



School of Psychology

Master of Science in Clinical Psychology (MS/CP)

MSCP/MFT

Marriage and Family Therapy

MSCP/MFT/LPCC

Marriage and Family Therapy/Licensed Professional Clinical Counseling

**NOTRE DAME DE NAMUR UNIVERSITY
Clinical Psychology Department
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**School of Psychology
Practicum & Internship
Handbook**

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Clinical Case Practicum/Seminar and Supervised Field Experi-

ence

Welcome to the School of Psychology (SOP) Clinical Psychology Department (CPD) and Master of Science in Clinical Psychology Program at NDNU. Whether you are in the MSCP; MFT; or MFT/LPCC program, we are devoted to providing you comprehensive clinical training that educates you in the art and science of clinical practice. The “5 C’s of the CPD” include Community, Culture, Character, Clinical Training, and Core Values. Clinical training is, therefore, central to our Mission. We are eager to help you discover your own identity, voice, and presence as a mental health professional and strive to support you throughout all phases of your clinical development.

This Manual will support you in the emotionally and intellectually challenging process of Clinical Case Seminar; Clinical Case Practicum; and Supervised Field Experience. Most students find that being in the field and doing real clinical work is a profoundly moving, life changing, and transformative experience.

The Director of Clinical Training oversees the clinical training experiences, including Clinical Case Practicum/Seminar and Supervised Field Experience. She is supported by our experienced Clinical Training Team (CTT), who teach Clinical Case Seminar and Clinical Case Practicum.

Professional Development

Becoming a therapist is a journey that is both personal and different for everyone. As you go through your training, it's important to pay attention to your own growth. Therapists who take time to reflect on their experiences—without being too hard on themselves—tend to grow into confident, capable professionals.

It’s easy to compare yourself to others, but this can lead you to feel either ahead or behind when really, everyone develops at their own pace. Some people start off feeling confident, then hit unexpected challenges later. Others may begin feeling unsure or quiet, but grow steadily through reflection and practice.

Growth in this field rarely follows a straight line. Embrace the unpredictability, trust the process, and remain open to learning from every stage along the way.

Section One

Clinical Training: Information and Policies

Clinical Psychology Degree Programs at NDNU

1. Master of Science in Clinical Psychology (MSCP)
2. Master of Science in Clinical Psychology/Marriage and Family Therapy (MSCP/MFT)
3. Master of Science in Clinical Psychology/Marriage and Family Therapy/Licensed Professional Clinical Counseling (MSCP/MFT/LPCC)

Clinical Training Team:

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Clinical Training Team:
Case Practicum/Seminar Professors
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Terminology

APAAmerican Psychological Association

BBSBoard of Behavioral Sciences

BOPBoard of Psychology

CPDClinical Psychology Department

DCTDirector of Clinical Training

CTTClinical Training Team

LPCCLicensed Professional Clinical Counselor

MFTMarriage and Family Therapist

MSCPMaster of Science in Clinical Psychology

PCCProfessional Clinical Counselor

SFESupervised Field Experience

FAQ: Clinical Practicum/Seminar - Supervised Field Experience

What is Practicum?

Clinical Practicum is a **3-unit course (250 hours; 15–20 hours per week)** that begins in the fall semester and is **taken for two consecutive semesters for 6 units total** (CPY 4420 and 4422). Students complete the Clinical Practicum during their last year of the program. Practicum does not meet at a set time or in a classroom. All hours are "in the field."

You will provide a range of psychological services at an approved community site while you receive supervision from a licensed mental health clinician for BBS hours if you are in the MFT or MFT/LPCC program. If you are in the MSCP non-licensure program, you will receive supervision from a supervisor with the appropriate degree, credential, or license, if any is required.

You will provide services to adults, children, adolescents, couples, and families. Work settings include community agencies, schools, detention centers, and hospitals throughout the Bay Area. Your experience-based training may include psychotherapy techniques, assessment, diagnosis, crisis intervention, and a variety of treatments. It will also include didactic training such as workshops and seminars. Supervision may be done individually or in a group setting.

What is Case Seminar?

Clinical Case Seminar is a 3-unit course taken in conjunction with Clinical Practicum for a total of 6 units (CPY 4430 and 4432) and meets at regularly scheduled times. During the Fall semester, this course meets weekly in individual sections, transitioning to a weekend, continuing education format that includes all sections in the Spring.

NDNU professors teach this course and meet with you and your classmates to discuss your supervised clinical work at your practicum site. Students discuss their practicum experiences, gain knowledge, share their challenges in the field, attend required trainings per the BBS, and review clinical case within a small-group setting.

Case Seminar is an intensive small-group setting in which students can focus on personal issues including transference and countertransference, integrating theory with practice, construction and presentation of clinical material, and more. The seminar is meant to assist you in developing your professional identity as a psychotherapist.

What is Supervised Field Experience (SFE) and how does it differ from Practicum/Seminar?

SFE (CPY 6992) is a one-unit course that provides oversight of your fieldwork outside the Clinical Practicum course while you are matriculated as an NDNU student, as required by the BBS and law. Unlike Clinical Practicum, there is no minimum or maximum number of SFE units that you must complete. Students may take SFE before and/or after taking Practicum.

Students take SFE for several purposes:

- 1) try out a site;
- 2) gain experience at a site;
- 3) increase their clinical experience to be more competitive for other practicum sites;
- 4) diversify their training experiences;
- 5) reduce the stress of Clinical Practicum by fulfilling clinical hours for this course

through SFE before they officially begin Clinical Practicum;

6) complete any hours that they have not completed in Clinical Practicum II as required by the BBS.

All SFE hours are "in the field." Grades are on a Pass/Fail basis. The grade is based on attendance, participation, adherence to MFT and ACA Ethical Codes, verbal and/or written evaluations from your site supervisor, training hours signed by your supervisor, and any assignments given during the semester. No "Incomplete" grades will be given for SFE.

Per the BBS, you must be enrolled in SFE or the Clinical Practicum course in order to count your hours towards MFT and LPCC licensure. SFE allows you to count any eligible hours that you may accrue outside of the Clinical Practicum course (before or after Clinical Practicum) towards MFT licensure and towards the Clinical Practicum course's 500 required hours.

What are the requirements to enroll in Supervised Field Experience (SFE) or Practicum/ Seminar?

To be eligible for SFE or Practicum, students must meet specific educational and professional requirements that fulfill BBS regulations and demonstrate their readiness for clinical training.

- Students need to complete a minimum of **12 units of CPD coursework**, including Psychopathology, Professional Ethics and Law, and 6 additional units of CPD courses, before they may begin clinical training.
- They must have **no incomplete grades, not be on academic probation**, and have **no unresolved documentation of concern** related to professionalism or academic performance.
- Additionally, students must **obtain formal approval** from the **Director of Clinical Training (DCT)**, who may consult with the **Clinical Training Team (CTT)**, and their **Academic Advisor** before approving the student.
- Any **suspension or termination from** an existing or previous **practicum site will be considered in the DCT's decision**.
- Students must **attend** at least one **Clinical Training Day** held at the beginning of the Fall and Spring semester and the **Practicum and Associate Fair** in November.
- Students **must indicate their intention to enroll** in Practicum by submitting the Enrollment Declaration and Approval Form by March 15 (Advance Registration Summer/Fall begins March 16) and **secure a practicum site by May 15**. If they fail to do so **by July 15**, they may not be eligible to enroll in the Practicum or Supervised Field Experience for the Fall semester (**Declaration to enroll is NOT required for SFE, but Approval is required*).

These requirements are designed to ensure students are well-prepared and to maintain the integrity and quality of the clinical training experience.

Students who do not fulfill the requirements and deadlines may be ineligible for en-

rollment in Practicum or Supervised Field Experience.

The Director of Clinical Training (DCT) will issue a Practicum/SFE Approval Form to confirm a student's eligibility. If enrollment in Practicum/SFE is denied, students have the option to reapply for the following year.

What does the Director of Clinical Training (DCT) and the Clinical Training Team (CTT) do?

The Director of Clinical Training (DCT) develops and oversees the clinical learning and training experiences at NDNU in collaboration with the Clinical Training Team (CTT) which includes the other Practicum/Case Seminar Professors. The DCT guides students in securing appropriate sites, adheres to deadlines; completes all necessary paperwork, and reviews all practicum/supervised field experience placements. The DCT works with students to address and facilitate challenges or conflicts that may emerge at the practicum site. The DCT oversees the Practicum Fair, reviews existing sites, and develops connections with additional training sites to support and continually expand the Clinical Training experiences for NDNU students. The DCT and CTT will inform students about opportunities for increasing their clinical education and experience including through community engagement.

How do I find a practicum site?

A **Practicum/SFE Agency Profile** is available to all students at a link on the following NDNU SOP website: <https://ndnumscp.wixsite.com/ndnucpd/ndnu-clinical-psychology-department>. This is an excellent first resource.

Attend the Practicum Fair, which is mandatory if you wish to enroll in Practicum/Seminar or SFE. If you find a new site that interests you, consult with the DCT about the possibility of establishing a site with them. You will need to meet with a site representative so they can review our contract paperwork and confirm if they agree with the NDNU contract. Please note that establishing a new site can be a lengthy process and is not guaranteed. Contact the DCT as early as possible if you are interested in adding a new site.

How do I select a site?

Reflect carefully on your interests.

Remain open to learning, discovering, and experiencing. Sometimes we can be surprised by the people and clinical experiences we enjoy.

Meeting your future supervisor can be helpful. It is important to feel you can work with this person and appreciate their style, so consider the fit between the site, the supervisor, and you. However, part of this process is learning flexibility and cultivating emotional tolerance, so be careful with quick judgments.

There are no perfect sites, including the site you thought was perfect for you!

What is the Practicum Fair?

The Practicum Fair is in November and representatives from numerous community agencies join the DCT on Zoom to inform students about training opportunities. This is a mandatory event for all students who wish to begin Practicum/Seminar and SFE and for all students who are currently enrolled in Practicum/Seminar although all students are encouraged to attend. The fair is an opportunity to find a site as a practicum site/trainee and as an associate. You may locate your future practicum site and, sometimes, future employer, so it is an important event, not to be missed.

Practicum/SFE timeline and checklist

- Attend the Clinical Training Day in September;
- Update your resume at the end of October to be ready for the Practicum and Associate Fair. You can contact the Academic Success Center to get help with your resume and cover letter;
- Create your List of Agencies: Identify 6-10 sites, (or more) of interest from the Practicum/SFE Agency profile and check which agencies confirmed their attendance at the Practicum and Associate Fair (the DCT will send the Clinical Training newsletter with the flyer of the event and the list of guests);
- Attend the Practicum and Associate Fair in November;
- Work on Practicum/SFE application material (resume, cover letter, recommendation letters) in November;
- Between December and March, send applications. The application deadline date will vary from agency to agency. Be sure to check with the agency to confirm the date.
- Students must indicate their intention to enroll in Practicum by submitting the Enrollment Declaration and Approval Form by March 15 (Advance Registration Summer/Fall begins March 16)
- Students must secure a practicum site by May 15. If they fail to do so by July 15, they may not be eligible to enroll in the Practicum or Supervised Field Experience for the Fall semester (**Declaration to enroll is NOT required for SFE, but Approval is required*).
- After you receive an offer from a site, complete the Practicum/SFE package and provide proof of liability insurance.

What is important in your resume?

Emphasize work, including volunteer work, that pertains to the field, where possible. If you do not have experiences that relate to the field, know you are not alone! Emphasize qualities from your previous academic and/or professional/work experiences that accent desirable traits in trainees. Some of these qualities include reliability, dependability, responsibility, your work ethic, a desire to learn, interpersonal skills, and empathy. Sample application materials, including vitas and resumes can be found in Section Four of this Manual.

How do I apply?

Send your résumé or Curriculum Vitae (CV) to agencies of interest along with a letter of intent/cover letter, and any materials that the site requests. Professionalism in your cover letter, resume/vita, and email/voicemail follow-up is important. Follow through on the application procedure delineated by agencies during the Practicum Fair. You may contact the agency by phone, letter, or email and inquire if they are taking trainees. Follow up with a phone call, email and set up interviews or visits and use

the agency's preferred mode of communication.

Can I visit a site just to learn about it?

Yes. Inform the site you are curious about serving as a trainee at their agency and would appreciate a brief meeting to learn more. Supervisors frequently are busy so requesting a brief amount of time—15-30 minutes—can be effective to convey your interest and establish an initial connection.

What is the interview like?

Interview styles range from being with a group to one-on-one. Frequently, interviewers give you clinical vignettes. Expressing your thought process, self-awareness, awareness of others, capacity for self-reflection, and empathy is often more critical than having the “right” answer. Stating that you do not know for certain but being able to name some of the clinical, ethical and legal issues you would be concerned about and informing the interviewer that you would consult in this situation is often a desirable response!

When will I learn if I have been chosen?

Most agencies make initial offers in March or April for Fall placements. If you receive more than one offer, you may ask the site(s) for time to decide.

How many hours per week in Practicum?

To reach the 500 total hours required by the department prior to graduation, most students find they must average 15-20 hours per week, if they are enrolled in Practicum for two semesters. Students who take SFE for a semester or more do not have to complete as many weekly hours in practicum. Students are considered to have completed the Clinical Training if they complete 500 hours for licensure at their site (of which **280 are face to face hours for MFT/LPCC track or 225 face to face hours for MFT track**). Students are considered “Trainees” by the BBS. After graduating, a trainee is an “Associate.” Please check p. 15 on this Manual for detailed information about clinical hours.

How do I get hours?

Work directly and collaboratively with your supervisor letting him/her/they know your needs. Students typically start slowly and build up their hours to include more direct patient contact. Because you are dealing with human lives, most sites will increase your responsibilities and caseload slowly. By the spring, your schedule is usually full. You need to obtain 250 hours per semester for a total of 500 while you are in Practicum. For MS/CP/MFT students, 225 of those 500 hours must be direct, face-to-face clinical contact hours (75 hours may be client advocacy instead), while for MS/CP/MFT/LPCC students, 280 of those 500 hours must be direct, face-to-face clinical contact hours

What is supervision? How much supervision do I need?

The supervisor–trainee relationship is unique; it is different from the professor–student relationship. In addition to classroom learning, trainees acquire clinical skills through practice, observation, feedback, and implementing the suggestions received from a clinical supervisor. Supervision may be **individual** (one supervisor and one trainee), **triadic** (one supervisor and two trainees) or in a **group** setting (one supervi-

sor and up to eight trainees).

Supervision has several purposes, all essential to the licensure processes:

- Clinical guidance and consultation
- Crisis intervention and management
- Professional growth and development
- Mentorship

Current pre-degree standards require **1 hour of individual or triadic supervision or 2 hours of group supervision for every 5 hours of client contact per week.**

What qualifications does my supervisor need to have?

For the MFT/LPCC track, the supervisor must be licensed as a Marriage and Family Therapist, a Licensed Clinical Social Worker, a Licensed Clinical Psychologist, or a Board- Certified Psychiatrist.

MFT and LCSWs must be licensed for two years of the last 5 year prior to supervising and have supervisory classes in order to supervise. The psychiatrist must be Board Certified. The supervisor's license must not be under suspension or probation by the licensing board. Supervisors must complete 6 continuing education credit hours in supervision per licensing cycle. Verify their license when you begin.

For MSCP only track, your supervisor must have the appropriate degree, credential or license, if any, is required for the field.

What if I don't get a site?

Stay in contact with the DCT and keep her informed of your situation. Reach out to additional sites and make connections. Openings sometimes do emerge in the late spring or summer. However, if you do not have a site in place by the beginning of Seminar, you will not be able to enroll. Students must secure a practicum site **by May 15**. If they fail to do so **by July 15**, they may not be eligible to enroll in the Practicum or Supervised Field Experience for the Fall semester.

I don't like my site. Can I break my contract?

The CPD encourages you to try to work out conflicts and find an arrangement that works for both of you. We take the site contract seriously and expect students and sites to uphold their commitment unless there is a breach of contract with either the site or the student. Navigating this conflict can be part of the learning process. Please let the DCT and your professor know about any potential problems or concerns immediately so you can receive support and direction.

How do I count my hours for Practicum at NDNU versus for licensure with the BBS?

Hours that count for academic credit at NDNU and hours that count towards BBS for licensure partially overlap but there are some significant differences. Hours that count towards the MFT and LPCC must adhere to the respective BBS requirements. This BBS requirement for the LPCC includes 280 face to face hours (couples, individuals and groups). This BBS requirement for MFT license includes 150 face to face hours, and 75 client advocacy or additional face to face hours, over the course of two Clinical Practicum semesters. Consequently, the departmental requirement for face to face

hours is 280 minimum. Hours that count towards the NDNU course, which may or may not count towards MFT/LPCC licensure, are subject to the Professor's discretion. There is information about how to count hours towards MFT licensure and LPCC licensure on the BBS website. Distinctions between hours that count towards the 225 MFT hours, the 280 LPCC hours, and the hours that count towards the 500-hour course total will be clarified by your Case Seminar professor.

How do I record my hours?

All Practicum students in all MSCP programs (MSCP; MSCP/MFT; MSCP/MFT/LPCC) are required to use Track Your Hours to log practicum hours ([https:// www.trackyourhours.com/](https://www.trackyourhours.com/)).

Students are to create their own Track Your Hours account and generate weekly Track Your Hours reports, to be signed by your supervisor/s on a weekly basis. By the second Monday of each month (September-May), you must send the previous month's weekly logs, signed by your supervisor, as a single PDF to the DCT at: <https://www.dropbox.com/request/Fx0IVUOv0FGUMLQy4yGE>

The Case Seminar professor may reduce the students' grade for logs that are not submitted on time to the DCT.

When should I take practicum/seminar? What issues should I consider to be successful in the course?

Practicum/Case Seminar is recommended when your core courses are completed. However, if you have the requirements (check p. 6), the timing may depend on your personal demands and schedule. Practicum is emotionally demanding and takes a lot of time (15-20 hours in the field/per week) in addition to the weekly Case Seminar class (3 hours), so we encourage students to make academic choices in consideration of the demands of your other graduate courses, personal life, job, etc. Please note, however, that this experience is a core learning experience and please be prepared to make changes to your personal or work schedule so that you may fulfill your practicum hour requirements and attend your respective case seminar class.

What paperwork must I complete?

1. Practicum Placement Verification Form
2. Practicum/Supervised Field Experience Agreement Form
3. Practicum Placement and Agency Information Sheet
4. Practicum/Supervised Field Experience Information Sheet
5. BBS Responsibility Statement for Supervisors of a Marriage and Family Therapist (for MFT/LPCC track students)
6. Proof of purchase of Professional Liability Insurance

Please find the forms on SOP Clinical Training website <https://ndnumscop.wixsite.com/ndnucpd/ndnu-clinical-psychology-department> and check p. 19 of this Manual, for the detailed checklist of required paperwork.

Do I need to provide medical clearance, proof of immunization, and fingerprinting to NDNU in order to participate in Practicum/Seminar or Supervised Field Experience?

No. This is not a University requirement. Individual practicum sites may require this for your participation at their site. NDNU is not responsible for any cost you may incur due to site requirements.

Depending on your practicum placement and/or site supervisor, you may be required to have a background check performed, release up to date immunization records, get a current TB test, and/or comply with other site specific requirements.

What must I do at the end of Practicum so I may receive my Associate Number from the BBS?

Students who are applying to the BBS for an MFT and LPCC Associate number should follow the following instructions. This process cannot be completed until all degree requirements have been met.

The DCT will hold a Post Graduation Associate Registration Application presentation in the Spring semester of Case Seminar to support the students and answer their questions.

Instructions for Post Graduation Associate Registration Application are below:

For MFT Applicants: Select LMFT--> License Requirements--> Register as an AMFT--Apply (In-State Degree)

For LPCC Applicants: Select LPCC--> License Requirements--> Register as an APCC--Apply (In-State Degree)

All the LMFT and LPCC application packets, as well as several other important documents, publications and forms, are accessible online, on the BBS website <http://www.bbs.ca.gov/> under the "APPLICANT" tab. (<http://www.bbs.ca.gov/forms.shtml>)

You are strongly encouraged to visit the BBS website, and become familiar with its contents. The BBS website will be a necessary and valuable resource for your entire future career as a licensed mental health professional.

Board of Behavioral Sciences

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www.bbs.ca.gov

Order an OFFICIAL NDNU transcript (make certain your degree is posted!) from the Registrar's office. You may pick up a Transcript Request Form from the Registrar's Office, or you may go online to: <https://www.ndnu.edu/academics/registrar/transcript-diploma-requests/>

In anticipation of your degree posting, please print and fill out your personal information on your Form B from the BBS Associate Application Packet. Bring (with a **self-addressed and stamped envelope**) or send the Form(s)—one for MFT and one for LPCC—to the SOP executive assistant, Lorraine Cainia at lcainia@ndnu.edu. Once your degree has been posted, Lorraine will send your forms to your mailing address in a *sealed* envelope. Do not open it! You will need to send it to the BBS with the rest of your Associate application packet *sealed*.

All other BBS requirements need to be done by you (i.e. application, photograph, fingerprints, etc.). Submit all of your application materials in one envelope. **Keep your originals** and **keep copies** of everything!

Practicum Timeline and Checklist: The practicum process begins the September prior to the Fall you plan on starting clinical work, nearly a year in advance. Adhering to this timeline will insure your greatest chances of securing a practicum placement.

Practicum Fall starts August 15th. Practicum Spring ends May 15th. Check the academic calendar for SFE start/end dates

September	Review DCT Website: Review information on policies and sites on the DCT website. Begin updating your resume. Attend Clinical Training Day	<input type="checkbox"/>
October	Work on your resume around the end of October. Create List of Agencies: Identify 6-10 sites, (or more) of interest from the Practicum/SFE Agency profile and check which agencies confirmed their attendance at the Practicum and Associate Fair (the DCT will send the Clinical Training newsletter with the flyer of the event and the list of guests)	<input type="checkbox"/>
November	Practicum Fair: Attend the Practicum and Associate Fair on Zoom. This is mandatory for all who wish to take Practicum and SFE and for practicum students who hope to complete their practicum in May. It is an opportunity to meet employees at local agencies for practicum and beyond.	<input type="checkbox"/>
November/December	Work on Application Materials: Write or update your Curriculum Vitae and create a template for your Cover Letter. Determine if the agencies need references or require Letters of Recommendation. Contact the individuals that you would like a recommendation from preferably one month in advance.	<input type="checkbox"/>
December - March	Send Applications: Complete your applications and submit. The application deadline date will vary from agency to agency. Be sure to check with the agency and Practicum Directory to confirm the date. Students must indicate their intention to enroll in Practicum by <u>by submitting the Enrollment Declaration and Approval Form by March 15</u> (Advance Registration Summer/Fall begins March 16)	<input type="checkbox"/>
February - April	Interviews, Offer, and Acceptance: During these months you will be interviewing at agencies, receive an offer, and accept a position.	<input type="checkbox"/>

April-May	Paperwork Submission: All Practicum Paperwork should be completed by you and your agency supervisor or training director. Submit a PDF copy by email to the DCT for her signature (and retain the original). Students must secure a practicum site by May 15 . If they fail to do so by July 15 , they may not be eligible to enroll in the Practicum or Supervised Field Experience for the Fall semester. (<i>*Declaration to enroll is NOT required for SFE, but Approval is required</i>).	□
Jul-August	Certificate of Professional Liability Insurance: Apply for Professional Liability Insurance approximately mid July so you can meet the August deadline to ensure that you receive your Certificate of Insurance in time. Submit, via email.	□

Clinical Psychology Seminar/Practicum Overview

The **Master of Science in Clinical Psychology, MSCP/Marriage and Family Therapy, MFT/Licensed Professional Clinical Counseling, LPCC Programs** emphasize experiential and theoretical learning in clinical, educational, and community settings.

Each student in the CPD participates in a supervised clinical practicum and clinical case seminar. MFT/LPCC students are required to participate in two semesters for a total of 500 hours. Practicum hours are determined in collaboration with the practicum professor, in accordance with BBS requirements.

Before, During and After Enrollment in Practicum/Seminar:

- Clinical Case Seminar and Clinical Case Practicum is recommended towards the end of your graduate program.
- To be eligible for SFE or Practicum, students must meet specific educational and professional requirements that fulfill BBS regulations and demonstrate their readiness for clinical training. Students need to complete a minimum of **12 units of CPD coursework**, including Psychopathology, Professional Ethics and Law, and 6 additional units of CPD courses, before they may begin clinical training. They must have **no incomplete grades, not be on academic probation, and have no unresolved documentation of concern** related to professionalism or academic performance. Additionally, students must obtain formal approval from the **Director of Clinical Training (DCT)** who may consult with the **Clinical Training Team (CTT)**, and their **Academic Advisor**. Any **suspension or termination from** an existing or previous **practicum**

site will be considered in the DCT's decision. Students must **attend** at least one **Clinical Training Day** held at the beginning of the Fall and Spring semester and the **Practicum and Associate Fair** in November. Students **must indicate their intention to enroll** in Practicum by submitting the Enrollment Declaration and Approval Form by March 15 (Advance Registration Summer/Fall begins March 16) and **secure a practicum site by May 15**. If they fail to do so **by July 15**, they may not be eligible to enroll in the Practicum or Supervised Field Experience for the Fall semester (**Declaration to enroll is NOT required for SFE, but Approval is required*). Students who do not fulfill the requirements and deadlines may be ineligible for enrollment in Practicum or Supervised Field Experience. The Director of Clinical Training (DCT) will issue a Practicum/SFE Approval Form to confirm a student's eligibility. If enrollment in Practicum/SFE is denied, students have the option to reapply for the following year.

- It is your responsibility to update your paperwork if information changes (i.e. new professor, new site supervisor, new site, etc.).
- Submit the semester evaluation form to your clinical site supervisor well in advance of the end of the semester. Submit a PDF of the completed evaluation form, via email for filing in the CPD Department in your personal files **and send a PDF of your evaluation to your instructor** the last week of the semester. An electronic copy should also be included in your e-portfolio.

Practicum Students: Trainees

A practicum student trainee is enrolled in both the Practicum and Seminar classes and is accumulating 500 work experience hours which are usually unpaid. All students are supervised by state licensed professionals, or professionals with the appropriate degree or certification, in agreement with their site. Practicum students are called *trainees* by the Board of Behavioral Sciences. Supervised Practicum trainee hours will only count toward MFT licensure; all PCC hours must be obtained once one becomes a Registered PCC associate with the BBS.

Associate

An associate is a graduate accumulating supervised work experience hours as an MFT/ LPCC. MFT/LPCC associates accumulate 3000 total hours.

Number of hours for MFT licensure

3,000 total hours required for licensure

500 hours required to graduate

225 of these must be direct, face-to-face clinical hours

Maximum 1,300 total pre-degree hours. Pre-degree hours count toward the 3,000 hours required for MFT licensure

Maximum 750 pre-degree hours of direct counseling and supervision

The remaining 550+ hours must consist of nonclinical practice

Maximum 40 hours of experience per week, combined across all work settings. You

may work at multiple clinical sites concurrently

Maximum 6 hours of supervision (individual, triadic, or group) **per week**

Within 90 days after graduation, you must apply to the BBS to become a Registered Associate MFT, then begin collecting post-degree hours

Minimum 1,700 hours must then be collected after graduation (*3,000 hours minus the number of pre-degree hours completed*)

104 supervised weeks containing minimum one unit of supervision for every five hours of client contact pre-degree and for every 10 hours of client contact post-degree; 52 of these weeks must include at least one hour of individual or triadic supervision

Number of hours for LPCC licensure

3,000 post-degree hours required for PCC licensure

For the MFT/LPCC program, the CPD requires 500 pre-degree hours to graduate; 280 of these hours must be direct, face-to-face clinical hours. These hours do not count for the LPCC licensure hours

Within 90 days after graduation, all graduates must apply to the BBS to become Registered Associates, then begin collecting post-degree hours

Minimum 1,750 post-degree hours of direct counseling.

At least 150 of these hours must be in a hospital or community mental health setting

Maximum 1,250 post-degree hours of nonclinical practice

Maximum 40 hours of experience per week, combined across all work settings

Maximum 6 hours of supervision (individual, triadic, or group) **per week**

104 supervised weeks containing minimum one unit of supervision for every five hours of client contact pre-degree and for every 10 hours of client contact post-degree; 52 of these weeks must include at least one hour of individual or triadic supervision

Hours accumulated as an MFT Associate can also count towards PCC hours as long as one is registered as an MFT Associate and as a PCC Associate.

While pre-degree hours count toward MFT licensure requirements, they do **not** count toward PCC licensure requirements.

You may, but are not required to, earn pre-degree hours in order to become an LMFT before completing the hours required to become an LPCC. You do not need to earn the licenses at the same time. You do not need to wait in order to maximize the post-degree hours that are "shared" between the LMFT and LPCC requirements.

NDNU Clinical Psychology Practicum/Seminar Course

Catalog Description

CPY 4420 - Clinical Practicum I

This two-semester sequence of supervised practicum in the field provides an average of 20 hours weekly (250 hours per semester) of supervised training and face-to-face psychotherapeutic experience with children, adolescents, adults, couples, and families in community agencies, schools, and hospitals throughout the Bay Area. Students may engage in different clinically related work (e.g., research, counseling, case management, hotline crisis, psychoeducation, social emotional learning lessons) at a practicum site. Students in the “no-clinical license track” (MS Clinical Psychology) can fulfill their hours through indirect hours and work within a broad range of clinical, social service, medical, research, and administrative settings. With approval from the Director of Clinical Training and/or the Chair, students may also gain credit through research field sites, research projects, research assignments (writing a research or scholarly paper) and/or by working in a research capacity at an approved site (e.g., as a research assistant or trainee).

A practicum packet must be completed and signed by all parties to ensure that the site, student, and faculty agree with the BBS and departmental requirements. This clinical field placement meets the requirements of the Board of Behavioral Sciences for ongoing experience in applied psychotherapeutic techniques, assessment, diagnosis, crisis intervention, and the treatment of individuals in need. Integrated strength-based recovery model, evidence-based and best practices, case management, working with co-occurring disorders, collaborative treatment, and training on working with domestic violence, child, adult, spousal, and elderly abuse will be emphasized. Understanding of the impact of socioeconomic position and culture will also be emphasized. Please note timeline restrictions (earliest start date is August 15 for training at field site).

CPY4422 - Clinical Practicum II

This two-semester sequence of supervised practicum in the field provides an average of 20 hours weekly (250 hours per semester) of supervised training and face-to-face psychotherapeutic experience with children, adolescents, adults, couples, and families in community agencies, schools, and hospitals throughout the Bay Area. Students may engage in different clinically related work (e.g., research, counseling, case management, hotline crisis, psychoeducation, social emotional learning lessons) at a practicum site. Students in the “no-clinical license track” (MS Clinical Psychology) can fulfill their hours through indirect hours and work within a broad range of clinical, social service, medical, research, and administrative settings. With approval from the Director of Clinical Training and/or the Chair, students may also gain credit through research field sites, research projects, research assignments (writing a research or scholarly paper) and/or by working in a research capacity at an approved site (e.g., as a research assistant or trainee). A practicum packet must be completed and signed by all parties to ensure that the site, student, and faculty agree with the BBS and departmental requirements. This clinical field placement meets the requirements of the Board of Behavioral Sciences for ongoing experience in applied psychotherapeutic techniques, assessment, diagnosis, crisis intervention, and the treatment of individuals in need. Integrated strength-based recovery model, evidence-based and best practices, case management, working with co-occurring disorders, collaborative treatment, and training on working with domestic violence, child, adult,

spousal, and elderly abuse will be emphasized. Understanding of the impact of socioeconomic position and culture will also be emphasized. Please note timeline restrictions (earliest start date is August 15 for training at field site).

CPY4430 - Case Seminar I

This two-semester sequence accompanies CPY 4420 and provides an intensive small-group seminar setting within which students may discuss their field placement experiences and their cases. Students focus on the personal issues involved in transference and counter-transference in their cases; develop a better sense of the relationship between the development of personal qualities, their sense of self, values, professional behavior, and ethics; learn to integrate theory with evidence-based practice; benefit from feedback from their colleagues and instructor; learn how to construct and present case analyses; develop professional writing skills; become acquainted with community resources and methods of collaborative treatment; develop psychotherapy, intervention, assessment, and case management skills, including methods for specialized issues; and explore this opportunity for profound professional growth. It addresses many questions that beginning therapists face, including: setting up a therapeutic frame, establishing a therapeutic alliance, developing a treatment plan, using one's self in the treatment process, being alert to danger signals, working with cultural issues, handling crises and abuse, deciding on which type of intervention to use, developing a working hypothesis/formulation of the patient's difficulties, termination, and more. This class covers contemporary topics in the field, including the use of AI in mental health care. This class augments and supports what students are learning academically and experientially, concurrently, in CPY 4420. Clinical topics including case management, systems of care for the severely mentally ill, public and private services for the severely mentally ill, community resources for the victims of abuse, disaster and trauma response, advocacy for the severely mentally ill, and collaborative treatment are covered. Training on assessment, diagnosis, and treatment for suicide, domestic violence, and child, adult, spousal, and elderly abuse is provided. Per BBS requirements, it includes a minimum of three hours of training in the provision of mental health services via tele-health, including law and ethics related to tele-health. Corequisite: CPY 4420.

CPY4432 - Case Seminar II

This two-semester sequence accompanies CPY 4422 and provides an intensive small-group seminar setting within which students may discuss their field placement experiences and their cases. Students focus on the personal issues involved in transference and counter-transference in their cases; develop a better sense of the relationship between the development of personal qualities, their sense of self, values, professional behavior, and ethics; learn to integrate theory with evidence-based practice; benefit from feedback from their colleagues and instructor; learn how to construct and present case analyses and develop professional writing skills; become acquainted with community resources and methods of collaborative treatment; develop psychotherapy, intervention, assessment, and case management skills, including methods for specialized issues; and explore this opportunity for profound professional growth. It addresses many questions that beginning therapists face, including setting up a therapeutic frame, establishing a therapeutic alliance, developing a treatment plan, using oneself in the treatment process, being alert to danger signals, working with cultural issues, handling crises and abuse, deciding on which type of intervention to use, developing

a working hypothesis/formulation of the patient's difficulties, termination, and more. This class augments and supports what students are learning academically and experientially, concurrently, in the corequisite course CPY 4422. This class covers contemporary topics in the field, including the use of AI in mental health care. Clinical topics including case management, systems of care for the severely mentally ill, public and private services for the severely mentally ill, community resources for the victims of abuse, disaster and trauma response, advocacy for the severely mentally ill, and collaborative treatment are covered. Training on assessment, diagnosis, and treatment for suicide, domestic violence, and child, adult, spousal, and elderly abuse is provided. Per BBS requirements, it includes a minimum of three hours of training in the provision of mental health services via tele-health, including law and ethics related to tele-health.

CPY 6992 - Supervised Field Experience

Offers supervised practicum hours which supports students in receiving clinical training and in fulfilling the BBS requirements after the completion of 12 graduate units. This course requires the approval of the Director of Clinical Training and/or Chair; may fulfill individual clinical training needs and requirements; and may partially fulfill requirements from CPY 4420; CPY 4422; CPY 4430; CPY 4432 given individual contracts and agreements in these respective courses. Students meet with the Director of Clinical Training by appointment after obtaining an approved practicum site. A practicum packet must be completed and signed by all the parties to ensure that the site, student, and faculty are in agreement of the BBS and departmental requirements. The following skills are developed: applied psychotherapeutic techniques; assessment; diagnosis; prognosis; treatment; issues of development, adjustment, and maladjustment; health and wellness promotion; professional writing including documentation of services, treatment plans, and progress notes; how to find and use resources; other recognized counseling interventions; and face-to-face supervised clinical experience counseling individuals, couples, families, or groups.

Program Learning Outcomes

Clinical Psychology Department Program Learning Outcomes:

PLO 1: Clinical Psychology Domain

PLO 2: Diversity and Cultural Competence Domain

PLO 3: Psychotherapy Domain

PLO 4: Clinical, Professional, and Ethical Competence Domain

PLO 5: Research Domain

Detailed Description: Clinical Psychology Department: Program Learning Outcomes

Clinical Psychology Domain: Learning Outcome 1-- Students will acquire a broad, integrative, and comprehensive foundation in the field of clinical psychology that integrates theoretical, clinical, and empirical findings particularly geared for the mental health professional. This domain emphasizes understanding factors that mediate human behavior, development throughout the lifespan, psychological health, and psychopathology.

Diversity and Cultural Competence Domain: Learning Outcome 2-- Students will be educated on diversity through diverse teaching methods, courses, theoretical perspec-

tives, and topics throughout the program, that directly embody and address issues of diversity. This domain will also include education on cultural and cross-cultural issues and their impact on human behavior.

Psychotherapy Domain: Learning Outcome 3--Students will comprehend, integrate, and apply the major theories and basic empirical findings of psychotherapy practice, including theories and topics that are germane for MFT and LPCC licensure. Students will also acquire training in specialized clinical topics emphasized in clinical practice. Students will be versed in tenets of evidence based practice and findings from psychotherapy research.

Clinical, Professional, and Ethical Competence: Learning Outcome 4--Students will develop clinical, professional, and ethical competencies through academic coursework and clinical training/practicum experiences. Through such courses tenets germane to professionalism; ethical development; and clinical practice will be accented. Students will be able to recognize the ethical and legal codes for mental health professions; demonstrate personal and professional awareness for their relevancy; and apply them in their clinical work.

Research Domain: Learning Outcome 5--Students will understand research designs and parameters of psychological research, particularly within the field of clinical psychology and become more critical consumers of psychological research. They have the option to create and implement an original research project via a capstone project or thesis that is relevant to their scholarly professional interests. The final research project aims to contribute to the field and/or community in a meaningful way.

Course Learning Outcomes

CLO 1

Develop clinical skills and confidence in clinical practice. (PLO 1, 2, 3,4)

CLO 2

Extend the understanding of treatment models and **apply** in-depth understanding of theoretical concepts to clinical work (PLO 1, 3, 4).

CLO 3

Extend the ability to utilize clinical interventions in an attuned and related way, coming from greater appreciation and awareness of clinical process. (PLO 1, 3, 4).

CLO 4

Compare, contrast, categorize, summarize, and **analyze** various treatment modalities, theoretical orientations, cultural factors, and ethical issues and **integrate** them in clinical practice (PLO 1, 2, 3).

CLO 5

Develop fluency in oral and written case presentations to help increase readiness for the licensing exams and as preparation for work in settings with multi-disciplinary teams and collegial consults. (PLO 1, 2, 3, 4, 5).

CLO 6

Develop an understanding of how to work collaboratively with the client's family members, case managers, health care providers, and peer counselors and learn how to **identify** patient's short and long term goals. (PLO 1, 2, 3, 4).

CLO 7

Read about clinical issues as emphasized by the BBS including evidence based practices: illness/case management and recovery, community treatments, and family psychoeducation; **identify** and **summarize** central findings; **discriminate** and **speculate** on the implications for clinical practice (PLO 1, 2, 3, 5).

CLO 8

Extend appreciation of various treatment modalities, theoretical orientations, cultural factors, and ethical issues in clinical work. **Identify** how to work with clients from various social and economic positions (PLO 1, 2, 3, 4, 5).

Responsibilities of Practicum Site Training Supervisor:

- A. Coordinate the placement and serve as the liaison between the agency and the University
- B. Evaluate practicum progress at end of the term, forward this information to the CPD
- C. Allow NDNU supervisory visitations of clinical site and to review student records and other items pertaining to the clinical education program by the University.
- D. To maintain adequate personnel and clinical facilities which meet the appropriate standards of national certification and state licensure.
- E. To provide at least one hour of supervision for every five hours of direct client contact with a state licensed clinician, or appropriate professional for non-clinical community engagement hours.

Responsibilities of the Student:

- A. Under the supervision of the NDNU professor and the practicum supervisor, develop a plan of work and training during the practicum.
- B. Comply with University and agency policies of practicum placement.
- C. Maintain communication with University and agency supervisors.
- D. Turn in all required paperwork in a timely manner by email and to the Ralston Annex.
- E. To attend and participate in the NDNU seminar course and with site placement supervisors.
- F. To abide by all ethical codes and conduct oneself professionally.

Responsibilities of the University Practicum/Seminar Instructor:

- A. Coordinate the placement and serve as the liaison between the agency and the University
- B. To mediate between the University and the agency.
- C. To meet with practicum students, for the purpose of developing clinical skills.
- D. To provide assistance and instruction in diagnosis, intervention, and treatment in practicum.

Clinical Practicum/Case Seminar and Supervised Field Experience General Guidelines

Site Verification Form: The Practicum/Fieldwork Placement Verification Form will need to be signed PRIOR to registering for Practicum/Case Seminar or Supervised Field Experience to ensure your site meets the requirements.

Students **must indicate their intention to enroll** in Practicum by submitting the Enrollment Declaration and Approval Form by March 15 (Advance Registration Summer/Fall begins March 16) and **secure a practicum site by May 15**.

Documentation: Students are responsible for submitting all original initial paperwork to the DCT by May 15 of the Spring semester for her signature, prior to beginning Practicum/ Fieldwork. A PDF of all signed copies of your paperwork should be created and emailed to the DCT (to file in the CPD in your personal file); you must also keep a copy of your original paperwork for your own records. Students must secure a practicum site **by May 15**. If they fail to do so **by July 15**, they may not be eligible to enroll in the Practicum or Supervised Field Experience for the Fall semester.

Required Forms:

The following are the forms included in the Clinical Practicum/Field Supervised Experience packet that must be turned in to the DCT by May 15.

Practicum Paperwork

1. Practicum Placement Verification Form
2. Practicum/Supervised Field Experience Agreement Form
3. Practicum Placement and Agency Information Sheet
4. Practicum/Supervised Field Experience Information Sheet
- 5a. BBS Responsibility Statement for Supervisors of a Marriage and Family Therapist (for MFT/LPCC track students)
6. Proof of purchase of Professional Liability Insurance

Please find the forms on Clinical Training Website on <https://ndnumscp.wixsite.com/ndnucpd/ndnu-clinical-psychology-department>

Track Your Hours is *required* for submitted monthly hours log: <https://www.trackyourhours.com/>

Hours

Hourly log forms generated by Track Your Hours (<https://www.trackyourhours.com/>) and signed by your supervisor (sent as a PDF to the instructor every month).

Students are required to upload clinical hours (generated by Track Your Hours) every month to the Dropbox link <https://www.dropbox.com/request/Fx0IVUOv0FGUM-LOy4yGE>

Paperwork due at the end of the semester

Marriage and Family Therapist Experience Verification
Agency Evaluation Form

Please note that it is essential to turn in your weekly Track Your Hours logs each month, signed by your site supervisor. The Department keeps copies of this material if you turn it in. **Professors do not keep copies of your licensing materials.** If you do not turn this in, you may not have a record of your work when you need to verify your hours in the future. The forms should be completed with your supervisor. There are sections in which you will have the information to complete, and for others, only your supervisor will have the information.

Note which forms require your signature, and where your supervisor's signature is included. (If you have not yet been assigned a supervisor, the training director or other equivalent individual can sign the form). I recommend that you use a digital/electronic signature to facilitate the completion of the documents.

Note that late logs may result in a reduced Professional and Clinical Competence grade. Similarly, it is expected that you will complete the 250 required practicum hours for your Clinical Practicum grade as well as your Professional and Clinical Competence grade in Clinical Case Seminar. The department keeps copies of this material when you turn it in. If you do not turn this in, and keep a copy for yourself, you may not have a record of your work when you need it for the future.

Collection of hours:

Any student who wishes to work in the field must be enrolled in one of the CPD's practicum courses: Supervised Field Experience (CPY 6992); Clinical Practicum I (CPY 4420); or Clinical Practicum II (CPY 4422). The BBS also requires that students be enrolled in a practicum course for their clinical hours to count towards licensure. Students may take SFE (CPY 6992) before or after taking Clinical Practicum I or II as long as they have the following requirements:

- Students need to complete a minimum of **12 units of CPD work**, including Psychopathology, Professional Ethics and Law, and 6 additional units of CPD courses, before they may begin clinical training. They must have **no incomplete grades, not be on academic probation, and have no unresolved documentation of concern** related to professionalism or academic performance. Additionally, students must obtain formal approval from the **Director of Clinical Training (DCT)**, who may consult with the **Clinical Training Team (CTT)**, and their **Academic Advisor** for approval. Any **suspension or termination from** an existing or previous **practicum site will be considered in the DCT's decision**. Student must **attend** at least one **Clinical Training Day** held at the beginning of the Fall and Spring semester and the **Practicum and Associate Fair** in November. Students **must indicate their intention to enroll in Practicum by submitting the Enrollment Declaration and Approval Form by March 15** (Advance Registration Summer/Fall begins March 16) and **secure a practicum site by May 15**. If they fail to do so **by July 15**, they may not be eligible to enroll in the Practicum or Supervised Field Experience for the Fall semester (**Declaration to enroll is NOT required for SFE, but Approval is required*).

Unlike Clinical Practicum I and II, there is no minimum or maximum number of hours that SFE students are required to perform. Students may work 1-20+ hours/week during SFE. The SFE hours requirement is worked out individually between the student and the site. Students take SFE when they wish to gain additional clinical experience (for a variable number of hours); to ease the stress and high number of hours demanded of them during Clinical Practicum I and II by gaining hours before Practicum/ Case Seminar begins; and if they do not complete all of their required hours in their Clinical Practicum I or II courses (CPY 4420 or CPY 4422).

Students who are enrolled in Case Seminar/Practicum in the Fall semester may start collecting their hours as early as August 15 through the end of the Spring semester on May 15. Practicum students who do not complete the 225 (MFT) or 280 (LPCC) face-to-face hours that are required for licensure will receive an Incomplete in their Spring, Clinical Practicum II (CPY 4422) course. Due to BBS regulations and insurance regulations, students must register for the CPY 6992, Supervised Field Experience (SFE), practicum course in Summer if they have not completed all of their hours. If all practicum hours are not met during Summer SFE, then students must continue to register for SFE in Fall or beyond until all required hours are met. The Incomplete for CPY 4422 will be changed once the student fulfills all of their Clinical Practicum (CPY 4422) course hours. The University and the Department will not be liable for students who do not register for SFE yet who remain at their site beyond the May 15 deadline. The BBS will not count any earned hours if the student is not enrolled in either Clinical Practicum (CPY 4420 or CPY 4422) or Supervised Field Experience (CPY 6992) while accruing hours. If you are planning to graduate in Spring, this means that you must complete all Practicum hours by the May 15 deadline of your Spring semester or enroll in a Summer practicum, CPY 6992, Supervised Field Experience.

Hours obtained between the end of the Fall term and beginning of the Spring term are counted on the Spring hourly logs. **All Supervised Field Experience (CPY 6992) hours may count towards the 500 total required hours for the Fall & Spring semester Practicum requirement.**

Professional Liability Insurance: Required for MFT/LPCC and MSCP students in Practicum or Supervised Field Experience. Contact CPH & Associates at 1(800) 875-1911 and see the application form. Proof of insurance is required before beginning practicum.

All practicum/trainee placements must be approved **IN ADVANCE (By May preceding Fall term enrollment in Practicum/Clinical Case Seminar** and prior to each Field Supervision term). This approval is required in order to assure appropriate placements in approved work settings offering maximum training and supervision.

Please see the Practicum Directory for approved work settings <https://ndnum-scp.wixsite.com/ndnucpd/ndnu-clinical-psychology-department>.

Practicum or Field Experience supervisors must hold a current, valid California license as a Marriage and Family Therapist, Clinical Social Worker, Psychologist, or Physician, certified in Psychiatry by the American Board of Psychiatry and Neurology and have been so licensed for at least 2 years prior to commencing the supervision. The supervisor's license must not be under suspension or probation by the licensing board. The supervisor must be employed by the agency, and participate in the activities of the agency. BBS supervision requirements are: 1 hour of individual or 2 hours of group per week, per 5 client hrs.

For *MFT* and *MFT/LPCC* practicum placements, a minimum of 250 hours is required by NDNU for each of the 2 semesters needed for graduation. *MFT* and *MFT/LPCC* students must sequence both Practicum and Case Seminar, beginning with the Fall semester. The 250 hours of clinical work per semester includes hours that count per the BBS as well as hours that may not count per the BBS. This includes face to face psychotherapy (individual, couple, and group), supervision and training. BBS requirements for graduation for LPCC include 280 face to face psychotherapy (couples, individuals, and groups), and 225 face to face hours for MFT only. Face to face hours include tele-health hours. Additional clinical hours are highly encouraged by enrolling in Supervised Field Experience (CPY 6992) prior to Clinical Practicum or after Clinical Practicum.

Students may **NOT** take more than **TWO** semesters of Practicum/Case Seminar (6 units). The practicum may be preceded or extended by enrolling in Supervised Field Experience (CPY 6992). SFE is highly encouraged BEFORE beginning Practicum and may count towards the departmental requirement of 500 hours. Note that you must complete all Practicum supervision hours by the May 15 deadline of your Spring graduation date. Students whose site requires supervised training beyond May 15 and who are not May graduates must enroll in Supervised Field Experience (CPY 6992).

Personal Psychotherapy

Personal psychotherapy is valued and highly recommended during practicum/case seminar. Students may pursue psychotherapy privately. Your DCT or Practicum Professor may be able to suggest referrals. Please discuss options for course credit towards your 500 hours with your Practicum professor.

Section Two

Forms for Practicum and Supervised Field Experience

ALWAYS
KEEP YOUR ORIG-
INAL

MAKE COPIES OF EVERYTHING

TURN IN COPIES OF YOUR
FORMS TO THE DCT

Checklist for MSCP/MFT/PCC Students

Practicum Paperwork

1. Practicum Placement Verification Form
2. Practicum/Supervised Field Experience Agreement Form
3. Practicum Placement and Agency Information Sheet
4. Practicum/Supervised Field Experience Information Sheet
- 5a. BBS Responsibility Statement for Supervisors of a Marriage and Family Therapist (for MFT/LPCC track students)
6. Proof of purchase of Professional Liability Insurance

Please find the forms on Clinical Training Website on <https://ndnumscp.wixsite.com/ndnucpd/ndnu-clinical-psychology-department>

Practicum complete package

https://e36ecc23-eb32-429d-b0c0-0373ad4d5304.filesusr.com/ugd/7581a2_a31e13ba429e442caf19b4ff287743d3.pdf

Paperwork due at the end of the semester

Marriage and Family Therapist Experience Verification

https://e36ecc23-eb32-429d-b0c0-0373ad4d5304.filesusr.com/ugd/7581a2_dc-c2f50749ef4a9ca70c3d60372f0e8c.pdf

Agency Evaluation Form

https://e36ecc23-eb32-429d-b0c0-0373ad4d5304.filesusr.com/ugd/7581a2_26ee6c28c9d44cc1acdc3ece10e93dc2.pdf

Post Graduation Associate Registration application

https://e36ecc23-eb32-429d-b0c0-0373ad4d5304.filesusr.com/ugd/7581a2_43-fa1a2497e34dd7b04752fb918c412f.pdf



Master of Science in Clinical Psychology Department
Enrollment Declaration and Approval FORM

Date: _____

STUDENT NAME _____ at Notre Dame de Namur University's

Master of Science in Clinical Psychology Program: MS/CP _____

MS/CP/MFT: _____ MS/CP/MFT/LPCC: _____ Email address _____

Program Start Date _____

Practicum Start Date _____

Confirmed Practicum/SFE Site Offer: _____

Unconfirmed/Interviewing Practicum/SFE Sites (if applicable):

Fulfilled requirements/deadlines to enroll in Practicum/SFE(YES or NO) _____

Comments: _____

Declaration to enroll in Practicum--Due March 15 (YES or NO) _____ Term: _____

Student Signature _____

**Declaration to enroll is NOT required for SFE, but Approval is required below.*

Enrollment in Practicum or Supervised Field Experience

Approved: _____ Denied: _____ Term: _____

Comments: _____

*Practicum Approval may be rescinded if site has not been confirmed by July 15.

Director of Clinical Training Signature: _____



Master of Science in Clinical Psychology Department
Practicum Placement Verification Form

Date: _____

STUDENT NAME _____ is a trainee at Notre Dame de Namur University's Master of Science in Clinical Psychology Department. This is to certify that the student's field placement:

_____ meets the Master of Science in Clinical Psychology MSCP; MFT; or MFT/LPCC program requirements & Board of Behavioral Sciences requirements of:

- 250 semester hours of clinical contact, supervision and training.
- A current, validly licensed and insured supervisor with MFT, LCSW, MSW, Psych license or Psychiatrist will be supervising the student and signing his/her log of hours, as designated by the Board of Behavioral Sciences and in the Master of Science in Clinical Psychology Clinical Case Practicum/Seminar and Supervised Field Experience Manual.
- Please evaluate the trainee at the end of the semester. Please review it with the student before returning it to the University. If you have any questions concerning the trainee, the University, or the Clinical Psychology Department, please contact the Director of Clinical Training.
- Site Supervisor: _____ Print Name _____

Site Supervisor Printed Name: _____

Trainee Signature _____

**Notre Dame de Namur University MSCP Programs:
Master of Science in Clinical Psychology (MSCP)
Marriage and Family Therapy (MSCP/MFT)
Marriage & Family Therapy & Licensed Professional Clinical
Counseling (MSCP/MFT/LPCC)**

Practicum/Supervised Field Experience Agreement Form

This document represents an agreement concerning fieldwork between and among the following:

The NDNU Graduate Clinical Psychology Department (represented by a Case Seminar/Practicum or Supervised Field Experience Professor or the Department Chair).

MSCP; MSCP/MFT; or MSCP/MFT/LPCC Trainee or student:

Fieldwork Site: _____

Site Supervisor: _____

Clinical License (if applicable): _____

This agreement covers the responsibilities of all four parties. Language used in this document is based on California Business and Professions Code relating to MFT (Marriage & Family Therapist) and LPCC (Licensed Professional Clinical Counselor) and all parties agree to maintain compliance with that law as is relevant and required for their respective training and degree program. The signature of the Director of Clinical Training from the Clinical Psychology Department will constitute department approval of the fieldwork site for specific trainee. A copy of this document will be kept in the student's file and the student will keep the original.

The NDNU Clinical Psychology Department:

Shall approve the supervised fieldwork setting for each trainee that is consistent with their degree program; shall have a written agreement with the supervised fieldwork setting that details each party's responsibility, including the methods by which supervision will be provided; shall provide forms for regular reports and evaluation of the student's performance at each supervised fieldwork setting; shall coordinate the terms of this agreement with each of the named parties; and shall evaluate the appropriateness and scope of the license of an MFT/LPCC, if applicable, as set forth in Section 4980.02 of the Business and Professional Code.

Shall not prohibit supervision, for both professional clinical counselor trainees (LPCC track) and MFT track trainees, via telehealth, with two-way synchronous videoconferencing that is HIPAA compliant. This applies only to exempt sites (i.e. governmental sites, non-profits and schools).

We affirm that PCC and MFT trainees are not prohibited from offering telehealth services to clients, counting towards their direct service training hours.

The Trainee:

Practicum Placements will be limited to master's candidates who have completed no less than 12 semester units in the NDNU Clinical Psychology Department, as defined by section 4980.03 © of the Business and Professional Code. The trainee (student) will participate as required by their respective training program in collaboration with the fieldwork site, and provide appropriate clinical services to clients.

As required by law for MSCP/MFT and MSCP/MFT/LPCC trainees, the trainee will maintain a log of all hours of experience and will obtain a "Supervisor's Responsibility Statement" signed by the licensed supervisor at the commencement of supervision. The trainee should retain the original copies of her/his weekly hour's logs after they are signed by her/his supervisor. A copy of those weekly hours' logs should be submitted to the DCT by the second Monday of each month. Students are responsible for keeping originals and submitting copies of all required documentation for fieldwork, including signed weekly logs of hours by supervisors.

MSCP trainees who are not being supervised by a licensed clinician, must collaborate with the DCT, in advance, who will create, supply, and/or approve an appropriate method for documenting and tracking the trainee's hours at their respective site in collaboration with the designated supervisor. The student will follow the University calendar with respect to holidays, except by prior arrangement between the supervisor and the practicum supervisor.

The Supervised Fieldwork Site:

The site will provide the trainee with a supervised, field and/or practicum/internship experience for students in the MSCP; MSCP/MFT or MSCP/MFT/LPCC program. The supervising professional will hold an appropriate degree, credential or license in the specified field, if any is required for that field, and at least two (2) years' experience in that field. The site will designate a member of its staff to participate with the University's Director of Clinical Training in planning, implementing, and coordinating the practicum/ internship program. The site will maintain complete records and reports on the intern's performance and provide an evaluation to the University on forms the University shall provide.

The site shall provide clinically appropriate services to clients; shall orient the trainee and supervisor to the policies, and practices of the agency; shall notify the qualifying degree program, in a timely manner, of any difficulties in the work performance of the student; shall provide the trainee with a minimum of 15-20 hours per week of supervised fieldwork experience totaling 250 hours in a given semester for students enrolled in Case Seminar/Practicum (note: this does not apply to a student in Supervised Field Experience).

The MSCP supervisor will provide the intern with at least one to two hours, depending on the scope of the work, of face- to-face supervision per week for the duration of the practicum/internship.

For students pursuing licensure (MSCP/MFT; MSCP/MFT/LPCC), the site shall provide the trainee and the supervisor with the documents necessary to verify to the Board of Behavioral Sciences that the placement is one that is named in law, that the trainee is employed in the manner required by law, and the description of the duties performed by the trainee meet law requirements, and shall appropriately evaluate the qualifications and credentials of any employee who provides supervision to MFT/LPCC trainees.

For MFT or MFT/LPCC trainees, the fieldwork site will provide the trainee with a supervisor who has been licensed in California for at least two years. It will provide adequate resources to both in order that the trainee may provide clinically appropriate services to its clients. The fieldwork site will provide the trainee at least at least 250 hours per semester if the trainee is registered in Case Seminar/Practicum and an average of at least one hour of individual, or two hours of group supervision, for every five hours of client contact.

The signature of the representative of the fieldwork site verifies the type of setting is: (Circle one)

1. School, College or University
2. Non-profit Charitable Organization (has IRS 501 C tax exempt status)
3. Licensed Health facility (as defined in section 12250, 1250.2 and 1250.3 of Health and Safety Code)
4. Government Agency

Check one:

_____The Trainee will receive a stipend of no more than \$500.00 per month.

_____The Trainee will be paid a salary.

_____The Trainee will accumulate hours of experience at this fieldwork site as a volunteer and will not receive pay.

The MFT and MFT/LPCC Supervisor, _____ shall sign and abide by the "Responsibility Statement for Supervisors of the MFT License" as described in Section 1833.1 of the California Code of Regulations (CCR); shall describe in writing the methods by which supervision will be provided; shall provide regular progress reports and final semester evaluations of the student's performance at the site to the qualifying degree program; and shall abide by the ethical standards for supervisors per the American Association of Marriage and Family Therapy, Board of Behavioral Sciences, the California Association of Marriage and Family Therapists, and the American Psychological Association.

The licensed site supervisor will provide ethical supervision of the trainee's services. The licensed site supervisor will provide to the trainee a copy of written procedures to be used in supervision by completing the following.

The trainee will be involved in the following:

Direct Services

_____ Individual, couple and/or family therapy

_____ Group therapy

_____ Intake interview

_____ Assessment and testing

_____ Other - (Indicate) _____

Indirect Services

_____ Administrative paperwork

Supervision

_____ Individual (one hour/week minimum)

_____ Group (8 or less people, 2 hrs/wk min)

Training

_____ Training seminars

_____ Case conferences

_____ Didactic training

_____ Staff meetings

Other Services (please describe)

Supervision of the field work, counseling or psychotherapy provided to the trainee will be provided by the following (Check all that apply):

- _____ Student Verbal Report
 _____ Direct Observation
 _____ Process Notes
 _____ Written Case Report
 _____ Other - (Indicate methods) _____

This agreement will remain in effect from:

____ / ____ / ____ to ____ / ____ / ____

Any student who wishes to collect hours beyond May 15th deadline and who has committed to a site beyond May 15th, must sign up for CPY 6992 in SSI and SSII.

Additional Issues:

a. Termination

The expectation of all parties is that the trainee will complete the term of this agreement.

Termination of this agreement with cause shall be in accordance with the academic policies of the qualifying degree program or the employment or volunteer policies of the **supervised fieldwork setting**. Any party may terminate this agreement without cause by giving all other parties 30-days-notice of the intention to terminate. Termination of this agreement on the part of the trainee or supervisor is separate from termination of his or her employment at the **supervised fieldwork setting**. Termination of the trainee or supervisor's employment or this agreement must take into account the clinical necessity of an appropriate termination or transfer of psychotherapeutic clients. In any case, it is assumed that if there is an early termination of this agreement on the part of the trainee, the supervised fieldwork setting or the supervisor that such a decision must include consultation with the **qualifying degree program**.

b. Changes in the Agreement

This agreement may be amended at any time but any amendment must be in writing and signed by each party. This agreement contains the entire understanding of the parties regarding their rights and duties. Any alleged oral representation or modification concerning this agreement shall be of no force or effect unless contained in a subsequent written modification signed by all parties.

c. Indemnification

The **supervised fieldwork setting** assumes all risk and liability for, and indemnities, protects, holds harmless and hereby releases the **qualifying degree program** and each and every one of its officers, against, faculty and employees of, from and against all liability, losses, injuries, damages, claims, suits, fees, including attorney's fees, costs or judgments which may arise from the student's performance of services while at the **supervised fieldwork setting**. The assumption of risk, liability and indemnification under this paragraph shall survive the termination of this contract.

Practicum/Supervised Field Experience Agreement Form: Signature Page (page 5 of 5)

Trainee Signature

Date

(Trainee, Print Name)

Date

Site Representative Signature (May be Licensed Site Supervisor)

Date

(Site Representative, Print Name and Title)

Date

Site Supervisor, Signature, (Clinical License, If applicable)

Date

(Site Supervisor, Print Name and Title)

Date

NDNU Representative/DCT Signature

Date

(NDNU Representative/DCT, Print Name and Title)

Date



Practicum Placement and Agency Information **Sheet**

Name of Agency/Unit/Program _____

Street Address _____

_____, City, State, Zip Code _____

Phone (include area code) (____)____-____ Contact Person _____

SUPERVISORS:

THEORETICAL

HIGHEST

ORIENTATION

NAME

DEGREE

LICENSE(S)

SPECIALIZA-
TION

Description of Agency (be specific regarding population served, treatment modality, and training intern receives)

Responsibilities and function of student trainee/interns:

individual ther-

apy family ther-

apy couple

therapy group

therapy

individual supervi-

sion group supervi-

sion staff meetings

additional train-

ings case consulta-

tion crisis inter-

vention intake/

admissions as-

sessments

report writing

treatment plan-

ning

case management/refer-

ral coordination of ser-

vices patient education

other: _____

other: _____

other: _____

Specific supervisory methods uti-
lized:

Number of training hours per week required: _____

Supervisor: Individual hours/week: _____ Group hours/week: _____

Specific times interns need to be present: (i.e. staff meetings, case conferences, etc.) _____



Practicum/Supervised Field Experience Information **Sheet**

Student name: _____ Program: _____

Date: _____ Semester: _____ Year: _____

Student Information

NAME: _____

ADDRESS (Please include complete mailing address): _____

PHONE: _____ EMAIL: _____

Placement Information

AGENCY NAME: _____ WEBSITE: _____

PHONE: _____ ADDRESS (complete mailing address): _____

TYPES OF CLIENTS/PATIENTS: _____

Supervisor Information I

SUPERVISOR: _____

PHONE: _____ EMAIL: _____

ADDRESS: _____

LIC #: MFT _____ LCSW _____ Clinical Psychologist _____

Board Certified Psychiatrist _____ Other _____

AAMFT approved _____ Date license issued _____ State Issuing _____ Exp date _____

_____ Appropriate verification has been provided _____

_____ Agreement in effect from: _____

_____ to: _____

Supervisor Information II

SUPERVISOR: _____

PHONE: _____ EMAIL: _____

ADDRESS: _____

LIC #: MFT _____ LCSW _____ Clinical Psychologist _____

Board Certified Psychiatrist _____ Other _____

AAMFT approved _____ Date license issued _____ State Issuing _____

Expiration date _____ Appropriate verification has been provided _____

Agreement in effect from: _____ to: _____

Board of Behavioral Sciences

1625 North Market Blvd., Suite S200, Sacramento, CA 95834

Telephone: (916) 574-7830

www.bbs.ca.gov



SUPERVISION AGREEMENT

Between the Supervisor and Supervisee

Required for NEW supervisory relationships entered into on or after January 1, 2022

A licensed mental health professional who provides supervision to any person gaining hours of experience toward LMFT, LCSW or LPCC licensure is required by law to complete and sign this agreement within 60 days of the commencement of supervision. The supervisee shall retain the signed form and provide the original agreement when applying for licensure.

Note: This agreement does not contain an exhaustive list of all legal requirements pertaining to supervision. Full legal text is available in the [Statutes and Regulations](#). Legal citations are provided in the accompanying [Supervision Agreement – Index of Legal Citations](#).

Supervisee's Name:	Last	First	Middle
Date Supervisory Relationship Established:			

PLEASE FIND THE DOCUMENT HERE [HTTPS://E36ECC23-EB32-429D-B0C0-0373AD4D5304.FILE-SUSR.COM/UGD/7581A2_D4EAD9A55EF443C48610F30A748D80EE.PDF](https://E36ECC23-EB32-429D-B0C0-0373AD4D5304.FILE-SUSR.COM/UGD/7581A2_D4EAD9A55EF443C48610F30A748D80EE.PDF)

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Membership Application

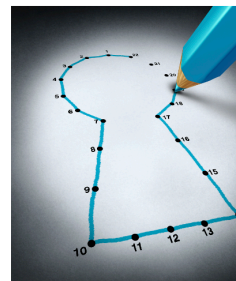
Important to Note:

- Membership begins on date application is received with payment however your billing period starts on the first day of the month you joined the following year.
- Fill out the Same Application whether you are a Clinical Member, Pre-Licensed Member, Lifetime Member, or Affiliate Member. You will be asked to indicate your Membership Type on the application.
- **FREE Student Liability Insurance**
- All membership application fees and dues are non-refundable.
- Annual dues amount good through 12/31/2025

If you have been a member of CAMFT in the past, you can now rejoin by calling the CAMFT office at (858) 292-2638 or toll free at (888) 892-2638 and speak to a Member Service Representative to restart your membership.

JOIN CAMFT NOW!

All membership application fees and dues are non-refundable.



CPH
& Associates

The Professional Liability Leader for the Mental Health Fields

Application for Individual Professionals

Fax: 312-987-0902
Phone: 800-875-1911
www.cphins.com

CAMFT Members



Underwritten by:

Philadelphia Indemnity Insurance Company
Philadelphia Indemnity Insurance is rated A+ ("Superior") by AM Best and Co. and is a leader in providing quality professional liability coverage to the mental health field.

Occurrence Form

Section I: Applicant Information

Name: _____	Business Phone #: _____
Attn/Address 2: _____	Residence Phone #: _____
Address: _____	Fax #: _____
City: _____	Email Address: _____
State: _____ ZIP: _____	Are you a member in good standing of CAMFT? <input type="checkbox"/> Yes <input type="checkbox"/> No

Primary Occupation: ☐ Marriage & Family Therapist ☐ LCSW ☐ MFT Intern under supervision

Check ONE Method for Receipt of Policy Confirmation:

☐ E-Mail ☐ Fax ☐ Mail - Confirmation will be sent by one method ONLY. If you check multiple options, we will send using the first method checked.

Section II: Qualification Information

1. Have you ever been insured with CPH & Associates? If yes, please provide policy number and/or name under which you were insured: _____	Yes <input type="checkbox"/> No <input type="checkbox"/>
2. Have you ever been refused coverage for professional liability or malpractice insurance or has your malpractice or professional liability insurance ever been canceled or declined for renewal (non-renewed)?	Yes <input type="checkbox"/> No <input type="checkbox"/>



Board of Behavioral Sciences
 1625 North Market Blvd., Suite S200, Sacramento, CA 95834
 (916) 574-7830
 www.bbs.ca.gov



LICENSED MARRIAGE AND FAMILY THERAPIST IN-STATE EXPERIENCE VERIFICATION

This form is to be completed by the applicant's California supervisor and submitted by the applicant with their *Application for Licensure*. All information on this form is subject to verification.

- Use separate forms for pre-degree and post-degree experience.
- Use separate forms for each supervisor and each employment setting.
- Ensure that the form is complete and correct prior to signing.
- Provide an original signature and have the supervisor initial any changes.
- Do not submit *Weekly Summary* forms unless specifically requested

The hours reported on this form were earned (mark one):

- ☐ Pre-Degree
☐ Post-Degree

APPLICANT NAME:

Last	First	Middle	Associate Number
			AMF

Section Three

BBS Information MFT/LPCC Licensure

Post-Graduation Associate Registration

Within 90 days, you need to *apply for your Associate Number through the BBS* for all your post- graduation hours to count as an MFT Associate and/or PCC Associate.

If you *do not* apply within these time limits, THEN your hours *will not* count until you receive the Registered Associate Number.

Please follow these instructions to apply to the BBS for an MFT and LPCC Associate number. This process cannot be completed until all degree requirements have been met.

Instructions:

- For MFT Applicants: Select LMFT--> License Requirements--> Register as an AMFT--> Apply (In- State Degree)
 - For LPCC Applicants: Select LPCC--> License Requirements--> Register as an APCC-> Apply (In- State Degree)
1. LMFT Associate Application Instructions are accessible online on BBS <https://www.bbs.ca.gov/pdf/forms/mft/imfapp.pdf>
 2. LPCC Associate Application Instructions are accessible online on BBS https://www.bbs.ca.gov/pdf/forms/lpc/pci_app.pdf

APPLICATION FOR
**ASSOCIATE MARRIAGE
AND FAMILY THERAPIST
REGISTRATION**

In-State Applicant



Office Use Only:

Carefully read the Application Instructions FIRST

Attach a \$150 Fee

SSN or ITIN*	Birth Date: mm/dd/yyyy	E-Mail Address
Legal Name** Last	First	Middle
If you have ever been known by another name, list the full name(s) and dates of use below (attach any additional names and dates):		
Full Name	Dates of Use (from/to)	
Full Name	Dates of Use (from/to)	
Public Address of Record*** Number and Street		
City	State	Zip Code Phone

* Disclosure of your tax identification number is mandatory. You may provide either your Social Security Number, your Federal Employer Identification Number, or Individual Taxpayer Identification Number, as applicable. This number must match the number you provide on your fingerprint forms. See Important Information for Applicants for more information about how your tax identification number is used.

** You must use your legal name. Your "legal name" is the name established legally by your birth certificate, marriage or domestic partnership certificate, or divorce decree (for example).

*** The address you enter on this application is public information and will be placed on the Internet pursuant to Business and Professions Code section 27. All correspondence from the Board will be mailed to this address. If you do not want your home or work address available to the public, use an alternate mailing address such as a post office box.

37A-590 (Revised 01/2021)

Page 1 of 3

Applicant Name: Last	First	Middle
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1. Have you ever served in the United States Armed Forces or the California National Guard? (OPTIONAL) Yes, Currently ☐ No ☐
Yes, Previously ☐

2. Have you ever applied for or been issued a license, registration or certificate to practice marriage and family therapy or any other health care profession in California or any other state? Yes ☐ No ☐

If YES, provide the information requested below (continue on an additional sheet if needed):

State	Type of License, Registration or Certificate	License, Registration or Certificate Number	Date Issued	Status

3. Within the 7 years preceding your submission of this application, were you denied a professional health care license ("license" includes registrations, certificates, or other means to engage in practice) OR had a professional health care license privilege suspended, revoked, or otherwise disciplined, OR voluntarily surrendered any such license in California or any other state or territory of the United States, or by any other governmental agency or a foreign country?

Yes ☐ No ☐

If YES, we recommend that you complete Part C of the [Background Statement](#) form, available on the Board's website, to facilitate processing of your application.

We recommend that you answer "Yes" even if you have previously reported it to the Board, and indicate the type of professional license that was denied, suspended, disciplined, or surrendered, including the date(s) of the denial, suspension, disciplinary action. You do not need to resubmit documentation previously on file.

4. Have you submitted official transcripts verifying your qualifying master's degree? See Application Instructions for transcript requirements.

Yes – Sealed Transcripts via Mail ☐

Yes – Electronic Transcripts ☐

No ☐

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Page 2 of 3

Applicant Name: Last	First	Middle
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5. Have you submitted a Degree Program Certification form? Yes ☐ No ☐
See Application Instructions for requirements.

BACKGROUND QUESTIONS – RESPONSE IS VOLUNTARY.

Providing an answer to the following questions is voluntary. Providing responses now, instead of waiting for the Board to receive your fingerprint results, will facilitate processing of your application. Your decision not to disclose information will not be a factor in the Board's decision to grant or deny an application. For more information, see the [Criminal Conviction FAQ](#).

A. Have you been convicted of, pled guilty to, or pled nolo contendere to any misdemeanor or felony in the United States, its territories, or a foreign country?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If YES, we recommend that you complete Part A of the Background Statement form, available on the Board's website, to facilitate processing of your application. If the conviction(s) have been previously reported to the Board, we recommend that you include a written statement listing each conviction, including the date(s) of the conviction(s). You do not need to resubmit documentation previously on file.	
B. Is any criminal action pending against you, or are you currently awaiting judgment and sentencing following entry of a plea or jury verdict?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If YES we recommend that you complete Part B of the Background Statement form, available on the Board's website, to facilitate processing of your application.	

NOTE: Knowingly making a false statement of fact that is required to be revealed in this application may be grounds for denial of this application.

Signature of Applicant: _____ Date: _____

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Page 3 of 3

3. LMFT Associate Application: fill with blue or black ink.

p. 1 students fill out their SSN or ITIN, Birth Date, Email address, Full Legal Name as in their birth certificate.

p. 2 students fill out their name (on top of the page) (if there is no name the application is considered non valid). Answer questions #1-3. Question 4: mark YES - sealed Transcripts via Mail.

p. 3 students fill out their name (on top of the page) (if there is no name the application is considered non valid). Question 5: mark YES (Degree Program Certificate Form is the FORM B). Answer the background questions, A and B; sign.

APPLICATION FOR
**ASSOCIATE PROFESSIONAL
CLINICAL COUNSELOR
REGISTRATION**
In-State Applicant

Office Use Only:

Carefully read the Application Instructions FIRST

Attach a \$150 Fee

SSN or ITIN*	Birth Date: mm/dd/yyyy	E-Mail Address
Legal Name** Last	First	Middle

If you have ever been known by another name, list the full name(s) and dates of use below (attach any additional names and dates):

Full Name	Dates of Use (from/to)
Full Name	Dates of Use (from/to)

Public Address of Record*** Number and Street

City	State	Zip Code	Phone
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* Disclosure of your tax identification number is mandatory. You may provide either your Social Security Number, your Federal Employer Identification Number, or Individual Taxpayer Identification Number, as applicable. This number must match the number you provide on your fingerprint forms. See Important Information for Applicants for more information about how your tax identification number is used.

** You must use your legal name. Your "legal name" is the name established legally by your birth certificate, marriage or domestic partnership certificate, or divorce decree (for example).

*** The address you enter on this application is public information and will be placed on the Internet pursuant to Business and Professions Code section 27. All correspondence from the Board will be mailed to this address. If you do not want your home or work address available to the public, use an alternate mailing address such as a post office box.

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4. LPCC Associate Application: fill with blue or black ink.

p. 1 students fill out their SSN or ITIN, Birth Date, Email address, Full Legal Name as in their birth certificate. p. 2 students fill out their name (on top of the page) (if there is no name the application is considered non valid). Answer questions #1-3. Question 4: mark YES

- sealed Transcripts via Mail. p. 3 students fill out their name (on top of the page) (if there is no name the application is considered non valid). Question 5: mark YES (Degree Program Certificate Form is the FORM B). Answer questions #6-7. p. 4 answer the background questions, A and B; sign.

Applicant Name: Last	First	Middle
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1. Have you ever served in the United States Armed Forces or the California National Guard? (OPTIONAL) Yes, Currently ☐ No ☐
Yes, Previously ☐

2. Have you ever applied for or been issued a license, registration or certificate to practice professional clinical counseling or any other health care profession in California or any other state? Yes ☐ No ☐

If YES, provide the information requested below (continue on an additional sheet if needed):

State	Type of License, Registration or Certificate	License, Registration or Certificate Number	Date Issued	Status

3. Within the 7 years preceding your submission of this application, were you denied a professional health care license ("license" includes registrations, certificates, or other means to engage in practice) OR had a professional health care license privilege suspended, revoked, or otherwise disciplined, OR voluntarily surrendered any such license in California or any other state or territory of the United States, or by any other governmental agency or a foreign country? Yes ☐ No ☐

If YES, we recommend that you complete Part C of the Background Statement form, available on the Board's website, to facilitate processing of your application.

We recommend that you answer "Yes" even if you have previously reported it to the Board, and indicate the type of professional license that was denied, suspended, disciplined, or surrendered, including the date(s) of the denial, suspension, disciplinary action. You do not need to resubmit documentation previously on file.

4. Have you submitted official transcripts verifying your qualifying master's degree? See Application Instructions for transcript requirements. Yes – Sealed Transcripts via Mail ☐
Yes – Electronic Transcripts ☐
No ☐

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Applicant Name: Last	First	Middle
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5. Have you submitted a Degree Program Certification form as directed in the Application Instructions? Yes ☐ No ☐

6. Did you begin graduate study on or after August 1, 2012? Yes ☐ No ☐
If YES, SKIP question #7

7. ADDITIONAL COURSEWORK: Mark the box if you have completed the following courses and submit documentation of completion. If the course title does NOT describe required course content, submit a syllabus or other documentation of content. See Application Instructions for more information.

	Completed?
a) Alcoholism / Chemical Substance Abuse and Dependency (15 hours)	<input type="checkbox"/>
b) Human Sexuality Training (10 hours)	<input type="checkbox"/>
c) Psychopharmacology (2 semester or 3 quarter units)	<input type="checkbox"/>
d) Spousal or Partner Abuse Assessment and Intervention (15 hours)	<input type="checkbox"/>
e) Child Abuse Assessment and Reporting (7 hours)	<input type="checkbox"/>
f) California Law and Ethics (18 hours – see Application Instructions to determine if needed)	<input type="checkbox"/>
g) Aging, Long Term Care and Elder/Dependent Adult Abuse (10 hours)	<input type="checkbox"/>
h) Crisis or Trauma Counseling (15 hours)	<input type="checkbox"/>

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Applicant Name: Last	First	Middle
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BACKGROUND QUESTIONS – RESPONSE IS VOLUNTARY.
Providing an answer to the following questions is voluntary. Providing responses now, instead of waiting for the Board to receive your fingerprint results, will facilitate processing of your application. Your decision not to disclose information will not be a factor in the Board's decision to grant or deny an application. For more information, see the [Criminal Conviction FAQ](#).

A. Have you been convicted of, pled guilty to, or pled nolo contendere to any misdemeanor or felony in the United States, its territories, or a foreign country?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If YES, we recommend that you complete Part A of the Background Statement form, available on the Board's website, to facilitate processing of your application. If the conviction(s) have been previously reported to the Board, we recommend that you include a written statement listing each conviction, including the date(s) of the conviction(s). You do not need to resubmit documentation previously on file.	
B. Is any criminal action pending against you, or are you currently awaiting judgment and sentencing following entry of a plea or jury verdict?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If YES we recommend that you complete Part B of the Background Statement form, available on the Board's website, to facilitate processing of your application.	

NOTE: Knowingly making a false statement of fact that is required to be revealed in this application may be grounds for denial of this application.

Signature of Applicant: _____ Date: _____

37A-647 (Revised 01/2021) Page 4 of 4

- You are strongly encouraged to visit the BBS website, and become familiar with its contents. The BBS website will be a necessary and valuable resource for your entire future career as a licensed mental health professional. **Board of Behavioral Sciences 1625 North Market Blvd, Suite S-200, Sacramento, CA 95834 Phone: (916) 574-7830; Fax: (916) 574-8625 www.bbs.ca.gov**
- NDNU completes Form B (Degree Program Certificate Form). This is a two page document which the BBS Analyst verifies you have completed all of the requirements to obtain their degree.



Board of Behavioral Sciences
1625 North Market Blvd., Suite S200, Sacramento, CA 95834
Telephone: (916) 574-7830
www.bbs.ca.gov



**MARRIAGE AND FAMILY THERAPIST
IN-STATE DEGREE PROGRAM CERTIFICATION
FORM B**

This form is for use by the following applicants:

- 1) You began graduate study on or after August 1, 2012 **OR**
- 2) You began graduate study before August 1, 2012, AND did not complete the degree on or before December 31, 2018.

Contact your school if you have questions about which form to use

Type or print clearly in ink		
Applicant Name: Last	First	Middle
SSN or Individual Taxpayer ID Number	Enrollment Date	Degree Award Date

APPLICANT: The purpose of this form is for your school to verify completion of a degree program that complies with California law. Enclose it with your application in an envelope that has been sealed by your school.

SCHOOL: This applicant is applying for a MFT license or registration. Please complete this form including the certification on the next page, and provide applicant with the original form IN A SEALED ENVELOPE.

1. Did the applicant's degree program contain 6 hours of content related to suicide risk assessment and intervention? (Note: Not required to be part of degree program)..... Yes ☒ No ☐

2. Has this specific degree program been reviewed and accepted by the Board?..... Yes ☒ No ☐
 • If NO, contact the Board for information on how to proceed.
 • If YES, answer the questions below and indicate in question #5 how the applicant's program differs from the Board-accepted program.

3. Did this student complete the program as accepted by the Board?..... Yes ☒ No ☐
 • If NO, contact the Board for information on how to proceed.
 • If YES, answer the questions below and indicate in question #5 how the applicant's program differs from the Board-accepted program.

374-001 (Revised 01/2020) 1 of 2

Applicant Name:	Last	First	Middle

4. Was the student notified by means of public documents or otherwise in writing that the degree program was designed to meet the requirements of BPC section 4980.30?..... Yes ☒ No ☐

5. The degree program contained:

a. TOTAL UNITS: At least 80 semester or 90 quarter units of instruction:..... Yes ☒ No ☐

b. MFT COURSEWORK: 12 semester or 18 quarter units as specified in BPC section 4980.30(d)(1)(A)..... Yes ☒ No ☐

c. PRACTICUM: At least 8 semester or 9 quarter units that included a minimum of 225 hours as defined in BPC section 4980.30(d)(1)(B)..... Yes ☒ No ☐

d. ALL OTHER CONTENT: as required by BPC section 4980.30(c), (d) & (e)..... Yes ☒ No ☐

6. If you answered NO to any of the prior questions, mark the area where the program differed and specify how it differed:

☐ Total Units: _____

☐ MFT Coursework: _____

☐ Practicum: _____

☐ All Other Content required by BPC section 4980.30(c), (d) & (e): _____

☐ Other (explain): _____

7. FORM B p. 1 students fill out their Name and SSN. NDNU fills out Enrollment date and degree award date and the rest of the form. (https://www.bbs.ca.gov/pdf/forms/lpc/pci_app.pdf for FORM B for LPCC).

8. p. 2 students fill out their name (on top of the page). Leave the rest blank for the BBS Analyst to fill out.

9. Students must bring or send the Form(s)—one for MFT and one for LPCC—to their BBS Analyst with a **self-addressed and stamped envelope**. Turn this form to Lorraine Cainia: lcainia@ndnu.edu

10. In the large and stamped manila envelope students must

insert: two regular size white envelopes, one marked MFT in the upper right, one marked LPCC in the upper right. FORM B for LMFT and FORM B for LPCC (with name on p.1 and p.2; SSN).

11. Lorraine will fill out Enrollment date and Degree Award date in the FORM B and put the FORMS B respectively in the LMFT white envelope and LPCC white envelope. She will put a seal/stamp on the back of the envelopes so the white envelopes will be *sealed* by the School.

12. She will put the two *sealed* white envelopes in the **large self-addressed and stamped manila envelope** and mail it to the student. Do not open it! Contact Lorraine Terry Cainia (lcainia@ndnu.edu) if you have any questions. **Once the envelopes are sealed and stamped they are official documents. Opening the envelopes past this point will sacrifice the validity of the document and they will not be accepted by the BBS.**

13. Students need to order their own transcripts from the Registrar's Office. Order an OFFICIAL NDNU transcript (make certain the degree is posted!) from the Registrar's office. Pick up a Transcript Request Form from the Registrar's Office, or you may go online to: <https://www.ndnu.edu/academics/registrar/transcript-diploma-requests/>

14. Students will need to send the white *sealed* envelope to the BBS with the rest of their **Associate application (i.e. Application, FORM B in a sealed envelope, sealed transcripts, live scan, check)**. (LMFT *sealed* envelope with MFT Associate Application; LPCC *sealed* envelope with LPCC Associate Application). Keep copies of everything!

15. Review the BBS website for any updates, forms, and additional information regarding associate registration, required hours, and FAQs. **Remember, MFT and LPCC Associate applications are separate.** Similarly, BBS requirements, including required hours of experience, differ between MFT and LPCC Associates. From May 2020 many schools/universities have the capability to electronically submit your transcripts and education verification forms (Form B) directly to the Board.

Section Four

Preparing for Practicum

Preface

The information contained within is meant to act as a guide and reference. Of course, each individual application is going to look different. Use the information and examples provided to help you explore possible ways of drafting your own application; however, do not rely too heavily on any specific example. Your application is an opportunity to allow your unique voice to come through, in a professional manner. Replicating an example in too strict a fashion removes that voice.

The examples are not supposed to represent exactly what your letters or CV should look like. Rather, they are wide and comprehensive to attempt to cover the diverse areas that various students' experiences are going to cover.

Know your agency. Utilize the information in the Practicum Directory, as well as content that may be available from the agency's webpage. While the basic format and structure of your cover letter can remain the same for applications to multiple agencies, personalize the letter's content for each agency. Understand the agency's objectives and goals, the vicissitudes of their training program, and your responsibilities.

Finally, proofread your documents multiple times. Read the content aloud, as it provides an opportunity to hear errors that you might otherwise have missed. Have someone that you trust look over your letters and CV. Consider how the material would appear to a Training Director that is sifting through dozens of applications. Make your materials stand out, but through content, not necessarily format. Remember that professionalism is incredibly important, as this work represents your professional identity.

Make Practicum Count

Practicum is about growing as a therapist and prepping for internship. Here's how to maximize the experience.

By Jamie Chamberlin
gradPSYCH Staff

If graduate school was a play, coursework and therapy role-playing would be the dress rehearsal, and practicum would be opening night, said University of Georgia psychologist Linda Campbell, PhD, at an APAGS-sponsored 2006 APA Annual Convention session on getting the most out of practicum.

"I tell my students exactly that, right off the bat, so that they put in perspective that practicum isn't...practicing anymore. It's the real thing," Campbell noted. "Students are helping people change

their lives forever. It's a humbling experience, an honor and a responsibility."

Stepping out onto that professional stage is also a key time for students to flesh out their professional goals, develop their fundamental counseling skills and sort out what techniques and theoretical orientations work best for them, Campbell and her fellow panelists noted. They offered these tips on getting the practicum experiences you want and prepping for internship:

Research possible experiences. When seeking practicum sites, ask lots of questions about the type of training and supervision you'll get. "Be a consumer of your own training," advised Campbell. Know how sites differ: Your psychology department's clinic exists to train you, while an external site's purpose is to serve the community and offer a training experience along the way, said Campbell. So, if you're shopping for an experience at an external site, you may need to be particularly proactive about negotiating training that suits your professional goals.

Anticipate change. What a site was offering last year when a peer trained there may have changed due to a loss of funding or a supervisor's departure. These are changes that could affect the quality of the experience, so be sure to explore what that site is offering now, said Campbell.

Don't specialize too quickly. Think "broad and general" as you amass your practicum experiences, as exploring diverse settings will prepare you for a variety of internship site options, said Barry Schreier, PhD, director of the counseling center at Purdue University.

"If you do five practicums in a VA and then start looking for university counseling center internships, that's going to be a little difficult," added Schreier, who is also president of the Association of Counseling Center Training Agencies.

Share your mistakes. In supervision, some students tend to hide practicum blunders from their supervisor for fear of seeming incompetent, said Michael Madson, PhD, a faculty member at the University of Southern Mississippi counseling psychology program. "But, from a supervisor's perspective, we can't help you grow and develop if we don't know what things you had trouble with and what you had success with," he said. Likewise, share with your supervisor how you learn best and how you want to get feedback.

Prepare for your supervision meetings. To maximize the time you have with your supervisor-- often just one hour per week--have your questions, concerns and comments about your cases ready. Don't rely on them to steer the meeting.

"I value when my students come in and say, 'Here's what's going on with this case and here's what I am not sure about,'" explained Madson. But present case information succinctly. "I don't want a 'he said, she said' account of everything that happened in the room," Madson said.

Don't sweat the hours. Worry more about getting quality supervision and learning from your experiences than the number of practicum hours you are getting, stressed Schreier "What's so much more important is that you develop competencies," he said.

Know your "readiness" for internship. Students who learn their strengths and weaknesses and determine what they want to pursue after practicum make great internship candidates, said Schreier. Training directors want internship candidates who, among other things, have developed professional goals during practicum, can articulate what they need to work on and know what type of learner and supervisee they are.

SAMPLE COVER LETTERS

General Guidelines

How to Write a Cover Letter

Kathleen Brooks, Ed.D. Psychology Today

- 1) **Use proper business format:** Make sure you include the date, the name and address of the person/organization you're sending it to, etc. Use a colon after "Dear Mr./Mrs. _____:" (commas are for personal correspondence).
- 2) **Keep it to One page:** Unless you have a very clear reason for going beyond that.
- 3) **Write unique content:** The cover letter is a chance to tell your story, to demonstrate some personality, display your communication skills, and highlight your strengths. Is it not the place to simply repeat every that is in your resume.
- 4) **Show rather than tell:** Rather than stating, "I am a hard worker" (that's telling); offer examples of your hard work.
- 5) **Establish a relationship with your reader:** Be conscious of who may be reading your cover letter; whether it is human resources, your future supervisor, or another intern. Avoid using too much jargon or acronyms.
- 6) **Write a targeted letter to each position:** Personalize your cover letter to the agency, position, and employer contact. Make sure the cover letter content is relevant to the position you are applying for. Don't send the same cover letter to every agency. Make connections between the job description and previous work experience.
- 7) **Plan to create a letter with three-to-five paragraphs:** The first paragraph should explain what you are applying for, how you heard about the opportunity, and why you are particularly qualified. Convey what talents or experience you have that connect to the position. The middle paragraphs expand on your connection to the position as well as highlight any research you've done about the opportunities the position and the employers represent to you. The last paragraph closes with the next action step that will be taken and how you can connect in the future.
- 8) **Use an active voice, with action verbs:** Avoid phrases like "was responsible for", or "reports that were written by me.."/
- 9) **Edit and proofread:** Ask a professional to look over your cover letter, and be open to feedback.

Format

YOUR CONTACT INFORMATION:

NAME:
ADDRESS:
PHONE NUMBER:
EMAILADDRESS:

DATE:

EMPLOYER CONTACT INFORMATION:

NAME:
TITLE:
COMPANY:
ADDRESS:
PHONE NUMBER:
EMAILADDRESS:

SALUTATION:

"Dear Mr. or Mrs. (Last Name):", or Contact Ti-

the YOUR COVER LETTER MAY INCLUDE:

NAME OF SCHOOL, Degree (Expected graduation date), Major and Minor POSI-
TION YOU ARE APPLYING FOR
INTEREST IN AGENCY
SPECIALIZED TRAINING
PREVIOUS WORK EXPERIENCE: Job functions, population served, skills/abilities acquired IN-
TERESTS, STRENGTHS, SKILLS
LANGUAGE ABILITY (Bi-Multi-Lingual)
WHY YOU ARE AN EXCELLENT CANDIDATE FOR THE POSITION

January 1, 2000

Jane Doe, Ph.D. Training Coordinator
XYZ Psychological Services
12 Main Street
Elsewhere, California 90000-0000

Eager Student
4500 Pleasant Place
Redwood City, CA 90000

Dear Dr. Doe:

I am eager to apply to the XYZ Psychological Services Practicum Program. My career focus is community mental health. I am a clinical psychology masters student at the Psych School. Your multi-disciplinary training provides the diversity and developmental training, short-term therapy emphasis, and crisis experience that I seek.

I am attracted to the practicum program's goal to address multicultural and developmental issues in relation to client presenting problems. I hope to work with individuals of varied ethnicity, nationality, gender, sexual orientation, and socio-economic background. My volunteer experience with a diverse population serves as a foundation for continued learning and professional growth.

The practicum's emphasis on short-term therapy, combined with a few longer-term cases, meets my training goals. I seek intensive brief therapy experience and would benefit from learning about fees and issues specific to long-term psychotherapy. I am interested in receiving individual and group supervision from multiple sources, including primary and secondary supervisors. Your program's on-call crisis work, which includes telephone call screening, interviews, drop-in client assessment, consultation, and assistance with hospitalization, would enhance my skills. My training interests include differentiation of developmental issues from more serious conditions through multi-disciplinary collaboration, consultation, and referral, as needed.

The XYZ Psychological Services program matches my professional developmental needs and career goals. I am enthused about serving a diverse population through brief therapy and crisis intervention. I hope to enhance my skills through multi-disciplinary collaboration and consultation. Enclosed is my curriculum vita, three letters of recommendation, and unofficial transcripts. Thank you for your consideration. I look forward to hearing from you.

Sincerely,

Eager Student

4500 Pleasant Place
Redwood City, CA 90000

January 1, 2000

Jim Doe, Ph.D.
ABC Clinic
12 Sesame Street
San Francisco, CA 94555

Dear Dr. Doe:

I am writing to express my interest in the practicum position available at ABC Clinic for the next academic year. I am a third year student at the Psych School and I believe ABC Clinic would provide me with valuable experience working with children and families, including those in the foster care and adoption systems. I am interested in as broad a caseload as possible and the opportunity to expand my work in family systems, infant-parent therapy, and multi-culturally sensitive assessment. I am especially interested in the use of "reflecting teams" to help families recognize strengths and challenges. I am highly motivated to be part of a program that seeks to meet the needs of children and families who cannot afford services elsewhere. I would welcome the opportunity to build upon my growing skills and continue my service to a diverse population of clients. My ultimate goal is to become a child and family psychotherapy in a community based agency.

My previous work experience includes working with families and children in several different capacities. As a former nanny, I have had the opportunity to witness cognitive, behavioral, and emotional development first hand, while becoming intimately familiar with some of the challenges that modern families face. My work involved maintaining open communication with parents regarding their children's strengths and challenges, as well as helping children develop emotional intelligence and behavioral control. I have also become more acquainted with the structure of school systems and the many different aspects of a child's education. While these experiences have not been directly clinical, they have provided me with invaluable opportunities to learn more about family dynamics and functioning. I am eager to receiving training and supervision in an area that will help me enhance these skills, while developing new ones. Finally, I have recently completed my Master's Thesis, which examines peer relationships among single-children families, entitled "Kids: Who needs 'em?"

Enclosed please find my curriculum vitae, with two letters of recommendation to arrive under separate cover. It would be my pleasure to interview with you and your colleagues. I can be reached via phone at (650) 867-5309 or by email at me.you@email.com.

Thank you for your considering my application. I look forward to hearing from you soon.

Sincerely,

Me You
3rd Year Students, Masters of Science in Clinical Psychology
Psych School

Eager Student
4500 Pleasant Place

Redwood City, CA 90000

January 1, 2000

Sigmund Freud, M.D. Di-
rector of Psychology The
Mental Health Center 19
Berggasse Dr.
Idville, CA 11111

Dear Dr. Freud,

I am eager to apply for the psychology practicum training program at the Mental Health Center. I am particularly interested in the opportunity you provide to deepen my knowledge of assessment and treatment of severely ill adult patients. Enclosed, please find my curriculum vitae and the requested writing sample.

A specific interest in severe psychopathology guided my choice to seek clinical contact with patients diagnosed with a broad range of conditions. As a result, I have volunteer experience working in a county mental hospital with adult inpatients. Patients at the hospital presented with a broad range of issues including the severe psychopathology of psychotic spectrum illnesses, major affective illness, trauma reaction, and character pathology, as well as sexuality and gender concerns, adjustment disorders, and neurological illness. My desire to work with individuals and groups in an integrated community mental health system has been strengthened by this experience.

I feel that MHC's faculty and training program is designed to acquaint me with the roles and responsibilities held by psychotherapists working within this type of community mental health care system. Because I hope to form a career in which I will be treating and developing therapy protocols for severely ill individuals, my focus for training involves the type of training experiences your program offers. It would allow me to work directly with severely ill patients, while providing a richly diverse training experience in the context of an urban community mental health care system. I am interested in having the important experience of focusing on empirically validated cognitive behavioral treatments for severe psychopathology, and for this reason, am very interested in exploring DBT in the outpatient rotation. In addition, continuing to provide therapy to individuals, families, and couples in an outpatient treatment setting would provide the breadth of experience so necessary to therapists in today's challenging mental health environment.

I am seeking breadth and depth of clinical experience and the professional development offered by your program. You will find that I am an enthusiastic learner, welcome the opportunity to build and develop my identity as a clinician, and increase my understanding of theoretical and methodological issues. Your practicum training program will complement my interest and experience and, I am certain, provide me with many challenges and valuable skills.

Thank you for considering my application. I look forward to hearing from you. Sincerely,

Eager Student

Eager Student
4500 Pleasant Place
Redwood City, CA 90000

1 January 2000

Melanie Klein, LMFT
Clinic Director
Youth Services Center
1313 Mockingbird Lane
Redwood City, CA 90000

Dear Melanie Klein,

I am writing to express my interest in the practicum at the Youth Services Center. I am a third year student in the Masters of Science in Clinical Psychology program at Psych School. I am highly motivated to be a part of a multiethnic counseling service agency for school aged clients and their families throughout San Mateo County. I am attracted to the Youth Services Center's commitment to strong training in community based and school linked counseling modalities; application of evidence based treatments; individual, group, and family counseling as well as crisis intervention; and working collaboratively with other agencies and providers. Additionally, it is also very important to me that multicultural training is at the heart of my ongoing education.

I have particular interests in working with a community-based program that serves individuals from diverse ethnic and socio-economic backgrounds. As a multi-lingual individual, I hope to be able to provide psychotherapy services to a Spanish-Speaking population. I was particularly excited to hear that your program also offers supervision in Spanish, as I feel that translation can sometimes provide particular limitations. In my previous experience I worked as a project manager for X Corporation, which developed skills in collaboration, management, teaching and presentation, and taught me how important it is to establish and maintain constructive, supportive, and enjoyable working relationships. I also worked part-time as a professional musician. This position helped reinforce creative aspects of my personality while also providing valuable insight into group dynamics. I am eager to begin my clinical training at an agency that will allow me to utilize these skills in my development as a clinician.

I strongly believe these wide-ranging professional and personal experiences will make me a valuable addition to the Youth Services Center. Enclosed please find my curriculum vitae and one letter of recommendation. Two additional letters of recommendation are coming under separate cover. It would be my pleasure to interview with you and your colleagues. I can be reached by telephone at (650) 867-5309 or by the address listed below.

Thank you for considering my application. I look forward to hearing from you. Sincerely,

Eager Student

SAMPLE CURRICULUM VITAE

Helpful Hints:

How to Write a Curriculum Vitae (CV)

www.apa.org/resources/academic

In the academic market, a curriculum vitae or CV is very important and, after your cover letter, is your first introduction to the search committee. The CV is a summary of your educational background and research and professional experiences. Your CV is a tool to help you move from an application to an interview.

What to Do When Writing a CV:

- Make your CV visually appealing. Look at how others have done their CV. Ask your professors and colleagues for examples.
- Start your CV with general contact information that includes your name, address, telephone, fax, email, and url (if you have a website about yourself as a professional).
- Include these sections in your CV: Contact information; Education; and Experience. Include these sections depending on your strengths and interests: Honors and Awards (from post-secondary school); Teaching and Research Interests; Publications; Professional Activities (committee memberships, intern experiences, relevant volunteer work); Skills (second language and/or computer proficiencies); and References (you may include these or indicate they are available upon request).
- Check your CV carefully for spelling and typographical errors.
- Use formatting such as bullets, italics, or bold font only sparingly.
- [Editor's Note]: View many, many examples. Perform an internet search for "Clinical Psychology Curriculum Vita" and other related terms. Use ideas from examples that you like, and discard things that do not feel appropriate. The more CVs that you see, the better idea you'll have of what works and what doesn't.

What Not to Do When Writing a CV:

- Don't try and do it all by yourself the first time. Seek help from others such as faculty advisors, career specialists, or colleagues.
- Don't worry too much about length – there are no rules on length. The CV should be professional and should include your important data.
- Don't include the following information. These things are not necessary: Age; Ethnic identity; Political affiliation; Religious preference; Hobbies; Marital status; Sexual orientation; Place of birth; Photographs; Height; Weight; and Health.
- Don't pad your CV by listing excessively detailed information about research, or teaching. Instead, provide the titles of research projects and course names along with brief summaries of your work.

CV Dos and Don'ts

By MELISSA DITTMANN

gradPSYCH Staff

What type of curriculum vitae (CV) is most likely to impress potential employers? One that is simple, straightforward, organized and tailored to fit a job ad, experts say.

"Right now it's a very competitive job market, and a CV is your ticket to an interview," says Tara Kuther, PhD, an associate professor of psychology at Western Connecticut State University who has given seminars on writing CVs. "A vitae that is formatted nicely, attractive, looks professional and presents your strengths really stands out to employers."

As such, putting together your CV takes much care and forethought. First off, be sure the job asks for a vitae and not a résumé. A vitae is a detailed record that showcases your career and education accomplishments and can be unlimited in length, whereas a résumé is generally a one-page overview of your career. When applying for most jobs in psychology, employers will request that you send a vitae, not a résumé.

Also, depending on the type of job you are applying for—a practice or academic one—you might need to tailor your vitae. When applying for a practice job, highlight your internship and practicum experience, experts recommend. On the other hand, when applying for an academic or research job, highlight your publications, teaching and research experiences, they say.

Here are the essentials of a vitae that impresses:

COMPARTMENTALIZE

Organize your vitae with sections such as "education," "professional experience" and "publications," and list each accomplishment in chronological order with beginning and end dates. Also, if applicable, include sections such as "practica/psychotherapy experience," "volunteer/service work," "awards and scholarships" and "professional affiliations."

When applying for a practitioner job, include a section on assessment measures you have mastered during training, advises Shawn Roberson, PhD, a forensic psychologist at the Oklahoma Forensic Center, part of the Northeastern Psychology Internship Program. Roberson helps to screen internship applicants at the center.

WEIGHT IF IT'S WORTH INCLUDING

What to include depends on what the position entails, experts say. For instance, should you include coursework? Most advisers say no, but some recommend listing any specialized training—you might include coursework in forensic psychology, for example, when applying for a forensic job. However, experts generally say that coursework, methodological skills and software proficiencies should be omitted from a vitae that's geared for full-time jobs, since it's assumed that psychologists have mastered these skills. Still, you might include such skills on applications for internship and postdoctoral positions, they note.

In particular, any undergraduate experiences you include should be highly relevant to your psychology career and the job at hand, says Mary Kite, PhD, associate dean of the Graduate School at Ball State University and a professor of psychological science there. While social fraternities and sororities don't belong on a vitae, students might note membership in Psi Chi or Phi Beta Kappa and high academic honors, such as magna cum laude, Kite says.

Be creative in relating your experiences to the job, Roberson adds. If the position requires public speaking or organizational involvement, you might, for example, highlight your work with

organizational boards. Experts also say you should not include your age, relationship status or hobbies on your CV.

KEEP IT SIMPLE AND STRAIGHTFORWARD

Too often students try to cram too much information on a page, Kite says. Keep job descriptions clear and concise, and follow a standard format. Bold the headers of the different sections-such as education and professional experience-and use a simple font such as Times New Roman, experts recommend. Also, use quality white or ivory paper, Kite advises. These steps will help employers easily absorb the information on your CV.

HONESTLY REPRESENT YOUR WORK

Don't pad your vitae to make it appear more impressive, experts advise. For example, Kuther says, many students lump publications and presentations together to make the section look longer. But search committees usually prefer to see them separate, she says. "Everyone understands you're a student," Kuther explains. "If you only have one [published] article listed, that is still a fantastic thing."

TAILOR YOUR VITAE TO THE JOB

Match your background, skills and training to the job you're applying for, Roberson says. For example, clinical psychologists need to emphasize internship and supervision experience, while academic applicants need to highlight research and teaching experience, Kite adds. "If a student is looking for both, then they should have two different vitae rather than a one-size-fits-all vitae," Kite says.

MAXIMIZE YOUR CV WITH THE COVER LETTER

Use the cover letter to highlight accomplishments on your CV, such as clinical, research or education experiences that match the job, Roberson notes. You can also call attention to work that doesn't belong in the CV: If you have any research in progress, for instance, use the cover letter to mention it, Kite says. The CV should only contain research that has been published or is in press, she explains. And, just like the CV, the cover letter also needs to be customized for every employer.

FIND AN EDITOR

Ask colleagues or faculty members to check your vitae for awkward phrasing, formatting problems and spelling errors, and to give you feedback on content and organization, advise Kite and others. Ultimately, the vitae should serve as a summary of your education and career experiences, Kite notes, and should be continually updated throughout your career.

[The Vitae Checklist](#)

- **Name and contact information**, including work and home phone numbers, address and e-mail
- **Education**, including college degrees, places and dates
- **Dissertation topic**
- **Licenses/certification**, including state and certificate number, if applicable
- **Internships**
- **Professional experience**
- **Publications**
- **Professional or academic presentations**
- **Honors, scholarships, fellowships or awards**
- **Professional organization memberships**
- **Volunteer or service work**
- **Sections for teaching, research or clinical experience**

Education

My Name

1234 56th St., San Francisco, CA 94555 • (415) 867-5309 • myname@psychschool.edu

Pepperdine University, Graduate School of Education and Psychology; Malibu, CA

Master of Science in Clinical Psychology

Anticipated date of graduation

June 2013

Any University; City, ST

Bachelor of Arts in Psychology

December 2010

Professional Experience

ABC Community Mental Health; City, ST

Marriage and Family Therapist Trainee

September 2012 - Present

Provide individual therapy to clients diagnosed with variety of presenting problems including Schizophrenia, Bipolar Disorder, Generalized Anxiety Disorder and Post-traumatic Stress Disorder. Co-facilitate domestic violence and anger management groups to provide psycho-education and to increase insight into maladaptive coping mechanisms. Conduct phone intakes and refer clients to appropriate resources based on individual needs. Maintain progress notes for all clients to ensure proper documentation of session content and interventions.

The QRS Preparatory School; City, ST

Volunteer

September 2012 - January 2013

Counseled adolescents ages 13-17 by providing support and assistance with life transitions, academic planning and interpersonal difficulties. Implemented individualized educational goals and objectives to enhance student responsibility, accountability and independence. Collaborated with teachers, occupational therapists and student advisors to form engaging multidisciplinary team.

Any Agency; City, ST

Behavior Care Provider

February 2011 - September 2012

Utilized cognitive-behavioral therapy techniques with children ages 3-9 with severe emotional disturbances, autism spectrum disorders, and developmental delays. Processed disruptive and self-injurious behaviors with children to ensure safety and cultivate healthier coping skills. Teamed with special education teachers and parents to increase consistency between classroom and home interventions.

Professional Organizations

Phi Beta Kappa Honor Society

January 2008

Present American Association for Marriage and Family Therapy

January 2012 - Present

Your Name

123 E. 25th Street • Los Angeles, CA 90011 • 310-888-8888 • psychgrad@psychschool.edu

EDUCATION

Pepperdine University, Graduate School of Education and Psychology, Irvine, CA
Master of Arts in Clinical Psychology with an emphasis in Marriage and Family Therapy
 Anticipated Date of Completion August 2012
 Thesis Title: "Kids: Who Needs 'Em?"
 Thesis Completion Date: August 2011

University of Any School, City, ST
Bachelor of Science in Psychology May 2007

CERTIFICATIONS

Domestic Violence Prevention and Treatment	June 2010
Substance Abuse Detection and Treatment	April 2010
Eating Disorders Treatment and Relapse Prevention	October 2009
First Aid and CPR	October 2008

LANGUAGE SKILLS

Fluent in spoken Spanish and proficient in written Spanish

PROFESSIONAL EXPERIENCE

Any Agency, City, ST
After School Trainee January 2011 - Present

- Conduct sensory and motor skill integration and behavior therapy with children ages 3 – 9 with special needs, including severe emotional disturbances, autistic spectrum disorders, and developmental delays to foster development and self-awareness
- Incorporate activities such as gardening, art, and swimming to increase socialization and sensory awareness
- Process “acting-out” behaviors with children to cultivate coping skills and to promote verbalization
- Collaborate with special education teachers to ensure consistency between classroom and afterschool programs

Any Agency, City, ST
Behavioral Specialist September 2010 – Present

- Provide individual, group, couples, and family therapy for clients with variety of presenting problems to improve interpersonal relationships
- Co-facilitate domestic violence and at-risk youth group resulting in lower rates of recidivism and increased school performance
- Conduct phone intakes and refer clients to appropriate resources in order to address needs
- Maintain progress notes for all clients to ensure proper documentation of session content and interventions

PROFESSIONAL EXPERIENCE (continued)

ABC Resources, City, ST

Research Analyst

January 2009 – September 2010

- Formatted surveys to obtain crucial patient-satisfaction information
- Analyzed survey results providing statistical scores, charts and graphs to better understand strengths and weaknesses at medical facility
- Developed customer satisfaction reports to teach medical faculty what service areas need improvement

Any University, City, ST

Teacher Assistant

September 2009 – May 2010

- Co-taught introductory psychology course to university freshmen to expand students' knowledge of subject matter
- Collaborated with colleagues and professors to successfully follow set curriculum and to provide feedback to students
- Participated in weekly meetings with professor and other teaching assistants to discuss past lectures, review pending syllabus, and prepare for following classes
- Observed by professor and integrated constructive feedback to improve teaching style

Any Laboratory, City, ST

Research Assistant

August 2006 – May 2009

- Analyzed intervention strategies for couples and families facing health crises, resulting in development of empirically- based treatments
- Researched relevant literature and publications on couples' health and compiled reports in order to expedite research processes
- Conducted data entry using SPSS to further research on role of ironic processes in couples' health

Any Family, City, ST

Professional Nanny

June 2006 - August 2010

- Provided safe, caring, nurturing and stimulating environment for twin children.
- Planned and provided age-appropriate activities
- Supervised play time with children's friends
- Prepared meals and snacks for children
- Maintained parents' values and goals in child's education, play, and behaviors
- Certified in infant CPR and FirstAid

PRESENTATION

Therapist, Maynard. (2011, March). *California Technology Assistance Project*. Presentation at Emerging Trends Conference, San Diego, CA

PROFESSIONAL AFFILIATIONS

California Association of Marriage and Family Therapists
 American Association for Marriage and Family Therapy
 Northern California Society for Psychoanalytic Psychology
 Psi Chi

SAMPLE THANK YOU LETTERS

Thank-You Notes

Opinions vary about whether or not you should send a thank-you note or other correspondence to follow-up after an interview. Thank-you notes certainly are not required or necessary, and the presence or absence of a note or particular type of note (e.g., email, typed letter, handwritten notecard, hologram delivered by carrier pigeon) will rarely influence the decision of the admissions committee or training director. Thank-you notes can be a courteous, appropriate way to express gratitude to your hosts, and therefore the practice is quite common among applicants.

In addition to an expression of gratitude, thank-you notes offer a final opportunity to express your interest in the site and explicably state your perception of the fit between the site and your interests or training goals. Let the note be an extension of your own style and the level of professionalism that you have communicated throughout the application process. Several sample thank-you notes have been included as examples, should you wish to send one.

A couple of suggestions when writing thank-you notes include the following:

- Thank-you notes may demonstrate initiative and genuine interest, and they may help to make you memorable. Keep them simple, and make them personal if you are able.
- Mention something specific from the interview that you learned. Mention how this is in line with your professional interests.
- Follow-up can be another opportunity to highlight something positive about your CV, experience, training, or interview. Send your note within a day or so after your interview so you will be fresh on the mind of the individual who receives your note.

January 24, 2000

Dear Dr. X,

I enjoyed meeting with you on January 15, and I am very impressed with your program. Speaking with you, Dr. Y., Dr. Z, and the current interns was helpful to me in forming a more complete understanding of the XXX Consortium.

Overall, I believe that the experiences offered at XXX match my goals for training. Additionally, the teen clinic opportunities are another attractive aspect of your training program. I was also greatly impressed by the friendliness and warmth of the people at XXX. I believe that I would be happy and honored to work with everyone with whom I met during my visit.

Sincerely,

Eager Student

February 1, 2000

Dear Ms. X,

I wanted to thank you for taking the time to meet with me to discuss my practicum application and your program. After hearing so many positive things about the practicum from friends and colleagues, it was nice to leave the interview day with the same positive feelings myself!

I am very impressed with and excited about the training opportunities your practicum has to offer. I feel that your practicum's strong adherence to multicultural training and sensitivity is unique among the practicum programs I have explored. XXX seems like an ideal place to apply my cross-cultural studies and experience to areas of clinical work. The cases that we discussed were incredibly interesting and exciting to me.

Again, thank you for your time, and I hope that you will consider me for your program.

Sincerely,

Eager Student

February 30, 2000

Dear Mr. X,

Thank you for taking the time to meet with me to discuss my practicum application and your program. I

enjoyed the tour of the hospital and also appreciated hearing about your work. The training opportunities available in the chemical dependency program sounded particularly interesting. I am very impressed with your training program and think that XXX would be an ideal place for me to continue my training.

Again, thank you for your time, and I hope that you will consider me for your program.

Sincerely,
Eager Student

INTERVIEWING

Interview Strategies: Set Yourself Up for Success

By Matthew FitzGerald

APAGS chair

This is the time of year when many students think about upcoming interviews for programs, internships, postdocs and faculty positions. I remember how my own internship interviews last year evoked a curious combination of excitement and terror. These interviews are some very challenging, high-stakes conversations, so I thought I'd share some strategies that worked for me:

Practice

Even the most outgoing and eloquent students can get tongue-tied at crucial moments. Keep this from happening to you by participating in mock interviews with faculty or peers, and make these practice sessions as realistic as possible. Generate or search for lists of common interview questions, but allow your interlocutor to throw in surprise questions so you can prepare for the unexpected. For internships, it's especially helpful to practice talking thoughtfully about past clients and sticky situations you've navigated with supervisors. If you're interviewing to get into grad school, make sure you can expound on research or specialty areas you'd like to explore. Practicing your answers to these questions will allow your actual interview to flow more smoothly and you'll sound more polished.

Prepare

Interviews can spark some serious anxiety. While you may not be able to completely block your worries, you can develop a plan to manage them. For some people, deep breathing does the trick. Or perhaps you can practice a little mindfulness meditation in the lobby while you're waiting for your interviewer to arrive. If the timing is right, you might want to center yourself by going for a jog beforehand. Come up with an anxiety management strategy that works for you and plan how you can implement it during the interview. Remember that anxiety is a natural part of interviewing, so prepare for it as best you can.

Capture

An interview is a chance for you to gather information, not just for others to learn about you. So, while putting your best foot forward, notice details that might help you decide among programs, interview sites or jobs later on. What was the feeling you got from the staff? Did people seem happy to work there? Does your future supervisor or advisor seem to value work-life balance? Could you see yourself living and working in the location? Immediately after your interview, write down what you noticed, liked or didn't like. Otherwise, you might forget important insights that will help you decide among opportunities.

Care

I remember being completely exhausted after my internship interviews. The combination of travel, anxiety and excitement left me in desperate need of a nap and some alone time. To keep from burning out, make time for self-care. Plan to take the rest of the day off after an interview, or at least give yourself an hour or two to recuperate. Caring for yourself will help you stay balanced and prepared to perform your best.

Armed with these techniques, I found that interviewing was not as stressful as I had feared. I even found myself enjoying the experience a little — it was fun to reflect on what I've learned and show off a little. We psychology students have a wealth of opportunities to choose from, and interviewing gives you a chance to imagine yourself taking different career paths. So, whether you're interviewing for a job, an internship, a postdoc or acceptance to grad school, I wish you success and perhaps even a little bit of fun.

How to avoid interview missteps The dos and don'ts of internship interviews.

*By Christopher Munsey
gradPSYCH Staff*



A psychology professor interviewing a graduate student for an internship slot once got a surprising reply when he asked, "Why did you apply to our program?"

The student shrugged and said, "It's the only one I could drive to."

"Kudos for candor, but not for social skills," says John Norcross, PhD, a University of Scranton psychology professor whose colleague was the professor asking the question.

Most graduate students don't make such obvious missteps. At the same time, it's hard to overemphasize the importance of internship interviews. A 2009 online survey by the Association of Psychology Postdoctoral and Internship Centers (APPIC) found that 76 percent of internship training directors ranked interviews as "very important" in the selection process, ahead of letters of recommendation, essays and cover letters.

How can you ensure you have a good interview? Prepare, says Norcross, co-author of "The Insider's Guide to Graduate Programs in Clinical and Counseling Psychology" (The Guilford Press, 2008).

"Every internship director has the same lament," he says. "Students apply to multiple programs and they come asking general questions that betray a lack of knowledge and preparation."

Here are more dos and don'ts, for your internship interview season:

- **Don't** try to wing it, surviving on charm alone. Interviewers expect you to be conversant about what the training the site offers, as well as the program's philosophy and theoretical orientation. Find out by studying each site's Web site and APPIC listing and commit these details to memory.
- **Do** develop a list of questions they are likely to ask you. Work out your answers and practice responding out loud, either in front of a mirror or in a mock interview with a friend or fellow student.
- **Don't** be too honest. In particular, don't say you're interested in a site primarily due to its convenient location, even though that might be a powerful motivator. Instead emphasize reasons for applying that training directors care about, such as how your skills, interests and training goals match the site's training opportunities.
- **Do** take every opportunity to explain how your training, experience and professional goals fit with the internship site.
- **Don't** try to dominate group interviews by talking too frequently or undercutting points made by fellow applicants.
- **Do** demonstrate good social skills no matter what the interview scenario or with whom you are talking, including administrative staff, training directors or current interns. Make eye contact, smile and lean forward—and be punctual.

"The people who are doing the interviews want to see people who display all the qualities you'd want to see in a clinician: sensitivity, respect and social skills," says James Johnson, PhD, director of the University of Florida's clinical psychology doctoral program.

- **Don't** schedule interview visits too close together, depriving yourself of time to relax, review and recover for the next round.
- **Do** build in time for travel delays due to bad weather—you will be traveling in January, after all. If you're flying, avoid the limbo of lost luggage by packing your carry-on with a nice outfit, copies of your curriculum vitae and work samples, any prescription medication you take and some healthy snacks.

"It's hard to focus on an interview if you're focusing instead on your physical discomfort," says Tara Kuther, PhD, a psychology professor at Western Connecticut University and author of "Surviving Graduate School in Psychology: A Pocket Mentor" (APA, 2008).

- **Don't** get so anxious about doing well that your brain is racing ahead to your next question. Good interviewees don't just talk well, they listen carefully, says Mitchell Prinstein, PhD, director of clinical training at the University of North Carolina at Chapel Hill, and co-author of "Internships in Psychology: The APAGS Workbook for Writing Successful Applications and Finding the Right Match" (APA, 2007). "Sometimes when people feel anxious, they might forget to convey what they're thinking or feeling," says Prinstein. "A lot of people forget to nod and to smile and to say they're excited about what they hear."
- **Do** remember that the interview process is a two-way street. Training directors want to assess whether you'd be a good match, but you're also trying to find a program that meets your needs. "Feel empowered and recognize that this is a chance to be a consumer," says William Robiner, PhD, training director for a pediatric psychology internship at the University of Minnesota Medical School. So, on the interview remember that you are likely to have some choices among programs. In fact, if you've been invited for an interview at all, the site's training director probably thinks you'll succeed as an intern.

"They're really shopping for something that's a good match for them. That could take them out of the mindset of being hypervigilant of the evaluation of themselves," Prinstein says.

- **Don't** wear jeans and a T-shirt. Both men and women should wear a suit. "You want to be remembered for what you say and not for what you're wearing," Kuther says.

FINALLY ...

Look, dress, and act professionally. First impressions are important! Don't chew gum.
Turn off your cell phone. Maintain good eye contact.

Be on time. Allow more than enough time to get there, and know where you are going.

Know the name of the person interviewing you.

Be prepared for the interview. Know something about the agency before you get there, and why you want to intern at that agency.

Bring your portfolio, an extra resume/CV, and references.

Always ask questions about the site, supervision, training, opportunities, etc.

Be ready to talk about past experience (whether clinical or life experience). Know why you want to be a clinician.

Be prepared to hear a clinical vignette; sites will often ask you to evaluate the case and provide a treatment plan. Understand at least two theoretical orientations, and treatment methods.

Be familiar with crisis assessment. Know what to watch for and some ways to intervene in a crisis.

Know your strengths, and weaknesses. Be honest about your weaknesses, and give examples for how you have used these qualities to grow as a clinician.

Be succinct and direct; more is not necessarily better.

It is ok to say, "I don't know, but I'll find out", or "I'd like to learn more about it."

Pat yourself on the back after the interview. Evaluate your interview and use it as a learning experience for the next interview

SUPERVISION

Making Supervision Work For You

On internship, you direct the quality of your mentoring more than you may realize.

*By BRIDGET MURRAY
gradPSYCH Staff*

As Natasha Howard started her internship last year, a clinical supervisor told her it was Howard's job to determine what makes her an effective therapist. "Mine is just to help you achieve that," her supervisor said.

The comment alerted Howard to just how much she needed to do to benefit from her supervisors at Yale University's School of Medicine.

Of course, much of the responsibility of effective supervision also lies with supervisors. But interns often don't shoulder enough of the responsibility themselves, largely out of deference, says Catherine Forbes, a George Washington University clinical psychology doctoral candidate interning at the Didi Hirsch Community Mental Health Center in Culver City, Calif.

"Over time I have seen students be afraid to be assertive, but not doing that can hinder your training," Forbes says. "And really, your supervisor won't get mad. They will talk to you about your questions and concerns."

SUPERVISION REDUX

Those concerns differ based on your training needs and your supervisor's expertise, says Forbes. Many internships, she notes, offer students multiple supervisors across areas such as therapy, assessment, trauma, group intervention, community research, professional issues and career planning, and program evaluation.

The variety means students can tap the most supervision in their areas of least experience- and supervisors expect them to take that initiative, says Shane Lopez, PhD, a University of Kansas psychology professor who interned five years ago at the Dwight D. Eisenhower Veterans Affairs Medical Center in Leavenworth, Kan. "They realize that you are only a year away from independent practice, so they may expect more from you," says Lopez.

MAXIMIZING SUPERVISION

Given those expectations, when problems emerge, it often falls to interns to seek solutions. Based on the experiences of Forbes, Howard and Lopez, here are some likely problems and potential solutions:

Problem: Scheduling difficulties. Interns and supervisors already have packed schedules, so finding time for weekly appointments can be tough. And when supervisors are off-site, it's that much harder, says Howard, a University of Georgia counseling psychology doctoral candidate. All too often, she says, weekly meetings get cancelled.

Solution: Hold your supervisor to appointment times and insist on rescheduling. At some sites, phone meetings are also an option. But if nothing works, let your internship director know, advises Forbes.

Problem: Too much focus on theory and not enough on you. "Some supervisors use the time to say how they do therapy, when you want to learn about how best you can do therapy," says Howard.

Solution: Arrive with an agenda. Have a list of questions, and make sure they get answered, advises Forbes. Adds Howard, "Always have in mind to steer the session back to your needs."

Problem: Fear of being faulted. Some interns are leery of letting on what they don't know, in case they might be judged negatively, says Forbes. "There's this fear of, 'Did I do something wrong?'"

Solution: Get over it. Be honest about your weak points and mistakes, advises Forbes. Ask for alternatives to approaches you have tried, and seek constructive feedback, she says, since "that's how you learn and get better at what you do." At some sites, clinical supervisors are even willing to critique your taped or video-taped sessions with clients.

Problem: Being sidelined. Whether because of other priorities or dislike of teaching, some supervisors rarely seem to have time for interns. At one of Forbes's practicum sites, for example, one supervisor never spent more than 15 minutes with interns, which, she says, "just wasn't ethical."

Solution: Don't allow it to happen. Speaking out about the situation may feel like a strong step, but it's often effective, says Forbes. At her practicum site, the interns insisted on more time from the unavailable supervisor-through talks with the supervisor and higher-ups-and they ended up getting it.

Problem: Not clicking with your supervisor. Being assigned to somebody you clash with can ruin your supervisory experience.

Solution: Try to pick your supervisors. This may sound impossible, since most internships assign them to you, but there are ways to link with people you like, says Howard. One way is to base your internship selection on the supervisors you'd have- looking for approachable professional role models, advises Lopez. Another is to pick an internship track or research area where you know you'll have a good mentor.

If you do run into conflicts with current mentors, talk openly and honestly with them about potential resolutions. Or, if worst comes to worst, ask to be assigned another mentor. Based on her own positive experience, Howard says, "My strongest advice is to really look for one supervisor you can be very open with because that makes your internship year so much more comfortable."

Section Five

Clinical Training Resources

Professional Organizations

**AAMFT - American Association of
Marriage and Family Therapists
Clinical Counselors**

112 South Alfred St.
Alexandria, VA 22314
(703) 838-9808
www.aamft.org

BBS – Board of Behavioral Sciences

1625 North Market Blvd., Ste. S-200
Sacramento, CA 95834
(916) 574-7830
www.bbs.gov

**CAMFT - California Association of
Counseling Association**

Marriage & Family Therapists
7901 Raytheon Rd.
San Diego, CA 92111-1606
(858) 292-2638
www.camft.org

**State of California
Career Development
Department of Consumer Affairs**
P.O. Box 942508
Sacramento, CA 94258-0508

**American Academy of Child
& Adolescent Psychiatry**
www.aacap.org

**CALPCC - California Association for
Licensed Professional**

1240 India St.
San Diego, CA 92101
www.calpcc.org

**CAMHCA – California Mental Health
Counselors Association & AMHCA**

801 N. Fairfax St., Ste. 304
Alexandria, VA 22314
www.camhca.org

ACA - American

5999 Stevenson Ave.
Alexandria, VA 22304
(800) 347-6647
www.counseling.org

CCDA – California

Association
(415) 3051385
www.ccdaweb.org

Professional Ethics, Law, and Clinical Practice Resources

American Association of University Professors

<http://www.aaup.org/file/professional-ethics.pdf>

American Counseling Association

<http://www.counseling.org/Resources/aca-code-of-ethics.pdf>

APA Code of Ethics

<http://www.apa.org/ethics/code/index.aspx>

Association of Practical and Professional Ethics

<http://appe.indiana.edu>

Dr. Kenneth Pope

<http://kspope.com/index.php>

LPCC Code of Ethics

http://www.bbs.ca.gov/pdf/publications/lpcc_gple_hndbk_1211.pdf

MFT Code of Ethics

http://www.camft.org/AM/Template.cfm?Section=Code_of_Ethics&Template=/CM/ContentDisplay.cfm&ContentID=9553

National Board of Clinical Counselors

<http://www.nbcc.org/assets/ethics/nbcc-codeofethics.pdf>

Research Ethics

<http://www.simplypsychology.org/Ethics.html>

Teaching Ethics for University Professors

<http://www.gradsch.psu.edu/facstaff/tethics.html>

Questia

<http://www.questia.com/library/psychology.ethics-of-psychology>

Zur Training Institute

http://www.zurinstitute.com/articles.html#ethics_codes