

ANTIOCH UNIVERSITY
NEW ENGLAND

Department of
Clinical Psychology
Practicum Handbook

2017-2019
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Table of Contents

Philosophy of Training	3
Practicum Policies	6
Practicum Training Sequence Overview and Requirements	12
Practicum in Primary Medical Care	17
Practicum Supervision	18
Practicum Selection	19
The Practicum Contract	21
Links Between the Department and the Practicum Site	25
Student Practicum Progress Required Documentation	30
Reviewing the Yearly Practicum Process	31
Sequence of Steps for Practicum.....	33

Philosophy of Training

The Department of Clinical Psychology views clinical training as a central component of its mission to educate professional psychologists. It is in the real life encounters and exigencies of supervised clinical experience that the intersection of psychological research, theory, debate, and issues is enlivened and must be addressed. Face to face encounters with clients, health care delivery systems, practicing psychologists, and other disciplines offer the best possible laboratory for learning the knowledge, skills, attitudes, and ethics of the professional psychologist.

The Department's view of the clinical training enterprise is consistent with American Psychological Association Standards of Accreditation and the series of conferences and writings on professional psychology training sponsored by the National Council of Schools of Professional Psychology. Kenkel and Peterson's (2010) *Competency-Based Education for Professional Psychology*, including the paper on the professional school model, "The National Council of Schools and Programs of Professional Psychology: Educational Model 2009" by Peterson, et.al, 2010, is fundamental. It is also consistent with the Department's mission of providing doctoral training to students in rural, semi-rural, urban, and underserved areas. The clinical training sequence aims to provide a variety of opportunities for our current students who are recent graduates and adult learners, some of whom come from across the country and some of whom choose to pursue training in or near their home communities throughout the Northeast.

The overall clinical training experience is managed by the Director of Practica and the Director of Internships. The Practicum Committee, composed of core and associated faculty members and the Director, meets periodically during the academic year. The purpose of this committee is to facilitate certain tasks, to review and problem-solve practicum issues, and to discuss questions of philosophy of training and the Antioch mission.

At Antioch University New England, clinical training is a purposeful and directed developmental interpersonal process that values diversity on all levels. The training is a multitheoretical, generalist training with a strong emphasis on ethics and socialization into professional psychology. The training strives to reflect the Department's emphasis on Relationship, Evidence Based Practice, and Social Justice. The Department also embraces the NCSPS competencies of Intervention, Assessment, Relationship, and Diversity as the substrate of its clinical training. Each of these necessarily interrelated elements is further described in the following:

Training is purposeful and directed: The Department believes that the best training takes place at sites that place a primary value on clinical training. Thus practica should occur at sites that have articulated a training philosophy, have an organized training program, and see part of their mission as providing high quality training to psychology students. Training should be more than a supervised work experience, and students should be seen and supported in their role as trainees. The student should be able to function as a student and a learner within the site system. Field Site Supervisors have an evaluative component to their work and are part of the Antioch training team as well as the training

system within their own sites. As part of the Antioch team, Field Site Supervisors have ample opportunity for contact with the student's Professional Seminar Leader (ProSem), Case Conference Leader, Advisor, and Director of Practica through written correspondence, phone contact, and visits.

Training is developmental: Clinical training is a developmental process that begins in the first year of the program when students are exposed in their courses on both a practical and theoretical level to a variety of treatment modalities, assessment procedures, and the ethical parameters of clinical practice. In their second year, students begin their first practicum with an emphasis on **assessment** and exposure to a variety of assessment and therapy experiences. Supervisors may be more likely to pay attention to the development of general skills in this year. In their third year, students broaden and deepen their clinical knowledge and skills, building on and branching off from their first practicum with an emphasis on **psychotherapy**. Supervision might begin to focus on one or more theoretical perspectives, evidence based practice, relationship and use of the self, and certain populations. The practica are designed to complement each other and the required academic work, and to prepare the student for effective functioning on the internship. Fourth year practicum, while elective, has become increasingly common among our students and is a fitting opportunity to broaden or deepen one's clinical experience. The internship is seen as the experience in which students will be challenged to become excellent clinicians in their own right. All of the sequential pieces are crucial to this developmental process, and the student's place in this sequence should be recognized by Field Site Supervisors, Case Conference Leaders, Professional Seminar Leaders, and Advisors. Although students come to Antioch with varying past experiences, abilities, and needs that may influence the specifics of their practicum activities, all students' programs must be viewed with a developmental perspective.

Training is an interpersonal and relational process: Supervision and training take place within a context of relationships. Both having and understanding these relationships are significant for the training of clinical psychologists. Supervision is ultimately a relational enterprise, and not purely a didactic one. There must be a person focus to the supervision, with concern for the individual student's needs, style, strengths, and growing edge. The self of the student must be attended to as part of the process of learning. The supervisor is encouraged to comment on the student's development as a person and a clinician, with regard to clinical work. There should be a mutual processing of the supervisory relationship between the student and supervisor. This also holds true for the student's Professional Seminar or Case Conference, forums in which the self of the student and his or her relational abilities are integrated with clinical work.

Training values diversity: It is crucial for the fullest understanding of human beings and for the widest applicability of our skills that our training encompasses diversity on several levels. The student's training should include as much diversity as possible with respect to the setting in which the student trains, the population with which the student works, the types of problems that clients bring to the assessment and intervention enterprise, and the level of intervention that the trainee makes. Diversity of setting may include hospitals, mental health centers, college counseling centers, public schools,

medical centers, and private clinics. Diversity of population may be with respect to age; gender; gender identity; race; ethnicity; immigrant, refugee, or nationality status; sexual orientation; disability; sexual identity; socioeconomic status; religion; lifestyle; English proficiency; and rural/urban. Diversity of problems may include sexual abuse, physical abuse, phobias, depression, alcohol and drug abuse, anxiety disorders, severe mental illness, divorce, relationship issues, school problems, neuropsychological problems and other diagnostic categories and circumstances traditionally encountered in professional psychology. Diversity of level of intervention may include individual, couple, family, and group therapy, as well as systems level interventions. A student should be exposed to many of these possibilities within the course of his or her practicum and internship training.

Training is multitheoretical: Psychology at Antioch is viewed as a discipline encompassing a wide range of accepted theories and practices, as well as a process of inquiry about those accepted theories and practices. By bringing together faculty and supervisors who can strongly articulate different perspectives, the Department intends to broaden students' knowledge and appreciation of the diversity of viewpoints within psychology rather than to teach or promulgate one particular perspective. The student should have, over the course of practica and internship years, exposure to a variety of theories and theoretical perspectives of clinical intervention and human functioning, and should be able to speak at least two psychological "languages." Students should also have exposure to methods for embodying Evidence Based Practice (EBP). This includes implementing clinical feedback systems (e.g., collecting and utilizing data on client response to treatment over time) in their clinical training, which represents a transtheoretical form of practice-based inquiry and reflectiveness in action. We subscribe to the American Psychological Association definition of EBP as including the integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences. We also encourage an emphasis on practice-based evidence to inform and direct clinical practice. Field Site Supervisors, Case Conference Leaders, Professional Seminar Leaders, and Advisors should all have an appreciation of the multitheoretical nature of psychology and of the value of continually assessing one's clinical work.

Training is as generalists: Students are being trained as generalists in the field of clinical psychology, and thus their training is best served by those practicum placements that also value generalist training on the predoctoral level, leaving more specialized types of experiences for postdoctoral years. While some practicum training sites may be more inherently specialized, it is the intent of the program that the student, over the course of their doctoral practicum placements, be exposed to a variety/breadth of training experiences that may vary by setting, population, clinical problems, conceptual approach, and types of intervention. Although students may have specific interests represented in their practica, it is the Department's intent and obligation to educate students more broadly in the general practice of psychology.

Training exists within a framework of ethics: It demands a strong emphasis on ethics and professional socialization within professional psychology. Psychologists are afforded a place of influence and at times power within our society, and must always be aware of the

profession's stated goal of promoting human welfare as well as the potential for abuses of that power. A self-reflexive stance around issues of power and ethics is fundamental. Students must be trained within the parameters of the American Psychological Association's Ethical Principles of Psychologists, while simultaneously appreciating that these principles demand vigilance and practice in order to understand and apply them. Supervisors must be able to work with the students in practical, real life situations to further understanding of ethical practice and promote ethical behavior. Students also become members of the profession of psychology in many direct and indirect ways. As such, they need exposure to multiple role models in the field of psychology, and need to be socialized into the field by senior psychologists. Both the overt and intangible values of the profession are to be taught in supervision, in professional meetings, and through other avenues such as modeling and mentorship at practicum and internship sites. Of course ProSem and Case Conference are spaces where such issues from practicum will be addressed at Antioch.

Training encompasses social justice: An awareness of issues of social justice that exist in the clinical world is essential to the practice of psychology. A social justice lens enlarges the scope of our ethical practice and activity. Many of our practicum sites serve underserved, disempowered populations, and they work with societal level issues such as inequality, prejudice and bias, and distribution of resources with regard to their impact on clients. It is important for students to recognize such issues from a social justice framework, and to learn how they can be addressed on either an individual, small group, or systemic level within clinical training parameters. Respectful relationships and an appreciation of power differentials and privilege within the clinical enterprise are foundational for working within a social justice framework.

Practicum Policies

As a central part of the Doctoral Program, each student is expected to acquire a broad range of supervised clinical experiences in the form of practica and an internship. These are planned, integrated, and supervised packages of professional activities which ensure that over the course of their doctoral training students are exposed to diverse roles, populations, settings, and types of interventions.

Consistent with the goals and philosophy of the Doctoral Program, the clinical training sequence aims to provide a variety of professional opportunities for a range of types of students. Whether our students choose to pursue training in or near their home communities in the northeast, or come from across the United States or from other countries, our practicum placements are developed by networking with human service agencies in the Northeast region. Doing so allows students to develop the skills necessary to function in the multiple roles necessary for psychologists in the region's varied rural, semi-rural and urban settings. Diverse training experience for students also encourages the continued growth and development of professional psychology in the Northeast more generally.

The types of students served by the program, and the nature of the communities from which

many of them come, present unique challenges to the development and management of our practicum system. One challenge is to ensure that students receive high quality training which meets nationally recognized professional standards, while simultaneously considering the needs and backgrounds of our students, who range from Bachelor's level graduates to Master's level trained clinicians to experienced professionals and adult learners. A second challenge is afforded by the lack of training resources, and, often, the related lack of high quality mental health services, available in both rural and urban underserved areas from which many of our students come, and which the Department is committed to serve. By its nature, then, this becomes a social justice issue within our context of training. This is a point at which issues of social justice vis-s-vis the accessibility of services and issues of quality of training intersect.

The Department continually addresses these challenges by: a) providing students and training agencies with a comprehensive set of guidelines which spell out in detail our expectations for clinical training; b) implementing a thorough monitoring system; and c) joining with many agencies throughout New England, especially in rural and/or underserved regions, in order to assist them in developing or upgrading the quality of their training programs.

The Director of Practica has the ultimate responsibility and authority for the continued development, implementation, and oversight of the practicum system. The Director is responsible for maintaining liaison with practicum agencies; consulting to agencies wishing to develop training programs for our students; approving practicum arrangements on behalf of the program; serving as a consultant to students and their Professional Seminar Leaders, Case Conference Leaders and Academic Advisors around practicum matters; and maintaining the relevant practicum information and resources. The Director is also responsible for developing and disseminating all policies and procedures that apply to practica as well as for interpreting and applying those policies to specific and/or novel cases. In this complex system it is essential that the Director of Practica be relied upon to provide the current interpretation of the policies applicable to the clinical training sequence.

Specific policies include the following:

Practicum and a Paid Professional Position at the Same Site: Students are expected to do their practica at agencies that are not sites of current or previous employment. This avoids possible dual relationships with colleagues and potential confusion of roles, as well as increasing the student's breadth of experience. A student may not be employed at the same agency where he or she is doing a practicum for the entire duration of the practicum. This applies to all situations, even when the employment is begun at the same time or subsequent to the start of the practicum.

There may be times in which a student works at a very large institution such as a teaching hospital or for an agency that has merged or affiliated with other agencies. A student may request in writing to do his or her practicum at a functionally different site within one of these structures. The following criteria must be met for this to be approved. The site must entail a bonafide supervision and training experience, and consist of a distinct work group from the student's work group in his or her paid work position. The supervisors must not be colleagues or present supervisors of the student, it must be a sufficiently different

experience from the student's employment, it should be physically located in a different space from the student's job, and it should be an experience or training opportunity that the student cannot easily obtain elsewhere.

Practicum at Same Site for More than One Year: It is essential that students be exposed to a variety of training experiences, including varying theoretical perspectives, intervention techniques, populations, supervisors, and different service delivery systems. Thus, it is normally expected that students will do each of the practica at a different agency. However, occasionally certain agencies may be able to provide enough breadth of experience that would allow a student to remain at that agency for a second year.

A student wishing to remain at the same practicum site for a second year must request approval to do so from the Director of Practica and must discuss this with his or her ProSem or Case Conference Leader. In the verbal or written request the student must demonstrate that he or she will be engaging in clearly different training activities and be under the supervision of different supervisors during the second year. Examples of what would normally constitute different training experiences include: working in a different program or component of a large agency, working with a different population, and working from a different theoretical approach. In addition to requesting approval, the student must also include a description of what will be new on his or her contract which is then signed by all parties.

At times it may be advisable for a student to receive supervision from the same supervisor for more than one year. In such cases the student must also seek approval from the Director of Practica. Statements of support from the Professional Seminar or Case Conference Leader and the agency's Director of Training should accompany the request.

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

Compensation: On occasion students are financially compensated for the work that they perform while on the practicum. Antioch strongly supports the policy of compensating students for practicum experience. This should be in the form of a stipend which is agreed upon prior to the start of the practicum. A percentage of fees arrangement may not be used as the basis for practicum compensation.

Dual Relationships with Supervisors: It is unethical for students to receive practicum supervision from persons with whom they relate in some other professional or personal capacity. This includes receiving supervision from a therapist, spouse, close relative, friend, and employer or employee. On occasion, a student may receive supervision at Antioch's training clinic by a professor with whom a previous relationship exists (e.g., coursework,

RA/TA job, extra-curricular relationship). A conversation between the student and supervisor about multiple relationships and boundaries is encouraged.

Switching Practicum Placement before Starting or before Completing the Minimum

Time Requirement: If, for any reason, a student is unwilling or unable to complete a practicum at the original placement, he or she should notify the Professional Seminar or Case Conference Leader *and* the Director of Practica as soon as possible. This must be done before terminating with the original placement, *and* before contracting with a new one. This applies even to a practicum which has not started, and to which the student has made a verbal commitment.

The student has an ethical responsibility to fulfill contractual commitments unless relieved of them explicitly by the agency or unless the agency has not lived up to its obligations under the contract. In any case, problem-solving prior to termination should always be attempted. The Director of Practica makes the final decision about ending a practicum. A student is never released from a practicum site obligation without the consent of the Director of Practica.

If, for any reason, a site is unwilling or unable to initiate or complete a practicum that has been contracted, the Director of Training should notify the Director of Practica as soon as possible so that alternative training arrangements can be made for the student.

Professional Dress and Professional Demeanor is Required at ALL practicum sites: What might be considered appropriate professional attire varies from site to site, and is often dependent on the location, culture, and activities of each site which will vary. Students are encouraged to speak with supervisors about professional dress for their particular site with regard to both customs and concerns at the site and how it may affect clinical practice. Professional demeanor includes behaving in an ethical, respectful, and collegial manner at all practicum sites, regardless of the level of formality or informality of the site itself. It is essential that students behave in a professional and respectful manner with all employees at a site, and only use the site's resources for required, professional purposes. Professional conduct also includes a professional level awareness of one's electronic and social media presence and the proper management of this, with the knowledge that present and future clients, supervisors, directors of training and employers may all have access to one's electronic presence. Students need to be aware of our general policy for online presence and social media, as reflected in the Student Handbook, and they also need to inquire about site specific policies.

Dividing Time Between Two Placements: Occasionally a student may be unable to fulfill the total weekly time required for a practicum or obtain all required content area experiences in one site. Although it is considered optimal to complete a practicum experience in one setting for reasons of continuity, integration into an agency, and exposure to a given system, it may be necessary in some rare instances to divide the practicum between two placements. Negotiations for this must be made with the Director of Practica and also with the Professional Seminar or Case Conference Leader.

Resolution of Conflicts: Clearly the best way to resolve difficulties that may arise is for the

issue to be worked out between the student and the agency, with the ProSem and Case Conference Leader's awareness of, and support around, such issues. Should any problem arise which cannot be successfully resolved in this manner, the student's Professional Seminar or Case Conference Leader should be contacted and he or she would attempt to problem solve, which might include contacting the Director of Practica for input. If this does not result in a satisfactory resolution, the Director of Practica should then be contacted to engage in more active problem-solving. For any problems that seem to be at the *systemic* level of the site, or that arise from the site itself, the Director of Practica should be notified immediately and will engage in problem solving with the site.

Professional Liability Insurance: All students are covered by the University's liability insurance policy, as part of their enrollment in the Doctoral Program. This insurance provides professional liability coverage when students are doing practica. This policy does not cover the student while engaging in non-school related professional activities.

Observing and Recording of Clinical Work: Students must all be observed by the primary supervisor at least once in each evaluation period of the practicum. This observation can be through videorecording, the supervisor in the room with the supervisee, or the supervisor observing through a one-way mirror. Students will not receive credit for the practicum unless they are observed.

In order for the Case Conference Leader to become familiar with and be able to evaluate each student's clinical progress, it is helpful for students to bring audio recorded samples of their work, with the permission of their clients and the practicum site, to their Case Conference. The availability of audio recording is strongly encouraged for third year practica for presentation in Case Conference. If recording is not allowed at the site, or recordings are not allowed to be taken from the site, then students are asked to bring in a de-identified transcript or fairly detailed process notes instead. Case Conferences may also consider observation of students using role play and the PSC observation rooms. In any case, recordings or transcripts, as well as other clinical material from practicum sites, can only be used in Case Conference and are not intended for any other use, unless such use is specifically addressed through an informed consent process approved by the host site.

Outcome Measures: As Antioch students are required to become familiar with psychotherapy outcome measures, and to utilize them in supervision and case conference, students in the third year are required to use psychotherapy outcome measures with at least two clients each semester. Students will investigate and utilize the most appropriate outcome measure for their clients and within their practicum setting. This may be a measure that is already in use in their setting or one which the student will discuss with the supervisor before using with clients.

Recording Clinical Practicum Hours: In the second year of the program, students begin to accumulate "clinical hours" as part of their first practicum experience. Because students will be required to report on the quantity of various training activities for internship applications and other purposes, it is very important to document these activities *during the time when they are accumulating*. Students are strongly encouraged to consult the Association of Psychology Postdoctoral and Internship Centers (APPIC) Internship Application form for relevant

categories, and to utilize web-based tracking applications such as Time2Track (www.time2track.com), to monitor and document their experience.

Additional Learning Opportunities: It is expected that there will be at least two hours weekly of other types of learning opportunities, especially those in which students can see how psychologists interact in professional settings and those in which the clinical experience can be augmented by a didactic component. Team meetings, case conferences, classes, grand rounds, group supervision, and seminars are all possible learning opportunities.

Ethical Conduct: Students are expected to adhere to the highest possible standards of personal and professional ethical conduct at their practicum site. Each practicum site invites students to their sites in the spirit of trust and integrity, and students are expected to live up to that trust and integrity in all aspects of clinical work and professional relationships.

Citizenship: Students should be aware that some sites, such as the Veterans Administration, will only accept United States citizens as trainees. Citizenship may also be a necessary condition for receiving stipends at sites that offer them. Students who are not United States citizens must check with the Director of Practica and the Director of Student Affairs before accepting any stipend. Antioch University New England also has a Primary Designated School Official (PDSO) for immigration purposes who can be contacted with any questions or concerns.

Criminal Background Checks and Disclosure: Sites are typically concerned about students' backgrounds vis-à-vis any incidents of criminal behavior. We try to be sensitive to the student's needs and the ways in which disclosure might affect him or her and we also try to be transparent and helpful to sites regarding the disclosure of students' backgrounds. We are committed to protecting our students, the sites, and the clinical populations with whom the student will be working. While some sites will do their own criminal background checks and will ask students to disclose any such incidents, students should also be aware that some sites might also check social media and the internet in order to gain more information about applicants. Having a criminal background does not necessarily prevent the student from going to a practicum site, but efforts that might be perceived as attempts to hide such a background might be viewed as grounds for not accepting or even dismissing an already-placed student.

Our Department requires students to disclose any criminal background information around the time of admission. That information may be viewed by the Director of Practica, who may release it to potential training sites for the student. The Department considers practicum site personnel to be program officials with a legitimate educational interest in this information. The Department retains authority and discretion to take whatever action it deems necessary for the welfare of the student and the site.

Practicum Training Sequence Overview and Requirements

Overview of Goals and Objectives. The overall goals of the clinical training sequence are to provide experiential learning in the competencies of Relationship, Assessment, Intervention, and Diversity, with a lesser emphasis on other NCSPP competencies. Practicum supports the goals and objectives of the program by providing supervised applied experience for the students. The clinical training sequence is designed to complement the course work aspect of the program. The clinical training experiences give the student opportunities for supervised practice in the areas of clinical psychology which are studied in courses, seminars, and workshops.

The **Second year Practicum** provides the student with opportunities to develop psychological assessment skills and also includes experiences in intervention. The **Third year Practicum** allows students to continue developing and deepening their clinical intervention skills, particularly psychotherapy and case conceptualization, as well as engaging in other supervised experiences that will increase their repertoire of professional skills. In addition, during their fourth year or during the summer, students may elect to do an **Advanced Practicum** (300 hours per semester) or a **Special Proficiency Practicum** (100 hours per semester). This would serve to bring more depth and/or breadth to their clinical skills. While the **Fourth year Practicum** is elective, most students elect to do one, as it helps them to grow clinically and professionally, and further prepares them for internship. Occasionally a student may choose to continue practicum training into the Fifth Year, and should discuss this with both the Director of Practica and Director of Student Affairs.

More specific objectives are reflected in our evaluation, which includes growth and development in knowledge, skills, and attitudes in the following areas:

- Relationship/interpersonal
- Psychological Assessment
- Case conceptualization
- Psychotherapeutic intervention
- Evidence-Informed Practice
- Professional conduct
- Ethics
- Diversity
- Professional development
- Quality of documentation

Practicum consists of 6 credits per academic year (3 per semester in the fall and spring). *If the practicum experience extends into the summer semester, a student must register for a 0 credit summer practicum*, in order to remain covered by the University's liability insurance. Similarly, if a practicum experience begins before the start of the fall semester, a student registers for a 0 credit summer practicum. Students may also elect to register for a summer practicum that begins and ends in the summer for one credit. For fourth year students, credit is variable depending on number of hours expected on practicum (special proficiency or advanced). Internship carries no academic credit.

Requirements for Practicum Sites. The fundamental aim of the practicum is to provide students with ongoing opportunities for supervised practice in a variety of areas of clinical psychology. In order to achieve this objective, practicum settings **affiliated** with the program are service agencies that consider training one of their major functions and which are capable of providing the student with a high degree of access to professional psychologists who can serve as supervisors and role models.

Basic Requirements.

- There is a **minimum** requirement of 600 hours of practicum per year, usually completed over a nine or ten month academic period. Practica typically start in September. For second year students at sites other than the Psychological Services Center (PSC), there is no exception to this start date, although students may attend training or orientation meetings in the summer before the start of practicum. Students wishing to extend the practicum over a longer period of time with fewer hours per week must negotiate with the Professional Seminar or Case Conference leader and the Director of Practica, registering for the 0 credit practicum course if the practicum continues into the summer. There is, however, a minimum requirement of 12 hours per week. When the practicum extends into the summer, the Professional Seminar or Case Conference leader must make arrangements with the Director of Practica for monitoring the student's performance at the practicum site during the summer term. Credit for the practicum can only be awarded after the practicum has been finished and verification to that effect has been received from the Field Supervisor.

As a general rule, half of the time spent at the practicum should be devoted to providing direct services and the other half of the time should be spent in supervision and other appropriate training activities. Students must have Mondays free to attend classes.

- The entire practicum sequence is designed to provide the student with both depth and breadth of experience. Each student will be expected, over the course of his or her career at Antioch, to have experience with a range of roles, settings, populations, clients, clinical problems, and techniques. There are particular clinical experiences that should be included in each specific year of practicum. The specific clinical experiences for each year of practicum are as follows.

Second year Practicum. Students begin to think about their second year practicum in their first year Professional Seminar and through a series of meetings with the Director of Practica starting mid-semester in the fall of their first year. ProSem Leaders will help guide the student through the process and help students articulate their clinical interests and educational needs. Students are expected to successfully complete all required coursework (including required week-end workshops) from the first year and summer term of the second year before starting a practicum in the fall of their second year. Exceptions must be requested in writing to the Director of Practica.

Early in the second year, students are beginning their first practicum. Since the required courses taken during the first year and the Summer term of the second year focus on developing broad-based intervention and assessment skills, this first year of practicum should include supervised experiences in areas that are likewise broad-based. However some excellent practicum sites offer only assessment, and these are approved on an individual basis for students with particular interests. It is understood that in their third year of the program, students will have the requisite psychotherapy experience in practicum. Students with interest in areas such as neuropsychology, children, inpatient practice, and forensics may find it helpful to include some assessment training in both of their required practica, as well as an elective fourth year practicum in order to achieve the expected level of competence in both assessment and psychotherapy.

Second year practica are expected to provide training in assessment and at least one of the other activities listed:

1. **Psychological Assessment:** The student must have the opportunity to administer, score, interpret, and integrate the data from a variety of intellectual and personality assessment instruments. These experiences should ideally include exposure to the Wechsler scales, the MMPI, and the Rorschach. In the Fall Term students must **observe the administration of the equivalent of one full psychological test battery done by the supervisor or another psychologist at the site**, which optimally includes a measure of intellectual functioning, a measure of perceptual-motor functioning, a Rorschach, and an objective measure of personality. Opportunities to practice the administration, scoring and interpretation of these instruments should also be available.

In the Fall or Spring Term students must administer, score, interpret, and write a report on at least **three full psychological test batteries** under appropriate supervision. Given that much of current psychological testing is of a specialized nature, a “full psychological test battery” is defined here as one in which there are at least two measures of psychological functioning (ideally a cognitive and personality measure), an interview, and behavioral observations, that can be integrated in a report. Three batteries is a minimum and some students should consider doing substantially more if they have greater interest in assessment.

Assessment occurs in many ways beyond traditional psychological testing, including intake interviews, observations, risk assessment, family evaluations, the use of process and/or outcome measures to monitor client progress, and brief diagnostic tools and checklists. These are also an important part of a psychologist’s training and students are encouraged to seek out such assessment activities.

2. **Individual Psychotherapy:** The student should be involved in one-to-one psychotherapy with a minimum of two clients. Typically the student will see about 6-8 clients weekly. The practicum should offer experiences in long-term and short-term individual interventions.
3. **Group Intervention:** The practicum student should ideally function in a leadership capacity for some type of group, not necessarily group psychotherapy. This component

of the practicum will optimally also contain both long-term and short-term activities. Functioning as a co-leader with a more experienced colleague or another student is both appropriate and encouraged.

4. **Social Systems Interventions:** The student should gain exposure to and direct working experience with a variety of social systems to which his or her clients belong. These systems may include families, educational institutions, medical settings, hospitals, social welfare, and the legal system. This work can include consultation with other practitioners, direct intervention within a system such as family therapy or a larger systemic intervention such as program development.

The student should generally devote about **one half** of the practicum direct-service time to **assessment activities** and the other half to **intervention**. The balance among the intervention modalities will vary according to both student needs and interests and the particular strengths of the practicum agency. In some instances a particular practicum agency may not be able to offer training experiences in one of the intervention areas outlined above, but may still be an appropriate practicum site because of the overall strength of its training program. Students wishing to do a Second year Practicum at an agency which is not able to provide adequate training experiences in both assessment and intervention must receive prior permission to do so from the Director of Practica.

During this practicum year, students participate in the **Professional Seminar** at Antioch. Each Professional Seminar typically consists of 6-8 students and an Associated Faculty member as the Professional Seminar leader. The Professional Seminar has several tasks:

Integration of self with academic and clinical work in the context of the student's multiple roles:

- Monitoring, facilitating, and evaluating students' clinical work at the practicum, including both assessment and intervention.
- Interpersonal feedback and support.
- Professional socialization in clinical psychology.
- Case conceptualization.

Third year Practicum. This year of practicum provides an opportunity for students to continue the development of their intervention skills and the capacity to take and refine an integrated approach to case conceptualization and the practice of psychotherapy. Case conceptualization is a major component of the third year, both in practicum and in Case Conference at Antioch. This may involve work with new populations and/or the use of new techniques. Students who may not have received strong enough training in one of the specified areas of intervention during the previous year should deepen their skills in that area during this practicum year. This is an important year to work on and start to consolidate psychotherapy skills and case conceptualization abilities. Students also have the opportunity to apply their knowledge of outcome measures to their psychotherapy cases, as use of outcome measures is required in at least two cases each semester. Students are expected to discuss their findings from such measures in supervision and case conference in order to appropriately integrate them into their understanding of clinical intervention.

In addition, students may choose to spend some of this practicum year in activities that would broaden their repertoire of professional skills. As a general rule, more than half of the practicum time during this year should be dedicated to additional training in intervention skills, and the remaining time may be spent obtaining supervised experiences in other appropriate professional activities. These other activities may include consultation, supervision, administration, research, program development, teaching, and more specialized forms of assessment, subject to the approval of the Director of Practica.

During this practicum year students participate in an intensive Case Conference at Antioch. Each Case Conference typically consists of four or five students and a Core or experienced Associated Faculty member as a Case Conference Leader. These groups provide students with the opportunity to receive additional input and feedback regarding the clinical cases which they are carrying while on the practicum and to prepare students for the second Qualifying Exam, which emphasizes intervention. The Field Supervisor, however, retains full authority for all student case supervision. Because students in their Case Conference groups are strongly encouraged to present recordings of their clinical practicum work, they and the Director of Practica need to ascertain whether their practicum sites permit the audio or video recording of their clinical sessions before accepting the site. However, we recognize that more sites are no longer allowed to permit recordings to be used off-site, and in such cases we strongly recommend the use of partial transcripts of a session.

Fourth year Practicum. A practicum experience during this year is optional for most students; occasionally a student may be required to do an additional practicum during the fourth year in order to augment his or her clinical training prior to internship. However, most students see this as an opportunity to deepen or expand clinical skills and especially to explore special clinical interests. For this reason, and in order to further strengthen their Internship application, the majority of students participate in a fourth year practicum. The student's Dissertation Advisor acts as the Department's liaison to the site. The two different categories of Fourth year Practicum are described below:

- **Advanced Practicum:** The Advanced Practicum is a traditional practicum experience similar to the second and third years, which is credited for three credits a semester, and must include a minimum of 300 hours per semester. Some experience in administration, program development, supervision, teaching, research, and consultation are all appropriate Advanced Practicum activities, as is direct clinical work of an advanced or specialized nature.
- **Special Proficiency Practicum:** This fourth year practicum is a specifically focused practicum designed to strengthen the student's clinical experience in a particular clinical area. This practicum is credited for one credit per semester, and must include a minimum of 100 hours per semester.

Summer Practicum. This practicum is for students who are required to begin their practicum before August 1st or for students who are extending their practicum through the summer and who are doing well beyond the required 600 hours. It is also for students who would

like to do a concentrated summer-only practicum, which usually involves assessment.

Practicum in Primary Medical Care

There is a set of practica that are part of the Major Area of Study in Behavioral Health Integration and Population Health (abbreviated as “the MAS”), available to students in their third or fourth year. This is an excellent opportunity for anyone contemplating working in primary care or other medical settings with a team of professionals.

The practicum in primary care was launched with funding by the federal Health Resources and Services Administration as a way to train psychologists to work in primary care medical settings. This practicum is directed by the Director of the Major Area of Study in Behavioral Health Integration and Population Health (MAS). Practicum positions are currently available in several primary care medical sites in New Hampshire and Massachusetts. Students are also able to identify potential new sites to join this training collaborative. Qualifying sites must be a primary care medical site, not a mental health site, and should have a psychologist on staff who can provide one hour of supervision per week. The second required hour of supervision can be a group meeting with the psychologist, or individual supervision by another licensed mental health professional, as is typical in our practicum system. Given the inherent interprofessional context of primary care, interdisciplinary settings makes it helpful to experience supervision becomes an asset in acculturation to this environment. On some occasions when a site can meet all requirements except provision of supervision by a psychologist, the student will meet with the Director of the MAS as the primary supervisor.

The GPE-funded practicum experience requires 30 hours per week, with 20 hours of traditional practicum work (patient care, supervision, meetings, trainings) and ten hours devoted to developing a population-based practice transformation intervention protocol for the site. These projects give students a role in shaping treatment protocols and monitoring effectiveness for quality improvement. In addition to site supervision, students in the program have an hour of programmatic supervision and support from the Director of the MAS and one hour of training in primary care clinical work or population health programming per week.

In some situations, an appropriate site will not have the resources to provide one hour of individual, face-to-face supervision with a licensed, doctoral level psychologist. Given the interprofessional nature of this field and the importance of having supervisors from different professions, such sites will offer one hour of individual, face-to-face supervision from a licensed mental health professional, such as a social worker, counselor, or psychiatrist, and a second hour that can be group or individual with a licensed mental health professional. In addition, the student would meet with a licensed, doctoral level psychologist, Dr. Blount, for small group supervision once a week at Antioch New England.

The grant pays students a stipend of \$25,000 per year, which is applied directly to the student’s tuition cost for the year. The site is also given \$10,000 to offset the cost of supervision. The grant will be in effect for the ’18-19 year. We hope it will be renewed for subsequent years.

To apply, students should express interest to the Director of the Behavioral Health Integration and Population Health MAS and the Director of Practica by the first of November, to ensure their inclusion in the subsequent matching process. There will be an orientation meeting during the first semester describing the available sites and the match process that organizes interviews and places students in sites.

Practicum Supervision

Our Field Site Supervisors are a major component of our educational mission, and as such Antioch considers site administrators to be school officials with a legitimate educational interest in relevant student information. There is a minimum requirement of two hours of face-to-face supervision each week. One of these hours must be individual supervision. The other supervisory hour may be of individual or group supervision. If group supervision is used, the supervisory group must be small enough and last a sufficient amount of time so that each group member has a chance to regularly present and receive feedback on his or her work. Beyond these two hours of supervision, additional learning experiences such as case conferences, staff meetings, seminars, colloquia, and in-service training programs should be available to the student. In order to train students to function professionally as psychologists, it is essential that they receive supervision from licensed, doctoral level psychologists. Normally, both weekly supervisory hours should be conducted by licensed, doctoral level psychologists. At times, however, a specific practicum agency may only have the resources to offer one weekly hour of supervision with a licensed, doctoral level psychologist. Students wishing to do a practicum at such an agency must request approval from the Director of Practica. Students must submit evidence of the experience and credentials of the proposed supervisor who is not a licensed, doctoral level psychologist and the agency's Director of Training or Clinical Director must support the request. Supervisors who are not licensed, doctoral level psychologists must have demonstrated competence in the clinical area which they will be supervising and significant experience as supervisors. Competence must be demonstrated by such things as experience supervising in the area of training, significant clinical experience in the area of training, publications, and/or courses taught in the area of supervision. On rare occasions the second hour of supervision can also be supplied by an unlicensed doctoral level psychologist, such as a postdoc fellow, if he or she is working under the direct supervision of a licensed, doctoral level psychologist. If a student splits a practicum between two agencies, the supervisor at each agency must be a licensed, doctoral level psychologist. There is, however, one situation that is a modification of these requirements around supervision. Please see the section on Primary Care sites that are organized by the head of the MAS.

It is equally acceptable that both hours of supervision be provided by the same supervisor or that each of the two hours be provided by different supervisors. If one of the supervisory hours is not provided by a licensed, doctoral level psychologist, the licensed, doctoral level psychologist must be the primary supervisor while the other supervisor acts in a secondary capacity. In all circumstances the primary supervisor must have line responsibility within the practicum agency. The supervisor must also be present at all times when the student is at the site. If this is not possible, the supervisor should designate another staff member who is a licensed professional and clearly available to the student for consultation during those times when the supervisor is not at the site.

In general, telesupervision is not allowed and is not considered an adequate replacement for face to face supervision. It may be approved by the Director of Practica under rare conditions, such as when an illness or some other circumstance prevents the primary or secondary supervisor from being present at the site. In such cases it should only be used for a maximum of three weeks and other arrangements are necessary if there is a prolonged supervisor absence. It is the responsibility of the training site to ensure that the telesupervision utilizes all necessary safeguards for privacy and confidentiality, and that a supervisor on site is provided as back-up for the student. Most ways that people communicate electronically, such as through phones or skype, are not HIPAA compliant and do not protect patient privacy.

Students should check the licensing laws of states in which they may wish to work for specific regulations around supervision and should consult with the Director of Practica about any discrepancies they might note. While Antioch cannot conform its standards to every state's licensing laws, we can work with the students to find the best placement for them.

Ethical Practice. It is critical that agencies involved in training students adhere to the highest standards of ethical professional practice, and impart these standards to students in training. In very practical, meaningful ways, practicum sites and students should be familiar with the APA Ethical Principles of Psychologists and the laws of the state in which the site is located, and are expected to practice in accord with these.

Practicum Selection

Selection of and application to a practicum begins in the fall for the next training year, and is completed anytime from mid-winter to late spring after a formal application, an interview, and an offer of acceptance. First, second and third year students select their practica during the months of December through March of the prior school year.

For students electing to apply to sites in the **greater Boston or greater New York City** areas, specialized protocols have evolved to coordinate practicum application and acceptance. This has been a major improvement in the organization and efficiency of applying for practicum in densely populated and highly competitive areas. Students are encouraged to visit the following websites for more information about the Practicum Training Collaborative in Boston (<http://www.massptc.org/welcome/default/index>) and the Fairleigh Dickinson University Ph.D. Program in Clinical Psychology index of externship opportunities in the metropolitan New York area (http://psychpracticum.fdu.edu/index.php/Main_Page). Students must adhere to the training timelines (which vary slightly year to year) as well as application protocols for these sites. Students will also receive information from the Director of Practica about these two organized practicum systems. Students applying to the greater New York City area sites need to have their sites approved by the Director of Practica, a process that begins in late November.

Students should always begin the process of practicum selection by consulting with their Professional Seminar Leader or Case Conference Leader. These discussions should focus on the clinical experiences that the student has had up to that point and the types of training experiences that the student should be looking for in the upcoming practicum.

After decisions have been made regarding the types of experiences appropriate for the student, he or she should search the **Practicum Files** in the Department office or online using the practica weblink at Sakai (URL provided to students) for a site which offers those experiences and which is geographically accessible to him/her. These files contain information on all of the sites which are affiliated with the program. The information is updated frequently, and includes feedback by previous students at those sites. In addition to the information in the files, the Department also maintains site reports done by Professional Seminar and Case Conference Leaders after their site visits. These reports are not directly available to the students, but the Director of Practica may inform students of general information as it applies to the site. Students are encouraged to carefully review the student feedback and to contact other students who have been at those sites. Students are also encouraged to consult with the Director of Practica regarding the various sites they may be considering. Students typically choose sites within a 3 - 4 hour drive of Antioch University New England and within an hour or two of their homes.

Affiliated Sites and New Sites. Because of the relationship that Antioch has developed with these sites and the amount of information the Department has about them, students are encouraged to begin their search by exploring possibilities in the sites that are already affiliated with the program. In general, students are required to go to an Antioch affiliated site if there is one within a reasonable commuting distance from their home that meets their training needs. However, students may explore the possibility of doing a practicum at a site that has not yet affiliated with the program, but which seems to have the resources to offer the training experiences that are required for practica, if there are few or no affiliated sites available to them or if there is another compelling reason for such an exception. Students wishing to do this should consult with the Director of Practica before they begin any serious negotiations with a site with which the program does not have an affiliation since they will not be allowed to enter into a training contract with a site that has not completed the affiliation process. The process of affiliation for a new site may be initiated in several ways: by the site itself, by the student, by the Director of Training, or by a faculty member. The Director of Practica always has contact with each new site, and either the Director of Practica or a faculty member conducts a site visit to all new sites for the purpose of establishing an affiliation between the site and the Department.

Once prospective sites are identified, the student should begin the process of applying, usually with an email to the site's Director of Training. Agencies have their own internal systems for administering the process of selecting trainees, so it is essential that the initial communication be made to the agency's Director of Training or designated contact person.

All sites require an in-person interview. Typically the Director of Training makes a practicum offer to a student, who in conjunction with his or her Professional Seminar or Case Conference Leader and sometimes the Director of Practica, accepts or declines the offer.

Once a student verbally accepts an offer, he or she has entered into a verbal contract with the site and cannot decide to go elsewhere. If an emergency or major problem should arise, the student must notify the Director of Practica immediately.

Students should complete the process of selecting a practicum for the upcoming academic year and begin developing a Practicum Contract by the end of the Spring Term. Students who have not been able to complete this process by the end of the term must notify the Director of Practica.

During the entire process of practicum selection students are encouraged to regularly consult with their Professional Seminar Leader or Case Conference Leader, their Advisor, and the Director of Practica. This is especially important if they are seeking a modification to any of the previously listed practicum requirements or if they are involved with a new site.

Some practica require a 12-month commitment from students. In such cases, when students' practica require their continued involvement into the summer, they register for a "0" credit practicum. Even though our semester may end in May, students are required to honor their contracts and complete the number of hours and the ending date for which they have contracted.

The Practicum Contract

The practicum contract has two purposes. First, it spells out the three-way agreement that is being made by the student, the practicum site, and the doctoral program regarding the specific training experience. The contract clarifies the objectives, activities, and responsibilities of each of the three parties to the agreement. Second, the contract becomes part of the program's documentation of how a student has structured his or her training experience in the practicum setting. It is consulted regularly by the student's Advisor and Professional Seminar or Case Conference Leader, as well as the Director of Practica and others who need to know what the student's practicum history has been.

In order to fulfill these purposes, students use the following outline in creating their contracts: This is a general outline, but there are specific templates for each year and type of practicum. It is extremely important that students use the correct template for their year in the program and, for fourth years, the type of practicum they are doing.

This Student Practicum Contract is intended to provide details of the proposed Practicum of _____ ("Student"), enrolled in the _____ program at Antioch University New England ("Antioch") at _____ ("Site"), the Practicum site. This Student Practicum Contract is made in accordance with Paragraph 1 of the Affiliation Agreement between Antioch and the Site dated _____. This Student Practicum Contract is incidental to the existing Affiliation Agreement and is not intended to change its terms. Should the contents of this Student Practicum Contract conflict with the Affiliation Agreement, the Affiliation Agreement will control.

1. Name of student
Name of practicum site
Name of training director
Starting and ending dates of practicum
Hours per week expected

Vacation periods

Total number of hours altogether—**600** is a minimum and does not include vacation time or sick time. Students should contract for several hours beyond 600 (such as 620) to give themselves a cushion that assures the required number of hours.

2. **Compensation:** Under no circumstances can this be fee for service or resemble fee for service. It must be in the form of an educational stipend.
3. **Competencies:** To be developed and practiced in this practicum: Students must state which specific competencies, at least, will be involved in this practicum from the following NCSPP competencies: Relationship, Assessment, Intervention, Research & Evaluation, Consultation & Education, Management & Supervision, and Diversity. Typically Relationship would always be included, two to three competencies should be expected from each practicum, and the emphasis would be on Assessment, Intervention, and Diversity.
4. An important part of clinical training is the **understanding and awareness of one's personality, biases, impact on others, and interpersonal interactions**. Students and supervisors should be aware of the necessity to develop that understanding and awareness, and the skills that accompany it. For further background knowledge in this area, please see the NCSPP chapter on Relationship competency (available upon request).

The reference is:

Mangione, L., & Nadkarni, L. (2010). The relationship competency: Broadening and deepening. In M.B. Kenkel, & R.L. Peterson (Eds.), *Competency-based education for professional psychology* (pp. 69-86). Washington, D.C: American Psychological Association.

Please also see the statement from the Council of Chairs of Training Councils (CCTC) regarding student competency at: <https://pr4tb8rrj317wdwt3xlafg2p-wpengine.netdna-ssl.com/wp-content/uploads/2014/08/NCSPP-CCTC-model-Student-Competency.pdf>

5. Student's **goals and objectives** for the practicum—What does she/he want or hope to learn for this year? Student's goals and objectives must be in keeping with those specified in the Handbook for that year.
6. **Activities** that will be engaged in to address the goals and objectives. This section must be very specific, such as number of client contacts expected per week, number of batteries expected per semester. Students must give a clear sense of how they will spend their time at the site. See specific requirements for each year in the Handbook.

Student's Estimated Time Allotment

Activity	Number of Hours Per Week
Supervision (individual)	
Supervision (group)	

Treatment/Intervention	
Assessment	
Interviews	
Report Writing	
Case Presentations	
Consultation	

7. **Supervision arrangements.** The following must be specified: name(s) of supervisor(s), degree and license, face-to-face supervision, hours per week, type of supervision (i.e., individual, group), and area of supervision (e.g. psychological testing, psychotherapy with children, family therapy). A statement about the student always having a designated licensed supervisor on site must also be included.
8. **Additional learning opportunities** (e.g., seminars, case conferences, team meetings, grand rounds). Give specific examples. There must be at least 2 hours per week of some type of learning opportunity.
9. **Methods of Evaluation**
 - a. A statement detailing the procedures to be used to evaluate the student's work. Antioch will send forms to the Field Site Supervisor at the end of each semester. The Field Site Supervisor will fill out the forms, review them with the student, and both parties will sign them before sending them back to Antioch. Evaluations should be returned within a month of distribution.
 - b. The name of the student's Professional Seminar Leader, Case Conference Leader, or Advisor with an explanation to the effect that it is he or she who will be the primary liaison between Antioch and the practicum site. A mid-year Traineeship review meeting for second and third year students will be arranged in the winter to discuss the student's progress. Antioch will sponsor one Field Supervisors Day, usually held in February, to facilitate this meeting. Site visits may also be arranged individually in lieu of or in addition to participation in the Field Supervisors Day. Mid-year traineeship review meetings are not required for 4th year students.
 - c. A statement concerning students being observed at least once during every evaluation period must also be included. Students will need to be observed doing clinical work through videotaping, the supervisor in the same room as the student, or the supervisor observing through a mirror, at least once during every evaluation period.
10. A statement indicating that the student will be free to attend classes at Antioch on Mondays.
11. A statement indicating that the student has never been employed at the practicum site and is not currently employed there. However, if the student is or has been employed

there, a statement as to how they are complying with the Antioch rules around practicum and employment at the same venue.

12. A statement indicating that the student has not done a previous Antioch practicum at the site or, if the student has, that he or she has the support of his or her ProSem Leader, the Director of Training, and the permission of the Director of Practica to do a second practicum at the site. The student should also describe how this experience will differ from the last one.
13. **Assumption of Risk:** Student acknowledges the risk of injury in off-campus clinical work and acknowledges that Antioch University is not responsible for any injuries sustained by Student while performing internship duties. Antioch University encourages Students to obtain medical insurance to cover potential injuries. Students are encouraged to discuss safety at practicum sites with supervisors, and are required to attend any safety trainings offered by sites. Students should bring concerns about safety to the attention of their ProSem or Case Conference Leader, and to the Director of Practica.
14. For third year students, a statement indicating that the student will or will not be allowed to record sessions and bring those recordings to Antioch for educational purposes. Permission of the client will also, of course, be required.
15. Third year students should state how they will fulfill their obligation to use psychotherapy outcome measures with at least two clients each semester. Students will investigate and utilize the most appropriate outcome measure for their clients and within their practicum setting, and will discuss the use of it with their supervisor before implementing this requirement.
16. A separate signature page including the student, Professional Seminar Leader, Case Conference Leader, or Advisor (for fourth year students), Director of Practica, Director of Training, and if possible, the Primary Supervisor, should be attached.

The student has primary responsibility for the development of the practicum contract. During the preparation of the contract, in the Spring and Summer prior to the practicum year, the student should consult with his or her Professional Seminar Leader or Case Conference Leader, his or her Advisor, and with the practicum site's Director of Training and designated supervisors. Antioch's Director of Practica is also available to assist in this process. The contract is signed by all three parties—the student, the University, and the practicum site. The Professional Seminar Leader, Case Conference Leader, or Advisor and the Director of Practica sign for Antioch. The agency's Director of Training should sign for the practicum site. Copies of the completed contract are given by the students to the site's Director of Training and Primary Supervisor. The Director of Practica receives the original, and then copies get sent to ProSem and Case Conference Leaders and the 4th year Advisor, and placed in the Department student files. If any major changes occur during the training year, such as a switch in supervisors or extension of the practicum, this must be reflected in a contract addendum signed by all parties. A student is not allowed to do a practicum without a fully signed contract. Any student in a practicum without a contract by the final due date is doing an unauthorized practicum and risks

removal from the site as well as loss of credit. Fully signed contracts are due by the 4th Monday of classes in the Fall semester.

Links Between the Department and the Practicum Site

Students' practicum training experiences are linked to the Program's faculty primarily through the Professional Seminar or Case Conference Leader, or Advisor for fourth year students. A key part of the Professional Seminar or Case Conference leader's role involves monitoring students' practica, including the quality and adequacy of supervision and the students' growth and progress as clinicians. As part of Professional Seminar or Case Conference, students discuss with each other and with the faculty leader a variety of concerns and questions for further exploration arising out of their work at the practicum site. Clinical, professional, interpersonal, ethical, and other issues are covered in connection with case presentations and discussion of specific events and situations. In the Case Conference, which takes place in the third year, the groups are smaller and focus more intensively on case presentations and case conceptualizations. The use of outcome measures in third year practica should be integrated into this focus.

At the beginning of each academic year, the Case Conference leaders receive a packet from the Director of Practica for each student containing the Clinical Evaluation Form, which helps to transfer information from the previous year's practicum experience to the present leader.

Initial letter and Phone Call to Field Supervisors. Late in September or early October the Director of Practica sends an introductory letter, including an online copy of the latest Practicum Policies, to each student's primary supervisor. This is followed by a phone call from the Professional Seminar Leader, Case Conference Leader, or Advisor to the supervisor in which preliminary discussion of the student's progress can begin. The Director of Practica should be notified of any situation where there is the possibility of a major problem with either the site or the student. The Professional Seminar Leader, Case Conference Leader, or Advisor is required to keep a written record of all phone calls with the site using the forms provided by the Department. During the phone calls, the aims are to:

- **Find out how the student is doing** and if there are any issues that have surfaced as the student is starting to work with clients. Sometimes a site doesn't have the clients the student expected, or sometimes the student may not be prepared to work within this system. It is best to find this out and begin to address the issue early.
- **Clarify the role of the Professional Seminar Leader, Case Conference Leader, or Advisor** as a liaison between the agency and Antioch New England around issues relating to the practicum and this particular trainee. In addition it is suggested that the Professional Seminar or Case Conference Leader briefly review the courses the student is taking, the program in general, and the function of the Professional Seminar or Case Conference.
- **Ensure that the requirements are clear to all parties.** If appropriate, the

Professional Seminar Leader, Case Conference Leader, or Advisor might discuss the nature and specific tasks of supervision, clarify the practicum requirements in general, and review the specific terms of the contract for the student. Expectations and responsibilities of the agency, the Field Supervisor, the trainee, Antioch, and the Professional Seminar, Case Conference Leader, or Advisor should be made clear. Any major areas of question or concern should be directed to the Director of Practica.

- **Emphasize a willingness to collaborate.** The availability of the Professional Seminar Leader, Case Conference Leader, or Advisor as a representative of the program, and as a resource regarding this traineeship, should be highlighted. The primary supervisor should be given ways to reach the Professional Seminar Leader, Case Conference Leader, or Advisor outside of regularly scheduled contacts, should problems or questions arise. The Director of Practica should also be recommended to be used as a resource in this manner for questions that are outside the purview of the Professional Seminar Leader, Case Conference Leader, or Advisor (e.g., proposed changes in the agency's relationship to Antioch).
- **Mention that there will be a number of events at Antioch for which Field Supervisors will be receiving invitations.** Supervisors will be notified of workshops, courses, and other special events throughout the year. Field Site Supervisors are invited to Departmental CEU events free of charge. It should be stressed that these are opportunities to meet with the Antioch staff, and to better understand the philosophy of Antioch and the place of the Professional Seminar or Case Conference in the student's training.

Supervisor Evaluations. Near the end of the Fall and Spring semesters, the Director of Practica emails evaluation forms to all primary Field Supervisors requesting that they be completed in the next month. The Primary Supervisor is requested to gather evaluations from any other supervisors on site. Students are expected to review the completed evaluations with their Field Supervisors. After discussing the evaluation with the student, the Field Supervisors are to mail the evaluation forms to the Director of Practica. These forms must be completed before the student can obtain credit for the practicum. Professional Seminar and Case Conference leaders receive copies of these evaluations.

Mid-Year Traineeship Review Meeting. Once a year for second and third year students, the student, Field Site Supervisor, and Professional Seminar or Case Conference Leader meet to review the student's work and plan for the second half of the practicum experience. This meeting is optional for fourth year students completing an advanced or special proficiency practicum. The meeting typically takes place between December and February. There are two ways for this meeting to be held. The first is through the Field Supervisors Day offered by Antioch. All Supervisors and students in practicum are invited to attend Field Supervisors Day at Antioch, which includes time for the Mid-year Traineeship Review meeting as well as a Continuing Education Workshop and lunch. **Students are required to come to Field Supervisors Day if their supervisors attend.** This is a great opportunity for people from the Antioch network to get to know each other and learn more about Antioch. The second is

through an individual meeting at the practicum site and would be arranged during this time period through the student. At times, the site visit may be done by the Director of Practica or another ProSem or Case Conference Leader. Under certain circumstances, it may be done via teleconference, although this should only be used as a last resort. Such meetings are not typically HIPPA compliant so any discussion of clients is not allowed.

The Following Guidelines Apply To the Mid-Year Traineeship Review:

- The visit should include asking the Field Supervisor and the trainee how the trainee has been progressing in specific areas, paying attention to the strengths and weaknesses and areas in which there is needed improvement. If there are significant problems between the trainee and the supervisor, and in recognition of the inherent power dynamics in a supervisor-supervisee relationship, the Professional Seminar or Case Conference Leader may need to act as facilitator. Recommendations may need to be made to the trainee or supervisor, or later to the Director of Practica, around difficulties experienced by the trainee.
- **An understanding of the nature of the supervision** received by the trainee on-site should be obtained. Questions should be directed to both the Field Supervisor and the trainee regarding the nature of the supervision process, their feelings about how supervision is going, and an evaluation of the types of supervision experiences they are having or have had.
- **Questions should be posed to the supervisor about the agency's operation**, the services it provides, the nature of the organization or the system of the agency, where the supervisor fits into the system, etc. A tour of the facility during an on-site visit may also help in developing a better understanding of how the agency provides services and the nature of the learning experience it provides to the trainee. Any concerns should be reported to the Director of Practica by the ProSem or Case Conference Leader.
- **Time should be spent individually with the student.** Such a meeting is often most effective when it precedes and/or follows the meeting in which the supervisor is included. The content of the previous meeting and/or its process may be discussed. The time can be used for feedback or to focus on developing strategies and plans for following through on issues and needs raised in the previous meeting. This time may also be useful for getting to know the student better, especially around his or her clinical training needs and future plans.
- **If major problems or concerns are presented** (e.g., the Field Supervisor presents concerns regarding the student's appropriateness as a trainee at the agency, or regarding the student's capabilities as an Antioch New England student and professional), it is recommended that the Professional Seminar or Case Conference Leader work together with the student and Field Supervisor to come up with a plan for resolution, involving the Director of Practica as necessary. This might include a special meeting with all parties, including the Director of Practica. If the situation remains unresolved, it becomes part of the

Department's special review process by the ProSem or Case Conference Leader, or the Director of Practica, contacting the Director of Student Affairs. A summary of the issues should be presented to the Director of Practica and be included in the Mid-Year Traineeship Review Report.

Final Notes.

- It is expected that the Mid-Year Traineeship Review will last approximately one to two hours for an on-site visit (as this often includes a tour of the facility and meeting with other supervisors) and one hour at Field Supervisors Day.
- **Special Cases:** Some students have more than one major Field Supervisor (providing supervision around a major content area), and one supervisor may not be on-site. In such cases, it is the responsibility of the Professional Seminar or Case Conference Leader to secure input from each supervisor at least once during the practicum year. If it is not possible to meet with all major Field Supervisors each year, telephone contacts should be made with whoever was unavailable to meet in person and details of those communications should be included in the Professional Seminar or Case Conference Leader's written report. The Director of Practica should be consulted if there are any questions relating to this.
- **The Mid-Year Traineeship Review Report:** This important piece of documentation, completed by the Professional Seminar or Case Conference Leader, should address the following:
 - a. The date of the review and the approximate length of time the student has been on practicum at the time of the review.
 - b. Names of persons attending the meetings, and the content and nature of the meetings.
 - c. Evaluative comments regarding the student's learning needs, progress, areas of improvement, etc.
 - d. Indications of major problems of which the faculty became aware during the visit.
 - e. Comments on the nature and quality of supervision received by the trainee at the site, including areas of strength and weaknesses.
 - f. Comments on the degree to which the agency is (or is not) able to meet the needs of Antioch students. For what students would or would not this be an appropriate placement?
 - g. Any recommendations felt to be appropriate. Such statements may focus on the trainee, the agency or Field Supervisor, the relationship between Antioch and the agency, etc.

Completed reports should be turned into the Departmental office during the spring semester, in order for the student to receive credit for the practicum. This will be explained further below. These reports become a part of the student's file and are an important factor in Antioch's compliance with accreditation standards.

End of Year Contact. The final required contact with a site should be made by the Professional Seminar Leader, Case Conference Leader, or Advisor through a phone call or an email toward the end of the academic year in an effort to summarize and evaluate the student's field training experience and the relationship between the site and Antioch New England.

The Practicum Planning and Tracking Form. In order to facilitate continuity in the student's clinical training, at the end of each academic year, the student and Professional Seminar or Case Conference Leader complete this form for each student in the Professional Seminar or Case Conference. This provides a summary for the year's practicum experience and can be used for future planning. It is available to the Advisor for planning purposes.

Student Site Feedback. This is to be completed by students and is handed in to the Professional Seminar or Case Conference Leader by the end of the spring semester. Although these forms are not filed in the student files, they are reviewed by the administrative assistant to the Director of Practica and by the Director of Practica, filed within the practicum site file, and remain an important piece of the practicum paperwork. Students are asked to fill out feedback forms about their sites in a way that will be respectful to the values and ethics of professional psychology about giving feedback and noting problems, helpful to other students in terms of what might be important for them to know about a site or supervision, and forthright. It would not be expected that new or unresolved issues will show up for the first time on this form.

Student Advising. Additionally, the student's Advisor tracks practicum experiences along with other aspects of the student's career in the Program. Practicum contracts, annual Traineeship Review reports, Field Supervisor evaluations, and all documentation from the Professional Seminar or Case Conference leader are read by the Advisor as part of the Annual Review process. The Advisor, along with the Director of Practica, is the Department's Fourth year liaison to the sites. The Advisor makes the beginning and ending phone calls, and may conduct a mid-year phone call and traineeship review meeting if one is deemed necessary. This would typically occur due to a poor midyear Field Supervisor Evaluation or reports from the student about concerns at the site. The Advisor also supports the student in his or her training experience, and allows for time and space in Doctoral Research Seminar for students to discuss practicum training, issues and challenges.

Director of Practica. The Director of Practica is responsible for maintaining a comprehensive overview of practicum opportunities and of each student's clinical training history. Toward this end the Director regularly solicits, through both formal and informal channels, current information on sites and on students' training experiences. The Director is available to students on an ongoing basis and meets regularly with Professional Seminar and Case Conference leaders to consult around any practicum related matter.

Benefits for Field Supervisors and Agencies

- **Faculty Appointments:** Field Supervisor obtains an appointment. Supervisors are appointed as Adjunct Clinical Faculty in AUNE's Doctoral Program, through a letter from the Provost following completion of an Affiliation agreement between Antioch and the practicum site.
- **Free Courses and Workshops:** For each academic semester of supervision, the agency is entitled to enrollment by a person of its choice in one course or workshop at Antioch University New England, free of cost, provided that the designated person meets any prerequisite requirements for the course and that space is available. Courses and workshops must be taken concurrently or within one term after the supervision was given. If a supervisor is interested in taking a course, he or she should contact the Department of Clinical Psychology. The appropriate approval will be obtained through the Director of Student Affairs who will invite the supervisor to register for the course.

Student Practicum Progress Required Documentation

Included in the Departmental files for each student is information specifically related to practicum experiences. These forms help us to monitor student progress, and it is crucial that each person involved in completing these forms do her/his part to help Antioch maintain appropriate files. Each form is summarized briefly below:

- 1. Field Training Information Form:** This contains basic information concerning the student's placement (site, address, supervisor, etc.) and is to be completed by the student and handed in to the Administrative Assistant for practicum as early in the fall semester as possible. Letters to Field Supervisors and Departmental statistics on field placements are derived from this form.
- 2. Practicum Contract:** This is described above.
- 3. Student Comment Forms.** Professional Seminar and Case Conference Leaders are required to complete Student Comment Forms for both Fall and Spring semesters of the Professional Seminar or Case Conference. Specific reference to the Practicum should be made on these forms.
- 4. Field Supervisor Evaluation Forms:** This form is to be completed twice by the Field Supervisor for the Fall and Spring semesters. Students cannot receive credit for their practicum until these have been received. Guidelines accompany the form. The primary supervisor is responsible for assuring that the evaluation includes feedback from all supervisors.
- 5. Mid-Year Traineeship Review Report:** This is to be completed by the Professional Seminar and Case Conference Leaders after the meeting on Field Supervisors Day or at the site. It should be turned in to the Clinical Psychology office by mid-March.

6. Practicum Verification Form: This is to be completed by the Department following the receipt of the Field Supervisor Evaluation Form, and it is through this that the student receives academic credit for the practicum. The Director of Practica is responsible for the awarding of practicum credit. This is based on the Field Supervisor Evaluation and any other direct communication from the site.

7. Student Site Feedback: This is to be completed by students and is due in to the Professional Seminar or Case Conference Leader by the end of the Spring semester. Although these forms are not filed in the student files, they are reviewed by the Director of Practica and filed within the practicum site file and remain an important piece of the practicum paperwork.

8. Clinical Evaluation Form: The Professional Seminar or Case Conference Leader fills out this form and discusses it with his or her students at the end of the year. This provides a comprehensive overview of the student's clinical competency from the perspective of the Professional Seminar or Case Conference Leader.

9. The Practicum Planning and Tracking Form: In order to facilitate continuity in the student's clinical training, at the end of each academic year the student and Professional Seminar or Case Conference Leader complete this form for each student in the Professional Seminar or Case Conference. This provides a summary for the year's practicum experience and can be used for future planning. It is available to the Advisor for planning purposes.

Reviewing the Yearly Practicum Process

In order to show how a close working relationship between faculty and students in the field is maintained, a typical year at Antioch is presented below which highlights the many ways in which the Department, the students, and the practica work together and develop on-going relationships with each other surrounding practicum training. Although some of this material is redundant with that from other sections of the Handbook, the Program believes that this type of presentation will ultimately help to clarify the practicum process.

Attending to the practicum process is a year-round enterprise involving many people from the Department of Clinical Psychology, the training sites, and the students in a concerted effort to secure and ascertain high quality, consistent practicum experiences for Antioch students.

Selecting a practicum site is an important and careful process that works best when everyone is an active and knowledgeable participant. Monitoring the progress of the student and the ability of the practicum site to meet Antioch's expectations requires effort and interest on each person's part. In the Department, the Director of Practica, the Administrative Assistant to the Director of Practica, the Professional Seminar and Case Conference Leaders, the Advisors, and the Practicum Committee are part of this effort, and each has a very significant function that contributes to the overall success of the practicum system. In the field, the Directors of Training and the Field Site Supervisors contribute greatly to the processes of practicum development and

selection, the training itself, and evaluation of the student. The students work to assure for themselves that they will select and have the best possible practicum experience, and they also become involved in the process of monitoring and evaluating their learning and progress.

In order to present the workings of the practicum system, the various staff roles within the Department will first briefly be described. Following this, a year will be delineated to show the sequential nature of the tasks involved in practicum training, with particular emphasis on the perspective of the student during the year.

Staff Roles.

- **Director of Practica:** The person in this role has the ultimate responsibility and authority for the continued development, implementation, and oversight of the practicum system. She/He is responsible for being the liaison with practicum agencies, consulting to agencies wishing to develop training programs for our students, approving practicum arrangements on behalf of the program, serving as a consultant to students and Professional Seminar and Case Conference Leaders and Advisors around practicum matters, and maintaining the practicum information resources. She/He is also responsible for developing and disseminating all policies and procedures that apply to practica, as well as interpreting and applying those policies to specific cases. The Director of Practica rewards or withholds credit from the practicum experience.
- **Administrative Assistant to the Director of Practica:** The person in this role has the responsibility to assist the Director in order to maintain orderly records of the practicum system and each student's progress through it. She or he helps to maintain and update the Practicum Files and Practicum Lists, both of which are used by students in selecting practicum sites. She or he disseminates information to all the affiliated sites and the possible new sites. She or he monitors the receipt of the paperwork such as student contracts, Field Site Supervisor Evaluations, Mid-Year Traineeship Review Reports, and Practicum Verification Forms, and helps to let faculty and students know when an important piece of paperwork is missing.
- **Professional Seminar and Case Conference Leaders:** The First Year Professional Seminar Leader has an advisory role to help students choose practica, with awareness of professional identity and professional socialization needs. Typically, the second year Professional Seminar Leader has six to eight students and the Case Conference Leader has three to five students. The Professional Seminar and Case Conference Leaders are crucial to the practicum system because they are the faculty at Antioch who can know each student's personal and interpersonal functioning as well as clinical background and capacities in sufficient depth to make informed decisions about the student's training and progress. In the Professional Seminar and Case Conference, students in practica are presenting cases from their practica for comment by their peers and the Leader. Recordings of sessions, if allowed, are a great addition to Case Conference.

The Professional Seminar and Case Conference Leaders have the following responsibilities: act as the liaison with the Field Site Supervisors; review, approve, and sign practicum contracts; perform annual Mid-year Traineeship Review Meetings with the Field Site Supervisors and students; monitor the process of the practicum experience; consult to students in regard to their upcoming year's training experience; complete an array of evaluative materials on student training and competence; and discuss all of these issues in the Professional Seminar or Case Conference itself.

- **Other Advisors:** All Advisors should be aware of and helpful toward advisees around practicum questions, planning, and problem-solving.
- **Fourth Year Advisor:** The Advisor is the Department's fourth year liaison to the sites. He or she makes the initial and final phone calls, may conduct a mid-year phone call or traineeship review meeting if one is deemed necessary, and supports the student in his or her training experience. Advisors allow for time and space in Doctoral Research Seminar for students to discuss practicum training, issues and challenges.

Sequence of Steps for Practicum

There is no true beginning point to the year of practicum training, for at each part of the year there may be several time frames co-existing. Students may be immersed in their present practica, working out a contract for their future practica, and reviewing the semester that just ended for evaluation purposes. For the Department's purposes, late Fall is chosen as the starting point, for this is when the process of preparing for a new practicum begins. While circling through the calendar year, however, it is important to remember that training tasks and issues will be addressed in all three time frames— present, past, and future.

The practicum application process is complex, but quite manageable, when all parties apply themselves to the tasks at hand. The Director of Practica provides information and problem solving group and individual meetings, carries the larger systems level regulations and concerns, and communicates with Directors of Training during this application process. The Professional Seminar and Case Conference Leaders advise students about their particular training needs and may also provide feedback about and liaisons to potential sites. The students are actively involved with applying, interviewing, and at times helping to develop new sites.

Fall Semester. In the second half of the Fall semester, by November, the students are meeting with the Director of Practica. They are asked to think about their training needs for next year and to look thorough our training resources in order to begin applying for practica in the early winter. Boston area and New York City area training sites typically agree to their uniform timelines for applications to be in and offers to be made to students, so students need to make sure they are aware of those dates. Typically Boston area applications are due

by very early January, and New York City area applications are due by mid-January. First and Second year students are the ones most involved in selecting practica for the next year. Students are invited in their Professional Seminars to develop their ideas about the types of training experiences they should have. By this time the Professional Seminar Leaders have come to know their students' backgrounds, interests, needs, and abilities to a certain extent. The students are settled into their present practica (second year students) or their coursework (first year students) and the initial adjustments to their programs are completed. It is through dialogue in their Professional Seminars, and individual research outside of class, that students come up with an array of potential practicum sites for themselves.

There are some students who may want or need to apply to sites that have not been used previously by Antioch students, and in collaboration with the Director of Practica they may attempt to develop a new site for Antioch. There are several reasons why this is necessary. The first has to do with the changing geographic locations of the students. A student may find that he or she lives in an area from which we have never before had a student, or had a student many years ago, and thus there are no affiliated sites. A student may also have worked in the one site in his or her area, and thus be unable to undertake a practicum there. Previous sites may close and become unavailable to students (in these difficult economic times this has become increasingly problematic). A student may also feel strongly that there are certain reasons particular to his or her training needs to necessitate the investigation of a new site, such as to gain experience with a population or paradigm of psychotherapy that is not accessible elsewhere. Antioch recognizes the twin needs for on- going stability of its practicum system and the necessity for flexibility regarding the development of new and sometimes better sites.

Before students begin looking into new site possibilities, they are reminded of Antioch's requirements for practica, and informed that the Department can work collaboratively to help develop a viable site for them. As students are often aware of such places where they live, they are encouraged to explore potential sites (often just by looking on the internet or in the phone book or other listings of mental health facilities) that exist in their local areas. These potential sites might include community mental health centers, general or psychiatric hospitals, college counseling centers, VA Medical Centers, medical schools, and private clinics. The Department may also contact former supervisors or alumni in a particular area to find out about potential sites. The Director of Practica or the student can make the initial contact with a potential site, but only after discussion between the student and Director. The Director of Practica expects to have phone contact with the Director of Training at the site, send the program's practicum information to the Director of Training, work to ascertain the goodness of fit between the site and Department's needs, offer assistance to the site for their development as an Antioch site, develop an Affiliation Agreement with the site, and arrange for a new site visit to take place prior to the student's training period. Some Directors of Training want to talk with a Department representative prior to meeting the student, but many wish to meet with the student first to get a sense of the possible match between the site and the student. In addition to the site visit, there may be a series of phone calls involving the student, site, and Department before it is decided that a viable placement is possible.

At times a new site may be developed due to the initiative of the site. Directors of Training regularly call Antioch with practicum possibilities available at their sites. However,

some of these are not appropriate for doctoral level students, some are in geographic locations not currently utilized by Antioch students, and some are in areas where we have enough established placements. When a Training Director calls from an appropriate site in an appropriate location, we talk at some length about the Doctoral Program, Antioch's requirements, and the offerings of the site, and exchange written descriptions of our programs (including our *Viewbook* and *Handbook*). The Director of Practica passes on information about such sites to the students for their consideration.

Midway through the semester, the Director of Practica holds an orientation and information meeting to prepare students for the formal process of selecting an appropriate practicum site. The students attend Practicum meetings according to their geographic relationship to Boston, Massachusetts. Those students who live in, near, or within an hour of Boston meet separately from those who live in the rest of New England and New York. The Psychological Services Clinic (PSC) at Antioch University New England holds a separate meeting specifically to inform students about opportunities there, which are certainly among the best training experiences in the practicum system and highly recommended. One of the options for second year students who specifically want to do more general kind of psychological testing with an adult population, which is not easily accessible in most practicum sites, is a part-time assessment only practicum at the PSC. In general, though, most practicum experiences at the PSC can include both psychotherapy and assessment. Please see the separate PSC Handbook for more information, or contact the Director of Practica or the PSC Director.

At this initial meeting, there are two main goals. The first is to apprise students of the parameters of practica at Antioch. The second is to help students begin their individual searches for the best sites for each of them. To achieve the first goal, the Director of Practica reviews the major criteria for practica, as out-lined in the *Doctoral Program Handbook*. In addition, students are introduced to the idea of "Affiliated Sites", that is, that students are expected to go to the practica we have successfully used in the past and with whom we are maintaining relationships. To achieve the second goal, students are given lists of current and past Antioch sites and some brief descriptions of them, as well as the name of the student who is at each presently active site to contact for further information. The students in the meeting share opinions and information about each site with each other also. Students are told to look in the Practicum Files containing information on our affiliated practicum sites, active and non-active, as well as the Field Site Feedback forms with previous students' feedback from past sites, also located in each site file. These files are kept in the Department office and can be accessed on-line and through a Departmental web link that is provided to our students.

The new Practicum Training Collaborative for Boston area students, described earlier in this *Handbook*, is described to Boston area students and they are told that this is the way to find the great majority of Boston area sites.

At the end of this meeting, students in the Boston area are instructed to start actively looking into the sites via the Practicum Training Collaborative files as well as our files, phone calls or letters of inquiry to the sites, and discussing the sites with students who have been there and with ProSem and Case Conference Leaders and the Director of Practica. They will be applying to sites using the timeline set by the PTC. It is suggested that they apply to about five sites.

They are also reminded to talk with their Professional Seminar leaders about what types of experiences would be best for them as individuals. Most Boston area practica will ascribe to this common timeline for applicants. Most sites request formal letters of recommendation, transcripts, and a Curriculum Vita, thus students are told that they need to check the files for specific information on applying to each site. Boston area students have one more meeting with the Director of Practica before the end of the Fall semester. The Director of Practica is available for discussion about particular sites and any problems the students might encounter in this process.

Students outside the Boston area are advised to start thinking about and checking into this process, but that the bulk of their applying and interviewing will take place in January through March rather than December and January as it does for the Boston students or January and February for New York City area students. The number of sites to which they will apply varies, but it is usually between one and four. Their process tends to be somewhat more informal, sometimes with an initial phone call or email to the site substituting for a formal letter of application.

Application to sites located in the New York City area, described earlier in this *Handbook*, is organized and rigorous, and students are encouraged to begin this process in November by consulting with the Director of Practica to receive an approval to apply to their selected NY sites.

In later Fall, there is an evaluative component with regard to present practicum sites. The Director of Practica sends Field Supervisor Evaluation Forms to all primary Field Supervisors, asking that they be filled out, discussed with the student, and sent back to Antioch by, generally, the beginning of the spring semester. The Department believes that it is important for a formal evaluation to take place at this point and for it to be communicated directly to the student for discussion and comment. These evaluations must be received by the Department in order for the student to receive credit for the practicum. In cases in which there is more than one supervisor, the primary supervisor can either integrate the information or have the secondary supervisor complete another form. The completed forms are available to the Professional Seminar and Case Conference Leaders, and are placed in each student's Departmental file.

Spring Semester. The Mid-Year Traineeship Review Meeting takes place in the Winter, either during Field Supervisors Day at Antioch, sponsored by the Department, or during a visit to the site by the ProSem or Case Conference Leader. For this meeting, the Professional Seminar or Case Conference Leader travels to the placement site and meets with the primary Field Supervisor and the student to review the course of the traineeship experience and address any difficulties that may be identified. Sometimes these meetings are excellent opportunities to help the student plan for his or her next training experiences. Occasionally a secondary Field Supervisor or the Director of Training may be included in the meeting. This meeting is also a time for a representative of the Department to get first-hand knowledge of the day to day practicum experience of the student and supervisors, and to see the relationships that the student has developed at the site. Planning for the second half of the practicum year often takes place at this meeting. It is also a time for the Field Site Supervisors to feel more connected to the Department, and their comments or concerns about the program are always

welcome.

During the Spring semester there may be phone contact between the Director of Practica and the Director of Training at the Field Site to discuss anything that may have changed at the site, or to work out details. This can be an exciting and potentially anxiety provoking time for students, and during the semester break and in the beginning of the Spring semester the Director of Practica is available through email, phone contact, formal and informal individual meetings with students, and larger group meetings in which students can share their impressions of various sites with each other and work with the Director on questions of appropriate training and sites.

During the early Spring semester, January through March, students are continuing the application process for next year's practica. If a student is applying to an already established Antioch site, the procedure is fairly straightforward: students apply by letter, are interviewed, and are either offered a position or not offered a position. If offered a position the student either accepts and lets the Professional Seminar Leader and the Director of Practica know of his or her acceptance, or rejects it and waits for another offer or accepts another offer already in hand. If the student is not offered a position, he or she continues applying to other suitable sites. **Once a student accepts a position verbally, that acceptance is binding unless some emergency situation develops. In these rare instances, the student should contact the Director of Practica for guidance prior to making a decision on what action to take unless the emergency has rendered them unable to make such contact.**

By the end of March, the Mid-Year Traineeship Review Meetings are over, the practicum year is beginning to wind down, and the majority of students have chosen practica for the following year. The next step is for the student to begin to develop a contract between the student, Antioch, and the next year's site that will carefully spell out all of the requirements of each party, and will describe the contents of the practicum in detail. In April the Director of Practica holds a practicum orientation and contract writing meeting for all students entering practica in the Fall semester. This is to orient them to the basic ideas of professionalism; professional behavior, demeanor, dress, and public presence (such as in online settings); interpersonal relationships; expectations; and supervision; as well as to the form and purpose of the contract. Contract information is also available to them in their *Doctoral Program Handbook*, and on-going consultation about the contract development is provided by the Professional Seminar Leaders and the Director of Practica. This is the time for students to start seriously discussing the details of next year's practica with their Professional Seminar Leaders while possibly including the Field Site Supervisor or Director of Training. At this point in the year the Professional Seminar Leader will have had substantial time to assess the student's strengths and weaknesses and can use that knowledge to help the student develop the most appropriate plan for practicum. For some students, writing their contract will be fairly straightforward and direct, with all parts of the practicum experience clearly and easily defined. For others, significant details may remain to be worked out, such as the names of specific supervisors or the exact activities that will be available to them, and the actual contract will not be completed until the practicum is underway in the Fall. In all cases, the contracts must conform to the Antioch requirements for practica.

During the late Spring, the Professional Seminar Leaders, Case Conference Leaders, and Advisors make a final phone call to the Field Site Supervisor marking the end of the semester to thank the Supervisor and talk about any last issues or concerns. Field Site Supervisor Evaluations are again sent to the sites for a final evaluation which is discussed with the student. Students are asked to fill out feedback forms about their sites that will be respectful to the values and ethics of professional psychology, helpful to other students, and forthright. It would not be expected that new or unresolved issues will show up for the first time on this form. By summer, almost all students have ended their practica and are busy with the summer semester and refining their contracts for the next practicum. However, a few students may have elected to continue their practica through the summer, either at the request of the site or of the student. These continuing practica are monitored by the Director of Practica.

Summer Semester. It occasionally occurs that a student's planned site for fall may fail to materialize, usually due to financial problems on the part of the site. In this case, the student contacts the Director of Practica, and the two of them strategize as to the best possible approach to take to find a practicum at a late date. This may often involve more vigorous phone calling and use of network contacts than earlier practicum selection.

This is also the time in which the Director of Practica and other faculty will make site visits to new sites. These meetings typically include the Antioch representative and the Director of Training, and involve a thorough discussion of the plans for the practicum, Antioch's expectations, and the creating of a relationship between the Department and the placement. Directors of Training are typically quite responsive to the idea of this meeting. They look for input from the Department on ways to develop their programs and they are often pleased to have a chance to acquaint the Department with their facilities and the possibilities for students there. This is also an opportunity for Antioch to ascertain the viability of the new site as a training site.

Fall Semester. Students and faculty enjoy vacation in August, and return in September ready to begin new practica. As the school year starts, students are settling into their new classes and second, third, and fourth year students are getting oriented to their new practica. For some students, their practicum contracts, which spell out the nature of the training and expectations for the year, are completed and signed by all parties, and the beginning of the practicum proceeds smoothly. For others, details of the practica may still require fine tuning, and there will be continued dialogue with Professional Seminar and Case Conference Leaders, the Advisors, the Director of Practica, and the Field Site Supervisor and Director of Training in order to finalize the contract. In all cases, participation in the practica begins in September unless an exception has been made, and contracts must be finalized by the fourth Monday of the semester. The Professional Seminar or Case Conference Leaders are actively exploring with the student the nature of their initial experiences in the practicum, asking questions about training issues such as how they are being oriented to the site, obtaining clients, supervision dynamics, ethical concerns, or the stability of the organization. Any problems that arise are first handled in the Professional Seminar or Case Conference, and then brought to the attention of the Director of Practica if there is no earlier resolution.

In October, the Director of Practica sends a letter to all Field Site Supervisors welcoming them

to the Antioch training enterprise, thanking them for their participation, and giving them the name of their liaison with the Department which is either the Professional Seminar or Case Conference Leader, or Advisor. In the next few weeks, the Case Conference Leaders, Professional Seminar Leaders, and Advisors call the Field Site Supervisors to introduce themselves, speak with them about this beginning phase of the practicum, let the Field Site Supervisor know of their availability for on-going discussion about the student, and encourage them to attend Field Supervisors Day in February. The Director of Practica also sends each Field Site Supervisor a copy of the updated *Practicum Policies*.

This brings the Department to November, the month in which the practicum year began, with students contemplating their training needs for the future as the present practicum is well underway.

In conclusion, there are many ties between the students in their field placements and the faculty of the Department, including the Professional Seminar or Case Conference in which students are presenting cases from their practica and discussing present or future practicum experience, the liaison between the Professional Seminar and Case Conference Leaders, or Advisors, and the Field Site Supervisors, and the many formal and informal contacts between the Director of Practica and the Directors of Training and Field Site Supervisors. Every effort is being made to ensure that successful sites are used on an on-going basis and that sites are fully cognizant of, and in compliance with, Antioch's expectations. It is a practicum system that requires full participation by all of the people and institutions involved, but the Department expects this level of commitment from the faculty, practicum sites, and students.