

ROOSEVELT UNIVERSITY  
DEPARTMENT OF PSYCHOLOGY

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**PsyD Program in Clinical Psychology**

**Clinical Training Manual**

**Fall 2009**

## Table of Contents

PsyD Calendar.....	4
Practicum Application Checklist.....	8
Introduction to Clinical Training .....	9.
Levels of Training	
Content of Training	
Clinical Competencies	
Practicum Application Procedures.....	11
Eligibility Requirements.....	11
Intention to Seek Practicum Form	
Preparation.....	12
Learn ACEPT Rules	
Practicum Workshops	
Practicum Sites.....	12
Online Site Database	
Site Application Approval Form	
Unlisted Sites	
Training at Place of Employment	
Affiliation Agreements	
Application Materials.....	14
Letters of Recommendation	
Vita	
Cover Letter	
Transcripts	
Work Sample	
Application Forms	
Applications and Interviews.....	15
ACEPT Guidelines – Applications and Interviews	
Professional Dress	
Securing a Practicum.....	16
ACEPT Guidelines – Offers and Acceptances	
Training Agreements.....	17
Practicum Training Agreement Form	
Professional Liability Insurance	
Practicum Registration.....	17

While on Practicum.....	18
Practicum Site Requirements.....	18
Duration	
Direct Contact Hours	
Supervisor Qualifications	
Video/Audiotaping Clients	
Changes to Training Agreement	
Withdrawing from a Practicum	
Employment While on Practicum.....	19
Practicum Seminars.....	19
Grading	
IPs and Financial Aid	
Professional Department	
End of Semester Evaluations	
Evaluation of Student	
Evaluation of Site	
Practicum Logs.....	20
Online Tracking System	
Excel Spreadsheet Logs	
FAQs Re: Logging Hours	
Students Who Do Not Secure a Practicum	
Early Preparation for Internship.....	22
Licensure for Clinical Psychologists.....	23
Appendix A: Sample Vita.....	24
Appendix B: Developmental Achievement Levels (DALs) .....	30

## PsyD Program Calendar 2009-2010

<b>August</b>	
Aug 28	<p><b>December Graduates:</b> Students intending to graduate must apply for graduation during first week of classes</p> <p><b>Internship-Seeking Students:</b> Request letters of recommendation</p> <p>New Student Orientation</p> <p>University Convocation</p>
Aug 29	First day of fall semester classes
<b>September</b>	
Sept 7	Labor Day – No Classes
Sept 13	<b>All PsyD Students:</b> PsyD student and faculty party (2PM-5PM)
Sept 30	<p><b>Internship-Seeking Students:</b> Submit all internship application materials to DOT</p> <p><b>Practicum-Seeking Students:</b> Develop lists of potential practicum sites</p> <p>Monthly faculty meetings with student representative begin (1<sup>st</sup> Wed of month)</p> <p>Monthly PsyD PEG meetings with student representative begin (2<sup>nd</sup> Wed of month)</p>
<b>October</b>	
Oct 15	<p><b>Internship-Seeking Students:</b> Deadline to submit chair-approved doctoral project proposal to committee</p> <p><b>Practicum-Seeking Students:</b> Intention to Seek Practicum Form due to Director of PsyD Program</p>
Oct 17	<b>All PsyD Students:</b> Mandatory meeting
Oct 23	Comprehensive Exam retake
Oct 31	<b>Internship-Seeking Students:</b> Doctoral project proposal meeting deadline
<b>November</b>	
Nov 1	<b>December Graduates:</b> Theses and doctoral projects due to Graduate Dean
Nov 7	<p><b>Practicum-Seeking Students:</b> Deadline for requests for faculty letters of recommendation</p> <p><b>New PsyD Students:</b> Practicum Workshop Part 1 (12:30PM-2:30PM)</p>
Late Nov	<b>Internship-Seeking Students:</b> Mandatory Interview Practice

	<p><b>Practicum Students:</b> Begin requesting evaluations from site supervisors</p> <p><b>December Graduates:</b> Confirm graduation status with doctoral project chair and Director of PsyD Program</p>
Nov 24-29	Thanksgiving Break - No Classes
<b>December</b>	
Dec 1	<p><b>Internship-Seeking Students:</b> Register with National Matching Service</p> <p><b>Practicum-Seeking Students:</b> Site Application Approval forms due to DOT</p>
Dec 15	<p><b>Practicum-Seeking Students:</b> Complete practicum application materials; deadline for faculty letters of recommendation</p> <p><b>Practicum Students:</b> student and site evaluations and logs due to DOT and practicum seminar instructor</p>
Dec 18	<p><b>Thesis Students:</b> Thesis proposal meetings deadline</p> <p><b>Fall Commencement</b></p> <p>Fall semester ends; access to faculty is limited over winter break</p>
<b>January</b>	
TBA	Area-wide practicum fair
Jan 18	Martin Luther King holiday
Jan 25	<p>First day of spring semester classes</p> <p><b>May Graduates:</b> Students intending to graduate in May must apply for graduation during the first week of classes</p>
Jan 30	<b>Comps-Eligible Students:</b> Notify PsyD Program Director of intention to take Comprehensive Examination in summer
<b>Jan-Mar</b>	<b>Practicum-Seeking Students:</b> Practicum interviews; before withdrawing applications or canceling interviews, contact DOT for permission
<b>February</b>	
Jan 25	<b>Internship-Eligible Students:</b> Site rankings due to DOT
Feb 3	<b>Internship-Eligible Students:</b> Rankings due to National Match Service
Feb 5	<b>Practicum-Seeking Students:</b> Submit applications (no earlier for ACEPT sites)
Feb 6	<b>New PsyD Students:</b> Practicum Workshop Part II (2:30PM-4:30PM)
mid Feb	Comprehensive Exam Workshop I (exact date TBA)
Feb 19	Preliminary APPIC Match Day

Feb 20	<b>All PsyD Students:</b> Mandatory meeting
Feb 22	APPIC Match Day
Late Feb/March	<b>All PsyD Students:</b> Interviews for PsyD Program applicants; current students encouraged to attend
<b>March</b>	
Mar 15-21	Spring Break
Mar 22	<b>Practicum-Seeking Students:</b> ACEPT Match Day; notify DOT of match status within one week of accepting offer
<b>April</b>	
Apr 1	<b>May Graduates:</b> Theses and doctoral projects due to Graduate Dean; confirm graduation status with doctoral project chair and Director of PsyD Program
Apr 30	<b>Practicum-Seeking Students:</b> Introductory Practicum Proposal Form or Doctoral Practicum Training Agreement Form due to DOT
<b>May</b>	
May 1	<b>Fall 2011 Internship -Seekers:</b> Deadline to meet with PsyD Director about program completion plan and internship eligibility
Finals week	<p><b>Fall 2011 Internship -Seekers:</b> Mandatory General Internship Meeting – Part 1 (actual date and time TBA).</p> <p><b>All Students:</b> APA yearly report information and self-evaluations due</p> <p><b>Practicum Students:</b> 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)</p> <p>End of spring semester; access to faculty is limited during summer break</p>
May 15	Spring Commencement
May 26 –Aug 15	Summer session
	<b>September Graduates:</b> Students intending to graduate in September must apply for graduation during the first week of summer session classes
May – early June	Fall 2011 Internship-Seekers: Mandatory individual meetings with DOT

<b>June</b>	
Early Jun	Comprehensive Exam workshop 2 (Exact date TBA)
Third week Jun	<b>Fall 2011 Internship-Seekers:</b> Mandatory Internship Meeting – Part 2; see Internship Manual for specific dates for meetings and submissions
<b>August</b>	
Aug 1	<b>September Graduates:</b> Theses and doctoral projects due to Graduate Dean
Aug 13	Comprehensive Examination (for eligible students)
Aug 15	<b>Fall 2010 Internship Students:</b> Final evaluations due to DOT
Aug-Oct	<b>Fall 2011 Internship-Seekers:</b> Complete internship applications and doctoral project proposal meetings

# Checklist for Practicum Application

(Details available on pp. 11-18)

1. Eligibility: **Intention to Seek Practicum Form** signed by **PsyD Program Director** – Due October 15
2. Learn ACEPT rules:
  - Attend PsyD meeting – October 17
  - Attend Preparatory Workshops – November 7, February 7
  - Attend area-wide practicum fair – early January
3. Obtain access to online practicum database from DOT – upon DOT receiving #1
  - Search for potential sites from online database
  - Turn in **Site Application Approval Form** to **DOT** – due December 1
4. Assemble application materials for sites, following their timetables
  - Notify letter writers – November 15
5. Submit applications and interview – January and February
  - **Do not withdraw an application or cancel an interview without consulting the DOT**
6. Notify DOT of match status following ACEPT Notification Day – March 22
7. Complete either **Intro Practicum Proposal Form** or **Doctoral Practicum Training Agreement Form** with your new **supervisor** IN PERSON – Due April 30
8. Register for the seminar to which you have been assigned by the DOT – See the University's fall registration guidelines for dates. Note that Intro Prac students must register in person with the Course Selection Worksheet provided by the DOT.

## **Introduction to Clinical Training**

The two main components of doctoral 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. Clinical training in the PsyD clinical psychology program includes practica and internship; academic work includes coursework, the comprehensive examination, and the doctoral project. 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 psychologists as 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.

### **Levels of Training**

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" to refer to the same training. Practicum is sometimes confused with "internship," which in psychology is the final year of clinical training after students have completed all their coursework, but which is often used instead of practicum by schools of social work or counseling. After earning your degree, you will continue your training for a year or more at a "post-doctoral" position (a "post-doc") in order to accrue the supervised hours of clinical practice necessary to qualify for licensure.

#### **There are five levels of clinical training:**

1. Introductory practicum
2. Doctoral practicum 1
3. Doctoral practicum 2
4. Pre-doctoral internship
5. Post-doctoral training

### **Practica**

The introductory practicum is undertaken by students who have entered with a BA or BS who elect to do a practicum rather than a thesis. The doctoral practica are undertaken by students who have completed their master's-level requirements (either at Roosevelt University or elsewhere). Two years of doctoral practica are required; however, students should consider more training at this level to improve their internship candidacy. The pre-doctoral internship is a full-time, one-year clinical training experience undertaken after completion of all doctoral coursework and the comprehensive examination. After completion of the internship and all PsyD requirements, including the doctoral project, students graduate and are then eligible to begin post-doctoral training, which involves additional supervised clinical practice required to accumulate the hours necessary to become eligible for licensure.

Introductory practica provide 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. On doctoral practica, students begin to exercise more independence—within limits determined by their supervisors—in diagnosis, case conceptualization, treatment planning, and report writing. Students on doctoral practica participate more independently in case conferences and interdisciplinary activities and are encouraged to develop skills of presenting clinical information to others in their organization (e.g., presentation on topics of clinical relevance based on critical inquiry).

Students should meet with the PsyD Director and the Director of Training (DOT) upon entry into the program in order to plan a long-term schedule of clinical training, including practica and internship, that is integrated with their academic work and appropriate to their skills and interests. For full-time students, the introductory practicum is typically begun in year 2, the first doctoral practicum in year 3, and the second in year 4, followed by the internship in year 5 (assuming completion of prerequisites noted below). Some students elect to complete a third doctoral practicum to gain training in particular skills or with particular populations (e.g., neuropsychology) or to improve their candidacy for internship. Individual clinical training plans will be based on students' previous experience, interests, coursework, and training needs, as identified by the student, the DOT, and the student's instructors as he or she progresses through the program. *All students are urged to consult with the DOT early and often!*

*Students should begin preparing for the application process the fall before they intend to begin a practicum.* See the PsyD Program yearly calendar for details of practicum deadlines. The following pages will outline the procedure for seeking a practicum as well as information needed by students on practicum.

### Internship

Students who have met the prerequisites (see below) begin preparation for the internship application process the summer of the year before they intend to begin internship. Students attend the internship workshops for guidance through the process and consult with their mentors and the DOT on potential internship sites given their preparation, needs, and interests. The DOT will review all internship applications before they are submitted to sites. Students should be prepared to apply to sites around the country and not limit their searches to the Chicago or in other large metropolitan area. Internships in these locations are highly competitive due to the number of doctoral programs in the area and the interest of applicants around the country in these sites. *Restricting one's search to a large metropolitan area, including Chicago, greatly increases one's likelihood of not matching to a site.*

The application process for internship is standardized and managed by the Association of Psychology Postdoctoral and Internship Centers (APPIC). Application deadlines vary by sites. Most sites conduct interviews in December and January. Students submit their ranked internship site list to the National Matching Service (NMS) in early February and are informed of which site they have matched to in late February. Students are expected to apply to APA-accredited internship sites. Internships typically begin in July or late August/early September.

### **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 assessment reports, treatment plans, progress notes, case conferences, interdisciplinary contacts)
- the influence of ethnic diversity and individual differences on assessment and treatment
- 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).
- Students are encouraged to obtain training and experience in psychological testing—including the selection, administration, and interpretation of well-established tests of personality and intellectual functioning—and in interdisciplinary collaboration.

### **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 called Developmental Achievement Levels (DALs).

## **Practicum Application Procedures**

1. **Eligibility**: Review prerequisite including academic coursework, prerequisite hours, and preparatory competencies (see Appendix B). Review clinical training plan developed with Directors and mentor.

In early fall, for practica beginning in the following summer or fall, submit the **Intention To Seek Practicum Form** to the **Director of the PsyD Program**. The Director will verify eligibility and forward the form to the DOT. This is a critical step, so that students will receive notification of practicum site openings and other training information. Upon receiving the Intention to Seek Practicum form, the DOT will give you access to the online practicum database.

**Introductory practicum**: Students must have accumulated at least 24 semester hours of coursework before beginning their introductory practicum. Those 24 hours must include the following classes:

Psychopathology

Basic Clinical Skills

Cognitive & Behavioral Psychotherapies *or* Psychodynamic Psychotherapies

Intellectual Assessment *or* Personality Assessment

Students should also plan to take coursework appropriate to the practica being sought (e.g., Child & Adolescent Therapy if a student is applying to a site that provides therapy services to children and adolescents). Students may take courses specifically relevant to their practicum concurrent with it.

**Doctoral practica 1 & 2**: Students must have completed an introductory practicum prior to the start of their doctoral practicum *or* have completed or demonstrated significant progress on a thesis prior to *applying for* a doctoral practicum (i.e., at a *minimum* a student must have passed his or her proposal meeting by the end of fall semester of the year before applying for practicum). Students should complete their thesis before beginning their first doctoral practicum. Students must successfully complete the first clinical practicum before beginning the second. Students must adhere to the terms of their first practicum on those occasions where there are conflicts between start and end dates of the first and second practica. Some sites may have 10- or 12-month practica ending in mid to late summer, while some practica begin in early summer; thus if the first practicum continues into summer, this will disqualify a student from applying to sites whose practica begin in early summer.

The second practicum must provide the student with exposure to a different training experience than the first practicum. The onus is on the student, if seeking a second practicum at the same site as the first, to demonstrate that the second experience is significantly different from the first.

*If students on their first doctoral practicum are working on a thesis and have not defended it by the end of the fall semester, they will not be allowed to apply for the second practicum.*

**Doctoral practicum 3:** Students who have had little clinical experience prior to beginning their doctoral practica (e.g., students with no clinical work experience and who choose to complete a thesis) or who have demonstrated limitations after their first two doctoral practica may be counseled to complete a third practicum. Students may also choose to complete a third practicum to obtain advanced training with a specific population or problem.

**Internship:** Students must have (a) completed a thesis or introductory practicum, (b) completed the first doctoral practicum, (c) completed a therapy practicum, and (d) passed their Comprehensive Exam before *applying* to internship, and (d) completed all their coursework (including the doctoral project seminar) and practica before *beginning* internship. Note that internship sites typically expect at minimum two completed practica at the point of application and a third completed prior to internship. Students may embark on the internship application process if they have failed the August administration of the comprehensive exam; however, they must pass at the October administration prior to continuing with the process.

Note that students who began the program in Fall 2007 or later must also defend their doctoral project proposal before they apply for internship. The deadline for proposal defense is October 31. All other students are strongly advised to defend their proposals in order to increase their competitiveness for internship.

The rule noted above re conflicts between start and end dates also holds for conflicts between the end of a practicum and the start of an internship; that is, if a practicum continues through summer, the student may not apply to internships that begin in the summer.

## **2. Preparation**

**Learn ACEPT rules** (see section on ACEPT guidelines on p.14):

- Attend PsyD meeting—October 17
- Attend Preparatory Workshop—November 7, February 7

Preparatory workshops 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. New doctoral students are expected to attend these workshops. Returning doctoral students are also invited to attend.

- Attend area-wide practicum fair—early January

**3. Obtain access to online practicum site database from DOT**—upon DOT receiving Intention to Seek Practicum Form signed by PsyD Program Director.

- Search for potential sites from online database

The online database consists of listings of the most up-to-date information on record with the psychology department for a particular practicum site. In addition to the online database, students should talk to

professors, including part-time clinical faculty who network with other clinicians, about their interest in a practicum. Students are expected to seek a practicum from among those listed in the database.

To find the database, log on to RU Online and click RU Community. If you have been given access, you will see the Psychology Practicum link. The practicum Blackboard page contains the database, additional site material, practicum forms, and information related to internship and post-doc opportunities.

- Submit **Site Application Approval Form** to DOT—December 1. *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.

Note that this form, once signed by the DOT, indicates approval to contact and 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 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 still 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 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 doctoral-level training and whether they permit telephone inquiries. Students *should not* telephone sites that have indicated that they do not want telephone inquiries. Because of the high demand for practicum positions, some sites have been overwhelmed with phone inquiries and prefer to screen applicants by e-mail or snail mail. If information listed for a site is not current, students should inform the DOT immediately.

*When making their lists, students should note which sites follow ACEPT guidelines (see section on ACEPT Sites on p.14) and prepare their applications and interviewing plans accordingly.*

**Unlisted sites:** Students are expected to seek a practicum from the sites listed in the database. Unlisted sites will be reviewed only if the site provides an exceptional training opportunity that is not already well-represented in the database. Private practices will not likely be reviewed. If a student identifies a potential training site that is not on our list and believes it to be exceptional, he or she should attempt to determine (a) if the site is willing to take on a practicum student, and (b) whether the site can provide licensed clinical psychologist supervisors (or LCPC/LCSW for intro prac). If the site can provide training and supervision, the student should then contact the DOT with the site and site contact name, phone, address, and email address. The DOT will make contact with the site and evaluate their potential for clinical training. Note that new site reviews are not guaranteed and will not likely occur until the summer and only as time permits.

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

Practica at a student's place of employment 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. Contact will be made with the site supervisors 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, contact the DOT and provide him or her with the appropriate contact information at the potential site. Be aware that if we do not already have an agreement with that agency, it can take a month or longer to finalize one.

#### **4. Assemble application materials for sites, following their timetables:**

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**, **transcripts**, **3 letters of recommendation**, and a **work sample** (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 15. 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 should be provided to students in sealed envelopes, with the writer’s signature across the sealed flap. Faculty will submit their letters and you will submit your address list using the **Site List Spreadsheet** to the departmental secretary for mail merge. If a practicum supervisor wishes to address their letters to individual sites, the student should provide the supervisor with labels or a Word doc file of addresses for their letters.

You are one of more than 100 RU clinical psychology graduate students seeking a practicum. You will be applying to about 15 sites and will have 3-4 letter writers. If you calculate from this the number of letters that the departmental office processes during the practicum search season, you should arrive at the conclusion that you need to be both prompt and patient with the departmental secretary. Submitting your site list in the proper format and having prompt letter writers will ensure the least amount of delay. Most letters will be processed over the winter break. Please notify the departmental secretary if any of your faculty letter writers will be printing out the letters themselves.

Practicum sites prefer letters from people who can attest to your clinical skills. Therefore, for doctoral practica applications, you should have 2-3 letters from past practicum supervisors and one letter from a faculty member. Introductory practicum applications can include more faculty recommendations. Undergraduate references are not generally used.

##### **B. Vita**

A vita is the academic equivalent of a resume. See Appendix A for an example of the format of a vita and the sections that, at a minimum, should be included in every vita.

##### **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.

- 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 second year of academic work toward a PsyD degree in clinical psychology from Roosevelt University”) and what you are writing about (e.g., “I am interested in the practicum offered by your site”). Note the particular practicum you are interested in, whether diagnostic, therapy, and so forth (many sites have several different practica).
- 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 assessment of learning and achievement in children who have or who are at risk for emotional and learning 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.
- You might consider mentioning individuals in the field with whom you have trained or who have influenced you (e.g., “In my previous practicum I was supervised by Dr. Y, whose work with infants with brain-damaged stimulated my interest in child assessment”).
- 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 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**

For work samples, introductory practicum students can submit writing from their basic clinical skills course, an assessment report from an assessment course, or a paper. Students applying to advanced practica should submit an actual clinical report, but be sure to obtain approval from the site. When submitting reports (even coursework samples), *use John or Jane Doe ONLY for the client name so it is clear to all parties that confidentially is being protected.* All dates 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 Blackboard.

### **5. Submit applications and interview**—January and February

#### **Practicum application timetable**

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 timetable followed by all practicum sites. Some sites have flexible begin and end dates and will accept students whenever they have an opening; this is particularly true of introductory 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. These are called ACEPT sites and are noted in the database.

#### **ACEPT Guidelines - Applications and Interviews**

Application to ACEPT sites CANNOT be SENT before a specified date in early February; such sites interview candidates during February and March; and they notify students of their decisions on a specified date in late March (exact application and decision dates are arranged year by year by the Association of Chicagoland Externship and Practicum Training Sites [ACEPT] and will be provided to students by the DOT). Because this is a complex process, students are strongly encouraged to attend the Practicum Workshops provided by the DOT.

To add another layer of complexity, some sites marked as ACEPT may only casually follow the ACEPT guidelines. It is very important to ask the representatives of each site with whom you interview for details of their notification timetable. *Note: Follow sites' protocols for interviews and decision dates.*

Non-ACEPT site applications can and should be sent in January. In order to meet ACEPT and non-ACEPT dates, students should begin to prepare application materials in September. See PsyD Calendar for important program deadlines.

#### **Professional Dress**

Sites will typically interview students in late February and through March. 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.

### **6. Notify DOT of match status following ACEPT Notification Day**—likely March 22

#### **ACEPT Guidelines – Offers and Acceptances**

Many sites strictly follow the ACEPT protocol, which mandates that sites make their offers of training positions on a specified date and time (typically the fourth Monday of March, beginning at 9 a.m.). 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 students to accept offers prior to that date and time. However, the Department of Psychology and many training sites do not follow this policy; students in Roosevelt's PsyD program may accept offers at any time while still respecting ACEPT rules for ACEPT-abiding sites.

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 call or email you the Friday before notification day and say that they will call Monday, thus indicating that they plan to make an offer of training at that time. ACEPT guidelines require that such sites cannot request a commitment and that the appropriate student response is to thank them and indicate that you look forward to hearing from them.

Students who are negotiating with sites operating independently of the ACEPT system should make an effort to secure such placements *well in advance* of the ACEPT notification date. ***If you accept an offer early, you must consult with the DOT before withdrawing applications or canceling interviews at other sites!*** We have had recent incidences with sites renegeing on early offers and with sites not considering Roosevelt applicants because students cancel without notice.

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.

See the Eligibility section for information about overlapping start and end dates.

### **7. Complete either Intro Practicum Proposal Form or Doctoral Practicum Training Agreement Form with your new supervisor IN PERSON** – April 30

Training agreements: 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 PsyD program's training agreement form. Do not rely on a site to return a training agreement by mail. Students should have their agreements completed and signed *in person* and forward them to the DOT. *Note that any particular practicum is not approved until its specifics have been reviewed by the DOT, and approval is indicated by his or her signature on the agreement form.*

Professional Liability Insurance: The University provides malpractice liability insurance to students, who are covered upon approval of their training agreement by the DOT. However, the PsyD Program recommends that students maintain their own individual coverage in addition to that provided by the University.

Sites renegeing 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.

### **8. Register for practicum for fall semester**

The DOT will assign you to a practicum seminar based on a number of factors, such as your practicum type and seminar availability. Registration includes both the off-campus field experience as well as the weekly on-campus seminar.

Introductory practicum students will register *in-person* for 698A in the fall semester and 698B in the spring semester. Once the DOT receives your training agreement, you will be given a course selection worksheet in order to register. Intro seminars are NOT available for online registration.

Doctoral practica (791-794) are available for online registration. Be sure to register only for your appropriate course number and assigned section. 791A is the first semester of the first doctoral practicum,

791B the second semester of the first doctoral practicum; 792A is the first semester of the second doctoral practicum, and so forth.

## **While On Practicum**

### **Practicum site requirements**

**Duration:** All practica must consist of a **minimum** 750 hours and extend between 9 and 12 months. We recommend that students accumulate more than 750 hours in order to improve their clinical skills and to increase their chances of obtaining an internship position of their choosing. The requirements for students on a strictly diagnostic testing practicum may be adjusted to reflect number of test batteries rather than hours per se (see below).

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.

Fieldwork associated with specialty classes (e.g., a Neuropsychological Assessment practicum) do not count toward the two semesters required for each of the two clinical practica. In addition, seminar class time does not count toward practicum hours.

**Direct client contact hours:** At least 1/3 of your required 750 introductory practicum hours must be direct client contact hours. This includes such activities as psychotherapy or psychological testing. Students on doctoral practica are expected to accrue closer to 50% direct client contact. Supervision time, report writing, and non-contact case management hours are not included in these direct contact hours. These hours are logged under supervision and support hours, respectively. Students completing a practicum focused on psychological testing must complete at least 10 test batteries (this substitutes for the direct client contact hours requirement).

**Supervisor Qualifications:** A critical component of clinical training is the quality and quantity of supervision. Primary supervisors for the doctoral practica must be licensed clinical or counseling psychologists. Primary supervisors for introductory practica may be master's-level clinicians (LCPC only) or licensed social workers (LCSW only), although clinical psychologist supervision is preferred. 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.ildpr.com/WHO/psych.asp>). Note that hours that are not supervised by licensed clinical or counseling psychologists will not count toward clinical psychologist licensure requirements. However, two doctoral practica will meet the hourly requirements for licensure in the State of Illinois.

**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). Internships are sensitive to whether or not anyone has actually

seen you do therapy or whether or not you have seen yourself. If your site does not automatically tape sessions, please ask to do so. Log your use of the tapes for supervision (see section on practicum logs).

**Changes in a practicum:** 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.

### **Withdrawing from a Practicum Site**

*Accepting a practicum commits a student to that site for the duration of the training agreement.* 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 obtained 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 placed on action status or termination from the program.

### **Employment while on practica**

Note that practica are unpaid positions and that 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 should be prepared to stop or suspend any full-time paid 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. Therefore, practica must be a top priority.

### **Practicum seminars**

All students on practicum attend a weekly seminar. 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 only logs and semester evaluations as described below. Missing requirements, including evaluations, will result in an Incomplete or 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 I/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 each practicum or will have to repeat that practicum* (i.e., if a student earns a C the first semester, he or she must earn an A in the subsequent semester or else repeat the practicum). 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 will 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. Students who receive a second C in practicum seminar will also be reviewed regarding their continuance in the program.

**IP's and Financial Aid:** If your practicum extends beyond the spring semester, you will receive an IP until you have completed the work. You may or may not experience financial aid issues with receiving an IP.

You can obtain a letter from the PsyD Director to restore any dropped financial aid if you are not negligent but merely waiting to finish your hours. Consult the Financial Aid Office and the PsyD Director as soon as possible in order to buffer this situation.

#### 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 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).

#### End of the Semester Evaluations

- Submit student and site evaluations to seminar instructors and the DOT at the end of each semester *and* at the end of the practicum (if later than the end of the second semester).

#### 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. *It is the student’s responsibility to ensure that supervisors are given adequate advance requests so that evaluations can be completed and forwarded to the practicum seminar instructor and the DOT on the due dates.*

#### 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. 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 cumulative logs (only the final tally page) 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 internships and licensure, 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, modalities of therapies; and their testing activities, including client demographic information, number of clients, and number of particular tests administered and interpreted.

#### Online Tracking System

The department recommends that students consider using an online tracking system. One such system can be found at [www.time2track.com](http://www.time2track.com). The web-based system is convenient and maps on

the internship form (AAPI) needed when applying for the pre-doctoral internship. In this system, log all hours as a doctoral student, even Intro Prac activities. This system is strongly preferred over the Excel sheets because Time2Track will adjust their system to any changes made to the AAPI by APPIC, making your life much easier when it comes time to complete internship applications.

### Alternative to Online System

The faculty at University of Kentucky created and maintains an Excel spreadsheet compatible with AAPI fields. It can be found at <http://www.uky.edu/Education/EDP/cnpsred.html>.

### 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 out the AAPI at [www.appic.org](http://www.appic.org) to determine the categories that you will likely need to repeat for your internship applications. Also, check with state licensing boards to determine which categories may be required for licensure information.

### Students who do not secure a practicum

Most students obtain a practicum of their choice. If you do not match by the ACEPT match day, notify the DOT and continue to search for a site. The deadline for a doctoral student to secure a practicum is the first week of fall classes. It is exceptionally rare for RU doctoral students not to secure a practicum. In these cases, however, the unplaced student will be reviewed for continuation in the program.

## Early Preparation for Internship

### **Improving one's candidacy: long-term preparation**

*Having a theme to your clinical work and research helps you easily establish fit with an internship site.* For example, if you are considering a career with the VA system, you want your practica and doctoral project to be relevant to the VA population (i.e., adult therapy and assessment experience with significant psychopathology, possibly some health and neuropsychological training, and research involving adult mental health or better yet, PTSD). It is perfectly fine to change your population of interest while in the program. You will then need to ensure that you have enough experience with your new theme before applying for internship. The Directors will assist and advise you with your theme.

*Another way to improve one's candidacy for internship is to make significant progress on your doctoral project prior to application and complete the project before you begin internship.* In conversations with the internship directors of several Chicago-area internship sites, most have said that they give significant priority to students who are clearly going to complete their projects prior to internship. This is because sites, as well as universities and other training programs, are scrutinized as to whether their trainees actually complete their degrees. This is done to ensure that their valuable training time and expertise is invested in candidates who have a high likelihood of becoming practicing psychologists.

*Presentations at professional conferences are also a way to improve one's candidacy, both through networking and demonstration of research and presentation skills.* Most applicants will have at least one professional conference presentation on their vita. Discuss project opportunities with faculty who fit with your theme. Presentations themselves are good to have, but presentations that fit your theme will be valued the most.

*Although the actual number of hours is not as important as significant number of hours consistent with your theme, you do want to be in the ballpark of the average applicant before applying to internship:* For the 2007-2008 application year, according to APPIC, the median number of total intervention and assessment hours (prior to Nov 1) were 787, and the median supervision hours were 364. However, APPIC notes that many training directors consider these numbers to be one of the less important aspects of an application. In conversations with internship training directors, two practica completed and a third begun prior to Nov 1 of the application year appears to be the minimum threshold. In determining your eligibility for practicum, the PsyD Director will expect a minimum of 500 hours of direct client contact prior to applying for internship. *You must also complete a therapy practicum before participating in the application process.*

### **Improving one's candidacy: short-term preparation**

To increase the chances of obtaining a good match, students should prepare to apply to sites *throughout the country*; to sites with a range of competitiveness; and to sites whose activities match to students' previous practicum experiences, prior clinical work, academic training, and so forth. The most important factor to keep in mind, without question, is fit.

*Students severely reduce their chances of a match by limiting their applications to sites only in the Chicago or other major metropolitan area.* This is a central factor affecting one's chances of obtaining and internship through the match process. Chicago, Boston, Los Angeles, and New York are a very competitive locations; not only are there many doctoral programs local to the area, but students from every program around the country apply to the sites in these locations.

## **Licensure for Clinical Psychologists**

Licensure requirements vary substantially from state to state, but include completion of post-doc hours and passing the licensure examination. They may also include enrollment in specified courses. See the State of Illinois Division of Professional Regulation information on licensure requirements for “Psychologist Clinical” at <http://www.idfpr.com/dpr/default.asp>. Read *all* the information provided on the website.

Well in advance of applying for internship, be sure to review requirements in any state in which you may live to determine that you have met each state’s course requirements and are aware of any internship accreditation issues. Once you are on internship or have graduated, it is quite difficult to return to take a particular course that a certain state requires.

## Appendix A: Sample Vita

Jane Doe  
 123 Main St. #555  
 Chicago, IL 60661  
 773-555-1212  
 jane.doe@mymail.roosevelt.edu

### EDUCATION

2005-Present    **Doctoral Student**, Psychology Department  
 Roosevelt University, Chicago, IL  
 (Full APA Accreditation)  
 Major: Clinical Psychology PsyD  
 Defended Dissertation: MMPI-2 Profiles of Adults with ADHD  
 Major Professor: Cami K. McBride, Ph.D.

**Master of Arts** (August, 2007)  
 Roosevelt University, Chicago, IL  
 Major: Clinical Psychology

2001-2005    **Bachelor of Science**  
 DePaul University  
 Major: Psychology  
 Senior Thesis: The Effect of Sugar on Children with ADHD  
 Major Professor: Michael Helford, Ph.D.  
 University Honors Graduate, Cum Laude, Dean's List

**LANGUAGE SKILLS:** Fluent in Spanish, Intermediate in French

**LICENSE:** Licensed Professional Counselor, State of Illinois

### PRACTICUM TRAINING

2009            **Advanced Assessment and Therapy Practicum**  
**Cook County John Stroger Hospital, Chicago IL**  
Duties: Group psychotherapy, psychological assessments, consultation with multidisciplinary treatment teams, in-service seminars, and researched critical pathways for treatment of eating disorders and treatment outcome studies.  
Client Population: In-patient and outpatient children and adolescents with pediatric and/or psychological presenting concerns.  
Supervisor: Denise McCallon, PhD, Director

2008-2009    **Therapy Practicum**  
**Will County Health Department, Joliet, IL**  
Duties: Long-term and short-term individual, couples, family, and group therapy; intake and termination reports; diagnosis and case conceptualization; progress notes; supervision of lower-level practicum students; crisis intervention at a community mental health center.  
Client Population: Community-based clinic for children and adults. Wide range of psychopathology.  
Supervisor: Vicki L. Campbell, PhD

2007-2008      **Therapy Practicum**  
**Roosevelt University Counseling Center, Chicago, IL**  
Duties: Short-term individual therapy, personality/vocational testing and interpretation, session and termination notes, case conceptualization and presentations, and weekly didactic seminars.  
Client Population: University students whose presenting problems included college adjustment as well as more severe psychiatric disorders.  
Supervisors: Martin Guida, PhD, Karen Cogan, PhD, Tim Lane, PhD

2006-2007      **Assessment Practicum**  
**United Stand, Chicago, IL**  
Duties: Intakes; completion of psychological evaluations, including administration and interpretation of test data and writing of assessment reports; case presentation; supervision from upper-level students; supervision of lower-level students.  
Client Population: School-based clinic for underserved children and families. Wide range of presenting issues.  
Supervisor: Lawrence Schneider, PhD, Director

#### **RELATED CLINICAL EXPERIENCE**

2009              **Therapeutic House Parent**  
**Herrin House, Chicago, IL**  
Duties: Therapeutic supervision of adults in residential rehabilitation facility, crisis intervention, promotion of problem-solving and daily living skills, consultation with multidisciplinary treatment teams.

2005-2008      **Diagnostician**  
**Center for Psychological Development, Chicago, IL**  
Duties: Psychological evaluations with an emphasis in assessment of childhood ADHD.  
Supervisor: Ray L. Levy, PhD

2005              **Diagnostician**  
**ADHD Treatment and Research Center, Chicago, IL**  
Duties: Psychological evaluations with an emphasis in assessment of childhood ADHD.  
Supervisor: Grant Hellyer, PsyD

2004-2005      **Behavior Interventionist**  
**New Day Children's Day Hospital, Chicago, IL**  
Duties: Education, recreation therapy, behavior management, co-led play therapy groups, and daily progress notes.  
Clients: Children ages 3-18 with behavior disorders.

#### **VOLUNTEER EXPERIENCE**

2004              **Ronald McDonald House, Chicago, IL**  
Duties: Coordinated residence for families with chronically ill children.

2001-2002      **Chicago Public School District**  
Duties: Teacher's aide in kindergarten class at an inner-city school.

## OTHER EMPLOYMENT

- 2002-  
Present      **Administrative Assistant**  
**Carl A. Rogers, PhD, PC, Chicago, IL**  
Licensed Psychologist  
Disaster Mental Health Consultant to the Red Cross  
Duties: Workshop preparation, manuscript editing, and office management.  
**Production Assistant and Script Editor**  
“Memorials, Rituals, and Anniversaries: Helping Communities Heal”.  
An educational film sponsored by FEMA and TXMHMR.  
**Co-author, work in progress**  
Brochure on children and trauma in association with the International Society for Traumatic Stress Studies
- 1998-2001      **Day Care Teacher/Administrator**  
**Sunshine Day Care, Chicago, IL**  
Duties: Teaching and administrative work at a large private day care facility for children ages 18 months-12 years old.

## TEACHING EXPERIENCE

- 2008-Present      **Teaching Fellow**  
**Roosevelt University**  
Duties: Developed and delivered lectures for undergraduate courses.  
Introduction to Psychology – 2 semesters  
Interpersonal Behavior – 2 semesters  
Abnormal Behavior – 1 semester  
Developmental Psychology – 4 semesters
- 2007-2008      **ADHD Parent Training Course**  
**Roosevelt University**  
Duties: Co-led parent training courses for parents of children diagnosed with ADHD. Content included behavior management techniques, education about ADHD, and hints on working with teachers and the school system.

## RESEARCH EXPERIENCE

- 2005-  
Present      **Attention Deficit Hyperactivity Disorder Research Team**  
**Roosevelt University**  
**Supervisor: David B. Baker, PhD**
- ADHD Assessment Clinic: Provided neuropsychological testing, semi-structured interviews, and case management for children referred for ADHD testing.  
ADHD Parent Training: Co-led parent training groups. Emphasis on behavior management techniques.  
Team Projects: organized data collection, provided testing, analyzed data using SAS and SPSS.

**Projects Include:** The Self-Ratings of Competence in Children Diagnosed with ADHD, Consumer Satisfaction with ADHD Parent Training, Predictor Variables of Drop Out in ADHD Parent Training, Relationships between Neuropsychological Variables and Academic Achievement.

2005

**Gerontology Research****Roosevelt University****Supervisor: Charles Guarnaccia, PhD**

Duties: Administered questionnaires and semi-structured interviews regarding life stress to seniors 65 and above.

**Women's Issues Research****Research Assistant****Roosevelt University****Supervisor: Linda Marshall, PhD**

Duties: Coordinated data collection for study examining homosexual and heterosexual abusive relationships.

2002

**Childhood Depression****Undergraduate Research Experience****DePaul University****Supervisor: Frances Worchell, PhD**

A childhood depression inventory validation study. Duties included administering the CDI, KASTAN, and an experimental inventory to children in neighborhood schools.

**History of Psychology****Undergraduate Research Experience****DePaul University****Supervisor: Ludy T. Benjamin, Jr., PhD**

A study of the history of psychology examining popular views of psychology as it emerged as a separate field from philosophy. Duties included content analysis of encyclopedia entries and written report.

**STUDENT AFFILIATIONS/COMMITTEES/HONOR SOCIETIES**

Alpha Epsilon Lambda, National Graduate Honor Society

Psi Chi, Psychology Honor Society

American Psychological Association – Student Member

Public Policy Action Network

Division of Population &amp; Environmental Psychology

APAGS

Illinois Psychological Association – Student Member

Association for the Advancement of Behavior Therapy – Student Member

RU Graduate Committees:

Psychology Department Graduate Committee, Student Rep.

Graduate Association of Students in Psychology, Secretary

## PUBLICATIONS/PRESENTATIONS

### Manuscripts submitted for publication

Benjamin, L. J., Bryant, W. H., Doe, J., Fisher, J., & Holtz, C. (2009). *Between psoriasis and ptarmigan: American encyclopedia portrayals of psychology. 1880-1940*. Manuscript submitted for publication.

Doe, J., & Baker, D.B. (2009). *Discriminant function analysis of measures assessing ADHD*. Manuscript submitted for publication.

Doe, J. (2009). *ADHD in adulthood: A review*. Manuscript submitted for publication.

### Presentations

Cleveland, J., Doe, J., & Baker, D. (2010, November). *Revisit to predictors of drop out from ADHD parent training*. Poster session to be presented at the annual meeting of the Illinois Psychological Association, Springfield, Illinois.

Doe, J., Cleveland, J., & Baker, D. (2007, November). *Predictors of drop out from ADHD parent training*. Poster session presented at the annual meeting of the American Psychological Association, New York, New York.

Benjamin, L. J., & Bryant, W. H., Doe, J., Fisher, J., & Hotz, C. (2005). *Between psoriasis and ptarmigan: American encyclopedia portrayals of psychology. 1880-1940*. Paper presented at the annual meeting of the American Psychological Association, Toronto, Canada.

### Work in progress

Doe, J. (2009). *MMPI-2 profiles of adults with ADHD*. Dissertation in progress.

Cleveland, J., Doe, J., & Baker, D. (2009). *Predictors of drop out from ADHD parent training*. Manuscript in preparation.

Doe, J., & Baker, D. B. (2009). *Neuropsychological correlates of academic achievement*. Manuscript in preparation.

Doe, J. (2009). *Treatment outcome of latency-age child therapy group*. Study in progress.

## REFERENCES

Kathy Fader, PsyD  
Alexian Brothers Behavioral Health Hospital  
Address  
Phone  
Email

Susan Torres-Harding, PhD  
Roosevelt University  
Address  
Phone  
Email

**Notes about vitae**

- You do not need to have everything in the sample above. For example, if you have not proposed your doctoral project, you can simply eliminate the related item on the first page of the CV.
- 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, 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.

**Appendix B**

See Developmental Achievement Levels (DALs) document.