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

Sincerely,
USF PsyD Curriculum and Clinical Training Committee
Licensure as a Psychologist

Licensure as a psychologist is the primary goal for most students completing the PsyD in Clinical Psychology. So, it is helpful to begin this manual with a brief overview of aspects of this goal as we think about student training throughout the program. In general, the primary requirements for licensure as a psychologist include:

- A doctoral degree in the field of psychology or education (PhD, PsyD, or EdD)
- Doctoral internship (including other doctoral supervised experience)
- Post-doctoral supervised experience (in most states)
- The Examination for Professional Practice of Psychology (EPPP) – a standardized, nationwide examination published by the Association of State and Provincial Psychology Boards (ASPPB)
- A state-specific supplemental examination, usually emphasizing the specific laws and regulations pertaining to that state (may also include an oral examination)

The Curriculum and Clinical Training Committee, practicum instructors, and the Director of Clinical Training (DCT) coordinate and facilitate students’ efforts to complete the Doctoral internship requirement, including other doctoral supervised experience. This includes the three years of practicum experience to generate the clinical hours required to apply for internship. The DCT also plays a role in assisting students with other licensure requirements, such as documentation of completion of the above requirements, and overall guidance for students going through practicum and internship processes.

Although the PsyD program at USF is not currently accredited by the American Psychological Association, it has been designed to meet APA-accreditation standards, as well as to prepare students to become licensed in the state of California (program leaders and faculty are currently preparing materials to submit for accreditation). Licensure requirements vary state by state. Although the DCT supports and educates students about requirements for licensure, it is the student’s responsibility to be educated about and comply with the 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 other 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 doctoral or post-doctoral hours are required for licensure. Some states require applicants to complete an APA-accredited internship or undergo additional supervised experienced, in order to be eligible for licensure. The Association of State and Provincial Psychology Boards (ASPPB) provides an online handbook outlining the specific licensure requirements of all states and provinces it represents and can be found at https://www.asppb.org/HandbookPublic/before.aspx.

Students who anticipate seeking licensure in California should familiarize themselves with California laws and regulations related to the practice of psychology and are encouraged to obtain the most up-to-date information regarding licensure from the California Board of Psychology at:
Students who anticipate seeking licensure outside California should contact the appropriate state licensure board for information. Students are also strongly advised to seek information from:

The Association of State and Provincial Psychology Boards
P.O. Box 3079
Peachtree City, GA 30269
678-216-1175 (phone)
678-216-1184 (fax)
www.asppb.org (Web page)
asppb@asppb.org (Email)
Professional Support for Clinical Training at the USF PsyD Program

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

Director of Clinical Training

The Director of Clinical Training (DCT) has responsibility and authority for the continued development, implementation, and oversight of the clinical training sequence in the PsyD Program as delegated by the PsyD Program Director. The DCT maintains information about students’ clinical skill development, as reflected through practicum evaluations. The DCT serves as a liaison with practicum and internship agencies, consulting with agencies to develop training programs for students. Other duties include approving students’ practicum and internship assignments, serving as a consultant to students and faculty on practicum and internship matters, and maintaining practicum and internship information resources. The DCT is also responsible for developing and disseminating all policies and procedures that apply to practicum and internship, as well as for interpreting and applying those policies to specific cases.

Curriculum and Clinical Training Committee

The Curriculum and Clinical Training Committee is comprised of members of the core faculty of the USF PsyD program. This committee meets monthly to develop new policies, review and update existing policies, discuss issues related to clinical placements, ensure quality training, evaluate practicum sequencing, provide training and support for practicum instructors. The committee also reviews problem issues that occur related to clinical training for students and sites.

Practicum Instructors

Practicum Instructors provide consultation and oversight at the University level as the instructor for Practicum classes. 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 Director of Clinical Training. Practicum Instructors also function as liaisons between the practicum agencies and the USF PsyD program, including conducting annual site visits.

Primary Supervisors

The Primary Supervisor provides overall supervision at the site level. A practicum trainee’s primary supervisor is responsible for monitoring the trainee’s clinical work and providing individual, weekly supervision. The primary supervisor must be a California licensed mental health practitioner and it is strongly encouraged that at least 50% of a
USF PsyD student’s supervision be conducted by licensed psychologists. The supervisor provides a minimum of one hour of individual, face-to-face, clinical supervision to the practicum trainee each week. The 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 at http://www.apa.org/ed/accreditation/section-c-soa.pdf. The primary supervisor also works with the trainee to develop the Practicum Learning Contract at the start of the practicum experience and completes a written evaluation of the trainee at the end of fall semester and the end of the practicum experience. These evaluations are to be reviewed with the trainee and signed by both parties. A copy of each evaluation is submitted to the trainee’s Practicum Instructor and to the PsyD Program Assistant.

Because the Primary Supervisor bears legal responsibility for the trainees’ clinical work, ultimate decision-making regarding clinical decisions lies with the Primary Supervisor. In extenuating circumstances, such as if a trainee believes a particular clinical decision presents an ethical or legal dilemma, they should immediately bring this to the attention of the Director of the practicum training site.

The USF Director of Clinical Training should also be informed of extenuating issues or concerns about the practicum site. Additionally, supervisors must agree to the following:

- Complete Mid-year and Final Practicum Evaluation Forms and review with the trainee prior to submission. Each evaluation must be based on at least one direct observation of the trainee.
- Review and sign the trainee’s Practicum Experience Hours Log, via Time2Track (at minimum during mid-year and end of practicum), documenting the hours the student performed key training activities.
- Agree to site visits by USF faculty/staff to the agency for purposes of planning and evaluating the program or discussing student’s performance.
- Remain in contact with the Director of Clinical Training at USF and/or Practicum Instructor to coordinate the training of the student and to communicate important information.

Sequence of Clinical Training Experiences

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

The overall clinical training experience is cumulative, sequential, and graded in complexity. During Year One of the program, students participate in a professional seminar during fall semester, focused on socialization and training in clinical and health service psychology. In spring of Year One, students enroll in a clinical interviewing
course to build foundational clinical interviewing skills. During this first year, students work with their Practicum Instructors and the DCT to develop a training plan that will build upon their existing strengths and outline a trajectory for their future growth, based on their interests. Beginning in **Year Two**, students are placed in a practicum site and are concurrently enrolled in a two-unit Practicum course (see below for further information on practicum courses). Practicum Learning Goals are established by the student, with assistance and feedback from their Practicum Instructors, Advisors, Site Supervisors, and DCT (as needed) at the start of each practicum experience. The Practicum Learning Goals articulate the students’ individual plans for growth and identify how to achieve their goals within the practicum year. Students will continue their training in a different practicum placement during **Year Three**. During **Year Four**, students will complete their last year of practicum training and apply for doctoral internships.

**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 gives students opportunities for developing professional identity, consolidating clinical skills, and initiating them into the professional activities essential for competent practice of clinical and 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. Students in Year Four of the training program select an advanced practicum course that focuses on one or two specific theoretical orientations in order to develop specialized skills in that area.

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**Diagram:**

- **Year 1:**
  - Academic Coursework
  - PSYD 708 Socialization to Clinical Training and Professional Practice (Fall)
  - PSYD 718 Clinical Interviewing (Spring)
- **Year 2:**
  - Academic Coursework
  - PSYD 729 Practicum 2A (Fall)
  - PSYD 740 Practicum 2B
- **Year 3:**
  - Academic Coursework
  - PSYD 750 Practicum 3A (Fall)
  - PSYD 760 Practicum 3B (Spring)
- **Year 4:**
  - Academic Coursework
  - PSYD 770 Practicum 4A (Fall)
  - PSYD 780 Practicum 4B (Spring)
- **Year 5:**
  - Academic Coursework
  - PSYD 765 Internship
- **Graduation**

**Practicum Placement:**

- **Year 2:** Practicum (P2)
- **Year 3:** Practicum (P3)
- **Year 4:** Practicum (P4)
- **Year 5:** Doctoral Internship

**Total Hours:**

- Must total at least 1500 hours

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*CA requires 3000 hours of Supervised Professional Experience (SPE) for licensure. 1500 of these hours can be from internship, and another 1500 can be accrued following graduation (post-doc).*
PRACTICUM

Practicum experiences are a highly valued part of the University of San Francisco 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 clinical psychology. The policies and procedures detailed in this section are based upon guidelines and recommendations from the American Psychological Association’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).

Practicum Defined

A practicum is a 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. Previous practicum site settings for USF students have included: hospitals, community mental health centers, community health centers, inpatient units, and jails or detention units. See section below on Defining Clinical Activities for Practicum Hours for more detailed information.

Clinical Training Competencies

Through the practicum sequence, students build and demonstrate skills in seven of the nine profession-wide competencies set forth in the Standards of Accreditation: Ethical and Legal Standards, Individual and Cultural Diversity, Professional Values, Attitudes, and Behaviors, Communications and Interpersonal Skills, Assessment, Intervention, and 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, particularly the doctoral internship, as envisioned in the training goals of the graduate program.

1 Specific guidance on practicum competency goals is available in the CCTC Practicum Competencies Outline and the Assessment of Competency Benchmarks, available at
Types of Clinical Experiences

Program Sanctioned Clinical Experiences

Only practicum hours obtained during program-approved practica will be counted toward the Program’s practicum requirement. The DCT may approve doctoral-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, those hours will not be counted towards the program’s practicum requirement, nor will students be allowed to report those hours on doctoral internship applications. If a student of the Program conducts any clinical work that has not been approved by the DCT, that work may not be represented as associated with USF or the PsyD Program.

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 approval from the DCT for 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 doctoral internship or licensure.

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 also help prepare students for practicum placements during the 2nd 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 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 one’s role as a USF PsyD student.

[http://www.psychtrainingcouncils.org/documents.html]. Practicum administrative recommendations are available at this site. Note: This version approved at the March 22, 2007 meeting of the CCTC.
Defining Clinical Activities for Practicum Hours

The USF PsyD Program adopts the Council of Chairs of Training Council’s (CCTC) definitions of clinical activities that can be counted as practicum hours:

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
Tracking Clinical Training Hours

Students are required to track their clinical training hours throughout their practicum training. Training hours that are not tracked in the Program’s specified fashion will not count towards program requirements.

Using Time2Track

All students are required to use Time2Track to record and verify their practicum hours. Time2Track tutorials and other details can be found in Appendix A. Hours are verified by students’ site supervisors electronically, via accounts that are provided to supervisors from USF. Only hours that are verified by students’ supervisors will count towards program requirements.

Practicum Policies and Requirements

Practicum Hours Requirements

Students are required to complete a minimum of 1,500 practicum hours over the course of six to nine semesters in which the following conditions must be met:

1. The student is designated as a "Psychology Trainee" in this capacity
2. At least 500 hours must be in direct client contact
3. The remaining 1,000 hours may include related professional activities, such as in-service training, research, case conferences, outreach, writing notes and reports
4. At least 75 hours of scheduled supervision, including on-site and in practicum courses

In order to meet the minimum practicum hour requirement while in the program, trainees are typically at their practicum sites an average of 20 hours 16-24 hours per week. The exact time required at any one practicum site is indicated in the practicum site description and determined in the supervisor and trainee agreement on the Practicum Learning Contract, which can be found on Canvas. 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, progressing to more hours at the end).

Supervision

Students receive a minimum of one (1) hour of individual face-to-face supervision with the primary supervisor per week. The primary supervisor must be a doctoral level psychologist with a current license to practice psychology in the jurisdiction where practicum services are provided or a licensed master’s level allied health professional (i.e., including MDs, MFTs, LCSWs). It is strongly recommended that at least 50% percent of the individual supervision provided to a student during the course of the program be provided by a licensed psychologist.
Supervision activities can include case review, case conceptualization, and professional development. See the California Board of Psychology’s Best Practices in Supervision at http://www.psychology.ca.gov/applicants/supervision_best.shtml.

Changes in Clinical Experience During Practicum

Students must immediately notify the DCT in writing of any changes that occur during practicum, especially regarding changes that will have to be noted in their files. Such changes include:

- Change in supervisor
- Substantial increase or decrease in number of hours worked
- Unplanned change in rotation, location, or treatment population

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 provide the contact information of the temporary supervisor assigned by the site who will be providing the student with supervision during this time period.

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 APA Ethical Principles of Psychologists and Code of Conduct (http://www.apa.org/ethics/code/index.aspx) in representing themselves on their CVs, business cards, letter closings, e-mail 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 example can provide a guideline for how to consider representation of a student’s credentials:

- Example 1 (Not preferred): A student that signs their name “Deborah Jones, PsyD Trainee”
- Example 2 (Preferred): A student that signs their name “Deborah Jones, MS” and places “PsyD Trainee” below their name.

In Example 1, when placed after the name, the title appears to be the designated degree earned. An observer may not necessarily understand that “trainee” here modifies the “PsyD”. In Scenario 2, the title is underneath the name and does not lead one to think that the person has a doctorate.

**Restrictions on Program Sanctioned Practicum Placements**

**Practicum at the Same Placement for More than One Year**

It is essential that students be exposed to a variety of training experiences, including varying theoretical perspectives, intervention techniques, populations, supervisors, and different service delivery systems. Therefore, **students are strongly discouraged from continuing a practicum placement for more than one (1) year**. A student wishing to remain at the same practicum placement beyond one year must request approval in writing from the DCT. In the written request, the student must demonstrate that they will be engaging in clearly different training activities and be under the supervision of different supervisors for the additional time. Examples of what would normally constitute different training experiences include: working in a different program or component of a large agency, working with a different population, and working from a different theoretical approach. In addition to a letter requesting approval, the student must also furnish a statement of support for this proposal from the agency's Director of Training.

**Practicum and a Paid Professional Position at the Same Site**

Students are expected engage in practicum training at agencies other than ones in which they are or have been employed. This policy 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. 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 a case, the student may request in writing to do the practicum at a functionally different site within one of these 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, consist of work
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 Curriculum and Clinical Training Committee.

Please note, 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.

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 sites must be approved by the USF PsyD program in order for a student to record any approved hours. Once a site has been approved, it is added to the database of the Bay Area Practicum Information Collaborative (BAPIC; for further information, see “Practicum Placement Process”) by the DCT and is listed as an approved site for USF students. In order to ensure that students are receiving quality training experiences, the following are minimal requirements for approved practicum sites:

- The site exhibits a demonstrable commitment to training. There are case conferences/group supervision, and didactic seminars in addition to individual supervision.
- The site provides at least 1 hour of face-to-face, individual supervision
- The 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 sessions, 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 Director of Clinical Training at USF and/or USF 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 American Psychological Association, USF, and the agency.

● Development of cultural humility and cultural competencies must be included as part of the practicum experience (through supervision, therapy, and in-service training).

Requests 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 on the USF list of approved agencies. In such cases, a student may propose to the DCT that the site be considered for approval as a USF practicum placement site. 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, by the accrediting body, by the relevant training standards, and by requirements for state licensure. If the proposed practicum site appears to meet these standards, then the DCT will initiate contact with the site for possible evaluation and approval. Students should understand that approval is not automatic, even if the site appears to meet the standards. Final approval of an agency as a USF PsyD practicum site is provided by the DCT, in consultation with the Curriculum and Clinical Training Committee. A student may apply for a practicum position at an agency only after the site has been approved.

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 and the student.

The potential supplemental site placement must meet the following conditions:

- Minimum of 100 hours total for the placement
- 1 hour per week supervision by a licensed psychologist or approved licensed mental health provider
- Student requirements in order to apply for a supplemental practicum include:
  - Student has completed the first year in the PsyD Program (supplemental practicum will not be approved for first year students)
  - Student must be in good standing in the program
  - Student must be enrolled in a USF PsyD course if placement is approved. If this supplemental practicum placement occurs over the summer, students will be required to enroll in PSYD 799--Summer Placement.
Student must meet with their advisors to discuss approval of a supplementary practicum placement prior to submitting the Supplemental Practicum Request Form to the DCT

Process for Applying for a Supplemental Practicum

If a student wishes to participate in a supplementary practicum,

1. The student completes a Supplemental Practicum Request Form. The Supplemental Practicum Request Form includes basic information about the prospective practicum and a rational for the desired placement. The rationale must clearly and thoroughly articulate how the placement will supplement the student’s completed training and/or how it helps achieve the student’s future clinical goals.
2. The student meets with their faculty advisor to discuss the form and to obtain the faculty advisor’s signature on the form.
3. The signed Supplemental Practicum Request Form is submitted to the DCT.
4. The DCT reviews the Supplemental Practicum Request Form and consults with the student’s faculty advisor, the Curriculum and Clinical Training Committee, and if needed, with other faculty.
5. The DCT provides the student with a decision on their application within 2 weeks during the academic year. Processing time may take longer during summer.

In addition to the site and student requirements described above, students who receive approval for a supplementary practicum must complete all required clinical documentation for practicum sites (e.g., Placement Information Form, Evaluations) and must meet posted deadlines for submission, which can be found on Canvas.

Requirements Prior to Beginning Any Practicum Placement

Agency/University Affiliation Agreement

A Memorandum of Understanding (MOU) must exist between the University and agency. Additionally, a Practicum Learning Contract between the student, the PsyD program, and the practicum site must be signed by the DCT, the agency director of training, the supervisor, and the student, at the beginning of the practicum experience.

The MOU process is initiated once a student submits their Practicum Information Form, which can be found on Canvas. Once received, this information is processed by the PsyD Program Assistant and the SONHP Clinical Placement Coordinator, who validate if an MOU exists between the University and the agency. If an MOU is out of date or does not exist, the SONHP Clinical Placement Coordinator will work with the agency in developing and signing an MOU.
Liability Insurance

All students will be assessed a liability insurance fee each semester, to be paid when tuition is due. This insurance provides professional liability coverage when students are doing practica and internships. This policy does not cover the student while engaging in non-school related professional activities, including any non-program sanctioned clinical work, including volunteer experiences.

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 specific health requirements. Nursing and Health Profession 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 the SONHP via CastleBranch prior to beginning their practicum placements. These health requirement records of expiration dates. A student will not be approved for a practicum if any health requirement record is due to expire at any time during that practicum.

Health Requirements Checklist

- Submit for your Background Check via CastleBranch
- Health Insurance Card (front and back)
- Tuberculosis Test (2-step or 2 annual results) on agency letterhead/form
- Seasonal Influenza vaccine on agency letterhead/form with date of immunization and administrators information included

Applying for Practicum

Please note: 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 clearinghouse, will be provided to students by the DCT as they are made available. Please see the BAPIC website for the most updated General BAPIC Match Policy (http://bapic.herokuapp.com).

The BAPIC Match Process

The USF PsyD Program is a member of the Bay Area Practicum Information Collaborative (BAPIC; http://bapic.herokuapp.com). 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 USF approved practicum placements for students are coordinated through BAPIC.**

The BAPIC match process typically begins in mid-Fall, with the availability of
practicum site descriptions, and goes through mid to late April. Because USF is a
member program of BAPIC, all Program students MUST adhere to the BAPIC
policies regarding match (provided by the DCT). It is the student’s responsibility to
understand and abide by BAPIC policies. Failure to do so may result in a Program
sanction, ineligibility to apply for clinical training that year, and it may jeopardize the
Program’s standing with BAPIC. The BAPIC Match policies for the current year can be
found on the BAPIC website (http://bapic.herokuapp.com/).

Most USF-approved practicum sites also accept students from other programs in the Bay
Area. However, USF maintains relationships with a number of “captive” practicum
placements. “Captive” placements only accept students from our program. A list of
captive sites from the previous year can be found on the PsyD Portal. Students will
receive an annual update from the DCT on captive sites currently available.

In applying for practicum placements, USF PsyD students are required to apply to
no fewer than eight (8) and no more than ten (10) practicum placements, of
which at least one is a “captive” site. Students who do not match with a BAPIC
practicum site during the BAPIC match are required to participate in the BAPIC
Clearinghouse, which is a second round of practicum matching designed to create
matches in cases were initially no matches occurred.

**Practicum Listings in BAPIC**

Practicum listings for USF students on BAPIC are designated as P2, P3, or P4,
indicating the appropriateness of the practicum site for students at these differing
levels of formal training and prior experience:

- 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 and fourth year students may only apply to sites on the P4 list (Fourth
  year students are students who have elected to participate in an additional
  practicum year.)

The following section discusses the general timeline for the BAPIC match process.
Please note that the actual dates of the BAPIC fair, application and ranking deadlines,
match day, and start of Clearinghouse are typically announced on the BAPIC website
during the mid-Fall of each year.
General Timeline for the BAPIC Match

During the **mid-Fall** of each year, students will receive log-in information to access the BAPIC directory. In **late Fall**, 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. From November to December, students are encouraged to begin preparing for the BAPIC application process. Some preparation activities include review BAPIC website for potential practicum placements; prepare practicum application cover letters; prepare and update CVs; obtain reviews of cover letters and CVs from instructors, advisors and or peers; develop a draft list of potential BAPIC site placements to which you will apply, and think about who may write your letters of recommendation (and seek letter writers at the end of Fall semester.

In **mid-January/early February**, BAPIC holds a Practicum Fair with San Francisco Bay Area practicum site training staff to learn about training opportunities for the upcoming training year. The fair is an opportunity for students to meet Training Directors and current trainees, and gather information about practicum training in the Bay Area. **The USF PsyD Program REQUIRES annual attendance at the BAPIC fair.** Failure to attend the BAPIC Fair will result in a warning for missing a mandatory event (if it is the first offense), followed by a written notice in the form of a UBA, and, if the student has committed multiple infractions, possible probation and/or dismissal from the program (please see PsyD Student Handbook regarding UBAs).

Students are encouraged to develop a draft list of sites that they will apply to soon after attending the BAPIC Fair. Shortly after the Fair, students are required to submit the “BAPIC Practicum Site Approval Form” (see the “Summary of Clinical Documentation Forms” for the current academic year for specific dates). During **January–February**, students are encouraged to finalize their CVs, and cover letters. Students will have opportunities to discuss and participate in mock BAPIC interviews in their practicum courses during this time.

The standard BAPIC application deadline is typically **mid-late February**. Students should review site descriptions for any additional and/or different site specific deadlines. Interested sites will contact students for interviews once they begin reviewing applications. While the interviews are an opportunity for sites to learn more about students and determine if placement will be a good fit, interviews are also an opportunity for students to learn more about the site, beyond their publically-available materials.

The deadline for students to rank their preferred practicum placements typically occurs in **early April**. Ranking BAPIC sites is discussed further in the next section. Approximately 1-2 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 on this date are required to submit a “Practicum Information Form (PIF)” within two weeks of BAPIC Match notification day (for those who do not match and eventually obtain a placement through the Clearinghouse, this document is due two weeks from the date the student accepts an offer).
BAPIC Ranking and PracticumFit

In the BAPIC electronic match process, students and agencies review materials and conduct interviews, then rank each other in order of preference. A computer algorithm will match students with agencies, based on their respective rank order lists. PracticumFit, a third-party web-based application, has been selected by BAPIC to execute the electronic match process.

It is anticipated by the BAPIC Board of Directors that the PracticumFit web platform and the current BAPIC web platform (which holds the directory of practicum sites), will be merged into one central database and application portal. This was a decision voted on by the BAPIC board in an effort to respond to student, and practicum site, feedback regarding the use of multiple sites for the BAPIC match process. Thus the following information regarding PracticumFit may change (updated information will be provided to students by the DCT once this information becomes available).

Registering for PracticumFit

ALL students MUST register for PracticumFit (http://www.practicumfit.com). It is a mandatory part going through the BAPIC match process. As described earlier, 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 program 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 and CAPIC 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.

An email from PracticumFit is typically sent to students in February/March and includes an individual code students will need in order to register (students cannot register for PracticumFit until their university releases this information to them).

Students must register and pay an annual fee for the match ($50 in Fall 2015). If a student has not received the PracticumFit registration email shortly after being announced by the DCT in the Fall, 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 Department of Integrated Healthcare Supervisor in order to have the code re-sent.

Some Tips Related to PracticumFit

- Once registered, be sure to ensure that you have completed your registration. There have been some reports of registrations not being double-checked and, ultimately, not saved in the system.
- Sites using PracticumFit can search for students using student names or students’ email addresses. It is important that the email address you have provided to the site is the same as the email address you used to register for PracticumFit. For example, if a site is looking for JaneDoe@usfca.edu, because that is the email
address on the CV, but Jane registered for PracticumFit with her JaneDoe@gmail.com account, the site may not find her and therefore skip her. Please do not assume that a site will make additional efforts to find your information. For students who use multiple email addresses, please double check that you are using the same email address for all forms and materials associated with PracticumFit.

**BAPIC Ranking (PracticumFit) Process**

This list reflects information based on BAPIC’s 2015-2016 application cycle. Specific dates relating to BAPIC and the match should be reviewed on the BAPIC website ([http://bapic.herokuapp.com](http://bapic.herokuapp.com)).

- Agencies will provide application instructions in the agency profile on the BAPIC directory
- USF PsyD students may apply to up to 10 agencies
- Students can ONLY apply to agencies approved by program
- Students submit their applications by application deadline(s)
- Students are contacted by agencies to arrange interviews
- Prior to the Ranking deadline, agencies notify students they do not intend to rank
- After the interview process is over, students log into PracticumFit and rank order agencies per their site preferences, by the Ranking deadline
- Students should rank only sites at which they are willing to train, because ranking a site constitutes an implied contract that the student is prepared to accept an offer from that site.
- Agencies log into PracticumFit to rank order students from the pool of applicants.
- Agencies rank only students they are willing to accept for practicum.
- Students should note that some agencies have multiple tracks and may require separate rankings for different tracks.
- Agencies and students are required to keep their rankings confidential to ensure fairness.
- Students, agencies and schools are notified of the match outcome on BAPIC Match Day via email from PracticumFit.
- Match information will be made available to students and sites at the same time. Some sites may contact you on that day to welcome you; others may wait and contact you later, others may not follow up at all.
- One strong suggestion is to wait until the end of the business day and, if you have not received an email from a site (which is not mandatory), you may want to send a brief note to the site director/primary contact indicating that you are looking forward to your training and inquiring about any additional information they may need from you.
Things to Keep in Mind as You Prepare Your BAPIC Applications

• **Be sure to read thoroughly the application requirements for sites you are considering.** Several sites require samples of de-identified work or other supplementary materials. If you have concerns/questions about the selection of such materials, please consult with your practicum instructor, supervisor, the DCT, or other faculty who could provide feedback.

• **Obtain feedback.** You will have opportunities to discuss your cover letters and CVs in your practicum classes, but you are also encouraged to obtain feedback from your advisor, supervisors, other faculty, and mentors, all of whom may provide excellent feedback.

• **Examine required training days.** Be sure to examine the required practicum site dates and required training dates to ensure that they are compatible with your required class days for the period during which you will be at that site.

• **Year 3 students who will be applying for doctoral internship next Fall must be aware of the likely end date of your potential P4 and the likely start date of your internship.** In some cases, there may be a considerable overlap, which might require some negotiation with practicum and internship administrators (e.g., you are contracted at your P4 until July 31, however you have received an APA accredited internship that begins July1). Additionally, you should anticipate that you will be participating in doctoral internship interviews from December-February the year you will be at your P4 practicum placement.

• **BAPIC Sites Requiring a Master’s Degree or Registration as a Psychological Assistant to Apply.** Please make note of sites that require a Master’s degree in order to apply and ensure that you have a relevant master’s degree (e.g., a master in clinical or counseling psychology versus a non-mental health related degree). If you have concerns about whether your degree is applicable, speak with your DCT or the agency site contact listed on the site’s BAPIC directory. Students considering a site that requires a Master’s degree must:
  
  o Be in their third year of the program when their next practicum begins (currently in Year 2), AND
  
  o Meet all of the requirements for the USF MS in Clinical Psychology
  
  o In addition, the following should be considered: When does the site require possession of a Master’s degree? Is it at the time of application, or by the time the student accepts the offer, or by the start of the practicum? Students should pay special attention to what sites indicate will happen if this 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 probation by the USF PsyD program.

  o The same general principles hold true if a site requires the applicant be registered as a Psychological Assistant. If the student is not already registered as a Psychological Assistant, it is the student’s responsibility to contact the California Board of Psychology ([http://www.psychology.ca.gov](http://www.psychology.ca.gov)) to determine whether he or she meets the requirements to register as a Psychological Assistant, as well as to
initiate and complete the application process to become a Psychological Assistant. Students should seriously consider whether they will be able to receive this designation in time, as failure to be registered as a Psychological Assistant by the deadline provided by a practicum site can be considered a breach of contract and the student may be subjected to dismissal from the practicum, and possibly put on probation by the USF PsyD program.

BAPIC FAQs on the Directory/Application Process

The following are some Frequently Asked Questions (FAQs) related to BAPIC and the directory/application process generated from feedback last year:

**Why is the information on the directory not updated?**

It is common for many sites not to have the most updated information listed on their BAPIC directories. Many sites will make changes to their listings in the weeks leading up to the BAPIC Practicum Fair (held annually in mid-January), and may even update throughout the application submission period.

**I see a lot of sites listed, but I can’t apply to them because their required days are days when we have class. Why are they included in our directory?**

Because the sites that are listed also accept applications from other programs (except our captive sites), it is impossible for a day to be selected that will meet every program’s class schedule.

Sites also may change their required days based on the needs of the agency (and this could occur any time). It is important for the student to understand what the required training and site schedule days are when considering sites.

**The BAPIC directory is very confusing! Sites don’t fill out the information consistently. How can I compare different sites?**

The BAPIC directory can be confusing! In response to this type of feedback, the BAPIC board has reviewed the different sections of the directory and are in the process of updating the directory to provide more clarity for students. Additionally, this fall, the BAPIC directory will be merged with the PracticumFit platform so students will only have to go to one place to view the listings and apply. This should soon be complete. Once further information has been provided about this merge, your DCT will share it with you.

**I’m aware of an agency that I think should be a practicum placement. Why is it not listed?**

A number of factors determine the appropriateness of a practicum placement. There are a number of reasons why the USF PsyD program is affiliated with some agencies and not
affiliated with others. Sites are chosen based on their ability to provide students the appropriate breadth and depth in training, consistent with American Psychological Association criteria, as well as on the quality of supervision, which is essential to foster and integrate learning. In response to student feedback, the DCT created form for requesting a new practicum site, which students can submit to activate faculty review of a potential practicum placement. This is an effort increase the amount and quality of information the Curriculum and Clinical Training Committee can review about potential new practicum sites.

BAPIC Clearinghouse Process

Practicum site agencies are notified on Match Day of whether they have filled all of their practicum openings or if one or more positions remain available. Agencies with openings will automatically be listed in the BAPIC Clearinghouse. Agencies will also have an option to opt out of the Clearinghouse process at this step as well. The Clearinghouse is a part of the BAPIC Match process; thus **USF PsyD students are required to participate in the Clearinghouse if they do not originally match**. Students who have not matched through BAPIC’s original match and who fail to participate fully in the Clearinghouse will receive a UBA and may not have a clinical placement for the next year.

The Clearinghouse is not computerized and yet it moves very quickly! The BAPIC Clearinghouse listing is managed by a designated member of BAPIC/PracticumFit. A full listing of sites is provided to the DCTs and/or Program Directors of each of the BAPIC institution members. This list is typically regularly made available at the start of the Clearinghouse. Once received by the DCT, the list is filtered for sites with whom the Program is currently affiliated, and then distributed to unmatched USF PsyD students. Once students have viewed this list, they should *immediately* mail or email (depending on agency preference) applications to agencies with open positions.

The Clearinghouse process is ongoing until all positions are filled. Openings in the Clearinghouse may be filled any time after the process begins. Many sites make decisions within the first few days. Preparation, promptness, and responsiveness are essential in successfully obtaining a practicum position via the Clearinghouse. Please remember, when the Clearinghouse opens for you, it also opens for unmatched applicants throughout the Bay. Most of these practicum positions are filled on a “first come, first served” basis.

Students participating in the Clearinghouse should review the agency’s profile listing on the BAPIC directory for required application materials. In some, but not all, cases, sites will indicate on their Clearinghouse listing if the application materials have changed. Sites participating in the Clearinghouse may or may not require a formal interview and may require an in-person or a phone interview.

Students participating in the Clearinghouse should carefully review the BAPIC Match Policies for the year that they are applying to sites for policies directly related to the Clearinghouse. One policy of significance is this: **a student who does not match through BAPIC on Match Day, may not contact any BAPIC site regarding**
placement availability until after the Clearinghouse begins. Violating this policy jeopardizes that student’s potential placement, but also jeopardizes the placement of future USF PsyD students. Additionally, any oral agreement made during the Clearinghouse is considered a binding agreement. This protects sites, as well as students. If a student is made an offer over the phone and accepts, it is in the student’s best interest to follow up with a confirmation of acceptance via email.

Clearinghouse Process for USF PsyD Program

Below is an outline of the steps for the BAPIC Clearinghouse process. This has been developed based on feedback from previous student involvement in the Clearinghouse (from the PsyD Program and others).

1. The DCT will receive an email from BAPIC regarding available practicum placements in the Clearinghouse.
2. The DCT will send an announcement, via Canvas, listing all of the available agencies in the Clearinghouse.
   • Please note, the Clearinghouse site list will be made available as soon as it is received by the DCT. Given that this process moves fast, it is in students’ best interest to check their email regularly, starting at the very beginning of the Clearinghouse process.
3. Once students receive this list, they should visit the BAPIC website for information about the site, including required materials.
   • The directory will not have information regarding Clearinghouse. It is the students’ job to review the agency information and ensure that they are addressing site specific information in their cover letters (e.g., your fit with the site, track of interest, etc.)
4. Students should submit their cover letters and any required materials via email to the site, unless otherwise noted on the Clearinghouse list.
5. The DCT will send out a Google document, “Clearinghouse Plan and Progress” to individual students who will be participating in the Clearinghouse. This document will be shared between the student and the PsyD Program only. Students will be required to list all the sites that they have contacted, sent applications to, received interviews, and whether they have accepted an offer. This form is utilized in order to best document and assist students in their Clearinghouse process.

How Can Students Best Prepare for the Clearinghouse?

The following are tips regarding how students can best prepare for the Clearinghouse process.

• If a student will be participating in the Clearinghouse, they are strongly encouraged to contact the DCT, to discuss preparing their application materials.
• Students should utilize the DCT schedule system to schedule individual appointments. https://PsyDCT.youcanbook.me/
• In order to be the most effective and make the best use of meeting time with the DCT, students should bring a hardcopy of their CV and a cover letter (preferably ones that the student has spent the most time working on/re-working). This way brief feedback can be provided on what might make the student’s application more competitive. Student’s should not submit this via email for review as time is limited and in order to make sure the DCT can assist all students, it is best to review in-person or via phone/Zoom (for those that are not on campus).

Students should review their submitted CVs and cover letters. In addition to feedback they may receive from the DCT, students are also encouraged to solicit additional feedback from their practicum instructors, advisors, supervisor, mentors or peers.

Students should contact the individuals who wrote them letters of recommendation to inform them that the student will be going through Clearinghouse and may need a “generic” letter to submit to sites. 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. Additionally, in the event that a site will ask a student to send letters of recommendation immediately, it would be helpful to have those on hand.

**Important Tips and Reminders Regarding Clearinghouse**

• Availability will be very important during the first few days of the Clearinghouse. That said, 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 Monday afternoon, but either do not respond until Tuesday or request their interview to occur at a later date, someone who is interviewed before the student may be offered the position.

• Because of the volume of communication that will occur in a very quick time period, students should attempt to keep their initial email to a site as succinct, yet comprehensive as possible. This means, if a student sends an email to a site asking about requirements or clarifications, the student might be missing an opportunity to have their materials be seen (and another student sweeping in and getting that placement).

• Once students have viewed the site description on BAPIC, they should make any adjustments needed to their cover letters. To save time, these adjustments should be relatively small, but still indicate a specific fit with the site (e.g., with a child-focused site avoid having a cover letter that only indicates interest in working with adults).

• The student’s initial email to the site then should include your cover letter and CV attached, along with anything else that they require attached.

• Students should ensure that the email address that used to send information from matches the email address on their CVs. Additionally, students should provide a phone number that sites may reach them at in their email (this should also match the student’s contact information 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 Clearinghouse and offer the student a placement on the spot. Therefore, it would be helpful to have questions about the placement ready to ask when a student speaks with a site.

• Additionally, a student may be placed in the situation where they submitted their materials on the first day of Clearinghouse to 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 someone else, site A may not offer a placement for the student, and therefore the student may end up without a practicum placement.

Practicum Documentation

Please visit the PsyD Portal on Canvas to download all practicum forms. Due dates for all required practicum documentation can be found on the Canvas Portal in the document titled: Summary of Required Clinical Documentation Form.

DOCTORAL INTERNSHIP

Internship Policy

The Program’s internship placement policy states that students complete either a one-year, full-time, or two year, half-time, intensive, supervised, 1500 to 2000 hours work experience. The goal of the internship is to help students further develop, practice, and integrate clinical skills.

Internship Application Documentation*

All students are required to apply for doctoral internships listed on 1) the Association for Psychology and Post-Doctoral Internship Centers (APPIC) website, which contains APA-accredited and APPIC-member internship sites; or 2) the California Psychology Internship Council (CAPIC). All students are required to apply to and complete an APA-accredited, APPIC-member, or CAPIC-member internship. Students are required to complete a Request to Apply for Doctoral Internship form, which is reviewed with their faculty advisors, the Curriculum and Clinical Training Committee, and the Director of Clinical Training for approval.

If a student decides to complete an unaccredited internship (APPIC-member or CAPIC-member internships), they must complete the Non-Accredited Internship Request to Apply Form, which includes sections on the nature and appropriateness of the training activities; frequency and quality of supervision; supervisor credentials; the internship student performance evaluation process; and how interns demonstrate the appropriate
level of competencies. This document is reviewed by the Curriculum and Clinical Training Committee and the Director of Clinical Training to insure that the student will have an internship experience comparable in all critical elements to an accredited internship.

Internship Year Documentation*

**For accredited internships (APA):** Expectation that 1) the primary supervisor will complete the agency’s intern evaluations at mid-year and end-of-year and submit to the USF PsyD Program DCT and 2) the student and primary supervisor will sign and submit the Time2Track hours log for the entire internship experience at the end of the internship year.

**For non-accredited internships (APPIC-member and CAPIC-member),** Expectation that 1) the student will complete and submit the Non-APA Accredited Internship Tracking Form to the USF PsyD Program DCT, **one month** after the start of the internship; 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; 3) the student will submit a Time2Track hour log summary for each month, submitted to the USF PsyD Program DCT; 4) the student and primary supervisor will sign and submit the Time2Track hours log for the entire internship experience at the end of the internship year.

*Please note all internship related forms and documentation can be found on the Canvas Portal.
APPENDIX A

Time to Track Sign-Up Process & Logging Instructions

Signing up with an Authorization Key

If your school or program has provided you with an Authorization Key that means that they have purchased a Time2Track 1-year license for you.

To sign up for a Time2Track account using an Authorization Key:

1. Go to www.time2track.com/signup or click Sign Up For FREE on the Time2Track website and complete the signup form.
2. In the Your School field, start typing the name of your institution and a list of matching institutions will appear. Click the correct one.
3. If you chose the correct school/program, an Authorization Key option will appear. Enter your key here.
4. You can click Start Free Trial or Sign Up and Pay Now - either way your key should be applied and your account will be good for 1 year.

Start Your Free Trial Today!

Start Free Trial  Sign Up and Pay Now
Getting Started with Time2Track

You are joining thousands of other students who use Time2Track to track their clinical experiences. This may seem like a daunting task, but Time2Track makes the process very simple. We call it “painless clinical tracking”.

You are tracking information that will be used to complete your program’s requirements and apply for an internship and for licensure. Before you get started, it’s important to understand how Time2Track works.

Logging Activities

Tracking clinical experiences is the core of Time2Track. In Time2Track, an experience is logged as an activity and could include a client or assessments. An activity consists of:

1. Level
2. Date
3. Treatment Setting
4. Activity Type
5. Hours

An activity can also include:

1. Client
2. Assessments
3. Practicum, Training Site, & Supervisor (learn more in Online Approvals)

Level

Time2Track allows you to track your hours for the different program levels of your educational experience. The Level of an activity indicates the level of your studies when you performed an activity. In Time2Track, you can keep track of your masters, doctoral, internship, and postgraduate experiences. The default Level comes from the Level you set in your profile. If you don’t see the level you need, try changing the level in your profile. You can report on activities logged for certain levels as well, which is useful when it comes time to apply for internship or licensure.

Additional Activity Information:

After you choose the Level for an activity, you’ll need to enter some additional information about the activity. This information is used to describe the activity and records basic information about your experience. Time2Track will ask you for:

Date – identifies when the activity occurred.
Treatment Setting – identifies where you performed the activity.
Activity Type – what you did during your activity.
Client – who you performed your activity with.
Hours – **how much** time you spent in the activity.

Now let’s look at the specifics of providing this information.

**Date (When)**

The date field requires you to enter the date the activity was performed. When you login to your account, the field will default to the current date. If the date is changed during your session, it will remain the same when you log other activities (until it is changed again or you log out of Time2Track).

**Treatment Setting (Where)**

This allows you to categorize the type of setting you were in when you performed the activity. The settings in the dropdown are standard treatment setting but you can use the specific name of the location by creating a custom treatment setting. Treatment Setting will default to the last Treatment Setting used.

**A Note About Time2Track’s Memory –**

To make logging activities even quicker and easier, Time2Track will “remember” some of the pieces of information you used in the activity you logged previously. Changing any of those fields when you log an activity will change what the system remembers.

**Level**

Time2Track defaults your current account level. You can change your current level in your Profile. If you change the level when logging an activity, however, Time2Track will remember the last level you used.

**Date**

Time2Track defaults to the current day when you log into your account, but during your session will remember the last date used when logging an activity. This will reset when you log out of your account.

**Treatment Setting**

Time2Track remembers the last treatment setting you used when logging an activity and defaults to that setting until you use a different one.

**Activity Type (What)**

This tells Time2Track what type of activity you performed. The selection list is a standard list used across many fields of study. It may be confusing since multiple activity types could be appropriate. You must select only one activity type for each activity. Ask
someone in your training department or your supervisor if you need help selecting an activity type.

**Client (Who)**

An important part of tracking your activities is providing data about the types of clients you worked with. Not all activities require a client, so the client field may not be available when logging some types of activities. If you need to use a client that hasn’t already been added to your account, you have the option to add the client while logging the activity.

**Client Codes & Client Confidentiality**

In order to protect you, your program, your training site, and your clients, Time2Track does not allow you to enter information in an individual’s record that could be used to identify them. Instead, you’ll use specific codes to identify each of your clients for your own records.

A **Client Code** is a combination of up to 6 letters and/or numbers that identifies each of your clients.

As you begin using Time2Track, you will need to create your own coding system for your clients. We’ve developed a worksheet to keep track of your coding system or you can use your own method.

There are 4 different types of clients tracked in Time2Track: Individuals, Groups, Couples, and Families.

**Individuals** – These refer to individual people you have seen. The information entered for individuals is used to calculate the demographic totals in Time2Track. The demographic information is only as good as the data you enter, so make sure to include as much as you can. However, you are only required to specify the individual’s Gender and Age Range.

**Groups** – In Time2Track, a Group refers to multiple individuals you have seen in one session. A Group could be a couple, a family, or just a group of people. The purpose of tracking groups in Time2Track is to report how many different groups you have worked with. When you add individuals to a group, Time2Track will also include those individuals in demographic totals.

It is important that you manage your groups properly to have accurate and complete information.

**Notes about Managing Groups:**

- Groups usually include individuals. This allows Time2Track to include the individual’s data in demographic totals.
- Group age is determined by the age of the majority of the individuals in the group.
• You can create empty groups if you do not know the demographic information of the attendees, or if you do not wish to track the demographics of the group members. Empty groups will count toward the total number of groups you worked with.

Types of Groups:

**Families** – Family clients are required to log Family Therapy in Time2Track. A family client can include the individual(s) in the family or can be an empty family client.

**Couples** – Couple clients are required to log Couple Therapy in Time2Track. Couple clients can include the individual(s) that make up a couple or can be left empty.

**Groups** – Group Clients are groups that are not a family or a couple. A Group client can contain individuals or can be left empty.

* Important Tips for Managing Group Attendance *

Time2Track keeps track of how many different groups you met with and the demographics of the individuals in the group. Time2Track does not track group attendance for each session.

Since Time2Track only counts the demographic information for each individual once, regardless of the number of times you met with them, it isn't necessary to track each time an individual attended the group. It's only important to know that they attended at least one time. This makes managing groups much easier than tracking individual attendance for each session.

• When creating a group, add all individuals that have ever attended the group.
• New group attendees should be simply added to the group. If the individual is already in your system as an individual client, then just add them to the group. If not, you would need to add them as an individual and then add them to the group.
• Activities can be logged for an individual and/or a group containing the individual. Demographic calculations will only include the individual one time.
• Never remove an individual from a group unless you are correcting a mistake and the individual never attended the group. Removing an individual would remove them from all demographic reporting calculations.
• You don't need to do anything if a group member doesn't attend a meeting. An individual is counted only one time regardless of how many times they attend a group.
• You do not need to create a separate group for each session. If you have a group that meets once a week, but the members change regularly, just create one group and keep adding individual attendees to that group. This way, your total groups are accurately calculated.
**Hours (How Much)**

When you add hours to an activity, you are specifying the number of hours or fractions of hours for that activity. Tracking time in quarter hours (15-minute increments) is generally accepted. Below are some helpful conversions.

- 15 minutes = .25 hours (quarter hour)
- 30 minutes = .5 hours (half hour)
- 45 minutes = .75 hours (three quarters of an hour)
- 60 minutes = 1 hour
- 90 minutes = 1.5 hours (an hour and a half)

If you want to record hours other than 15-minute increments, then you can calculate the number (e.g., 10 minutes = 10/60 = .167 hours).

**Assessments (What)**

Depending on the type of experience, you may be administering assessment instruments to your clients. This will add additional information to what you did for this activity. Click on the + next to Assessments to log an assessment. Time2Track has thousands of assessment options already in the system. Just start typing the name of the assessment and Time2Track will display a list containing matching options. Some systems have slower connections to the internet, so if a list of options doesn’t display immediately, pause for a few seconds to give your system time to catch up.

**Schedule as Recurring**

Recurring activities are those activities that occur on a regular schedule and have the same Level, Treatment Setting, Activity Type, Client, and Hours. You can also include Assessments with a recurring activity.

Using this option allows you to enter the information one time, then the system adds all the activities to the system with the specified frequency. When a scheduled activity has occurred, you would just need to confirm that you completed the activity. If something about the activity changed, you can make edit the activity before you confirm it.

**Adding your Baseline Hours**

If you've been tracking hours outside of Time2Track, you can add your baseline hour totals for the AAPI. Keep in mind that these hours are currently only included on the AAPI View report which is used when transferring data to the AAPI Online.

**To add your baseline hours:**

1. Click the gear icon in the top right-hand corner of the screen in your Time2Track account, then click Baseline Hours.
2. Enter your baseline hour totals, then click Save. Do not leave numerical fields blank. Enter 0 if there is nothing to report for all numerical fields.
## Appendix B

### Clinical Training Calendar²

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<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4³</th>
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<td><strong>August</strong></td>
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<td>● Clinical Training Orientation (start of Fall semester)</td>
<td>● Clinical Training Update Meeting (start of Fall semester)</td>
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<td>● Start of practicum placement (dependent upon site)</td>
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<td>- SUBMIT (based on acceptance &amp; start dates): Practicum Learning Contract (within 2 weeks of start date on PIF)</td>
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² Please refer to “Summary of Required Clinical Documentation Forms” for specific annual due dates for required documentation.

³ Please refer to APPIC and CAPIC for annual internship deadlines and most updated application requirements.
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<tr>
<th>October</th>
<th>• SUBMIT: Practicum Learning Goals</th>
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<th>• SUBMIT: Practicum Learning Goals</th>
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<td>• Students applying to internship continue to work on their applications, updating clinical hour documentation and seeking letters of recommendation.</td>
<td>• September—APPIC registration continues (begins in July)</td>
<td>• September—CAPIC registration begins</td>
<td>• October—APPIC list of participating sites becomes available.</td>
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Application deadlines for sites vary.

- **October**—CAPIC application process starts

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<tr>
<th>November</th>
<th>Preparation for next BAPIC practicum cycle begins</th>
<th>Preparation for next BAPIC practicum cycle begins</th>
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<td></td>
<td>- Review BAPIC website for potential practicum placements</td>
<td>- Review BAPIC website for potential practicum placements</td>
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<td>- Prepare practicum cover letters</td>
<td>- Prepare practicum cover letters</td>
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<td>- Prepare/update CVs</td>
<td>- Obtain review of cover letters and CVs from instructors, advisors and or peers</td>
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- November—CAPIC enables creation of applications
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<tr>
<th>January</th>
<th>BAPIC practicum cycle continues</th>
<th>practicum cycle continues</th>
<th>practicum cycle continues</th>
<th>Evaluation of Practicum Placement (CSEPS; Mid-Year)</th>
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<tr>
<td></td>
<td>• Develop draft list of potential BAPIC site placements</td>
<td>• Develop draft list of potential BAPIC site placements</td>
<td>• Develop draft list of potential BAPIC site placements</td>
<td>• SUBMIT: Evaluation of Clinical Placement (Mid-Year)</td>
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<td>• SUBMIT: Clinical Supervisor Evaluation of Practicum Placement (CSEPS; Mid-Year)</td>
<td>• SUBMIT: Clinical Supervisor Evaluation of Practicum Placement (CSEPS; Mid-Year)</td>
<td>• SUBMIT: Evaluation of Clinical Placement (Mid-Year)</td>
<td>• December – Deadline to register for the APPIC Match online. APPIC instructions on submitting Rank Order Lists and obtaining Match results will become available</td>
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<td>• SUBMIT: Evaluation of Clinical Placement (Mid-Year)</td>
<td>• SUBMIT: Evaluation of Clinical Placement (Mid-Year)</td>
<td>• SUBMIT: Evaluation of Clinical Placement (Mid-Year)</td>
<td>• December – APPIC internship interviews begin</td>
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<p>| January | BAPIC Fair held mid-late January | Preparation of doctoral internship application s begins in PSYD 765 | January – APPIC internship interviews continue |</p>
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<th><strong>January</strong></th>
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<tr>
<td>Finalize list of BAPIC practicum sites to apply to (after fair)</td>
<td>Doctoral Internship Seminar (continued throughout semester)</td>
<td>SUBMIT: BAPIC Practicum Site Approval Form</td>
<td>SUBMIT: BAPIC Practicum Site Approval Form</td>
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<td>SUBMIT: BAPIC Practicum Site Approval Form</td>
<td>Standard applications for BAPIC practicum sites submitted to sites (mid-February, dependent upon site specified deadline)</td>
<td>Standard applications for BAPIC practicum sites submitted to sites (mid-February, dependent upon site specified deadline)</td>
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<td>February – Phase I Match day</td>
<td>February – APPIC Rank Order list deadline for Phase I</td>
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<td>February – APPIC Rank Order list deadline for Phase I</td>
<td>February – Phase I Match day</td>
<td>February – APPIC list of sites with unfilled positions will be provided. These positions will be offered during Phase II</td>
<td>February – APPIC list of sites with unfilled positions will be provided. These positions will be offered during Phase II</td>
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<td>February – Deadline for participating in Phase II of Match</td>
<td>February – Deadline for participating in Phase II of Match</td>
<td>February – CAPIC enables submissions</td>
<td>February – CAPIC enables submissions</td>
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<td>March</td>
<td>BAPIC Interviews for practicum placements continue</td>
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<td>Submit BAPIC site rankings through PracticumFit (late March)</td>
<td>Submit BAPIC site rankings through PracticumFit (late March)</td>
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- **February** – CAPIC deadline to submit applications
- **March** – APPIC Rank Order list deadline for Phase II
- **March** – Phase II Match day
- **March** – APPIC list of sites with unfilled positions from Phase II will be provided
- **March** – CAPIC Match Ranking process opens
- **March** – CAPIC deadline for sites/students who do not intend to rank
- **March** –
<table>
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<th>April</th>
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<th>CAPIC Match ranking deadline</th>
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<tr>
<td></td>
<td>Students matched to BAPIC practicum sites (early April)</td>
<td>Students matched to BAPIC practicum sites (early April)</td>
<td>Students matched to BAPIC practicum sites (early April)</td>
<td>April – CAPIC Match notification day</td>
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<td>SUBMIT: Practicum Information Form (PIF) within two weeks of BAPIC Match notification</td>
<td>SUBMIT: Practicum Information Form (PIF) within two weeks of BAPIC Match notification</td>
<td>SUBMIT: Practicum Information Form (PIF) within two weeks of BAPIC Match notification</td>
<td>April – CAPIC Clearinghouse opens</td>
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<td>May</td>
<td>SUBMIT: Clinical Supervisor Evaluation of Practicum Placement (CSEPS; End of Year)</td>
<td>SUBMIT: Clinical Supervisor Evaluation of Practicum Placement (CSEPS; End of Year)</td>
<td>SUBMIT: Clinical Supervisor Evaluation of Practicum Placement (CSEPS; End of Year)</td>
<td>May – CAPIC Post-Clearinghouse opens</td>
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