: ability to examine and consider one's own motives, attitudes, behaviors and one's effect on others. |
| g) Personal skills: personal organization, personal hygiene, appropriate dress (recognizing one's stimulus value). |
| 2. Knowledge from classroom experience: The practicum experience will engage and develop skills and knowledge that have been the focus of pre-practicum coursework. Prior to practicum training, students should have acquired basic theoretical and research knowledge related to diagnosis, assessment and intervention; diversity; ethics; and skills in seeking out and applying research knowledge in the clinical setting. Practicum students should possess sufficient mastery of basic information and skills to prepare them to make good use of the practicum experience, although some coursework may occur concurrently with the practicum. Early coursework should provide sufficient training in the following specific areas: |
| Assessment & Clinical Interviewing |
| Knowledge regarding psychopathology related to the population(s) served by the practicum sites. |
| Knowledge of scientific, theoretical, empirical and contextual bases of psychological assessment. |
| Knowledge of test construction, validity, score reliability and related assessment psychometrics. |
| Training in principles and practice of systematic administration, data-gathering and interpretation for assessment, including identifying problems, formulating diagnoses, goals and case conceptualizations; understanding the relationship between assessment and intervention, assessment of treatment progress and outcome. |
| Training in the models and techniques of clinical interviewing. |
| Intervention |
| Knowledge of scientific, theoretical, and empirical bases of intervention. |
| Training in basic clinical skills, such as empathic listening, framing problems, etc. |
| Training in assessment of treatment progress and outcome. |
| Ethical & Legal |
| Principles of ethical practice and decision making (APA, 2002) |
| Legal knowledge related to the practice of psychology [ Federal (e.g., HIPAA), State law] |
| Individual and Cultural Difference (ICD) |
| Knowledge and understanding of the principles and findings related to ICD as they apply to professional psychology. |
| Understanding of one's own situation (e.g., one's ethnic/racial, socioeconomic, gender, sexual orientation; one's attitudes towards diverse others) relative to the dimensions of ICD (e.g., class, race, physical disability etc.). |
| Understanding of the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues, etc.). |

| **B. Description of Skills Leading to Competencies that are Developed During the Practicum Experience**<br>Competence Level expected by the completion of practicum is indicated in the column on the right.<br>N = Novice; I = Intermediate; A = Advanced. These competencies are built upon fundamental personality characteristics, intellectual and personal skills. | **Completed Practicum** |
|---|---|
| 1. Relationship/Interpersonal Skills: The ability to form and maintain productive relationships with others is a cornerstone of professional psychology. Productive relationships are respectful, supportive, professional and ethical. Professional psychologists should possess these basic competencies when they first begin their clinical training. Although the ability to form such relationships is grounded in basic skills that most students will have developed over the course of their lives to date, helping the student hone and refine these | |

| | |
|---|---|
| abilities into professional competencies in the clinical setting is a key aim of the practicum. In particular, the practicum seeks to enhance students' skills in forming relationships: | |
| With patients/clients/families: | |
| Ability to take a respectful, helpful professional approach to patients/clients/families. | A |
| Ability to form a working alliance. | I |
| Ability to deal with conflict, negotiate differences. | I |
| Ability to understand and maintain appropriate professional boundaries. | I |
| With colleagues: | |
| Ability to work collegially with fellow professionals. | A |
| Ability to support others and their work and to gain support for one's own work. | I |
| Ability to provide helpful feedback to peers and receive such feedback nondefensively from peers. | I |
| With supervisors, the ability to make effective use of supervision, including: | |
| Ability to work collaboratively with the supervisor. Collaboration means understanding, sharing, and working with a set of common goals for supervision. Many of these goals will change as the student gains professional competence, although a core goal of working cooperatively to enhance the student's skills as a clinician will remain constant. | A |
| Ability to prepare for supervision. | A |
| Ability/willingness to accept supervisory input, including direction; ability to follow through on recommendations; ability to negotiate needs for autonomy from and dependency on supervisors. | A |
| Ability to self-reflect and self-evaluate regarding clinical skills and use of supervision, including using good judgment as to when supervisory input is necessary. | I |
| With support staff: | |
| Ability to be respectful of support staff roles and persons. | A |
| With teams at clinic: | |
| Ability to participate fully in team's work. | A |
| Ability to understand and observe team's operating procedures. | I |
| With community professionals: | |
| Ability to communicate professionally and work collaboratively with community professionals. | I |
| For the practicum site itself: | |
| Ability to understand and observe agency's operating procedures. | A |
| Ability to participate in furthering the work and mission of the practicum site. | A |
| Ability to contribute in ways that will enrich the site as a practicum experience for future students. | A |
| 2. Skills in Application of Research<br>Clinical practice in all health-care fields is based on accumulating research results, knowledge derived from practice, and the good judgment of the clinician. A core research knowledge base and training in accessing and applying research knowledge to clinical practice form a core competency for psychologists. | |
| Development of skills and habits in seeking and applying theoretical and research knowledge relevant to the practice of psychology in the clinical setting, including accessing and applying scientific knowledge bases. | I |
| Understanding and application of theoretical and research knowledge related to assessment and intervention, diversity, supervision, ethics, etc. | I |

| | |
|---|---|
| 3. Psychological Assessment Skills: Psychological assessment is a fundamental competency for psychologists, and it includes comprehensive and integrated assessment from the initial interview, psychological testing where applicable, intervention, and the evaluation of the outcome of psychological service. A foundation of knowledge and skill is needed for psychological assessment. | |
| Ability to select and implement multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families and groups. | I |
| Ability to utilize systematic approaches to gathering data to inform clinical decision-making. | I |
| Knowledge of psychometric issues and bases of assessment methods. | A |

| | |
|---|---|
| Knowledge of issues related to integration of different data sources. | A |
| Ability to integrate assessment data from different sources for diagnostic purposes. | I |
| Ability to formulate and apply diagnoses; to understand the strengths and limitations of current diagnostic approaches. | I |
| Capacity for effective use of supervision to implement and enhance assessment skills. | A |
| 4. Intervention Skills: Intervention includes preventive, developmental, and remedial interventions. Intervention and psychological assessment are the two fundamental operational competencies for psychologists, and they are typically the major focus of practicum training. | |
| Ability to formulate and conceptualize cases. | I |
| Ability to plan treatments. | I |
| Ability to implement intervention skills covering a wide range of developmental, preventive and "remedial" interventions, including psychoeducational interventions, crisis management and psychological/psychiatric emergency situations, depending on the focus and scope of the practicum site. | I |
| Knowledge regarding the concept of empirically supported practice. | A |
| Knowledge regarding specific empirically supported treatment methods. | I |
| Ability to apply specific empirically supported treatment methods. | I |
| Assessment of treatment progress and outcome. | I |
| Effective use of supervision to implement and enhance skills. | A |
| 5. Consultation Skills/Interdisciplinary Collaborations: | |
| The workgroup at the 2002 Competencies Conference viewed consultation as a key competency for psychologists in the 21st century, citing the importance of psychologists being able to "serve as competent and engaged consultants who bring value to a broad range of settings, contexts and systems that can benefit from skillful application [of] psychological knowledge." Exposure to consultation practice may be available at many practicum sites. Competencies in this domain, where this is a component of the practicum, include: | |
| Knowledge of the unique patient care roles of other professionals. | **I** |
| Ability to effectively relate to other professionals in accordance with their unique patient care roles. | **I** |
| Understanding of the consultant's role as an information provider to another professional who will ultimately be the patient care decision maker. | I |
| Capacity for dialoguing with other professionals without use of psychological jargon. | I |
| Ability to chose an appropriate means of assessment to answer referral questions. | I |
| Ability to implement a systematic approach to data collection in a consultative role. | I |
| Consultative reports are well organized and succinct and provide useful and relevant recommendations to other professionals. | I |
| 6. Diversity - Individual and Cultural Differences: The APA Multicultural Guidelines (APA, 2003) noted that "All individuals exist in social, political, historical, and economic contexts, and psychologists are increasingly called upon to understand the influence of these contexts on individuals' behavior" (p. 377). Thus every competency listed in this document is thoroughly linked to matters of individual and cultural difference (ICD), including knowledge related to ICD, as well as awareness of, respect for, and appropriate action related to ICD. It is critical that practicum students begin to learn that culture influences the way that clients are perceived and the way that clients perceive the counselor, and that culture-centered practices may be more effective than practices developed for use with only one cultural group. Practicum students need to know how individual and cultural differences influence clients' recognition of a problem and appropriate solutions for that problem. Specific competency areas related to ICD include: | |
| Knowledge of self in the context of diversity (one's own attitudes, stimulus value, and related strengths/limitations) as one operates in the clinical setting with diverse others (i.e., knowledge of self in the diverse world). | I |
| Knowledge about the nature and impact of diversity in different clinical situations (e.g., clinical work with specific racial/ethnic populations) | I |
| Ability to work effectively with diverse others in assessment, treatment and consultation. | I |

| | |
|---|---|
| 7. Ethics: During the practicum, the student will build on coursework in ethical practice, developing individual, practical knowledge of ethical practice, including linkage of the APA ethics code (APA, 2002) to behavior and decision-making in actual clinical settings. In addition, students should increase and apply their understanding of legal standards (state and federal, e.g., HIPAA) and APA practice guidelines. Note that each of the domains described in this document is expected as a matter of course to be grounded in ethical practice. More specifically, during practicum training the student will work to develop the following ethical competencies: | |
| Knowledge of ethical/professional codes, standards and guidelines; knowledge of statutes, rules, regulations and case law relevant to the practice of psychology and those specific to each training site. | I |
| Recognize and analyze ethical and legal issues across the range of professional activities in the practicum setting. | I |
| Recognize and understand the ethical dimensions of his/her own attitudes and practice in the clinical setting. | I |
| Seek appropriate information and consultation when faced with ethical issues. | A |
| Practice appropriate professional assertiveness related to ethical issues (e.g., by raising issues when they become apparent to the student). | I |
| Evidence commitment to ethical practice. | A |
| 9. Supervisory Skills: Supervision is widely considered to be a core competency in professional psychology. Some of the initial groundwork for supervisory competence may be developed during the practicum, even though the core requirements for competent supervisory practice await the mastery of the other competencies listed in this document. Some practicum programs provide opportunities to introduce students to this critical role. The basic groundwork that is specific to developing supervisory competency may be addressed to some extent in the practicum experience, including some exposure to the following areas. Note that beginning familiarity only with these issues is expected at the end of the practicum, as indicated by the "N" or Novice level of competence in the right-hand column: | |
| Knowledge of literature on supervision (e.g., models, theories, & research). | N |
| Knowledge concerning how clinicians become skilled professionals. | N |
| Knowledge of methods and issues related to evaluating professional work, including delivering formative and summative feedback. | N |
| Knowledge of limits of one's supervisory skills. | N |
| Knowledge of how supervision responds appropriately to individual and cultural differences. | N |
| 10. Professional Development: Practicum training is a key experience in professional development for the novice psychologist. Certain central features that characterize professional development in later professional life are a particular focus during the practicum and serve as a foundation for continuing professional development. | |
| a) Practical Skills to Maintain Effective Clinical Practice | |
| 1) Timeliness: completing professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports); arriving promptly at meetings and appointments. | A |
| 2) Developing an organized, disciplined approach to writing and maintaining notes and records. | A |
| 3) Negotiating/managing fees and payments as appropriate to each site. | I |
| 4) Organizing and presenting case material; preparing professional reports for health care providers, agencies, etc. | I |
| 5) How to self-identify personal distress, particularly as it relates to clinical work. | I |
| 6) How to seek and use resources that support healthy functioning when experiencing personal distress. | I |
| 7) Organizing one's day, including time for notes and records, rest and recovery etc. | I |
| These features may be considered to be a focal subset of a broader group of skills related to the clinician's professional development that will continue throughout the career. This broader group includes: | |
| b) Professional Development Competencies | |

| | |
|---|---|
| Critical thinking and analysis. | I |
| Using resources to promote effective practice (e.g., published information, input from colleagues, technological resources). | A |
| Responsibility and accountability relative to one's level of training; seeking consultation when needed. | A |
| Time management. | I |
| Self-understanding and reflection. | I |
| Self-care. | I |
| Awareness of personal identity (e.g., relative to individual and cultural differences). | I |
| Career development & professional identity. | I |
| Social intelligence; ability to interact collaboratively and respectfully with other colleagues. | A |
| Willingness to acknowledge and correct errors. | A |
| Ability to create and conduct an effective presentation. | |
| E. Metaknowledge/Metacompetencies – Skilled Learning | I |
| | |
| The training program should help students begin on the path of reflective understanding and knowledge about their own knowledge and competencies. A broadly drawn definition characterizes "metaknowledge" as knowledge about knowledge – knowing what you know and what you don't know. Metaknowledge includes being aware of the range and limits of what you know; knowing your own intellectual strengths and weaknesses, how to use available skills and knowledge to solve a variety of tasks, how to acquire new or missing skills, and how to judge that a task can't be done with current knowledge. Metacompetencies similarly refer to the ability to judge the availability, use and learnability of personal competencies. The development of metaknowledge and metacompetencies depends on self-awareness, self-reflection and self-assessment (Weinert, 2001).<br>For psychologists, this would include: | |
| Knowing the extent and the limits of one's own skills; learning the habit of and skills for self-evaluation of clinical skills. | I |
| The ability to use supervision, consultation and other resources to improve and extend skills (note the related relationship competence – to work collegially and responsively with supervisors). | A |
| Knowledge of the process for extending current skills into new areas. | I |
| Commitment to life-long learning and quality improvement. | A |
| Awareness of one's identity as a psychologist: an aspect and reflection of metaknowledge that is role specific, knowing what one knows and can do (and should do) as a psychologist. | I |

The competencies listed above are edited from a *Report on Practicum Competencies* by the Association of Training Directors of Psychology Training Clinics (ADPTC) Practicum Competencies Workshop (revised May 2004) and are used with permission.

# Appendix C: Practicum Expectations for Roosevelt University

**Agency**

1. Provide a 750-1000 hour training experience in psychotherapy (MA & PsyD), psychological assessment (PsyD), or both (PsyD) over 9-12 months. Direct client contact should be 30-50% of the student's total hours for each week – leaving the remaining hours for supervision, paperwork, meetings, in-services, and other learning experiences.

2. Provide a minimum of 1 hour scheduled, formal, individual supervision each week. Additional formal and spontaneous supervision as well as group supervision is preferred but will not replace the requirement for the minimum formal individual supervision.

   Introductory Doctoral students and MA students may be supervised by persons holding one of the following licenses: LCPC, LCSW, and LCP (licensed clinical psychologist). School psychology certification, LPC, or psychiatry is not acceptable.

3. Notify the practicum seminar instructor or the DOT ASAP if the student is performing below expectations.

4. Complete formal evaluation form on students at the end of each semester. We appreciate documentation of major and minor issues (even things the supervisor believes will remediate with experience) so that formal feedback can be given to the student.

**Student**

1. Understand that practicum is both a professional and a learning experience. Students must behave professionally, make practicum a top priority, and understand that they are working under the license of their supervisor.

2. Be prepared to learn and complete all tasks given. It is the practicum site's responsibility to determine length and pace of practicum within the parameters listed above.

3. Accept and utilize feedback given.

4. Provide the site with any application materials for which they ask. It is the student's responsibility to secure a background check, provide an up-to-date immunization record, show proof of health insurance, or any other item requested by the site. The university does not maintain these types of information.

5. Notify both the site and the department of any emergency situation that affects attendance at the site or in seminar.

6. Complete formal evaluation form for site at the end of each semester.

**University/Department**

1. Roosevelt University's Psychology Department determines the practicum eligibility of graduate students in the MA Clinical Psychology, MA Clinical Professional Psychology, and PsyD Clinical Psychology programs.

2. The department sets academic, clinical, and relationship competencies by which students are evaluated. A list of these competencies is attached to this document.

3. The department provides an on-campus practicum seminar with a faculty instructor to act as liaison to the practicum site and enhance learning.

4. The department is ultimately responsible for awarding a grade for the practicum experience following consultation with the on-site supervisor.

5. The university provides enrolled practicum students with professional liability insurance in the amount of $2 million/$4 million.