Howard University
Clinical Psychology Program

Practica/Externship Guidelines
Updated 9/29/2006 1:24 PM

Table of contents:
A. Howard Clinical Psychology Program Goals, Objectives, and Student Competencies
B. Minimum hour and activity requirements at clinical sites
C. Goals for Practicum Placement
D. Responsibilities of Practicum Site Administrators & Clinical Supervisors
E. Responsibilities of Off-Site Adjunct Supervisors, if applicable
F. Responsibilities of Howard Psychology Department’s Director of Clinical Training
G. Responsibilities of Practicum Students
H. Responsibilities of Practicum Sites
I. Relationship Between The Program, Sites, & Supervisors
J. Record Keeping For Students’ Clinical Experience
K. Students’ Completion Of Clinical Experience
L. Malpractice Insurance
M. Notifying Dc Board Of Psychology Of Supervised Practices
N. Criteria for Successful Completion of Practicum Placement
O. Summary Of Clinical Experience Form (To Be Used When Students Apply For A Site)
P. Howard University Practicum Verification Form

Practicum and externship students should make these forms available to practicum sites and supervisors:
Q. Clinical Student Competency Tracking Form (Section B, pp. 3-6 only; See Clinical Student Handbook Appendix G)
R. Student Evaluation by Practicum Supervisor(s) (See Clinical Student Handbook Appendix H)
S. Practicum/Externship Evaluation by Students (See Clinical Student Handbook Appendix I)
### A. Howard Clinical Psychology Program Goals, Objectives and Student Competencies

<table>
<thead>
<tr>
<th>Goal I: prepare psychologists to meet the broad professional needs of society</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective A:</strong> increase the number of psychologists with a breadth of knowledge in psychology</td>
</tr>
<tr>
<td>Competency 1: Broad knowledge in psychology, including Biological, Experimental, Cognitive, Developmental, Social, Personality, and Clinical Psychology</td>
</tr>
<tr>
<td><strong>Objective B:</strong> increase the number of psychologists with research competency</td>
</tr>
<tr>
<td>Competency 2: Knowledge and competency in basic research methods, statistical analyses, and their practical applications for independent research</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal II: train psychologists to be culture-relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective C:</strong> increase the number of psychologists with commitment, knowledge &amp; skills to serve diverse &amp; underserved clientele, especially African Americans</td>
</tr>
<tr>
<td>Competency 3: Skills in making cultural and individual differences a positive relevancy in the psychotherapeutic context.</td>
</tr>
<tr>
<td>Competency 4: Knowledge and understanding of human diversity issues</td>
</tr>
<tr>
<td>Competency 5: Sensitivity to cultural and psychological factors leading to physical and mental health disparity, and racial disparity of health.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal III: prepares psychologists with entry-level proficiency in the practice of Clinical Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective D:</strong> increase the number of psychologists with proficient skills in diagnosis, intervention, &amp; integrating theory &amp; research for clinical applications</td>
</tr>
<tr>
<td>Competency 6: Diagnostic interviewing and assessment</td>
</tr>
<tr>
<td>Competency 7: Knowledge of psychologically based intervention strategies for effective treatment</td>
</tr>
<tr>
<td>Competency 8: Ability to integrate theory and skills in real life situations with clients, staff, and institutions</td>
</tr>
<tr>
<td><strong>Objective E:</strong> increase the number of psychologists with effective and professional communication skills</td>
</tr>
<tr>
<td>Competency 9: Clear, analytic writing for clinical reports and research reports</td>
</tr>
<tr>
<td>Competency 10: Ability to communicate orally and think independently</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal IV: educate psychologists who conduct their work in an ethical, legal, and professional manner</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective F:</strong> increase the number of clinical psychologists who display ethical, legal, and professional behavior in their practice and research</td>
</tr>
<tr>
<td>Competency 11: Knowledge and understanding of professional, legal and quality assurance issues in clinical and research work</td>
</tr>
<tr>
<td>Competency 12: Skills in working with different professionals and clients in a variety of settings</td>
</tr>
<tr>
<td>Competency 13: Working knowledge and understanding of the principles of consultation and supervision</td>
</tr>
</tbody>
</table>
## B. MINIMUM HOUR AND ACTIVITY REQUIREMENTS AT CLINICAL SITES

<table>
<thead>
<tr>
<th>Year 1/ Practicum I &amp; II</th>
<th>Hours per week</th>
<th>Total hours per year</th>
<th>Minimum Individual Supervision (hr/week)</th>
<th>Special <strong>Minimum</strong> Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td>240</td>
<td>1</td>
<td>5 full batteries administered &amp; written up</td>
</tr>
<tr>
<td>Year 2/ Practicum III &amp; IV</td>
<td>8-10</td>
<td>240-300</td>
<td>1</td>
<td>2 hrs of client contact per week, 60 hrs of client contact per year, 4 full batteries administered &amp; written up, additional hrs for professional-community activities, such as, grant writing, program development or evaluation, or outreach</td>
</tr>
<tr>
<td>Year 3/ Practicum V &amp; VI</td>
<td>10-12</td>
<td>300-360</td>
<td>1</td>
<td>3 hrs of client contact per week, 90 hrs of client contact per year, 4 full batteries administered &amp; written up, additional hrs for professional-community activities, such as, grant writing, program development or evaluation, or outreach</td>
</tr>
<tr>
<td>Year 4/ Externship</td>
<td>16-20</td>
<td>480-600</td>
<td>1</td>
<td>compete city-wide with other clinical students in the consortium for externships, 4 full batteries administered &amp; written up</td>
</tr>
<tr>
<td>Year 5/ Internship</td>
<td>Full time</td>
<td>1500-2000</td>
<td>1 (usually many more)</td>
<td>APA accreditation, 6 full batteries administered &amp; written up, 300 hrs of client contact, other hours for professional activities</td>
</tr>
</tbody>
</table>
C. Goals for Practicum Placement

Student: _____________________________________________________________

Supervisor: __________________________________________________________

Site: _________________________________________________________________

Date: __________________________

Cross out any goals that are not applicable and expand on goals whenever needed.

1. To evaluate and treat ________ children.

2. To evaluate and treat ________ adults.

3. To evaluate and treat ________ families.

4. To lead or co-lead a therapy group.

5. To administer and write up ________ psychological test reports.

6. To attend case conferences.

7. To attend weekly supervision with ________________________________.

8. To be on time, all the time.

9. For second years students, to have a minimum of 256 hours on site (8-10 hours per week for 32 weeks).
   
   For third year students, to have a minimum of 320 hours on site (10-12 hours per week for 32 weeks)
   
   For fourth year students, to have a minimum of 510 hours on site (16-20 hours per week for 32 weeks)

10. To have all paperwork and administrative responsibilities up to date at the end of each week.

11. To notify supervisors and clients, in advance, if students must miss a day.

12. To make up all hours that are missed during the year by continuing to work past the usual date.
D. RESPONSIBILITIES OF SITE ADMINISTRATORS & CLINICAL SUPERVISORS

1. Meet with prospective students in May or June to approve Fall placement.
2. Assign specific cases and learning experiences
3. Develop the student's skills in clinical areas.
4. Develop the student's self knowledge for clinical work.
5. Schedule supervision of the administrative aspects of the student's work.
6. Schedule supervision of the clinical aspects of the student's work with on site supervisors, if applicable.
7. Maintain responsibility for all client contact and client welfare.
8. Evaluate student progress by the formal December and May written evaluations (Use Long Form Evaluation).
9. Document the number of hours the student has participated at the site, specifying the number of hours in direct service, supervision, and other activities.
10. Maintain contact with university faculty, and attend university meetings when possible.
11. Provide a professional psychology role model and professional socialization experience for the student.

E. RESPONSIBILITIES OF OFF-SITE ADJUNCT SUPERVISORS, IF APPLICABLE

1. Develop the student’s skills in clinical areas.
2. Develop the student's self knowledge for clinical work.
3. Supervise progress notes when they are used at the site and available for supervision.
4. Maintain responsibility for client contact and client welfare.
5. Evaluate the student progress by the formal December and May written evaluations, and complete Students’ Clinical Competency Tracking Form (photocopy as needed).
6. Notify site supervisor as soon as possible when problems or questions arise about a student or their client.
7. Notify Director of Psychology program when student problem is not easily and quickly handled in supervision or in conjunction with site supervisor.
8. Attend University meetings when possible.
9. Provide a professional psychology role model and professional socialization experience for the student.

F. RESPONSIBILITIES OF HOWARD PSYCHOLOGY DEPARTMENT’S DIRECTOR OF CLINICAL TRAINING

1. Assign students to the Fall site at least three months prior to their placement. (All placements should start the week after Labor Day unless a site has specific reasons for a later start date).
2. Supply site supervisors with name and work sample of student they are assigned.
3. Work with site supervisors for adjunct faculty supervision where required.
4. Conduct two PAL meetings per year; one in October and one in May.
5. Provide all supervisors with evaluation forms in a timely manner twice a year.
6. Base practicum grades on the supervisors evaluations.
7. When students are experiencing difficulty, a meeting should be arranged within 10 working days with the student, the Director and the site supervisor and/or adjunct faculty supervisor.
8. Notify student in writing when their Practicum performance is judged unsatisfactory.
G. RESPONSIBILITIES OF PRACTICUM STUDENTS

1. Students must adhere to all the rules and regulations governing their sites.
2. When problems come up, it is the student's responsibility to first discuss it with their on-site supervisor. If a resolution cannot be reached, they are to discuss the problem with the senior administrator at the site. If the problem persists, students should then inform the director of the clinical psychology program.
3. Students must give timely notice of when they will be absent or going on vacations.
4. Students must conform to the highest ethical and professional standards of conduct.

H. RESPONSIBILITIES OF PRACTICUM SITES

1. Students may be assigned to practicum sites on Monday, Tuesday, Thursday, or Friday as long as it does not conflict with a student's classes. Scheduled classes must take priority.
2. We prefer for students to be at their practicum site on Friday's. Wednesday's all students must be available to be on campus for meetings, colloquia, and classes.
3. Second year students must have an average of two clients contact hours per week and third year students must have an average of three contact hours per week. In order to have this number of contact hours, students may need to be assigned four or more cases at some sites. It is the responsibility of the site to ensure two or three client contact hours per week.
4. When students are supervised on site, they must receive one hour of supervision for every three client contact hours.
5. Students should not be asked to drive clients in their cars.
6. Students should do only that casework that is related to their assigned clients and all casework must be supervised by an onsite Ph.D. licensed psychologist.

THE FOLLOWING SECTIONS ARE EXTRACTED FROM THE MOST CURRENT HANDBOOK. PRACTICUM STUDENTS SHOULD MAKE AVAILABLE TO SITE SUPERVISORS ALL THE APPENDIX ITEMS REFERENCED BELOW.

I. RELATIONSHIP BETWEEN THE PROGRAM, SITES, & SUPERVISORS

Relationship between the Program and practicum or externship sites

The Program maintains contact with the practicum and externship sites in five ways:
1. There is an operative, if not vibrant, institutional agreement between Howard University's Clinical Psychology Program, and some sites.
2. Adjunct-Faculty meetings. These meetings have become more formal over the years. Currently, there is a two-hour breakfast meeting at least once a year.
3. All practicum sites are given structured evaluation sheets to be filled out twice a year.
4. There are ample, informal phone conversations between site supervisors and faculty so that problems are dealt with in an expeditious manner when they occur.
5. Howard is part of the Washington-Baltimore Consortium of Clinical Psychology Programs. Representatives from the 12 area programs meet twice a year to discuss common issues, including practicum and externship sites.

Relationship between the Program and Clinical Supervisor/Adjunct Faculty

As stated above, all practicum and externship sites must provide at least one hour a week of individual supervision. When a site requires more supervision than is available from the staff or where the training model uses only group supervision, adjunct supervisors provide the needed individual supervision. We try to maintain a ratio of one hour of supervision for every 3 client contact hours. Because of our
strong Adjunct network, we are fairly successful in this endeavor. See Appendix C for a list of Adjunct Faculty.

---

**J. RECORD KEEPING FOR STUDENTS’ CLINICAL EXPERIENCE**

**Maintenance and transmission of clinical records**
Observing the issues of confidentiality and patient welfare, HIPPA requirements, and other laws, students should adhere also to their practicum and externship sites’ practices of maintaining and storing progress notes, testing reports, admission/intake summary, discharge/termination summaries, and any other official documents of their clients/patients. Whenever there are conflicting practices, students should address those issues with their clinical and administrative supervisors, or the Director of Clinical Training.

Besides the official medical/clinical records of their clients, students should not keep a separate set of records at home, on any computer, digital media, or hard copies. If students have to keep a copy of their patients for later documentation of their own training experience (for instance, a testing report or discharge summary as a writing sample for internship application), or for use between clinic and home (for instance, taking the notes to show to an off-site supervisor), they should mask the patients’/clients’ names and identifying information to reduce the risk of losing these records.

Students should refrain from composing, opening, and printing confidential documents on a public access computer or sending confidential files via email. Students should exercise much caution handling the electronic files because emailed files are often automatically stored in temporary internet cache, without the users’ knowledge. Students should password-protect personal flash drives and digital media, desk top computers, and individual confidential electronic files, or using their word-processor programs to replace client names on files they have to email to clinical supervisors for editing and comments.

**Record keeping of clinical hours**
Due to the increasing need for accurate record keeping of practicum hours and weekly clinical activities, in order to complete subsequent applications and internship application forms, we have recommended students use a systematic way to tally their hours and activities at the clinical practicum and externship sites. Without attention to details, previous advanced students have spent hours and hours trying to recall the number of hours, types of activities, and client characteristics from their previous clinical training experiences. For that reason, we will require students to maintain an up-to-date weekly record of the practicum experience.

Such record keeping is simple if students start early and update their records weekly beginning their first practicum experience. We require students to adopt a method that may include an electronic database because the Clinical Psychology program needs student documentation for advisement and signing off their clinical experience segment when students apply for internship. Previously our students have shared with us and other students their own recording methods and tools. The program has found very satisfactory results from such record keeping. One major benefit of such records is that students can quickly and effortlessly complete a standardized APPI form for internship application during their fourth year.

Without reinventing the wheel, we highly recommend student use a published set of automated forms, the Practicum Hours Data Spreadsheet (hyperlinked) and the Weekly
Narrative Spread Sheet (hyperlinked) created by Gina Owens, a Counseling Psychology graduate from the University of Kentucky, which has made these file available for public. The files can be retrieved from http://www.uky.edu/Education/EDP/cnpsred.html

If they are reading this page electronically, students may click these underlined hyperlinks to open those forms. See Appendix F for the forms retrieved on 7/26/06. Further description of these files can be found in this journal article:


The Association of Psychology Postdoctoral and Internship Centers (APPIC), which regulates the internship application process, has adopted a standardized form titled APPIC Application of Psychology Internship (AAPI). That 26-page form requires very detailed information that can only be accurately completed with precise recording of 4 years of clinical practices. The Microsoft Excel files we recommend are well-tested by other users, and contain enough details for the AAPI form.

K. STUDENTS’ COMPLETION OF CLINICAL EXPERIENCE

Student evaluation by clinical supervisors
Practicum or externship experiences are considered completed only when students have given the Director of Clinical Training or the practicum course instructor the Student Evaluation by Practicum Supervisor form (see Appendix H), the Clinical Student Competency Tracking form (see Appendix G), and the Practicum Hours Data Spreadsheet and Weekly Narrative Spread Sheet (see Appendix F), completed and signed by supervisors and students (where appropriate) and submitted by student to the Director of Clinical Training. The submission deadline is the last day of class in both Fall and Spring semesters.

Practicum, externship, and internship obligations are generally scheduled from September 1 to May 15. However, individual sites may vary their dates according to clinical needs and the client intake cycle. Even if students and the site choose to extend the clinical training beyond the planned period of the semester, or when the clinical training period at the site does not coincide with the HU semesters, students should work with the clinical supervisors so that these forms are submitted by the last day of class for both Fall and Spring semesters, in order for the Director of Clinical Training or a practicum course instructor to submit student grades on time. Delayed submission of these forms will delay grade submission, which often causes problem for subsequent changes to incomplete grades, compromising students’ transcripts because incomplete grades are often interpreted as inadequate progress. Changes in evaluation and practicum clinical hours can be reported on a subsequent addendum.

Moreover, students should plan to have those evaluation forms completed with/by their supervisors at one of their supervision sessions to facilitate the discussion of students’ strengths and weaknesses. Students and immediate clinical supervisors should complete and sign those forms together to indicate their understanding of the evaluation. These forms are available in this handbook, and students may examine them early on in order to know the evaluation criteria. Early review of these forms with the clinical supervisors also provides an opportunity for systematic feedback for students to make adjustment to their performance throughout the course of the clinical training.

On that form, the supervisors were also asked to give a grade to the student. That grade only partially informs the students’ course grade. The program retains the full right and responsibility of grade assignment. Moreover, the program will not submit student grades until all clinical, administrative, and
evaluative processes/forms are completed in a satisfactory manner. It is the students’ responsibility to ensure their completion. When that cannot be done, the student will need to inform the practicum or externship course instructors, also by the last day of class.

In some cases, the clinical sites may have their own evaluation forms or narrative summaries of students’ performance. We welcome them but may still require our own forms as well, if the Director of Clinical Training determines that their forms are not detailed enough for programmatic evaluation and/or student competency tracking purposes.

L. MALPRACTICE INSURANCE

Even though the clinical supervisors carry the professional liability of their supervisees’ clinical practices, all Clinical Psychology students are required to purchase student malpractice insurance. Information is available from the Clinical Director and is passed out at the first Clinical Program meeting of the year. Students should purchase the high option of $1m/$3m from APA Trust, as such coverage is often required by many training sites.

M. NOTIFYING DC BOARD OF PSYCHOLOGY OF SUPERVISED PRACTICES

Students practicing in DC should understand and abide by the DC laws governing supervised psychological practices. DC Laws apply to all sites within the District of Columbia irrespective of where one’s university, residence, or supervisor is located. Because the majority of the students fulfill at least part of their clinical requirements within the District of Columbia, we will cover the related DC laws. Students practicing in Maryland, Virginia, or any other jurisdiction, or in a combination of jurisdictions should follow the laws of the respective jurisdictions.

While the program only refers students to clinical sites with licensed clinical supervisors, or arranges offsite supervision by licensed psychologists, students should actively remind their clinical supervisors to complete and file any forms required by law of the jurisdiction – before they engage in any supervised psychological practices. This is more than a program requirement. It is the law.

The District of Columbia Board of Psychology requires that the DC-licensed psychologists file a form called Notification of Supervised Practice in Psychology in the District of Columbia at their headquarters giving notification of supervised practice (see Appendix O and website below). The Board is currently revising the notification form. The updated version is not yet available at the time of this handbook revision. The current PS Form 04, retrievable online at their site, should be used. For further information about that, students and clinical supervisors should look into the Board’s website at URL: http://www.dchealth.dc.gov/doh/cwp/view,a,1371,q,600547.asp. They may also contact Shelly Wills, Health Licensing Specialist for the Board of Psychology at 202-724-8831.

While the program will remind clinical supervisors, students should ensure that their clinical supervisors file that form with the DC government. Students should also provide a copy of that completed form to the program for information purposes only. In other words, filing that form in the program’s Student Records alone does not fulfill the supervisors’ and the students’ legal responsibilities. See Appendix O for more details of filing that form.
N. Criteria for Successful Completion of Practicum Placement

1. All administrative work is completed on time.
2. All clients have been appropriately terminated.
3. Students have behaved in an ethical and professional manner to the satisfaction of the supervisor and site director.
4. Students have successfully completed goals defined in the beginning of the practicum placement.
5. Student has been able to successfully integrate suggestions made during supervision.
6. Student appears to be able to relate effectively with population of clients.
7. Student appears to be able to work within areas of competency and get help when needed.
8. Student has a theoretical understanding of what was the appropriate course of intervention for the clients that were seen.
9. Student has mastered the therapy techniques required for implementing the appropriate therapeutic interventions.
10. Student is prepared for a more demanding practicum placement.
Summary of Clinical Experience (as of September 1)

Name:_______________________________________ Year Admitted ________

For each of the following make a brief statement that summarizes the type and extent of your experience, or number of patients/clients; specify special populations.

A. Settings
   Inpatient:
   Outpatient:
   Other:

B. Populations
   Infant:
   Child:
   Adolescent:
   Adult:
   Elderly:

C. Assessment (Give number; tests should be supervised)
   Psychosocial History
   Mental Status Exam
   Bender-Gestalt
   Rorschach
   TAT
   CAT
   HTP
   Other projectives (specify):
Summary of Clinical Experience (Page 2)

MMPI

Other Objective or Self Report (Specify):

Bayley Scales

Other Infant Assessment (Specify):

WAIS-III:

WISC-IV:

WPPSI-III:

Halstead-Reitan:

Other Neuropsychological Tests (Specify):

Other:

D. Modalities

Individual Child/Adolescent:

Individual Adult:

Group (Specify Child/Adult):

Infant-toddler:

Couples:

Family:

Parent Consultation:

Indirect Services (Specify):

E. Patient Problems Encountered (State major reasons for patients seeking treatment):
Howard University Practicum Verification Form
Due at end of placement

One copy to Program Director
One copy for student
One copy for practicum site

Student: ______________________________ Telephone: ______________

Agency: ________________________________________________________

Agency Address: _________________________________________________

Telephone: _______________________________________________________

______________________________________________________________ has completed _______

________ hours of supervised training during the academic year ___________,
and has completed all work in a satisfactory manner.

__________ Hours in supervision

__________ Direct service hours

______________________________________________________________

Signature of Site Supervisor

______________________________________________________________

Signature of External Supervisor (if appropriate)

Date: ______________________________