

MASTER OF ARTS

PSYCHOLOGY

CLINICAL SEQUENCE



STUDENT HANDBOOK

2025

GOVERNORS STATE UNIVERSITY

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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 many of the common questions concerning the graduate psychology program at Governors State University.

The Handbook contains 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 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 does not replace the Governors State University Academic Catalog or the university’s policies presented in the Governors State University Student Handbook. 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 Psychology - Clinical Sequence reflects the program as described in the 2024-2025 Academic Catalog and is effective with the release of that catalog.



CURRICULUM

The Clinical Sequence in Psychology is designed to develop competent and creative professionals who have the capacity to function in a variety of clinical settings, including research and academic settings. The program is based upon the scientist-practitioner model that calls for clinicians to be trained both as scholars and as practitioners. 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; psychological assessment procedures; and knowledge of and observance of the ethical standards of the profession. The program seeks to produce sensitivity to cultural and individual 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 currently, the program is aligned with course requirements for eligibility for examination for the Licensed Professional Counselor (LPC) in Illinois.

Core Courses: 24 Hours [**Candidacy Courses (Candidacy required at Practicum)]

COURSE & TITLE	WHEN TO TAKE	OFFERED
PSYC 6110: Tests and Measurements**	1st Yr.	SP
PSYC 6160: Ethical and Legal Issues in Psychology**	1st Yr.	FA
PSYC 6221: Psychopathology**	1st Yr.	FA
PSYC 7320: Theories of Psychotherapy	1st Yr.	FA
PSYC 6229: Graduate Seminar in Human Development**	1st Yr.	SU
PSYC 7240: Multicultural Psychology	1st Yr.	SP
PSYC 8549: Advanced Research Methods	2nd Yr.	SP
STAT 8260: Advanced Statistics	2nd Yr.	FA

Clinical Courses: 30 Hours

COURSE & TITLE	WHEN TO TAKE	OFFERED
ADDS 7200 Addictions Counseling (ADDS 5100 cannot be used as a substitute)	1st Yr. (Summer)	ALL
COUN 7725: Family Systems: Theory and Practice	1st Yr. (Spring)	ALL
COUN 7730: Life Style and Career Development	2nd Yr. (Summer)	ALL
PSYC 7350: Child Psychotherapy	2nd Yr.	FA
PSYC 7429: Psychotherapy Techniques I	2nd Yr.	FA
PSYC 7431: Psychotherapy Techniques II (suggested to take with Practicum)	2nd Yr.	SP
PSYC 8440: Group Psychotherapy	2nd Yr.	SP
PSYC 8463: Practicum in Psychotherapy (100 hours total, 40 direct)	3rd Yr. (Summer)	ALL
PSYC 8920: Internship I	3rd Yr.	ALL
PSYC 8921: Internship II (CAPSTONE = Case Presentation & Comprehensive Exam) (Complete 600 hours)	3rd Yr.	ALL

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 "B" 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 positive endorsement 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 committee 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 prior to admission 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 (PSYC4750), and Statistics (STAT4720). 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 and must all be completed within the first year of enrollment.
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 Slate.
6. Complete a "Statement of Character" Form available on the MA in Psychology, Admission and Program Requirements webpage.
7. Selected applicants are required to participate in a 15-minute phone-screening interview as well as a in person group based interview. The dates of these will be provided upon invitation to interview.

Annual admission to the program is determined by program faculty. Application packets must be received by March 15th for Fall admission. The early admission deadline is February 15th.

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, Research Methods 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 to the advanced courses of the program (i.e., practicum and internship). When the student has fulfilled all requirements to be considered for candidacy, (see “Admission to Candidacy” below) members of the graduate faculty meet at the end of the semester prior to the practicum/internship sequence 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 they are 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.

REMEDATION 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 a Success Plan (e.g., discuss performance with the course instructor, resolve interpersonal conflicts with classmates or faculty), or in the case of more serious problems, the student may 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, they will receive a written documentation of the Success Plan developed with the student, their advisor, and course supervisor 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 on P.4 with the required grades and GPA.
- 2. Complete PSYC6110, PSYC6160, PSYC6221, and PSYC6229 with a grade of “B”. Practicum Coordinator will send out candidacy forms to Faculty for evaluation.

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 program objectives are being satisfied and student outcomes are being reached.

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.
- 6. 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.

MENTOR POLICY

Beginning the first year in the program, students will be assigned a mentor with whom they are to meet with at least once a semester. The primary purpose of the meetings is to support students in their adjustment to the program but may include professional issues and other concerns outside of GSU that may inhibit the student’s full participation in program. While the faculty mentor may reach out to arrange a meeting, it is the student’s responsibility to connect with the mentor. Being assigned a mentor does not mean that other faculty may not mentor students in other areas.

NAME	DEGREE & DATE	INSTITUTION	CLINICAL/RESEARCH
Timothy Pedigo, Ph.D.	Clinical/Community Psychology, 1987	Illinois Institute of Technology	The effects of mindfulness & compassion on learning and curiosity, and the use of mind-fulness in psychotherapy.
Lamise Shawahin, Ph.D.	Counseling Psychology, 2016	Purdue	Culture and health, rehabili-tation psychology
Albert Tuskenis, Ph.D.	Clinical Psychology, 1996	University of Illinois at Chicago	Attachment theory and adult relationships, emotion-fo-cused therapy
Maria Valgoi, PhD	Counseling Psychology, 2016	University of Illinois at Urbana -Champaign	Trauma, Child development
Corey Steele, PhD	Counseling Psychology, 2012	Loyola University Chicago	Identity Development/Racial Identity Development

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. To be eligible for a field placement (practicum/internship), 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 GSU 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 site assignments:

Practicum site placements are made by the **Clinical Coordinator, Ms. Jenna Putman**. (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 types of agencies/ populations to the clinical coordinator as part of their application for practicum. Practicum application requirements are based on the site’s policies and may require a C.V. and cover letter. Site assignments are

made based on student preferences, faculty determination of students’ training needs, and the availability of acceptable sites. After completing practicum, students may either continue at the same site for Internship (see below) or transfer to a different site than the one at which they completed their practicum.

The practicum experience must include the following requirements:

- 1. CLINICAL HOURS:**

The practicum experience consists of a minimum of 100 clock hours on site with a minimum 40 hours of direct client contact (conducting assessments or clinical interventions). Students will maintain a weekly log of hours that will be turned in at the end of the semester.

Students completing less than 100 practicum hours, but at least 50 hours (including at least 20 direct client contact hours) during the semester in which they are enrolled in PSYC 8463 will receive credit (and a passing grade) for completing PSYC 8463 and will be allowed to register for PSYC 8920 for the following semester. In such cases, students who complete at least 50 but less than 100 hours of practicum experience in PSYC 8463 will make up the additional hours to meet the 100-hour requirement for PSYC 8463 by completing additional hours in PSYC 8920 for a total of 400 hours across the two semesters (PSYC 8463 & PSYC 8920).

Students who complete fewer than 50 hours during the semester in which they are enrolled in PSYC 8463 (Practicum) will receive a grade of Incomplete (I) and will not register for PSYC 8920 (Internship I) until they complete at least 50 practicum hours. When at least 50 practicum hours have been completed, the remainder of the 100 hours may be completed as additional hours in PSYC 8920 (as stated in the paragraph above).
- 2. Supervision:** All students will receive two modes of supervision:

 - 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 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, and 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. Any suggestions or recommendations for clinical work with clients that students receive in the class/group consultation meetings should also be discussed with the on-site supervisor and generally are not to replace directions received from the on-site supervisor. Students with questions or concerns about differentiation of the purposes of the group consultation/supervision sessions in relation to on-site supervision should raise such questions or concerns with either or both the GSU professor teaching the Practicum (PSYC 8463) course and the on-site supervisor.
 - 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.
 - 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.
- 3. 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 GSU 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 in the online appendices for convenience (Supervisors may at their discretion require alternate log forms). Students are advised to keep a copy of this log for their records if documentation of completed practicum hours is required at a later date, such as when applying for licensure.

4. **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.
5. **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 they 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 they have 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, they 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 they 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 about 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 at their practicum site. 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 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 based on 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 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* Most 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 to allow enough time to complete the application process.

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. A student may ask both supervisors to review evaluations with him/her.

Internship Requirements:

1. **Clinical Hours:** Each semester (PSYC 8920 & PSYC 8921), students are to complete 300 hours of internship experience. Of the 300 internship hours per semester, 120 must be direct clinical contact hours (i.e., meeting with clients to conduct clinical assessments and interventions), and 180 hours can be indirect hours (e.g., record-keeping, preparation for work with clients, etc.). Students completing less than 300 hours, but at least 150 hours (including at least 60 direct clients contact hours) during the PSYC 8920 semester, will receive credit for completing PSYC 8920 and will be allowed to register for PSYC 8921 for the following semester. In such cases, students who complete at least 150 but less than 300 hours of internship experience in PSYC 8920 will make up the additional hours to meet the 300-hour per semester requirement by completing additional hours in PSYC 8921 for a total of 600 hours across both semesters of internship (PSYC 8920 & PSYC 8921).

Students who do not accumulate the required 600 hours (including 240 direct clients contact hours) by the end of the PSYC 8921 semester will receive a grade of I (“Incomplete”) in PSYC 8921 and will register for PSYC 8999 – Directed Scholarship the following semester to complete the remaining internship hours. After the requirements for internship have been completed, the grade in PSYC 8921 will be converted from I to a passing grade (P). For further information, please see the section “Continued Registration for PSYC 8921” on page 20 below.

Students who complete fewer than 150 internship hours during the PSYC 8920 (Internship I) semester will, at the discretion of the PSYC 8920 professor, either a) receive a grade of Incomplete (I) and not register for PSYC 8921 until they complete at least 150 hours, or b) they will be allowed to register for PSYC 8921 and complete the remaining hours not completed during PSYC 8920 as part of their experience in PSYC 8921. If the required hours are not completed by the end of PSYC 8921, the student will receive a grade of CO (Continuing Registration) and register for PSYC 8999 in the following semester (please see preceding paragraph).

2. Supervision and Consultation:

- **Consultation with M.A. Clinical Psychology Program Professor teaching PSYC 8920/8921:** You will participate with your classmates in group consultation with your professor each week at the arranged meeting time for the PSYC 8920/8921 (Internship I/II) course. The purpose of these group consultation meetings during class time is to review your internship experiences and facilitate your development as a competent psychotherapist. This is a place for students to begin to integrate clinical theory, research, and practice as well as to continue to develop a professional identity. Part of this group meeting will be discussion of personal reactions to your experiences and questions regarding your clients. Any suggestions or recommendations for clinical work with clients that students receive in the class/group consultation meetings should also be discussed with the on-site supervisor and generally are not to replace directions received from the on-site supervisor. Students with questions or concerns about differentiation of the purposes of the group consultation/supervision sessions in relation to on-site supervision should raise such questions or concerns with either or both the GSU professor teaching this course and the on-site supervisor.
- **On-Site Supervision:** You are to negotiate a standard time to meet with your on-site supervisor for one hour weekly during the entire semester. Supervision meetings with onsite internship supervisors can take place either remotely or in-person. You and your supervisor should choose at least two clients on which you both will focus. Each week of the semester you are to review an audio-recording (if available) from at least one of your clients. You will be provided with feedback, and you may be asked to write a narrative that will include the conceptualization for the case 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 student's internship performance. Final evaluation forms must be submitted prior to the end of the course and will be collected by the course instructor and put in the student's file.

3. **Audio Recording of Sessions:** All students are required to audio-record therapy sessions and are to bring these recordings to their weekly supervision sessions. The extent to which these recordings will be reviewed will be discussed in your individual supervision and will be based on supervisor and trainee needs.
4. **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. Typically, students join the APA (American Psychological Association).
5. **Insurance Requirement:** Students are required to purchase liability insurance and should provide the internship professor and the on-site supervisor with a copy of a current policy.
6. **Case Presentation:** Over the course of the two semesters of internship (PSYC 8920 & PSYC 8921), students will choose a case to present that represents a culmination of their experience that will be evaluated by a committee of three members of the graduate faculty. The case presentation must receive a passing evaluation from the graduate faculty committee for the student to receive a passing grade in PSYC 8921 and to graduate with the M.A. degree. The case presentation must be completed by the end of PSYC 8921 (Internship II). An outline of the case presentation format is shown below:

Clinical Case Comprehensive Examination

THE CLINICAL CASE PRESENTATION AND REPORT

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 and report will be evaluated by a committee of three graduate faculty members to be arranged and chaired by the student's PSYC 8921 (Internship II) professors. Presentations and reports must be passed by the evaluation committee for the student to graduate. Students should begin to identify an appropriate client and prepare for the case presentation and report while enrolled in the Internship Program I (PSYC 8920).

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

Reports must be sent to faculty two weeks prior to scheduled presentation date.

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. Set and attain individual goals for professional growth and development.
2. Demonstrate knowledge of research as it applies to the clinical case..
3. Demonstrate in-depth knowledge of theory of psychotherapy and expertise in applying it to clinical work.
4. Demonstrate effective communication and presentation skills.
5. Demonstrate knowledge and application of ethical standards.
6. Demonstrate knowledge and application of research skills.
7. Demonstrate knowledge and application of multicultural skills.
8. Demonstrate evidence of a successful internship experience supervised by a faculty member.

CASE PRESENTATION AND REPORT 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:**
 - **Diagnosis.** Include 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.
 - **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.
 - **Focus of Treatment.** Given the above, what issues did you decide to focus on for treatment and why?
4. **Case Conceptualization:**
 - **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.
 - **Research.** Present research regarding the framework you used to conceptualize the case. Present at least four research studies.
 - **Alternative Conceptualization.** Choose one other theoretical framework and conceptualize the case using this model.
5. **Treatment:**
 - **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.
 - **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.
 - **Research.** Present research supporting the treatment you used, especially as it is relevant to your client.
 - **Reformulations.** Report any changes in your initial assessment, treatment goals, and/or intervention strategies. Explain why you made these changes.
6. **Evaluation:**
 - **Treatment Outcome.** Did you accomplish the treatment goals? What progress did the client make? What problems remain to be addressed?
 - **Countertransference.** When and how did you experience countertransference on this case? How did you work with it? How did it influence the client?
 - **Multicultural considerations.** Describe how cultural factors broadly influenced the clients presentation, treatment, and development.
7. **Final Comments:**
 - **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?
 - As you finish your education in the MA Psychology program, what final statement can you make about your training?
 - What did you feel you gained from the experience, and what areas were lacking in your training?
 - What are your goals for continuing education and development?
8. **Additional Required Documentation:**
 - The case presentation should include a written report and reference list (no more than 7 pages) to be sent to all committee members two weeks in advance of the date scheduled for the case presentation.
 - Each student will provide evaluation of their internship experience signed by the site supervisor, and documentation of all hours completed on site that will be collected by the supervising faculty member. The supervising faculty member will affirm that the student has fulfilled the internship experience. Students are advised to keep a copy of the internship log documenting their completed hours in the event such documentation is needed later, such as when applying for licensure.

Faculty Evaluation of Clinical Case Presentation

CASE PRESENTATION AND REPORT 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. After the meeting, the committee chair (PSYC 8921 professor) 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 II (PSYC 8921) and will be scheduled in accordance with the committee 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.

CLINICAL CASE PRESENTATION AND REPORT EVALUATION

The clinical 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 which 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. If the student does not pass the case presentation, they will be given an additional opportunity to complete their case presentation within two months of the original date.

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. PSYC 8999 registration will be for either one or two credit hours at the discretion of the professor. For instructions on applying for PSYC 8999, students should consult their professor for PSYC 8921.

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 to realize that they are now a professional. As a professional, much more is expected of a student. First, they are 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 a student will attend all 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 they 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 a student must their client can be complex and at times may even conflict with one another. They 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 be supportive and encourage the student to seek help. But, in short, faculty expect students to be "together" enough to 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 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). As 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.

In a student's practicum and internship, they will be representing the Governors State University Clinical Psychology Sequence, and they are 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, they 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 must 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 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 they would any graduate course. They should call the university supervisor personally if they have to cancel an individual supervision meeting. Students will be asked to complete a written evaluation of their practice and internship sites at the end of the semester (see Training Site Evaluation Form in online appendices).

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. The APA Student Affiliate fee is currently \$50.00 per year.

Several 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 rate is about \$35.00 per year 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 a success plan (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 any time.

- 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
 1. Failure to pass the comprehensive exam after three attempts;
 2. More than three unsatisfactory grades;
 3. 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. Students will be provided with a remediation plan by their program mentor at the agreement of all core faculty. The mentor will meet with the student on remediation monthly until the remediation is resolved. 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.

VOLUNTARY WITHDRAWAL

In the event that a student decides not to complete the Clinical Psychology program, the student must formally withdraw from the program in writing. Specifically, the student must submit a formal letter in writing to the program coordinator and the student's academic advisor. This letter is required whether the student intends to return to the program or not. Students who fail to submit a formal letter when they drop/withdraw from the program may not be re-admitted. Students who take a break from the program that lasts longer than four semesters may be required to repeat courses.

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.idfpr.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

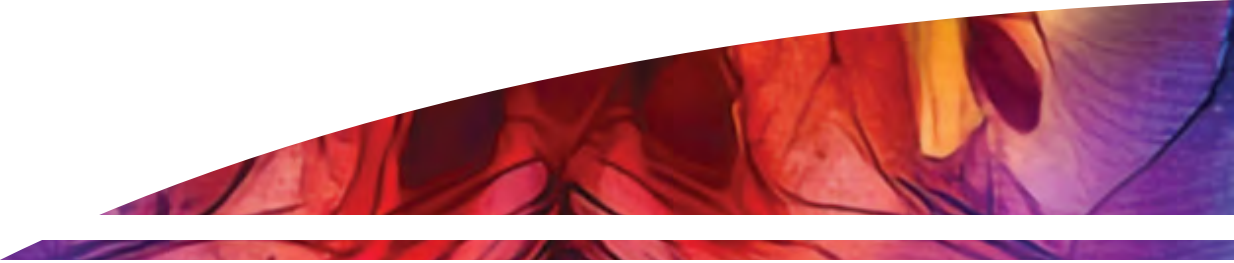
Student Clinical Evaluation Form (give to your site supervisors)

Training Site Evaluation Form

Clinical Supervisor Evaluation Form

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

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



FOR MORE INFORMATION ON THE MA PSYCHOLOGY PROGRAM PLEASE VISIT: <https://www.govst.edu/psychMA/>



