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**American School of Professional Psychology**  
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# **Clinical Training Manual**

## **Clinical Psychology Program**

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# TABLE OF CONTENTS

<b>TRAINING DEPARTMENT</b>	<b>1</b>
Training Department Faculty and Staff	1.1
Introduction	1.2
<b>GENERAL INFORMATION</b>	
Argosy University, Chicago Web Site and E Mail	<b>2</b>
International Students	2.1
Disability Statement	2.2
FERPA Statement	2.3
Professional Liability Insurance	2.4
Policy on Training Sites with Creedal Statements	2.5
Policy Regarding Students in Private Practice	2.6
Professional Conduct	2.7
Professional Competence	2.8
Coordination with Students and Training Sites	2.9
Grading of Practica and Internship	2.10
<b>CLINICAL PRACTICA: Psy.D. &amp; M.A. PROGRAMS</b>	<b>3</b>
Introduction to Practicum	3.1
Prerequisites for Practicum	3.2
Types of Practica	3.3
Practicum Site Visits	3.4
Site Approval Criteria & Procedures	3.5
Practicum Application Procedures	3.6
Practicum Responsibilities	3.7
Evaluation of Student Performance	3.8
Submission of Training Documents for Practicum Credit	3.9
Students on Academic Probation	3.10
Students Demonstrating Clinical Unsuitability	3.11
Students Resigning From a Practicum for Insufficient Hours	3.12
Prohibition Against Doing a Practicum at a Student's Place of Employment	3.13
Adherence to ACEPT Guidelines	3.14
Policy on Out of Town Practica	3.15
Practicum Intervention Hours, Support Hours and Appropriate Functions: Guidelines	3.16
Policy on Credit for Hours When a Practicum is not Completed	3.17
<b>TRAINING COMMITTEE</b>	<b>4</b>
Mission Statement	4.1
Procedures for Practicum & Internship Remediation (Faculty Procedures)	4.2
Procedures for Practicum Remediation (Training Site Procedures)	4.3
Procedures for Reporting Training Sites (Student Procedures)	4.4
Due Process or Bias Appeals	4.5
<b>CLINICAL EVALUATION CONFERENCE (CEC)</b>	<b>5</b>
<b>CEC Guidelines: Psy.D. Program</b>	<b>5.1</b>
General Information	5.1a
Psy.D. CEC Components and Procedures for Passage	5.1b

CEC Course Waiver Policy	5.1c
Practicum Seminar	5.1d
Grading	5.1e
CEC Schedule & Related Events	5.1f
<b>CEC Guidelines: M.A. Program</b>	<b>5.2</b>
General Information	5.2a
M.A. CEC Components & Procedures for Passage	5.2b
Grading	5.2c
CEC Schedule & Related Events	5.2d
<b>PREDOCTORAL INTERNSHIP: PSY.D. PROGRAM</b>	<b>6</b>
Introduction to Internship	6.1
Site Approval Requirements & Procedures	6.2
Policy Regarding Non-APPIC Internships	6.2a
Student Initiated Internship Sites	6.2b
Internship Prerequisites	6.3
Internship Application & Match Procedures	6.4
Training Department Responsibilities	6.5
Learning Contracts	6.6
Site & Student Evaluations	6.7
Internship Remediation	6.8
<b>APPENDICES</b>	<b>7</b>
APPENDIX I: CEC Schedule & Related Events	7.1
APPENDIX II: Notification of rights under FERPA	7.2
APPENDIX III: Authorization for Release of Information	7.3
APPENDIX IV: Criteria for Evaluating Practicum Sites	7.4
APPENDIX V: Developing a Practicum Site	7.5
APPENDIX VI: Notification Day Procedures	7.6
APPENDIX VII: Composition and Operating Procedures of the Training Committee	7.7
APPENDIX VIII: APPIC Membership Criteria	7.8
APPENDIX IX: Developing a Pre-doctoral Internship Site	7.9

# 1 TRAINING DEPARTMENT INFORMATION

## 1.1 Training Department Faculty and Staff

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## 1.2 Introduction

Clinical training refers to the supervised practical experience in which students work directly with a clinical population in a health care delivery system. It provides students the opportunity to apply what they have learned and to foster the skills and character necessary to become a competent psychologist or counselor. Clinical training, therefore, strives to advance and integrate theoretical knowledge, clinical technique, learned skills and professional attitudes.

Successful training results in the ability to accurately assess and understand a wide range of clinical phenomena. These skills subsequently serve as the basis for implementing effective intervention techniques to help and heal those in the clinician's care. These activities occur within a climate of respect for the client, in accordance with the ethical standards of care, and in a manner sensitive to issues of diversity and individual differences.

Through direct, supervised client contact, Argosy University, Chicago trains ethical, qualified and competent clinicians who deliver effective assessment and therapeutic services. Towards this end, the Argosy University, Chicago and clinical training site supervisors closely monitor students' personal adjustment, interpersonal relatedness, and professional behavior as these pertain to professional development.

The Clinical Training Committee advises the Director of Clinical Training in formulating policies and procedures regarding standards for clinical training. This Committee also assists in establishing criteria for acceptable training sites, monitoring the suitability of specific sites for training, and reviewing student progress at their practica and internship sites.

This manual reviews in detail the three levels of clinical training and evaluation at Argosy University, Chicago namely the (1) Clinical Evaluation Conference (CEC), (2) clinical practica, and (3) pre-doctoral internship. Each of these curriculum components serves to systematically refine and integrate the major training areas of theoretical knowledge, clinical skills and professional attitudes.

The Argosy University, Chicago Training Directors and staff designed and implemented the policies and procedures contained in this Clinical Training Manual in consultation with the Training Committee. The Argosy University, Chicago Training Calendar and all forms can be found on our website at [www.auconnection.net/chicago/AU](http://www.auconnection.net/chicago/AU). Please feel free to contact any of the members of the Training Department with questions about Clinical or Counseling Training.

## **2 GENERAL INFORMATION**

### **Argosy University, Chicago Web Site and E Mail**

**The Argosy University, Chicago Web Site is located at <http://www.auconnection.net/chicago>.**

**The web site is an essential source of information, including forms, policies, helpful hints and deadlines. Students should become familiar with the organization of the web site and the resources located there.**

**The Training Department uses students' Argosy E mail address for all e mail communication. It is essential that students check their Argosy e mail on a daily basis. The Argosy e mail can be forwarded to another e mail address. If students have difficulty doing so, they should consult Student Services.**

### **2.1 International Students**

International students should meet with the Argosy University, Chicago Director of Student Services to receive a full orientation to the INS and school policies and procedures. International students are responsible for alerting the Training Department about any particular concerns or special needs. The United States Immigration and Naturalization Service (INS) can construe involvement in practica and internships as falling under the rubric of Curricular Practical Training. Since such field placements are required, integral parts of students' programs of study, appropriate permission should be relatively easy and straightforward to secure. International students must meet with the Director of Student Services who is the International Student Officer, to fill out INS paperwork needed to pursue a practicum in the United States.

### **2.2 Students with Disabilities**

It is the policy of Argosy University, Chicago to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations to complete the instructor's course requirements, the student must notify the Director of Student Services. Procedure for documenting student disability and the development of reasonable accommodation will be provided to students upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. It is the student's responsibility to present the form (at his or her discretion) to the instructor in order to receive the requested accommodations in class. In an effort to protect student privacy, Student Services will not discuss the accommodation needs of any student with instructors.

The Training Directors actively work with students to ensure a good match between themselves and training sites given students' interests, goals, and needs for accommodation.

## **2.3**

### **Notification of Rights Under FERPA**

The Family Education Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records (See Appendix II).

## **2.4**

### **Professional Liability Insurance**

Argosy University, Chicago provides professional liability insurance to all students involved in clinical training. Tuition for practica and internship covers the cost for this insurance. This coverage is mandatory even if the student is otherwise insured. Some sites require that students demonstrate proof of malpractice coverage. Please contact the Training Department Coordinator for proof of coverage.

## **2.5**

### **Policy on Training Sites with Creedal Statements**

Some sites restrict their trainee applicant pool based upon race, age, gender, disability, ethnic or racial background, religious affiliation, or sexual orientation. Because Argosy University, Chicago strongly endorses a non-discrimination policy, sites are likewise expected to conduct their selection and training in a non-discriminatory manner unless they have compelling legal and/or therapeutic reasons for doing so. Sites that utilize discriminatory creedal statements must notify the school of this and clarify rationales for such policies. Such sites are only approved if adequate rationales exist, and this information will be clearly noted in the practicum placement literature kept on file in the Training Department.

Legitimate rationales for the use of creedal statements typically fall into one of the two following categories:

1. A site serves a specific clientele who have special needs or share unique problem areas. For example:
  - A shelter for battered women may only utilize female counselors
  - A program mentoring African-American boys may only use African-American male counselors
  - A program serving ethnic immigrant populations may prefer counselors who have similar ethnic and/or immigration experiences
  
2. A site may exercise a legal right to restrict their applicant pool. For example:
  - Some government agencies and branches of the armed forces may apply selection restrictions supported by law
  - Religiously oriented programs may legally restrict hiring based on religious affiliation

Though the American Psychological Association (APA) accredits agencies falling into both categories, Argosy University, Chicago does not support or endorse the latter and does not restrict any student from applying to such sites.

If students feel that they have experienced any form of discrimination or harassment at their training site, they should discuss the matter with either their Seminar Leader or a Training Director. The Argosy University, Chicago faculty member will explore the issue and intervene as appropriate. Whenever Argosy University, Chicago discovers incidents of discrimination or harassment in a site's or supervisor's policies or practices, the Training Department acts consistent with APA ethical standards, including possible reports to professional organizations (e.g., APA, APPIC, Department of Professional Regulation, etc.).

### **2.6 Policy Regarding Students in Private Practice**

Argosy University, Chicago expects that its students conduct themselves in an ethical and legal manner. It is both illegal

and unethical for students (or any clinician) to practice outside the scope of their professional training, licensure and qualifications. Therefore, Argosy University, Chicago specifically restricts all matriculating students from engaging in private practice activities (i.e., for-profit delivery of therapy or counseling services) unless qualified and licensed to render such services.

Students are prohibited from doing clinical training in their own private practice or group practice.

Students who hold a current registration, certificate, or license by the appropriate state regulatory agency in which the delivery of service takes place may legally and ethically practice independently in their area of expertise. For example, a student possessing a clinical social worker license (LCSW) can provide psychotherapy in a private practice setting, though it would be unethical and illegal for this student to provide psychological testing services to the public.

For additional information on the ethical delivery of professional psychology services, see:

American Psychological Association (2002). Ethical principles of psychologists and code of ethics. *American Psychologist*, 58(8), 1060-1073.

## **2.7 Professional Conduct**

Argosy University, Chicago expects that its students conduct themselves in a legal, ethical, and appropriate manner during all phases of their practicum placements (i.e., initial application through completion of the training year). Therefore, students must possess and apply a working knowledge of the APA's Ethical Principles of Psychologists and Code of Ethics (June, 2003), the Specialty Guidelines for Delivery of Services by Clinical Psychologists (1981), and other applicable codes of ethics. Furthermore, they should be familiar with the Illinois Mental Health and Disabilities Confidentiality Act, Abused and Neglected Child Reporting Act, and other legal guidelines.

The following are examples of illegal, unethical, and/or inappropriate behavior:

- Acting in a manner inconsistent with ethical or legal guidelines
- Failure to follow Argosy University, Chicago's training guidelines
- Failure to appear for scheduled practicum events or responsibilities without approval or proper notification
- Taking vacation or personal time without approval
- Taping a client without a properly executed consent and release of information
- Removal or private use of practicum site property without permission
- Violating patient confidentiality (e.g., playing a session tape to anyone not included in the consent form, failure to redact personally identifiable information from written or taped materials before seminar presentation, etc.)
- Failure to report a known or suspected incidence of child abuse or neglect
- Withdrawing from a practicum for any reason without permission from the Training Directors
- Accepting a practicum and then turning it down for an offer made from another site

The following policy was developed by the Council of Chairs of Training Councils (CCTC) and is consistent with the Training Department's Mission as it relates to the processes of training, practice, and the assessment of competence within professional psychology.

Professional psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Programs that educate and train professional psychologists also strive to protect the public and profession. Therefore, faculty, training staff, supervisors, and administrators in such programs have a duty and responsibility to evaluate the competence of students and trainees across multiple aspects of performance, development, and functioning.

It is important for students and trainees to understand and appreciate that academic competence in professional psychology programs (e.g., doctoral, internship, postdoctoral) is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other

aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) will also be evaluated. Such comprehensive evaluation is necessary in order for faculty, training staff, and supervisors to appraise the entire range of academic performance, development, and functioning of their student-trainees. This model policy attempts to disclose and make these expectations explicit for student-trainees prior to program entry and at the outset of education and training.

## **2.8 Professional Competence**

Students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) should know—prior to program entry, and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program's evaluation processes and content should typically include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student-trainee. Finally, the criteria, methods, and processes through which student-trainees will be evaluated should be clearly specified in a program's handbook, which should also include information regarding due process policies and procedures (e.g., including, but not limited to, review of

a program's evaluation processes and decisions).

Consequences for such behavior range from disciplinary letters from the Training Department to referrals to the Training or Student Professional Development Committee (SPDC), or notification to regulatory bodies (Illinois Dept. of Professional Regulations, IPA, APA) depending on the severity of the ethical violation. For additional information, see the Student Handbook and the Students Displaying Clinical Unsuitability section later in this manual.

## **2.9 Coordination With Students and Training Sites**

Every training site has a “point person” in the Training Department who is responsible for maintaining contact with the site and problem solving as issues arise. Similarly, when students begin the application process for their first practicum, they are assigned a “point person” who stays with the student through their practica and internship.

The Training Department maintains communication and coordination with training sites in a variety of ways. Once a year, the Training Department calls each practicum site to get an update of supervisors, and the training openings that will be available. The Training Department also calls each practicum and contacts each internship site that has an Argosy student at least once a year to check in on how things are going. Practicum students attend a Practicum Seminar that is limited to 5 – 6 students. The seminar affords students the opportunity to share experiences from their training site and problem solve as necessary. The Training Department also contacts each intern at least once a year to check in and see how things are going.

The Training Department has a four year plan to visit every practicum training site. When there are difficulties at a site, either related to student performance or site issues, the Training Department conducts a site visit to resolve the issues. Site visits also are conducted once during the first year for all new practicum sites, and for non-APPIC member internships in the greater Chicago area.

The Training Department reviews every evaluation submitted by training sites and sends out a letter of thanks reviewing the key comments made in the evaluation.

The Training Department sends a representative to the Association of Chicago Externships and Practicum Training (ACEPT). This is a group of approximately 75 practicum sites and clinical psychology programs. The group meets to discuss areas of common interest and to establish policies for the practicum application process. ACEPT also sponsors a Practicum Fair which provides an opportunity for students, academic directors and site directors to share information. The Training Department also sends a representative to the Association of Chicago Training Centers in Professional Psychology which consists of APA accredited internships and the doctoral psychology programs in the greater Chicago area.

## **2.10 Grading of Practica and Internship**

For practica and internship a grade of No Credit represents a failing grade.

# **3 CLINICAL PRACTICA: PSY.D. & M.A. PROGRAMS**

## **3.1**

### **Introduction to Practicum**

A practicum is a clinical training experience that takes place in a health care or related delivery system. Sites must perform evidence-based practice which is the integration of the best available research with clinical expertise in the context of patient characteristics, culture and preferences.

Different programs require different types of practica and number of hours spent at each over the course of an academic year. **Students are responsible for meeting the following practicum requirements:**

<b>Program</b>	<b>Type of Practica</b>	<b>Minimal Hours</b>
Psy.D.	Diagnostic	625
	Therapy	625
	Advanced	500
M.A. (Clinical)	Therapy	750
M.A. (Counseling)	Therapy	600
M.A. (Counseling)	Therapy Internship	100

All Argosy University, Chicago students enrolled in practica must concurrently enroll in a weekly seminar led by an Argosy University, Chicago faculty member. A practicum is treated like a course. It carries three credit hours per semester. The practicum and the seminar combine for a total of six credit hours for the academic year. Students register for practicum in the Fall and Spring semesters, and are also required to attend their practicum seminar during the Summer I semester. Students register for practicum during the Summer I semester session for 0 credits and do not pay a fee since it is included in the Fall and Spring semester tuition. Fees are based on the current course fee schedule. The content of the seminar varies according to the practicum sites represented and reflects the specialties of the seminar leader. The practicum field experience and the practicum seminar are concurrent, sequential and uninterrupted. Students may not combine hours from one training year with hours from a subsequent training year to fulfill the practicum requirement.

**Practica are not to begin before July 1<sup>st</sup> of the training year.**

### 3.2

#### **Prerequisites for Practicum**

Prior to applying to the program, applicants should have completed the following five undergraduate foundation courses, or their equivalent:

- Abnormal Psychology
- General Psychology
- Tests and Measures or Psychological Assessment
- Statistics or research methods
- Personality Theories

Students who have not completed these courses prior to admission must complete them no later than the first academic year, and before registering for a practicum. These courses provide an academic foundation for the Psy.D in Clinical Psychology curriculum, and offer perspectives that compliment those of the clinical psychology program. Students failing to satisfactorily complete the five foundation courses or their equivalent prior to the completion of their first year of matriculation in the Master of Arts or in Clinical Psychology programs may be prevented from registering for practicum until the requirements are satisfied.

Additionally, students must complete two semesters of coursework, CEC tasks, be a student in good standing, maintain a GPA > 3.0/4.0, and be approved by the Training Directors to begin this sequence in their curriculum. Students should consult their program handbook for the year they entered their program to determine if any additional requirements are necessary for their specific course of study. For example, some doctoral minors have specific prerequisites for practica. Questions about practica requirements can be directed to faculty advisors, Program Chairs, Coordinators of doctoral minors, or the Training Directors.

Master level practica cannot transfer to or satisfy prerequisites for the doctoral program's practica. If a student transfers from an M.A. program to the Psy.D. program she or he must complete all practica requirements for the doctoral program regardless of any MA requirements already completed.

Due to the diversity of doctoral Respecialization students' backgrounds and experiences, the Program Director and Training Directors establish individualized practicum requirements for them. Site choices are subsequently based upon students' specific course of study and track (e.g., Therapy, Diagnostic, General). While most practica requirements remain identical to those described above, some Respecialization students may be permitted to begin their first practicum before completing two semesters at Argosy University, Chicago.

### 3.3 Types of Practica

Argosy University, Chicago's current list of approved sites includes community mental health centers, consortiums, state, community, and private psychiatric hospitals, medical and trauma centers, university counseling centers, schools, correctional facilities, residential treatment programs, independent and group practices, and corporate settings. Some sites serve the general population while others service specific populations (e.g., children, adolescents, geriatrics, particular ethnic or racial groups, criminal offenders, etc.) or clinical problems (e.g., chemical dependency, eating disorders, medical and psychiatric rehabilitation, etc.). The Training Department works throughout the year to maintain positive relationships with existing sites and affiliate itself with new sites throughout the greater Chicagoland area and surrounding states. Students are encouraged to review the site files kept in the Training Department and talk with the Training Directors to identify sites that provide the type of experience desired. It is important that all students communicate with the Training Department throughout the practicum process even if they match in the Clearinghouse.

The Clinical Psychology program values variation in training experiences that exposes students to diverse populations, supervisors, theoretical orientations and organizational settings. It is important for students to complete a well-rounded set of training experiences as part of their graduate education. Different settings present different challenges to students, which foster their professional growth and development. Moreover, Argosy University, Chicago strongly encourages students to complete their training in settings that provide them with opportunities to work with diverse populations. It is essential that students learn to work with people who are different from them (e.g. race, ethnicity, disability, sexual orientation, etc.) in a supervised setting where they can learn the skills, knowledge and attitudes necessary to practice as a competent clinician. For these reasons, **students are prohibited from doing their Doctoral Diagnostic and Doctoral Therapy Practicum at the same site.**

Psy.D. students are encouraged to visit the Association of Psychology Postdoctoral and Internship Center's (APPIC's) website at [www.appic.org](http://www.appic.org) **before beginning their first practicum** to download the predoctoral internship application form. This application demonstrates how students will need to carefully detail their practicum hours and activities on their internship application. Therefore, the application provides a good template for how to record practicum activities for future reference.

Psy.D. Diagnostic Practicum: Doctoral students must complete a minimum of 625 supervised hours over a minimum of nine months at a site that provides training in psychological evaluation and assessment. The primary goal for this training year is the expansion, integration, and refinement of diagnostic clinical interviewing and the utilization of recognized psychological testing instruments. Diagnostic trainees complete a minimum of 8 full batteries (with reports) throughout the course of the year, and the average range is typically between 8 and 20. A battery is defined by the specific site. Ideally, a battery is defined similarly to that of the Association of Psychology and Post-Doctoral Internship Centers (APPIC.) The battery should include a clinical interview, a cognitive test, a projective test of personality and an objective test. Additional test may be used in conjunction with the aforementioned. There is no direct service hour requirement for this practicum beyond completing a minimum of 8 batteries and 625 supervised hours. Many students complete more than 8 batteries and/or carry a small (2-5) therapy case load (as determined by each site) during this practicum as a part of their 625 hour requirement at their site. Sites vary according to populations and problems serviced, types of psychological tests administered, as well as theoretical orientations represented in their

training staff. Some sites have been developed specifically for placement of students in specific courses of study and the doctoral minors (e.g., correctional facilities for Forensic Psychology minors, medical facilities for Health Psychology minors, etc.). Students are required to audio/video tape a diagnostic interview for the Diagnostic CEC, receive on-site supervision, and do seminar presentations. Students must obtain written consent prior to taping. An “Authorization for Release of Information” is provided in Appendix III. When students are not allowed to audio/video tape clients at their practicum site, then they should notify the Training Department who will assist them to secure persons for a mock interview.

Diagnostic practicum sites must permit opportunities to:

- Perform direct initial interviews of patients
- Conduct collateral interviews with pertinent informants when necessary
- Provide psychological testing with a variety of recognized instruments (preferably a mixture of objective, projective, intellectual, and neuropsychological measures)
- Receive individual and group supervision and didactic training from qualified professionals in the delivery of the above activities

Psy.D. & M.A. Therapy Practicum: These practica focus upon the acquisition, integration, expansion, and refinement of therapeutic intervention skills over a minimum of nine months. Sites vary according to populations and problems serviced as well as theoretical orientations represented by their training staff. Some sites have been developed specifically for placement of students in specific courses of study and the doctoral minors (e.g., correctional facilities for Forensic Psychology minors, medical facilities for Health Psychology minors, etc.). All therapy practicum students must spend one half of their total time with a practicum site involved in direct service activities (therapy, counseling, intakes, psychoeducational groups, etc.), while the remaining hours are spent in supervision, support service activities, and didactic training. Students are required to audio/video tape therapy sessions for the Therapy CEC, receive on-site supervision, and do seminar presentations. Students must obtain written consent (See Appendix III). If a student is not allowed to audio/video clients at his/her practicum site, then he/she must notify the Training Department who will assist him/her to secure persons for a mock therapy session.

Therapy practicum sites must permit opportunities to:

- Perform ongoing individual psychotherapy/counseling with patients
- Provide therapeutic services with couples, families, and/or groups
- Participate in interdisciplinary treatment planning and/or case management
- Receive individual and group supervision and didactic training from qualified professionals in the delivery of the above activities

Psy.D. Advanced Practicum: Argosy University, Chicago encourages its doctoral students to consider pursuing an additional training year prior to internship. Doctoral students who intend to concurrently satisfy the requirements for and thereby receive the M.A. degree must take an advanced practicum. The advanced practicum sites provide a variety of advanced training opportunities in therapy, testing, or a combination of both. Some sites also allow advanced trainees to supervise other students in training. Because this year is an elective, there are no CEC requirements, though students must concurrently enroll in an advanced therapy seminar at Argosy University, Chicago and complete a minimum of 500 hours to receive credit. Furthermore, sites must provide consistent and sufficient supervision opportunities according to the general practicum requirements.

Psy.D. & M.A. Summer Practicum: Select sites offer intensive, forty-hour per week summer diagnostic and/or therapy practica. As this training schedule operates outside the normal academic year when seminars are not in session, requirements for oversight and evaluation are adjusted. Please review the following training guidelines for full-time summer practicum experiences:

- Full-time summer practica experiences are limited to advanced practicum students only.
- Advanced practicum student applicants must petition the Training Committee in order to be reviewed for approval to apply for this type of practicum. The petition must include letters from the student's diagnostic and therapy seminar leaders stating that they know of no reason why the student should be prohibited from applying to a full-time summer practicum.
- Advanced practicum students who obtain a full-time summer practicum must enroll for individual consultation sessions with a faculty member during the summer months that they are completing the practicum. The student must meet face to face with the faculty member at least 12 times throughout the course of their practicum (approximately 1x/week). These 12 consultation sessions serve to satisfy the seminar requirements at Argosy University, Chicago.
- Students are required to pay for the practicum and consultation experience in full during the summer semester. A site and individual consultation evaluation and an hour log form must be submitted once a month for the three months of the full-time summer practicum experience.

Supplemental Practicum: Some students seek to acquire additional training not encompassed by the curricular sequence of diagnostic, therapy and advanced practica. Students who wish to do so may register for a Supplemental Practicum. In order to receive credit within the graduate program, the experience must be overseen by a faculty member and monitored and tracked by the Training Department. Students must identify a faculty member who is willing to meet with them regularly, at least once every two weeks, to assume the oversight function. Students must also register for a course, usually one Individual Consultation Credit. The parameters of this experience are designed to be flexible. A Supplemental Practicum should not be used to avoid the commitment of an Advanced Practicum. Therefore, a **Supplemental** Practicum should not be more than 250 total hours nor over 125 face to face hours. Students fill out a Practicum Agreement, Hours Log and receive a final evaluation. Students may register for one or more terms. They are covered under Argosy University's malpractice insurance policy

Extension of a Practicum: Students who wish to extend a practicum beyond the original date specified in the Practicum Agreement may do so. They must notify the Training Department, and modify the Practicum Agreement to reflect the new end date. At the end of the training experience, the student must turn in a final hours log signed by the site Training Director. The student will be covered under the university's malpractice insurance. The extended practicum cannot last beyond the start of the Fall Semester.

### **3.4 Practicum Site Visits**

Argosy University, Chicago Training Directors routinely schedule site visits with practicum sites throughout the year. Site visits are prioritized based on feedback from faculty members, student reports and end of the year evaluations (SPARS). Training Directors contact students at a practicum site they have scheduled to visit in order to obtain feedback on their current practicum training experience.

### **3.5 Site Approval Criteria and Procedures**

When evaluating a new practicum site, the Training Directors establish contact with the Training Director of the potential site. The potential site is provided with Argosy University, Chicago training guidelines and requirements. The site must submit a written description of the training opportunities available to students, a Practicum Site information Form, and the vitas and current licenses of all site supervisors. The Training Directors review the submitted materials to ensure that the training site provides students with an adequate and favorable training experience. For a summary of the criteria used for the evaluation of practicum sites, see Appendix IV of this manual.

Approved sites must perform evidence-based practice and provide a minimum of 16 training hours per week for at least

nine consecutive months (or the equivalent for a summer practicum) and meet the minimum number of hours described above. It is expected that students spend approximately one-third to one-half of the total time providing direct clinical services, one-third of their time participating in seminars, agency meetings, administrative duties, record keeping, report writing, etc., and one-third of their time in direct professional supervision. Argosy University, Chicago requires a minimum of two hours of supervision (one hour must be individual) with a qualified professional. Psy.D students must receive supervision from a doctoral level licensed clinical psychologist. M.A. Clinical students must receive supervision from a doctoral level licensed clinical psychologist or master's level clinician (i.e. LCSW or LCPC). **It is the student's responsibility to contact their seminar leader or one of the Argosy University, Chicago Training Directors if their practicum requirements are not being met (after first attempting to rectify the deficiency directly with the site.**

The Training Department grants provisional approval to sites that provide training consistent with Argosy University, Chicago's criteria, mission, and values. Full approval can only be granted to a new site after an Argosy University, Chicago student successfully completes a practicum year and the Training Department collects a positive end of the year review of the training experience.

Practicum sites are evaluated on their overall quality and adherence to the practitioner-scholar model of training. For example, approved sites meet local and state license and accreditation requirements, provide sufficient opportunities for students to acquire, refine, and integrate their skills, work with appropriate populations, and train under qualified professionals who mentor in an environment conducive to learning. Furthermore, Argosy University, Chicago constantly seeks out opportunities for their students to work with diverse treatment populations and supervisors in terms of race, ethnicity, socioeconomic status, disability, age, sexual orientation, religion, etc.

In the past, some students have initiated development of a practicum site instead of pursuing an established one. The Training Department encourages students to consider initiating development of a new practicum site if they do not find one in the current practicum database that matches their interests. Students have developed many excellent practicum sites, and often these sites continue to offer quality training to other students in subsequent years. For an outline on how to initiate development of a practicum site, see Appendix III of this manual.

Students are not permitted to pay for their supervision. Students must not be paid for their practicum training. Students cannot waive a practicum under any circumstances. Advanced or Respecialization students who enter Argosy University, Chicago with extensive clinical backgrounds are encouraged to find sites that provide training in specialized or complementary areas in which the student has little or no previous training.

### **3.6 Practicum Application Procedures**

During the Fall semester (usually in October), all students planning to begin a practicum the following year attend a series of informational meetings with the Training Directors to review the process of obtaining a practicum position. Before applying for a practicum, students must establish their eligibility (as described in the previous section). The Student Services Department provides checklists and other information to assist students in determining whether all requirements are or will be met before established deadlines.

The Training Department will place on its web site a practicum database, separately for each type of practicum. Once eligibility is established, students are provided with a practicum type-specific password which enables them to review the practicum database for an initial search and screening of sites. The student then makes an appointment with the Training Department to review the entire practicum file. The practicum files contain site information, locations, supervisors' names and vitas, descriptions of training experiences, application procedures, previous students' ratings, site visit reports from Training Directors, and site brochures if available. It is essential that students complete the file search to find out if they would be a good match with a site based on the site's expectations and requirements. Students may also wish to contact fellow students who trained at sites of interest in previous years to discuss their experiences.

Students then submit to the Training Department a typed list of sites to which they would like to apply. The Training Department reviews all of the lists submitted by the students and creates a list for each student of the sites to which they

may apply. Students may only apply to sites after receiving approval to apply from the Training Department. Approval from the Training Department is necessary as it ensures an appropriate “match” between students’ interests, training needs, and level of experience and sites’ training opportunities, expectations, and requirements. Furthermore, some sites limit the number of applications they want to receive from Argosy University, Chicago, and the Training Directors may therefore restrict the applicant pool to those sites. Students may not apply to sites without Training Department approval.

Argosy University, Chicago students often compete for practica with each other and with other graduate students from surrounding schools. Students begin applying to approved sites by sending a letter of intent, vitae, and letters of recommendation in mid-February of the year in which the training year begins. Some sites require additional materials (e.g., written work samples, etc.), and these requirements are noted in the practicum information files.

Initial contact with a site occurs by mail only, and students should never call a site directly until the site contacts them. It is appropriate, however, to call a site if two to three weeks have passed without a response since sending an original application packet.

Students are responsible for arranging their own interviews with the site supervisors. Much like a job interview, these meetings are an opportunity for students and sites to evaluate each other and review training opportunities, expectations, needs, responsibilities, etc. Practicum sites vary considerably regarding their interview and selection schedules. Argosy University, Chicago belongs to the Association of Chicagoland Externship Practica and Training (ACEPT). ACEPT sets forth specific guidelines for the practicum search process which helps to support the Chicagoland training community. Students can begin accepting offers in late March. Specific dates are decided by ACEPT and will be provided every academic year. If a student does not receive or accept an offer from the initial list of sites, the selection process continues throughout the spring and summer until a match is found. Students experiencing difficulties obtaining a site should contact the Training Department for individualized assistance and for approval of additional sites to which they can apply.

Before accepting practicum offers, students may request a reasonable amount of time (i.e., one hour) to hear back from other prospective sites. Sites are not required to honor such requests, though many do so in order to give students enough time to make informed decisions. For specific information about practicum selection process guidelines and timelines, and acceptance of offers refer to Appendix V of this manual.

Verbal acceptance of an offer executes a binding contractual agreement between Argosy University, Chicago, the practicum site, and the student in which the student’s delivery of service is exchanged for clinical supervision, access to clinical populations, facilitation of professional role development, and participation in other professional activities (e.g., rounds, staffings, seminars, etc.). Financial transactions may never occur between any of these parties or as part of this contract. The contract may only be withdrawn under special circumstances and requires the full endorsement of all parties. In such instances, students must contact one of the Argosy University, Chicago Training Directors before discussing a potential withdrawal with his/her practicum site.

Following acceptance of an offer, students contact other sites by telephone or mail to withdraw their active candidacy and to thank them for their consideration. Students then write a formal acceptance letter and forward this to the site and the Training Department.

Once on site, students and their supervisors complete a Practicum Agreement Form by the end of the first week of starting their practicum. The form is available on the Training Department website. This contract identifies the student, site, supervisors, days and times of required attendance, amount of supervision, etc. and requires the signatures of the student, the supervisor, and an AU Training Director. Contract completion remains the student’s responsibility, and failure to forward a copy to the Training Department can result in no credit for the practicum experience.

It is imperative that all students in the practicum communicate with the Training Department throughout this process.

### 3.7

#### **Practicum Responsibilities**

Practicum training unites students, site supervisors, and Argosy University, Chicago in a unique professional working relationship. Each party has certain obligations and responsibilities that can be summarized as follows:

*Students must:*

- Conduct themselves in a legal, ethical, and professional manner in all activities
- Integrate smoothly into their training sites and develop good working relationships with staff and clients
- Display appropriate attitudes including an openness to self-examination and new learning
- Inform their seminar leader and/or Training Directors of any difficulties encountered at their practicum site
- Fulfill the duties agreed upon and outlined in their Practicum Contract

*Site Supervisors must:*

- Conduct themselves in a legal, ethical, and professional manner in all activities
- Communicate clear expectations at the beginning of the training year
- Provide regular scheduled supervision time
- Provide adequate clinical opportunities to meet Argosy University, Chicago's practicum requirements
- Complete and return trimester student evaluations in a timely manner
- Perform evidence-based practice which is the integration of the best available research with clinical expertise in the context of patient characteristics, culture and preferences.
- Offer clear, ongoing, and constructive feedback to students regarding observed strengths and weaknesses
- Inform the Training Department of any difficulties encountered with students as early as possible
- Inform the Training Department and students (as appropriate) of any significant changes that will or may impact student training

*Training Directors must:*

- Conduct themselves in a legal, ethical, and professional manner in all activities
- Provide students with accurate and current practicum resource materials
- Advise and assist students throughout the practicum application process to help secure good matches between students and training sites
- Monitor students' progress during practicum training and provide consultation and advisement to students, site supervisors, and seminar leaders as needed
- Develop new training sites and monitor the quality of existing ones through maintaining close working relationships with professionals in the community and performing regular site visits
- Maintain current records of students' progress and distribute the needed training evaluations each semester

The Training Directors review and monitor all existing training agencies annually and periodically through scheduled site visits, routine phone calls, and mailings. At the end of every training year, the Training Department reviews the Student Professional Activity Reports (SPARs) submitted by practicum students that rate their training experience. The results of these reviews are made available to the next round of students seeking practicum placement.

### 3.8

#### **Evaluation of Student Performance**

Site supervisors evaluate practicum students each semester. Their evaluation assesses student standing and progress related to several areas of professional competency in psychology. The Training Department expects that supervisors review their evaluations with students and provide direct feedback regarding observed strengths and weaknesses. Therefore, students must countersign the evaluation forms each semester and submit them to the Training Department along with an hour log documenting the allocation of their hours on-site which is signed by both the student and site supervisor. These hour logs

provide all parties with a running tally of the time spent in practicum-related activities. The hour logs are useful to M.A. students as they prepare for internship and licensing requirements.

**Students should be sure to keep their own copy of all Learning Contracts, Practicum Agreements, Hours Logs and Evaluations.**

Seminar leaders complete evaluation forms each semester as well. Leaders are expected to provide feedback on each student's standing and progress toward attaining the goals of the seminar. During the Spring semester, students must pass their CEC on their first attempt or through successful revisions as coordinated by their seminar leader. All re-submits must be completed before the end of Summer I semester of that academic year. Passage of the CEC is required to progress in the program and to receive practicum credit.

Upon finishing a practicum, students complete a Student Practicum Activity Report (SPAR) in which they evaluate their training experience. Practicum credit is not issued until the Training Department receives all supporting documents described above.

**3.9  
Submission of Training Documents for Practicum Credit**

In order to receive credit for practicum hours, students must complete and submit their practicum agreement form and hand in their site evaluation form and hours log for each semester. If the Training Department does not receive the site evaluation and hours log forms within 2 weeks of the semester deadline, the student will receive an "INCOMPLETE" grade for that semester. If we do not receive these forms by the end of the following semester, the "INCOMPLETE" grade will be changed to "NO CREDIT" and the student will not obtain credit for that semester for practicum (i.e. hours will not count towards training requirements). These policies follow Argosy University, Chicago policies and procedures as outlined in the program handbook.

**3.10  
Students on Academic Probation**

If a student is on academic probation during spring semester, the student will not be allowed to apply for practicum.

If a student is removed from probation after spring grades are released, (cumulative GPA is not less than 3.0), the student will be allowed to enter the Clearinghouse Practicum Search Process and apply for practicum.

If a student remains on probation after spring grades are released, the student will have to wait until the next training year to apply for practicum.

If a student is on academic probation as of the scheduled start of the practicum, the student must petition the Training Department in order to start the practicum.

**3.11  
Students Exhibiting Clinical Unsuitability**

All clinicians involved in training must address the issue of students' clinical suitability. Argosy University, Chicago's training faculty has obligations to students as well as the profession and the public receiving services. The Training Directors occasionally must exercise their responsibilities by preventing unfit students from entering or continuing clinical training. Because of the gravity associated with such decisions, recommendations for retention, significant remediation, and/or dismissal from the program require an intensive and individualized formal review.

Argosy University, Chicago's training philosophy rests upon the belief that clinicians must demonstrate both academic and

clinical competency. Academic competency requires an adequate fund of knowledge plus the conceptual skills to integrate and apply this knowledge to case material. Clinical competency pertains to the ability to accurately assess psychological phenomena, to intervene effectively, to establish positive working relationships and to adhere to legal, ethical, and professional duties associated with the mental health professions. Clinical unsuitability refers to those students who are unable to fulfill the minimal standards of clinical and/or academic competency.

Argosy University, Chicago understands that emotional and/or behavioral problems may underlie clinical unsuitability. Such problems only become an academic or training issue when they impact upon a student's ability or potential to become a competent professional. Concerns about a student's clinical suitability may be raised by the student, Argosy University, Chicago faculty, site supervisors, or student peers. Examples of behaviors suggestive of clinical unsuitability include but are not limited to:

- Provision of services beyond one's scope of competence
- Conviction of a crime that directly bears upon the ability to continue training
- Insufficient and/or harmful application of psychological theory or practice
- Provision of direct clinical services despite being emotionally or mentally unfit to do so
- Impairments in functioning due to the direct or indirect effects of substance abuse or addictions
- Demonstration of unethical, illegal, or unprofessional conduct with patients, supervisors, peers, or instructors
- Significant deficiencies in clinical, academic, or professional judgment
- Impaired ability to establish productive professional working relationships
- Engaging in behavior that reflects poorly on the school and the practice of professional psychology

Once a question about a student's clinical unsuitability is raised, Argosy University, Chicago faculty conducts an objective, comprehensive review of the circumstances according to established institutional policies. Students have a right to present data relevant to the concerns of the faculty. Details and correspondence about concerns pertaining to a student's suspected emotional and or behavioral difficulty are kept in a confidential file in the Director of Training's office until a final determination is made. A report of the findings may be entered in the student's Academic File as deemed appropriate by the Training Committee and/or the SPDC.

The Training Directors, in consultation with the student's respective Program Chair, may refer to an appropriate committee (e.g., SPDC, Training Committee (See Appendix VI , etc.) to oversee and/or conduct an initial investigation. After a review of preliminary information, the designated faculty body renders a recommendation for a formal assessment if the initial concerns of unsuitability have merit. The formal evaluation may consist, though is not limited to, any of the following:

- Expert opinions from the academic faculty, training faculty, and/or professional consultants to the faculty
- A review of the student's willingness to accept responsibility for the concerns in question and to engage in meaningful remediation
- Consideration of the extent to which continued enrollment places unreasonable or excessive demands upon other students, faculty, and potential training sites
- An assessment of the student's ability to function as a trainee in direct contact with clinical populations
- A review of opinions submitted on behalf of the student by her or his professional consultant

On the basis of all information, the faculty makes a final disposition. If the concerns are substantiated in part or in full, consequent disciplinary actions may include, though are not limited to, any of the following:

- Allowing the student to continue in the curriculum on either a part- or full-time basis according to a remediation plan developed, implemented, and monitored by the school
- Referring the student to appropriate professional assistance while continuing in the program on a part or full-time basis with a remediation plan
- Placing the student on a required leave of absence while undergoing required remediation or participation in professional assistance
- Recommendation to the President for Dismissal from the program

### **3.12 Students Resigning From a Practicum Site**

Students who resign from a practicum site due to insufficient supervision or insufficient client contact hours will be provided credit for the time accrued during the experience. The Training Department will work with the student to find a new site but cannot guarantee a placement will be obtained in the same training year.

### **3.13 Prohibition Against Doing a Practicum at a Student's Place of Employment**

The Training Department prohibits students from doing clinical training at their current or former place of employment.

This policy is driven by several concerns. The department is concerned that students receive a diversity of clinical training experiences to foster professional growth. Students should be exposed to a training experience that is different from their previous work experience. There is potential for role conflict and confusion when a student is also an employee or even a former employee. On rare occasions, the Training Department may approve such a placement when the student provides clear documentation that the training is being done with a different clinical population, in a different work setting, and with supervisors that have had no prior relationship to the student. In addition, the student must demonstrate that this is a unique training experience than could not be obtained elsewhere. Students must petition the Training Department for this exception and may not do so until after the ACEPT Uniform Practicum Notification Day.

### **3.14 Adherence to ACEPT Guidelines**

Argosy, Chicago is committed to the Association of Chicago Externship and Practicum Training (ACEPT) guidelines. Students who knowingly violate these guidelines may be subject to disciplinary action.

When students develop a new training site that is approved by the Training Department, it is acceptable to not participate in the Uniform Practicum Application Process as established by ACEPT.

### **3.15 Policy on Out of Town Practica**

The faculty of the clinical psychology program believe that "in person" participation in a practicum seminar is an integral component to the practicum training experience. However, the faculty recognize that there are extraordinary circumstances that warrant flexibility on the part of the program. Under such circumstances, the Training Department is willing to consider the possibility of a student receiving practicum training in an out of town practicum, with participation in the practicum seminar carried out by telephone.

Examples of such circumstances would be the necessity of the student moving out of town to care for a seriously ill family member, or a family member who is supporting the student having to move out of town to secure employment. Another example would be an exceptional training experience that is not available in the Chicago area. Students who have been commuting a long distance throughout their graduate education and then want to pursue clinical training closer to their home would not be seen as meeting the criterion of extraordinary circumstances. Students who have exhibited problematic academic or comportment skill levels will be less likely to be approved for such an exception.

In order to receive approval for such an arrangement, the student must petition the Training Department and set forth the reasons that there is no viable alternative to the student conducting his/her training out of town. The Training Department will then consult with the Clinical Psychology Program Chair and arrive at a decision regarding whether or not to grant the exception. The Program Chair will then identify a faculty member who is willing to have the student in his/her seminar on a telephonic basis.

The Training Department will assure that the out of town site meets all of the criteria for Argosy-affiliated practica. The Training Department will maintain contact with the training site through telephone contact during the training year.

### **3.16 Guidelines regarding Practicum Intervention Hours, Support Hours and Appropriate Functions**

Intervention Hours include time spent with a patient or client where the student directly intervenes to bring about desired change in the recipient of services as identified in a treatment plan.

Support hours include time spent with the patient or client that is of benefit to the welfare of the recipient, but is not

focused on bringing about therapeutic change. For example the following are all support hours, but are not intervention hours:

- eating lunch with clients in the cafeteria of a residential treatment center,
- conducting a tour of a facility for a client,
- accompanying patients on a field trip,
- observing a student in a classroom,
- making calls for a developmentally disabled client to receive food stamps.

All functions and activities of the practicum student must meet the following criteria:

- 1) agreed upon by the student, the school and the site,
- 2) outlined in the Practicum Agreement ,
- 3) consistent with the stated objectives of the training placement.

Inappropriate functions are those that a student is not qualified or licensed to perform, or that place the student or Argosy University at risk of liability beyond what is covered under the Argosy University malpractice policy. Examples of inappropriate functions would be transporting patients and distributing medication.

### **3.17 Policy on Credit for Hours When a Practicum is not Completed**

Students fail to complete a practicum for a variety of reasons. This policy clarifies the awarding of credit under various circumstances.

Doctoral students who prior to their mid-year evaluation are either

- 1) dismissed from a practicum,
- 2) removed by the Training Department from the practicum placement,
- 3) or are required by Argosy University to take a Leave of Absence from the Clinical Psychology Program

may not count their hours on the APPIC internship application form (AAPI).

Doctoral students who subsequent to having received a passing mid-year evaluation from the practicum are

- 1) dismissed from a practicum,
- 2) removed by the Training Department from the practicum placement,
- 3) or are required by Argosy University to take a Leave of Absence from the Clinical Psychology Program

may count their completed hours on the APPIC internship application form (AAPI).

Doctoral students who take a voluntary Leave of Absence prior to the completion of a practicum may count their hours on the AAPI.

Policy 3.1 supersedes Policy 3.17 in that a student may not combine hours from two different practicum years to meet the practicum requirement.

## **4 TRAINING COMMITTEE**

### **4.1**

#### **Mission statement of Argosy University, Chicago/Chicago Training Committee**

The Training Committee is comprised of the Training Department, the Associate Program Chair, a full-time core faculty member, and a student representative. The Committee works with students enrolled in the M.A. and Psy.D. programs in Clinical Psychology at AU-Chicago. The Committee monitors students' professional and clinical progress to ensure academic achievement as well as clinical suitability. Students' personal adjustment, interpersonal relatedness, and professional behavior also pertain to their development as clinicians and thus are reviewed by the Committee when concerns arise. The Committee also functions as an advisory group to the Director of Training by reviewing practicum and internship sites when students or faculty members express concerns about the policies or procedures within a site's training program.

It is our mission to work closely with students in their respective graduate psychology programs within Argosy University, Chicago to ensure that they demonstrate progress in knowledge, skills and attitude as related to the core competencies outlined in their training evaluation forms (assessment, communication, critical thinking, diversity, relationship, professional conduct, outcome and evaluation, supervision and consultation) and abide by standards set forth by the American Psychological Association (APA). The committee has authority to make decisions related to student clinical placement and evaluation. It is also the goal of the Training Committee to make sure that students proceed through their graduate programs with adequate support, remediation planning, mentoring, advisement, and an understanding of their responsibility to function as ethical and culturally competent professionals.

#### **4.2 Procedures for Practicum Remediation (Faculty procedures)**

Students experiencing difficulty meeting acceptable standards of training on a practicum deserve an intervention proportionate to the problems in question. The student, a seminar leader, a site supervisor, the Training Department, or anyone else connected to or involved in the students training may raise such concerns. The primary goals of any intervention should be clarification of the problem and resolution through appropriate remediation.

Many concerns, especially those of "minor" shortcomings, can be resolved informally. For example, a seminar leader may request a re-submit of a case analysis to better present the contained ideas. So long as such informal interventions ameliorate the problems identified, no further action is necessary.

When significant problems arise i.e., those that cannot be remedied through informal means, more intensive interventions become necessary. Depending on the situation, the student, seminar leader, site supervisor(s), Program Chair, and/or Training Directors meet to evaluate if significant deficits exist, and, if so, to clarify their specific nature. A referral is then made to the Training Committee for review and possible development of a remediation plan.

1. If a seminar faculty member has concerns about a student's mastery of seminar and/or practicum related objectives, he/she may require a student to complete a remediation plan prior to assigning a "Credit" grade for the semester. As noted above, the seminar leader should submit a remediation plan to the Training Committee that targets the areas of deficiency and outlines steps the student needs to take in order to achieve the goals of the remediation. Faculty members collaborate with the student who is assigned the remediation in devising the plan.
2. Seminar leaders contact the student's site supervisor in order to touch base and gather information about how the student is progressing on his/her training goals at the site. The faculty member may share his or her concerns about the student with the site supervisor for the purpose of assessing the extent to which the problem or concern has affected the student's performance at the practicum site.
3. The seminar leader should consult with appropriate faculty to discuss possibilities for remediation. The faculty member may then submit the remediation plan to the Director of Training, or ask the Training Committee to meet and develop a remediation plan. In their review, the Training Committee may request a personal presentation by the student to ensure consideration of all pertinent information. Regardless, the student always has the option to present her or his views (orally and/or in writing) to the Training Committee. If the Training Committee has any questions or concerns about the remediation plan, the Director of Training will consult with the faculty member.

4. Once the remediation plan is approved, a written learning contract is generated between all involved parties. This contract serves to specify the target deficits and the actions required to remedy the problems. If the Training Committee requests a supplemental practicum or internship, the Training Directors will assist the student in finding appropriate placement and oversee her or his progress. If fundamental clinical deficits exist, the student may be required to complete certain pre-practicum or internship requirements before enrolling in another school-approved training experience. In such circumstances, students undergo a formal evaluation process as described in the Students Demonstrating Clinical Unsuitability section above.
5. If the remediation takes longer than the semester in which it is developed, the faculty member will assign a grade of “Incomplete”. An “Incomplete” grade should be assigned only when the faculty member has expectations that the problems or concerns raised about the students competency in a particular domain(s) has potential to be resolved. The student must complete the remediation plan prior to the end of the following semester in order to change the “Incomplete” to a “Credit” grade.
6. If a faculty member has serious concerns about the competency(s) of a seminar student, and a remediation plan does not seem sufficient to address the deficiencies, the student should be referred to the Training Committee in writing with a clear explanation of the concerns.
7. A No Credit, or “NC” grade equals failure with no opportunity to receive credit for that semester. This option should be utilized after a formal remediation plan has been attempted and failed. The only exception to this would be if a student does not fulfill the requirements of the seminar as outlined by the course syllabus (e.g. attendance, not presenting if scheduled to present, etc.). Any student receiving a No Credit grade will be automatically referred to the Training Committee to review his/her training requirements.

### **4.3**

#### **Procedures for Practicum Remediation (Training site procedures)**

Students experiencing difficulty meeting acceptable standards of training on a practicum deserve an intervention proportionate to the problems in question. The student, a seminar leader, a site supervisor, the Training Department, or anyone else connected to or involved in the students’ training may raise such concerns. The primary goals of any intervention should be clarification of the problem and resolution through appropriate remediation.

Many concerns, especially those of minor shortcomings, can be resolved informally. For example, a site supervisor may arrange a special meeting with the student to discuss the importance of timeliness, professionalism, and/or competency areas that need more attention in the student’s training plan. So long as such informal interventions ameliorate the problems identified, no further action is necessary. These instances rarely warrant any written communications (other than evaluation forms as required by the school) or contact between the site and the Training Department.

When significant problems arise (i.e., those that cannot be remedied through informal means), more intensive, formal interventions become necessary. When these situations occur, the following procedures should be followed in order to provide due process and a fair assessment of the problem or concern raised about an Argosy University, Chicago student:

1. The site representative (e.g. supervisor, Training Director) contacts the Argosy University, Chicago Training Director or one of the Associate Directors of Training to evaluate if legitimate deficits exist, and, if so, to clarify their specific nature.
2. Once the concerns are identified, the site representative submits a written remediation plan to the Training Committee for review, input, and final approval. In their review, the Training Committee may request a personal presentation by the student to ensure consideration of all pertinent information. Regardless, the student always has the option to present her or his views (orally and/or in writing) to the Training Committee. The Committee will also communicate with the student’s advisor and/or seminar leader, and Program Chair in order to obtain feedback about the student’s academic and clinical history in the program, and to include this person in the decision making process for the remediation plan. If the Training Committee has any questions or concerns about the remediation plan, the Director of Training will consult with the site representative.
3. A final remediation plan is then generated between all involved parties. This contract serves to specify the target deficits, actions required to remedy the problems, timeframe in which the remediation is to occur and to be re-evaluated, and to outline the consequences if the student is unable to fulfill the terms of the learning

contract. The plan must operationally define what constitutes successful completion and what the consequences are for failure, how and when progress will be monitored, and how completion/termination will be determined and by whom. The student will be on “Remediation Status” at this point, and will not receive credit for the practicum experience until he or she meets the terms of the learning contract and is removed from this status by the Argosy University, Chicago Training Committee.

4. As outlined in the learning contract, the plan will be re-evaluated by the student, site representative, and Argosy University, Chicago Training Committee to assess the student’s progress. At that time, all parties will discuss the necessity of continuing the plan or officially removing the student from the remediation status.
5. If it is mutually decided that the student has successfully met the terms of the learning contract, he/she will be removed from “Remediation Status” and will be eligible to receive a “Credit” grade for practicum when all training forms and documents are submitted for that semester.
6. If it is decided that a student will remain on “Remediation Status,” he/she will not receive a “Credit” grade for the practicum at that time and will instead receive an “Incomplete” grade. In this situation, the Training Committee will consult with the student and site representative to gather more information about the student’s progress, and explore ways to further tailor the learning contract to address the outlined concerns. If this is the case, step four as outlined above will be followed again in order to re-evaluate the revised learning contract.
7. The Training Committee may also require a supplemental practicum or internship, and the Training Directors will assist the student in finding appropriate placement and oversee her or his progress. If fundamental clinical deficits exist, the student may be required to complete certain pre-practicum or internship requirements before enrolling in another school-approved training experience. In such circumstances, students undergo a formal evaluation process as described in the Students Demonstrating Clinical Unsuitability section above.
8. The above outlined steps must be followed prior to consideration of terminating a student from a training site. Sufficient documentation must exist to demonstrate that a student has not adequately addressed the terms of the remediation plan in order for the Argosy University, Chicago Training Committee to approve termination from a practicum or internship site. These decisions have lasting implications on a student’s training and academic work, as well as his/her application for a pre-doctoral internship (for Psy.D. students). As a result, the training site and the Argosy University, Chicago Training Committee weigh these decisions very carefully.

#### **4.4**

#### **Procedures for Reporting Problematic Training Sites (Student Procedures)**

Many concerns, especially those of minor shortcomings, can be resolved informally. For example, a student may arrange a special meeting with a supervisor to discuss the importance meeting his/her training requirements as outlined by the school if deficiencies are occurring (e.g. low on supervision hours, direct service hours, etc.). So long as such informal interventions ameliorate the problems identified, no further action is necessary. These instances rarely warrant any written communications or contact between the student and the Training Department.

When significant problems arise (i.e., those that cannot be remedied through informal means), more intensive interventions become necessary. Examples of these situations might include: The site does not provide opportunities for the student to meet his or her training requirements as outlined in the affiliation agreement or a site supervisor acts in an unprofessional or unethical manner that directly affects the student and his/her client(s). When these situations occur, the following procedures should be followed in order to provide due process and a fair assessment of the problem or concern raised about an Argosy University, Chicago affiliated training site:

1. The student should schedule a meeting with his/her advisor or a member of the training Department to discuss the concerns and to generate ideas about how to further address them with the site directly. The student and faculty member will decide if the faculty member should call the site director or supervisor to assist the student in resolving the problem(s).
2. If step #1 does not result in a remedy of the situation, the student should contact the Training Department and include documentation of the steps taken in order to informally resolve the difficulty. The student should then

contact the Director of Training or one of the Associate Director's of Training in order to schedule a meeting to discuss his/her concerns and review these documents.

3. At this point, a student does not need to notify his or her site that the Training Department has been notified. This meeting is for information gathering and advisement. The student is required to continue to fulfill his/her responsibilities to the site as outlined in the contractual agreement throughout the process of notifying the school of his/her difficulties unless the Director of Training instructs the student to cease practicum duties due to ethical or legal concerns.
4. If a complaint or concern is referred to the Training Committee, the Committee may request a personal presentation by the student to ensure consideration of all pertinent information. Regardless, the student always has the option to present her or his views orally and/or in writing to the Training Committee. The Committee will also communicate with the student's advisor and/or seminar leader in order to obtain feedback about the student's academic and clinical history in the program, and to include this person in the decision making process.
5. The Training Committee will appoint a Training Department representative to contact the training site with any questions or concerns about the concerns raised by the student. The Training Department representative will contact the student prior to contacting the site in order to inform him/her of the Committee's decision to do so.
6. The Training Committee will make a decision about how to proceed based on all of the information presented. The disposition may include: dissolution of the practicum agreement, development of a remediation plan for the site and/or student depending upon the circumstances and information presented, development of an action plan to address the concerns and to work towards a successful completion of the training experience with the current site.

## **4.5**

### **Due Process or Bias Appeals**

Students who believe they have been treated in a biased fashion or denied due process in an action of the Training Committee, may file an appeal with the Appeals Committee at Argosy University, Chicago. Please refer to Argosy University Student and Academic Affairs Manual for details on the appeals protocol.

## **5 CLINICAL EVALUATION CONFERENCE (CEC)**

### **5.1 CEC Guidelines: Psy.D. Program**

#### **5.1a**

##### **General Information**

The doctoral CEC is a series of five clinical competency evaluations composed of three in-class examinations and two clinical tasks which are embedded in required courses and seminars. These evaluations take place at designated intervals in the years prior to becoming eligible for the pre-doctoral internship. The purpose of the CEC is to monitor students' growth and development toward Argosy University, Chicago's standards of clinical competency to ensure acquisition of appropriate skills for clinical practice.

The CEC draws upon students' conceptual abilities, theoretical knowledge, and applied clinical skills. Success requires the integration of theory and practice as learned in coursework, clinical field training, professional supervision, and seminar consultation. While components of the CEC occur within required courses and seminars, they are graded separately. Thus, successful completion of other required course and seminar work does not guarantee passage of CEC tasks.

#### **5.1b**

##### **Psy.D. CEC Components and Procedures for Passage**

The five sections of the doctoral CEC and their requirements are as follows:

Diagnostic Scoring Competency: Students satisfy this component by passing the required courses of *Cognitive Assessment (PP7370)* and *Projective Personality Assessment (PP7372)* with a grade of 'B-' or better for each.

Diagnostic Interpretation Competency: Students meet this component by passing *Integrative Assessment (PP7373)* and its final exam with a grade of 'B-' or better.

Diagnostic Interview and Case Formulation Competency: Students satisfy this requirement by submitting a diagnostic interview tape conducted with a client, a verbatim transcript, an integrated diagnostic case formulation report, and a self-critique to their Diagnostic Seminar leader during the Spring semester and receiving a passing grade on each. To submit the Diagnostic CEC, students must be in good academic standing and enrolled in (or have completed) the *Diagnostic Practicum* sequence. Students must achieve a passing grade on their DX CEC in addition to fulfilling seminar requirements in order to receive credit for their practicum.

Psychotherapy and Case Analysis Competency: Students meet this requirement by submitting a psychotherapy tape conducted with a client, a verbatim transcript, an integrated case analysis report, and a self-critique to their Therapy Seminar leader during the Spring semester. To be eligible to submit the Therapy CEC, students must be in good academic standing and enrolled in (or have completed) the *Therapy Practicum* sequence. A CEC is not required for Advanced Practica. **Note: Because the Diagnostic and Therapy CEC tasks are sequential in the AU/AU Chicago curriculum, students must pass ALL aspects of their Diagnostic Practicum (e.g., site evaluations, seminar evaluations, CEC, etc.) in order to begin their Therapy Practicum.** Students must achieve a passing grade on their TX CEC in addition to fulfilling seminar requirements in order to receive credit for their practicum.

Ethics Competency: Students meet this requirement by passing *Professional Issues: Ethics, Conduct and Law (PP 7100)* with a grade of 'B-' or better.

## 5.1c

### CEC Course Waiver Policy

Students may waive one of the courses required for the CEC, *Cognitive Assessment*, by passing a competency exam in this area with a grade of 'B' or better. Passing the waiver examinations, which are typically offered once a year, meets both the course and CEC requirements. Students attempting to waive these courses must have previously completed courses in both cognitive and Rorschach testing. Each exam covers scoring and interpretation. Students waiving only one of these courses may apply a successful passage to meet one-half of the Scoring CEC task.

## 5.1d

### Practicum Seminar

All students are required to register for a seminar concurrently with their practicum. The seminar selection process for each program is coordinated by the Student Services Department. Students are not permitted to enroll in seminar with a faculty member who may also be their site supervisor for the upcoming training year. We prefer that students receive diverse training experiences with faculty, supervisors, and sites. Seminar leaders or the Training Department will contact the site supervisor for each student in their respective seminars a minimum of once per year in order to coordinate students' training experience. The seminar leader is responsible for providing advisement and guidance to seminar members in regard to their professional development and completion of practicum requirements for the year. Seminar leaders will be available to students in their seminar to discuss any concerns or difficulties a student might experience at his/her site, and provide feedback and problem-solving strategies to students in order to address the concerns.

## **5.1e**

### **Grading**

Individual instructors explain the grading policy for any CEC requirements in their courses. Similarly, seminar leaders explain criteria for passage of the diagnostic and psychotherapy CEC and provide guidelines and handouts, which are also available on the Training Department website. For Practicum Seminar CECs, Grades of 3, 4 and 5 are considered a “Pass.” A Grade of 1 is a Fail, and the student will have to retake the seminar and redo the Practicum site training. A grade of 2 (Novice/Remediate) is, essentially, an Incomplete. The student will most likely be referred to the Student Professional Development Committee for the development of a Remediation Plan. A student may progress and begin a Therapy Practicum with a Grade of 2 on the Diagnostic CEC. Students who receive a Grade of 2 on the Therapy Practicum CEC may declare their intent to apply for Internship, but they will not be allowed to send out applications until they receive a passing grade for the Therapy Practicum.

## **5.1f**

### **CEC Schedule & Related Events**

At the beginning of each academic year, the Training Department issues a calendar to all students noting important dates and deadlines for specific CEC tasks. A calendar with general time frames for typical CEC and related events are listed in Appendix I of this manual.

## **5.2 CEC Guidelines: M.A. Program**

### **5.2a**

#### **General Information**

The Master’s level CEC is comprised of two clinical competency examinations embedded in a required course and in a required seminar. These tasks take place at designated intervals in the curriculum and are used to monitor students’ growth and development toward Argosy University, Chicago’s standard of clinical competency. Students must successfully complete both sections of the CEC to graduate from the program.

The CEC draws upon students’ conceptual abilities, theoretical knowledge, and applied clinical skills. Success requires the integration of theory and practice as learned in coursework, clinical field training, professional supervision, and seminar consultation. While components of the CEC occur within a required course and seminar, they are graded separately. Thus, successful completion of other required course and seminar work does not guarantee passage of CEC tasks.

### **5.2b**

#### **MA CEC Components & Requirements for Passage**

Psychotherapy and Case Analysis Competency: Students meet this requirement by submitting a psychotherapy tape conducted with a client, a verbatim transcript, an integrated case analysis report, and a self-critique to their Therapy Seminar leader during the Spring Semester. To submit the Therapy CEC, students must be in good academic standing and enrolled in (or have completed) the *Therapy Practicum* sequence. Students must achieve a passing grade on their M.A. TX CEC in addition to fulfilling seminar requirements in order to receive credit for their practicum.

Ethics Competency: Students meet this requirement by passing *Professional and Ethical Issues* (M.A. Counseling Students) or *Professional Issues: Ethics, Conduct and Law* (M.A. Clinical Students) with a grade of ‘B-’ or better.

### **5.2c**

#### **Grading**

Individual instructors explain the grading policy for any CEC requirements in their courses. Similarly, seminar leaders explain criteria for passage of the psychotherapy CEC and provide guidelines and handouts (which are also available on the

training department website) to their students. For seminar CECs, students receive a grade of either High Pass, Pass, Pass with Revision, or Fail. Remedial requirements for Pass with Revision are dealt with on an individual basis and are designed to assist the student achieve mastery of the material. Any revisions must be completed by the end of the Summer I term of that practicum year. Fail grades on a CEC are dealt with on an individual basis, and students are often required to submit another CEC for grading to their seminar leader in order to meet the requirements.

## **5.2d**

### **CEC Schedule & Related Events**

At the beginning of each academic year, the Training Department issues a calendar to all students noting important dates and deadlines for specific CEC tasks. A calendar with general time frames for typical CEC and related events is located in Appendix I of this manual.

## **6 PREDOCTORAL INTERNSHIP: PSY.D. PROGRAM**

### **6.1**

#### **General Information**

Doctoral students must successfully complete an Argosy University, Chicago-approved pre-doctoral internship to receive their degree. The internship is a one-year, full-time (or two-year, part-time) clinical training placement in which doctoral candidates engage in activities similar to those of clinical psychologists and are under close supervision of qualified professionals. Interns must complete a minimum of a 2000 hour internship in order to be eligible to obtain credit for this training experience. Internship represents the final training experience for students to integrate theory, refine skills, and solidify professional attitudes before entering the field at the doctoral level.

### **6.2**

#### **Site Approval Requirements and Procedures**

To obtain Argosy University, Chicago approval, internship sites must meet acceptable standards of training as measured by either:

APA Accreditation: Sites that meet the training standards of the American Psychological Association automatically meet Argosy University, Chicago's internship requirements. As an APA-approved academic program, Argosy University, Chicago strongly encourages its students to obtain an APA-accredited internship. For more information about APA's internship requirements, visit their web site at [www.apa.org](http://www.apa.org). The current link to their published internship requirements can be found at [www.apa.org/ed/g&p](http://www.apa.org/ed/g&p).

and/or

APPIC Membership: Unlike the APA, the Association of Psychology Postdoctoral and Internship Centers is not an accrediting agency; rather, it is a membership organization that organizes, facilitates access to, and establishes standards of training for training sites in professional psychology. Sites that belong to APPIC may or may not be APA-accredited. APPIC sites participate in a systematic computer matching process offered once a year to connect internship applicants and participating sites in an optimal manner (see more information below). For more information about APPIC internship requirements, see Appendix VII of this manual and visit their web page at [www.appic.org](http://www.appic.org).

### **6.2a**

#### **Policy Regarding Non-APPIC Internships**

A key objective of the Training Department is to assure that all students receive high quality training that meets the standards of Psychology Licensing Boards and other accrediting bodies. There are several important advantages to

students, both individually and collectively, of AU requiring its students to apply to APPIC member sites only. The APPIC accreditation is the minimum standard that is accepted without question by the State of Illinois Department of Professional Regulation. All non-APPIC member internships are subject to additional detailed review by State Boards, with the risk that the internship will not be accepted as meeting the criteria of one year of supervised pre-doctoral experience. APPIC sites must have demonstrated stable institutional support for the training program. There is much less of a likelihood of the closing of an internship program in the period between Match Day and the start of the program, or during the internship year. If any problems arise during the internship, there are much clearer standards to which the sites are bound regarding due process and coordination with the AU Training Department. Acceptance of an internship at an APPIC member internship is a legally binding contract. For an APPIC member site, failure to adhere to APPIC standards may have significant institutional consequences, while for a non-APPIC site there may be no such consequences. Finally, by setting a standard for its students of receiving training only at APPIC member sites, AU enhances its stature in the psychological community. In contrast, allowing an increasing number of students to receive training in non-APPIC member sites is inconsistent with APA Accreditation Guidelines.

The training requirements of the Psy.D. program are constructed so that students who successfully complete the program will fulfill the training requirements of the State of Illinois to obtain licensure as a clinical psychologist. If a student is granted a waiver of the requirement to complete an APPIC member internship, the Training Department cannot assure that the student will meet those training requirements. The Training Department makes no statement regarding licensure eligibility aside from the above.

For these reasons, The Clinical Psychology Program and the Training Department discourage placement of AU students in internships at non-APPIC member sites. Never the less, the Training Department recognizes that if students were never allowed to go to a non-APPIC member site, then no new training sites would be developed. The Training Department also recognizes that some non-APPIC member sites offer specialized, quality training experiences that would not be available elsewhere.

Therefore, the Training Department is willing to review petitions from students who wish to apply for an internship at a non-APPIC accredited site. The petition should specify what the compelling circumstances are that preclude a student from considering only APPIC accredited sites. An example of a compelling reason is an international student who intends to return to his/her country of origin for practice upon graduation and wants to do an internship in that country. Another compelling reason would be that a specialized training program such as at the FBI Center in Washington D.C. does not submit its program for external review. A reason that would be given consideration is a non-traditional student who would suffer serious family disruption and financial loss if required to move out of the Chicago area. A reason that would be insufficient to approve applying to a non-accredited site would be that the student did a practicum at that site and the site director liked the student a lot and said that an internship could be arranged for the student.

Applying to a non-APPIC member site should not be undertaken as a strategy of avoiding the rigors of the national match process. That would be unfair to the student's cohorts and also cut off the student from the benefits of self-evaluation and preparation that are part of the AAPI process.

**For this reason, no student will be allowed to accept an internship offer prior to the National Match Day. Further, the Training Department will only consider petitions to complete an internship at a non-APPIC accredited site from students who have demonstrated a good faith effort to obtain an APPIC internship through the National Match process.**

**Students should be aware that non APPIC-Member internship sites are allowed to participate in the National Match.**

**Students may only rank APPIC member sites on their National Match Ranking List.**

**It is the responsibility of all students to assure that they rank only APPIC-member sites.**

**Students who have exhibited a consistent record of academic, professional and clinical competence will be more**

**likely to have their petition approved to do a non-APPIC internship.**

**Students who have been mandated to complete a remediation by either the Training Committee, the SPDC, or the SCC will not be approved to do a non-APPIC internship.**

Students may complete their internship at a site not accredited by the APA or that does not have membership in APPIC only if approved by the Training Department and that site meets or exceeds APA or APPIC's internship requirements, except for the number of interns and an internship stipend.

Standards on developing a Non-APPIC internship can be found on Argosy University, Chicago Clinical Psychology Training Department's website under Internship Info and Forms.

#### Clearinghouse

If you do not match on Internship Match Day and are offered a position by a non-APPIC site that posted the position on the Clearinghouse listserv, you must consult with your Training Department point person prior to accepting the offer. After accepting the offer, you must coordinate with the Training Department to assure that the Training Department receives all required documentation that the site meets the requirements for a non-APPIC Argosy-affiliated site. Please refer to the Argosy University, Chicago website found at [http://www.auconnection.net/chicago/ispp/internInfo/in\\_index.asp](http://www.auconnection.net/chicago/ispp/internInfo/in_index.asp) for information on proposing to develop an Argosy-affiliated internship site.

### **6.2b**

#### **Student Initiated Internship Sites**

Students may initiate development of an internship site. Students must submit a written proposal of such to the Director of Training prepared in collaboration with the hosting health care delivery system. This proposal must describe in detail the proposed training program and demonstrate the site's ability to meet or exceed APA or APPIC standards in order to receive "provisional approval." "Full approval" is only granted by the Training Department upon successful completion and a positive appraisal of the first training year for any new internship site. See Appendix VIX for detailed instructions on how to initiate development of a new internship site. This information is also contained on our web site. **Students who are interested in developing a new site or attending an existing non-APPIC internship are strongly encouraged to work with the site to apply for APPIC membership, either as an independent site, or as member of Argosy, Chicago's Lake Michigan Internship Consortium.**

The Training Department will conduct a site visit of all approved non-APPIC member internship sites when it is geographically feasible. If a site visit is not possible, the Training Department will have a documented phone consultation with both the site supervisor and the student during the course of the training year.

All intern applicants are responsible for familiarizing themselves with the licensing requirements for Clinical Psychology in the United States. Please refer to the link from the APPIC website to the Board of Professional Regulations where there is a listing of state-by-state licensing requirements. Each intern is responsible for assuring that these requirements are met in order to sit for the licensing exam. It is the intern's responsibility to contact one of the Argosy University, Chicago Training Directors if such licensing requirements are not being met during the internship (after first attempting to rectify the deficiency directly with the site). Students completing an internship outside of the USA (excluding APA-approved Canadian internship sites) may have difficulties counting internship hours towards licensing requirements. Please contact the Board of Professional Regulations for further detailed information.

### **6.3**

#### **Internship Prerequisites**

Students complete their internship no earlier than their fourth year and no later than their seventh year.

To **request approval to apply for internship**, students must meet the following criteria:

- Be in good standing (e.g., not on probation)
- Maintain a GPA > 3.0
- Successfully passed the Diagnostic CEC. The Therapy CEC may be completed in spring of internship application year
- Declared intent to sit for (or previously passed) the Doctoral Comprehensive Exam
- International students must meet with the International Student Officer to discuss immigration matters and the paperwork needed to pursue an internship in the United States
- Provide the Training Department with an e-mail address (the school provides free e-mail accounts and access to them through the school computers)

**Any student who does not meet one or more of these requirements must petition the Training Committee by June 15<sup>th</sup> in order to obtain permission to move to the next step in the application process.**

In order to be **eligible to apply for internship**, students must:

- Forward a Completed eligibility checklist (provided by Student Services) to the Training Department
- Be in good academic standing (e.g., not on probation)
- Maintain a GPA > 3.0
- Successfully pass the Comprehensive Examination
- Resolve all Incomplete CEC grades by the end of Summer I semester
- Resolve all Incomplete course grades by October 1<sup>st</sup>
- Obtain full faculty approval to move to this sequence of their curriculum. The DOT will review applicants with faculty in September/October.
- Have their CRP proposal completed and approved by all committee members and the IRB by July 1.

**Any student who does not meet one or more of these requirements cannot apply for internship. If at any time during the application process a student is placed on probation or if her/his GPA falls below 3.0, s/he must petition the Training Committee to proceed in the process.**

In order to **begin internship**, students must:

- Be a student in good standing (e.g., not on probation)
- Complete all academic course work with a GPA > 3.0
- Complete diagnostic and therapy practica
- Pass the Comprehensive Examination
- Pass all five Clinical Evaluation Conferences (CECs)
- Make payment in full of any outstanding balance to their account
- Have CRP Proposal approved by IRB

### **Students on Academic Probation**

If a student is on academic probation, the student will not be allowed to apply for internship.

If an intern applicant is put on academic probation due to fall semester grades, the student must immediately withdraw from the internship application process.

If a student is on probation, the student may not start an internship

**The Training Department has the authority to prohibit any student from applying for or beginning internship due**

to academic problems or clinical unsuitability as described above.

## 6.4 Internship Application and Match Procedures

Applying for internship is a complicated, stressful, and time-consuming process that begins over one year before the internship actually begins. Once eligibility to apply for internship is established, students receive detailed information about application procedures, deadlines, application and interview strategies, match processes, etc. Please see our web site. The following is a general list of the main procedures for applying to internships and securing a match:

- Students attend an Internship Applicant meeting in June of the Summer I semester prior to the Summer or Fall she or he plans to actually begin to apply for internship to gather information about establishing eligibility to apply, important timelines and deadlines, basic procedures, etc.
- Students must establish their eligibility to apply for internship by completing the forms available in Student Services.
- Students who are eligible to begin the application process meet in small groups with one of the Training Directors in the Summer semester prior to the fall they plan to start their internship to review current academic transcripts, vitas, written summaries of internship goals and criteria, written self-appraisals of clinical strengths and weaknesses, and the internship application process
- Applicants identify faculty members who have agreed to write letters of recommendation on their behalf
- Students begin researching internship sites in late summer through materials on file in the Training Department, the APPIC directory, the APA directory, the internet, etc.
- Students send away for application packets to any site of interest in late Summer
- Applicants obtain and begin completing the AAPI (APPIC Application for Psychology Internship) as all APPIC sites use this standardized application form (available at [www.appic.org](http://www.appic.org))
- If the student intends to apply to any APPIC site, she or he must register in Fall for the computer match through the National Match Service ([www.natmatch.com/psychint](http://www.natmatch.com/psychint))
- After reviewing application packets, students rank order the sites to which they would like to apply and submit this to the Training Department by the deadline in the Fall semester
- The Training Department reviews the rank order lists and returns to each student a list of sites to which she or he is approved to apply
- Students complete and submit the application packets to approved sites by their established deadlines (typically November 1-Early January)
- The Training Department coordinates faculty letters of recommendation and has them available for students to mail to sites by their application deadlines
- Applicants schedule and complete personal interviews offered by the internship sites (typically December-January)
- Students rank order their sites based upon where they would most like to do their internship and submit this to the National Match Service (typically early February)
- Sites submit a rank order of their applicants based upon whom they would most like to train
- The National Match Service computer matches internship applicants and sites and posts their results, which are binding, on the internet (typically mid-February)
- Students write a letter of acceptance to their matched site
- Students notify the Training Department of the match results and forward a copy of their acceptance letter to Argosy University, Chicago's Director of Training
- If a student was not matched through the match process, she or he can try to locate a site through the APPIC "Clearinghouse" (i.e., a forum through which unplaced intern applicants can locate sites that did not fill all of their positions) which begins a few days after the initial posting of the match results

The match process described above only applies to those sites with APPIC membership or to non-APPIC sites that chose to register for the match through NMS. Offers from non-APPIC sites not participating in the match can be made or accepted outside of the match guidelines and requirements. However, results of the match are binding, and, students are obligated to

the match results once they submit their rank order list to the National Match Service. Therefore, students cannot accept any internship offer prior to the match day once they submit their rank order list to NMS. An outside offer could only be accepted following match day if the student was not matched.

## **6.5**

### **Training Department Responsibilities**

Students are responsible to complete all application procedures, meet all Training Department deadlines, communicate with the Training Department throughout the internship process, and adhere to APPIC/NMS match policies. To assist intern applicants in this process, the Training Department assumes the responsibilities to:

- Supply students with accurate internship information and resource materials
- Advise students on choice of sites
- Coordinate letters of recommendation from Argosy University, Chicago faculty
- Provide students with current APPIC internship application and match procedures
- Supply a letter documenting the student's eligibility to apply for internship to each site receiving an application packet from that student
- Review the internship eligibility of students about whom concerns of clinical suitability have been raised according to the Students Demonstrating Clinical Unsuitability section above

Students cannot and are not allowed to enter rankings for Non-APPIC sites without approval from the Training Director. Students may only apply to Non-APPIC sites after Match Day if the site is a Clearinghouse site.

## **6.6**

### **Learning Contracts**

Within the first two weeks after beginning an internship, students and their site supervisor(s) complete a written learning contract (examples are on the web). This contract, which specifies specific areas of training to be addressed during the internship year, must be submitted to the Training Department within one month of the start of their internship (by the end of September). Interns must include a goal related to the completion of their CRP in their Learning Contract. If this is not included, contracts will be returned to the intern for revision and resubmission. See Appendix.

## **6.7**

### **Site & Student Evaluations**

The Training Directors routinely conduct visits to training sites throughout the year to ensure quality training. Where distance prohibits an on-site visit, phone calls are made to both the intern and the internship Training Director to review the training experience and the student's progress on her or his learning contract. At the end of the internship, students complete an evaluation form (SPAR) in which they rate their training experience. This information is compiled, reviewed, and made available to future intern applicants by the Training Department.

Site supervisors are required to complete a mid- and final-year evaluation form to document student performance and progress toward mutually identified training goals. Both of these forms are reviewed with the student and require signatures from the supervisor as well as the student. At the end of the internship year, the site supervisor also generates a letter documenting successful completion of internship. All forms, including the Learning Contract, the site supervisor's mid- and final-year evaluations, the student's evaluation of their training site, and the final completion letter, are required for internship credit and graduation. These documents are kept as a part of students' permanent records, with the exception of the student evaluation of the site (SPAR), which is kept separate and confidential after the data is summarized.

## **6.8**

### **Internship Remediation**

If at any point it is determined that an intern requires remediation before beginning or continuing in their internship, the

Training Directors of the site and school refer to the Internship Site's policy on due process. Each site must have these guidelines available to interns as a part of their orientation process. Argosy University, Chicago minimally requires that all internship sites affiliated with the school abide by the APPIC Due Process Guidelines. Please see the section on the [www.appic.org](http://www.appic.org) website for these guidelines. The Training Department makes the ultimate determination if internship requirements have been sufficiently met at the completion of the training year. If the Training Department recommends that a student engage in post-internship remedial work, it will generate a written contract specifying the specific areas requiring additional attention and the methods by which such goals will be achieved. This document may be prepared in consultation with the student, the internship site, the Argosy University, Chicago Training Committee or the SPDC. As in all disciplinary actions, students have the rights of self-representation and access to independent consultation as described elsewhere in this manual.

## 7 APPENDICES

### 7.1 APPENDIX I

#### CEC Schedule and Related Events

Note: All CEC tasks have pre-requisites. See the Student Handbook for specific requirements. Specific dates for the following tasks and events can be found in the Training Department Calendar issued to all students at the beginning of each academic year.

DATE	TASK OR EVENT	NOTES
Early Fall	Fall classes begin	
September-Early December	Guidelines for Diagnostic and Therapy CECs distributed in seminar groups	
January	Spring classes begin	
January	M.A. Counseling Comprehensive Exam	
January	M.A. Clinical Comprehensive Exam	
Mid Fall	Diagnostic Scoring CEC	
February	Internship Match Day	
March	Diagnostic CEC to Seminar Leader	Failures or unresolved incompletes by June prohibit students from beginning Therapy Practicum
March	Psy.D. Therapy CEC to Seminar Leader	Failures or unresolved incompletes by June prohibit students from beginning internship
March	M.A. Therapy CEC to Seminar Leader	Failures or unresolved incompletes by June prohibit graduation in October
May	Summer classes begin	
August	Psy.D. Comprehensive Exam	

## 7.2 APPENDIX II

### Notification of Rights Under FERPA *Argosy University Chicago*

The Family Education Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

**The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.**

Students should submit to the Coordinator/Director of Student Services a written request that identifies the record(s) they wish to inspect. The Coordinator/Director of Student Services will make arrangements for access and notify the student of the time and place where records may be inspected. If the records are not maintained by the Coordinator/Director of Student Services, he/she will retrieve the record from the appropriate personnel or office, then allow the student to access the record.

**The right to request the amendment of a record that they believe is inaccurate or misleading.**

Students may ask the school to amend the student's education records if he/she believes they are inaccurate or misleading.

If the school decides not to amend the record as requested by the student, the school will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. If the campus denies the amendment request after the hearing, the student is given the right to insert a statement in the education record.

**The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.**

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the institution as an administrator, supervisor, instructor, or support staff member; a person serving on the board; a person or company with whom the institution has contracted to perform a special task (such as an auditor or attorney); a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.

Upon request, the school discloses education records without consent to officials of another school in which the student seeks or intends to enroll.

Another exception which permits disclosure without consent is the disclosure of directory information, which may be disclosed to the general public without prior written consent of the student.

The following information is designated as directory information by AU:

Category I: Names of students; Date and place of birth; Addresses; Phone numbers (includes pager); E-mail address. Category II: Dates of attendance to AU; Program of study; Degree completion; date and degree earned; Student's current status (full time, part time, graduated, leave of absence); Previous institutions attended and degrees earned elsewhere; Participation in officially recognized activities; Awards received.

Category III: Class schedule; Class rosters.

Category IV: Photographs

Students may inform the Coordinator/Director of Student Services within two weeks of the start of the term that he/she refuses to let the institution release any or all directory information, by category. The request must be made in writing and specify the directory information which may not be released. The request is valid until the start of the next academic year, or until a subsequent written request is received.

**The right to file a complaint with the U.S. Department of Education concerning alleged failures by the American Schools of Professional Psychology to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:**

Family Policy Compliance Office; U.S. Department of Education; 600 Independence Avenue, SW; Washington, DC 20202-4605.

### 7.3 APPENDIX III

**Argosy University, Chicago**  
**American School of Professional Psychology**  
225 N. Michigan Ave., Suite 1300  
Chicago, IL 60601  
312-777 7600, Fax 312-777 7747

#### AUTHORIZATION FOR RELEASE OF INFORMATION

I authorize \_\_\_\_\_

at \_\_\_\_\_

to use information that s/he obtains regarding my assessment or treatment for educational purposes only at the American School of Professional Psychology/Argosy - Chicago Campus (this might include audio/video taping). All identifying information will be kept confidential and will be deleted wherever possible.

I also understand that I may review this information upon request. This consent is valid for six (6) months.

I understand that refusal to consent will not interfere with my rights to receive treatment and that I may revoke my consent at any time.

\_\_\_\_\_  
Signature: Client                      Date

\_\_\_\_\_  
Signature: Relationship to Minor                      Date

\_\_\_\_\_  
Witness                      Date

**NOTICE TO RECEIVING AGENCY/PERSON:** Under the provisions of the Illinois Mental Health and Developmental Disabilities Confidentiality Act you may not redisclose any of this information unless the person who consented to this disclosure specifically consents to this disclosure.

Under the Federal Act of July 1, 1987, Confidentiality of Alcohol and Drug Abuse Records, no such records, nor information from such records may be further disclosed without specific authorization for such redisclosure.

If the client is a minor, the custodial parent must sign this consent form. If the client is at least 12 years of age, but under 18, the client must sign in addition to his/her parent.

## 7.4 APPENDIX IV

### Criteria for Evaluating Practicum Sites

#### *1. Approach to Training*

The site must demonstrate a clearly articulated mission and value statement and philosophy of training congruent with the mission, values, and training philosophy of Argosy University, Chicago

The site must adhere to and support the ethical codes of conduct applicable to the disciplines represented in their professional staff, the services delivered, and the students trained. Issues of diversity and difference must be addressed on an ongoing basis via didactics and supervision.

The site must abide by their state's statutory requirements as they pertain to the delivery of mental health services.

If a site charges clients for services rendered by trainees, this fee must be based on a sliding scale structure that is less than the usual and customary full fee of the agency.

#### *2. Experience in Training*

A site should have experience training students in the past and a professional staff with demonstrated competency in clinical training at the graduate school level.

Sites must have clearly articulated policies and procedures for trainee selection, supervision, evaluation, and remediation.

The site must provide a minimum of two hours of supervision per week. While individual supervision is preferred, one hour of supervision may occur in a group format.

Sites should provide didactic and collegial experiences in the form of seminars, group supervision, case conferences, and workshops.

Students should have opportunities to tape (audio and/or video) interviews and sessions with a properly executed consent and release of information for the purposes of supervision and seminar presentations.

The hosting agency and its trainees must inform clients of students' training status.

Diagnostic students must be allowed time for interviewing as well test administration.

#### *3. Staff*

The site should have at least two qualified and experienced supervisors on staff. At least one doctoral level licensed clinical psychologist for Psy.D. students. At least one doctoral level licensed clinical psychologist or master's level clinician (i.e., LCSW or LCPC) for M.A. Clinical students. Also, multidisciplinary staffs are preferred.

The staff must provide appropriate, supportive, helpful, and discerning supervision and mentoring.

Supervisors must comply with Argosy University, Chicago training procedures such as completing student evaluation forms once per semester and maintaining communication with seminar leaders and the Training Department.

#### *4. Treatment Orientation*

Supervisors must be able to articulate their agency's and their own philosophies of treatment.

A site's treatment orientation and philosophy must meet Argosy University, Chicago's standards including, but not limited to, a deep appreciation and sensitivity to issues of diversity and individual differences.

*5. Treatment Population*

There must be a sufficient number of patients to provide trainees the opportunity to fulfill their practica requirements.

The population must be appropriate to trainees' level of skill and experiences (i.e., sufficiently challenging but not overwhelming).

There must be either sufficient diversity in the treatment population to provide trainees with a well-rounded experience or specialized experiences for those students seeking advanced training.

*6. Ongoing Development*

Sites must demonstrate an ongoing commitment to the development of their own services consistent with developments in the fields of psychology and counseling.

If any deficiencies are noted in any of the above areas, the site and supervisory staff must be amenable to working with the Argosy University, Chicago Training Department to develop and strengthen their training program to meet Argosy University, Chicago standards.

## 7.5 APPENDIX V

### Initiating Development of a Practicum Site

In the past, some students have “developed” their own practicum site instead of pursuing an established one. The Training Department encourages students to consider developing their own practicum site if they do not find one in the current practicum database that matches their interests. A practicum may not be done at a student’s place of employment. Students have developed many excellent practicum sites, and often these sites continue to offer quality training to other students in subsequent years.

The following are the Training Department’s policies and procedures on how to establish a new practicum. Students interested in initiating development of a new practicum site should consult with the Training Directors for additional guidance and support before starting this process.

1. Review the training guidelines and requirements document that is provided to all potential practicum training sites (available at [www.auconnection.net/chicago](http://www.auconnection.net/chicago)). This outlines the expectations for the student, site and the school for practicum training experiences.
2. The prospective practicum program must be created within an established mental health delivery system. The site must be able to provide appropriately credentialed and capable supervisors, sufficient access to appropriate clients, satisfactory learning opportunities, demonstrated adherence to professional and ethical code of conduct, and due attention to diversity issues.
3. The student should collect as much information about the potential practicum site in question as possible (name of agency, address, name/phone number of potential supervisor(s), brochures, etc.) and forward it to the Training Department Coordinator along with a copy of your vitae, a statement of training goals and interests, and an explanation for your rationale for developing this as a practicum site.
4. One of the Training Directors will contact the site and explore their interest in student training and ability to provide a quality practicum experience. Such sites will be instructed on the procedures on how to establish themselves as an Argosy University, Chicago affiliated site and what materials must be forwarded to the Training Department to receive “provisional approval.”
5. Once the site has submitted the requested materials (e.g., training description, practicum page form, vitas of supervisors, etc.) the Training Directors conduct a formal review and call the site with any questions or areas in need of clarification.
6. A Training Director (DOT/ADOT) will contact the site and the student in writing with the results of the application. A copy of this correspondence will be placed in the student file for tracking purposes if the site is granted “provisional approval.”
7. “Full approval” for a new site can only be granted upon satisfactorily completing the training year and requirements with a favorable site evaluation by both the student and Training Department.

### Doing a Practicum at a Student’s Place of Employment

The Training Department strongly discourages students from doing clinical training at their current or former place of employment. This policy is driven by several concerns. The department is concerned that students receive a diversity of clinical training experiences to foster professional growth. Students should be exposed to a training experience that is different from their previous work experience. There is potential for role conflict and confusion when a student is also an employee or even a former employee. On rare occasions, the Training Department may approve such a placement when the student provides clear documentation that the training is being done with a different clinical population, in a different work setting, and with supervisors that have had no prior relationship to the student. In addition, the student must demonstrate that this is a unique training experience that could not be obtained elsewhere. Students must petition the Training Department for this exception and may not do so until after the Chicago area (ACEPT) Uniform Practicum Notification Day.

### Development of a New Site and ACEPT Guidelines

When students develop a new training site that is approved by the Training Department, it is acceptable to not participate in the Uniform Practicum Application Process as established by ACEPT.

## 7.6 APPENDIX VI

### Notification Day Procedures

#### **Defining Practicum Notification Day**

Argosy University, Chicago abides by ACEPT guidelines which define Practicum Notification Day as the **first day that sites may initiate formal offers to student applicants and those student applicants may formally accept them**. For the 2007 – 2008 training year, specific dates may be found on our web site. Argosy University, Chicago will not recognize or endorse any practicum offer until after the agreed upon notification day.

#### **Notification Day vs. Match Day**

Many academic institutions and training sites choose not to participate in a uniform “Notification Day.” Furthermore, many students from academic institutions that do participate in Notification are not actually placed on that day; rather, many students secure their site in the days, weeks, and even months that follow. Therefore, Notification Day should not be treated as a “Final Match Day” per se, but rather the **beginning of a matching process** for most sites and practicum students.

#### **Communications Prior to Notification Day**

Sites may make offers at any time during the practicum search process. However, participating academic institutions prohibit students from accepting offers until the agreed upon Notification Day and time. We **request (though do not require) that all sites withhold their offers until Notification Day**, though we do **strictly forbid students from accepting any offer from either participating or non-participating sites until Notification Day**.

For example, any site may offer a student a practicum position at any time prior to Notification Day. However, **students cannot nor should they be forced to disclose their interest level, and no agreements can be made until a formal offer and acceptance occurs at the designated time of Notification Day**.

**Any communications that occur before Notification Day offers must be made in “good faith,” and both sites and students are ethically bound to adhere to any informal offers or promises.** Sites are encouraged to notify academic institutions about inappropriate student communications or revoked informal acceptances. Likewise, students are encouraged to report coercive behavior, conditional offers not executed on Notification Day, etc. to their Training Department. As these types of behaviors (for both students and site supervisors) are considered unprofessional and unethical, the student’s Training Department will review students reported by sites for such conduct, and reported sites will be openly reviewed amongst academic Training Directors.

#### ***Examples of Acceptable Conduct***

Greatraining Hospital interviews Ima Goodstudent prior to Notification Day. The hospital is impressed with Ima Goodstudent and tells the student that it would like to make an offer on Notification Day. On Notification Day, Greatraining Hospital makes the formal offer, and Ima Goodstudent accepts, rejects, or “holds” the offer (see more information below about acceptable ways to “hold” an offer).

Greatraining Hospital interviews Ima Goodstudent prior to Notification Day. The hospital is not sure if it would like to may an offer to this student. No levels of interest are shared, and an offer/acceptance may or may not occur on or after Notification Day.

## Examples of Unacceptable Conduct

Greatraining Hospital interviews Ima Goodstudent prior to Notification Day. The hospital is impressed with Ima Goodstudent and tells the student that it will make an offer on Notification Day. On Notification Day, Greatraining Hospital does not call Ima Goodstudent with an offer.

Greatraining Hospital interviews Ima Goodstudent prior to Notification Day. The student chooses to tell the hospital that if an offer is made, it will be accepted. Greatraining Hospital calls Ima Goodstudent on notification with a formal offer, and this offer is either rejected or tabled. (In this example, the student violates protocol in two ways: (1) communicating a conditional acceptance and (2) of greater concern, breaking the promise made.)

## Offers and Acceptance on Notification Day

Upon receiving an offer, students have one of three choices (1) accept, (2) reject, or (3) “hold” the offer. Because the first two finalize the offer, they do not require further explanation.

Academic institutions cannot dictate the time allowed for students to “hold” an offer; rather, sites should determine the conditions of their offers. In this model, sites can determine if they want an “answer on the spot” or if they will allow a period of time during which the student may consider the offer. Some sites may choose to allow as little as five minutes, while others may allow several days. **To allow adequate time for students to receive and make follow-up phone calls, we suggest that sites allow a waiting period that is no less than one (1) hour.**

In order to increase students’ ability to adhere to and meaningfully respond within these “hold times,” **sites should clarify with applicants at the time of interview the parameters of their offers if an offer is made on Notification Day.** For example, if a site allows one hour to accept an offer made on Notification Day, they should tell the student at the time of interview that decisions must be made within this time frame. This allows students to make whatever accommodations are necessary prior to Notification Day to operate within these parameters and to develop the necessary decision and follow-up trees to quickly make informed decisions.

## Summary

In summary, Argosy University, Chicago proposes that the effectiveness of Notification Day will occur through clearer communications between sites, students, and academic institutions around conditions of offers on Notification Day. In the process, we propose an increased accountability in terms of ethical and professional conduct around communications between students and sites. As such, academic institutions shall hold students accountable for their compliance with school policies and site’s stated guidelines, and training sites shall likewise retain responsibility for their communications in light of their stated policies.

Several students and faculty have asked the Training Department how to handle the morning of when sites begin to make offers if they have a class. We have told students to inform practicum site directors about where they can be reached that morning if a site makes an offer. For example, if a student leaves for class at 8:30am, they can tell a site that they can be reached that morning before that time if the site is comfortable with making a call early in the morning. Another example might be for a student to give a site his/her cell phone or pager number (these should be switched to vibrate during class, we do not encourage cell phones ringing or beepers going off in class!) where he/she can be reached that day. We have also told students to tell sites if they have a class and that there might be a delay in responding to a voice message based on their responsibilities to attend the class. Sites have a short window of time that they tend to allow students to respond to an offer (e.g. a site might call at 9am and leave a message stating that they need to hear back from a student by 10 AM or the offer becomes invalid). **As a result, we request that faculty members allow students to take a break during any class offered on the morning that sites begin to make offers for practicum in order to check their voicemails and respond to a sites offer.** This can be done during a scheduled class break, or you may give students permission to step out at an appropriate time to do so. If you have an in-class exam scheduled for that morning, the Training Department is willing to assist faculty members by providing Training Department staff to accompany students to make the calls and back to the classroom. Please contact the Associate Directors of Training prior to that Monday if you would like this assistance.

## 7.7 APPENDIX VII

### Composition and Operating Procedures of the Training Committee

**Members:** The Training Committee is comprised of the of the Director of Clinical Training, two Associate Directors of Clinical Training, at least two full-time faculty members and two student representatives.

**Meeting Times:** The committee meets weekly throughout the academic year. Additional ad hoc meetings may be convened at the discretion of the committee chair.

**Committee Domain:** The Training Committee works with students enrolled in M.A. Professional Counseling, M.A. Clinical Psychology and Psy.D. Clinical Psychology at Argosy University, Chicago.

**Agenda Items:** Faculty, staff, students, and site supervisors may forward potential agenda items to the Training Committee. Committee members can also suggest possible agenda items before or at the beginning of each Training Committee meeting.

**Decision-Making Authority:** As the Training Committee serves in both a decision-making and advisory capacity, the role and decision-making authority of the Training Committee will be clarified at the onset of discussing any new agenda items. A simple majority vote is required for the committee to make a decision with the power of veto always remaining the Chair's prerogative.

**Confidentiality:** The Training Committee, by the nature of its functioning, often deals with sensitive information regarding faculty, students, and sites. As a result, it is expected that the Training Committee Members will maintain confidentiality consistent with Argosy University guidelines.

**Grievance Policy:** If a student or faculty member is not satisfied with the decision rendered by the Training Committee, that person must follow the grievance procedure documented in the Argosy University academic catalog.

## 7.8 APPENDIX VIII

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

#### APPIC MEMBERSHIP CRITERIA: DOCTORAL PSYCHOLOGY INTERNSHIP PROGRAMS

Revised October, 2000

Internships that are accredited by the American Psychological Association or the Canadian Psychological Association are recognized as meeting APPIC doctoral membership criteria. All others must meet all of the following criteria (i.e., 1 through 15 below) and are reviewed for adherence to the criteria every three years.

1. A psychology internship is an organized training program which, in contrast to supervised experience or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. The primary focus and purpose is assuring breadth and quality of training.
2. The internship agency has a clearly designated doctoral level staff psychologist who is responsible for the integrity and quality of the training program, actively licensed (certified or registered) by the State Board of Examiners in the jurisdiction where the program exists, and present at the training facility for a minimum of 20 hours a week.
3. The internship agency training staff consists of at least two full time equivalent doctoral level psychologists who serve as primary supervisors, who are actively licensed (certified or registered) as a psychologist by the Board of Examiners in the jurisdiction where the program exists.
4. Intern supervision is provided by staff members of the internship agency or by qualified affiliates of that agency who carry clinical responsibility for the cases being supervised. At least 2 hours per week of regularly scheduled individual supervision are provided by one or more doctoral level licensed psychologists (regardless of whether the internship is completed in one year or two). Supervision is provided with the specific intent of dealing with psychological services rendered directly by the intern.
5. The internship provides training in a range of psychological assessment and intervention activities conducted directly with recipients of psychological services.
6. At least 25% of the trainee's time is in face to face psychological services to patients/clients.
7. The internship must provide at least two hours per week in didactic activities such as case conferences, seminars, in service training, or grand rounds.
8. Internship training is at post-clerkship, post-practicum, and post-externship level, and precedes the granting of the doctoral degree.
9. The internship agency has a minimum of two full time equivalent interns at the internship level of training during any period of training. These interns must be on site and in training at the time of initial application for APPIC membership.
10. The internship level psychology trainees have a title such as "Intern," "Resident," "Fellow," or other designation of trainee status.
11. The internship agency has a written statement or brochure which provides a clear description of the nature of the training program, including the goals and content of the internship and clear expectations for quantity and quality of the trainee's work, and is made available to prospective interns.
12. Internship programs have documented due process procedures that describe separately how programs deal with (1) concerns about intern performance, and (2) with interns' concerns about training. These procedures include the steps of notice, hearing and appeal and are given to the interns at the beginning of the training period.
13. The internship experience (minimum 1500 hours) must be completed in no less than 9 months and no more than 24 months.
14. APPIC member programs are required to issue a certificate of internship completion which includes the word "Psychology" to all interns who have successfully completed the program.
15. At least twice a year the internship program conducts formal written evaluations of each trainee's performance.

## CLARIFICATION OF APPIC MEMBERSHIP CRITERIA: DOCTORAL PSYCHOLOGY INTERNSHIP PROGRAMS

This document provides additional information and clarification about the APPIC doctoral internship membership criteria. Internship programs that are accredited by the American Psychological Association (APA) or the Canadian Psychological Association (CPA) are recognized as automatically meeting APPIC doctoral membership criteria.

Programs that are not APA- or CPA-accredited are reviewed for adherence to the criteria every three years. New applications and program reviews are evaluated for compliance with all criteria at one of the biannual membership committee meetings. Programs that meet all criteria are recommended to the APPIC Board for approval or renewal of membership. Programs that are deficient in any membership criteria will be informed about the information or programmatic changes needed to meet membership criteria, and may submit information to the committee for a re-review of their applications. New programs may submit updated applications for re-review one time within two membership committee meeting periods without completing a full application and without paying another application fee. After one re-review or a delay of more than one year, the program seeking membership must complete a new membership application and pay another application fee.

### CRITERIA AND CLARIFICATION

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

- a. a clear statement of the goals and objectives of the training activities.
- b. a clear description of the plan, location, and sequence of direct service experiences.
- c. a clear description of the training curriculum; i.e., the content, duration, and frequency of the training activities.
- d. a description of how the psychology training program is integrated into the larger organization.

For programs with multiple sites, clearly describe for each site the services rendered by interns, the supervision offered, and the training director's involvement.

**2. The internship agency has a clearly designated doctoral level staff psychologist who is responsible for the integrity and quality of the training program. This person is actively licensed, certified, or registered by the State Board of Examiners in the jurisdiction where the program exists, and is present at the training facility for a minimum of 20 hours a week.** Clarification: The internship is administered by a doctoral level licensed (certified or registered) for independent practice psychologist who:

- a. directs, and organizes the training program and its resources.
- b. is responsible for selection of interns.
- c. monitors and evaluates the training program's goals and activities.
- d. documents and maintains interns' training records.

**3. The internship agency training staff consists of at least two full time equivalent doctoral level psychologists who serve as primary supervisors, who are actively licensed, certified, or registered as a psychologist by the Board of Examiners in the jurisdiction where the program exists.** Clarification: Interns' primary clinical supervision and role modeling must be provided by psychologists licensed (certified or registered)

for independent practice at the doctoral level on the program's staff who are:

- a. officially designated as psychology intern supervisors.
- b. significantly involved in the operation of the training program.

**4. Intern supervision is provided by staff members of the internship agency or by qualified affiliates of that agency who carry clinical responsibility for the cases being supervised. At least 2 hours per week of regularly scheduled individual supervision is provided by one or more doctoral level licensed psychologists regardless of whether the internship is completed in one year or two. Supervision is provided with the specific intent of dealing with psychological services rendered directly by the intern.**

Clarification: Supervisors need to be clearly designated by the agency as clinically responsible for the cases (for example, countersigning documentation or having their name on the treatment plan or case summary). The two hours should be face-to-face individual supervision.

**5. The internship provides training in a range of psychological assessment and intervention activities conducted directly with recipients of psychological services.** Clarification: Internship training in Psychology is primarily based on experiential learning which:

- a. provides psychological services directly to consumers in the form of psychological assessment, treatment, and consultation.
- b. exposes interns to a variety of types of psychological services and consumers.

**6. At least 25% of trainees' time is in face-to-face psychological services to patients/clients.**

**7. The internship must provide at least two hours per week in didactic activities such as case conferences, seminars, in-service training, or grand rounds.**

Clarification: The Psychology training program should have scheduled didactic experiences available to meet the training needs of their interns.

**8. Internship training is at post-clerkship, post-practicum, and post-externship level, and precedes the granting of the doctoral degree.** Clarification: Interns must have completed adequate and appropriate prerequisite training prior to the internship. This would include both:

- a. completion of formal academic coursework at a degree-granting program in professional psychology (clinical, counseling, school).
- b. closely supervised experiential training in professional psychology skills conducted in non-classroom settings.

**9. The internship agency has a minimum of two full-time equivalent interns at the internship level of training during any training year. These interns must be on site and in training at the time of the initial application for APPIC membership.** Clarification: The intention of this criterion is to allow opportunities for personal (face-to-face) interaction with peers in formal settings in the training program and on the training site during each training week.

**10. The internship level psychology trainees have a title such as "intern," "resident," "fellow," or other designation of trainee status.**

**11. The internship agency has a written statement or brochure which provides a clear description of the**

**nature of the training program, including the goals and content of the internship and clear expectations for quantity and quality of the trainee's work. It is made available to prospective interns.** Clarification: Internship programs must make available descriptions of their training program which give their applicants and interns a clear understanding of the program in terms of:

- a. the program's training goals and objectives.
- b. the program's training methods, content, and curriculum (for example, required rotations or sample weekly schedules or available training seminars).
- c. the program's training resources (e.g., training/supervisory staff, physical facilities and training equipment, clerical support, etc.)
- d. the sites at which training and services are provided. For programs with multiple sites, clear descriptions are given for each site of services rendered by interns, supervision offered, and involvement of the training director.

**12. Internship programs have documented due process procedures, including notice, hearing, and appeal for interns. These procedures are given to interns at the beginning of the training period.** Clarification: Due process procedures describe how an agency deals with intern impairment issues and how the interns' grievances with the training program are handled. The documentation would include:

- a. description of formal evaluation and complaint procedures.
- b. the program's and intern's responsibilities and rights in the process.
- c. the appeal process.
- d. In addition, it should describe procedures if interns have grievances about their training or supervision.

**13. The internship experience (minimum 1500 hours) must be completed in no less than 9 months and no more than 24 months.** Clarification: Internships may be conducted on a full or part-time basis.

**14. APPIC member programs are required to issue a certificate of internship completion, which includes the word "Psychology," to all interns who have successfully completed the program.**

## 7.9 APPENDIX IX

### Initiating Development of a Pre-doctoral Internship Site

Newly developed, student initiated internship sites give students the opportunity to pursue specialized training experiences otherwise not available at existing internship sites. The following are the Training Department's policies and procedures on how to initiate development of a new internship:

1. Students considering creating their own internship site should consult with the Training Directors for initial guidance and support. Should a student decide to pursue this option, he/she will need to submit a detailed proposal to the Training Committee for review. The Training Committee may also require other documents from the student and the potential internship Training Director (e.g., a signed letter agreeing to undertake the internship training).
2. Students should be aware that some postdoctoral programs and future employers might have specific requirements for internship training. Government agencies, for example, generally require that their psychologists graduate from an APA-approved internship program.
3. The prospective internship program must be created within an established mental health delivery system, it must be able to provide appropriately credentialed and capable supervisory psychologists, sufficient access to appropriate clients, satisfactory learning opportunities, demonstrated adherence to professional and ethical code of conduct, and due attention to diversity issues.
4. The prospective internship program (i.e., its curriculum) must be described in detail and meet APPIC and/or APA criteria for a satisfactory internship training program. See guidelines located in the *APPIC Directory* for criteria (books are located in the Training Department and Argosy University, Chicago Library). In addition, compensation and benefits as well as due process should be described in detail. The Training Committee will review the proposal in detail.
5. Students must obtain psychology licensure requirements of the state(s) in which they plan to establish their career. This information is available through the APA web site ([www.apa.org](http://www.apa.org)). This helps to ensure that the internship program will meet these state licensure requirements.
6. If the Training Department determines that a proposed internship program meets AU/AU- Chicago requirements, consistent with the above policies, it will grant the site "provisional approval." The student remains wholly responsible for ensuring that the internship program actually meets the graduation requirements, state licensing requirements, and (if applicable) requirements of their future postdoctoral programs and employers. Full approval" for the site can only be granted after successful completion of the internship with a positive appraisal from the student, the site, and the Training Department.
7. The Training Department strongly encourages the Training Director of a prospective internship program to pursue APA accreditation and APPIC membership. Depending on APA "grandfathering" clauses, the student may be able to document that he or she graduated from an APA-approved internship program if the program receives such approval within a specified period of time after the start of the internship.