DEPARTMENT OF PSYCHOLOGY

PsyD Clinical Psychology Program

CLINICAL TRAINING HANDBOOK

SUPPLEMENTAL TO MOUNT SAINT MARY’S UNIVERSITY

PSYD CLINICAL PSYCHOLOGY STUDENT HANDBOOK

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Mount Saint Mary’s University, 10 Chester Place,
Los Angeles, CA 90007
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PURPOSE OF THIS HANDBOOK

The purpose of the PsyD Clinical Training Handbook is to provide the structure and requirements of Mount Saint Mary’s University’s Clinical Psychology Program. Our handbook provides necessary information for students to complete the predoctoral field training requirements established by Mount Saint Mary’s University’s PsyD Clinical Psychology Program and these requirements are in accordance with the licensing requirements of the California Board of Psychology and the Standards of Accreditation outlined by the American Psychological Association (APA) for Health Service Psychology.

Our PsyD program follows the recommendations of the American Psychological Association (APA), the National Council of Schools and Programs in Professional Psychology (NCSPP), and the Southern California Association of Psychology Training Programs (SCAPTP).

The Department of Psychology provides a PsyD Student Handbook which can be found online at [www.msmu.edu]
MOUNT SAINT MARY’S UNIVERSITY MISSION STATEMENT

Mount Saint Mary’s University offers a dynamic learning experience in the liberal arts and sciences to a diverse student body. As a Catholic university primarily for women, we provide a superior education enhanced by an emphasis on building leadership skills and fostering a spirit to serve others. Our measure of success is graduates who are committed to using their knowledge and skills to better themselves, their environments, and the world.

MOUNT SAINT MARY’S UNIVERSITY DIVERSITY STATEMENT

Founded by the Sisters of St. Joseph of Carondelet, Mount Saint Mary's University is an independent, Catholic, liberal arts university which provides a values-based undergraduate education for women, as well as innovative programs for graduate and professional men and women on two historic campuses in Los Angeles. It is nationally recognized for its academic programs, its culturally diverse student body, and its focus on preparing the next generation of citizen leaders.

Mount Saint Mary's University’s commitment to Diversity, Equity, and Inclusive Excellence stems from our CSJ heritage, Catholic identity, mission, and values. We are compelled to always move toward profound love of God and love of neighbor without distinction. We are committed to diversity in all its possible forms with emphasis on the importance of human rights, equity, fairness, inclusiveness, and diversity in the broadest sense including differences in gender, race, ethnicity, generational history, culture, socioeconomic class, religion, sexual orientation, national origin, citizenship status, political perspectives, geographic origin, and physical ability. Mount Saint Mary’s University strives to be a place where all people feel welcome. Engaging with others from a variety of different backgrounds improves and enriches our learning, living, and working environments.

The Mount honors and remains steeped in the tradition and legacy of the Sisters of St. Joseph of Carondelet and continues to work for social justice and human rights. Ultimately, we work to educate our students to be informed, empowered, responsible and capable of negotiating the inevitable differences in a diverse society. We value the educational benefits of diversity, inclusion, and equity for all our students.

MOUNT SAINT MARY’S UNIVERSITY CLINICAL PSYCHOLOGY PROGRAM MISSION STATEMENT

Based upon the spirit of the founders of Mount Saint Mary’s University, the MSMU PsyD program endeavors to train the next generation of ethical and socially-just health service psychologists who strive for cultural humility while integrating the science and practice of evidence-based psychological services. Our PsyD program incorporates the Sisters of St. Joseph of Carondelet’s commitment to “deepen our awareness of our complicity and work toward dismantling interlocking systems of oppression” and "use our collective voice to accompany others in speaking their truth."
ACCREDITATION

Mount Saint Mary’s University has been continually accredited since 1952 by the WASC Senior College and University Commission (WSCUC) and the University was last reviewed in 2013. WSCUC accreditation encompasses the entire institution, including all degree programs.

According to WSCUC, accreditation is a voluntary process of self-regulation that aids institutions in developing and sustaining effective educational programs and distinguishes an institution as having met agreed upon standards of quality and effectiveness. Reviews occur every 10 years and includes an in-depth self-study, followed by an on-campus visit by a team of peer reviewers. With each cycle of review, MSMU gracefully receives the opportunity to be recognized for the outstanding work that has been done, while also pressing forward to engage in appropriate actions for growth and development. You may view our Statement of Accreditation Status by visiting www.wscuc.org.

Additionally, though WSCUC accreditation blankets the University as a whole, the following special commissions and boards have accredited specific programs at MSMU: the California Commission on Teacher Credentialing, Commission on Collegiate Nursing Education, the Commission on Accreditation in Physical Therapy Educations, and the Accreditation Council for Business Schools and Programs.

Mount Saint Mary’s University is currently listed on the American Psychological Association’s website with “Intent to Apply” status https://www.accreditation.apa.org/programs-seeking-intent-to-apply-status If you would like more information about accreditation and its process, feel free to contact Michele A. Starkey, Associate Provost and Accreditation Liaison Officer (ALO).
**PsyD Clinical Psychology Program Core Faculty**

The PsyD Program Core Faculty monitor the clinical development and academic achievement of all students for the duration of the program. The PsyD Core faculty are as follows:

**PsyD Program Director (PD) Greg Travis, PhD.**
The Program Director (PD) is responsible for the PsyD program including (however, not limited to): admissions, student records, clinical training, the Clinical Proficiency Examination (CPE), the Professional Standing Committee (PSC), dissertation, and maintenance of the program’s accreditation. The PD is responsible for consultation with core and adjunct faculty, in addition to consultation with outside professionals responsible for student training and students’ training issues.

**PsyD Director of Clinical Training (DCT) (TBA)**
The Director of Clinical Training (DCT) is responsible for implementing policies and for the integrity of the training program. The DCT manages the relationships between training sites and students. The DCT helps students prepare for interviews, provides advisement on clinical placements, advocates for students, and navigates student issues at clinical sites.

**PsyD Assistant Director of Clinical Training (ADCT) Esmeralda Zamudio, PsyD.**
The Assistant Director of Clinical Training (ADCT) assists the DCT in implementing policies and with the integrity of the training program. The ADCT assists the DCT with all clinical training responsibilities.

**PsyD Director of Research (DR) Misty Sawatzky-Valenzuela, PhD**
The Director of Research assists the Program in implementing policies regarding compliance with research protocols, dissertation requirements and procedures.
PSYD CLINICAL PSYCHOLOGY TRAINING MODEL

Mount Saint Mary’s University’s PsyD Clinical Psychology Program focuses on integrating science and practice utilizing the American Psychological Association (APA)’s guidelines which are sequential, cumulative, and graded in complexity. Students developmentally progress through academic and clinical field experiences to systematically develop and apply clinical skills to achieve the Profession Wide Competencies (PWC’s) outlined by the American Psychological Association (APA). Students are required to complete three years of supervised practicum training prior to beginning their postdoctoral internship. Our curriculum follows the American Psychological Association (APA) Standards of Accreditation and meets requirements for licensure in the State of California.

CLINICAL COMPETENCIES

As a practitioner scholar model, the goal of the training program is to produce clinicians. Over the course of the PsyD Program, the student’s status gradually shifts from that of a student to that of an emerging professional. This transition is marked by the demonstration of several specific clinical competencies, which are consistent with those identified by the American Psychological Association’s Committee on Accreditation and the core competency areas outlined by the National Council of Schools and Programs of Professional Psychology (NCSPP). These assessment criteria for each of these competencies fall into the following categories:
I. Foundational Competencies
   1. Reflective Practice/Self-Assessment
   2. Scientific Method
   3. Relationships
   4. Individual/Cultural Diversity
   5. Ethical/Legal Standards
   6. Interdisciplinary Systems
II. Functional Competencies
   1. Psychological Evaluation
   2. Psychological Intervention
   3. Consultation
   4. Research/Evaluation
   5. Supervision/Teaching(optional)

The following are sources used in the program as outcome indicators towards achieving expected clinical competencies
   1. Clinical supervisor’s evaluation (individual and group supervision)
   2. Faculty reports during mid-year review
   3. Performance and Behaviors in practicum coursework
   4. Successful completion of coursework
   5. Observation of ethical decision making in professional roles and activities
   6. Behavior/Professionalism
   7. Interpersonal Relationships (Peers & Faculty)
CURRICULAR REQUIREMENTS FOR THE PSYD IN CLINICAL PSYCHOLOGY

Our PsyD in Clinical Psychology program includes the required courses and training experiences required to sit for licensure in the State of California. Additionally, our program adheres to the 9 competencies listed by the APA for doctoral psychology programs. Students in our program are required to complete the courses with a “B” or better in the courses to proceed in the program.

Clinical practicums are scheduled the second, third, and fourth year of the program. Clinical practicum can be in assessment, treatment, or a combination of both at the same training site with a minimum of 20-25 hours per week.

CLINICAL TRAINING SEQUENCE

In adherence to the American Psychological Association’s guidelines, clinical training is sequential, cumulative, and graded in complexity therefore courses may not be taken out of sequence and students not in placement during designated training years must take a Leave of Absence (LOA).

<table>
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California Board of Psychology Laws and Regulations for supervised professional experience and licensure requirements https://www.psychology.ca.gov/laws_regs/2021lawsregs.pdf

YEARS 2-4: PRACTICUM TRAINING

Students are required to complete a minimum of 800 hours (approximately 266 hours each semester) for each year of practicum. Students are required to complete three practicums while enrolled in the program. Practicum hours are non-transferable for transfer credit.

Practicum Training placements typically begin after the Summer break. Students are expected to be in clinical placements for 20-24 hours/week and fulfill their commitment of a 1-year contract.

Approved practicum placements meet the following criteria:

1. Minimum of 4 hours of direct clinical training in treatment procedures and/or evidence-based
   Including but not limited to:
   - Observing clinical assessments
   - Attending didactic sessions and/or case conferences
   - Conducting diagnostic assessments, psychological testing and report writing

2. Minimum of 1 hour of supervision for every 4 hours of direct client contact or 2 hours of group supervision for every 4 hours (a ratio of 1-to-1 is preferred). Sites agree to provide:
   - At least 1 primary supervisor to the student for the duration of the placement
   - Written evaluation of the student’s performance at the conclusion of the placement
YEAR 5: INTERNSHIP (PREDOCTORAL TRAINING)

The Doctoral program requirements include a one-year full-time or two-year half-time (requires approval) psychology internship. Both one-year full-time or two-year half-time internship training experience will take place within the context of an organized training program. Steps are taken to assure breadth, depth, focus and quality of training. Completion of an APA, APPIC, or CAPIC accredited internship meets this requirement. Students engaged in half-time internship training must complete their programs within 24 months. The internship occurs after all practicum requirements have been met and interns have completed all required course work at Mount Saint Mary’s University.

Students are expected to complete all coursework, practicum training, and defend their dissertation prospectus prior to applying for internship. Students are strongly encouraged to complete and defend their dissertation prior to beginning internship however students may continue to work on their dissertation during their internship. Doctoral degrees are granted after successful completion of internship and dissertation defense.

Students are expected to work 40-hours/week and to complete a minimum of 1500 hours during their predoctoral/internship training year. Sites may offer flexibility of 35 hours/week and an opportunity to work 44 hours/week. The California Board of Psychology requires a minimum of 1500 predoctoral hours. Predoctoral Training/Internship can occur anywhere in the United States and students may need to relocate to secure a placement.

All internship applications must be approved by the Director of Clinical Training prior to formal application. Students are strongly encouraged to pursue APA-accredited internships. Anyone wishing to apply for internship training at a non-APA-accredited or non-APPIC member program must provide written justification and evidence that demonstrates that the university’s internship criteria can be satisfied. The internship agency should develop and make available descriptive material which clearly states the goals, contents, and expectations of the internship. These written materials will be reviewed by the Director of Clinical Training and Assistant Director of Clinical Training. The California Board of Psychology will accept internship hours only from internships that are APA accredited, APPIC or CAPIC.

What to expect:
At least 10% of the intern’s time is spent in supervision and/or organized learning activities. The internship agency has a clearly designated licensed psychologist who oversees/directs the training program. Interns receive at least 4 hours of supervision per week. One or more doctoral level psychologists, who are appropriately training and licensed, are involved in ongoing supervisory relationships with an intern and have primary professional responsibility for the cases on which supervision is provided.

The intern’s primary supervisor is a licensed psychologist who is present at the internship agency at least 50% of the time the intern is providing clinical services. The supervisor(s) must conduct a total of at least 2 hours per week of formal, scheduled, individual supervision per week with the intern during the year. Organized learning activities include but are not limited to case conferences; clinically oriented seminars; group supervision, and additional individual supervision.

At least 25% of the intern’s time is spent in direct patient contact. Direct observation includes in-person observation (e.g., in room or one-way mirror observation of client contact during an intake or test feedback session), live synchronous audio-video streaming, or audio or video recording. A training site that does not permit live observation, audio or video recording by policy is not a sufficiently unique circumstance to circumvent this requirement.
The internship provides a range of assessment and treatment activities conducted directly with patients seeking psychological services. As indicated in the SoA (Standard III.B.1), at a minimum an internship must provide written feedback on a semiannual basis. Each of these written evaluations must be based in part on an instance of direct observation. When an intern completes multiple rotations within a training year, each is considered a unique and separate training experience and requires direct observation as part of the intern evaluation process for that rotation.

The internship consists of a minimum of 1500 hours which are completed in not less than 12 and not more than 24 months. Completion of an APA accredited internship meets this requirement. APPIC (and other) member internship sites in which full-time is defined as less than 1500 hours must be approved by the Director of Clinical Training prior to acceptance.

For licensure in the State of California, a total of 3000 hours is required with 1500 hours acquired in postdoctoral training.

Association of Psychology Postdoctoral and Internship Centers (APPIC) [www.appic.org](http://www.appic.org) [insert info]

**YEAR 6: POSTDOCTORAL HOURS & PATH TO LICENSURE**

There are generally six primary requirements for licensure as a clinical psychologist in the United States:

- A doctoral degree in the field
- Predoctoral practicum experience
- Predoctoral internship experience
- Postdoctoral experience
- Passing the national licensure exam (EPPP- Examination for Professional Practice in Psychology).
- A state specific supplemental exam

Students should familiarize themselves with the licensure requirements of the state in which they seek licensure. States vary in licensure requirements. Some states only permit applicants from APA-accredited programs to obtain licensure. Similarly, some states also require students to have obtained an APA-accredited internship.

Some states do not require additional examination beyond the EPPP, nor do they require postdoctoral training. California currently requires 1500 hours of postdoctoral training as well as supplemental state examination.

Postdoctoral hours cannot be counted towards licensure until a student’s degree has posted. For that reason, students are strongly encouraged to complete any outstanding degree requirements (i.e. completion of final dissertation requirements, turning in required internship documents) as quickly as possible.

There are two general paths through postdoctoral training. Students may seek to secure a formal postdoctoral fellowship through APPIC. Some employment settings may require such training. A second, more common, option is to secure supervised experienced from a licensed psychologist. Such experience may be obtained in a number of settings (hospital, counseling center, clinic, private practice, etc.). While each state/jurisdiction varies, in general, a postdoc will need to register with the state in some fashion (i.e. supervision agreement form, psychological assistant, etc.).

Additional information can be found on the Association of State and Provincial Psychology Boards website: [https://www.asppb.net/page/psybook](https://www.asppb.net/page/psybook)
Examination for Professional Practice in Psychology (EPPP)

All U.S. states and Canadian provinces (except Quebec and Prince Edward Island) require applicants to pass the Examination for Professional Practice in Psychology (EPPP), which is a 225-item multiple-choice test developed by the Association of State and Provincial Psychology Boards on core areas of psychology. In other words, virtually all psychologists seeking licensure in North American take this standardized test. Passing scores for the EPPP are set by each state. Most states require at least a 70 percent or a score of 500. However, there is some variation and it is possible to receive a passing score in one state and failing in another. This is a knowledge-based exam.

Applicants who take the EPPP soon after completing their doctoral degree tend to do better on the test than those who wait. However, each licensing jurisdiction sets its time-table for the EPPP, including the point at which applicants are approved to take the test.

The EPPP is comprised of eight core areas:

- Domain 1 - Biological Bases of Behavior
- Domain 2 - Cognitive-Affective Bases of Behavior
- Domain 3 - Social and Cultural Bases of Behavior
- Domain 4 - Growth and Lifespan Development
- Domain 5 - Assessment and Diagnosis
- Domain 6 - Treatment, Intervention, and Prevention and Supervision
- Domain 7 - Research Methods and Statistics
- Domain 8 - Ethical/Legal/Professional Issues
PRACTICUM DEFINED

Practicum training is field experience taken for academic credit that provides students experiences with client/patient problems and learning of relevant psychological skills under supervision. The goal of this training is to develop the student’s clinical competencies to the levels necessary for the clinical predoctoral internship.

A. Mutual expectations
Students are expected to fulfill the terms of the agreement with the site, to be there the stipulated number of hours each week, and to perform the duties specified in the contract as well as those which are reasonably requested by the site. Students should not attempt to perform duties unless they are physically and emotionally prepared to do so. Students who are unable to fulfill the obligations of the training must inform their primary supervisor and PD/DCT/ADCT immediately and obtain consent for a leave due to illness or other reasons (i.e., personal problems and conflicts pertaining to their work at the site). The site is also expected to fulfill its contract with students. If any circumstances arise which threaten or significantly alter or disrupt the training of students as specified in the contract, these circumstances should be communicated to the PD/DCT/ADCT immediately.

STANDARDS FOR PRACTICUM SETTING

Because of its commitment to training, the program requires that practicum sites meet the following standards:

• The practicum site has a clear commitment to training. The training activity of staff professionals is recognized as a legitimate employment-related activity. Good evidence of this is that the setting has a history of providing supervision and other training activities for psychology trainees and/or trainees in other disciplines.
• There is at least one licensed psychologist who is competent to supervise the training experiences specified in the student’s practicum training agreement.
• The setting should serve a variety of clients in terms of ethnicity, age, gender, and DSM diagnosis, as well as health related disturbances (i.e., HIV/AIDS, cancer, dementia, etc.).
• The student must be clearly identified to both staff and patients as a psychology practicum student.
• The student must not have any dual role or conflict of interest relationship within the setting.
• Practicum in a solo private practice is prohibited.

PRACTICUM PLACEMENT PROCESS

The PsyD program at Mount Saint University is committed to maintaining practicum placements that facilitate learning and professional growth for its students. Training sites that place a high premium on clinical training and community service, and that are professionally stimulating, open to change, and sufficiently flexible to accommodate individual needs and requirements, are selected for student placements. Broadly, the practicum training experience is designed to provide the student with the opportunity (in terms of setting, experience, and supervision) to gradually assume the professional roles of a professional psychologist consistent with the scholar/practitioner model. These roles entail the integration of previous training and a further development of the scientific, professional, and ethical bases involved in professional functioning. The integration of clinical research and clinical practice is a core emphasis of the PsyD clinical training program. The placement of PsyD students for practica is done in consultation with the PD/DCT/ADCT. PsyD students are not permitted to contact sites or change site assignments without the approval of the PD/DCT/ADCT. The following information outlines the general process for practicum placement. Specific details (i.e., specific dates, availability of practicum sites, etc.) are updated annually by the PD/DCT/ADCT and provided to students in the practicum application materials for that year.

Practicum training occurs during the second, third, and fourth year of the program. Students must have clinical advisement with the PD/DCT/ADCT to be approved to apply for sites. The PD/DCT/ADCT cannot write letters of recommendation to sites and instead the approval lists sent to sites demonstrates that students are eligible to apply for training opportunities.
Mount Saint Mary’s University is affiliated with the Southern California Association of Psychology Training Programs (SCAPTP) whose application process begins Spring semester with placement notifications occurring mid-April.

Students may apply to and accept offers from both non-SCAPTP and SCAPTP sites.

Our program adheres to SCAPTP policies:

- SCAPTP Uniform Notification Day (UND) occurs in accordance with designated time frames (generally Spring semester).
- Students accepting offers from a non-SCAPTP site prior to Uniform Notification Day must withdraw their application from all SCAPTP sites.
- Students and agencies may not reveal rankings, and offers may not be extended prior to Uniform Notification Day (UND).
- On UND, students and the DCT/ADCT will receive emails of students matched (placed). Students not placed will begin the process of applying for sites via Clearinghouse.
- Students who do not match on UND must work with the PD/DCT/ADCT to secure a placement by July 1st or the student must take a Leave of Absence (LOA).
- Training agreements made by students and agencies are BINDING.

Additionally, Mount Saint Mary’s University has an annual affiliation agreement with the Los Angeles County Department of Mental Health (LACDMH), which is currently under renewal consideration for an 8-year period. This application process begins during the Fall semester with placement notifications occurring mid-February.

Students interested in sites outside of DMH must notify the PD/DCT/ADCT to vet the site and send our clinical affiliation agreement for approval or obtain a copy of the agency’s clinical affiliation agreement to send to our legal team for approval.

**INTERVIEW PREPARATION**

- Check the PsyD Clinical Community Canvas for information on CVs and interviewing questions.
- Schedule a mock interview with the PD/DCT/ADCT or PARC.
- Dress professionally and show up early for your interview (on-ground or online).
- Review the agency/directory profile and website prior to your interview.
- Be professional towards all individuals connected to the agency and send a “thank you” after your interview.
- Schedule a meeting or follow-up email with the PD/DCT/ADCT to provide positive/negative feedback on your interview.
STUDENT CLINICAL EVALUATION

Students are required to be enrolled in practicum seminar during their clinical training placements. Practicum seminars have required attendance and course assignments. Students will be successful at their clinical training sites by submitting supervisor evaluations with minimum levels of achievement (meet standards) on the first evaluation then demonstrate a developmental progression of clinical skills on the second and third evaluations for the clinical training year.

Practicum Course Requirements:

• Course Assignments
• B. Maintenance of Records and Professional Liability Insurance
  o Related to the responsibility of maintaining ethical standards, students are responsible for maintaining appropriate documentation and records at their training sites
  o Professional Liability Insurance (https://www.trustinsurance.com)
    ▪ Trust Insurance is recommended. If student prefers different coverage, then the PD/DCT/ADCT must approve.
    ▪ Minimum coverage of $1,000,000/3,000,000
  o Time2Track Hours (https://time2track.com)-
    ▪ A summary of these hours, signed/approved by the supervisor, is to be turned in to the PDCT at the completion of the practicum.
  o Account will be assigned by our program
• Student Evaluations (one each semester = total of three)

Mount Saint Mary’s University maintains its own separate liability insurance relevant to students’ clinical placements and the Certificate of Insurance can be issued upon request from the training site.

STUDENT CLINICIAN RESPONSIBILITIES

Students are expected to follow the American Psychological Association’s Profession Wide Competencies (PWCs) and adhere to the guidelines in our clinical training handbook. Students are requested to immediately consult with the PD/DCT/ADCT regarding any issues not covered in this handbook. Students who do not follow the guidelines in this handbook may have their progress in our program impacted due to our handbook following guidelines from the American Psychological Association (APA) and the importance of obtaining/maintaining APA Accreditation. Major areas of student responsibility are listed below (however not limited to):

• Ethical Standards
  o APA Code of Ethics and California Laws and Regulations Relating to the Practice of Psychology
  o Students are responsible for behaving in a professional, ethical, and legal manner at the university and in their clinical placements. To fulfill this requirement, students are expected to be familiar with the APA Code of Ethics (APA 2017b) and the California Laws and Regulations Relating to the Practice of Psychology. Students may not engage in any unprofessional, unethical, or illegal practices at their training sites even if such practices are condoned, expected, or encouraged by site supervisors and/or staff. Students must promptly notify their supervisors of any such practices that they observe at the site by staff or other trainees. The PD/DCT/ADCT must be notified immediately regarding these issues. In cases where the supervisor is suspected of unprofessional, unethical, or illegal practices, the student must notify the PD/DCT/ADCT immediately. Students who feel they would be in jeopardy or punished for reporting unprofessional, unethical, or illegal behavior to the site itself, must report these concerns to the PD/DCT/ADCT.
• Sexual Harassment
  o Violation of federal law and may violate the civil and criminal laws of the State of California.
    ▪ Students are advised that sexual harassment is a violation of federal law and may violate the civil and criminal laws of the State of California. These are examples that may constitute sexual harassment (including, but not limited to):
      • unwanted physical contact/brushing against a person’s body
      • subtle/overt pressure for sexual favors
      • persistent/offensive sexual jokes and comments
• Multiple Relationships
  o Students must avoid multiple relationships including those stated below. Infractions are considered inappropriate to their status as trainees and appropriate disciplinary action will be taken.
    ▪ Students may not have held a paid/unpaid staff position within the previous year at any training site where they are placed unless student is provided a distinctly different training experience (PD/DCT/ADCT must approve)
    ▪ Students may not hold a paid/unpaid staff position during the time they are in training at the practicum site
    ▪ Students who are unclear about trainee/staff member status should discuss this issue with the PD/DCT/ADCT

Students are excluded from being supervised by:

• Supervisors they have worked for as a paid psychological assistant
• Supervisors whom they have received mental health treatment
• Supervisors whom they have had past business relationships outside of the agency
• Supervisors whom they had a past/current emotional and/or sexual relationship
• Relatives

Students who are uncertainty about the exclusion criteria should consult with the PD/DCT/ADCT for clarification.

COMMUNICATION WITH PROGRAM

Students are expected to remain in contact with the DCT/ADCT while completing their clinical placements. Students are expected to inform the DCT/ADCT when placement conditions differ from those contracted for by the training site, the student, and the school, or which interfere with proper training. Examples of such conditions may include the following:
Supervision that does not meet with the terms of the affiliation and/or other contractual agreements, and/or is not consistent with the requirements outlined in this handbook.
  • Insufficient training opportunities (i.e., in-services, case conferences, client load, supervision).
  • Any training site changes (i.e., financial, or administrative problems, changes in personnel) that may adversely affect the professional standards and/or clinical or administrative functioning of the site.
  • Any form of exploitation, which includes sexual harassment, workload, or all inappropriate requests, such as tasks that are unrelated to the training of a clinical psychologist.
  • Discriminatory practices based on race, color, national origin, age, gender, sexual orientation, religion, or physical disability.
CONFIDENTIALITY OF TRAINING ISSUES

Communication between the PD/DCT/ADCT and student regarding training issues is not considered confidential. Student’s training and well-being will be considered with the needs of the university, profession, and public to determine how shared information will be utilized. Student will be included in discussions about dissemination of shared information.

Supervisors may discuss the supervision experience with the PD/DCT/ADCT. Students may consider discussing with the PD/DCT/ADCT information which may impact their clinical training to receive support. Students are encouraged to discuss with their supervisor information that may impact their clinical training and they can consult with the PD/DCT/ADCT regarding how to navigate disclosure of sensitive information.

Disclosure of student information is on a “need to know” basis. Student evaluations are only available to PsyD program faculty, PsyD program staff, and accrediting agencies. Training sites have the right to contact former supervisors at previous practicum placements. Students listing placements on their applications and vitae constitutes an implicit release of information.

PRACTICUM EVALUATION

Students in the PsyD Program in Clinical Psychology receive annual written feedback on the extent to which they are meeting the program’s requirements and performance expectations. The information presented below pertains specifically to evaluation of students’ practicum performance. Fundamental to a successful training experience is the provision of ongoing feedback to students that facilitates professional and personal growth. The evaluation process is designed to assess both the professional growth of the student and the placement site as a training institution. Because students receive ongoing feedback from the on-site training staff (including the Training Coordinator, individual and group supervisors in various core areas), and other professionals with whom they have significant contact, a student should have "no surprises" resulting from the formal evaluation procedures. Students are evaluated by their individual supervisor(s) and given feedback at the end of each semester. Each practicum evaluation is based in part on direct observation of the practicum student and their developing skills (either live or electronically).

Practicum evaluation is designed to assess the student’s progress on meeting specific objectives or goals, competence in the delivery of psychological services, and exhibition of professional behavior. The evaluation of the student’s performance is documented and discussed with the student individually and makes recommendations and suggestions that are relevant for the next semester as well as future needs of the student. Evaluation documents are returned to the DCT/ADCT and are stored in the student’s file. Students must demonstrate minimal levels of achievement at both their practicum site and within their practicum courses. At their sites, students must demonstrate competence for their developmental level of training.

1. Student evaluation of the supervisor(s) and placement site
It is important that students evaluate both their supervisor and their placement site. This allows students to provide constructive and effective feedback about the quality of training they received, and to provide the program with critical information regarding the strengths and weaknesses of the placement site. Student evaluation forms of the supervisor and site are completed at the end of each academic semester and sent to the DCT/ADCT. These forms are not submitted to the placement site or supervisor. Rather, it is expected that should a placement site or supervisor receive a poor rating, these issues will have been addressed early in the student’s training and appropriate action taken by the DCT/ADCT.
2. Supervisor evaluation of the student
The primary supervisor at the placement site evaluates the student at the end of each semester on the appropriate evaluation forms provided by the program. The evaluation of the student’s performance should be discussed with the student individually by the supervisor. The primary supervisor should also make recommendations and suggestions that are relevant for the student’s future training needs. Evaluation documents are returned to the program and are stored in the student’s file. Supervisors should provide students a copy of their evaluation.

**PROFESSIONAL STANDING COMMITTEE (PSC)**

Students are evaluated yearly by the Professional Standing Committee (PSC) which is composed of all core program faculty. The Program Director (PD) is the committee chair who sets the agenda to evaluate the academic and clinical progress of all students in the program in addition to managing student issues and monitoring program and/or clinical site remediation plans.

**GRIEVANCE PROCEDURES**

It is expected that Mount Saint Mary’s doctoral students will conduct themselves in a professional, ethical, and courteous manner at the practicum site. Nevertheless, it is recognized that various types of problems may occasionally arise. Listed below are steps that student should take in the event when a problem does arise.

1. The student should first discuss the matter with her or his supervisor at the agency. Taking responsibility and initiative to directly address difficulties within the scope of the student’s capabilities is an aspect of professional development. Even if there is successful resolution of the issue at this stage, students should still discuss/review the matter with your practicum instructor or the Director of Clinical Training.

2. If this step fails to yield a satisfactory result, the matter should be brought to the attention of the practicum instructor and the Director of Clinical Training. These individuals will assist the student in resolving the difficulty in an effective and professionally responsible manner.

3. The DCT will contact the supervisor and agency site to discuss the concern and determine appropriate steps to ensure that clinical training, as well as agency standards are met and sustained. If there are concerns regarding student performance on part of the agency, that are not resolvable at the practicum site, and that threaten successful completion of practicum, the supervisor and Director of Practicum Training is encouraged to communicate these challenges immediately and directly to the Director of Clinical Training. The exact form of communication may vary by situation but includes formal letters or email, phone calls, conference calls, or evaluations. Once communication of a concern has been initiated between the DCT and Practicum Site, there will be on-going and routine communication until both parties feel the problem has been satisfactorily resolved. As part of monitoring and managing the practicum site’s response to the concerns, the DCT may coordinate with the student and supervisor in outlining the following:

   1. Clear statement of the problem as it relates to achieving competencies expected for independent practice as a psychologist
   2. Development of a remediation plan that outlines and details expected timeframe and behavioral outcomes for satisfactory resolution of the problem
**Probation/Termination from Practicum**

Any violation of the Profession Wide Competencies (PWCs) outlined by the American Psychological Association (APA) will result in a student being placed on probation by our program and/or the training site.

To end a student’s training contract, the Clinical Training Director at the training site must complete the PsyD Clinical Psychology Practicum Termination Form. If the student was terminated from their training site and they have secured a practicum for the following year, then they must report their termination to their future training site because the site offered a placement based on the successful completion of the student’s current practicum. If the future site rescinds their offer, then the PD/DCT/ADCT will assist in finding a new placement however if the student is not able to secure a new practicum for the following training year, then they need to take a Leave of Absence (LOA).
APPENDICES

APPENDIX A: APA’S PROFESSION WIDE COMPETENCIES (PWCs)

APPENDIX B: MSMU COVID WAIVER FORM

APPENDIX C: PROFESSIONAL STANDING COMMITTEE EVALUATION

APPENDIX D: PSYD STUDENT EVALUATION FORM

APPENDIX E: PSYD CLINICAL PSYCHOLOGY PRACTICUM TERMINATION FORM

APPENDIX F: MSMU REMEDIATION PLAN

APPENDIX G: MSMU LEAVE OF ABSENCE (LOA) FORM

APPENDIX H: MSMU PETITION FOR PRACTICUM EXCEPTION TO POLICY – 2ND YEAR AT TRAINING SITE

APPENDIX I: WEBSITE RESOURCES
**Appendix A: APA’s Profession Wide Competencies (PWCs)**

**APA Guidelines for Profession-wide Competencies**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td>Demonstrates understanding and respect for research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan.</td>
</tr>
<tr>
<td><strong>Ethical and Legal Standards</strong></td>
<td>Demonstrates application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.</td>
</tr>
<tr>
<td><strong>Individual and Cultural Diversity</strong></td>
<td>Awareness, sensitivity, and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal backgrounds and characteristics defined broadly and consistent with APA policy/guidelines.</td>
</tr>
<tr>
<td><strong>Professional Values, Attitudes and Behaviors</strong></td>
<td>Adherence to professional values including self-reflection, integrity, professional identity and comportment, accountability, and concern for the welfare of others.</td>
</tr>
<tr>
<td><strong>Communication and Interpersonal Skills</strong></td>
<td>Develop individual and group interpersonal skills to improve and foster participation and interaction critical for achieving individual, group and diverse community goals. Able to demonstrate verbal and non-verbal congruency and ability to demonstrate engagement.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Able to assess and diagnose problems, capabilities and issues associated with diverse individuals, groups and/or organization. Able to demonstrate conceptualization of problems considering the context and other relevant factors.</td>
</tr>
<tr>
<td><strong>Intervention</strong></td>
<td>Able to plan, implement and evaluate interventions designed to alleviate suffering and to promote health and well-being of diverse individuals, groups, and organizations. Able to demonstrate conceptualization of problems considering the context and other relevant factors.</td>
</tr>
<tr>
<td><strong>Supervision</strong></td>
<td>Able to guide, support and direct the integration of research and clinical expertise in the context of patient factors.</td>
</tr>
<tr>
<td><strong>Consultation and Inter-Professional/Interdisciplinary Skills</strong></td>
<td>The ability to provide expert guidance or professional assistance in response to a client’s needs or goals. Able to use interpersonal skills needed to collaborate well with others.</td>
</tr>
</tbody>
</table>
APPENDIX B: MSMU COVID WAIVER FORM

Mount Saint Mary’s University

PsyD Clinical Psychology Doctoral Program

COVID-19 TRAINEESHIP PARTICIPATION CONSENT FORM
ASSUMPTION OF RISK, WAIVER, RELEASE OF LIABILITY AND INDEMNITY

I understand the benefits and risks of choosing to participate in an externship/field experience during the COVID-19 pandemic. I accept the opportunity to attend a traineeship experience sponsored by Mount Saint Mary’s University (the “University”). I acknowledge that I am aware of the following facts:

- The world is currently experiencing a global COVID-19 pandemic, and, in response the State of California, the County of Los Angeles and the City of Los Angeles have issued protocols and guidelines.
- I understand that participation in the externship/field experience during this pandemic is entirely voluntary, and that I have the right to DECLINE to participate in an externship/field experience currently.
- I understand that a training site may offer telehealth services and/or a combination of onsite services and telehealth services, however that is a decision of the training site based on the needs of the agency.
- I understand that based on the Executive Order from the State of California Human and Health Services Agency that I am required to have the COVID-19 Vaccination for my practicum training site unless I qualify for medical or religious exemption. I understand that I can refuse the COVID-19 Vaccination however, I would need to take a Leave of Absence from the program for one year because I would not have allowed to be at a training site due to this Executive Order. I understand that my training site may request a copy of this signed waiver.
- I understand that there is an inherent risk of contracting COVID-19 during this externship/field experience due to contact with other people. I accept this risk, and I will comply with all applicable CDC, LA County Department of Public Health (“LACPHD”) protocols and guidelines, and with all other applicable federal, state, and local protocols and guidelines for being in public spaces during this pandemic, as implemented by the facility where I will be completing my traineeship experience, including, frequent handwashing, wearing a facial covering and practicing social distancing.

In addition, I understand and acknowledge that:

- I understand and acknowledge that COVID-19 is a public health risk, and that neither the University nor the facility where I will be engaged for my externship/field experience can guarantee that I will not be exposed to the COVID-19 virus.

Mandatory COVID-19 Vaccination for MSMU Students: Effective August 1, 2021, all students coming to our campuses are required to be vaccinated against COVID-19 and must submit the required vaccination information. To submit vaccination information to Student Health Services, click here. The University will consider individuals requested from exemption from its mandatory COVID-19 vaccination for (1) medical reasons and (2) based on a student’s sincerely held religious belief, practice, or observance. To read the Full Mandatory COVID-19 Vaccination for Students, click here.

Furthermore, I am required to have the COVID-19 Vaccination for my practicum training site, and my training site may request a copy of this signed waiver.

With full understanding of these facts, I agree to participate in the externship/field experience(s) being offered, embracing the guidelines and protocols described above to mitigate the risk of infection from any such exposure.

In consideration for my participation, I knowingly and voluntarily assume all risks associated with my externship/field experience, including but not limited to, the risk of illness, death, bodily injury, disability, including exposure to and infection with COVID-19. With full understanding of the risks, I knowingly and voluntarily waive and release the University from all present and future claims of any type for any harm or loss, including but not limited to, economic loss, personal injury, disease, death, or property damage, suffered by me during my externship/field experience. I agree to indemnify, hold harmless, and covenant not to sue the University for any personal injury, death, medical expenses, disability, loss of capacity, property damage, court costs, attorney’s fees, or other loss I may suffer arising out of my externship field experiences. My signature below certifies that I have read and fully understand this externship /field assumption of risk, waiver, release of liability and indemnity. I understand that execution hereof affects my legal rights, and understand and acknowledge that this consent, waiver, release, and indemnity shall be binding on me, my heirs, family, estate, representatives, and assigns.

Print Name: ________________________________________ Student ID: __________________________
Signature: __________________________________________ Date: __________________________
APPENDIX C: PROFESSIONAL STANDING COMMITTEE EVALUATION
MOUNT SAINT MARY’S UNIVERSITY
PSYD PROGRAM
STUDENT EVALUATION FORM- COURSE FACULTY

STUDENT:                 COURSE: Professional Standing Committee Eval
FACULTY:                 SEMESTER/YEAR:

For each of the following areas you have information, please rate this student's performance. All skills, abilities, and behaviors should be judged in comparison to peers both past and present, at the same level of training.

If a rating item does not apply to this student given your course setting, or if you have not had the opportunity to observe this student in this area please indicate Not Observed “NO.”

After you complete the ratings, please include any additional comments- if needed- in the space provided. If remediation is suggested, briefly describe in what area.

Not Observed/ Poor/ Adequate/ Excellent/

Course-Related/Academic Performance:
   Class participation NO 1 2 3
   Written communication NO 1 2 3
   Oral communication NO 1 2 3
   Intellectual engagement NO 1 2 3
 Overall coursework: NO 1 2 3

Overall Clinical Performance:
   NO 1 2 3

APA Domains Performance:
1. Research, Evaluation & Information Literacy NO 1 2 3
2. Ethical & Legal Standards NO 1 2 3
3. Individual & Cultural Diversity NO 1 2 3
4. Professional Values, Attitudes, & Behaviors NO 1 2 3
5. Communication & Interpersonal Skills NO 1 2 3
6. Assessment NO 1 2 3
7. Intervention/Treatment NO 1 2 3
8. Supervision & Leadership NO 1 2 3
9. Interprofessional/Interpersonal Relationships NO 1 2 3
 Overall Performance Rating: NO 1 2 3

ADDITIONAL COMMENTS:

REMEDICATION NEEDED? (If yes, please indicate in what area and why):
APPENDIX D:  PSYD STUDENT EVALUATION FORM

Mount Saint Mary's University
LOS ANGELES

PsyD Student Evaluation Form

Student Name: ___________________________  Program Emphasis: ___________________________

Evaluation Period:  ☐ Fall 20___  ☐ Spring 20___  ☐ Summer 20___  ☐ Other ______________________

Training Site: ___________________________  City: ___________________________

Clinical Supervisor’s Name: ___________________________  Phone: ___________________________

<table>
<thead>
<tr>
<th>How Competency was Assessed</th>
<th>Competency Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Direct Observation</td>
<td>Practicum 1: Student is expected to receive a rank of 2 or higher for each competency</td>
</tr>
<tr>
<td>B. Video</td>
<td>Practicum 2: Student is expected to receive a rank of 3 or higher for each competency</td>
</tr>
<tr>
<td>C. Audio</td>
<td>Practicum 3: Student is expected to receive a rank of 4 or higher for each competency</td>
</tr>
<tr>
<td>D. Group Supervision</td>
<td></td>
</tr>
<tr>
<td>E. Individual Supervision</td>
<td></td>
</tr>
</tbody>
</table>

1: Fails to meet standard, needs improvement/remediation plan
2: Meets minimum standard, needs improvement/remediation plan
3: Meets minimum standard, would benefit from further training
4: Meets standard, appropriate to level of training and experience
5: Meets standard, exceeds in some competencies
6: Exceeds performance standard in most competencies

MSMU’s PsyD Student Evaluation Form is Based on the American Psychological Association’s Guidelines for Profession Wide Competencies

PWC (ii): Ethical and Legal Standards
Demonstrates application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

1: Fails to meet standard, needs improvement/remediation plan
2: Meets minimum standard, needs improvement/remediation plan
3: Meets minimum standard, would benefit from further training
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6: Exceeds performance standard in most competencies

BEHAVIORAL ANCHORS

| Adequately knowledgeable of ethical and legal issues relevant to this clinical setting |
| Adheres to legal statutes, and generally understands and appropriately manages mandated reporting requirements with some assistance from supervisor |
| Obtains client’s (or legal guardian’s) authorization for release to disclose or obtain confidential information |
| Maintains security of clinical records |
| Demonstrates basic knowledge of the APA Ethical Principles and Code of Conduct including ethical practice and basic skills in ethical decision making |
| Demonstrates knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting. |
| Demonstrates knowledge of typical legal issues (e.g., child and elder abuse reporting, HIPAA, Confidentiality, Informed Consent). |

SCORE (1-6)
Identifies potential conflicts between personal belief systems, APA ethics code, and legal issues in practice.

Shows honesty/integrity/values ethical behavior.

Implements ethical concepts into professional behavior.

Comments required if student ranks 1 or 2:

<table>
<thead>
<tr>
<th>PWC (iii): Individual and Cultural Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness, sensitivity, and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal backgrounds and characteristics defined broadly and consistent with APA policy/guidelines.</td>
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</table>

| 1: Fails to meet standard, needs improvement/remediation plan | 4: Meets standard, appropriate to level of training and experience |
| 2: Meets minimum standard, needs improvement/remediation plan | 5: Meets standard, exceeds in some competencies |
| 3: Meets minimum standard, would benefit from further training | 6: Exceeds performance standard in most competencies |

**BEHAVIORAL ANCHORS**

Generally good at identifying issues of diversity which impact the therapeutic environment

Can provide an unbiased therapeutic environment when client’s values or beliefs are different from one’s own views

Can apply treatment strategies consistent with client’s values, beliefs, and/or worldviews

Demonstrates self-knowledge, awareness, and understanding by being able to articulate how ethnic group values influences who one is and how one relates to other people

Critically evaluates feedback and initiates supervision regularly about diversity issues with others

Works effectively with diverse others in professional activities

Comments required if student ranks 1 or 2:

<table>
<thead>
<tr>
<th>PWC (iv): Professional Values, Attitudes, and Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adherence to professional values including self-reflection, integrity, professional identity and comportment, accountability, and concern for the welfare of others.</td>
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| 2: Meets minimum standard, needs improvement/remediation plan | 5: Meets standard, exceeds in some competencies |
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**BEHAVIORAL ANCHORS**

Appearance appropriate to agency setting; Demonstrates appropriate personal hygiene and attire.

Acceptable demonstration of punctuality and in meeting responsibilities to agency and with relationships with professional colleagues

Maintains self-care

Demonstrates honesty, even in difficult situations

Displays basic understanding of core professional values.

Takes responsibility for own actions.
Distinguishes between appropriate and inappropriate language and demeanor in professional contexts.

Demonstrates sufficient organizational skills.

Meets established deadlines.

Plans and organizes own workload.

Aware of and follows policies and procedures of institution.

Articulates importance of concepts of confidentiality, privacy, and informed consent.

Demonstrates compassion and empathy.

Demonstrates knowledge about practicing within one’s competence.

Comments required if student ranks 1 or 2:

<table>
<thead>
<tr>
<th>PWC (v): Communication and Interpersonal Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop individual and group interpersonal skills to improve and foster participation and interaction critical for achieving individual, group and diverse community goals. Able to demonstrate verbal and non-verbal congruency and ability to demonstrate engagement</td>
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<table>
<thead>
<tr>
<th>BEHAVIORAL ANCHORS</th>
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</thead>
<tbody>
<tr>
<td>Listens and is empathic with others.</td>
</tr>
<tr>
<td>Respects and shows interest in others’ cultures, experiences, values, points of view, goals, and desires, fears, etc.</td>
</tr>
<tr>
<td>Demonstrates adequate verbal and non-verbal skills.</td>
</tr>
<tr>
<td>Receives feedback appropriately.</td>
</tr>
<tr>
<td>Demonstrates affect tolerance both with the self and others.</td>
</tr>
<tr>
<td>Tolerates and understands interpersonal conflict.</td>
</tr>
<tr>
<td>Tolerates ambiguity and uncertainty.</td>
</tr>
<tr>
<td>Demonstrates emotional maturity.</td>
</tr>
<tr>
<td>Clearly communicates ideas, feelings, and information verbally and non-verbally.</td>
</tr>
</tbody>
</table>

Comments required if student ranks 1 or 2:

<table>
<thead>
<tr>
<th>PWC (vi): Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to assess and diagnose problems, capabilities and issues associated with diverse individuals, groups and/or organization. Able to demonstrate conceptualization of problems considering the context and other relevant factors.</td>
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<thead>
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<th>BEHAVIORAL ANCHORS</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of the construct(s) being assessed.</td>
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<tr>
<td>Demonstrates knowledge and skill in conducting a clinical interview (both structured and semi-structured).</td>
</tr>
<tr>
<td>Demonstrates awareness of need to base diagnosis and assessment on multiple sources of information.</td>
</tr>
</tbody>
</table>
### PWC (vii): Intervention

Able to plan, implement and evaluate interventions designed to alleviate suffering and to promote health and well-being of diverse individuals, groups, and organizations. Able to demonstrate conceptualization of problems considering the context and other relevant factors.

<table>
<thead>
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#### BEHAVIORAL ANCHORS

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<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies basic strengths and weaknesses of intervention approaches for different problems and populations.</td>
</tr>
<tr>
<td>Demonstrates ability to apply knowledge of theory and technique to develop useful case conceptualizations and treatment plans.</td>
</tr>
<tr>
<td>Demonstrates ability to apply evidence-based interventions to meet the needs of diverse patient populations.</td>
</tr>
<tr>
<td>Demonstrates basic knowledge and skill in examining intervention outcomes.</td>
</tr>
<tr>
<td>Demonstrates ability to coordinate treatment with other service providers.</td>
</tr>
<tr>
<td>Demonstrates helping skills, such as empathic listening, and can frame problems appropriately.</td>
</tr>
<tr>
<td>Demonstrates appropriate judgment about when to consult supervisor.</td>
</tr>
<tr>
<td>Able to develop rapport with most clients.</td>
</tr>
</tbody>
</table>

Comments required if student ranks 1 or 2:

### PWC (viii): Supervision

Supervision involves the mentoring and monitoring of trainees and others in the development of competence and skill in professional practice and the effective evaluation of those skills.

<table>
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#### BEHAVIORAL ANCHORS

<table>
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</thead>
<tbody>
<tr>
<td>Demonstrates basic knowledge of supervision models and practice as well as in the process of supervision.</td>
</tr>
<tr>
<td>Ability to reflect on supervision process as well as areas of strength and those areas in need of growth.</td>
</tr>
<tr>
<td>Appropriately seeks supervision to improve performance, presenting work for feedback, and integrating feedback into performance.</td>
</tr>
</tbody>
</table>
Comments required if student ranks 1 or 2:

### PWC (tx): Consultation & Interprofessional Skills

Consultation and interprofessional/interdisciplinary skills are reflected in the intentional collaboration of professionals in health service psychology with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities.

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<tr>
<td></td>
<td>Identifies appropriate approaches and processes for providing written and verbal feedback and recommendation to consultee.</td>
</tr>
<tr>
<td></td>
<td>Identifies appropriate interventions based on consultation assessment findings.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates basic knowledge of the viewpoints and contributions of other professions/professionals.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates ability to cooperate and work with others in task completion.</td>
</tr>
<tr>
<td></td>
<td>Expresses interest and skill in the development of collaborative relationships with other professionals.</td>
</tr>
<tr>
<td></td>
<td>Comments required if student ranks 1 or 2:</td>
</tr>
</tbody>
</table>

**Areas of Strength:**

**Areas in Need of Further Development:**

**Plans for Development or Remediation:**

Consultation with school requested by clinical supervisor:  

No ☐ ☐ Yes ☐ ☐  

Best day/time:  

Mount Saint Mary’s University, 10 Chester Place,  
Los Angeles, CA 90007
<table>
<thead>
<tr>
<th>Signatures</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Signature</td>
<td></td>
</tr>
<tr>
<td>Supervisor's Signature</td>
<td></td>
</tr>
<tr>
<td>Director of Clinical Training Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>
APPENDIX E:  **PsyD Clinical Psychology Practicum Termination Form**

---

**PsyD Clinical Psychology Practicum Termination Form**

Student Name: ________________________________

Semester/Year: ________________________

Start Date: ______________________

Training Site and Address: ______________________________________________

Training Supervisor: ___________________________________________________

Reason for Termination (please state all issues):

---

Steps Taken to Remediate Concerns:

---

Official End Date: ______________________

---

_________________________________________   _________

Training Supervisor Name            Date

---

_________________________________________                           _________

Training Supervisor Signature            Date

---

Mount Saint Mary’s University, 10 Chester Place,  
Los Angeles, CA 90007
APPENDIX F: MSMU REMEDIATION PLAN

MSMU Competency Remediation Plan

Date of Competency Remediation Plan Meeting:

Name of Student:

Clinical Advisor:

Names of All Persons Present at the Meeting:

All Additional Pertinent Supervisors/Faculty:

Date for Follow-up Meeting(s):

Highlight all competency domains in which the student’s performance does not meet the benchmark:

**Foundational Competencies**
Professionalism / Reflective Practice / Self-Assessment / Self-Care / Scientific Knowledge and Methods / Relationships /
Individual and Cultural Diversity / Ethical Legal Standards and Policy / Interdisciplinary Systems

**Functional Competencies**
Assessment / Intervention / Consultation / Research-Evaluation / Supervision / Teaching / Management – Administration / Advocacy
Description of the problem(s) in each competency domain highlighted above:

**APA Guidelines for Profession-wide Competencies**

<table>
<thead>
<tr>
<th>Competency Domain</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td>Demonstrates understanding and respect for research, research methodology,</td>
</tr>
<tr>
<td></td>
<td>techniques of data collection and analysis, biological bases of behavior,</td>
</tr>
<tr>
<td></td>
<td>cognitive-affective bases of behavior, and development across the lifespan.</td>
</tr>
<tr>
<td><strong>Ethical and Legal Standards</strong></td>
<td>Demonstrates application of ethical concepts and awareness of legal issues</td>
</tr>
<tr>
<td></td>
<td>regarding professional activities with individuals, groups, and organizations.</td>
</tr>
<tr>
<td><strong>Individual and Cultural Diversity</strong></td>
<td>Awareness, sensitivity, and skills in working professionally with diverse</td>
</tr>
<tr>
<td></td>
<td>individuals, groups and communities who represent various cultural and personal</td>
</tr>
<tr>
<td></td>
<td>backgrounds and characteristics defined broadly and consistent with APA</td>
</tr>
<tr>
<td></td>
<td>policy/guidelines.</td>
</tr>
<tr>
<td><strong>Professional Values, Attitudes and Behaviors</strong></td>
<td>Adherence to professional values including self-reflection, integrity,</td>
</tr>
<tr>
<td></td>
<td>professional identity and comportment, accountability, and concern for the</td>
</tr>
<tr>
<td></td>
<td>welfare of others.</td>
</tr>
<tr>
<td><strong>Communication and Interpersonal Skills</strong></td>
<td>Develop individual and group interpersonal skills to improve and foster</td>
</tr>
<tr>
<td></td>
<td>participation and interaction critical for achieving individual, group and</td>
</tr>
<tr>
<td></td>
<td>diverse community goals. Able to demonstrate verbal and non-verbal congruency</td>
</tr>
<tr>
<td></td>
<td>and ability to demonstrate engagement.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Able to assess and diagnose problems, capabilities and issues associated with</td>
</tr>
<tr>
<td></td>
<td>diverse individuals, groups and/or organization. Able to demonstrate</td>
</tr>
<tr>
<td></td>
<td>conceptualization of problems considering the context and other relevant</td>
</tr>
<tr>
<td></td>
<td>factors.</td>
</tr>
<tr>
<td><strong>Intervention</strong></td>
<td>Able to plan, implement and evaluate interventions designed to alleviate</td>
</tr>
<tr>
<td></td>
<td>suffering and to promote health and well-being of diverse individuals, groups,</td>
</tr>
<tr>
<td></td>
<td>and organizations. Able to demonstrate conceptualization of problems</td>
</tr>
<tr>
<td></td>
<td>considering the context and other relevant factors.</td>
</tr>
<tr>
<td><strong>Supervision</strong></td>
<td>Able to guide, support and direct the integration of research and clinical</td>
</tr>
<tr>
<td></td>
<td>expertise in the context of patient factors.</td>
</tr>
<tr>
<td><strong>Consultation and Inter-Professional/Interdisciplinary Skills</strong></td>
<td>The ability to provide expert guidance or professional assistance in response</td>
</tr>
<tr>
<td></td>
<td>to a client’s needs or goals. Able to use interpersonal skills needed to</td>
</tr>
<tr>
<td></td>
<td>collaborate well with others.</td>
</tr>
</tbody>
</table>
Date(s) the problem(s) was/were brought to the student’s attention and by whom:
____________________________________________________________________

Steps already taken by the trainee to rectify the problem(s) identified:
____________________________________________________________________

Steps already taken by the supervisor(s)/faculty to address the problem(s) identified:
____________________________________________________________________

Steps student will complete to address the problem(s):

I, ____________________________, have reviewed the above competency remediation plan with my primary advisor, core faculty, and director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above decision (please circle one). My comments, if any, are below (PLEASE NOTE: If student disagrees, comments, including a detailed description of the student’s rationale for disagreement are REQUIRED.)

_______________________________________________________
Student Signature                                      Date

_______________________________________________________
Training Director                                     Date

Student’s comments (Feel free to use additional pages):

All supervisors/faculty with responsibilities or actions described in the above competency remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.

Follow-up Meeting(s):
APPENDIX G: MSMU LEAVE OF ABSENCE (LOA) FORM

Mount Saint Mary's University
LOS ANGELES

Leave of Absence

Name: ___________________________ Date: ___________________________
MSMU ID# ___________________________ Program: ___________________________
Address: ___________________________ City: ___________________________ State: ________ Zip Code: __________
Permanent Phone: ___________________________ MSMU email address: ___________________________

Are you a Veteran Student? □ Yes □ No Are you an International Student? □ Yes □ No

Reason for Leave of Absence

□ Academic □ Medical □ Military Service □ Financial □ Personal □ Other: ___________________________

Please explain:

__________________________________________________________

Last day of class attendance ______________ I request a Leave of Absence until ______________ 20__________ Semester

Student Signature

I certify that the above information is true and correct. I agree to provide, if requested, any official documentation to verify the information. I understand that a false statement or misrepresentation on this form may result in disapproval of my request for a leave from the University.

Signature ___________________________ Date ______________

Your registration will be dropped according to the date this form is received in the Registrar’s Office

File this form in the REGISTRAR’S OFFICE after you have obtained the following signature approvals:

Advisor: ___________________________ Date ______________
Financial Aid Office: ___________________________ Date ______________
Business Office: ___________________________ Date ______________
Dean: ___________________________ Date ______________

If you are a resident student, follow the procedures for withdrawing from residence. Notify the Director of Residence.

Ordinarily a Leave of Absence is granted for one semester and may be extended for a second semester with the permission of the Dean via an Academic Petition.

Registrar’s Office Use Only

Date Received ______________ Date Entered in Student Information System ______________ Registrar’s Staff Initials ______________

cc: Registrar – White Student – Yellow
APPENDIX H: MSMU PETITION FOR PRACTICUM EXCEPTION TO POLICY – 2ND YEAR AT TRAINING SITE

PsyD Clinical Psychology Office of Professional Training

REQUEST FOR EXCEPTION TO TRAINING POLICY

Please submit your completed request along and any supporting documentation to the Director of Clinical Training (DCT) and the Assistant Director of Clinical Training (ADCT).

Date:
Student’s Name:
Student ID:
Date Enrolled in Program:
Year in Program:
Practicum Year:

**Request for Approval to Remain at Field Placement for a Second Year**

Students are required to train in a different clinical placement each year to ensure adequate exposure to diverse training sites and experiences. However, students may petition for an exception to training policy if they want to remain for a second year at the same practicum training site. An exception to policy may be granted to students who can document how their second-year training experience would constitute a significantly different clinical experience. Requirements include:

- Different Primary Supervisor (Licensed Psychologist)
- Different Client Population
- Different Didactic Training / Access to Different Training Opportunities

This petition must be submitted to the PsyD Clinical Psychology Office of Professional Training and approved prior to the student applying to and accepting the second practicum placement. An example of this exception would include a site that has separate programs for children and adults with different supervision and training programs.

Please use the table below to describe your current training program and your training site’s training program for a second year. Requirements stated above must be demonstrated for the second year of training.
1. Please circle which year/level of training are you requesting an exception for?
   PsyD Second Year (G2) or PsyD Third Year (G3)

2. Explain your rationale for making this request for an exception to training policy. Why are you making this request and why should this exception be approved?

3. Provide a brief description of how this exception is in alignment with your current Academic and future Career Goals:

Please use these tables to provide information on your current practicum training program and the proposed training for your second year at your practicum site.

<table>
<thead>
<tr>
<th>Current Program Information</th>
<th>Proposed Training for 2\textsuperscript{nd} year at the agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor:</td>
<td>Supervisor:</td>
</tr>
<tr>
<td>Population &amp; Setting:</td>
<td>Population &amp; Setting:</td>
</tr>
<tr>
<td>Training &amp; Didactics:</td>
<td>Training &amp; Didactics:</td>
</tr>
<tr>
<td>Direct Services Intervention &amp; Assessment:</td>
<td>Direct Services Intervention &amp; Assessment:</td>
</tr>
<tr>
<td>Research &amp;/or other activities:</td>
<td>Research &amp;/or other activities:</td>
</tr>
<tr>
<td>Academic &amp; Career Goals:</td>
<td>Academic &amp; Career Goals:</td>
</tr>
</tbody>
</table>

MSMU Student Signature:       Date:

Current Field Placement Training Director:    Date:

Future Field Placement Training Director:    Date:

Director of Clinical Training (DCT):    Date:

Assistant Director of Clinical Training (DCT):    Date:

Decision: Approved or Not Approved

Comments (if any):
APPENDIX I: WEBSITE RESOURCES

American Psychological Association’s Standards of Accreditation for Health Service Psychology

American Psychological Association’s Ethical Principles of Psychologists and Code of Conduct, including 2016 amendments https://www.apa.org/ethics/code

Association of Psychology Postdoctoral and Internship Centers http://appic.org/

Association of State and Provincial Psychology Boards http://www.asppb.net/

Association of State and Provincial Psychology Boards Licensure Requirements
https://www.asppb.net/page/psybook

California Board of Psychology Examination Information
https://www.psychology.ca.gov/covid/exams.shtml and applicant information
https://www.psychology.ca.gov/applicants/index.shtml

California Psychology Law and Ethics Exam (CPLEE)

California Board of Psychology Laws and Regulations for supervised professional experience and licensure requirements
https://www.psychology.ca.gov/laws_regs/2021lawsregs.pdf

National Council of Schools and Programs in Professional Psychology http://www.ncspp.net