
Student Handbook MA Psychology – Clinical Sequence

Revised September 2021

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Introduction

This handbook for students in the MA – Psychology Clinical Sequence is intended to assist you as you pursue your education and to answer common questions concerning the graduate psychology program at Governors State University, including information about administrative and academic policies, curriculum, course work and other academic requirements, and a variety of other topics.

It is essential that you become familiar with the information contained in this handbook in order to facilitate your progress in the program. Hopefully, the information presented here will prevent or minimize misunderstandings and inaccurate expectations. Therefore, it will be assumed that every student has read, and is familiar with, the contents of this handbook.

This handbook is a supplement to, not replacement for, the Governors State University Academic Catalog. Graduate students are expected to be familiar with the information in the Catalog, particularly the section on General Academic Information. You may obtain a copy of the Graduate Catalog from the Admissions or Registrar's Office or by downloading it at <http://www.govst.edu/catalog/>. This revision of the Student Handbook for the MA in Clinical Psychology reflects the program as described in the 2021-2022 Academic Catalog and is effective with the release of that catalog.

Curriculum

The Clinical Sequence in Psychology is designed to develop competent and compassionate professionals who have the capacity to function in a variety of clinical settings, including therapeutic, research and academic settings. The program is based upon the practitioner-scholar model that calls for clinicians to ground their clinical practice in empirically based interventions. The faculty strives to present balanced training and experience in research and in clinical work. Students are expected to develop proficiency in the content, theories, and methodological approaches of psychology; the planning and execution of psychological research; specialized knowledge of psychological dysfunction and treatment; basic psychological assessment procedures; and knowledge and observance of the ethical standards of the profession. The program seeks to produce clinicians capable of cultural humility who are sensitive to and apply a firm understanding of individual and cultural differences.

Governors State University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The MA Psychology - Clinical Sequence is part of this accreditation. The University is also a member of the Illinois Council of Baccalaureate and Higher Degree Programs. Though the American Psychological Association does not accredit master's level programs at this time, the program is aligned with course requirements for eligibility for examination for the Licensed Professional Counselor (LPC) in Illinois.

Core Courses (24 Hours)

PSYC 6110	Measurements and Evaluation	(3)
PSYC 6160	Ethical and Legal Issues in Psychology	(3)
PSYC 6221	Psychopathology	(3)
PSYC 6229	Graduate Seminar in Human Development	(3)
PSYC 7240	Topics in Multicultural Psychology	(3)
PSYC7320	Theories of Psychotherapy	(3)
PSYC 8549	Advanced Research Seminar	(3)
STAT 8260	Advanced Statistics in Behavioral Science	(3)

Clinical Courses (30 hours)

ADDS 7200	Substance Abuse Counseling	(3)
COUN 7725	Family Systems: Theory and Practice	(3)
COUN 7730	Life Style and Career Development	(3)
PSYC 7350	Introduction to Child Psychotherapy	(3)
PSYC 7429	Psychotherapy Techniques I	(3)
PSYC 7431	Psychotherapy Techniques II	(3)
PSYC 8440	Group Psychotherapy	(3)
PSYC 8463	Practicum in Psychotherapy	(3)
PSYC 8920	Internship Program I	(3)
PSYC 8921	Internship Program II	(3)

Total – 54 Hours

Degree Requirements

Students must meet all university requirements for a master's degree. In addition, students must:

1. maintain a G.P.A. of 3.0 or higher, with a grade of "C" or better in each course and have no more than two courses with a grade of "C";
2. complete all required courses for the degree.
3. receive a passing score on the program comprehensive examination, and
4. receive a pass from the faculty on the final case presentation.

MA Psychology – Clinical Sequence Faculty Committees

All decisions and activities involving students' admission and progress in the Clinical Sequence are determined by faculty committees in consultation with the MA Psychology Program Coordinator. The faculty committees, comprised of graduate faculty members, address admission to the program, granting of degree candidacy, and review of student progress in the program.

Program Admission

In addition to the Governors State University graduate application and criteria, applicants will submit program-specific materials for the MA Psychology program. Information concerning all admission criteria is available in the Academic Catalog or on the University website <http://www.govst.edu/catalog/> and at the [Program website](#)

In addition to meeting university admission criteria, applicants must:

1. have completed with an overall G.P.A. of 3.0 or higher, no grade below "C", and no more than two grades of "C"; undergraduate courses from a regionally accredited college/university that are comparable to Personality Theories (PSYC3310), Cognitive Psychology (PSYC3520), Abnormal Psychology (PSYC3430), Social Psychology (PSYC3345), Child Development (PSYC3201), Research Methodology (PSYC2150), and Statistics (STAT3150). Please note, these courses are prerequisites and may not be used to fulfill degree requirements of the MA and may be taken at another institution;
2. have earned a grade point average (G.P.A.) of at least 3.0 in the last 60 hours of undergraduate course work;
3. demonstrate evidence of satisfactory professional writing and analysis by one of the following: a grade of "B" or higher in PSYC 3120 (Thinking and Writing in Psychology) or its equivalent, or a score of 4.5 or greater on the Analytical Writing section of the GRE General Test;
4. provide a statement of the applicant's purpose in seeking a master's degree in psychology and their long-term goals (applicants should be aware that the faculty also evaluate this statement as a professional writing sample);

5. provide three letters of recommendation from professionals who can speak to the applicant's academic and/or professional capabilities in the field of Psychology to complete and submit a Personal Reference Form available on the MA in Psychology Admission and Program Requirements webpage
6. complete a "Statement of Character" Form available on the MA in Psychology, Admission and Program Requirements webpage.

Annual admission to the program is determined by program faculty. Program faculty reserve the right to request personal interviews with applicants to the program. Application packets must be received by the admission date posted on the website.

Conditional Admission

Applicants not meeting one of the above noted admission criteria are eligible to petition for conditional admission to the program. Applicants choosing to petition should include a letter with the supplementary admission materials. The faculty recommend that the letter includes discussion of the factors contributing to academic achievement and why those factors could be judged by the faculty as successfully remediated. Faculty reserves the right to require additional prerequisite coursework (for example, PSYC 3120 or other undergraduate psychology courses) as a condition of admission

Candidacy Evaluation

Candidacy is the point in the program where the faculty reviews the coursework a student has completed and determines if the student is prepared academically and personally (i.e., in disposition) to continue on to the advanced courses of the program. When the student has fulfilled all requirements to be considered for candidacy, (see "Admission to Candidacy" below) members of the graduate faculty meet to conduct a candidacy evaluation. During this evaluation, a student's progress toward meeting the requirements for admission to candidacy will be reviewed.

Academic performance, awareness of and behavior consistent with the APA ethical principles and accepted standards of professional responsibility, and interpersonal skill (as it relates to the student's ability to function as a professional) are the broad areas to be evaluated.

Course grades, faculty observations, and any other relevant data will be considered. If the student's progress in all three areas is adequate, the faculty may recommend that the student be admitted to candidacy. Admission to candidacy reflects the program faculty's belief that the student is likely to complete the degree program and is a prerequisite to being considered eligible for the master's degree. In addition, a student may not sit for the comprehensive examination or register for practicum until he/she is admitted to candidacy. The Graduate Advisor, Clinical Coordinator and Program Coordinator will review with the candidacy course evaluations with the student. Signed originals will be placed in the student's file. The student may request a copy of the evaluations and summary of the candidacy decision. Students are encouraged to discuss any questions they have about candidacy evaluations with the Program Coordinator and with individual faculty members whose comments they may wish clarified.

"At Risk" Policy

As a result of the candidacy evaluation, the faculty may determine that a student's progress in all areas is adequate, or they may decide that there are certain deficiencies in a student's performance. Depending upon the nature and severity of the deficiencies, a student may be asked or required to engage in corrective/remedial activities (e.g., discuss/remediate weak academic performance with the course instructor, resolve interpersonal conflicts with classmates or faculty), or in the case of more serious problems, the student may be considered to be at risk for dismissal from the program. Examples of "more serious problems" include, but are not limited to, violation of ethical standards, academic dishonesty, poor academic performance, evidence of a lack of professional responsibility, and deficits in interpersonal skills that interfere with a student's ability to function as an effective therapist (For further detail see "Faculty Expectations/ Student Responsibilities," p. 20). If a student is identified as being at risk for dismissal, he/she will receive a written statement from the Program Coordinator outlining the steps to be taken in

order to remove him or herself from “at risk” status, as well as the consequences of failing to do so within the specified time (for further detail, see also “Termination from Program,” p. 22).

Admission to Candidacy

A student must apply for candidacy within two weeks of the start of the semester in which degree candidacy is sought. Application forms are available in the Division of Psychology and Counseling Office. To qualify for candidacy, a student must:

1. complete all preparatory courses listed in the “Special Admission Requirements” section of the Academic Catalog (p. 172) with the required grades and GPA;
2. complete PSYC6110, PSYC6160, PSYC6221, and PSYC6229 with a grade of “B” or better and submit core course candidacy evaluation forms for each course to the professor of the course.

As summarized in the Candidacy Evaluation section above, a faculty committee will review the applications and inform students of their candidacy status within six weeks of application. Candidacy review is one of several evaluative steps to help ensure students meet program objectives and reach student outcomes.

Comprehensive Examination

The MA Comprehensive Exam for clinical students is based closely upon the National Counselor Exam (NCE) and contains 90 multiple-choice questions spanning the seven domains of the NCE. Clinical-Sequence students will need to have completed (or be in process with) the following courses to be eligible to attempt their exam: PSYC 6110 Measurement & Evaluation, PSYC 6160 Ethical and Legal Issues in Psychology, PSYC 6221 Psychopathology, PSYC 6229 Seminar in Human Development, PSYC 7320 Theories of Psychology, PSYC 8440 Group Psychotherapy, PSYC 7240 Topics in Multicultural Psychology, PSYC 8549 Advanced Research Seminar, STAT 8260 Advanced Statistics in Behavioral Science, and COUN 7730 Life Style and Career Development. There is no formal preparation course for the examination. However, study materials for the clinical exam would be available through the NBCC here: <http://www.nbcc.org/Exam/StudyGuides> , or any preparation guide for the National Counselor Exam (NCE) would also work. Please note, the NCE allows for professional practice under the supervision of a licensed provider. After Illinois licensure requirements are satisfied some hours past graduation, you will sit for a licensure exam. The NCE is different from the licensure exam, so please be aware of this when preparing for the comprehensive exam.

The comprehensive exam will be scored on a “pass” or “fail” basis. A cutoff score of 70% on the exam constitutes a passing score. If a student fails the exam, they must re-take and pass it before applying for graduation from the program. The exam is offered once each semester at midterm. An e-mail announcing the date of the exam and offering students the opportunity to register to sit for the exam is sent via GovState e-mail early each semester.

Mentorship Program

Mentorship is an important part of the clinical training process. Mentorship provides the opportunity for one-to-one faculty/student collaboration and effective modeling of the scientist- practitioner paradigm. A faculty mentor can provide a student with guidance around academic and career planning, professional development, and emotional support as the student progresses through the program.

Students will have the opportunity to express interest in being assigned to a faculty mentor at two program orientations held each year, one in Fall and one in the Spring semester.

Students who express interest will be notified who their faculty mentor will be. Every effort will be made to match students to faculty mentors with similar clinical and/or research interests.

All faculty mentors may have different mentoring styles. However, it is reasonable to expect that your mentor will help you in the following ways:

1. teaching research skills: discussing ideas, helping a student with conceptualizing and designing projects, analyzing data, writing manuscripts, etc.;
2. discussing career goals: talking with a student about how to prepare for the career path you want, different types of career paths available, etc.;
3. helping with professional development: helping a student prepare submissions for conferences and journals, prepare presentations, revise a manuscript, apply for a fellowship or grant, etc.;
4. giving general advice: about the program, the profession, etc., within the limits of the mentor's knowledge and expertise;
5. being personable and supportive: mentors generally have their students' best interests at heart and will make every effort to be helpful.

Faculty mentors also have expectations of their mentees. These vary across mentors. However, a mentor will probably expect the student to:

1. stay in regular contact, make an appointment if the student has gotten out of touch, ask for help when the student needs it, tell the mentor when you'll be unavailable for long periods of time, etc. It will be up to the student to maintain contact with their faculty mentor and ask for assistance, as needed;
2. work hard: see graduate school as a serious endeavor, read articles in the student's area of interest even if they haven't been assigned, give their best effort (even on first drafts), master APA style without extensive feedback, avoid spelling and grammatical errors, avoid giving the appearance of looking for the "easy way out," etc.;

3. be independent and take responsibility: Try to figure things out for him/herself, know when deadlines are, know what paperwork is required for the student's stage in the program and meet those deadlines, use feedback constructively, etc.;
4. Collaborate with other students working with the same advisor: students further along in the program may be asked to help newer students with various aspects of the program.
- 5.

MA Program Faculty

Name	Degree & Date	Institution	Clinical/Research Interests
Christienne Dyslin, Ph.D.	Clinical Psychology, 1997	Northern Illinois University	Anxiety disorders, addictions, integration of psychology and spirituality, religious beliefs and behaviors, LGBTQ concerns
Timothy Pedigo, Ph.D. <i>MA Program Coordinator</i>	Clinical/Community Psychology, 1987	Illinois Institute of Technology	Mindfulness based approaches to psychotherapy, mindfulness and social-emotional learning, attachment, trauma and dissociation
Maria Valgoi, PhD	Counseling Psychology, 2016	University of Illinois – Urbana Champaign	Community psychology, Trauma psychology, Black Studies.
Lamise Shawahin, Ph.D.	Counseling Psychology, 2016	Purdue University	Multicultural psychology, health psychology, Arab American health.
Albert Tuskenis, Ph.D.	Clinical Psychology, 1996	University of Illinois at Chicago	Attachment theory and adult relationships, emotion-focused therapy
Sofie Azmy, Psy.D.	Clinical Psychology 2015	Wheaton College	Attachment and Positive Psychology

Clinical Training

Evaluation: General Expectations and Responsibilities

Practicum and internship experiences are core components of the clinical training program. They are intended to provide students with opportunities to apply skills and knowledge acquired in the classroom, and to observe and participate in the day-to-day operation of various mental health agencies. Practicum and internship are both graded on a "Pass/No Credit" basis.

Enrollment in practicum and internship requires the approval of the Advisor and Clinical Coordinator. In order to be eligible for a field placement, the student must demonstrate an appropriate level of professional responsibility, maturity, and clinical competence.

Practicum

Students in the clinical program are required to complete three credit hours of practicum that includes **100 clock hours on site with a minimum 40 hours of direct client contact**. Examples of typical practicum sites include public and private psychiatric hospitals, the GovState Family Development Center, residential treatment facilities for children, adolescents or adults, and agencies working with various special populations (e.g., abused women and children).

Practicum assignments:

Practicum assignments are made by the Clinical Coordinator (ClinicalCoordinator@govst.edu). **You should not attempt to arrange a practicum placement on your own without consulting the Coordinator.** Students are asked to submit preferences for particular types of agencies/populations to the clinical coordinator as part of their application for practicum. Site assignments are made on the basis of student preferences, faculty determination of students' training needs, and the availability of acceptable sites. Students are not permitted to complete more than three credit hours (one semester) at a given site. A student may, however, be allowed to do an internship at the same site where a practicum was completed.

The practicum must include the following requirements:

1) **Supervision:** All students will receive two modes of supervision:

A. On-campus supervision of the on-site experience: You will receive group supervision from the professor on campus at the arranged meeting time for the practicum course (1.5 hours per week) for the purpose of reviewing your experiences and facilitating your development as a competent psychotherapist. This is a place for students to begin to integrate clinical theory, research, practice as well as to develop a professional identity. Part of this group meeting will be discussion of personal reactions to your experiences and questions regarding your clients.

B. On-Site Supervision: You are to negotiate a standard time to meet with your on-site supervisor for 1 hour weekly during the entire semester. You and your supervisor will choose the clients on which you will focus. In these sessions you may review tapes (if available) of your sessions with clients. You will be provided with feedback regarding your clinical work and you may be asked to write a conceptualization for your cases and to incorporate any changes/recommendations from the supervisor. A supervisor's evaluation at the middle and end of the semester is required to evaluate each intern's on-site performance. Final evaluation forms must be submitted prior to the end of the course.

C. Recording: All students are required to record therapy sessions, when the site allows recording, and are to bring these recordings to their weekly supervision sessions. The extent to which these tapes will be reviewed will be discussed in your individual supervision and will be based on supervisor / trainee needs.

- 2) **Practicum Log:** The student must keep a weekly log of their practicum activities. At a minimum, the student's log should reflect all on site and clinical contact hours and supervision sessions with their site supervisors and GovState supervisor. The log should detail what mode of therapy and client type (e.g., crisis intervention, assessment, screening, individual therapy, group therapy adult, child adolescent, couples, etc.) and what support activities were completed (e.g., case management, client focused reading or research, scheduling, training, etc.). A suggested form for recording the practicum log is located in the online appendices for convenience (Supervisors may at their discretion require alternate log forms).
- 3) **Organizational Membership:** By this point in your training you should be a member of a professional organization that is reflective of your interest in psychology.
- 4) **Insurance Requirement:** Students are required to purchase malpractice insurance and should provide the practicum professor and the on-site supervisor with a copy of a current policy (see *Professional Liability Insurance*, p.21)

The practicum course may also include the following requirements:

(1) Pre-Course Self-Assessment: As a way of assessing the student's level and knowledge of clinical skills he/she may be required to write a summary of their relevant skills prior to beginning this practicum. This pre-assessment summary should include their clinical background (strengths and weaknesses), an overview of their model of psychotherapy, any experiences he/she has had and with which populations.

(2) Post-Course Self-Assessment: As a way of assessing the student's progress over the course of the semester, he/she may be required to write a post course assessment. In this assessment the student should include a summary of their strengths and weaknesses as a clinician, critical incidents from the entire semester, their updated model, and the extent to which the he/she achieved their pre- assessment goals.

(3) Reading Assignments and Participation: Students are expected to have read any assigned materials and come to group supervision prepared to discuss them. A participation grade will be assigned based on how well the student receives feedback from the instructor and peers in a non-defensive manner, offers feedback to peers in a supportive fashion, and involve him/herself in group discussion.

(4) Project: Students may be asked to complete a written project in which they choose to discuss an ethical issue and/or diversity issue with regard to interventions applicable to clinical populations. The project will contain relevant research for evidence-based clinical interventions.

Internship

Students in the Clinical Psychology Sequence are required to complete an internship. The internship involves a minimum of **300 clock hours per semester at an appropriate mental health facility with 120 direct contact hours**, under the supervision of a licensed mental health professional (LCPC, LCSW or Licensed Clinical Psychologist). The internship facility and supervisor must be approved by the Clinical Coordinator in consultation with the Clinical Faculty. **Students must finish any coursework with an "Incomplete" grade prior to applying for internship.**

Internship Site Assignments. As with the practicum, students are asked to submit preferences for particular types of agencies/populations to the Clinical Coordinator with their Application for Internship which is given to the Graduate Advisor one semester in advance of the semester that the student expects to register for internship. Assignments are made on the basis of student preferences, faculty determination of students' training needs, and the availability of acceptable sites. Typical settings include community mental health (comprehensive care) centers, psychiatric hospitals, general medical centers, and various social service agencies. The Program Coordinator and other faculty members may be able to offer suggestions regarding possible internship sites available. The final decision as to whether a particular internship satisfies these requirements, as well as the decision to specify additional requirements, rests with the Clinical Coordinator in consultation with the clinical faculty. A student should begin the process of selecting an internship during the practicum semester. *(Note* The vast majority of students will choose to remain at their practicum site for the internship, however, in some cases the student or site supervisor will not wish to continue the training experience at the practicum site.)* Once the student's choice for internship has been approved, it is

their responsibility to complete the application process at the site. Depending on the agency, this process

may involve one or more interviews, submission of writing samples (such as psychological reports), letters of recommendation, and various other application materials. Students should be forewarned, the last semester prior to internship tends to be very hectic with the comprehensive exam, course work, and practicum, so they should plan carefully in order to allow enough time to complete the application process.

The internship must include the following minimum requirements:

1. **Supervision:** All students will receive two modes of supervision:
 - A. **On-campus supervision of the on-site experience:** You will receive group supervision from the professor on campus at the arranged meeting time for the internship course (1.5 hours per week) for the purpose of reviewing your internship experiences and facilitating your development as a competent psychotherapist. This is a place for students to continue to integrate clinical theory, research, and practice as well as develop their professional identity. Part of this group meeting will be discussion of personal reactions to your experiences and questions regarding your clients.
 - B. **On-Site Supervision:** You are to negotiate a standard time to meet with your on-site supervisor face-to-face for 1 hour weekly during the entire semester. You and your supervisor will choose the clients on which you will focus. In these sessions you may review tapes (if available) from at least one of your clients. You will be provided with feedback regarding your clinical work and you may be asked to write a conceptualization for your cases and to incorporate any changes/recommendations from the supervisor.
 - C. A supervisor's evaluation at the middle and end of the semester is required to evaluate each intern's on-site performance. Final evaluation forms must be submitted prior to the end of the course.
2. **Recording:** All students are required to record therapy sessions (when the site allows this) and are to bring these recordings to their weekly supervision sessions. The extent to which these tapes will be reviewed will be discussed in your individual supervision and will be based on supervisor / intern needs.
3. **Internship Log:** The student must keep a weekly log of their internship activities. The student's log should reflect all on site and clinical contact hours and supervision sessions with their site supervisors and GovState supervisor. The log should detail what mode of therapy and client type (e.g., crisis intervention, assessment, screening, individual therapy, group therapy adult, child adolescent, couples, etc.) and what support activities were completed (e.g., case management, client focused reading or research, scheduling, training, etc.). A suggested form for recording the practicum log is located online you're your convenience (Supervisors may at their discretion require alternate log forms).

4. **Organizational Membership:** You should maintain membership in a professional organization that is reflective of your interest in psychology.
5. **Insurance Requirement:** Students are required to purchase malpractice insurance and should provide the internship professor and the on-site supervisor with a copy of a current policy. (see *Professional Liability Insurance* below)

Internship Evaluation.

The internship (PSYC 8920) is graded on a "Pass/No Credit" basis. Supervisors will complete the Student Clinical Evaluation form included in the online appendices. The student's internship professor will be responsible for assigning the internship grade, based primarily on the evaluation submitted by the on-site supervisor and the student's performance in supervision meetings with their university supervisor. Students may ask both supervisors to review evaluations with them.

Clinical Case Presentation

The Case Presentation

Over the course of the two semesters of internship (PSYC 8920 & PSYC 8921), students will be developing a case presentation as a culmination of their experience. The presentation will be evaluated by a committee of three graduate faculty members to be arranged and chaired by the student's PSYC 8921 (Internship II) professor.

Presentations must be passed by the evaluation committee in order for the student to graduate. Students should begin to identify an appropriate client and prepare for the case presentation while enrolled in the Internship Program I (PSYC 8920).

Presentations must be completed by the end of Internship Program II (PSYC 8921) in order to receive a passing grade in PSYC8921. (See Continuing Registration for PSYC 8921 below)

Case Presentation Evaluation

The purpose of this evaluation is to help assure that master's level students have the skills necessary to succeed as mental-health-care providers. In particular, this assessment is an authentic measure of the skills required in professional practice. Competencies to be demonstrated in the portfolio:

1. Demonstrate skills essential for intervening with children and adults in both individual and group modalities.
2. Conceptualize cases and accurately apply the models of psychotherapy.
3. Demonstrate skills in using clinical information to diagnose and create treatment plans
4. Demonstrate skills in self-evaluation of strengths and challenges as a clinician, including countertransference issues.
5. Explain and include in case conceptualizations and treatment plans the impact of bias and prejudices on psychological functioning.
6. Demonstrate the ability to write accurate, concise assessment reports and progress notes as a part of the therapeutic process.
7. Evaluate and synthesize psychological research as a basis for clinical assessment and intervention.
8. Describe ethical and legal issues relevant to the science and practice of psychology articulating and demonstrating characteristics of professional identity as an ethical practitioner.
9. Utilize case consultation/ supervision to plan appropriate strategies and goals for therapy with children and/or adults.

Case Presentation Format

1. Background Information:

Age, race, ethnicity, gender, sexual orientation (if relevant), relationship status (e.g., single, partnered with same sex, partnered with opposite sex, married to same sex, married to opposite sex, divorced, widowed, etc.), living situation, education, current employment, referral information, and initial contact date.

2. Presenting Problem:

Identify the problem from various perspectives including what the client reports, reports of any outside parties i.e. parents or agencies, and your own observations of the client's behavior.

3. Initial Assessment:

- a. *Diagnosis.* Include any and all data relevant to the formulation of your diagnosis. Make sure to clearly articulate which diagnoses you were considering and why you decided on the diagnosis you arrived at. Please use DSM 5.
- b. *Psychological Functioning.* Describe the overall functioning of the client in terms of cognition, emotion, and behavior. Also include relational and family functioning. Identify any patterns you have observed. Provide examples of the patterns.
- c. *Focus of Treatment.* Given the above, what issues did you decide to focus on for treatment and why?
- d. *Multicultural considerations.* Discuss the role that the client's identity influences their lived experiences. What cultural considerations or interventions did you make?

4. Case Conceptualization:

- a. *Identify the theoretical framework.* Which theoretical framework did you decide to use and why? Describe your client's difficulties (what factors initiated and have maintained the client's difficulties) from this framework.
- b. *Research.* Present research regarding the framework you used to conceptualize the case.
- c. *Alternative Conceptualization.* Choose one other theoretical framework and conceptualize the case using this model.

5. Treatment:

- a. *Goals of Treatment.* Clearly identify the goals of treatment and describe how the approach you are using will address the presenting problem and lead to the goals for outcome that you have identified. Identify how you hypothesize the change will occur.

- b. *Treatment Process*. Describe how the treatment progressed. Include a description of how you intervened and how the client responded to treatments. Include a description of the treatment stages, including termination.
- c. *Research*. Present research supporting the treatment you used, especially as it is relevant to your client.
- d. *Reformulations*. Report any changes in your initial assessment, treatment goals, and/or intervention strategies. Explain why you made these changes.

6. Evaluation:

- a. *Treatment Outcome*. Did you accomplish the treatment goals? What progress did the client make? What problems remain to be addressed?
- b. *Countertransference*. When and how did you experience countertransference on this case? How did you work with it? How did it influence the client?
- c. *Clinical Development*. In what ways did you develop as a clinician through the treatment process? What did you learn? What skills will you need to continue to work on?

7. Final Comments:

- a. As you finish your education in the MA Psychology program, what final statement can you make about your training?
- b. What did you feel you gained from the experience, and what areas were lacking in your training?
- c. What are your goals for continuing education and development?

8. Additional Required Documentation:

- a. The case presentation should include a written annotated outline and reference list (no more than 7 pages) to be sent to all committee members one week in advance of the date scheduled for the case presentation.
- b. Each student will provide evaluation of their internship experience signed by the site supervisor, and documentation of all hours completed on site. The supervising faculty member will affirm that the student has fulfilled the internship experience.

Faculty Evaluation of Case Presentation

Case Presentation Review

A review of the student's progress with the student's PSYC 8921 professor / chair of the evaluation committee should be scheduled by midterm of the final internship semester. The student will bring the "case presentation in progress" to this meeting and may be asked to review the case with peers in the supervision group. Subsequent to the meeting, the chair will provide feedback that the student will use to revise the presentation. The final review and presentation of the case will occur with the committee of three faculty members at the end of Internship Program II (PSYC 8921) and will be scheduled in accordance with the chair. (Case presentations must be completed prior to the last week of the semester). Prior to the presentation, each faculty member should receive a copy of the documentation listed above.

Case Presentation Evaluation

The case presentation evaluation occurs at the end of PSYC 8921, Internship II. This presentation is an oral exam designed to demonstrate the student's competence in basic clinical psychological practice. The oral exam will be based on the presentation and written outline provided by the student as described above. The student will make a one-hour presentation of the case, including questions from the three faculty members on the evaluation committee that is chaired by the student's PSYC 8921 professor. Faculty questions will focus on knowledge of psychopathology, assessment, intervention procedures, ethical issues, and diversity issues. The Portfolio Evaluation Committee will use the following criteria to evaluate the student:

1. organization of the outline and presentation
2. ability to articulate case conceptualizations, interventions, and conclusions clearly
3. clinical judgment and capacity for independent thinking
4. ability to engage committee members in a professional dialogue, with respect for differences of opinion and the inevitable uncertainties involved in clinical work

The case presentation is graded on a "Pass / Fail" basis.

Continuing Registration for PSYC 8921

If the student has not completed the required clinical/contact hours for the internship and/or has not successfully completed the clinical case presentation by the end of

the semester in which s/he registered for PSYC 8921, a “CO,” that is, a continuing registration grade, will be issued by the PSYC 8921 professor. The student must then register for PSYC 8999 Directed Scholarship, for the following semester with her/his PSYC 8921 professor. Printable applications for PSYC8999 can be found on the program webpage (see access instructions on page 25). PSYC 8999 registration will be for either one or two credit hours at the discretion of the professor (if the student is still at their site, two credit hours will be required). Once requirements of the internship have been satisfactorily completed, the professor will convert the original PSYC 8921 grade from “CO” to “P” indicating a passing grade for the internship.

Students may take PSYC 8999 for up to four consecutive semesters after the last internship semester, as needed. If it is determined that the student requires three credit hours to complete internship requirements, a “No Credit” grade will be issued for PSYC 8921 and the student must register again for PSYC 8921 in the following semester.

Faculty Expectations & Student Responsibilities

General Faculty Expectations / Student Responsibilities

From the day a student starts graduate school, it is important for students to realize that they are now a professional. As a professional, much more is expected of a student. First, he/she is expected to behave in a responsible and assertive manner. This means taking care of their own needs and responsibilities while at the same time being aware of and respecting the needs of others, both their peers and the faculty. It is expected that a student will respect the rights of faculty and other students who have their own lives and stresses.

Second, the process of becoming a clinician emphasizes the importance of a student's graduate classes and training experiences. Therefore, the expectation is that students will attend all of their classes unless illness or unavoidable professional conflict interferes with attendance. Deadlines are a constant fact of life for professionals, and they must be dealt with effectively. Waiting until a deadline is nearly here before beginning a project or studying for an exam never works at a graduate level, where much more is expected than probably has ever been expected of a student before.

Finally, a student's work with clients carries a number of responsibilities that are unlike any that he/she likely faced before. In an emergency, the welfare of a student's client comes first and foremost. That may mean speaking with your client at 2:00 a.m. if they are suicidal, and of course, contacting their supervisors as soon as possible to keep them informed of their actions. Appointments with clients should be considered sacred. A student should arrive on time and be prepared for every session.

The professional responsibilities that students have to their client can be complex and at times may even conflict with one another. Students should use supervisors as resources when dealing with difficult cases. Faculty members are here to help students learn to become effective clinicians. If a student has temporary problems, faculty will provide as much support as possible and may encourage students to seek help. Yet, in the end, it is students' responsibilities to find the support they need to help themselves handle the demands of the program and their other life responsibilities.

Professional Image

As mentioned above, from the day a student starts graduate school, they are considered to be a professional. As such, students need to behave as professionals. Students need to be aware that their behavior is under scrutiny in a hundred

different situations in which it has never been under scrutiny before. The way a student talks and behaves when at the University around faculty, staff and other students and the way they conduct themselves at training sites will affect the way they are viewed as a clinician and a professional.

The norms of expected behavior will be different depending upon the nature of the work a student might be doing (e.g., their dress is typically more formal when seeing clients than it might be for attending class). A student's professional demeanor, however, should be reasonably consistent across all kinds of situations in their educational and training settings. It is not accident that the APA ethical principles specifically address these issues in broad terms and that most licensing laws have provisions for evaluating the conduct of professionals on dimensions other than their professional competence. These guidelines are not limited to professional activities, but any activities that a client may come into contact with the student (e.g., social media, in the community, etc). Students should strive to bring their best selves to their professional and personal lives.

In a student's practicum and internship, they will be representing the Governors State University Clinical Psychology Sequence, and he/she is expected to act accordingly. It is the student's responsibility to familiarize him/herself with the policies and procedures of the agency, and to be sensitive to the rights and needs of all agency staff members.

A student is expected to act in accordance with the APA ethical principles and accepted standards of professional responsibility and behavior (including appropriate dress and demeanor, promptness, consistent attendance, etc.) If a student has any concerns about agency policy or procedures, or about the conduct of an agency employee, he/she should discuss them with their university supervisor. If a student is dissatisfied with the training they are receiving, it is their responsibility to bring this to the attention of the university and/or on-site supervisor.

A student is expected to be present at their practicum or internship site at the days and times determined by the agency in coordination with the Clinical Coordinator. The specific hours will be determined by the agency. At the beginning of the semester the student should check with their on-site supervisor about the agency's policy regarding inclement weather (e.g., can one come in late if it snows?), and calling in sick (e.g., whom to call). If a student has to miss a day, they must inform the on-site supervisor and arrange with him/her to make up the hours, if needed.

It is not appropriate for a student to miss practicum or internship in order to study for exams or work on other assignments. A student is responsible for arranging reliable transportation to and from the training site. A student should treat the practicum and internship (the days on-site as well as the meetings with the university supervisor) as he/she would any graduate course. They should call the university supervisor personally if he/she has to cancel an individual supervision meeting. Students will be asked to complete a written evaluation of their practicum and internship sites at the end of the semester (see Training Site Evaluation Form in online appendices).

Training Values Addressing Diversity

As a program, we support GovState's mission to promote social justice and diversity. Thus, we expect that all graduate students view their professional work from a multicultural and social justice lens. We take a developmental and supportive approach to helping students reach this competency. We recognize that acquiring cultural humility is an ongoing process in which we are all actively engaged. As such, graduate students are requested to regularly examine their attitudes, beliefs, behaviors, and values to be aligned with principles that benefit diverse populations. We encourage students to engage in ongoing self-reflection and discussion to resolve any inherent biases and prejudices that may hinder their ability to deliver culturally responsive treatment.

Professional Liability Insurance

All clinical psychology graduate students are required to purchase professional liability insurance before they begin their first practicum. Insurance is available through the American Psychological Association (APA). In order to purchase insurance you must be an APA student affiliate.

A number of benefits are offered with membership. Students can find information about becoming an APA student affiliate on their website <http://www.apa.org/membership/join.html>. Students can apply for insurance as an APA student affiliate online at <http://www.apait.org/apait/products/studentliability/> or by filling out the mail-in application included found in the Handbook appendices. The current student liability insurance is to be for the maximum coverage, which is recommended.

Note* Students will not be permitted to enroll for practicum or internship until they have submitted proof of insurance to the Clinical Coordinator.

Annual Review of Students

Students will be annually reviewed each spring by the program faculty in the domains of professional development, academics, clinical practice, and any research. The Program Coordinator will collect and integrate information from faculty members and supervisors who have taught, supervised, or observed the student during the year, and any information provided by the student. The final meeting of psychology faculty of the academic year (usually held in late April or early May) will be primarily devoted to a review of the clinical students. At this meeting, each student will be discussed, with faculty having the opportunity to give feedback about the student. If, and only if concerns are noted, a letter containing a summary of the concerns, with any recommendations noted, will be provided to the student. Students may meet with the Program Coordinator to review this feedback. This meeting provides an opportunity to identify any competencies that have not yet been achieved and to develop plans to remediate the situation. The Program Coordinator can then use information from this review to report to and consult with the rest of the faculty about any problems that a given student has that merit the attention of the entire program. In addition, this provides a mechanism whereby the program can identify any systemic problems in attaining specified competencies. This could lead to modifications in training plans (e.g., modification of the curriculum, reconsideration of the continued use of a particular practicum site). It might also lead to the re-examination of a specific competency requirement.

Termination from Program

The faculty not only expects but also works hard to ensure that nearly everyone who enters the program completes it. Occasionally, however, it becomes clear that continuation toward the MA Psychology in the Clinical Sequence is no longer in the best interest of the student, the program, or both. In all instances, a student's performance and prospects for satisfactory completion of the program are judged from cumulative evidence of the student's performance. In general, serious problems in any of two areas-- academic and clinical--are likely to result in discontinuation. The following list describes some instances in which faculty review can result in termination from the program.

- ❖ Unethical or unprofessional academic behavior (e.g., plagiarism, cheating, or violation of University of government law, including harassment) or unethical clinical behavior (see the American Psychological Association's Ethical Standards) at anytime.
- ❖ More than two incompletes or unsatisfactory grades (i.e., C or lower) at the end of the first year in the program.
- ❖ More than three incompletes or unsatisfactory grades (i.e., C or lower) at the end of the second year in the program.

- ❖ Unsatisfactory performance in clinical practicum or internship and unsatisfactory performance in clinical courses, including problems with professional demeanor.
- ❖ A student's record indicates a) failure to pass the comprehensive exam after three attempts; b) more than three unsatisfactory grades; c) evaluated performance in practicum continues to be unsatisfactory, and work in clinical courses do not indicate significantly higher clinical ability.
- ❖ Serious psychological problems that affect the student's functioning or clinical competence in the program. Clinical students are evaluated on personal as well as academic skills. The following two APA ethical principles guide deliberations. **Principle E: Concern for Others' Welfare** requires psychologists to balance the welfare and rights of patients, clients, supervisees, and students. This includes concern for harm that may derive from impaired or incompetent students. **Principle F: Social Responsibility**, expresses concern for the community and society in which psychologists work. This includes the responsibility to insure adequate interpersonal and professional skills in all graduates. Impairment refers to diminished functioning whereas incompetence refers to insufficient skills to provide adequate professional care. Impairment and incompetence can stem from interpersonal and intrapersonal problems as well as inadequate theoretical understanding and insufficient clinical proficiency regarding testing and treatment. Any student who, in the judgment of the faculty, is having psychological problems that interfere with effective service delivery and/or progress through the program will be advised orally and in writing as to necessary remediation which shall include but not be limited to: repeating coursework, repeating practica, increased supervision by the same or different supervisor, tutoring, or a leave of absence. Failure to benefit from remediation may be followed by counseling toward voluntary withdrawal from the program or termination.
- ❖ Academic dishonesty. Academic honesty and integrity are important characteristics for any institution and for any professional. Governors State University policies regarding academic honesty apply to every student. For a complete overview of the University's policies, students are encouraged to refer to the Governors State University Academic Catalog (Policy 4, Policy 24) in the Catalog Appendix, p.398. At the graduate level, academic dishonesty is viewed as more than just an academic breach. It is evidence of a failure to conform to ethical standards. Given that the Psychology program has the obligation to protect potential consumers by insuring that its graduates show evidence that they will uphold the ethical standards of the profession, incidents of academic dishonesty will be treated as a matter of professional irresponsibility in addition to being treated as academic breaches requiring disciplinary action. The entire faculty of the Psychology program may be called on to consider any case of academic dishonesty as a matter that reflects on a student's suitability for the profession.

Academic Honesty

Students are expected to fulfill academic requirements in an ethical and honest manner. This expectation pertains to the following: use and acknowledgment of the ideas and work of others, submission of work to fulfill course requirements, sharing of work with other students, and appropriate behavior during examinations. These ethical considerations are not intended to discourage people from studying together or from engaging in group projects. The university policy on academic honesty appears in the catalog appendix, which can be found on the website at <http://www.govst.edu/Academics/Catalog/>

Student Grievance Procedures

Grievance procedures are outlined in Governor State University's Policy 5, available in the Student Handbook or online through the university website. In cases of disagreements, you are encouraged to discuss your concern with the individual involved. If this proves unsatisfactory, you should feel free to discuss the matter in confidence with your mentor, the Program Coordinator, and/or the department chair. All of these individuals can advise you on the appropriate procedures for lodging a formal complaint, if necessary. If you have concerns of a more general nature involving, for example, departmental policy or the Clinical Psychology Sequence policy, feel free to discuss them with the Program Coordinator and/or the department chair. We welcome your input.

Licensure--Licensed Professional Counselor (LPC)

As noted earlier in this handbook, though the American Psychological Association does not accredit master's level programs, the MA Psychology - Clinical Sequence meets current course eligibility requirements for licensure as a professional counselor (LPC). Psychology students may not take the National Counselor Examination (NCE) nor become a National Certified Counselor (NCC) before graduating and applying for licensure. After graduation from the MA Psychology program, students can apply for licensure by examination, and to take the NCE through the Illinois Department of Professional Regulation. Please review licensing application criteria and access IDPR application materials at <http://www.idpr.com/profs/info/ProfCounselor.asp>

Documentation for Licensure

It is the student's responsibility to document all practicum and internship hours. Forms that can be used for this purpose are available online (see list and instructions for access in the following section). It is strongly recommended that students keep records, including all original documentation of practicum and clinical hours, the catalog description of their program, and a copy of the syllabus for each course taken, even after the student is licensed. If students relocate, further their education, or seek other licensures or credentials, they will very likely need this information.

Related Forms Available Online

You can access printable .pdf versions of all the forms listed below by following these instructions:

1. Go to www.govst.edu
2. Click on "MyGSU" near the top of the front web page.
3. Enter your Governors State e-mail ID and your password.
4. In MyGSU, click on "Colleges" in the menu-bar near the top of the page.

There you will select "College of Education," then "Division of Psychology and Counseling, and finally "Masters Degree Programs."

On that page, scroll all the way to the bottom of the page and you'll see the link for a .pdf version of both the sequence handbooks and all related forms. Click on the link to open and print the desired document.

Forms list:

APAIT Student Liability Insurance Application Practicum Application

Internship Application

Candidacy Course Evaluation Form Application for Candidacy

Student Clinical Evaluation Form (give to your site supervisors) Training Site
Evaluation Form

Clinical Supervisor Evaluation Form

Directed Scholarship (PSYC 8999) Application

Clinical Activity Form and Sample Practicum and Internship Logs (to record hours)

IDPR Course Alignment (use to prepare your application for licensure by
examination)