UNIVERSITY OF SAN FRANCISCO

School of Nursing and
Health Professions

Spring 2023 PsyD
Clinical Training Manual
(version 1c)

IMPORTANT NOTES:

- The information contained herein is applicable to all students currently enrolled in the Clinical Psychology PsyD Program at the University of San Francisco.

- The information in this Manual supersedes information presented in earlier versions.

- For up-to-date deadlines, reference the PsyD Student Deadlines and Important Dates document available on the PsyD Students Canvas portal, Student Resources page.

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WELCOME!

Welcome to the Clinical Psychology PsyD Program at the University of San Francisco! The purpose of this *Clinical Training Manual* is to provide students with information about the process, rationale, and requirements for the PsyD program's clinical training. In addition, this manual serves as a guide for administrators, practicum instructors, and clinical supervisors to assist in understanding the clinical requirements, responsibilities, and expectations of the USF PsyD Program.

Any updates related to this manual, including any policy or procedure updates, will be disseminated via the PsyD Students Canvas portal. Students and faculty are encouraged to check the Canvas portal regularly for relevant clinical training announcements. Please make sure that Canvas announcements are being forwarded to your email (make sure they are not going into your Spam or Junk mail folder).

Sincerely,

USF PsyD Program

INTRODUCTION

- **Read this manual.** Please be sure to read this manual thoroughly and use it as a reference throughout the year. The answers to most of your questions about clinical training should be in this manual, so use this essential document as your first point of reference. The PsyD Program Clinical Training Office (CTO) has written this manual in the hopes that it will empower you with the information you need in order to be successful in your clinical training. If you believe something is missing or incorrect in this manual, please contact the CTO, the Director of Clinical Training (DCT), or the PsyD Program Director.

- **Plan ahead.** Preparing practicum and internship applications and obtaining letters of recommendation and official transcripts takes time. Therefore, please plan ahead well in advance of due dates. For documents that have to be submitted online, please don't wait until right before the deadline, as sometimes there are technical difficulties.

- **Keep copies of all documents.** It is strongly recommended that you begin your graduate training by making a file that will include a printed copy of all school documents. You should also keep an electronic backup (e.g., on a flash drive or in the Cloud) in addition to a paper file. When it comes time to apply for internship and licensure, you will be very glad you kept copies. You will need supervision contracts, practicum and internship evaluations, clinical hour logs, etc. Please make a copy for yourself before you turn anything in to the CTO and ensure that you retain a complete and signed copy of documentation that requires signatures from multiple parties.

- **Manage your email account.** Most communication between students and the CTO will be by email. It is expected that students will check their school email account regularly. *Prompt communication with the CTO (as well as with academic instructors, practicum sites, supervisors, the DCT, clients, etc.) is a professional responsibility.*

Managing Email: Program Expectations

It is the expectation of the program that students:

● Will check their university email *at least once per day,* even on days when students are in practicum or internship. Students are responsible for all information that is sent to their university email account.

● Accurately represent their degree and title on their email signature, for example 'PsyD student' or 'PsyD trainee.' Once students advance to candidacy (after completing required coursework, DCQE (Doctoral Comprehensive Qualifying Exam), SPEE (Standardized Patient Evaluation Examination), and dissertation proposal), they will be able to use 'PsyD Candidate' in their email signatures. Please reference the *PsyD Student Handbook* for more information about advancement to candidacy.

Additional Tips for Managing Email

Students may consider the following tips for managing their email more efficiently and practicing effective communication skills:

● Students may wish to automatically forward emails from their school email account to their personal email account. However, this can be problematic if a student's personal email server has restrictions on type/size of attachments or if it flags school emails or Canvas announcements as spam.

● Use email functions to help prioritize emails (e.g., 'starring' emails for easy identification, marking an email as unread if there is still pending action, and archiving if there is no more pending)

● If students do use a personal email for any school-related communications, they should make sure their email address is professional, identifiable and appropriate. Typically, the most appropriate email address will include a student's full name or their last name.

● Students should fully sign their emails with their first and last name.

● Proper grammar and spelling will reflect positively on others' perceptions of students' professional behavior, so students should be sure to proofread and enable the 'spell check' feature on their email platform.

● **Meet deadlines.** There are numerous important deadlines that students must meet throughout the year (see Appendix A: Clinical Training Calendar, and the PsyD Student Deadlines and Important Dates document on the PsyD Students Canvas portal). Please refer to the 'Monitoring Deadlines and Consequences for Conduct' section of this manual for details about potential consequences of missed deadlines.

Clinical training policies and procedures (including those described in this *Clinical Training Manual*) are subject to modification per updates and potential changes to program requirements and regulations of the California Board of Psychology (BOP), which may occur during a student's time in the program. Students are also responsible for knowing the academic and clinical training information shared in emails and announcements by members of the PsyD program (i.e., Program Director, DCT, core faculty, course instructors, program staff including all those from the CTO), practicum and internship sites (i.e., Training Directors, clinical supervisors, facility staff members), and the university.

Licensure as a Psychologist

This program prepares students for licensure as a psychologist after graduating with a PsyD degree. The primary goal for most students completing the clinical psychology PsyD program is to pursue licensure soon after completion of all related requirements. Therefore, it is useful to begin this manual with a brief overview of aspects of licensure as relevant to student training throughout the program. In general, the primary requirements for licensure as a psychologist include:

- *Completed while a student in the PsyD program*
  - A doctoral degree in the field of psychology or education (PhD, PsyD, or EdD)
  - Predoctoral internship (including other supervised predoctoral clinical experiences)

- *Completed after graduation with PsyD degree*
  - Postdoctoral supervised experience (required in California and in many other states)
  - Examination for Professional Practice of Psychology (EPPP): A standardized, nationwide, multiple-choice, computerized examination published by the Association of State and Provincial Psychology Boards (ASPPB)
  - Many states (including California) also require a state-specific supplemental examination, usually emphasizing the specific laws and regulations pertaining to that state (may also include an oral examination)
  - Application for licensure

The PsyD Program, practicum instructors, and the DCT coordinate and facilitate students' efforts to complete the predoctoral internship requirement, including other predoctoral supervised experiences. This includes the three years of practicum experience to generate the clinical hours required to apply for internship. The DCT provides overall and ongoing guidance for students going through practicum and internship processes throughout the duration of the program. Students receive EPPP preparation volumes between years 2 and 3 of the program to assist in preparation for the Doctoral Comprehensive Qualifying Exam (DCQE), a comprehensive examination that is one of the milestones completed during the PsyD program. The DCQE is strongly modeled after the EPPP. Students can keep these EPPP preparation books and use them to study for the EPPP licensing exam when they are ready. During the student's internship year, the DCT also plays a role in assisting students with preparing for postdoctoral training, and with select licensure requirements, such as documentation of completion of the above requirements.

Thinking Ahead—Changes in Licensure: A training and licensure issue that all students should be informed about relates to the EPPP, which is a standardized, nationwide examination for licensure taken after the conferral of the doctoral degree. Eligibility to take the EPPP varies based on the licensure requirements in different states. Over the past few years, the ASPPB, which administers the EPPP, has been in the process of creating a second portion of the national examination (the EPPP2) which is intended to assess clinical and practical skills. The EPPP (part 1) is a knowledge-based exam similar to the DCQE comprehensive exam administered in the PsyD program. Each state or territory's board of psychology will determine whether the new EPPP2 will be required (in addition to the EPPP) for licensure in that state or territory. The EPPP and EPPP2 combined is called the Enhanced EPPP. Timing of the EPPP may vary from one jurisdiction to another. Students may find more information about the EPPP2 on the ASPPB website (https://www.asppb.net/)

APA Accreditation

The PsyD Program is located in the Health Professions Department within the School of Nursing and Health Professions (SONHP). The doctoral program in clinical psychology fulfills the academic requirements to prepare health service psychologists who are eligible for licensure as psychologists in California.

The American Psychological Association (APA) has granted the program accreditation, on contingency. This status, available to new doctoral programs, went into effect beginning 07/22/18 and was granted for five years. The program submitted a comprehensive program self-study application for full accreditation on May 1, 2022, which will subsequently be reviewed by the APA's Commission on Accreditation (CoA).

A site visit will be scheduled following the APA CoA's review and response. The program's status of Accredited, on Contingency remains fully in effect during the accreditation review process. For accreditation timelines, please see the APA's CoA website. Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 First St, NE
Washington, DC 20002-4242
Telephone: (202) 336-5979
TDD/TTY: (202) 336-6123
Fax: (202) 336-5978
apaaccred@apa.org

Students should accurately communicate about the USF PsyD program with practicum sites, internships, postdocs, and employment positions and note that the program is accredited, on contingency. Students can specify on application materials that they are attending (or have attended) the APA-accredited USF Clinical Psychology PsyD Program. Accredited on contingency is a status afforded to new programs who, at the time of initial accreditation, was so early in its development that outcome data about graduates were not yet available. To date, all students who have graduated from the USF PsyD Program are considered to have attended an APA accredited program.

Licensure requirements vary state by state. Although the DCT supports and educates students about requirements for licensure, **it is the student's responsibility to educate themselves about, and comply with, licensing requirements in the jurisdiction in which they plan to become licensed.**

It is important to note that some states may require specific coursework or training for licensure that is not offered at USF. In these instances, the student may need to take additional courses or undergo additional training, either while in the program or after graduation. States also vary in whether or not postdoctoral hours are required for licensure. Some states and employers may require applicants to complete an APA-accredited internship or undergo additional supervised experiences in order to be eligible for licensure. Please visit the ASPPB website for more information outlining licensing requirements in different states.

Students who anticipate seeking licensure in California should familiarize themselves with California laws and regulations related to the practice of psychology. Students may obtain the most up-to-date information regarding licensure from the California BOP at:

California Board of Psychology
1625 North Market Blvd., Suite N-215 Sacramento, CA, 95834
Phone: (916) 574-7720
Toll Free: (866) 503-3221
Fax: (916) 574-8672
Email: bopmail@dca.ca.gov
Web page: https://www.psychology.ca.gov/

Students who anticipate seeking licensure outside California should contact the appropriate state licensing board for information. Students are also strongly advised to seek information from:

The Association of State and Provincial Psychology Boards
P.O. Box 849, Tyrone, GA 30290
Phone: (678) 216-1175
Fax: (678) 216-1176
Email: asppb@asppb.org
Web page: https://www.asppb.net/

PROFESSIONAL SUPPORT FOR CLINICAL TRAINING IN THE USF PSYD PROGRAM

The USF PsyD Program's facilitation and management of practicum and internship experiences includes professional support provided by several faculty and staff members.

Director of Clinical Training

The DCT has responsibility and authority for the continued development, implementation, and oversight of the clinical training, policies, and procedures in the PsyD Program, in collaboration with the PsyD Program faculty and the PsyD Program Director.

The DCT—a core full-time faculty member who also teaches classes and is aware of students' academic progression—is responsible for helping each student, with the engagement of other clinical and core faculty, to construct a training trajectory that facilitates the successful attainment of professional competencies and individualized career goals. The DCT is a **key bridge** between the academic program and the applied practice training (practicum, externship, internship, postdoctoral).

The DCT oversees all aspects of the clinical training experience for students in the PsyD program, including acting as a liaison among academic program administration and faculty, practicum instructors, training sites, and students, and collaborating with DCTs in other universities. The DCT guides the clinical training program and explores procedures and options for providing rigorous and high-quality clinical training for all students, including practicum, internship prep, and interviewing workshops. The DCT supports students who are full-time interns and works in close cooperation with PsyD Program Director and full-time faculty to attain Program clinical training goals.

Clinical Training Changes

The PsyD Program Director, the DCT, and the PsyD Faculty meet as needed to develop new policies, review and update existing policies, discuss issues related to clinical placements, ensure quality training, evaluate practicum sequencing, and provide training and support for practicum instructors. Meetings include review of issues that occur related to clinical training for students and sites.

Clinical Training Office Staff and Support Staff

Kimberly Bruno
Graduate Program Administrator
Phone: (415) 422-8083
Email: kbruno@usfca.edu

The Clinical Training Office (CTO) can be contacted
at: psydcto@usfca.edu

Practicum Instructors

Practicum instructors provide consultation, didactics, case formulation support, and oversight at the University level. Ordinarily, the practicum instructor is not privy to identifying information about clients seen by students at their practicum sites. Consequently, *the primary practicum site supervisor retains primary responsibility for student supervision.*

The practicum instructor monitors student skill development throughout the practicum year and conveys information about this to the DCT.

Additional responsibilities and duties of the practicum instructor include:

- Serve as the primary liaison between practicum sites and USF PsyD students

- Respond to practicum site and student needs and concerns as they arise

- Conduct at least one meeting (in person or by phone) with each assigned site per academic year

- Participate in scheduled practicum instructor meetings conducted by the DCT during the training year for clinical training updates, student reviews, and consultation

- Maintain ongoing communication with the DCT on relevant trainee and site related issues

Primary Supervisors

The primary supervisor provides overall supervision at the site level. A practicum student's primary supervisor is responsible for monitoring the student's clinical work and providing individual, weekly supervision. The primary supervisor must be a California licensed psychologist with a doctoral degree or a board certified physician or licensed clinician. Because ***at least* 50% of a USF PsyD student's supervision must be conducted by a licensed psychologist; a primary supervisor who is *not* a California licensed psychologist must be approved in advance by the DCT.**

Responsibilities and duties of the primary supervisor include:

- Provide a *minimum* of one hour of weekly individual, face-to-face, clinical supervision to the practicum student. Individual supervision in one-to-one (one supervisor, one trainee)

- Complete a Practicum Learning Contract (PLC) with the student within the first two weeks of the practicum training program. This contract outlines trainees' responsibilities and requirements for successful completion of the practicum experience.

- Complete a Mid-Year and Year-end Clinical Supervisor Evaluation of Practicum Student (CSEPS), which includes a direct observation requirement. These evaluations are to be reviewed with the student and signed by both parties before they are submitted to the CTO. ***Students will not receive credit for completing the practicum until the year-end evaluation has been received and reviewed.***

- Maintain communication and provide timely responses to students' practicum instructors or the Director of Clinical Training.

Because the primary supervisor bears legal responsibility for the student's clinical work, **clinical decision-making ultimately lies with the primary supervisor**. For example, in some cases a student may receive recommendations for a treatment approach from a peer or from their practicum instructor. In this instance, the student must consult with their primary supervisor *BEFORE* implementing any new treatment with their client. In **extenuating circumstances**, such as if a student believes a particular clinical decision presents an ethical or legal dilemma, a student should first address directly with their primary supervisor. If the student still has concerns, they should then bring this to the attention of the Training Director of the practicum site. They should then apprise their practicum instructor and the DCT (if appropriate).

Supervisors should inform the DCT about any extenuating issues or concerns related to the performance of any USF PsyD student. While primary supervisors complete evaluations of students at mid-year and at the end of the training year, the USF PsyD Program *strongly encourages* primary supervisors to share concerns that they have about student performance first with the student (if appropriate and dependent on the level of the concern), and then with the DCT. In this manner, the student is provided with timely feedback and an opportunity to correct behaviors prior to their evaluations.

Additionally, primary supervisors must agree to the following:

1. Complete mid-year and year-end (end of training year) practicum evaluation forms (CSEPS)

   a. These evaluations should be reviewed with the student prior to each submission.

   b. Each evaluation must be based on at least one direct observation of the student.

      i. The primary supervisor is expected to abide by the direct observation requirements put forth by the APA Commission on Accreditation. For detailed information on the direct observation requirement, please see IR(C-14D) in the Standards of Accreditation (SoA; http://www.apa.org/ed/accreditation/section-c-soa.pdf).

   c. The completed CSEPS should be emailed directly by the primary supervisor to the CTO (psydcto@usfca.edu)

2. Review and approve the student's Time2Track (T2T) Hours Log, at minimum during mid-year and end of practicum. The T2T Hours Log documents the hours the student performed key training activities.

3. Agree to yearly site visits and/or meetings with USF faculty for purposes of planning and evaluating the program or discussing student performance.

4. Remain in contact with the DCT to coordinate the training of the student and to communicate important information.

Faculty Advisors

Each student is assigned a faculty advisor who oversees the student's program throughout the five years at USF. The DCT and practicum instructors consult frequently with students' assigned faculty advisors. The advisor is available as a mentor, for problem-solving, and to review the student's progress in professional role development throughout the program. The advisor provides guidance, support, and feedback to advisees and helps them specify learning goals in preparation for practicum placement.

Due to their overall knowledge about the student across multiple domains, the DCT, practicum instructors, or CTO staff may be in contact with faculty advisors for the following purposes of:

- Sharing professional development concerns occurring at a student's clinical placement site. This includes verbal warnings or other sanctions placed by the clinical training site.

- Consultation and feedback between the DCT and faculty advisors in the preparation and completion of students' Annual Student Evaluation and Planning (ASEP).

- Consultation and feedback between the DCT and faculty advisors to determine readiness for practicum placement and readiness for internship.

- Consultation, reporting, and monitoring of student remediations or probations related to clinical training.

Monitoring Deadlines and Consequences for Conduct

The PsyD program has procedures in place to address missed deadlines or other problematic conduct including not following procedures and policies outlined in the *Clinical Training Manual.* The PsyD Program is committed to supporting PsyD students and to working with them to resolve problems and conflicts that arise.

Failure to meet paperwork/documentation submission and other clinical training deadlines may delay students' training, prevent them from being placed at a practicum site or receiving credit for practicum, prevent their eligibility to sit for competency exams or dissertation proposal/defense, or delay their start of internship. Meeting deadlines is an important component of professional conduct. Missing deadlines will place students' eligibility in question to enter or continue in clinical training (practicum and internship). Unprofessional conduct may result in a Notice, Warning, or an Unprofessional Conduct Advisory (UCA), which may lead to probationary status. Students should refer to the *PsyD Student Handbook* for more information about UCAs, probation, and remediation processes related to supporting students' professional development.

CLINICAL TRAINING EXPERIENCES

Types of Clinical Training Experiences

Program-Sanctioned Clinical Experiences

Only practicum hours obtained during program-approved (program-sanctioned) practica will be counted toward the program's practicum requirement. The DCT may approve predoctoral-level practicum experiences that occurred prior to matriculation in the USF PsyD program if they meet or exceed the program's minimum training standards. If a student engages in clinical work outside of a program-approved practicum, these are excellent clinical experiences, but those hours will *not* be counted towards the program's practicum requirement, nor will students be allowed to report those hours on predoctoral internship applications. If a USF PsyD student conducts any clinical work that has *not* been approved by the DCT, that work may not be represented as associated with USF or with the USF PsyD Program.

Approval of program-sanctioned clinical experiences is dependent upon a number of factors, and approved sites may vary from year to year based upon these factors (please see the "Requirements for Approved Practicum Sites" and "Request for a Practicum Site Not Listed as Approved by USF" sections in this manual for additional information).

Practicum

A **practicum** is a clinical field placement where students work in various settings alongside mental health and healthcare professionals. Practicum training promotes the integration of scientific knowledge with practical experience, and prepares the student for future training in health service psychology. In practicum, students apply and extend the knowledge, skills, and attitudes learned in the classroom to produce increasingly effective levels of understanding and skill.

During practicum, students participate in a variety of tasks relevant to the practice of clinical psychology. These tasks vary depending on the type of site and the populations served. Such tasks may include: individual therapy, group therapy, brief therapy, psychological testing and assessment, outreach and consultation, crisis intervention, and research and evaluation. See section below on *Defining Clinical Activities for Practicum Hours* for more detailed information.

Practicum experiences are an important part of the University of San Francisco's PsyD Program. The purpose of practicum training is to provide the opportunity for students to apply theoretical knowledge, to develop and implement clinical skills, and to encourage the development of professional and personal attitudes relevant to the identity of a health service psychologist.

The policies and procedures that govern practicum training at USF reflect current, professionally-accepted standards of training in the field of clinical psychology. The policies and procedures detailed in this section are based upon guidelines and recommendations from the APA's Commission on Accreditation (CoA), the Association of State and Provincial Psychology Boards (ASPPB), the Council of Chairs of Training Councils (CCTC), and the National Council of Schools and Programs in Professional Psychology (NCSPP).

Clinical Training Competencies in Practicum

Through the practicum sequence, students build and demonstrate skills in seven of the nine profession-wide competencies (PWCs) set forth in the Standards of Accreditation:

- Ethical and Legal Standards
- Individual and Cultural Diversity
- Professional Values, Attitudes, and Behaviors
- Communication and Interpersonal Skills
- Assessment
- Intervention
- Consultation and Interprofessional/Interdisciplinary skills

Demonstrating these competencies is necessary in order to make effective use of future training experiences in the practice of health services psychology, specifically the predoctoral internship, as envisioned in the training goals of the graduate program.

Defining Clinical Activities for Practicum Hours

The USF PsyD Program adopts the CCTC's definitions of clinical activities that can be counted as practicum hours (http://www.cctcpsychology.org/wp-content/uploads/2014/08/Practicum-Administrative-Revision-Cover-Note-6-27-07-.pdf):

1. *Direct Psychological Service Activities*: These activities may include:
    1.1. Direct service to clients, including individuals, couples, groups, organizations, etc.
    1.2. Interaction/consultation with others on the client's behalf, including
        1.2.1. Other professionals within the practicum site, such as psychologists, physicians, nurses, social workers, and others.
        1.2.2. Professionals and systems external to the practicum site, such as current and previous providers, courts, schools, and physicians.
        1.2.3. Parents, teachers and other caretakers.

2. *Indirect Psychological Service Activities*:
    2.1. Observation of direct service activities.
    2.2. Case Management: Record keeping and report writing related to these activities, client eligibility review, insurance documentation.
    2.3. Coordination of treatment teams in the practicum setting.
    2.4. Outcomes assessment and tracking.

3. *Supervision of Service Activities*:
    3.1. Supervision Received: Supervision of direct and indirect psychological service activities by appropriately qualified staff and faculty.
    3.2. Supervision Received: Formal peer supervision overseen by qualified staff or faculty.

4. *Training Activities*:
    4.1. Seminars/Educational Meetings as part of practicum program.
    4.2. Other preparation: Including use of scientific and professional literature to inform direct service or other professional activities.
    4.3. Presentation and Case Review: Including case presentations, record reviews and quality assurance activities.

5. *Additional Professional Activities*:
    5.1. Program development and evaluation.
    5.2. Outreach
    5.3. Advocacy activities
    5.4. Provision of supervision to others, overseen by qualified staff or faculty.
    5.5. Management/administration of clinical setting

Supplemental Practicum Experiences

Students may participate in practicum experiences in addition to the program's required practica. Such experiences may include supervised training in psychological assessment, interventions, clinical research, and/or an advanced clinical training that focuses on a specific area of interest for the student. Students may learn of these supplemental practicum experiences from a variety of sources, including program faculty, other students, staff at practicum sites, clinical supervisors, or other sources. **Program-approved supplemental practicum hours are accrued in addition to, and may not replace, any required practicum hours**.

As with *required* practica, students must receive final approval from the DCT *before* engaging in any supplemental practicum experience. **Any clinical hours accrued in a placement that has not been approved by the USF PsyD Program will not count** as clinical hours required for predoctoral internship or licensure. As with other program-sanctioned clinical experiences, approval of supplemental practicum experiences may vary from year to year. Approval may also vary based upon a student's eligibility, feedback from faculty advisors, and final approval from the DCT. As such, even if one student may have participated in a specific supplemental practicum, this does not guarantee that another student will be approved for the same supplemental practicum. Further, a student who participated in a supplemental practicum one year may or may not be approved to participate during the following year.

DCT approval will be documented on the Supplemental Practicum Request Form (SPRF), which is available on the PsyD Students Canvas portal (students should make sure they are using the most recent version of the SPRF). While all hours sanctioned by the program and earned in successfully completed practicum training count towards the degree requirement of clinical training hours, it is expected that students will be able to earn the minimum required hours through their primary practicum experiences. Supplemental practica may be advised or approved by the DCT to help a student to gain a specifically defined clinical experience with a skill, intervention modality, or a particular client population.

The overall goal in supporting students' clinical training experiences is to ensure that they are succeeding in their required clinical activities, with non-required experiences such as supplemental practica secondary. The purpose of students meeting with their faculty advisors—and faculty advisors consulting with the USF PsyD DCT—is to provide the best possible guidance for the student's ultimate success within the program.

Supplemental Practicum Student Eligibility

In order for a site to be approved as a *supplemental practicum* experience, several conditions must be met on the part of the site and the student. Site requirements are described in the 'Supplemental Practicum Site Requirements' section of this manual.

Student requirements in order to apply for a supplemental practicum include:

- Student has completed the first two semesters (Fall and Spring) in the PsyD Program

- Student must be in good standing in the program. In this context, *good standing* means:

  - Maintaining a GPA ≥3.0,
  - No probationary status or active investigation (re: conduct), and
  - Successful completion of required courses for timely progression—no "I" or "W").

- Student must be enrolled in a USF PsyD practicum course if placement is approved. If supplemental practicum placement occurs over the summer, students will be required to participate in summer practicum oversight meetings.

- Students interested in applying for a supplemental practicum must wait until *after* the BAPIC (Bay Area Practicum Information Collaborative) match. Students cannot apply for a supplemental practicum after BAPIC 'season' starts in mid-to-late January, and must wait until after BAPIC Open Match (which starts in mid-April). This allows the student and their adviser to determine if a supplemental practicum may interfere with their required (primary) practicum placement. It is important for students to know where they will be doing their primary practicum before considering taking on an additional (supplemental) practicum. Waiting to apply until after *BAPIC Open Match* also allows unmatched students the best opportunity to match with a primary BAPIC site.

- Students **must** meet with their faculty advisor and dissertation chair to discuss appropriateness of a supplemental practicum placement *prior to* submitting the SPRF to the DCT

  - A good opportunity to discuss this is during the student's Annual Student Evaluation and Planning (ASEP) meeting with their faculty advisor.

- After consulting with their advisors and dissertation chair (if applicable), students must submit a SPRF **and** consult with the DCT prior to applying to a supplemental practicum. ***Students may not agree to undertake a supplemental practicum (verbally or in writing) before obtaining DCT approval.***

- Advisor and DCT approval may depend on a number of factors including whether the requested supplemental practicum will significantly contribute to the student's clinical training goals, the student's capacity to take on additional clinical training (i.e., schedule, what else they are doing in addition to supplemental practica, how the multiple experiences will contribute to their training trajectory), and appropriateness of the supplemental site for the student at this time (including fit and timing)

- It is ***very unusual*** for a student to be approved for more than one supplemental practicum at a time.

- *Exceptions to requirements to apply for supplemental practicum:*

  - A student within their first two semesters of the PsyD Program may apply for a supplemental practicum if at least one of the following apply:

    - a) *The student has completed a master's degree in a related field (e.g., Clinical, Counseling, Social Work, School Psychology, MFT)* ***and*** *the master's program included a supervised clinical practicum/fieldwork experience. In this case, the*

student will need to provide supporting documentation to the DCT with their request.

    b) The student is requesting to apply to a PsyD Program faculty-led supplemental clinical practice or clinical research practicum. Such experiences are advertised by individual faculty and may require a separate application process, such that students are not guaranteed to be assigned to such a placement. Students may need to fulfill additional requirements to be eligible for a faculty-led supplemental (e.g., student is in good standing, student is in a practicum class, and timing of request).

Supplemental Practicum Site Requirements

In order for a site to be approved as a *supplemental practicum* experience, several conditions must be met on the part of the site:

- If the site is not already approved as a supplemental practicum site in the USF PsyD program, the site training director must complete a Supplemental Site Questionnaire (which can be obtained from the DCT)

- The site must be able to provide at least one hour per week of individual supervision by a licensed psychologist for each supplemental practicum student

- The site must be willing to complete evaluations of each practicum student, including direct observation of student clinical work. Evaluations occur twice per training year (number of evaluations will vary depending on the length of the supplemental practicum contract)

- Practicum hours must be at least 5 hours per week, but may not exceed 24 hours per week (international students may not work more than 20 hours per week)

- The practicum contract may not exceed 52 weeks

- After the supplemental site has been approved by the DCT, and a student has been approved to train at the site, a Memorandum of Understanding (MOU), an agreement between the training agency and USF, must be put in place

- A PLC—an agreement between the training site, student, and USF PsyD Program—must be in place within 2 weeks of the student's supplemental practicum start date

Process for Applying for a Supplemental Practicum

If a student wishes to participate in a supplemental practicum:

- The student meets with their faculty advisor—and dissertation chair (if applicable)—to discuss whether the supplemental will significantly contribute to the student's clinical training goals, the student's capacity to take on additional clinical training

- The student completes a Supplemental Practicum Request Form (SPRF). The SPRF is available on the PsyD Students Canvas portal (Clinical Training / Practicum / Clinical Training Forms for the current training year). The SPRF includes basic information about the prospective practicum and a rationale for the desired placement. The rationale must clearly and thoroughly articulate how the placement will supplement the student's completed training or how it helps achieve the student's future clinical goals.

- The student meets with their faculty advisor to discuss the SPRF and to obtain the faculty advisor's signature on the form. If applicable, the student also meets with their dissertation chair to discuss the SPRF and to obtain the dissertation chair's signature on the form.

- The signed SPRF is submitted to the DCT.

- The DCT reviews the SPRF and consults with the student's faculty advisor, dissertation chair (if applicable), and other faculty as needed. The DCT meets with the student to discuss the request.

- The DCT provides the student with a decision on their request within 2 weeks of receipt during the academic year. Processing time may take longer during summer or during holiday breaks when the university is closed. If the SPRF is approved, the DCT provides the student with information about next steps.

In addition to the student requirements described above, students who receive approval for a supplemental practicum must complete all required clinical documentation for practicum sites (e.g., Practicum Information Form, PLC, Evaluations) and must meet posted deadlines for submission, which can be found on Canvas in the PsyD Students Portal (Clinical Training / Practicum).

P5/Externships

P5 practicum/Externship is for students in the fifth year of training or beyond who have not completed a predoctoral internship and who are engaged in program-approved clinical training. Students in P5/Externship will enroll in an Externship course. Students in Externship are required to complete all of the paperwork by the same deadlines required for other practica.

Non-Sanctioned Clinical Experiences

To enhance their overall training, students may engage in *volunteer* clinical or clinically-relevant experiences that are not program-approved. Such *volunteer* experience may help prepare first year students for practicum placements during the second year in the program.

Although permitted, ***these non-sanctioned experiences are not authorized by the USF PsyD Program or by the University of San Francisco, and therefore should not be represented as having any association with the PsyD Program or the University.*** Non-sanctioned clinical work is conducted by a student operating as an independent entity or as an associate of another organization, but is not connected to their role as a USF PsyD student. When engaging in such experiences, students should be mindful of how they represent themselves and their credentials, in accordance with our ethical principles. Because these experiences are not program-sanctioned, hours cannot be documented or counted on a student's internship application through the Association of Psychology Postdoctoral and Internship Centers' (APPIC) Application for Psychology Internship (AAPI).

Sequence of Clinical Training

The overall clinical training experience is *cumulative, sequential, and graded in complexity.* During fall semester of **Year One** of the program, students participate in a professional seminar focused on socialization and training in clinical and health service psychology. In spring of Year One, students enroll in a clinical interviewing course designed to build foundational clinical interviewing skills. During this first year, students work with the DCT to develop a training plan that will build upon their existing strengths and interests and outline a trajectory for their professional growth.

Beginning in **Year Two**, students are placed in a P2 practicum site and are concurrently enrolled in a two-unit P2 practicum course (see the **Practicum Courses** section for further information). Each year the student establishes training goals and plans via the Annual Student Evaluation and Planning (ASEP) process, with assistance and feedback from the DCT and faculty advisors. The ASEP articulates the students' individual plans for growth and identifies how they can achieve their clinical and professional goals within the practicum year. Students continue their training in a different practicum site during **Year Three** (P3 practicum). During **Year Four**, students complete their last required year of practicum training (P4) and generally apply for predoctoral internship (to occur in **Year 5**).

While it is expected that students move through clinical training experiences sequentially, in certain situations students may need to defer applying for internship during Year Four. Some students may want to gain additional clinical training experiences during Year Five, while others may not have successfully completed their comprehensive exams or may need more time to focus on their dissertation. This decision must include consultation and approval from the student's faculty advisor, dissertation chair, and the DCT to proceed to complete a formal training experience (P5/externship) during **Year Five**. If a student needs to postpone their internship, they should complete the Alternative Degree Progression Request (ADPR) and a Degree Completion Extension (DCE) request per the deadlines listed in the PsyD Student Handbook. These forms are reviewed by the program director in consultation with the DCT, the student's faculty advisor and their dissertation committee chair. The program director will determine whether the ADPR and DCE request are approved.

Degree Requirements for Clinical Training Hours

At least 3,000 hours of combined practicum *and* internship hours are required for graduation. At least 1,500 of these hours will be from practicum placements (500 of which must be in direct service[1]). At least 1,500 will be from the predoctoral internship. Students are encouraged to acquire hours in excess of the minimum requirement for both categories if feasible. All minimum practicum hours must be successfully completed prior to beginning internship.

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[1] Direct service includes intervention and assessment hours

PRACTICUM COURSES
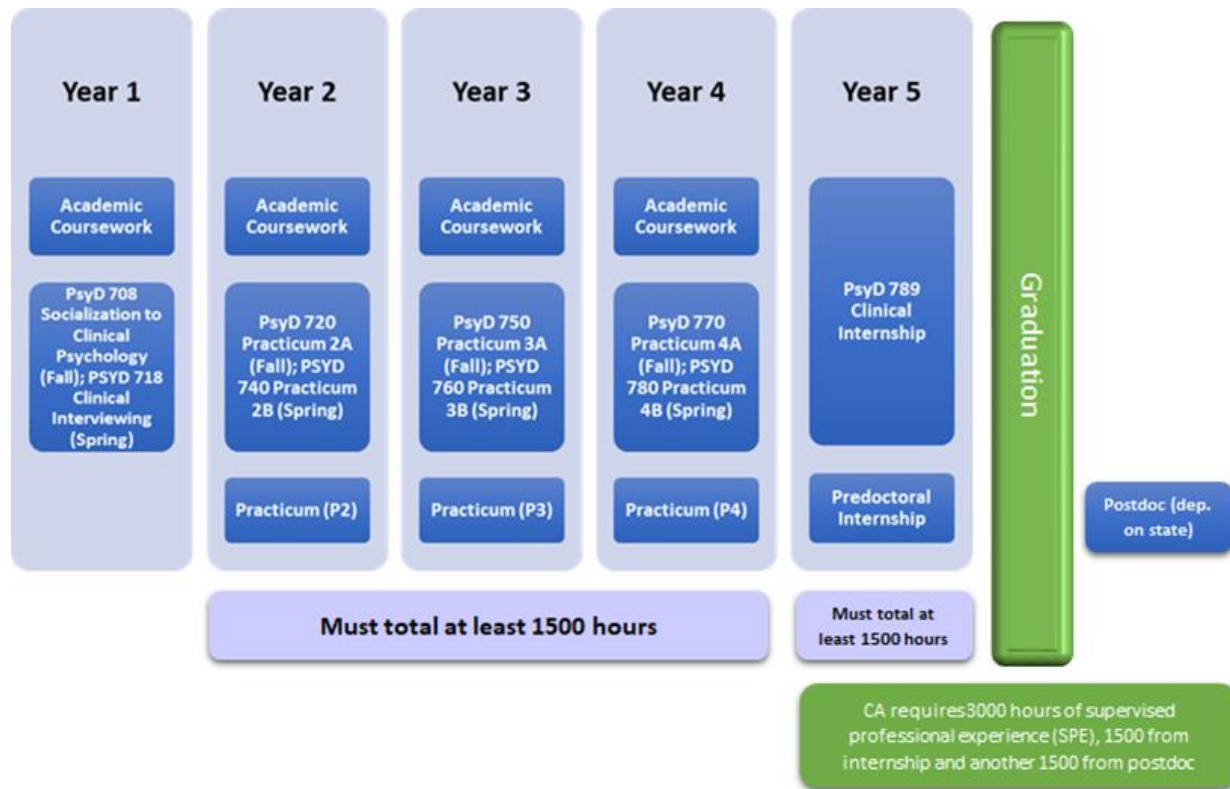
Students are concurrently enrolled in a six-course sequence of practicum courses while obtaining practicum experiences. The practicum training sequence is a three-year experience designed to complement program coursework. The sequence provides students with opportunities to develop their professional identities, consolidate clinical skills, and socialize them into the professional activities essential for competent practice of health service psychology, under the guidance of the practicum instructors. Each practicum course is cumulative, graded, and sequential, building upon previous courses with regards to didactics in theoretical orientation development, case conceptualization and treatment planning, sociocultural factors in treatment, multiculturalism, and professional development.

Group consultation time spent during practicum class can be counted towards students' predoctoral internship application hours as "case conference" or "case consultation" (a support category, not a client intervention category). Up to one (1) hour may be counted weekly in Time2Track (T2T). For example, if within a three-hour practicum class, two (2) hours are spent doing didactic instruction and one (1) hour is utilized in group consultation (typically, group presentation, discussion, and clinical case consultation), then the student may "count" one hour on T2T towards "case consultation" for that week. At the beginning of each course, each practicum instructor will let students know what portion of time per class will comprise "case consultation" versus other activities, such as didactics. T2T hours are approved by practicum supervisors, not by the practicum instructor.

Enrollment in Practicum Courses

The PsyD program has an obligation to oversee all practicum training experiences. Practicum course instructors are typically licensed or actively pursuing their licensure. Oversight involves supporting a substantial amount of the practicum training experience each semester that the student is in a practicum training experience. Therefore, students are required to be enrolled in a practicum course if they are participating in practicum. Enrollment in practicum courses follows the sequence outlined above.

Students may not participate in a program-sanctioned supplemental practicum unless they are enrolled in a practicum class. Not being enrolled in practicum class could affect eligibility to collect program-sanctioned practicum hours for students in their first year (prior to starting P2) or students who are not enrolled in practicum class because they are returning from a leave of absence. In these cases, students still have the option to do volunteer work under supervision (non-program-sanctioned hours), but should consult with their faculty advisor regarding coverage by their own liability policy. Students in these situations are also encouraged to consult with the DCT regarding how their volunteer experience may fit into their overall clinical training trajectory, and how they can describe their volunteer experience on their internship applications.

In many cases a practicum placement may end, or start during the summer (between Spring and Fall semesters when a practicum course is not offered). When this occurs, students must participate in weekly summer practicum oversight meetings. The summer practicum oversight meetings and advising are provided by the DCT and one or more additional faculty who are licensed psychologists. Each faculty will provide *at least* one 1-hour meeting per week, plus *at least* one hour of advising time (office hours) for advanced consultation. Students who are in practicum during the summer semester will be required to attend a remote (Zoom) summer practicum oversight meeting *each week* that they are attending practicum (whether or not they are seeing clients that week). Students needing additional consultation can check in during faculty advising hours or by appointment.

Students are reminded that they are obligated to fulfill the terms of their practicum contracts (PLCs) and should not attempt to terminate their current practicum early, or renegotiate their new practicum start date, in order to avoid having to participate in summer practicum meetings. Any questions or concerns about requirements to attend summer practicum oversight meetings should be directed to faculty advisers or the DCT.

RECORDING OF CLINICAL TRAINING HOURS

Students are required to record (track) their clinical training hours throughout their practicum training and include any approved clinical training experiences (e.g., supplemental practica). Training hours that are not tracked in the Program's specified fashion will not count towards program requirements.

Students will keep track of their hours through the USF PsyD Program's subscription to **Time2Track** (https://time2track.com/). This is the only clinical hour tracking program that can directly integrate training hours and activities into the AAPI (internship application).

There are various resources on the PsyD Students Canvas portal, Clinical Training, Time2Track (T2T) page. Students should review the resources on the T2T page to learn how to get started with T2T and how to calculate their hours correctly. To add a placement (site) or supervisor to

Time2Track, students should submit a request through the Time2Track Wiki on the T2T page on Canvas. Students should include detailed information for sites (full site name, location, address) or supervisors (full name, degree, license number, phone, and email).

Calculating Hours

Students can review the resources on the PsyD Students Canvas portal, Clinical Training, Time2Track (T2T) page to learn how to calculate their hours correctly. Students are also encouraged to review T2T categories with each clinical supervisor, for each clinical placement, prior to accruing clinical training hours. While the process for calculating clinical hours is generally understood by most supervisors who are licensed psychologists, the designation of specific activities may vary slightly from one supervisor to another, or from site to site. Further, site supervisors who are not licensed psychologists (e.g., a licensed MFT) may not be aware of how hours are recorded and designated for our profession.

Students are also encouraged to speak with their primary supervisors at the start of their placements to review their primary activities at the site and learn how the supervisor understands the experience to be recorded. For example, a student may believe that a particular activity should count as an 'outreach' experience, while the supervisor might believe that the activity is actually a 'support' activity. It is best to clarify classifications of training activities at the beginning of the practicum placement, as hours are ultimately approved by practicum supervisors. Clarification will help students plan what additional types of training activities or hours they may need in the future.

Students who are interested in *how* hours are calculated by the AAPI are strongly encouraged to review resources provided by APPIC (https://www.appic.org/), including instructions and resources for the AAPI. The APAGS internship workbook[2] also discusses how to count practicum hours.

Submission of Clinical Hours

A signed T2T log of a student's clinical hours is required to be submitted with the year-end Student Evaluation of Clinical Placement (SECP). This log must be signed by the student and primary supervisor(s). In T2T, students will print out the summary report for a designated timeframe and will include the activities for entire practicum placement indicated on the PLC (e.g., if a student started practicum on September 1st and ended June 30th, the signed hours log would reflect those dates). The T2T summary *must* be signed by both the student and the primary supervisor.

APPIC Activity Types

The student should check with their supervisor at the beginning of the practicum placement to review their primary activities at the site and learn which activity type the supervisor thinks best describes their experience. Please refer to the *Quick Start Guide for Entering Your AAPI Psychology Training Experiences* for more information.

Intervention: Activities involving direct face-to-face contact with a client

- **Career Counseling**: Providing direction or guidance on career opportunities.

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[2] *Williams-Nickelson, C., Prinstein, M., & Keilin, W. G. (2018). *Internships in Psychology* (4th Ed.). American Psychological Association. ISBN-13: 978-1433829581

- **Client Consultation**: Interview to assess the client, their needs, and goals for treatment.
- **Co-Therapy**: Psychotherapy conducted with more than one therapist present.
- **College Prep / Guidance:** Assisting students with college preparation activities.
- **Couples Therapy**: Helping couples resolve conflicts and improve their relationship.
- **Crisis Intervention**: Emergency psychological care assisting individuals in a crisis situation.
- **Family Therapy**: Involves a whole family, or several family members, all meeting with a therapist together.
- **Group Counseling**: Involves one or more therapists working with several people at the same time.
- **Individual Therapy**: Working one-on-one with a client.
- **Intake Interview**: The first appointment with a therapist, in which the therapist asks questions in order to understand the client's situation and presenting problem.
- **Structured Interview**: An interview with a client in which all questions are presented in the same order to ensure that answers can be reliably compared between individuals or groups.
- **Medical/Health Related**: Medical or health related psychological interventions.
- **Milieu Therapy**: Form of therapy in which patients are part of a therapeutic community.
- **Outcome Assessment of Programs or Projects**: Assessing the outcome of any programs or projects.
- **Program Development / Outreach Programming**: Create and offer programs or outreach activities designed for the education and prevention of psychological concerns.
- **School (Direct Intervention)**: A direct intervention in a school setting.
- **School (Other)**: Other activities in a school setting.
- **School Consultation**: Interview to assess the client, their needs, and goals for treatment in a school setting.
- **Sport Psychology / Performance Enhancement**: Therapy that helps athletes or other performers with performance enhancement.
- **Substance Abuse Intervention**: Process involved in confronting an addict about the impact of his or her negative habit.
- **Supervision of Other Students**: Supervising other students.
- **Systems Intervention / Organizational Consultation / Performance Improvement**
- **Systems Intervention**: Eliminate system limitations by prioritizing needs, specify outcomes, and design an intervention program.
- **Organizational Consultation / Performance Improvement**: Consult with an organization in order to improve the performance and wellbeing of its employees.
- **Telehealth:** Diagnostic and therapeutic services provided via two-way, interactive videoconferencing as the modality by which telehealth services are provided
- **Treatment Planning with Client**: Planning a course of treatment with a client.

Assessment: Administering psychological tests or assessments

- **Neuropsychological Assessment**: An assessment of how a client's brain functions. Include intellectual assessment in this category only when it was administered in the context of neuropsychological assessment involving evaluation of multiple cognitive, sensory and motor functions.

- **Psychodiagnostic Test Administration**: Using oral, written, or projective methods as a diagnostic procedure. Include symptom assessment, projectives, personality, objective measures, achievement, intelligence, and career assessment. Also includes providing feedback to clients/patients.

Notes on Intervention and Assessment:

- Both intervention (e.g., therapy, consultation) and psychological assessment hours count toward the 500 hours required before starting internship. The 500 minimum hours must be completed by the end of the P4 training year (not before *applying* to internship).

Support: Activities involving indirect, or non-face-to-face, contact with a client

- **Assessment Report Writing**: Writing reports on administered assessments.
- **Case Conferences**: Bring together key parties in order to mutually agree upon goals and strategies to achieve them.
- **Case Management**: A collaborative process of assessment, care planning, facilitation, and advocacy for options and services to meet an individual's mental health needs.
- **Chart Review**: Reviewing patient or client charts.
- **Clinical Writing / Progress Notes**: Writing treatment progress notes, or other clinical writing.
- **Coordinate Community Resources**: Assisting a client in locating and/or securing community resources.
- **Grand Rounds**: Participation in didactic training focusing on problems and treatment of a particular patient.
- **Observation**: Observing other trained individuals perform therapeutic activities.
- **Phone Session**: Psychotherapy conducted over the phone.
  - *Note:* As of January, 2022, phone therapy services provided 3/2/2020 or later should be classified under telephone-based interventions (count as client intervention), and any telephone-based services provided before 3/2/2020 (including individual phone therapy) should be counted under Support.
- **Professional Consultation**: Consulting with another professional regarding a case or client.
- **Psychoeducational Group / Workshop**: Group that focuses on educating clients about their disorders and ways of coping.
- **Psychological Assessment Scoring / Interpretation**: Scoring and/or interpreting psychological assessments.
- **Seminars / Didactic Training**: Any training involving seminars or lectures.
- **Video–Audio–Digital Recording Review**: Reviewing video or audio recordings.

Supervision: The receipt of individual or group supervision

- **Individual Supervision**: Regularly scheduled, one-on-one, face-to-face supervision with the specific intent of overseeing the psychological services rendered by the supervisee

- **Group supervision**: Regularly scheduled, face-to-face supervision with multiple supervisees, with the specific intent of overseeing the psychological services rendered by the supervisees

Notes on Supervision:

- When permitted (due to the pandemic or other extenuating factors), trainees should include individual or group supervision that has occurred via video-conferencing or telephone in their supervision tallies

- During the COVID-19 pandemic, some individual supervision has had to be held via video-conferencing or phone due to safety considerations. Safety recommendations have varied

by clinical training site and setting. The DCT and clinical training sites have provided guidance aligned with APPIC regarding permitted exceptions to face-to-face supervision for practicum hours, which are counted on the AAPI (internship application). In California, practicum hours are not counted towards supervised professional experience (SPE) required for licensure. However, interns and postdocs, who are collecting SPE toward licensure in California, follow guidance from the California BOP. Interns and postdocs collecting SPE for licensure in another state should follow guidance by that state's board of psychology.

- Students should specify whether supervision was received a) from a licensed psychologist, b) from a licensed allied mental health professional (e.g., psychiatrist, MFT, LCSW), or c) other supervision (e.g., supervision provided by an advanced graduate student whose supervision is supervised by licensed psychologist)

- *Note:* Case discussions in practicum class do not count as group supervision or consultation (an intervention activity), but instead count as a Support activity.

PRACTICUM POLICIES AND REQUIREMENTS

Practicum Hours Requirements

Students are required to complete a minimum of 1,500 practicum hours over the course of their required practica (P2, P3, and P4). Practicum hours do not include hours accrued during predoctoral internship. The following conditions must be met for practicum:

1. The student is designated as a "Psychology Trainee" in this capacity

2. At least 500 intervention hours must be in direct (face-to-face)[3] client contact over all three required practicum experiences (P2, P3, and P4). Both intervention (e.g., therapy, consultation) and psychological assessment hours count toward the 500 combined intervention hours. The 500 minimum hours must be completed by the end of the P4 training year (not before applying to internship)

3. The remaining 1,000 required hours may include related professional activities (such as in-service training, research, case conferences, outreach, writing documentation and reports) over all three required practicum experiences

4. At least 75 hours of scheduled individual clinical supervision over all three required practicum experiences

   Clarification:

   - The PLC documents the hours and training experiences the student is contracted to complete during the training year

   - During each practicum experience, students generally attain **at least** *600 overall hours*, *250 hours of direct client contact (e.g., intervention and assessment)*, and *37*

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[3] Considering COVID-19's impact, trainees may include some intervention activities that have occurred via video-conferencing or telephone in their intervention hours. Students should carefully review T2T/AAPI guidelines, and discuss with supervisors, to ensure that they are recording intervention hours in the correct category.

hours of individual supervision. These hours depend on the student's contracted weekly hours (e.g., 16 versus 20 hours per week), training responsibilities (e.g., the percentage of overall weekly hours that are dedicated to individual psychotherapy), and the duration of the placement (e.g., 9 versus 12 months) represented on the PLC.

In order to meet the minimum practicum hour requirement while in the program, students are typically at their practicum sites an average of 20 hours (between 16 and 24 hours) per week. The exact time required at any one practicum site is indicated in the BAPIC practicum site profile and mutually determined by the supervisor and trainee. Weekly hours are documented on the PLC, which can be found on the PsyD Students Canvas portal. The proportion of time spent in direct clinical service may vary over the course of the practicum (e.g., fewer direct contact hours as a student begins at the site progressing to more hours later).

Although there is no specific number of psychological assessment hours required for graduation, it is expected that by the time students apply to internship, they will have accrued some assessment hours. Students should generally have at least 6 integrated reports by the time they apply to internship. If students are applying to internship sites in hospital settings, they should have at least 10 integrated reports. If they are applying to assessment-focused sites, they will need more integrated reports and assessment hours than other internship settings. See "Integrated Psychological Reports" section in this manual for more information

It is the expectation of the program that students remain vigilant in the monitoring and recording of their clinical hours. Students should consult with their practicum instructor, DCT, and/or the CTO about any concerns relating to whether they are on track to receive their hours, or if they are going considerably over the agreed-upon hours per week. The DCT will provide support and guidance to the student to raise any concerns with their primary supervisor or site training directors. The DCT may coach the student, offer to participate in a conversation with the supervisor and student, or may engage in a conversation with the supervisor on the student's behalf, based on what is collaboratively determined by the DCT and the student to be in the student's best interest.

Supervision

Students must receive a minimum of one (1) hour per week of individual face-to-face supervision with the primary supervisor. Individual supervision is a one-one-one meeting between the primary supervisor (usually a licensed psychologist) and *one trainee.* The primary supervisor must be available to the trainee 100% of the time the trainee is working with clients and accruing hours. This availability may be in person, by phone, or via other appropriate technology. Trainees may not provide clinical services to clients if no supervisor is available (e.g., due to illness, holidays, or time off). For example, if a supervisor plans to take a week off and there is no licensed back-up supervisor, the trainee may not provide any client services for that entire week.

The primary supervisor must be a) a doctoral level psychologist with a current license to practice psychology in the jurisdiction where practicum services are provided, or b) a licensed allied health professional (i.e., including MDs, MFTs, LCSWs). At least 50% of the individual supervision provided to a student over the course of the PsyD program must be provided by a licensed psychologist.

BAPIC guidelines require sites to provide at least two (2) hours of weekly supervision, which must include one hour of individual supervision and can also include group or other supervision with a licensed psychologist or other licensed allied health professional. Students should expect to receive at least two (2) total hours of supervision each week.

Supervision activities may include case review, case conceptualization, and professional development. For additional information regarding typical activities during supervision, please review the California BOP's, "Best Practices in Supervision," at http://www.psychology.ca.gov/applicants/supervision_best.shtml.

Some Important Considerations Related to Supervision

On occasion, a student may find that a primary supervisor is not meeting with them consistently, or "spreads out" their one hour of individual supervision across the week (e.g., 15-minute blocks). This may or may not meet the student's needs, depending on the site, setting, and the student's practicum level. The role of supervision within the field of clinical psychology is significant. Further, clinical supervision should be viewed as distinct from "supervising activities." Per the APA (2014) "Guidelines for Clinical Supervision in Health Service Psychology:"[4]

> Supervision is a distinct professional practice employing a collaborative relationship that has both facilitative and evaluative components, that extends over time, which has the goals of enhancing the professional competence and science-informed practice of the supervisee, monitoring the quality of services provided, protecting the public, and providing a gatekeeping function for entry into the profession (p. 7).

Students are strongly encouraged to review the guidelines prior to engaging in clinical training experiences. If a student has concerns about the frequency or content of supervision, they should consult with their practicum instructors or the DCT, as appropriate.

Students are advised to think proactively about the type of supervision they will receive when applying to practicum sites. For example, some students who intended to apply for predoctoral internship during the fall of their fourth year in the program have found that they received strong letters of recommendations for internship applications when their primary P3 supervisors were licensed psychologists.

Changes in Clinical Experience During Practicum

Students must *immediately* notify the DCT in writing (i.e., via email) of any changes that occur during practicum, especially regarding changes that will have to be noted in their student files. Such changes include:

- Change in supervisor
- Substantial increase or decrease in number of hours worked (hours per week, number of weeks, total number of practicum hours)
- Change in service delivery or location (e.g., switch to remote services only, change to provision of services outside of California or outside of the United States)
- Student need for medical or other leave (beyond one week)
- Student need for accommodations (e.g., via SDS; these should typically be requested at the beginning of the practicum training)
- Unplanned change in rotation, site location, or treatment population

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[4] American Psychological Association. (2014). Guidelines for Clinical Supervision in Health Service Psychology. Retrieved from http://apa.org/about/policy/guidelines-supervision.pdf

Additionally, students should immediately inform the DCT if their supervisor will be on leave for an extended period of time. In such cases, the student needs to document the contact information of their temporary supervisor on a PLC Addendum. The PLC Addendum form is available on the PsyD Students Canvas portal. Students should make sure their temporary supervisor is a licensed psychologist. If the temporary supervisor is a licensed allied mental health professional (e.g., psychiatrist, MFT, LCSW), the student will need to obtain permission from the DCT.

Minor changes in clinical experience during practicum may be documented on a PLC Addendum form. More major changes (e.g., change in rotation or track, change from primary to supplemental practicum) may need to be documented on a revised PLC form. Students should consult with the DCT regarding the most appropriate way to document practicum changes.

Student Representation of Professional Credentials

Psychologists have an ethical obligation to accurately represent their credentials in all professional documents, correspondence, and statements. Students should be guided by the 2017 APA Ethical Principles of Psychologists and Code of Conduct in representing themselves on their CVs, business cards, letter closings, email closings, employment applications, other professional documents, and during conference presentations, workshops, etc. Of particular relevance is Standard 5.01, "Avoidance of False or Deceptive Statements," which states:

a) Public statements include but are not limited to paid or unpaid advertising, product endorsements, grant applications, licensing applications, other credentialing applications, brochures, printed matter, directory listings, personal resumes or curricula vitae or comments for use in media such as print or electronic transmission, statements in legal proceedings, lectures and public oral presentations and published materials. Psychologists do not knowingly make public statements that are false, deceptive or fraudulent concerning their research, practice or other work activities or those of persons or organizations with which they are affiliated.

b) Psychologists do not make false, deceptive or fraudulent statements concerning (1) their training, experience or competence; (2) their academic degrees; (3) their credentials; (4) their institutional or association affiliations; (5) their services; (6) the scientific or clinical basis for or results or degree of success of, their services; (7) their fees; or (8) their publications or research findings.

c) Psychologists claim degrees as credentials for their health services only if those degrees (1) were earned from a regionally accredited educational institution or (2) were the basis for psychology licensure by the state in which they practice.

In consideration of ethical standards, it is important that students remember that they bear the "burden of proof" and are responsible for any misunderstanding by others. The following examples can provide guidelines for how to consider representation of a student's credentials:

Example 1 (Not Preferred)	**Example 2 (Preferred)**
Deborah Jones, PsyD Trainee	Deborah Jones, MS
	Clinical Psychology (PsyD) Trainee

Doctoral Candidacy

Example 3
Deborah Jones, MS
PsyD Candidate

Example 3 is appropriate **if** a student has advanced to candidacy. Advancement to candidacy occurs after completing required coursework, and passing the DCQE, SPEE, and dissertation proposal. If a student has not yet advanced to candidacy, presenting themselves as a 'PsyD candidate' or 'doctoral candidate' would be a misrepresentation of their credentials. Please refer to the *PsyD Student Handbook* for more information about advancing to candidacy.

Similarly, it is important for students to accurately represent the USF PsyD Program, which is currently a ***generalist program with no specialty tracks.*** If a student has a strong interest in a particular area (e.g., forensics, neuropsychology, integrated health care), they can express that interest in cover letters and other materials, but they may not claim to be in a program with a specialty 'track' or 'emphasis area.' Students can consult with their faculty advisors, the PsyD program director, or the DCT for clarification about accurate representation of the USF PsyD program.

Restrictions on Program-Sanctioned Practicum Placements

Practicum at the Same Placement for More than One Year

The core of the philosophy of training at the USF Clinical Psychology PsyD program is to educate and train students in the science and practice of psychology. This requires that students are exposed to sufficient breadth and depth in both their knowledge and applied skills. It is essential that students are exposed to a variety of training experiences, including varying theoretical orientations, intervention techniques, populations, supervisors, and different service delivery systems. Both the academic curriculum and clinical training trajectory are designed to be cumulative, sequential, and graded in complexity. **Therefore, students are strongly discouraged from continuing at the same practicum site/program for more than one (1) year**.

A student who wishes to remain at the same practicum placement beyond one year must first discuss with their faculty advisor, and then request approval in writing from the DCT by completing the Request to Stay at Same Practicum Site for More than One Year form (located on the PsyD Students Canvas portal / Clinical Training / Practicum / Clinical Training Forms). The request must occur **prior to the BAPIC application season:** the request <u>cannot occur between late January and the end of BAPIC Open Match, which may extend into late summer</u>.

In the written request, the student must indicate how they would be engaging in clearly different training activities and be under the supervision of a different supervisor for the additional time at the same site. Examples of different training experiences could include: training in a different program or component of a large agency, working with a different population, and working from a different theoretical orientation. In addition to the form requesting approval, the student must also furnish a statement of support for this proposal from the agency's Training Director. ***A student may <u>not</u> make an agreement to stay for a second year before receiving approval from the DCT.***

Practicum and a Paid Professional Position at the Same Site

Students are expected to engage in practicum training at agencies other than ones in which they are, or have been, employed. Expectations of employees are different than expectations of students in training. For a student in training, the support, supervision, and evaluation are based upon the developmental expectation for a student's competency-based performance. This policy also reduces the likelihood of possible dual relationships (for example, a former colleague is now the student's clinical supervisor) and potential confusion of roles (for example, whether the person is an agency employee or a practicum trainee), as well as increasing the student's breadth of experience. For the duration of the practicum, a practicum trainee may not be a regular employee of the practicum site. This applies even when regular employment is begun at the same time or after the start of the practicum. If a student is considering becoming an employee at an agency where they previously completed practicum training while in the PsyD program, they should first consult with the DCT.

There may be times in which a student works at a very large institution, such as a teaching hospital, or for an agency that has merged or affiliated with other agencies. In such cases, the student must request in writing to participate in a practicum at a **functionally different** site within one of the larger institutions or agencies. The following criteria must be met for this exception to be approved:

- The practicum must entail a distinct training and supervision experience,
- The practicum must consist of training activities distinct from the student's paid work as a regular employee,
- Supervision must not be conducted by regular work colleagues or by employment supervisors of the student,
- The practicum experience must be clearly different from the student's employment,
- The practicum should be physically located in a different physical space from the student's employment, *and*
- The practicum should constitute a training opportunity the student cannot easily obtain elsewhere.

Requests for exceptions must be made in writing to the DCT, who will decide about approval in consultation with the PsyD Program Director and core faculty as appropriate.

Paid Employment versus Stipend

In some circumstances students may receive a financial stipend from a practicum site. A stipend is typically a set dollar amount and is not considered regular employment. The difference between a stipend from a program-approved practicum site and regular wages from an employer is that the stipend is designated for training and is not tied to regular employment requirements. It is important to consult with the DCT at the time of the stipend offer to ensure that the stipend contract is fully explored so as to not overlook any unintended or unexpected challenges (i.e., tax implications, expectations of employment, at-will dismissal clauses).

Private Practice as a Practicum

In accordance with APA guidelines and ethical standards, **independent private practice cannot be used as a practicum**. Occasionally, a practicum site may be developed within a private group practice, provided that the general requirements for all practicum experiences are met, and that the supervisor assumes full responsibility, clinically and financially, for the student's work. This includes ensuring that bills not be issued in the student's name and that payments are directed to the organization or one of its principal members. All of these conditions must be clearly specified in

the student's practicum contract. Additionally, practicum in a private group practice must be approved by the DCT.

Requirements for Approved Practicum Sites

All primary practicum sites must be BAPIC members, and must be approved by the DCT for specific training levels (e.g., P2, P3, P4, or P5/externship). Supplemental practicum sites do not have to be BAPIC members, but must be approved by the DCT. All practicum sites (primary or supplemental) must be approved by the DCT in order for a student to record any approved hours (see "Program-Sanctioned Clinical Experiences"). In order to ensure that students are receiving quality training experiences, the following are **minimal** requirements for approved *primary* practicum sites:

- The site exhibits a demonstrable commitment to training. In addition to individual supervision, there are case conferences/group supervision and didactic seminars.

- The site provides **at least** 1 hour of face-to-face, individual supervision by a licensed psychologist (limited exceptions may be made for other licensed mental health clinicians)

- A primary practicum site hosts students for 16–24 hours each week and provides evidence-based training opportunities, learning experiences (e.g., seminars, workshops, case conference), and direct client contact hours (e.g., therapy, assessment, crisis intervention, psychoeducational groups)

- The site agrees to regular site visits by USF faculty for purposes of planning and evaluating the program and/or discussing student performance.

- The site remains in contact with the DCT and/or USF PsyD practicum instructor to coordinate student training and to communicate important information.

- The site strives to provide a training program that (1) is understood by the agency administration and staff; (2) provides a training environment that is safe, supportive and challenging, with appropriate space to conduct clinical work; (3) has agency personnel who emphasize responsiveness to cultural diversity; and (4) abides by a code of conduct and ethics as delineated by the APA, PsyD program, and the agency.

Request for a Practicum Site Not Listed as Approved by USF

On occasion, a student may become aware of a potential practicum site that is not currently a PsyD program approved BAPIC member. In such cases, a student may propose to the DCT that the site be **considered** for development or approval as a PsyD practicum placement site. After consultation with the DCT, the student may initiate the formal review of the potential site by contacting the DCT via email.

Multiple factors are considered in the approval of a practicum site, including ensuring that the site is able to provide a rich clinical training experience and that the site meets standards for practicum experiences as set forth by the PsyD Program, accreditation, training standards, and practicum training requirements for state licensure. If the proposed practicum site appears to meet the relevant standards, then the DCT will work with the Clinical Training Committee to initiate contact with the site for possible evaluation and approval.

Students should understand that **approval is not automatic,** even if it appears that a site meets PsyD program criteria, or even if a site is utilized by another doctoral program (as programs have different requirements). ***Final approval of an agency as a USF PsyD practicum site is provided by the DCT in consultation with the Clinical Training Committee.*** A student may apply for a practicum position at such an agency *only **after*** the site has been approved. Not following this requirement is considered unprofessional conduct and will result in a Notice or other consequences. Please refer to the 'Monitoring Deadlines and Consequences for Conduct' section of this manual for details about consequences of not following policies or procedures outlined in the *Clinical Training Manual*, and the *PsyD Student Handbook* regarding notification procedures.

REQUIREMENTS PRIOR TO BEGINNING ANY PRACTICUM PLACEMENT

Practicum Training Eligibility

Overall eligibility for each year

- Academic good standing: Maintaining a GPA ≥3.0, no probationary status or active conduct investigation, and successful completion of required courses for timely progression—no 'I' (incomplete) or 'W' (withdrawn) grades.

    - *Note:* All students receive 'IP' (in progress) grades for fall and spring practicum classes until final CSEPS are reviewed and practicum instructors change grades from 'IP' to 'S' (satisfactory) or 'U' (unsatisfactory).

- Health requirements (see USF-SONHP Health Requirements)

- Background check and Drug test at admission

    - *Note:* Additional background checks, drug tests, and other health screening will be required at varying degrees by individual sites. The CastleBranch background check and drug test may or may not be sufficient in depth and breadth based on the site.

    - For a list of what CastleBranch background checks and drug screens assess, see Appendix F.

- Legal: Students should consult with the DCT proactively to discuss any legal or criminal histories—An arrest record, misdemeanor conviction, or felony conviction may prevent practicum and internship placement, as well as licensure.

To apply to P2
- Successful completion of all required year one fall courses (see progression policy)

To apply to P3
- Successful completion of all required courses from first academic year and year two fall semester
- Demonstration of success in P2 practicum (receipt of a passing mid-year CSEPS)

To apply to P4
- Successful completion of all required courses from second academic year and year three fall semester
- Successful completion of P2 practicum

● Demonstration of success in P3 placement (receipt of passing mid-year CSEPS)

Agency and University Affiliation Documentation

1. Once matched, the student completes the *Practicum Information Form (PIF).*

    The PIF is due **2 weeks** from the date of acceptance of a practicum offer. For example: If a student matched on 4/14/23, this means that the **PIF would be due no later than 5 pm on 4/28/23**. If a student did not match on BAPIC match day, the PIF would be due 2 weeks after they match through BAPIC Open Match. This information and deadlines are listed in the "Summary of Required Clinical Documentation Forms" provided to students at the beginning of each academic year. Forms and deadlines can also be found on the PsyD Students Canvas portal ('Clinical Training' section).

    Students should ensure that they complete the PIF in its entirety, to the best of their ability. Please refer to the 'Monitoring Deadlines and Consequences for Conduct' section of this manual for details about consequences of late documentation or not following procedures. Students are encouraged to speak with the CTO or DCT well before the submission deadline if they have any questions about completing the PIF.

    The PIF is located on the PsyD Students Canvas portal (Clinical Training / Practicum / Clinical Training Forms). Students should be sure to access the clinical training forms for their training year. For example, if a student matches with a site in spring 2023, they should access the 2023–2024 clinical training forms. The PIF is a Google Form (so it is submitted automatically to the CTO). The following table illustrates the 3 situations in which PIFs are submitted. PIFs trigger initiation of a Memorandum of Understanding (MOU).

PIF Guidelines		
1. BAPIC Match Day	**2. BAPIC Open Match (Clearinghouse)**	**3. Supplemental Practicum**
● PsyD students receive notification of practicum placement for the upcoming training year on BAPIC Match Day (in April) ● Students who match ***must*** complete a PIF ***within 2 weeks*** of Match Day	● Students who do not match will participate in BAPIC Open Match (Clearinghouse) ● Students must complete a PIF ***within 2 weeks*** of being offered and accepting a site through BAPIC Open Match	● Students may apply for a supplemental practicum throughout the year (except between mid-to-late January through Open Match) ● If student request for supplemental is approved by the DCT, and they accept an offer from a supplemental site, the student ***must*** submit a PIF ***within 2 weeks*** of accepting the offer

2. A **Memorandum of Understanding (MOU)** *must* exist between the University and the training agency.

    The MOU is a contract between the university (USF) and a training agency. The MOU should not be confused with the Practicum Learning Contract (PLC), which is a contract between the student, the practicum training site, and the PsyD Program. The MOU process is initiated

once a student submits their PIF. The PIF contains the information that the CTO utilizes to initiate MOUs for approved practicum agencies.

Once received, PIF information is processed by the CTO and the SONHP Clinical Placement Coordinator, who verifies whether an MOU already exists between the University and the training agency. If an MOU does not exist or is out of date, the SONHP Clinical Placement Coordinator will work with the agency to develop an MOU.

Please note, the MOU process occurs for every program-sanctioned clinical experience (including supplemental practica).

3. Students must also complete and submit a **PLC** (also see the **Practicum Documentation** section in this manual).

The PLC is a clinical training document that articulates training expectations for, and commitments by, the student during their practicum placement. It includes a description of the placement including allocation of hours committed to identified training activities (e.g., didactics, supervision, etc.) and supervised clinical duties (e.g., intakes, individual psychotherapy, assessment, etc.). This contract between the student, the PsyD program, and the practicum site *must* be signed by the agency Training Director (TD), the primary supervisor, and the student, within the first 2 weeks of the practicum experience. Then the PLC should be emailed to the CTO (psydcto@usfca.edu).

Liability Insurance

All students will be assessed a liability insurance fee each semester that they are enrolled in a practicum class; this fee is, to be paid when tuition is due. This insurance provides professional liability coverage when students are participating in program-sanctioned clinical practicum placements (including supplemental practica) <u>and</u> are concurrently enrolled in a practicum course (including P5/externship class). **This policy does not cover the student while engaging in non-school-related professional activities, including any non-program-sanctioned clinical work and/or volunteer experiences**.

Certificates of Insurance

Proof of liability insurance coverage for students who are participating in program-sanctioned clinical experiences (including primary practica, supplemental practica, and P5/externships) are generated in the form of a Certificate of Insurance (COI) by the USF Risk Assessment Office.

Liability insurance coverage begins and ends annually on July first. COIs for the next academic year will not be available from the USF Risk Assessment Office until mid-to-late July. However, most students will still be covered if they were engaged in a practicum placement the previous year, such that there are no gaps in coverage.

The COI generated by the USF Risk Assessment Office will be placed in each student's PsyD training file and a copy can be made available to the agency upon request. This general COI will only include the student's name and an overview of coverage, which will suffice for most practicum sites.

In the event that a practicum site requires additional information, such as indicating certain types of coverage, limits, or site-specific information to be included on the COI, **the student must indicate site-specific requirements on the PIF.** On the 'Required Information for Specific COI' section of the PIF, the student should provide the following information:

- Practicum length (number of months)
- Practicum site insurance requirements: (e.g., limits on different types of coverage)
- Practicum site primary contact information (name, phone number, and email): Include in this section even if already provided elsewhere on the PIF

This information will be processed through the USF Risk Assessment Office and will be provided to the student and the student's practicum training site once it is available.

USF–SONHP Health Requirements

To protect the health of all USF community members and the patients that students serve, USF and USF's clinical partners require students to fulfill certain health requirements. Nursing and Health Professions students are expected to submit their health requirement records to the School of Nursing and Health Professions, *not* to Health Promotion Services.

The SONHP has contracted with [CastleBranch](#) for the processing and collection of all health requirement documentation, background checks, and drug testing. Students must be cleared by SONHP via CastleBranch **prior to** beginning their practicum placements. See [Appendix F](#) for more information about CastleBranch.

Health Requirements Checklist

Students need to adhere to USF's requirements for vaccinations / inoculations (see: https://myusf.usfca.edu/hps/immunization). When students go to clinical training (practicum or internship), each clinical training site also has its own requirements, which students will need to adhere to.

Legal Considerations for Students

Many practicum sites require background checks and drug screening. Some sites may pay for these processes but other sites may require the student to pay. An arrest history may prevent practicum placement, and a felony conviction may prevent both internship placement and licensure. Students with an arrest history are required to notify the DCT prior to application for practicum and internship. Students on practicum or internship must also inform the DCT of any subsequent arrests *within one week of the arrest*. Students with a history of felony conviction are advised to seek legal consultation regarding these issues to discuss eligibility for licensure and practice.

Any student who has a criminal or civil offense that may be identified during a background check **_must_** consult with the DCT. A criminal/legal background may preclude students from matching with certain practicum sites. It is best to discuss this background *before* the application process in order to obtain guidance on site eligibility and navigating interview questions on the topic. *Not disclosing legal considerations to the DCT would constitute a professionalism concern.* Not disclosing could also interfere with a student starting their clinical placement, since some practicum sites may initiate their own background checks after the match or prior to the site's orientation (which may occur several months after the match process).

APPLYING FOR PRACTICUM

The information contained in this manual provides an overview of the practicum application process. The Bay Area Practicum Information Collaborative (BAPIC) reviews and puts forth policy

updates on the Match annually. Updated policies related to PracticumFit and the BAPIC Match, including ranking and Open Match (Clearinghouse), will be provided to students by the USF PsyD DCT when they are made available. Please see the BAPIC website for the most updated BAPIC Match Policy (https://bapic.info/practicum-match-day/).

The USF PsyD Program is a member of BAPIC. BAPIC is a coalition of Bay Area doctoral psychology programs and practicum agencies aimed at disseminating practicum training information and coordinating a systematic practicum application process for doctoral students and agencies throughout the Bay Area. BAPIC was organized in 2008 with the primary goal of centralizing practicum training information and streamlining the practicum application process for doctoral students and agencies. This partnership simplifies the application process for students and improves access to practicum placements in the Bay Area.

> **All primary practicum placements for USF students are coordinated through BAPIC.**

Preparing Practicum Applications

- **Thoroughly review** the site's BAPIC profile, training brochure, website, and any other materials provided that describe the practicum training experience.

- **Thoroughly read the application requirements for sites being considered**. Some sites require samples of de-identified work or other supplementary materials. If students have questions or concerns about the selection of such materials, they can consult with their practicum instructor, supervisor, the DCT, or their faculty advisor for feedback.

- **Take note of "preferred experience,"** especially if a site indicates specific coursework that they would prefer applicants to have. Not having preferred experience or coursework does not necessarily exclude students from consideration. In some instances, having specific experience in an area may waive a coursework preference.

- **Obtain feedback.** The DCT will provide guidance about application materials in the BAPIC workshop, and may offer to provide feedback on student cover letters and CVs. Students will also have opportunities to discuss their cover letters and CVs in their practicum classes, and may (on occasion) request feedback from practicum instructors and faculty advisors.

- **Be aware of required training days**. Students should examine sites' BAPIC profiles to identify any required practicum training days or orientation dates to ensure that they do not conflict with required class days. Currently USF PsyD classes are held on Tuesdays and Thursdays.

- **Seeking more "integrated reports**." Students who are seeking placements that provide assessment opportunities, specifically integrated reports, should be mindful of the definition of an integrated report per APPIC. See "Integrated Psychological Reports" section in this manual for more information. BAPIC site profiles list estimates of the approximate number of integrated reports trainees can expect per training year. Students should note that some sites may not be familiar with the APPIC definition of an integrated report. Additionally, unanticipated events (such as remote service delivery due to a pandemic) may reduce the quantity or type of training experiences at some sites.

- **Potential conflict between current practicum end date and new practicum start date.** Students should take note of practicum start and end dates on sites' BAPIC profiles for the sites they are considering applying to. Generally students cannot change a practicum end date, even if there is an overlap between a student's current practicum end date and their new practicum start date. Students who find themselves in this position should consult the DCT for advising about how to resolve any conflict.

- **Potential conflict between P4 practicum end date and possible internship start date.** When students are applying for a P4 practicum, they should take note of practicum end dates on the BAPIC profiles of the P4 sites they are considering. If there is an overlap between a student's P4 practicum end date and their internship start date, negotiation may be required to resolve any conflict. Students applying for internship should also anticipate that they will likely be involved in internship interviews from December through February (while they are also in their P4 practicum or externship).

- **BAPIC Sites Requiring a Master's Degree**. Students should be aware of any practicum sites that require a Master's degree in order to apply. This requirement would be listed on the site's BAPIC profile.

  - For students who have a **terminal Master's degree** from another program (e.g., earned before enrolling in the USF PsyD program), they should make sure their Master's degree is in a *relevant* field such as Clinical Psychology, Counseling Psychology, Social Work, or School Psychology (versus a non–mental health related degree). Students with concerns about whether their Master's degree is applicable can speak with the DCT or the agency site contact listed on the site's BAPIC profile.

  - Students who want to obtain their Master of Science in Clinical Psychology (MSCP) degree from the PsyD program must meet all of the requirements for the USF MS in Clinical Psychology. For more information about the MSCP degree and degree requirements, please refer to the *PsyD Student Handbook*.

  - Students should also consider *when* the site requires possession of a Master's degree: whether it is at the time of application, by the time the student accepts the match offer, or by the start of the practicum. Students should pay special attention to what sites indicate will happen if the Master's requirement is not fulfilled by the date designated by the site. Some sites consider failure to have a Master's degree a breach of contract, which could result in dismissal from the practicum, and possible consequences by the USF PsyD program. Please refer to the '[Monitoring Deadlines and Consequences for Conduct](#)' section of this manual for details about consequences of not following policies or procedures outlined in the *Clinical Training Manual*, and the *PsyD Student Handbook* regarding notification procedures.

- **BAPIC Sites Requiring Registration as a Psychological Associate**. Students should be aware of any practicum sites that require registration as a Psychological Associate. *This requirement should be listed on the site's PracticumFit profile.*

  - A Psychological Associate must be under the direction and supervision of a licensed psychologist who is employed in the same setting as the Psychological Associate [16 CCR § 1391.5(a)]. Even if a student has been registered as a Psychological Associate, that registration will not be valid with a different supervisor or at a different site until after the California Board of Psychology approves a Notification to Add or

Change Supervisor or Service Location for a Psychological Associate" form PSB 101 (rev. 07/22).

○ It is the student's responsibility to review information from the California Board of Psychology to determine whether they meet the guidelines to register as a Psychological Associate. It is also the student's responsibility to initiate and complete the application process to become a Psychological Associate. Students should seriously consider whether they will be able to receive this designation in time, as processing of the application by the BOP may take several months.[5] Failure to be registered as a Psychological Associate by the deadline provided by a practicum site could be considered a breach of contract, and the student could be subject to dismissal from the practicum, and possibly to consequences by the USF PsyD program. Please refer to the 'Monitoring Deadlines and Consequences for Conduct' section of this manual for details about consequences of late documentation or not following policies or procedures outlined in the *Clinical Training Manual*, and the *PsyD Student Handbook* regarding notification procedures.

○ Some students consider registering as a Psychological Associate in conjunction with a practicum (primary, supplemental, or P5/externship). Other students (usually in year 4 or year 5) may consider registering in relation to additional employment (rather than to collect program-sanctioned hours). It is strongly recommended that any students considering registering as Psychological Associates first consult with the DCT, as there may be implications that could affect the internship application process, internship start and completion, or graduation.

Integrated Psychological Reports

APPIC defines what constitutes an **integrated report** that can be counted on internship applications (https://www.appic.org/Internships/AAPI/Integrated-Report). BAPIC profiles include an item, "Estimated # of integrated assessment reports completed per year." However, some practicum sites may not be aware of APPIC's definition of an integrated report. A description of integrated reports that can be included on the AAPI (APPIC internship application) follows:

> This section of the AAPI Online is used by those internship programs who are interested in knowing the amount of psychological testing and report writing that has been completed primarily by an applicant. This section should NOT include reports written from an interview that is only history-taking, a clinical interview, and/or only the completion of behavioral rating forms, where no additional psychological tests are administered. The definition of an integrated psychological testing report is a report that includes a review of history, results of an interview and at least two (2) psychological tests from one or more of the following categories: personality measures, intellectual tests, cognitive tests, and neuropsychological tests.

> This information is taken directly from the AAPI. Ultimately it is up to the clinical supervisor to determine whether the report that is generated is an integrated report and the above information is provided as a guideline but it is clear an integrated report is more than a list of tests and scores. The report is generally integrating the

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[5] See the California Board of Psychology Application Processing Timeframes here: https://www.psychology.ca.gov/applicants/licupdates.shtml

results of the clinical interview and two or more psychological assessment instruments (do not count checklists or symptom measures, such as the BDI or SCID). The clinical supervisor or the Director of Clinical Training should have input into the decision on what to call a specific report if there is doubt or it does not clearly fall into the parameters above.

~Integrated Report, APPIC website (retrieved 8/1/2021)

Students should generally have at least 6 integrated reports by the time they apply to internship. If students are applying to internship sites in hospital settings, they should have at least 10 integrated reports. If they are applying to assessment-focused sites, they will need more integrated reports and assessment hours than other internship settings.

General Timeline for the BAPIC Application and Match

This section discusses the *general* timeline for the BAPIC match process. The actual dates of the BAPIC Fair, application and ranking deadlines, match day, and start of Open Match are typically announced on the BAPIC website mid- to late Fall of each year. Once available, please review details of the BAPIC Match Process on the website.

Students will have the opportunity to discuss the BAPIC process in their practicum classes, and DCT-led BAPIC prep workshops. For first-year students, the BAPIC process will be covered in depth during the PSYD 708 class. Students are also welcome to schedule a meeting with the DCT to discuss the BAPIC process.

Late in the fall semester, students will receive log-in information to access the BAPIC practicum directory (also known as PracticumFit). Students receive log-in information for their practicum level: First year students will generally be applying to P2 practicum sites, so they will receive log-in information for the BAPIC P2 site directory (a list of practicum sites at the P2 level with which USF has a training relationship). Most current year two students will be applying to P3 sites, and most year three students will be applying to P4 practicum sites. Students who are doing clinical training for an additional year (P5/externship), will have access to a P5 site list. Sites are designated as appropriate for different levels based on a number of factors including the training agency's preferred experience and coursework, required training days, the USF PsyD program's relationship and experience with the training site, and various other factors. Practicum sites update their BAPIC/PracticumFit profiles starting in December, but may not update their profiles until January or later.

In **November** and **December**, students begin preparing for the BAPIC application process. Preparation activities include preparing application materials (cover letters and CVs); obtaining reviews of application materials from instructors, advisors, and peers; thinking about who may write letters of recommendation, and (once available) reviewing the BAPIC directory and site profiles and developing a list of potential BAPIC sites to apply to. Students usually seek recommendation writers at the end of Fall semester or in early January.

In **early Spring**, students will receive relevant updates regarding BAPIC via their practicum instructors (in practicum class), emails, announcements posted to Canvas by the DCT, and meetings conducted by the DCT.

In **late January** or **early February**, BAPIC holds a Practicum Fair so that students in psychology doctoral programs across the San Francisco Bay Area can learn about training opportunities for the

upcoming training year. The fair is an opportunity for students to meet practicum site Training Directors and current trainees and to gather information about practicum training sites. ***The USF PsyD Program REQUIRES annual attendance at the BAPIC Fair.*** Failure to attend the BAPIC Fair will result in consequences for missing a mandatory clinical training event. Please refer to the 'Monitoring Deadlines and Consequences for Conduct' section of this manual for details about consequences of late documentation or not following policies or procedures outlined in the *Clinical Training Manual*, and the *PsyD Student Handbook* regarding notification procedures.

The standard BAPIC application deadline is typically **mid-to-late February**. Students should review site profiles for any new or revised information as well as for site-specific deadlines. Sites will review applications, then contact students for interviews. While the interviews are an opportunity for sites to learn more about students and determine if a placement will be a good fit, interviews are also an opportunity for students to learn more about the site, beyond the information included in their BAPIC profile.

The deadline for students to rank their preferred practicum sites is typically in **early April**. Students may only rank a site if they had an interview with that site. Approximately 1 to 2 weeks after the ranking deadline, all students participating in the BAPIC match will be notified of their match status on the uniform BAPIC Match Day (**mid-April**). All students who match will be required to submit a PIF within two weeks of BAPIC Match notification day. For those who do not match on notification day and later obtain a placement through Open Match (formerly Clearinghouse), the PIF will be due two weeks from the date the student accepts an offer.

BAPIC Match Policies

Because the USF PsyD program is a member of BAPIC, **all USF PSYD students MUST adhere to the BAPIC Match Policies**. **It is the student's responsibility to understand and abide by these policies.** Failure to do so may result in ineligibility to apply for clinical training that year or other consequences. Please refer to the 'Monitoring Deadlines and Consequences for Conduct' section of this manual for details about consequences of not following policies or procedures outlined in the *Clinical Training Manual*, and see the *PsyD Student Handbook* regarding notification procedures. Violation of match policies may also jeopardize the USF PsyD program's standing with BAPIC, which could affect opportunities for other USF PsyD students. The BAPIC Match policies can be found on the BAPIC website (https://bapic.info/practicum-match-day/); students should check to be sure they have the most recent version of the BAPIC Match Policies.

BAPIC Timelines and Conflicts

On occasion, students, especially those who have not participated in the BAPIC Match process, may be eager to view site profiles early in the Fall semester and may express frustration over the timing of BAPIC information being released. It is important to note that BAPIC is a nonprofit, volunteer organization comprising BAPIC Steering Committee members who are DCTs of doctoral programs and Training Directors of training agencies across the Bay Area, and the timing when information is released may vary. Additionally, practicum sites that participate in the BAPIC Match are requested to update their practicum site profiles by mid-December (but some profiles are not updated until closer to the BAPIC Fair in the spring). Thus, information contained in the site directory may not be completely up to date during the Fall semester.

Further, practicum sites may continue to update their listings, may withdraw their profiles, change their site/track names, and there may be changes to site additions and removals for our program as

conversations about fit and affiliations between sites and doctoral programs typically occur from late Fall through a few weeks after the BAPIC Fair (see below). New sites may also be added/deleted/moved to different levels during this time period as well.

Contract Start and End Dates

Students are encouraged to pay close attention to the start and end dates for practica in the BAPIC directory, and to confirm start and end dates when interviewing with sites. Since there is no uniform practicum start/end date, it is common for practicum start and end dates to overlap. For example, a student may be completing their P2 practicum on 8/21, and scheduled to start their P3 on 7/15.

In accordance with BAPIC policies, **students may not change their practicum end date without first discussing with the DCT and receiving formal approval from the DCT.** In most cases, such a change will not be approved. If the DCT does agree to consider an earlier end date, students will need to document the earlier end date on the PLC Addendum form (available on the PsyD Students Canvas portal), and obtain approval from their practicum supervisor and Training Director, as well as from the USF PsyD program DCT. Students should strongly consider potential overlap when determining sites that they will rank. If there is an overlap students may be required to work at two sites at the same time, in addition to other academic demands.

Students who are applying for internship should consider that they may be attending internship interviews in December and January, and should communicate in advance with their practicum sites. Practicum site training directors and supervisors are usually understanding about this (and that trainees have little control over the timing of internship interviews). It is important for students to collaborate with their supervisors about any upcoming interviews in order to prioritize client care. Students may end up matching with an internship with a start date before the end of their practicum. Site Training Directors may consider releasing the student from their practicum to allow time in between the end of practicum and the beginning of internship, but there are no guarantees. Students may wish to consult with the DCT or practicum instructor about how to self-advocate in such a situation. The BAPIC document, "Internship Interviews and Early Start Dates for Advanced Practicum Students: Tips for Managing the Process for Students and Agencies," provides additional guidance.

Importance of Communication During Application Cycles

Communication is the key to a successful match. Sites and students are not allowed to discuss specific ranking plans with one another (i.e., students cannot tell a site director that their site or track is the students first choice or ask a practicum site director if they plan to rank the student first). However, sites and students need to engage in clear communication with one another about what track (or tracks) are under consideration. **If a site on a student's list has two tracks (A and B) and the student only ranks Track A, but the site ranks the student for Track B only, the student will not be able to match to this site.** For this reason, clear communication is incredibly important.

The PsyD program does not have a policy allowing students to miss classes for BAPIC interviews (there are no program-approved absences for BAPIC interviews). Therefore, students should do their best to negotiate potential interview times with sites to avoid missing classes. Students should abide by the attendance policy set forth in their course syllabi. Determination of whether or not an instructor requires a "make-up" for absences is within the individual instructor's purview. In the event that a student elects to miss a class in order to attend a practicum interview,

they should speak with their instructor, clarify their attendance policy, and inform the instructor in advance of their absence.

There may be some sites that have a "set" interview day that conflicts with USF PsyD classes, and the site may not be able to adjust their interview schedule. As a reminder, BAPIC sites accept applications from multiple doctoral programs in the Bay Area, with each doctoral program having their own class schedules. If students need to negotiate missing a class, especially to interview at a site they are very interested in, they can reach out to the DCT, practicum instructor, or faculty advisor to discuss how to navigate this situation. All of the PsyD faculty recognize that the BAPIC interview season can elicit some anxiety. Students are encouraged to continue to connect with practicum instructors, faculty advisers, and the DCT, to discuss any specific concerns about the application or interviewing process.

BAPIC Fair

Practicum applicants are required to attend the BAPIC Fair. During the end of the fall semester and the beginning of spring semester, the DCT, practicum instructors, and the CTO team will prepare students with strategies and tips for a successful fair. Preparation will take place during information sessions, lectures in PSYD 708, practicum classes, Canvas announcements, and advising meetings.

Helpful BAPIC Fair Reminders

- If the BAPIC Fair is held in person, there will be several tables near the front of the conference center. ***Students should sign in at the USF table (it will be clearly marked).*** Signing in will provide a record about which students attended this mandatory event. If the BAPIC Fair is held remotely (e.g., via Zoom), sign-in instructions will be provided.

- Students will be provided a directory of USF-approved BAPIC sites at each level (P2, P3, P4, or P5/externship) prior to the BAPIC Fair.

- Some USF practicum instructors or students may volunteer to attend the BAPIC Fair as additional support for students. CTO staff will also be present to assist with monitoring the USF table.

- If students are interested in sites that are not on the USF practicum site list, students are encouraged to forward any materials about the site to the DCT for consideration. If students are interested in practicum sites that are not at their 'level' (e.g.., a student applying for a P3 practicum is interested in a site that is only available to P4 or externship students), they are encouraged to set up a meeting to discuss their interest with the DCT. ***Students may not independently reach out to sites that are not on their 'level' on the USF practicum site list (by phone, email, at the BAPIC Fair, or by other means) without explicit advance permission from the DCT.*** Students should ***not*** agree to apply to sites that are not on the USF-approved practicum site list, or are on the USF list, but not approved for their practicum level.

- Students should visit at least 10 sites at the BAPIC Fair, then develop a draft list of sites that they will apply to soon after attending the BAPIC Fair.

- After the BAPIC Fair, students will complete the **BAPIC Practicum Site Application Approval Form**, a Google Form available through the PsyD Students Canvas portal.

Students will upload their notes from the BAPIC Fair when they submit the BAPIC Practicum Site Application Approval Form.

BAPIC Match Process: From Directory to Match

A detailed description of the BAPIC Match process, as well as dates for the BAPIC Match, can be found on the BAPIC website (https://bapic.info/practicum-match-day/). Dates for the BAPIC Match will be published in the fall.

USF PsyD students are required to apply to at least eight (8) and no more than ten (10) practicum sites. Some sites have multiple 'tracks' or emphasis areas. Even if a student applies to some sites with multiple tracks, they may want to increase the number of separate sites to which they apply to maximize their chances of being invited to interview.

For example, a student applied to the following 10 hypothetical practicum tracks:

● Adolescent Interventions: Alcohol and Substance Use ● Adolescent Interventions: On Campus Programming ● Adolescent Interventions: LGBTQ+ Youth Program ● Adolescent Interventions: Community Counseling ● Community Health Services: Partial Hospitalization Program (PHP) ● Community Health Services: Community Health Promotion Services ● Community Health Services: SF Adult Outpatient Services ● Community Health Services: SF Child, Youth, & Family Outpatient Services ● Community Health Services: East Bay Outpatient ● Community Health Services: School Based Services (SBS)
List of 10 on Practicum Site Application Approval Form: 2 sites, 10 tracks

This student listed 10 *tracks* on their BAPIC Practicum Site Application Approval Form, but they would only be applying to 2 *sites:* Adolescent Interventions and Community Health Services. This student would increase their chances of being invited for several interviews if they applied to at least 8 distinct practicum *sites.* The student could then apply to multiple tracks at those 8 sites.

Students who do not match with a BAPIC practicum site during the BAPIC match ***are required*** to participate in the BAPIC Open Match, which is a second round of the BAPIC Match. See the "BAPIC Open Match (Clearinghouse) Process" section in this manual for more information.

Students who do not initially match may feel anxious about their practicum placement for the following year. For students who are in open match, it is important to consult with the DCT about options for training progression and trajectory. **Students may *not* initiate a request to stay at their current practicum site during the BAPIC application cycle.** This means no requests to stay will be considered between mid-to-late January (BAPIC applications) and well into the BAPIC Open Match period (late summer). Students who are considering staying at the same site for an additional year would usually discuss with their faculty advisor in late summer or fall, possibly in conjunction with discussion about the student's ASEP. Please see the 'Practicum at the Same Placement for More than One Year' section in this manual.

BAPIC Practicum Site Application Approval Form

All practicum applicants will need to complete the "BAPIC Practicum Site Application Approval Form," which can be found on the PsyD Students Canvas portal (Clinical Training / Practicum / BAPIC Match Cycle Related Forms).

USF PsyD students are to apply to at least eight (8) and no more than ten (10) practicum sites. The maximum of 10 sites is a limit on PracticumFit that is applied to all BAPIC member doctoral programs. The minimum number of sites helps ensure that students have a good probability of getting interviews, with a subsequent good probability of having more sites to rank, and a higher probability of matching than with fewer sites. It may be useful to consider how many distinct sites are listed on the BAPIC Practicum Site Application Approval Form. Having an adequate number of sites also allows for changes in site or track availability. For example, some sites may withdraw tracks, reduce the number of available positions at their sites, or withdraw from the BAPIC cycle (possibly due to lack of funding or supervision). Having an adequate number of distinct sites (not just several tracks at the same site) provides students a buffer to improve the chances of matching. Students are encouraged to be open-minded and to consider how to achieve breadth and depth through their clinical training. If they are having difficulty selecting eight sites, the DCT can provide consultation, guidance, and clarification about sites that may not have initially seemed to be a good fit based on the student's own assessment." The BAPIC Practicum Site Application Approval Form is a Google Form. Once submitted, the form will generate a link for students to edit their responses in the future (up until the due date). For any questions or difficulties related to the BAPIC Practicum Site Application Approval Form, students can contact the CTO (psydcto@usfca.edu).

Upon receiving students' BAPIC Practicum Site Application Approval form, the DCT will review them and either approve the list or contact students individually to discuss some of their selections. If students have changes to their form after it has been reviewed and approved, students should resubmit the form (using the link they saved) and indicate what changes were made.

Accessing Practicum Site Profiles in PracticumFit

The first part of the practicum application process involves students *receiving access* to view profiles of practicum sites on PracticumFit (http://bapic.practicumfit.com/). Once BAPIC notifies doctoral programs that the directory is available for the upcoming training year, the DCT will review site relationships for each practicum level (P2, P3, P4, and P5/externship). Then the DCT will provide students with log-in information and access codes for their practicum level (P2, P3, P4, or P5/externship). The access codes enable students to view USF-approved practicum sites for their respective training levels.

The BAPIC site profiles on PracticumFit may not be complete or accurate until after the BAPIC Fair. Some information may be out of date; sites continue to update their profiles or change available tracks up through (and sometimes after) the BAPIC Fair. New site profiles, descriptions, and track openings, as well as additions and removals of sites, will occur up until, and after, the BAPIC Fair. The DCT will provide a current listing of all sites for students prior to the BAPIC Fair, and continue to update site lists after the BAPIC Fair.

Practicum listings for USF students on BAPIC are designated as a P2 (practicum year 2), P3, P4, or P5, indicating the appropriateness of the practicum site for students at these different levels of training:

- First year students may only apply to sites on the P2 list

- Second year students may only apply to sites on the P3 list
- Third year students may only apply to sites on the P4 list
- Students applying for practicum during their fifth year of the program are students who have been approved to participate in an additional practicum year (externship). They will use the P5 site list

Registering for PracticumFit

ALL students are *REQUIRED* to register for PracticumFit (http://bapic.practicumfit.com); **this is a MANDATORY part of going through the BAPIC match process**.

PracticumFit is the electronic matching service utilized by BAPIC. It is a process by which students and agencies rank each other in order of preference, and then a computer algorithm matches student rankings with agency rankings. PracticumFit's match system uses the Gale-Shapley matching algorithm, an algorithm that is also used for the APPIC internship match processes. This electronic match algorithm provides a process that is fair for students and agencies and is more organized and efficient than the phone system previously used by BAPIC sites and applicants.

Students need to pay a $50 Practicum registration fee for the match. This fee covers the current match cycle only, which means that students will have to pay again to apply for practicum the following year.

Students will receive an individual email, or 'invitation' from PracticumFit, usually in February or early March. This email will include the individual institutional code students will need to register. If a student has not received the PracticumFit registration email shortly after being announced by the CTO, they should first check their junk mail and spam to see if the message was filtered out. If it cannot be found, students should email the CTO to request that the code be re-sent.

Tips: Registering for PracticumFit

- Students should use their USF email to register (rather than the P2, P3, or P4 log-in previously provided to access the PracticumFit directory)

- Once registered, students should ensure that they have *completed* their registration. There have been reports of registrations not being saved in the system.

- Sites can use PracticumFit to search for students using student names or student emails. It is important that the email address students provide to sites is the same as the email address used to register for PracticumFit. Students should use their USF email addresses on all their application materials and when registering for PracticumFit. One potential issue is that students have two slightly different USF emails:

    XYZ@usfca.edu
    XYZ@dons.usfca.edu

Students should try to be consistent with the USF email address they use to register for PracticumFit (and should put the same email address on their application materials). If students encounter any problems regarding PracticumFit registration or access, they should contact the CTO.

- For assistance with ranking in the PracticumFit system or to resolve technical difficulties, students should first visit the "Help" section on PracticumFit. If the issue is not addressed, students should make sure they have viewed the PracticumFit tutorials in the Help section.

Many student questions can be answered by the tutorial. Students still experiencing technical issues should contact the administrator listed on the Practicum site.

● Students should double-check their information on PracticumFit to make sure all their information is correct, including site lists and rankings. Site tracks may change between the time students submit their information and the submission deadline. Students should at least check their choices one week before the deadline and again the night before, just to be on the safe side.

BAPIC Ranking

The BAPIC ranking deadline is usually one week before Match Day. It is important to follow BAPIC match policies, which students should review every year they are applying through BAPIC in case there are any changes from the previous year.

Students and practicum agencies may express interest in working together in practicum during the application and interview process. For agencies with multiple tracks, clear communication is vital to ensure successful matches. In these cases, students and agencies should communicate the tracks the student wishes to be considered for, and the agency may let the student know which tracks they think the student would be suitable for.

Neither students nor agencies may disclose ranking order beyond the information described in the previous paragraph. Throughout the course of their discussions, neither students nor agencies are allowed to disclose or discuss their intended rank order lists. This policy protects the decisions of both students and agencies, and ensures the fairness and effectiveness of the matching process.

Examples of emails from an agency:

Correct (consistent with Match policies)	*Incorrect (violates Match policies)*
Thank you for interviewing with us. We are excited to say that we *will be ranking you for X track!*	Thank you for interviewing with us. We wanted to let you know **we will be ranking you #1!**
Thank you for interviewing with us. We want to let you know that *we will be ranking you for X track, but you are no longer being considered for tracks W or Z.*	We were very impressed when you interviewed with us for a training position at ABC agency. We wanted to let you know we will be **ranking you very highly!**
	Thanks for interviewing. We would like to **rank you #1 on ranking day.** *Will you be ranking us highly?*

Examples of student responses to an email from an agency:

Correct (consistent with Match policies)	Incorrect (violates Match policies)
Thank you for providing me with this information! I appreciate your time and I am looking forward to match day.	Thank you for letting me know; I will be **ranking you #1!**

Some sites/agencies may communicate ranking order unintentionally because of their enthusiasm, or because they are new to BAPIC or unfamiliar with BAPIC Match rules. If a student feels they have received communications that violate BAPIC policy, they should let the DCT know.

Until the match is over, no practicum positions listed through PracticumFit are available through any process outside of the match process. *BAPIC policy* is that no students should request a training position outside of the match process from any BAPIC agency until Open Match is over (or at *least one month after Match Day*). Similarly, agencies should only list positions in PracticumFit that are available through BAPIC and should never "reserve" PracticumFit listed positions for a process outside of the BAPIC match. *USF PsyD program policy* is that students should not request to stay at the same site for a second year, or request a supplemental practicum (with a BAPIC site or any other site) during the period between BAPIC applications (mid-to-late January) through well into the Open Match period (usually mid-to-late summer).

The CTO will post information about the ranking process well before the ranking deadline. Students should not wait until the last minute to submit their rankings on PracticumFit. Once the ranking deadline is past, PracticumFit is locked and students cannot make any changes to their ranked lists. Students should make sure not just to list sites, but also to list and rank specific tracks, and then make sure to Save/Submit their ranked track list. For more information about how to rank tracks on PracticumFit, students can look at PracticumFit instructions Step 1. Creating Your Site List and Rank List, and Step 2. Ranking Tracks.

If a student will not be running any tracks, they should let the DCT know before the ranking deadline. After submitting their rank order lists on PracticumFit, students should complete the 2022-2023 BAPIC Practicum Site Ranking Form, which is usually due at the same time as the PracticumFit ranking deadline.

BAPIC Match Day

Match results will be emailed on Match Day, and students can also log in and see their results starting at **8 am**. BAPIC match results are *final* and students must abide by them. When students rank a site, they are agreeing to go to that site if they match. Trying to renege on a match can cause serious problems, not only for the student, but also for the USF PsyD program. Students should only rank a site if they are willing to complete a practicum year at that site.

FAQs: The BAPIC Directory and BAPIC Application Process

The following are some Frequently Asked Questions (FAQs) related to the BAPIC directory and the BAPIC application process:

Q: *Why is the information in the BAPIC directory not updated?*

     A: Some sites have not updated their BAPIC profiles. Many sites will make changes to their listings in the weeks leading up to the BAPIC Fair (usually held in January), and may even update throughout the application period.

Q: *I see a lot of sites listed in the BAPIC Directory, but I can't apply to them because their required days are days when we have class. Why are they included in the BAPIC directory?*

     A: The sites listed in the BAPIC directory also accept applications from other doctoral programs around the Bay Area. Since different graduate programs may have different class schedules, it is impossible to find training days that will meet every program's class schedule. When choosing sites for the BAPIC site list for each level (P2, P3, P4, P5/externship), the DCT considers the USF PsyD Program class schedules (Tuesdays and Thursdays), each site's required training days, and which sites indicate they can be flexible about required training days.

          Sites also may change their required days based on the needs of the training agency (this could occur at any time). When considering sites, students should be aware of sites' required training days and make sure they do not conflict with their USF PsyD Program class schedules or other required PsyD program activities.

Q: *A site that students trained at last year is not available on my level's site list. Can I apply to it anyway? Can you add it to my level's site list?*

     A: Sites and training requirements may change from one year to the next. Just because a site was available in previous years does not mean it will continue to be available, or be available at the same levels.   Many factors are considered when constructing the site lists, including required training days, previous students' experiences at the site, the site's experiences with USF PsyD students, whether the site meets USF PsyD program clinical training requirements, and so forth.

Q: *I would like to do a practicum at an agency that is not listed on the BAPIC directory. Why is it not listed?*

     A: There are a number of reasons why the USF PsyD program is affiliated with some agencies and not with others. Sites are chosen based on their ability to provide students the appropriate breadth and depth in training, consistent with APPIC criteria. Another consideration is the quality of supervision, which is essential to foster and integrate learning. Please see the [Request for a Practicum Site Not Listed as Approved by USF](#) section for more information.

Q: *What do I do if I am having issues with the PracticumFit website?*

     A: Check the PracticumFit tutorial (https://practicumfit.zendesk.com/hc/en-us/categories/200038594-For-Student-Applicants) for step-by-step instructions. If you still need assistance, contact support@practicumfit.com with a detailed description of the problem.

Q: *What is the difference between a site and a track?*

A: Each practicum site has its own terminology; the following explanation is specific to PracticumFit's use of each term. In PracticumFit, each BAPIC directory entry is given its own "site" listing. A site is an agency that has a training program. Many practicum sites have a single track, usually called "Main Track." However, some practicum sites ask students to indicate interest in different tracks or rotations. Tracks are usually identified by population or program (Adolescent, Forensic, Assessment, etc.), or by location. For sites listing multiple tracks, clear communication is especially important. Students should be sure to indicate in their application cover letters which track(s) they are applying to. If a student is invited to interview at a site with multiple tracks, they should make sure they know which tracks they are interviewing for. When ranking sites, PracticumFit does not distinguish between a track and a site. Students are limited to ranking a maximum of 10 choices, whether they are standalone sites or tracks.

Q: *How many tracks should/can I rank?*

A: The PracticumFit matching algorithm optimizes match rates and prioritizes students' rank orders (over sites' rank orders). However, there is no guarantee that students will match with their top choices, or that all students will match successfully. Students are limited to ranking a maximum of 10 sites/tracks. To maximize the chances of a successful match, students should rank every site/track at which they interviewed that:

- They think is a good fit: aligns with the student's training goals and will cultivate a learning environment

- They would be willing to work at for the entire training year

- Has not indicated that the student is no longer under consideration

Students indicate their preference or "rank order" for each track by listing their top choice first, then their second choice, and so on down to their last choice. If a student believes that a track is not a good fit for them, or a site has indicated that they do not intend to rank the student, the student should not include that site in their rank order list. Students should consult with the DCT as needed throughout this process.

Q: *What can I say to a practicum site? What can't I say?*

A: Students can (and should!) express enthusiasm about sites and tracks that they think would be a good fit for them. If a site has multiple tracks, students should clearly communicate with that site about their track preferences. When speaking with a representative from a site with multiple tracks, students may provide information about their relative preferences for different tracks within that site. For example, when speaking with the supervisor for Site Z, a student could say they prefer track Y over track W. Students should be sure to articulate why these tracks are preferred and tie the preference to their training goals.

Students **may not** discuss their ranking intentions beyond that point. A student would be in violation of BAPIC policies if they told the Site Z supervisor that Site Z was their first choice, or that they planned to rank Site Z higher than Site J. Students should review the BAPIC Match Policies carefully.

Q: *I have more than one track that I like equally as my first choice. Why can't I list multiple first choices?*

> A: Students will need to indicate a first choice, second choice, third choice and so on, even if they feel that their first and second choice tracks are very close in terms of suitability or preference. The PracticumFit match process is based on the Gale-Shapley algorithm, which is a fair and efficient way to match multiple students with multiple sites. Similar algorithms are used for APPIC internship matches. The BAPIC algorithm requires that rank order lists are submitted in order of preference. A video describing and illustrating the APPIC matching algorithm can be found here https://natmatch.com/psychint/algorithm.html.

Q: *A track I plan to rank (or have previously ranked) is no longer available under "Select Tracks," even though the list under "Build Site Lists" still looks correct. What happened, and what should I do to fix it?*

> A: When a site administrator changes track information for a site, the new track needs to be re-approved by the doctoral program administrator. If a track is currently missing from the "Select Tracks" screen, please check back again later, or contact the DCT.

Additional BAPIC Application Resources

- Overview of how the match process works in PracticumFit: https://bapic.practicumfit.com/about

- A video about how the match algorithm works. This was made for the National Matching Services (NMS), which works with APPIC. The logic is similar as for the algorithm used by PracticumFit: https://www.youtube.com/watch?v=ywzYRo1YIv4

- A mathematical description of how the match algorithm works: Roth, A. E. (1982). The economics of matching. Stability and incentives. *Mathematics of Operations Research, 7*(4), 617–628. http://www.eecs.harvard.edu/cs286r/courses/fall09/papers/roth.pdf

- BAPIC Match Policies: https://bapicblog.files.wordpress.com/2020/11/2020-2021_bapicmatchpolicy.pdf

- PracticumFit Refund Policy: If a student will not be ranking tracks for the BAPIC match, they can have their PracticumFit $50 registration fee refunded provided the request is sent before the **ranking deadline**. Students should contact the CTO or bapic@wi.edu to delete their registration and get a refund.

BAPIC Open Match (Clearinghouse) Process

A successful match depends on many factors. The BAPIC Match process requires there to be a mutual fit, and enough placement slots to accept the ranked students. Just as students will rank more sites than they can attend, sites rank more students than they can accept—this automatically results in some students not being matched, regardless of their qualifications and the quality of their application materials.

Students who do not match on the BAPIC Match Day will participate in Open Match (formerly Clearinghouse). Practicum sites are notified on Match Day whether they have filled all of their

practicum openings or if some positions remain available. Agencies with openings will automatically be listed in the BAPIC Open Match. Agencies will also have an option to opt out of the Open Match process at this step.

As Open Match is a part of the BAPIC Match process, **USF PsyD students are required to participate in the Open Match if they do not initially match**. If a student does not match through BAPIC on Match Day, they must consult with, and receive approval from, the DCT, if they decide *not* to participate in Open Match. Any students who fail to receive DCT approval and who do not participate fully in Open Match will receive consequences from the PsyD program and may not have a clinical placement for the following year. Please refer to the '[Monitoring Deadlines and Consequences for Conduct](#)' section of this manual for details about consequences of not following policies or procedures outlined in the *Clinical Training Manual*, and the *PsyD Student Handbook* regarding notification procedures. Students who decide to postpone their sequential clinical training for the next year will need to discuss with their faculty advisor and submit an Alternative Degree Progress Request form.

Open Match is not computerized, yet it moves very quickly. The BAPIC Open Match listing is managed by a designated member of BAPIC. A full listing of sites is provided to BAPIC member DCTs. The Open Match list is typically made available at the start of the Open Match period. The DCT filters the list for sites with which the PsyD Program is currently affiliated, and then makes the list available to unmatched USF PsyD students.

Once students have viewed this list, they should *immediately* email applications to agencies with open positions. There is no uniform Match Day or notification day during Open Match. Applications during Open Match are prioritized by when they are received by sites.

The Open Match process is ongoing until all positions are filled. Openings may be filled any time after the process begins, and some sites may make decisions within the first day. Preparation, promptness, and responsiveness are essential in successfully obtaining a practicum position during Open Match. As Open Match begins for USF PsyD students, it also opens for unmatched applicants throughout the Bay Area. Most open practicum positions are filled on a "first come, first served" basis.

Students participating in Open Match should review the agency's BAPIC profile for required application materials. Sites may indicate on their Open Match BAPIC profile if the required application materials have changed. During Open Match, students should email application materials (cover letter, CV, and letters of recommendation) directly to agencies unless otherwise specified. Students should review application instructions on the site's BAPIC profile in case the site is requesting applications to be sent by mail.

Sites participating in Open Match may vary regarding whether they will have formal interviews, and whether those will be by phone, video, or in-person. Sites may also offer practicum positions to applicants at the interview itself.

BAPIC Match Policies indicate that **a student who does not match through BAPIC on Match Day should _not_ contact any BAPIC site regarding placement availability until after Open Match begins**. Violating this policy not only jeopardizes that student's potential placement, but also jeopardizes the placement of future USF PsyD students. Additionally, any verbal agreement made during Open Match is considered a binding agreement. This protects sites as well as students. If a site makes a verbal offer to a student over the phone, and the student accepts, it is in the student's best interest to follow up with a confirmation of acceptance via email.

Open Match Process for USF PsyD Program

Following is an outline of the steps for the BAPIC Open Match process.

● The DCT will receive an email from BAPIC regarding available practicum placements in Open Match.

● The DCT will notify students about all sites and tracks available in Open Match

○ The Open Match site list will be made available as soon as it is reviewed by the DCT. As the process moves quickly, it is in students' best interest to check their email regularly throughout the Open Match period.

● Students should look at site profiles via the BAPIC directory.

○ It is the students' job to review agency information and ensure that they are addressing site-specific information in their cover letters (e.g., fit with the site, tracks of interest, etc.)

● Students should submit their cover letters and any required materials via email to the site, unless otherwise noted on the BAPIC profile.

How Can Students Best Prepare for the Open Match process?

● If a student will be participating in the Open Match, they are strongly encouraged to contact the DCT to discuss sites and preparation of application materials.

● Students should utilize DCT advising hours or schedule individual appointments with the DCT.

● In order to make the best use of advising time with the DCT, students should email their CV and a cover letter to the DCT before the meeting. This way, the DCT can provide feedback about what might make the student's application more competitive.

● Students should review their submitted CVs and cover letters. Students may decide to incorporate feedback from the DCT as well as feedback from their practicum instructor, advisor, supervisor, mentor, or peers.

● Students should contact the individuals who wrote them letters of recommendation and let them know that they will be going through Open Match and may need a "generic" letter of recommendation. This is particularly important for students who asked a letter writer to be "site specific" in their letter, as students do not want to accidentally send a letter to a site that was intended for another site. It may be useful to have a generic letter on hand in case a site asks a student to send letters of recommendation immediately.

Important Tips and Reminders Regarding Open Match

● Student availability will be very important during the first few days of Open Match. Students should plan to clear some time when they can be available to submit their materials and respond to sites that may contact them. It is in the student's best interest to take the earliest interview times available as, again, sites can make offers on the spot. So, if a student is contacted on a Monday afternoon, but either does not respond until Tuesday or requests

their interview to occur at a later date, another applicant who is interviewed before the student may be offered the position.

- Because of the volume of communication that will be occurring in a very quick time period, students should attempt to keep their initial email to a site as succinct, yet as comprehensive as possible. If a student emails a site asking for clarification about requirements, the student may be missing an opportunity to have their application materials seen (and another student sweeping in and getting that placement).

    ○ Once students have viewed the BAPIC site profile, they should make any needed adjustments to their cover letters. To save time, these adjustments should be relatively small, but still indicate a specific fit with the site. For example, if applying to a child-focused site, a student would not want to use a cover letter expressing interest in working only with adults.

    ○ The student's initial email to the site should have a cover letter, CV, letters of recommendation, and any other application materials the site requests.

    ○ When students send emails to the site, they should be sure to send from the email address that appears on their CV. Students should also provide a contact phone number (which should match the phone number on their CV).

- Students should be aware that some sites may request to speak with them for an informal interview on the first day of the Open Match and offer the student a placement on the spot. Therefore, it would be helpful to have questions about the site ready to ask when a student speaks with a site.

    ○ A student could be placed in the situation where they submitted their materials on the first day of Open Match to two sites: Site A and Site B. However, the student *really* wants to be at Site A. Site B requests a phone interview with the student on Monday at 2 pm, during which time they offer the student a position. Even if the student has an interview scheduled at 4 pm with Site A, it may be unwise for the student to turn down or delay acceptance of the offer from Site B (in the hope that Site A will also make the student an offer). That is because in that brief amount of time, Site B may offer a placement to another applicant, site A may not offer a position to the student, and the student could end up without a practicum placement.

Students who are participating in Open Match are encouraged to consult with the DCT, faculty advisors, and the CTO for support throughout the Open Match process.

PRACTICUM DOCUMENTATION

Practicum forms are located on the PsyD Students Canvas portal under Clinical Training. Due dates for all required documentation can be found on the PsyD Students Canvas portal, Student Resources, PsyD 2022–2025 PsyD Student Deadlines and Important Dates. Deadlines may also be included in Google Forms, posted on the PsyD Students Canvas portal under Clinical Training, or be indicated in announcements from the DCT or the CTO.

Please submit all of the required forms directly to the CTO; the CTO will track documents and forward to the DCT for review or signature as needed. As a final reminder, documentation

submission should be treated as a professional activity. Please ensure that the forms are completed, legible, and presented in an orderly manner. Failure to do so requires more staff processing time; incomplete or incorrectly completed forms will be returned to students.

Practicum Information Form (PIF)

As a reminder, the PIF is due within 2 (two) weeks of matching with a practicum site on BAPIC Match Day or receiving and accepting an offer during Open Match or for a supplemental practicum. Please see the [Agency and University Affiliation Documentation](#) section of this manual for more information about the PIF.

Practicum Learning Contract (PLC)

The PLC is a formal training contract between the practicum trainee, the site, and the USF PsyD program. The PLC must be completed for each program-sanctioned clinical training experience and will need to be completed in its entirety. It is the responsibility of the student to facilitate the completion of the PLC. PLCs are due within 2 weeks of site start date indicated on PLC. ***Please note that students who do not submit their PLCs on time may not be allowed to see/work with clients or collect any intervention/client contact hours.***

Practicum Learning Contract Addendum (PLC Addendum)

If there is a change in the terms of the PLC, for example a new primary supervisor, revised end date, or change in weekly activities or hours, students will either need to revise the PLC or complete a PLC Addendum.

If modifications are major (e.g., change in rotation or track, change from primary to supplemental practicum, etc.), the student will need to generate a new PLC. Please consult with the DCT about whether a PLC Addendum or a new PLC will be needed. Note that the student must consult with the DCT before making, or agreeing to make, any changes. For example, a student may not decide to end their practicum early without first discussing it with the DCT.

Clinical Supervisor Evaluation of Practicum Student (CSEPS)

The CSEPS is located on the PsyD Students Canvas portal under Clinical Training (Practicum, Clinical Training Forms). It is the student's responsibility to remind their supervisors that the mid-year CSEPS is due by December 10th, and that year-end CSEPS are due 2 weeks after the end of their practicum placement. Students should complete part I of the mid-year CSEPS form and give the form to their primary supervisor by November 10. The supervisor is to complete Part II of the CSEPS form. The student should set up a time to meet with their supervisor to review and sign the evaluation. Then the *supervisor* will email the completed CSEPS form directly to the CTO (psydcto@usfca.edu) by December 20th. Students should discuss with their supervisors how the direct observation requirement will be met in a timely manner. Please refer to the '[Monitoring Deadlines and Consequences for Conduct](#)' section of this manual for details about consequences of late documentation or not following policies or procedures outlined in the *Clinical Training Manual*, and the *PsyD Student Handbook* regarding notification procedures.

The CSEPS includes a "direct observation" requirement and space for the supervisor to indicate their observation, as well as leave feedback. Please note, **if a supervisor fails to complete this**

section, indicating that their evaluation is based on at least one direct observation during the evaluation period, then the evaluation will not be valid. In that case, the supervisor will need to conduct a direct observation and submit a new evaluation.

As a reminder, the "direct observation" requirement is an APA accreditation requirement, as well as a requirement for all participating BAPIC agencies. Information regarding this requirement is on the BAPIC website at https://bapicblog.files.wordpress.com/2016/11/160209directobsreq.pdf. If supervisors have questions, they can contact the DCT or access the above link for more information.

Students must receive a minimum score of 3 on all items on the CSEPS. Any scores lower than 3 on the mid-year evaluation will be remediated at the practicum site. The student must inform their practicum instructor about the remediation plan. On the year-end CSEPS, students must receive a minimum score of 3 on all critical items (identified on the CSEPS form) and on the overall performance rating in order to pass the practicum course. If a student obtains a score lower than 3 on the year-end CSEPS, the student may participate in a remediation plan and may need to repeat the practicum course the following academic year.

Approval of Time2Track Hours

Students will submit Time2Track (T2T) hours to their supervisors for approval at mid-year and at the end of practicum. The T2T Hours Log submission and supervisor approval follow the timeframes for the mid-year and year-end CSEPS. This means that students should submit their mid-year T2T hours for approval after November 10th, but in time for supervisors to complete the mid-year approval process by December 10th. At the end of the training year, students should submit their T2T hours for supervisor approval and remind supervisors that T2T hours need to be approved within one week after the end of practicum.

Student Evaluation of Clinical Placement (SECP)

The Student Evaluation of Clinical Placement (SECP) form is an important document that asks each student in training about their experience at the training site. This data is important for the DCT to review and will be periodically provided in aggregate form to all students. The SECP form is due within one (1) week of the practicum site end date indicated on the PLC.

In addition to providing students on the SECP, students are also encouraged to give feedback in practicum classes and to practicum instructors, as well as consulting with the DCT as needed.

PREDOCTORAL INTERNSHIP

Predoctoral internship is a significant milestone in the education and training of clinical psychology doctoral students. The predoctoral internship is a supervised, cumulative training experience which integrates academic learning and previous applied clinical training acquired during the program.

The PsyD program holds the APA accredited internship as its standard for training, and all students are expected to seek an APA internship when feasible. All students are required to complete an APA accredited, or APPIC member internship. The program is a member school of the Association of Psychology Postdoctoral and Internship Centers (APPIC). Members of APPIC work to enhance the quality of training in professional psychology by establishing standards that reflect the guidelines set forth by the APA including, but not limited to, evaluation of student interns, training program

effectiveness, and due process. APPIC members additionally collaborate on establishing standardized application procedures and facilitate communications among training centers and academic institutions.

USF PsyD program students complete a one-year, full-time (or two-year half-time) internship in which they will earn a minimum of 1,500 predoctoral internship hours at approved clinical training sites that are APA-accredited or APPIC member sites that are not APA-accredited.

The following sections provide specific information about requirements for students going to predoctoral internships. This information is informed by relevant requirements, policies, and guidelines from the APA's CoA, the Council of Chairs of Training Councils (CCTC), and the National Council of Schools and Programs in Professional Psychology (NCSPP). Decisions relating to these issues have been informed by PsyD program consultation and benchmarking with state, regional, and national programs.

Applying for Predoctoral Internship

Approved Types of Internships

All students are required to apply to and complete an APA-accredited or APPIC-member internship. PsyD students must complete predoctoral internships listed as *full* members of APPIC (students cannot apply to sites listed as *provisional* members). More information can be found on the APPIC website (www.appic.org), which lists APA-accredited and APPIC-member internship sites.

Starting fall 2023, APPIC will only allow students to apply to APA-accredited internships during APPIC Phase I and Phase II. Students who wish to apply to non-APA-accredited APPIC-member sites will only be able to do so during the Post Match Vacancy Services (PMVS) period, which starts after the end of APPIC Phase II.

Students who decide to apply to APPIC-member (non-APA-accredited) internship programs must complete the "Non-Accredited Internship Request to Apply Form." This form includes sections about the nature and appropriateness of the training activities; frequency and quality of supervision; supervisor credentials; the intern evaluation process; and how interns demonstrate appropriate levels of competencies. This document is reviewed by the DCT and Clinical Training Committee to ensure that the student will have an internship experience comparable in all critical elements to an APA-accredited internship.

Requirements for Applying to Predoctoral Internship

1. Successful completion of comprehensive exams (DCQE & SPEE; including successfully completing any remediations)

2. Successfully passed Clinical Dissertation Proposal

3. In good standing with the PsyD Program. This means that the student is meeting the academic standards as defined by grade point average (3.0 and above) and is making satisfactory progress toward the degree

4. Readiness determined by DCT (in consultation with faculty and review of student records)

Once a student has met the above requirements, they must complete a 'Statement of Intent Regarding Clinical Internship,' form which can be found on the PsyD Students Canvas portal

(Clinical Training / Internship). **This form is due on or before October 1st in the year that the student intends to apply to internship.**

Students should thoroughly review the Statement of Intent Regarding Clinical Internship form, paying specific attention to additional materials that must be submitted. Students should ensure that all requirements have been fully met before submitting the form. Late or incomplete forms will, at minimum, result in a significant delay in the processing of a student's internship materials and may impact the student's ability to apply for internship.

Timeline for Applying for Predoctoral Internships

The Program sets out to provide students with information about the predoctoral internship as early as the beginning of a student's first year with the PsyD Program. During the spring of their third year in the program, all students who intend to apply for internship in the fall are required to participate in a series of Internship Prep Workshops. These workshops prepare students for their upcoming predoctoral internship applications.

The predoctoral internship application preparation process typically begins in late spring before the fall semester when students intend to apply for internship. Internship application processes and timing for the APPIC internship match are typically released by APPIC in July through APPIC listservs, as well as posted on the APPIC applicant portal (https://www.appic.org/Internships/AAPI#APP).

Students should review the APPIC Match dates provided on the APPIC website (https://www.appic.org/Internships/Match/About-The-APPIC-Match/APPIC-Match-Dates). Specific APPIC Match dates are also provided on the NMS web site (https://natmatch.com/psychint/).

DCT Verification of Predoctoral Internship Applications

In order for students to apply to internship, their experiences reported on their AAPI must be verified by the USF PsyD Program DCT. **The verification process is time-consuming, but the timeframe for verification is quick; therefore accurate and complete documentation must be received from students in order to avoid any delays**. Before applying for internship, it is very important for students to review their clinical training documentation to be sure that all PLCs and CSEPS are present and fully signed, and all T2T hours entered and submitted for supervisor approval. Students are additionally responsible for reviewing their unofficial transcript to ensure that it is up-to-date and accurate. If students find that clinical training documentation is missing or was never submitted, or if they notice inaccuracies on their unofficial transcript, it is their responsibility to contact the clinical training office staff and/or program administrator for support.

The internship verification process starts in late spring when the DCT and other core faculty discuss each student who may want to apply to internship in the fall. The DCT and faculty review student eligibility (such as completion of program milestones including the SPEE, DCQE, and dissertation proposal) and discuss each student's strengths and growth areas based on information from faculty advisors, dissertation chairs, annual student evaluations (YCWEs and/or ASEPs) clinical training evaluations (CSEPS), and other information from student records.

Following this late Spring meeting among core faculty, students will be notified if there are significant concerns regarding their readiness to apply to internship. A remediation plan will be implemented to support the student's growth and readiness for internship. *Depending on the nature and degree of growth areas, student engagement and progress with the remediation*

plan, and other factors, it is possible that remediation plan could result in a delay in the student's application to internship.

Once a student submits the 'Statement of Intent Regarding Clinical Internship' (due October 1st), it is reviewed for accuracy by CTO staff. It may be returned to the student for additional information. Once it is determined that the form and additional materials are accurate and complete, an audit of the student's clinical training file occurs. This includes a review of CSEPS, ASEP (before fall 2022, review of YCWEs), transcripts, remediations, UCAs, SPEE and DCQE, and confirmation of dissertation status. This information is summarized and presented to the PsyD core faculty for review and feedback. Faculty input is collected and faculty are invited to provide additional information about the student to the DCT. Feedback from faculty is significant as it enables the DCT to present a robust picture of the applicant.

Upon receiving feedback from faculty, the DCT completes the verification process for the student, including a narrative summarizing the student's tenure during the program. Once this verification is completed and attested to (through the AAPI portal), the student receives a message from APPIC that they may submit their first application. ***If the DCT (with input from faculty) were to determine that a student was not ready to apply to internship, the DCT would not verify the student's AAPI. Instead the DCT and faculty advisor would meet with the student to discuss steps the student could take to become ready to apply to internship the following year.***

Official Transcripts for AAPI

Students who are applying for their MSCP (Masters of Science in Clinical Psychology) non-terminal masters degrees should work with the Clinical Training Office **well in advance** of the AAPI deadline to inquire about the posting of their masters' degree. Information about applying for the MSCP or the PsyD degree can be found on the MyUSF [Application for Graduation Information](#) page, and more information about MSCP degree requirements can be found in the *PsyD Program Student Handbook.* Students should also inquire about any other inconsistencies on their transcripts prior to having the official transcripts sent to AAPI.

The AAPI requires students to request official transcripts from each **graduate** institution attended. Per the AAPI instructions regarding [transcripts](#), transcripts must be mailed via paper or email directly to AAPI (they cannot be emailed by the student). Transcripts that are emailed should not be password-protected (if they are, AAPI will reject them). AAPI only accepts *electronic* transcripts from Credentials Solutions, Parchment, and National Student Clearinghouse. If your graduate program does not offer any of these services, your transcript must be sent by mail.

In order to facilitate the transcript ordering process, students should submit transcript requests to each graduate program attended no later **than August 20th.** Please review the AAPI instructions for transcript submission ([https://help.liaisonedu.com/AAPI_Applicant_Help_Center/Sending_Your_Official_Transcripts_to_A API/Sending_Official_Transcripts_to_AAPI/Transcripts](https://help.liaisonedu.com/AAPI_Applicant_Help_Center/Sending_Your_Official_Transcripts_to_AAPI/Sending_Official_Transcripts_to_AAPI/Transcripts)).

Student Support while Applying for Internships

The internship application process is arduous and the PsyD program attempts to provide as much support as possible during this process. The DCT will hold internship prep workshops starting in late spring or early summer before the fall semester in which students will submit internship applications, and continuing into the spring before the APPIC ranking deadlines. Students are required to attend all internship prep workshops if they intend to apply to internship. The DCT will also set up individual and group advising for internship applicants throughout the process. In

addition to required participation in the internship prep workshops, students are strongly encouraged to reach out to their faculty advisors, mentors, and other peers while preparing their internship applications, as well as when preparing for internship interviews. P4 practicum instructors also provide additional support during their courses around discussing applications and interview preparation.

Starting and Completing Predoctoral Internship

Internship Acceptance Letters

Once a student has been matched to an internship site, the site should provide the student with an offer letter or agreement letter within 7 business days confirming the placement, start/end date, and other pertinent initial information (e.g., additional requirements, overview of benefits, etc.). This letter is typically also sent to the DCT. Students should ensure that this letter has been received by the DCT, who will forward it to the CTO.

Overlapping Practicum End Dates and Internship Start Dates

Many students may find that they match to an internship site with a start date that overlaps with their practicum end date. Typically, students who are in their fourth year in the program are advised to inform their practicum sites of any potential overlap as soon as they are matched to an internship site.

Some important issues to note:

- If there is an overlap between a student's internship start date and their practicum end date, students should first inform the DCT and then discuss with their practicum supervisor as soon as possible.

- Students should ***not*** request to end their practicum earlier than the end date indicated on the PLC without ***first*** speaking with the DCT.

- Early termination of practicum violates BAPIC policies. It can also jeopardize program–agency relationships for the PsyD program. Sites may be negatively impacted by staffing and service provision shortages if trainees leave before their PLC end dates.

- In the event that there is a conflict between internship start dates and practicum end dates, students should schedule an appointment with the DCT to discuss how to navigate this issue.

- Review BAPIC, "Time for Interviews" (https://bapicblog.files.wordpress.com/2016/11/time_for_interviews.pdf)

- Most students will have information about their start date by March, and they are expected to communicate this information to their practicum as soon as possible after the match if there is an overlap. Two weeks is a reasonable break between a practicum end date and internship start date, to allow for moving and resettling in a new community. Early departure from practicum should be reflected in an PLC Addendum.

Internship Class

Per APA accreditation standards, the academic program has a primary obligation to ensure that students are placed in quality internships. The CoA does not designate precisely how this is to be

met, which is similar to how it provides other standards (discretion and documentation of process determined by the academic program, consistency demonstrated in APA self-study and annual reports). The larger training community and programs have interpreted this and set the minimum standard as having an appointed faculty, typically the DCT, provide an enrollment course and serve as the main contact between the internship sites and the program (covering concerns, progress, communication of any requirements, etc.), with collection of required evaluations during the year. For programs that have students who are in non–APA accredited internships, additional documentation/oversight is required by CoA throughout the year to ensure training quality.

Students completing predoctoral internship will enroll in a minimum of three consecutive semesters of PSYD 789: Clinical Internship class. If the internship starts during the summer, the first semester of PSYD 789 may be in the summer prior to the fifth year (or in the sixth year in cases of deferred internship).

Summer Internship Classes

There are three summer sessions: Session I covers all 12 weeks of summer semester, Session II covers the first 6 weeks of summer, and Session III covers the last 6 weeks of the summer semester. The PsyD program uses a 50% threshold to determine the session for which enrollment is required. The 50% threshold method represents the substantial amount of time of required oversight the program is obligated to maintain during summer semester practicum training. Specifically:

- If a student's internship end or start date is greater than or equal to 3 weeks (21 calendar days) in a 6-week semester, they should enroll in that 6-week semester summer internship class.
- If a student will be at their internship site less than 3 weeks (e.g., <21 calendar days), they do not need to enroll in that summer session.
- For example:
    - If Student A's current internship end date is 30 calendar days into a 6-week summer session (30 is >21 days), they **would** enroll in PSYD789 for that session
    - If Student B's current internship end date is 5 calendar days into a 6-week summer session (5 is < 21 days), they would **not** enroll in PSYD789 for that session

The CTO will notify students which summer internship class sessions they should enroll in (if any). Students may *voluntarily* register for a PSYD789 internship class, even when not required by the program. Some students voluntarily enroll in PSYD789 the summer before they start internship to obtain support during the transition from practicum to internship, to prevent any gaps in financial aid, or for other reasons. In these cases, some students will end up enrolling in *four* consecutive semesters of PSYD789 (summer, fall, spring, summer). If a student chooses to enroll in PSYD789 beyond what is required by the program, they should contact the CTO (psydcto@usfca.edu).

In order to successfully pass PSYD 789:

- Students are required to enroll in PSYD 789 for every semester that they are on internship.

- If a student's internship begins before the start of the Fall semester, the student should check with the CTO or DCT to determine whether they need to enroll in summer internship class.

- Students must register for PSYD 789 internship class.

- PSYD 789 is 1 unit for each semester.

- Students must receive passing scores on all internship evaluations

- Students must receive a passing grade on other internship class requirements, including attendance and other assignments as described in the syllabus.

- Students must submit all required internship documentation (outlined in the 'Internship Documentation' section)

PSYD 789 and Financial Aid

Questions have been raised relating to PSYD 789 and financial aid status while on internship. The Associate Dean of SONHP has successfully made a formal adjustment to the Credit Hour Load policy related to the Clinical Dissertation Proposal Seminar (PSYD 707), Clinical Dissertation Seminar (PSYD 788), and the Clinical Internship Seminar (PSYD 789) courses. The change was in response to the need for clarification and to support defined enrollment statuses (e.g., part-time or full-time) equivalent to the expected workload of particular courses. The goal was also to reduce tuition cost for students while supporting either part-time or full-time enrollment status with a reduced unit load. The updated Credit Hour Load policy can be found in the USF Catalog's Graduate Student Regulations.

"Enrollment in the Clinical Internship Seminar (i.e., PSYD 789) will equate to a full-time status due to the required participation in a full-time, year-long predoctoral internship associated with the course." (USF Catalog > Graduate Student Regulations Page > Credit Hour Load section).

Previously, the PSYD 789 Clinical Internship Seminar was a 3-unit course. As of Spring 2021, the Clinical Internship Seminar (PSYD 789) has been offered as a 1-unit course for each semester. Students completing a one-year, full-time predoctoral internship are required to enroll in *at least* three consecutive semesters of PSYD 789. If 50% of the contracted internship occurs during any semester, students will need to register for PSYD 789 for that semester. For semesters that occur during the start or end of an internship contract, students will need to consult with the DCT to determine their three-semester internship enrollment plan. Students completing a two-year, half-time internship should consult with the DCT to determine their required enrollment in PSYD789.

Clinical Internship Seminar Scholarship Support:
The original Clinical Internship Seminar scholarship was designed to reduce the per unit cost (to $500 a unit) for each PSYD 789 course for every enrolled student. The PSYD789 course was originally a 3-unit course, but has since been reduced to a 1-unit course. The USF Clinical Internship Seminar scholarship will continue for the current academic year in the form of a reduced tuition cost of $500 per unit for PSYD 789, and students will also only be registering for 1 unit each semester. Students will register for each 1-unit course and then be reimbursed the per-unit tuition balance charged above the $500 reduced fee. The process for reimbursement for the tuition unit balance for the registered PSYD 789 courses will proceed through the PsyD program. A program staff member will submit confirmed PSYD 789 course registrations each term to the SONHP Operations Specialist for deposit into the corresponding students' USF accounts.

A student's status as a full-time student will be maintained at USF during their internship year and they will be eligible to obtain student health insurance. The Associate Dean of SONHP has worked with the USF Financial Aid Office to qualify students with a "full-time status" designation in their financial aid disbursement decision for students who are enrolled in a full-time internship. Students will maintain full-time status at the university, but international students should be sure to communicate directly with the International Student and Scholar Services (ISSS) office to make sure that they are in compliance with all international student requirements.

Certificates of Insurance

Proof of liability insurance coverage for students on internship in the form of a Certificate of Insurance (COI) are generated for students by the USF Risk Assessment Office. Students on internship are automatically eligible for this coverage as they are enrolled in the internship enrollment course, PSYD 789.

Insurance coverage begins and ends annually on July 1st and COIs for the next academic year are not available from the USF Risk Assessment Office until mid-to-late July. However, most students will still be covered from the previous year if they were engaged in a practicum placement the previous year, such that there are no gaps in coverage. Please note, students who did not have a practicum placement prior to internship should contact the CTO to ensure no lapses in coverage.

Most internship sites will have their own liability insurance coverage for their interns. However, they may request proof of insurance coverage from incoming interns. The COI generated from the USF Risk Assessment Office will be placed in each student's PsyD training file and a copy can be made available upon request. This general COI will only include the student's name and an overview of coverage.

In the event that an internship site requires additional information, such as indicating certain types of coverage, limits, and/or site-specific information to be included on the COI, the student must contact the CTO with a request containing the following (**Note:** the student should work with their internship site supervisor and/or Training Director to obtain this information):

> Student name:
> Student ID:
> Internship Site Name:
> Internship Site Start Date:
> Internship Length:
> Internship Site Insurance Requirements: (e.g., limits on different types of coverage)
> Internship Site Primary Contact Information:

This information will be processed through the USF Risk Assessment Office and will be provided to the student and the student's internship training site once it is available.

Health Insurance While on Internship

USF PsyD students are granted full-time status during the internship year, which enables students to maintain health insurance during internship. Specific limits of coverage for out-of-state interns should be discussed with Health Promotion Services.

Students purchase the USF Health Plan each semester for fall coverage beginning August 1 and ending December 31. Spring/Summer semester coverage begins on January 1 and ends on July 31 of the following year. Thus, students who enroll in spring semester will be covered through the summer months. Fall open enrollment is from July 1 to September 1, and spring enrollment begins December 1 and ends on February 1.

During their internship year PsyD students may sign up for insurance directly through the Heath Promotions Services website (https://myusf.usfca.edu/hps/insurance).

DCT/Program Involvement and Communication during the Internship Year

The level of communication and involvement between the USF PsyD program DCT and internship sites during the internship year may vary depending on the site and its accreditation status (with more requirements for non–APA accredited sites). Typically, involvement includes contact with primary supervisors and the Training Director related to general program information, documentation completion (including required evaluations), and any other pertinent information. The DCT is available to the internship site Training Director and primary supervisors for consultation about student issues or concerns throughout the internship placement in a formal or informal manner (dependent upon site preferences). Formal consultation could include direct intervention with the site, while informal consultation could include DCT coaching of the student.

The DCT is also available to students throughout the internship year for consultation around site issues or concerns, as well as in assisting in completion of required documentation for the program and for licensure. Students are reminded that their USF email addresses will be the email used for communication. Thus, USF email and the PsyD Students Canvas Portal should be checked on a regular basis. The DCT is also available to consult with students around postdoctoral application processes, licensure, and other professional development issues related to clinical training.

Internship Documentation Requirements

Documentation is required from students prior to, during, and upon completion of the internship year. This documentation includes those required for the purposes of licensure, progress monitoring, and evaluations. The following sections contain information regarding required documentation, including additional documentation requirements for students participating in non–APA accredited internships.

The "Summary of Required Internship Documentation Forms," located in the Clinical Training folder on the PsyD Students Canvas portal, provides a list of all required documentation for students on internship, including deadlines and submission directions.

Licensure Requirements and Documentation (all internships)

Each state has different requirements for licensure as a psychologist. Students should be aware of licensure requirements and procedures, some of which they may be introduced to while they are on internship. It is important for students to keep copies of any forms related to licensure, including program verifications, verifications of internship experiences, and so forth, in the event of future changes in licensure requirements. The following is an overview of current licensure requirements in California.

Up to 1,500 supervised professional experience (SPE) hours of the internship experience may be counted toward the total 3,000-hour requirement for licensure in the state of California. 1,500 additional hours are required to be accrued via postdoctoral experiences in California. In order to have those hours approved, the California BOP requires:

1. Supervision Agreement form (SAF): Completed *before* SPE is accrued

2. Verification of Experience form (VOE or VOEF): Completed *after* SPE at the site is finished

3. Weekly Log: Students are required to keep a log of weekly activities that is signed/initialed by the student's supervisor weekly. While the weekly log is not submitted with license

applications, students should keep the weekly log in case of audit. BOP can request this information from license applicants at any time.

Students seeking licensure in California should carefully review licensure requirements from the BOP **prior** to starting the internship. The required forms (e.g., Verification of SPE, SAF) and information about licensure requirements can be found on the BOP website (http://www.psychology.ca.gov/applicants/psychologist.shtml).

Completing Licensure Documentation with the Internship Site

Supervision Agreement Form (SAF): At the start of internship, students should provide their internship site with a copy of the SAF, retrieved from the BOP website. This form must be completed **before** starting any training activities. Once completed, the student should make 3 copies of the form:

1. The Internship Training Director should keep the ORIGINAL FORM. They will submit this form directly to the BOP with the VOE at the end of the training period.

2. The student must submit a COPY of the form to the USF PsyD DCT as soon as possible after starting internship.

3. The student should keep a COPY.

Verification of Experience (VOE): The VOE form is completed **at the end** of the training period. Once completed, make 3 copies of the form:

1. The Internship Training Director should keep the ORIGINAL FORM. They will submit this form together with the SAF directly to the Board of Psychology.

2. The student must keep a COPY

3. Submit a COPY of the form to the USF PsyD CTO. Do this immediately as this is a requirement for the internship experience to be successfully completed.

   o Students Completing an out-of-state internship: Please note that there is a separate VOE for internships that are not in California.

Licensure Documentation

If a trainee's primary supervisor changes during their internship or postdoctoral training, it is essential that the trainee complete a VOE Form to "close" the supervision agreement with their outgoing supervisor, and then initiate a new SAF and VOE with their new primary supervisor. At the culmination of their training year, trainees will need to complete a final VOE. This may mean that trainees may collect several sets of forms documenting their formal SPE.

Seeking Licensure in Other States

Students who are considering seeking licensure outside of California are strongly encouraged to review the licensure process and requirements for that state. Different states may have additional documentation requirements that must be addressed prior to or during the predoctoral internship

year. For example, some states may have a form similar to the "Supervised Professional Agreement" form, though titled differently, that may also be required prior to the accrual of internship hours. It is the student's responsibility to ascertain licensure documentation requirements in states other than California. Students should submit copies of completed and signed forms to the USF CTO.

Information about and links to other state licensure requirements can be found on the ASPPB website (https://www.asppb.net/). Further helpful information about the licensure process in general may be found there as well.

Students who are certain that they will apply for licensure in other states, especially states that require program and internship documentation during the internship experience, are expected to provide the USF PsyD DCT all information related to these requirements, including specific documents and forms. The student must also schedule an appointment with the DCT to create a plan to support accomplishing these requirements.

While the DCT and faculty advisors can provide substantial support and guidance for students as they ready themselves for licensure, it is each students' responsibility to be informed and knowledgeable about the licensure requirements in the states and jurisdictions of interest.

Additional resources about licensure requirements across states are available through the following:

- The Association of State and Provincial Psychology Boards (ASPPB), PSY|Book, an online reporting tool for licensure requirements across ASPPB's 64 member jurisdictions: https://www.asppb.net/page/psybook

- The National Register of Health Service Psychologists, which provides information about licensure mobility across jurisdictions, as well as other useful information and tools: https://www.nationalregister.org/tools-services/licensure-mobility/

Internship Site Evaluations (all internships)

All students must successfully pass their internship evaluations at mid-year and at the end of the year. Evaluations are required at least twice yearly for all internship sites (both APA-accredited and non-APA-accredited). This is in alignment with the APA accreditation of the USF PsyD program.

Internship sites utilize their own evaluation forms. Students do not have to provide USF evaluation forms (e.g., CSEPS) to internship sites. At mid-year (based on the start/end dates of individual sites), a COPY of the signed evaluation is submitted to the DCT from the student's internship Training Director (TD). At the end of the student's internship placement, a COPY of the signed year-end evaluation is submitted to the DCT from the student's internship training director. This is consistent with the practice of providing evaluations as outlined by APPIC for internship sites. For more information see APPIC requirements for internship sites, specifically #15 (https://www.appic.org/Internships/Internship-Membership-Criteria).

APA-Accredited Sites and Additional Documentation

In addition to the documents to be submitted as outlined in the previous sections, students participating in APA-accredited internships must also submit the following:

End of Year Hour Log

Students in APA-accredited internships must submit to the USF PsyD Program DCT a clinical hour log for the entire internship experience at the end of the internship placement. Student hours during internship may be tracked through a third-party hour tracker (e.g., T2T) or utilizing an Excel spreadsheet. The PsyD Clinical Hour Log spreadsheet (see the PsyD Students Canvas portal, Clinical Training, Time2Track) may be used to keep track of the hours that interns must document. Students may want to modify the form, which currently refers to practicum hours. Additionally, the hour documentation log MUST be signed by the student and the student's primary supervisor and must include the total number of hours completed at the internship placement site.

Non–APA accredited Sites and Additional Documentation

In addition to the documents to be submitted as outlined in the previous sections, students participating in non–APA accredited internships are required to submit additional documentation prior, during, and at the end of the internship training year. The additional documentation meets APA accreditation documentation requirements for non–APA accredited sites.

Monthly Hour Logs

Monthly hour logs are required to be submitted by students in non–APA accredited programs ONLY. This requirement is in compliance with both BOP licensing requirement and APA accreditation standards, which require additional oversight in the form of documentation for students in non-accredited programs. Monthly hour logs do not need to be signed by students' supervisors. Primary supervisors need only sign student hours at the end of the internship year. The monthly log may be submitted as a summary printout from a third-party hour tracker (e.g., Time2Track) or utilizing an Excel spreadsheet. The PsyD Clinical Hour Log Excel spreadsheet (see Clinical Training folder on the PsyD Portal) may be used as a template to log hours. Monthly hour logs should be submitted directly to the PsyD Program CTO.

End of Year Hour Log

Students in non–APA accredited internships must submit to the USF PsyD Program DCT a clinical hour log for the entire internship experience at the end of the internship placement. Student hours during internship may be tracked through a third-party hour tracker (e.g., T2T) or utilizing an Excel spreadsheet. The PsyD Clinical Hour Log Excel spreadsheet (see Clinical Training folder on the PsyD Portal) may be used as a template to log hours. Additionally, the hour documentation log MUST be signed by the student and the student's primary supervisor and include the total number of hours completed at the internship placement site.

Conduct While on Internship

Interns are to be familiar with and abide by all policies and guidelines about student conduct as described in the student's Internship Offer/Agreement letter or Internship Contract. Students must also abide by the written policies and procedures of the internship site. Students must be available for the orientation provided by the site, adhere to the training schedule, make themselves available for supervision, meet the requirements for direct service hours, and adhere to the APA ethics code. Students must perform, relate, conduct themselves, and dress in a professional manner.

Students should contact their internship sites to confirm their internship start date (including any required onboarding and orientation). Once an internship begins, students are required to meet the

number of contracted hours in order to receive credit for their experience. To reduce conflicts, students should endeavor to schedule the completion of practicum training, documentation or other activities to accommodate their internship schedule. Students should consult with the DCT *before* negotiating an earlier practicum end date. Once students have started internship, they are expected to contact the DCT if any of their training needs are not being met.

Ethical Behavior While on Internship

Students must adhere to the APA ethics code and the laws and regulations of the state board of psychology. If difficulties occur, students should make a good faith effort to resolve them collaboratively with the internship staff. Students are expected to be proactive and engage in consultation in order to minimize future problems. The DCT and the student's faculty advisor are available to consult or assist students with any perceived ethical, relational, or organizational dilemmas while at internship.

Remediation and Disqualification on Internship

In the event that a student is demonstrating a failure to progress (as reported by the internship site), "unacceptable/unsatisfactory" ratings from any evaluator in any of the major categories of their internship evaluation, or reported to have engaged in unprofessional conduct or unethical behavior during internship, the student may be referred by the DCT to a review committee. The review committee will consist of the DCT, the student's faculty advisor, and the PsyD Program Director. Upon review, appropriate action will be taken by the committee. Actions may include: 1) supportive remediation while on internship, 2) removal from internship and a corrective remediation plan, 3) other disciplinary action, or 4) recommendation for disqualification. Please refer to the 'Monitoring Deadlines and Consequences for Conduct' section of this manual for details about possible consequences, and the sections on Advising and Evaluations and Due Process and Grievance Procedures in the *PsyD Student Handbook* for more information.

Leaving an Internship Before Completing Contract

A student needing to leave an internship site before completing the agreed-upon timeframe should notify the DCT as soon as the need becomes known, and *prior to* notifying the internship training director (if possible).

Early termination of an internship may have serious implications for clients, the student, and the internship site. It may also negatively impact USF's relationship with the internship site and affect future students' ability to train at that site. Therefore, any steps in this direction must be considered carefully. Students should remember that it is usually impossible to apply to or begin a new internship mid-year, and that leaving an internship early may mean waiting until the next training year to complete the internship requirement.

THE POSTDOCTORAL EXPERIENCE

The postdoctoral year of clinical training is a requirement for licensure in most states. Postdoctoral programs can vary widely, from APPIC postdocs, to postdocs offered by different agencies/organizations, and even to "creating" postdoctoral experiences that meet licensure requirements. If a student is considering a particular specialization (e.g., neuropsych), that too has a different process. Some postdocs last one year, while postdoctoral programs leading to board certification may last for two years.

APA provides many postdoc resources (https://www.apa.org/education/grad/post-fellow). APAGS also has some articles related to the postdoc search for psychology graduate students. ASPPB (https://www.asppb.net/) and the National Register (https://www.nationalregister.org/) have resources related to multiple aspects of licensure, credential banking, and postdoctoral fellowship. Students can also consult with mentors, faculty advisors, DCT, and supervisors regarding their trajectory toward licensure.

Applying for Postdoctoral Positions

Although the postdoctoral experience occurs *after* conferral of the doctoral degree, it is advisable to start searching for postdocs while on internship. While postdoc preparation is typically not initiated from the academic institution, this section provides some helpful information for students engaging in this process.

The postdoctoral search and application process typically begins at the end of Fall semester of the internship training year. The APPIC Psychology Postdoctoral Application (APPA CAS) is an online application for postdoctoral programs. Postdoctoral program directories include the Universal Psychology Postdoctoral Directory (UPPD; https://www.appic.org/Postdocs/Universal-Psychology-Postdoctoral-Directory-UPPD), CAPIC Postdoctoral Directory (https://capic.net/resources/postdoctoral-programs/), and Association of Postdoctoral Programs in Clinical Neuropsychology (APPCN; https://appcn.org/). Postdoctoral fellowship sites can also be found through public job boards (such as Indeed.com) and professional association listservs (e.g., APA and APA divisions). APPIC application and directory information, email lists, selection guidelines, webinars, and narrated PowerPoints can be found at https://www.appic.org/Postdocs.

Requests for Postdoc Verification Letters

Students who need verification letters for their postdoc applications should complete the Request for Letter of Verification for Postdoctoral Application(s) Google form (https://docs.google.com/forms/d/e/1FAIpQLSeQwM4pLvZRkbsTQ7b36W_-euXrcAxh59UdzSMpeD368wPjpg/viewform). Students can also access the form through the PsyD Students Canvas portal (Clinical training / Postdoctoral Fellowships).

Students will be asked to provide information about internship start and end dates, dissertation status, and date expected to complete all degree requirements. Students will also provide the names and contact information for postdoctoral programs to which they want verification letters sent. After submitting the form, the PsyD Program Director or DCT will be notified and will generate and submit the requested letters. Students should allow a minimum of two weeks to process the verification letters.

Postdoc Application Resources

- APPIC's Postdoc-Related Email Lists
  - Postdoc-News
  - Postdoc-Network

- Postdoctoral Selection Guidelines

- Education Resources for the Selection Process (applicants and programs)

  - Application and Selection Narrated PowerPoint: The Postdoctoral Committee has developed a Narrated PowerPoint for applicants and internship training directors and others to use to educate current interns (postdoctoral program applicants) about the selection process and how to more successfully use the Postdoctoral Selection Guidelines. A pdf of the PowerPoint slides and notes is available by clicking on the following link.

- Q and A Webinars:

  - The Postdoctoral Committee will be holding a series of Q and A Webinars for postdoctoral applicants and training directors on the postdoctoral selection process. Downloadable copies of the FAQs with answers and recordings of the webinars are available on the Q and A webpage.

- Education on Postdoctoral Training and the Postdoctoral Application Process:

  - The Postdoctoral Committee has developed a PowerPoint presentation to assist psychology graduate students and recently match interns in learning about postdoctoral training and the postdoctoral selection process. Postdoctoral training is an important part of the sequence of psychology training. The PowerPoint can be used by graduate students or by graduate program faculty.

- Universal Psychology Postdoctoral Directory (UPPD):

  - In recent years, 85% of clinically focused programs listed in the UPPD agreed to follow the guidelines and the UND (Uniform Notification Date).

- Graphic Timelines for postdoctoral selection have been developed for applicants and directors of internship and postdoctoral programs.

- A Spreadsheet Template to track important information about postdoctoral programs. This is intended to help applicants compare critical variables and rank programs they are considering applying to.

- APPIC Psychology Postdoctoral Application (APPA CAS) details and guidelines.

- Clarification on reciprocal offers has been developed for both applicants and postdoctoral training directors.

APPENDICES

Appendix A: Clinical Training Calendar

Notes:
- Please refer to "Summary of Required Clinical Documentation Forms" and the "PsyD Student Deadlines and Important Dates" documents on the PsyD Students Canvas portal, Student Resources page, for specific due dates for required documentation throughout the year.
- Please refer to APPIC for annual internship deadlines and most updated application requirements

Year 1	Year 2	Year 3	Year 4
August			
● Clinical Training Orientation as part of Program Orientation (start of Fall semester)	● Clinical Training Update Meeting (start of Fall semester) ● Start of P2 practicum placement (date varies by site) ● Submit Practicum Learning Contract (PLC; within 2 weeks of start date)	● Clinical Training Update Meeting (start of Fall semester) ● Start of P3 practicum placement (date varies by site) ● Submit PLC within 2 weeks of start date	● Clinical Training Update Meeting (start of Fall semester) ● Start of P4 practicum placement (date varies by site) ● Submit PLC within 2 weeks of start date ● Students applying to internship continue to work on application materials. ● APPIC list of participating sites becomes available.
September			
			● Prepare AAPI
October			
● Discuss Annual Student Evaluation and Planning (ASEP) in PSYD 708 class	● Submit ASEP ● BAPIC prep workshops (October or November) ●	● Submit ASEP ● BAPIC prep workshops (October or November) ●	● Submit ASEP ● Submit AAPI to DCT for verification ● Submit applications (most APPIC sites have application deadline of 11/1)

November			
• Start preparation for BAPIC practicum cycle • When available, review BAPIC P2 site lists and site profiles for potential practicum sites • Prepare P2 practicum application materials (cover letters, CV) • Obtain review of cover letters and CVs from PSYD708 instructor	• Start preparation for next BAPIC practicum cycle • When available, review BAPIC P3 site lists and site profiles for potential practicum sites • Prepare P3 practicum application materials (update CVs, cover letters) • Prepare mid-year Clinical Supervisor Evaluation of Practicum Placement (CSEPS) Part I, schedule evaluation meeting, and Submit CSEPS to supervisor <11/10	• Start preparation for next BAPIC practicum cycle • When available, review BAPIC P4 site lists and site profiles for potential practicum sites • Prepare P4 practicum application materials (update CVs, cover letters) • Prepare mid-year CSEPS Part I, schedule evaluation meeting, and submit CSEPS to supervisor <11/10	• Prepare mid-year CSEPS Part I, schedule evaluation meeting, and submit CSEPS to supervisor <11/10 • If not applying to internship, prepare for BAPIC Externship applications • Whether applying to internship or not: work with dissertation chair to make substantial progress on dissertation
December			
• Continue preparing BAPIC application materials • Develop draft BAPIC P2 site list	• Continue preparing BAPIC application material • Develop draft BAPIC P3 site list • Remind primary supervisor to SUBMIT mid-year CSEPS <12/10	• Continue preparing BAPIC application material • Develop draft BAPIC P4 site list • Remind primary supervisor to SUBMIT mid-year CSEPS <12/10	• Remind primary supervisor to SUBMIT mid-year CSEPS <12/10 • Deadline to register for the APPIC Match online. • APPIC internship interviews begin
January			
• BAPIC Fair (late January/early February) • Finalize list of P2 sites to apply to (after fair)	• BAPIC Fair (late January/early February) • Finalize list of P3 sites to apply to (after fair)	• BAPIC Fair (late January/early February) • Finalize list of {4 sites to apply to (after fair)	• APPIC internship interviews continue

February			
• Submit BAPIC Practicum Site Application Approval Form • Submit BAPIC applications to sites (deadline for most sites late February) • Register for PracticumFit • BAPIC practicum interviews	• SUBMIT BAPIC Practicum Site Application Approval Form • Submit BAPIC applications to sites (deadline for most sites late February) • Register for PracticumFit • BAPIC practicum interviews	• SUBMIT BAPIC Practicum Site Application Approval Form • Submit BAPIC applications to sites (deadline for most sites late February) • Register for PracticumFit • BAPIC practicum interviews	• APPIC Rank Order list deadline for Phase I • APPIC Phase I Match day • APPIC Phase II begins: list of sites with unfilled positions available
March			
• BAPIC interviews continue	• BAPIC interviews continue	• BAPIC interviews continue	• APPIC Phase II ranking deadline • APPIC Phase II Match day • APPIC post-match vacancy service (PMVS) list of sites with unfilled positions available
April			
• Submit site rankings through PracticumFit (early April) • Submit BAPIC Practicum Site Ranking Form • BAPIC Match day (mid-April) • Submit Practicum Information Form (PIF) within 2 weeks of BAPIC Match notification	• Submit site rankings through PracticumFit (early April) • Submit BAPIC Practicum Site Ranking Form • BAPIC Match day (mid-April) • Submit PIF within 2 weeks of BAPIC Match notification	• Submit site rankings through PracticumFit (early April) • Submit BAPIC Practicum Site Ranking Form • BAPIC Match day (mid-April) • Submit PIF within 2 weeks of BAPIC Match notification • Begin internship prep workshops (late spring)	

	May		
May			
	• Submit year-end CSEPS • Submit year-end Student Evaluation of Clinical Placement (SECP) with approved Time2Track (T2T) hours log	• Submit year-end CSEPS • Submit year-end SECP with T2T hours log	• Submit year-end CSEPS • Submit year-end SECP with T2T hours log • Attend "Starting Internship" meeting with DCT
June			
• Start of P2 practicum placement (date varies by site) • Submit PLC within 2 weeks of start date	• Start of P3 practicum placement (date varies by site) • Submit PLC within 2 weeks of start date	• Start of P4 practicum placement (date varies by site) • Submit PLC within 2 weeks of start date • Internship prep workshops continue	• Start of predoctoral internship (date varies by site)
July			
		• Internship prep workshops continue	

Appendix B: General Predoctoral Internship Application Timeline

Spring (prior to fall semester when applying)	
Spring	● Accept invitation to Internship Prep Workshop Canvas portal ● First workshop late spring/early summer)
Summer	
June–July	● Attend mandatory internship prep workshops (summer through following spring) ● Prepare internship application materials
August–September	● Start preparing site lists ● Start requesting recommendations (SRF) ● Work on application materials (e.g., essays, updated CV, cover letter drafts) ● Begin completing AAPI (APPIC Application for Psychology Internships) ● Participate in iterative review and revision process of materials and AAPI with DCT
Fall	
October	● **10/1:** Deadline to submit Statement of Intent Regarding Clinical Internship Google form ● Continue working on internship site lists from APPIC directory ● All application materials have been reviewed by DCT and revise ● Complete AAPI and upload for DCT approval. ● After DCT verification and approval, students can begin submitting internship applications
November–December	● 10/31 or 11/1: Internship application deadline for most sites (some have earlier deadlines) ● APPIC Match *registration* opens. Applicants can register for the APPIC Match Online via the NMS web site. ● Submit APPIC applications ● Internship interviews
Winter	
December–January	● Internship interviews continue

Spring	
January–February	● APPIC Rank Order Lists for Phase I of the Match are due using the NMS Match System

February	● **Mid-to-Late February:**
	   ○ APPIC Phase I Match Day.
	   ○ APPIC Phase II: List of sites with unfilled positions are provided
	
	● **Late February/Early March:**
	● Students participating in Phase II of Match apply to Phase II sites and participate in interviews

March	● **Mid-March**: APPIC Rank Order Lists for Phase II of the Match due ● **Mid-to-Late March**: APPIC Phase II Match Day
March–April	● APPIC Post-Match Vacancy Service (PMVS): list of PMVS sites with unfilled positions provided ● Students participating in PMVS submit applications and participate in interviews
May	● Students who match with internships participate in Starting Internship meetings
<td colspan="1" align="center">**Summer**</td>
June–September	● Start of predoctoral internship (varies by site)

Appendix C: Checklist of Internship Documentation

For the most up–to-date information, refer to the Summary of Required Internship Documentation on the PsyD Students Canvas portal (Clinical Training / Internship)

- ❖ Statement of Intent Regarding Clinical Internship

- ❖ Internship Acceptance/Offer Letter

- ❖ Copy of Certificate of Insurance (COI)

- ❖ COPY of the SAF (for those seeking licensure in California) and/or COPY of similar supervision agreement form for those seeking licensure in a state other than California (title of such form varies by state)

- ❖ Internship Site Evaluations (at least two: mid-year and end-of-year)

- ❖ End of Year Hour Log signed by student and supervisor

- ❖ COPY of the VOE Form (for all seeking licensure in California) and/or COPY of similar verification form for those seeking licensure in a state other than California (title of such form dependent upon state)

  - ➢ A separate form exists for students completing an internship outside of California, but who are seeking California licensure and a COPY should be submitted

- ❖ For students at non–APA–accredited internships:

  - ➢ Monthly Hour Logs

  - ➢ Non-Accredited Internship Tracking Form

Appendix D: Internship Checklist

PRE-GRADUATION CHECKLIST: PSYD DEGREE
REQUIRED INTERNSHIP DOCUMENTATION / FORMS

Intern Name: _____   Review Date: _____

Documentation Reviewed by (Faculty/ Staff name): _____

Forms required for all interns (at APA accredited __AND__ non-APA accredited internship sites):

Rcvd	Document	Who / When	Submit To / Comments
☐	Internship Acceptance Letter	● **Student** ● 1 week after Match	● Email to CTO ● If the student does not receive an acceptance letter by the submission deadline, please contact CTO
☐	**Internship Information Form (IIF)**	● **Student** ●	● Canvas / Google Form ● PsyD Students Canvas portal (Clinical Training / Internship)
☐	Internship Contract	● **Student** ● Varies by site	● Email to CTO ● Submit any contracts signed with the internship site (there may be no additional contract; this varies by site)
☐	COPY of the **Supervision Agreement Form (SAF;** for all seeking licensure in CA) and/or COPY of similar supervision agreement form for those seeking licensure in a state other than CA (title of such form dependent upon state)	● **Student** ● Beginning of internship, before SPE (supervised professional experience) is accrued	● Email to CTO ● Students wishing to become licensed in another state should ensure that they have reviewed the requirements for licensure in that state and submit the appropriate copies of documentation to the PsyD Program
☐	***Apply to graduate***	● **Student** submits application for graduation ● Student submits by **2/1** (for spring or summer graduation) or by **9/1** (for December graduation)	
☐	**Mid-Year/ Quarterly Internship Evaluation**	● **Internship Site** ● Training Director ● Varies by site	● Email to CTO ● The evaluation form for APA-accredited or APPIC-member sites is the form that the site uses. ● CAPIC sites must use USF-specific evaluation forms (provided by USF PsyD program DCT)

☐	**Dissertation**	• **Student**, Dissertation Chair, CTO • For summer graduation, student defends dissertation **<6/15;** ** all revisions and received/ processed by library repository **<7/15****	• Work with CTO to make sure all your forms are submitted on time • CTO will need to see that your dissertation is showing in the USF Library repository
☐	**End of Year Internship Evaluation**	• **Supervisor/ Site**	• Email to CTO • The evaluation form for APA-accredited or APPIC-member sites is the form that the site uses. • CAPIC sites must use USF-specific evaluation forms (provided by USF PsyD program DCT)
☐	**End of the Year Hour Log:** can be provided using internship site tracking system or Time2Track annual summary report	• **Student** • At end of internship, but before graduation	• Email to CTO • At *minimum,* this log should have a breakdown of hours into categories (intervention, assessment, supervision, support), total hours, name of intern, name of internship site, and the dates of internship. The log should be signed and dated by the supervisor and the student. • It is acceptable (but not necessary) to list the breakdown and totals by month
☐	COPY of the **Verification of Experience Form (VOE)**	• **Supervisor** gives to • At end of internship, but before graduation	• Supervisor or Student Email to CTO • For all seeking licensure in CA; and/or COPY of similar verification form for those seeking licensure in a state other than CA (title of such form dependent upon state) • Follow instructions on VOE form if completing an internship outside of CA, but are seeking CA licensure
☐	**Certificate (or letter) of Completion of Internship**	• **Internship Site** • At end of internship, but before graduation	• Email to CTO
☐	**Weekly Log**—Interns are required to keep a log of weekly activities that is **signed/initialed** by the intern's supervisor weekly	• **Student** • Weekly	• Student to keep with their own internship documentation file *[do not send to CTO]* • *Do not submit with your license application,* but you are required to keep it in case of audit as the BOP can request this from you at any time.

** Starting Summer 2024, for August degree conferral, dissertation must be defended by 6/1, and received by the library repository by 7/1. Refer to the most recent timelines for dissertation completion, degree conferral, and verification of completion of degree requirements, or check with your dissertation chair.

☐	**Change PSYD 789 grades** from IP → S	• **DCT** changes grades, usually for 3 semesters of PSYD789	• DCT/ PSYD 789 course instructor reviews course requirements and other internship documentation • CTO works with DCT to confirm all documentation received and other internship/graduation requirements met
☐	**Other degree audit tasks**	• CTO	• CTO reviews all PsyD degree requirements and submits NTP (notice to post) to registrar

For students attending non-APA-accredited internships only:

☐	**Non-Accredited Internship Request to Apply Form** *(*non-APA-accredited sites only)*	• **Student** • When student receives permission to apply	• Email to DCT • This form is required for students who match with any non-APA-accredited site (e.g., APPIC-member site)
☐	**Non-Accredited Internship Tracking Form (*non-APA-accredited sites only)**	• **Student** • One month after start of internship	• Email to CTO and DCT
☐	**Monthly Hour Log** (*non-APA-accredited sites ONLY*)	• **Student** • At the end of every month	• Email to CTO • Prefer T2T; make sure each monthly log is signed by primary supervisor

Notes:
- CTO Email = Clinical Training Office (CTO) general email: psydcto@usfca.edu
- Please note that these deadlines are mostly related to documentation for clinical training while on internship. There may be additional state-specific licensure documentation (please consult relevant state licensing boards) or other PsyD Program or University required documents.
- Additional forms are required prior to graduation, including Application for Graduation (submitted in February for summer graduation), Notice to Post (after all degree requirements are met; a Laserfiche form that is submitted to the office of the registrar), and required dissertation defense documentation. ***Please check with CTO, dissertation chair, and others as needed,*** to be sure you are operating with the most up-to-date and accurate information.
- Regarding the SAF and VOE, here are the instructions from the California BOP:
  - Upon completion of the supervised professional experience as outlined in the Supervision Agreement, **the primary supervisor is required to provide both the signed original Agreement and Verification of Experience form to the trainee in a sealed envelope, signed across the seal, for submission to the Board by the trainee along with his or her application.**

Appendix E: Non-Accredited Internship Vetting and Request to Apply Packet

The following forms are used when a student attends a non–APA–accredited internship.

The DCT completes the following forms:

- Guideline Criteria for Vetting Non-accredited Internship Sites: DCT
- Non-accredited Internship Review Form: DCT
- Internship Communications Tracking Form: DCT

The student completes the following forms:

- Non-Accredited Internship Request to Apply Form
- Non-Accredited Internship Tracking Form

These are the criteria used by the DCT to vet all unaccredited internship sites. All unaccredited sites must meet these criteria and they must be documented as described. These criteria are based on APA internship standards, IR C-31(c), and the APA SoA Standard II.B.4.b.

1. The psychology internship must be an organized training program designed to provide a planned sequence of training experiences. It must be a 1500- to 2000-hour experience that is completed as a full-time 12-month internship year or a two-year part-time period of no more than 24 months. Most internships are 2000 hours over 12 months or 20 hours/week for 24 months.

2. The internship must have a written statement or Brochure which describes the goals, learning objectives, training activities, and include clear expectations of quantity and quality of the student's work, and the provision of supervision and didactic training.

3. The training activities must be psychological in nature and involve training in a range of psychological assessment and intervention activities with at least 25% of the student's time providing direct services to clients.

4. The internship site must have a clearly designated psychologist staff member, licensed by the appropriate state or provincial licensing authority, who is responsible for the integrity and quality of the training program.

5. Regularly scheduled individual face-to-face supervision will be provided by a licensed psychologist at the ratio of 1 hour of supervision for every 20 hours of internship worked. Supervision activities will include some method of direct observation of the student by the supervisor which may include in-room observation, co-leading or co-therapy, audio or videotaping review of a session, and/or one way mirror observation. Documentation of how this will be done must be included in the site Brochure or Learning Contract.

6. The internship site will provide a second licensed psychologist (a delegated supervisor) who will be available to the student for supervision and training activities.

7. Two hours of didactic or "other training activities" (2 hours per 40 hour work week or 1 hour per every 20 hours worked) are required each week. This training may consist of activities such as treatment team meetings, case conferences, consultations, and grand rounds.

8. The internship level psychology trainee will have a title designating their position such as "psychology intern," "resident," or "fellow."

9.   The internship site will have at least two trainees at the pre-doctoral level of training.

10.   The internship site will show evidence of commitment to respect for cultural and individual diversity.

11.   The internship should provide the intern opportunity for professional interactions with members of other professional disciplines and ideally the opportunity to participate on interprofessional teams.

12.   The intern will receive formal written evaluations at least twice per year with the first evaluation being given no later than the midpoint of the year. The supervisor will identify the methods of direct observation used in evaluating student performance on the evaluation forms.

13.   The internship has documented procedures that detail due process procedures addressing concerns about intern performance, intern's concerns about training. These procedures are provided in writing at the start of the training period.

14.   The internship has the adequate resources to achieve the stated training goals and objectives, provide administrative support, office and clerical support, and has mechanisms for ongoing evaluation of the effectiveness of the internship program.

15.   Intern stipends are clearly stated in advance.

16.   The internship site will provide a "Certificate of Completion" upon satisfactory completion of the internship year that details the start and end dates and total hours of internship training.

The ***Internship Communications Tracking Form*** will be used by the DCT to document the vetting of these criteria. When reviewing the Brochures, Contracts, and Supervisor CVs, etc., the DCT will use this form to concretely document the meeting of each of these criteria and any conversations with site training directors. This form will be signed and kept in the student's clinical training file.

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Non-accredited Internship Review Form

Use this document as an adjunct to the **Guideline Criteria for Vetting Unaccredited Internship Sites** and will accompany the ongoing documentation on the **Internship Communications Tracking Form** when dealing with non-accredited internship sites.

These criteria shall be used by the DCT to vet *all* unaccredited internship sites. *All non-accredited sites must meet these criteria and they must be documented as described herein.* Check off each item verified. The student (intern) will also need to complete the **Non-accredited Internship Tracking Form** and submit to the CTO within one-month of their internship start date.

Internship Name: _____

Accreditation Status of Non-accredited Internship:

☐ APPIC Member ☐ CAPIC Member

☐ APA-SoA Site Visit Date Scheduled ☐ APA-SoA Site Visit Completed

☐	1.	The psychology internship must be an organized training program designed to provide a planned sequence of training experiences. It must be a 1500- to 2000-hour experience that is completed as a full-time 12-month internship year or a two-year part-time period of no more than 24 months. Most internships are 2000 hours over 12 months or 20 hours/week for 24 months.
☐	2.	The internship must have a written statement or Brochure which describes the goals, learning objectives, training activities, and include clear expectations of quantity and quality of the student's work, and the provision of supervision and didactic training.
☐	3.	The training activities must be psychological in nature and involve training in a range of psychological assessment and intervention activities with at least 25% of the student's time providing direct services to clients.
☐	4.	The internship site must have a clearly designated psychologist staff member, licensed by the appropriate state or provincial licensing authority, who is responsible for the integrity and quality of the training program.
☐	5.	Regularly scheduled individual face to face supervision will be provided by a licensed psychologist at the ratio of 1 hour of supervision for every 20 hours of internship worked. Supervision activities will include some method of direct observation of the student by the supervisor which may include in-room observation, co-leading or co-therapy, audio or videotaping review of a session, and/or one way mirror observation. Documentation of how this

☐	will be done must be included in the Brochure or Learning Contract.
☐	6. The internship site will provide a second licensed psychologist that is available to the student for supervision and training activities.
☐	7. Two hours of didactic or "other training activities" (2 hours per 40-hour work week or 1 hour per every 20 hours worked) are required each week. This training may consist of activities such as treatment team meetings, case conferences, consultations, and grand rounds.
☐	8. The internship level psychology trainee will have a title designating their position such as "psychology intern," "resident," or "fellow."
☐	9. The internship site will have at least two trainees at the pre-doctoral level of training.
☐	10. The internship site will show evidence of commitment to respect for cultural and individual diversity.
☐	11. The internship should provide the intern opportunity for professional interactions with members of other professional disciplines and ideally the opportunity to participate on interprofessional teams.
☐	12. The intern will receive formal written evaluations at least twice per year with the first evaluation being given no later than the midpoint of the year. The supervisor will identify the methods of direct observation used in evaluating student performance on the evaluation forms.
☐	13. The internship has documented procedures that detail due process procedures addressing concerns about intern performance, intern's concerns about training. These procedures are provided in writing at the start of the training period.
☐	14. The internship has the adequate resources to achieve the stated training goals and objectives, provide administrative support, office and clerical support, and has mechanisms for ongoing evaluation of the effectiveness of the internship program.
☐	15. Intern stipends are clearly stated in advance.
☐	16. The internship site will provide a "Certificate of Completion" upon satisfactory completion of the internship year that details the start and end dates and total hours of internship training.

☐ Brochure and Contract(s) reviewed.

☐ Supervisors CVs Reviewed and Qualified

☐ **All APA-based Internship Guidelines criteria met and documented.**

The signature below certifies that the vetting process has been completed.

Site Approved for Internship: ☐ **Yes**   ☐ **No**

DCT Signature at Vetting: _____   Date: _____

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Internship Communications Tracking Form

Student Name: _____

Internship Site: _____

☐ APA accredited   ☐ Non-Accredited APPIC member   ☐ Non-Accredited CAPIC member

Dates of Internship: Start: _____   End: _____

List any events or evolving concerns throughout internship year:

Event or Concern	Date

Communication Log:

For *accredited* internships, document any critical events/communications here.

For *non-accredited* internships, document the scheduled first quarter, mid-term, second quarter and final site review communications here. Any and all critical events/communications should also be documented here.

	Date of Contact	Person Contacted	General Notes
1st quarter			
Mid-point			
3rd quarter			
End of internship			

Criteria requiring discussion/action and actions taken/dates:

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Site Visit: Date: _____

Notes from site visit:

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DCT Signature: _____   Date: _____

On Completion of Internship:

Date Internship Satisfactorily Completed: _____

Certificate of Completion received: ☐ Yes ☐ No   **Logs verified:** ☐ Yes ☐ No

DCT Signature at Completion of Internship: _____   Date: _____

UNIVERSITY OF SAN FRANCISCO | School of Nursing and Health Professions **Non-Accredited Internship Request to Apply Form**

This form is completed by students requesting to apply for an APPIC or CAPIC member internship that is not accredited by the APA for the purpose of assisting the DCT in their review.

The DCT will use the *Guideline Criteria for Vetting Non-accredited Internship Sites* (Appendix #) in their review and document the review and decline or approval with the *Non-accredited Internship Review Form*. All unaccredited sites must meet identified criteria based on APA internship standards, IR C-31(c), and the APA SoA Standard II.B.4.b.

Once a site is approved and the student matches with the non-accredited internship site, the DCT and the student both have additional documentation requirements:

● The DCT will complete the *Internship Communications Tracking Form* to document the scheduled site reviews (first quarter, mid-term, second quarter, and final) and all other communications.

● The students must complete: **1)** *Non-APA Accredited Internship Tracking Form* one month after the start of the internship and submit it to the USF PsyD Program CTO and DCT for review; **2)** the primary supervisor will complete and sign the agency's intern evaluations at mid-year and end-of-year and submit to the USF PsyD Program DCT; and **3)** the student will submit a Time2Track hour log summary signed by their supervisors, along with their evaluations, to the USF PsyD Program CTO and DCT. The Program maintains students' evaluations in students' electronic and printed files.

Student Information	
Student Name:	
CWID:	
Date of Request:	
Internship Membership:	☐ APPIC ☐ CAPIC

PART A: APPIC Member Sites Only

General Information	Response
List all of the APPIC member sites (non-accredited) that you are requesting to apply to. Please be sure to list the full name of the site and include its APPIC member ID.	

PART B: CAPIC Member Sites Only

This form will need to be completed for each internship site you are seeking approval to apply for.

General Information	Response
Site Name and CAPIC member ID:	
Duration:	☐ 1-year full-time ☐ 2-yr half-time *[Note: 1-year half-time sites are not permitted]*
Start Date:	
Stipend:	
Training Director Name and Credentials (degree and license #):	
Individual Student Aims	
Describe how this particular site meets your individual internship training needs:	
Describe how this particular site meets your individual professional goals:	
Student Verification	
☐	Checking this box verifies that all information provided here is accurate to the best of my knowledge.
☐	Checking this box verified that I am aware that I cannot apply to internships unless approved to do so by the DCT.
Student Signature and Date:	

Return completed form to the Clinical Training Office (CTO; psydcto@usfca.edu)

UNIVERSITY OF SAN FRANCISCO | School of Nursing and Health Professions   **Non-Accredited Internship Tracking Form**

This form is completed for the purpose of assisting the DCT to describe, monitor, and evaluate the quality of non-accredited (APPIC or CAPIC) internship training sites. The DCT will review the completed form and verify information with students and internships. This form reflects the USF PsyD Program policy in accordance with APA SoA standards and requirements.

Students at non-accredited internship sites must complete this form one month after the start of the internship and submit it to the USF PsyD Program Clinical Training Office (CTO) and DCT for review.

1. Student Information	
Student Name:	
Student ID:	
Date:	
Internship Membership:	☐ APPIC ☐ CAPIC
2. General Information	
Name of internship site:	
Internship start date:	
Internship Duration:	☐ 1-year full-time ☐ 2-year half-time
Briefly describe the populations served at this site (ages, gender, ethnicities, etc.):	
Briefly describe the types of interventions interns are expected to perform at this internship. (e.g., psychotherapy, testing, consultation, etc.):	

3. Nature and Appropriateness of Training Activities	
Direct Service: Is at least 25% of intern's time during internship spent in face-to-face psychological services to clients?	☐ Yes ☐ No
Training: Do interns at this site participate in regularly-scheduled didactic training experiences such as training meetings or seminars, grand rounds, or case conferences?	☐ Yes ☐ No
Frequency: How often do these trainings take place? (e.g., once a week, every other week)?	
Cohort Interaction/Support: Number of current doctoral psychology interns on-site	
Cohort Interaction/Support: Number of current doctoral psychology interns in related collaborative sites	
Orientation: Did you complete an orientation process at the beginning of training?	☐ Yes ☐ No
Policy Manual: Have you received an internship site policy and procedure manual including materials that provide a clear description of the nature of the training program, due process procedures, and how to deal with concerns/grievances?	☐ Yes ☐ No
Additional comments on training activities (optional):	

4. Supervision	
What type(s) of supervision are provided at this site (check all that apply)?	☐ Individual ☐ Group
Are you receiving weekly individual supervision that focuses primarily upon the psychological services that you are providing to clients?	☐ Yes ☐ No
How many hours of individual supervision do you receive per week?	
How many hours of individual supervision do you receive per week by a licensed psychologist?	
How many hours of group supervision do you receive per week?	
How many **total** hours of supervision do you receive per week?	
Additional comments on supervision (optional):	

5. Supervisor Credentials	
Internship Training Director Name:	
Does the Internship Director have a doctoral degree in psychology?	☐ Yes ☐ No
Is the Internship Director a licensed psychologist?	☐ Yes ☐ No
Primary Supervisor Name:	
Does the primary supervisor have a doctoral degree in psychology?	☐ Yes ☐ No
Is the Primary Supervisor a licensed psychologist?	☐ Yes ☐ No
Professional Support: Number of licensed psychologists on staff?	

6. Additional Comments/Feedback	
Please provide any additional comments/ information about this site that you believe will be useful to know:	

7. Student Verification	
☐	Checking this box verifies that all information provided here is accurate to the best of my knowledge.
Student Signature:	
Date Signed:	

Return completed form to the Clinical Training Office (psydcto@usfca.edu)

Note: Adobe Reader is required to correctly complete this form.
Adobe Reader can be downloaded for free from https://get.adobe.com/reader/

Appendix F: CastleBranch Drug Test and Background Screening

Students must be cleared by the SONHP via CastleBranch **prior** to beginning their practicum placements. CastleBranch processes and collects all health requirement documentation, background checks, and drug testing. CastleBranch tests for the following substances and gathers the following types of background information:

CastleBranch Drug Test—10 Panel Urine

1. Amphetamines
2. Barbiturates
3. Benzodiazepines
4. Cocaine
5. Cannabinoids
6. Methadone
7. Methaqualone
8. Opiates
9. Phencyclidine
10. Propoxyphene

CastleBranch Background Check

1. Patriot Act
2. Social Security Alert
3. Residency History
4. Criminal Records
5. Federal Criminal
6. Nationwide Record Indicator Alias with S01
7. Nationwide Healthcare Fraud and Abuse Scan

Appendix G: USF PsyD Program & Clinical Training Abbreviations

Following are common abbreviations, acronyms, and initialisms used in the USF PsyD Program and Clinical Training:

Abbrev / Acronym	Description
AAPI	Application for Psychology Internship
ADPR	Alternative Degree Progression Request
APA	American Psychological Association
APPIC	Association of Psychology Postdoctoral and Internship Centers
ASEP	Annual Student Evaluation and Planning. *Note:* As of fall 2022, the ASEP has replaced and consolidated the YCWE and the ICTP
ASPPB	Association of State and Provincial Psychology Boards
BAPIC	Bay Area Practicum Information Collaborative
BOP	Board of Psychology
CAPIC	California Psychology Internship Council
CCTC	Council of Chairs of Training Councils
CoA	APA Commission on Accreditation
COI	Certificate of Insurance
CPLEE	California Psychology Law and Ethics Exam
CSEPS	Clinical Supervisor Evaluation of Practicum Student
CTO	Clinical Training Office
DCQE	Doctoral Comprehensive Qualifying Exam
DCT	Director of Clinical Training
EPPP	Examination for Professional Practice of Psychology
GPA	Grade point average
ICTP	Individualized Clinical Training Plan: *Note:* As of fall 2022, the ICTP has been incorporated into the ASEP
IIF	Internship Information Form
ISSS	International Student and Scholar Services

MOU	Memorandum of Understanding
MSCP	Master of Science in Clinical Psychology
MYCE	Mid Year Comprehensive Evaluation (first year students only)
NCSPP	National Council of Schools & Programs in Professional Psychology
NMS	National Matching Service
NTP	Notice to Post
PIF	Practicum Information Form
PLC	Practicum Learning Contract
PLC Addendum	Practicum Learning Contract Addendum
PWC	Profession-wide competencies
SAF	Supervision Agreement Form (Board of Psychology form)
SECP	Student Evaluation of Clinical Placement
SoA	Standards of Accreditation
SONHP	School of Nursing and Health Professions
SPE	Supervised professional experience
SPEE	Standardized Patient Evaluation Examination
SPRF	Supplemental Practicum Request Form
T2T	Time2Track
TD	Training director (usually refers to training site/agency TD)
UCA	Unprofessional Conduct Advisory
VoE (or VoEF)	Verification of Experience Form (Board of Psychology form)
YCWE	Yearly Written Comprehensive Evaluation. *Note:* As of fall 2022, the YCWE has been replaced by the ASEP