



**COUNSELING PSYCHOLOGY
(CPY)
CLINICAL TRAINING MANUAL
AY 2024-2025**

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OVERVIEW OF CLINICAL TRAINING

The program's curriculum includes a minimum of 18 credits in supervised counseling practice in practicum, field placement, and pre-doctoral internship (refer to Appendix A, CPY Coursework Checklist). CPY follows the recommendations from the Council of Counseling Psychology Training Programs (CCPTP, 2013)¹ that you complete at least **450 hours of direct services** (interventions and/or assessments) with at least **150 hours of supervision** to be eligible for the pre-doctoral internship application process. You should discuss your clinical sequence, type(s) of clinical experiences, and how they fit into your program of study with your advisors.

Students typically begin their counseling practice during their second year in the program, complete two years (third and fourth) of field placement, and start pre-doctoral internship during their fifth year. **You must receive permission from the training director (TD) as registration overrides to enroll in these courses.** You are responsible for tracking, documenting, and submitting your clinical hours throughout your time in the program according to the program's or sites' procedures. It is highly recommended that you save the documentation with supervisors' signatures that verify your clinical experiences; for, you will need the information to complete your application for the pre-doctoral internship and when applying for state licensure. Per the [Arizona Board of Psychologist Examiner \(AzBPE\)](#) (32-2071), at least 25% of your supervised experience should be in face-to-face contact with clients, and 50% in psychological-related activities. Clinical hours are recorded in the following categories:

1. **Direct contact hours** – Services (interventions and assessments) provided directly to clients (individual, couples/family, groups, consultees, etc.). Services are provided in-person or telehealth.
2. **Indirect hours** – Activities that support direct hours:
 - a. Supervision – Weekly meetings with a qualified, licensed psychologist or mental health professional who provides oversight and observation of the student's clinical work through individual, triadic, or group supervision. Supervision can occur in-person or telehealth.
 - b. Supporting – Activities to support direct or supervision hours, such as documentation, researching cases, training, consultation, readings, etc.

Grading Policy. The final course grades (e.g., **A, A-, B+, B, B-, C, etc.**) are determined by overall performance throughout the practica or field placement experiences. If for any

¹ CCPTP (2013). Expectation for internship eligibility, adopted February, 2013.
<https://ccptp.memberclicks.net/expectations-for-internship-eligibility>

reason you do not meet the criteria set forth in this syllabus/internship seminar course, you may receive a “C” grade or lower, suggesting that you are not ready to progress to the next level of development. In this case, depending on the recommendations of the course instructor, clinical committee, advisor, and TD, you may receive a professional development or remediation plan. Refer to the grade appeals and retention policies outlined in the current *CPY Program Handbook*. A passing grade will require:

- Active and professional participation in all class activities (including didactic components and group staffing),
- Timely completion of required course assignments and clinical documentation,
- Demonstration of comprehension and competent application of concepts and methods covered in course content, and
- A minimum total average score of 2.00 and no individual ratings of “1’s” on the final evaluations (refer to Appendix B)
 - A total average score between 2.00 and 2.49 on the final evaluations will require the student and site supervisor to develop a written plan for the upcoming semester describing areas of deficit and outlining specific methods for remediating these areas. The plan must be signed by you and your supervisor and uploaded to Canvas as an addendum with the final evaluation.
 - The scales for final grades are:

A	4.00 – 3.00
A-	2.50 – 2.99
B+	2.34 – 2.49
B	2.17 – 2.33
B-	2.0 – 2.16
C or below	Failing grade, will repeat course

Supervision. SCCP follows guidance from the requirements for supervision from the [Arizona Board of Psychologist Examiners](#) (32-2071 and R4-26-111). Pre-internship supervised experience must include:

- At least two hours of supervision for 20 hours of supervised experience; whereas
- At least 50% is individual supervision and no more than 50% is through group supervision
- No more than 50% of individual supervision is through telepractice. Supervision through telepractice should occur through “secured, confidential, real-time visual telecommunication technology.”

- At least 75% of supervision should be provided by a licensed psychologist and no more than 25% provided by a licensed mental health professional or a psychology post-doc under supervision of a licensed psychologist.
- Receive live observation of at least one counseling session per semester.
- Complete written evaluations.
- Completion of a written training plan.

Documentation. Tracking your clinical hours includes itemizing the time and type of hours, clinical services provided, types and names of assessment instruments, and client demographics in a manner that protects clients' privacy through confidentiality. [Time2Track](#) is a subscription tracking software that is incorporated into the APPIC Application for Psychology Internships (AAPI). Match applicants are allowed to have limited, free access to Time2Track to complete the AAPI. CPY does not require students to use Time2Track; however, it will be necessary to input your hours into Time2Track to submit your AAPI. CPY utilizes the forms, Practicum Activity Log and Practicum Activity Summary (refer to Appendices C and D). Both forms require your site supervisors' signatures to validate your clinical experiences. These completed forms will be verified by the TD for your Match application.

Licensure applications will require verification of hours during doctoral practicum, pre-doctoral internship, and post-docs (check the licensure requirements for the state you are considering becoming licensed. Below are resources that can assist you in managing your clinical information, if not now, possibly as you get closer to graduation. Some states offer streamline licensure applications if you are registered with one of their approved credential banks.

- Association of State and Provincial Psychology Board (ASPPB) Credential Bank (<https://www.asppb.net>)
- National Register of Health Service Psychologists (<https://www.nationalregister.org>)
- Time2Track (<https://time2track.com/>)

Professional Liability Insurance. All students are required to obtain [Professional Liability Insurance](#) before seeing clients, starting with practicum, and throughout the duration of their counseling practice. Professional liability policies are effective for one year. Expect to have an active policy for approximately four to five years from the start of Beginning Practicum or Advanced Doctoral Practicum to the conclusion of pre-doctoral internship. Proof of Professional Liability Insurance should be submitted to the CTC Coordinator prior to enrollment.

Telehealth Services. You can only provide services to clients residing or physically located in Arizona. (No, you cannot see clients who are temporarily in another state for vacation or other personal or professional reasons.) You are not permitted to engage in telehealth services from your personal spaces or other non-site or non-CTC locations. You must be on your field placement site or CTC to provide telehealth services. If you need space for telehealth services and your site is not available, you may be able to reserve a counseling room in the CTC. Contact the CTC Coordinator to reserve space. Be advised that space is not guaranteed, for, priority is given to the practica's schedules. Your site must arrange remote supervision or consultation during the hours you are providing telehealth services. Be sure to inform your instructor and TD if you are asked to engage in telehealth services outside of what has been stipulated in this section.

PRACTICUM (At least one semester)

Practicum as a Course Waiver or Substitution. If you completed a clinical master's degree, you may be able to consider the practicum or internship course and hours as part of your blanket 30 credits or submit a petition for course waiver or substitution (refer to Appendix E) for CED 680. You would have had to complete the associated course and a minimum of 40 direct hours. Submit your hour logs showing your direct hours and faculty or site supervisor's signature with the course syllabus with the petition for course waiver or substitution. Clinical hours completed at international sites are excluded from consideration for course waiver. Work with your advisor to determine the courses you want to petition for course waivers or substitutions.

Counselor Training Center (CTC). All CPY students complete one semester of CPY 780 (Advanced Doctoral Practicum) at the [CTC](#), located on the fourth floor of Payne Hall. If you do not have a clinical master's degree, you will also complete CED 680 (Beginning Practicum) as the prerequisite for CPY 780. This state-of-the-art facility provides in-person or telehealth clinical services to ASU and Arizona communities.

Beginning Practicum (CED 680). One semester of CED 680 (3 credits) is required for students entering the program without a clinical master's degree or without an approved, equivalent beginning-level practicum. Practicum is designed to provide the student with at least 100 total hours over the course of the semester, requiring 40 of those hours as direct contact hours. Five prerequisite courses must be completed to enroll in CED 680:

- CED 522, Theories of Counseling and Psychotherapy
- CED 545, Assessment and Diagnosis
- CED 576, Foundations of Counseling (if admitted AY2024-2025 or after)
- CED 577, Pre-Practicum
- CPY 645, Professional Issues and Ethics.

Work with your advisor to determine when these courses should be placed in your program of study. **Beginning Practicum is offered fall, spring, and summer semesters.**

Advanced Doctoral Practicum. Upon successful completion of CED 680 or evidence of completing a graduate clinical experience, you will complete one semester of CPY 780 Advanced Doctoral Practicum. All CPY students are required to complete Advanced Doctoral Practicum, course waivers or substitutions are not permitted. Advanced Doctoral Practicum is designed to provide you with a clinical experience of at least 100 total hours, with at least 40 direct contact hours. A second semester of CPY 780 Practicum may be recommended at the advisor's and training director's (TD) discretion based on the student's clinical evaluations. Successful completion of CED 780 is the prerequisite for CPY 783 (Field Placement). **Advanced Doctoral Practicum is offered during spring semester.**

FIELD PLACEMENT (At least two semesters)

Field placement (CPY 783) is a three-credits advanced practicum course that occurs in settings both on and off campus. Field placements prepare you for the pre-doctoral internship. While two semesters of CPY 783 is the minimum requirement, you will need to complete four semesters to be competitive for applying to pre-doctoral internships. It is recommended you attend the annual event, *Field Placement Meet and Greet*, scheduled in January, especially if you plan to apply for field placement for the upcoming academic year. During this event, site supervisors provide information about their site's clinical training, supervision, and application process. One placement is secured, students work closely with their site supervisor to determine their weekly schedule, caseload, and training goals. The application process for field placement typically occurs during January through early February.

To apply for Field Placement, students must be in good standing and meet the following criteria:

- Minimum of 3.0 GPA
- Satisfactory clinical evaluations from CED 680 and/or CPY 780
- Successfully complete thesis proposal or thesis equivalency (if admitted prior to AY2024-2025)
- Receive faculty approval to proceed to field placement

The application process for Field Placement involves two-steps:

1. Submission of the CPY Field Placement application (refer to Appendix F) to the Field Placement Coordinator or TD by the date announced.

2. Submission of applications to Field Placement sites. Sites have their own application process and deadlines. Typically, applications are accepted in January and early February.

All field placement sites must be approved by SCCP faculty. The list of approved sites are in this document. It is recommended to closely review the site information for the length of experience (e.g., 9-months or 12-months commitment) required by the sites. **Twelve-month field placements require summer enrollment in CPY 783 for 3.0 credits.**

If you are interested in a site not listed, contact the Field Placement Coordinator or TD. For sites to be consider for field placement, they must agree to:

1. Provide students with the required number of contact hours to fulfill requirements of two days per week (maximum of 16 hours per week) each semester.
2. Provide a caseload including a reasonable combination of direct client hours plus additional hours accruing group/couples/intakes/outreach, etc.
3. Provide 1 hour of individual supervision by an ASU approved site supervisor each week to student(s). Supervision must be primarily by a **licensed psychologist**, although 25% may be by another licensed mental health professional or psychology post-doc being supervised by a licensed psychologist.
4. Students must have live observation of at least one counseling session per semester.
5. Complete a training plan (refer to Appendix G) for the field placement experience.
6. Complete written evaluations per semester for each student based on their interactions with clients (e.g., audio/video recording and/or Live Supervision), using the program provided evaluation form.
7. Notify the field placement faculty of any questions or concerns as soon as they may arise.

Potential field placement sites must complete the Field Placement Site Application and submit the required materials. Their information will be reviewed by the SCCP Clinical Committee and forwarded to the SCCP faculty for approval. This process can take up to six weeks to complete.

If you are offered a position for field placement, you can provide a conditional acceptance by letting the site supervisor know full acceptance of the position occurs once you have successfully completed CPY 783. We require conditional acceptance because CPY 780 is the prerequisite for CPY 783 and the offers for field placement can

occur prior to the midterm of the semester you are taking Advanced Doctoral Practicum. Generally, field placement begins in the fall semester. **CPY 783 is offered in fall, spring, and summer semesters.** Some field placement sites may require background checks.

If your field placement site wants you to start your clinical placement prior to the first day of the semester, you can attend training, orientation, or onboarding but not begin to see clients. You can start seeing clients on the first day of the semester and after your professional liability has been verified. You are encouraged to consult with the Field Placement Coordinator, your CPY 783 instructor/supervisor, or the TD with any questions about field placement. Your CPY 783 instructor will review the documents required for the semester.

Although you are agreeing to a 9- or 12-months field placement, you will need to register for CPY 783 for each semester of field placement. Discuss in your interviews, sites' expectations about continuing your hours during university breaks and holidays. Each site may have different expectations about your availability regardless of whether classes are in session. A grade for CPY 783 will be submitted each semester. Your agreement with the field placement site is for the entirety of each semester; so, you are expected to remain at your site until the end of the semester, even if you have met or exceeded your hours. This reflects professionalism and ensures continuity of care for clients.

SUPERVISION OR CONSULTATION EXPERIENCE

Students interested in clinical supervision can acquire hours through supervision practicum, case consultation facilitation of CED 684 (Internship), or facilitation through Simulations Project (Sims). If you are interested in these experiences, you must submit the application, Readiness for Supervision Experience and Case Facilitation (refer to Appendix H). Completion of clinical supervision satisfies the requirement for Task B of the Comprehensive Portfolio. Completion of case consultation facilitation or Sims facilitation satisfy the requirements for Task C of the Comprehensive Portfolio (refer to the CPY Student Handbook).

Eligibility for these experiences include:

1. Completion of the following courses (can occur with course waivers):
 - CED 501, Research and Program Evaluation
 - CED 522, Theories/Helping Relationships
 - CED 523, Assessment and Testing
 - CED 529, Human Growth Development
 - CED 534, Career Development
 - CED 545, Assessment and Diagnosis

- CED 567, Group Counseling
 - CED 576, Foundations of Counseling (if admitted AY2024-2025 or after)
 - CED 577, Pre-Practicum
 - CPY 645, Professional Counseling Orientation and Ethics
 - CPY 671, Multicultural Counseling
 - CPY 678, Supervision Theory (can be concurrent with CED 684 or Sims)
2. Completion of the following clinical courses:
 - CED 680, Beginning Practicum (if applicable)
 - CPY 780, Advanced Doctoral Practicum
 - CED 684, MC Internship (if applicable)
 - CPY 783, Field Placement (at least two semester or with approval)
 3. Satisfactory clinical evaluations

Supervision Practicum. CPY 791 (Supervision Practicum) is available for students who want to include clinical supervision into their competencies and are preparing for supervisory clinical positions. Supervision Practicum is a three-credits course. Students enrolled in Supervision Practicum provide clinical supervision to MC students enrolled in CED 680 (Beginning Practicum) and will receive individual and group supervision on developing supervision competencies. Students wishing to enroll in CPY 791 should contact the instructor to request consent to enroll. Students must complete CPY 678 (Supervision Theory) and two-semesters of CPY 783 (Field Placement) as prerequisites for Supervision Practicum. You will be assigned one or two MC supervisees. In your role as their supervisor, you are expected to:

1. Meet for one hour per week for individual or triadic supervision.
2. Observe their live or recorded sessions.
3. Review and approve supervisees' documentation (e.g., case notes and hours)
4. Complete case notes of your supervision with supervisees.
5. Meet weekly for individual or triadic and group supervision of supervision with CPY 791 instructor.
6. Complete assignments in CPY 791.
7. Document your hours during the supervision experience.
8. Earn a minimum total average score of 2.00 and no individual ratings of "1's" on the final evaluation (refer to Appendix I).

Case Consultation Facilitation. You will work with the instructor of CED 684, MC Internship, in providing group consultation to students acquiring clinical hours in settings on or off campus. You will document your hours for this experience and additional documentation for your Comprehensive Portfolio. CED 684 is scheduled for fall, spring, and summer semesters and facilitators are needed for all semesters.

Simulation Project (Sims). Students may work with MC students enrolled in CED 577 Pre-Practicum or working with faculty to gain additional practice with their clinical skills. Simulations enhance microcounseling skills through intentional role plays with CAP undergraduate students and trained as standardized patients (SP). The undergraduate students present as clients from selected clinical scenarios. You will document your hours for this experience and provide additional documentation for your Comprehensive Portfolio.

PRE-DOCTORAL INTERNSHIP (at least three semester)

You are required to complete a 12-month pre-doctoral internship (CPY 784) as part of the Counseling Psychology training program. Pre-doctoral internship requires enrollment of one-credit per semester and is graded as “pass/fail”. The purpose of the internship is to apply new knowledge and skills as professional staff with continuing supervision in an immersive clinical environment. The internship is critical in preparing students to function as independent doctoral-level professionals. Although a psychology intern, you will be hired by your pre-doctoral internship as an employee. Pre-doctoral internships are external to the program. You must apply for an internship through the [Association of Psychology Postdoctoral and Internship Centers](#) (APPIC) Match, which is an annual application process. It is highly recommended you work closely with your advisor by the end of the first year of your field placement to determine the timeline of what you will need to successfully complete the requirements to be eligible for the pre-doctoral application process. If you are planning to submit applications in the fall, you and your advisor should attend the *Pre-doctoral Internship Planning Meeting* scheduled at the end of spring semester.

Applying for Pre-Doctoral Internship. Before applying for pre-doctoral internship, you must successfully complete:

- Relevant coursework
- Clinical placements (meet the recommendations of 450 direct hours and 150 supervision hours)
- Comprehensive Portfolio
- Dissertation proposal (must be completed after your Comprehensive Portfolio and by September 30)
- You must submit the CPY Internship Application (refer to Appendix J) to the TD by the designated deadline during the year you intend to apply for internship.

You may not register with APPIC or apply for pre-doctoral internship until Faculty approves your application. Faculty approval will occur during the first faculty meeting of September.

Once approved by the faculty, you may register with APPIC and submit your applications for pre-doctoral internship. We highly recommend you sign up for APPIC listserv, *Match-News*, which communicates up-to-date information on the overall Match process. You will work with the TD in preparing your application; for, the TD must review your AAPI and submit a TD verification statement with your AAPI. You will provide the TD with the following documents in preparation for your AAPI:

- Documentation of your hours:
 - Completed Overview of Clinical Hours form (refer to Appendix K)
 - Summaries of hours (with faculty or supervisors' signatures) for each site per each semester. (Do not aggregate the summaries for the form - list each site separately per semester.)
 - Signed final evaluations
- List of APA-accredited sites you are considering
- Strengths and areas of growth
- Training goals for internships
- Drafts of your four essays
- CV

We strongly recommend that all students apply to and complete an APA-accredited internship. You may petition the faculty to apply and complete an internship in a non-APA-accredited setting that meets all APA internship guidelines. **However, we do not recommend this, as attending a non-APA-accredited internship could present undesirable obstacles for obtaining employment and licensure.** Since 2014, approximately 100% of our students have secured internships at APA-accredited sites across the nation.

Visit https://cisa.asu.edu/graduate/ccp/CP_Student-Resources & scroll down to “Student Admission, Outcomes, and Other Data” for more information.

Refer to the APPIC directory of sites for specific site information (e.g., APA-accredited, number of positions, descriptions of training, minimum direct hours requirements, stipend and benefits, etc.). APPIC will update their website for the upcoming application cycle mid-July. The Match process occurs through two phrases: Phrase I and Phrase II. Phrase II occurs for applicants who did not match in Phrase I and had not withdrawn their AAPI and for sites who have open positions after Phrase I. Not matching with a site in Phrase I can feel devastating; however, there is a high probability of matching in Phrase II. If you do not match in Phrase I, you have the support of your advisor and TD to determine the next steps for you. Phrase II begins immediately after Phrase I closes and requires time to review the list of sites with available positions and submit your applications; so, it is critical to mobilize and determine a plan of action. Upon being matched, you will receive either a confirmation of match or contract for your pre-doctoral

internship. You will receive a mid-year and final evaluation from your supervisors and TD. If you have any concerns about your experience, please contact your advisor and/or TD, who can assist you in troubleshooting the situation. Many concerns can be resolved on site; however, occasionally consulting APPIC guidelines can be helpful. If you have any concerns or changes to your situation that will affect your timeline during internship after Match or starting internship, please discuss with your advisor and program TD **before** discussing the matter with your internship supervisor or TD. We may need to consult with Graduate College or APPIC to determine the best course of action. Changes to your timeline may affect your enrollment and tuition, graduation, commencement, or start date for a post-doctoral position.

Course Registration. You must enroll in one credit hour of CPY 784 during fall, spring, and the final summer of the internship year (i.e., total three-credits). Enrollment during the summer in which students begin internship is not required. You should prepare to pay tuition for CPY 784. If you have successfully defended your dissertation prior to the final summer semester of their pre-doctoral internship, you may submit a petition to enroll in GRD 595 instead of CPY 784 during the final summer session. Per an agreement with Graduate College, students do not pay tuition for enrollment in GRD 595 and enrollment in GRD 595 is limited to one semester. Because GRD 595 is not included on the iPOS, students should ensure they have the required number of credits to complete their degrees.

Graduation. Many students find balancing their dissertation research and fulltime clinical placement can be quite challenging. **We strongly recommend that students complete their dissertation prior to attending pre-doctoral internship.** Students are not permitted to graduate until the pre-doctoral internship is completed and the dissertation has been defended successfully. Check the Graduate College deadline dates for when to apply for graduation. A grade of “Z” will be submitted for each semester. Once we receive a certificate of completion from your pre-doctoral internship, we will submit grade changes to pass. If you have successfully completed your dissertation and will complete internship during Session A of the semester, you can [apply](#) to Graduate College to have your degree conferred at the end of Session A instead of waiting to the end of the full semester. This earlier date may be helpful for the start date of post-doctoral positions.

RESOURCES FOR PRE-DOCTORAL INTERNSHIP

- APPIC Application for Psychology Internships (AAPI) (<https://www.appic.org/Internships/AAPI>)
- APPIC Training Resources for Students (<https://www.appic.org/Training-Resources/For-Students>)

- Match-News (Email listserv for Match) (<https://www.appic.org/E-Mail-Lists/Choose-a-news-list/Match-News>)
- Psych Grad Corner (<https://psychgradcorner.com/>)
- National Registry of Health Service Psychologists, Internship Travel Scholarship (<https://www.nationalregister.org/tools-services/internship-travel-scholarship/>)
- GPSA Travel Grants (<https://asugpsa.com/travel-grants-2/>)

CPY 783 Field Placement Sites

Alliance Behavioral Care

Location(s):	Gilbert Mesa Tempe Phoenix Goodyear
Physical Address:	4515 S. Lakeshore Dr. Ste 105 Tempe, AZ 85282
Contact Person:	Brian McDonald, PsyD Clinical Director brian@alliancebc.us Phone: 480-590-6558 Cell: 551-427-5241
Website:	www.alliancebc.us
Duration:	12 months
Prerequisites:	None
Application Materials:	CV and Cover Letter
Application Deadline:	Early February
Descriptions & Experience:	See brochure linked here

Arizona Center for Neurofeedback

Location	7104 N. Via De Paesia Scottsdale, AZ 85258
Contact	Lorene M. Petta, PsyD
Contact Information	lorenepetta@gmail.com or drpetta@azneurocenter.com 480-203-0403
Duration	12-months
Website	azneurocenter.com
Prerequisites	Preference for interns with experience working with children and adolescents, as well as clients with histories

of trauma.

Application Materials 1. CV
2. Letter of interest
3. Writing sample of report or other relevant work samples

Application Deadline TBD

Private practice setting in Scottsdale. Interns will have the opportunity to learn and be supervised in neurofeedback, biofeedback, and peak performance. Mental skills training by licensed psychologist with 30-years' experience. Our program provides a unique combination of clinical performance and psychophysiology services, providing a broad range of hands-on experiences and opportunities to learn skills the intern may otherwise only through indirect exposure.

ASU Clinical Psychology Center

Location	Tempe
Contact	John L. Barton, Ph.D., ABPP Matt Meier, PsyD
Contact Information	john.barton@asu.edu matt.meier@asu.edu 480-965-4438 480-630-1060
Duration	Inquire
Website	https://psychology.asu.edu/clinical-psychology-center
Prerequisites	Prefer students with one year of placement experience and training in major assessment instruments.
Application Materials	1. CV 2. Letter of recommendation from clinical supervisor
Application Deadline	January 31st

Psychotherapy for children, adolescents, adults, and couples and families. Group programs for stress management, mindfulness, improving teens' executive functioning, and others. Evaluation of possible ADHD, LDs, ID, and/or other diagnoses. Supervision of junior students. Screening those interested in services at the CPC. Presentations for public education and awareness.

ASU Counseling Services

Locations	Arizona State University Tempe/Downtown/West/Phoenix
Contact	Lilia Miramontes, Ph.D. Licensed Psychologist, Training Director
Contact Information	Lilia.Miramontes@asu.edu 480-965-6146 u
Website	https://eoss.asu.edu/counseling/services/program/practicum_program
Duration	Academic year (August - May)
Prerequisites:	Advanced placement students only
Application Materials	1. Cover letter 2. CV 3. Application form 4. Supervisor Reference Form 5. Email to: valerie.foster@asu.edu
Application Deadline	early February

Field placement involves 16 hr/wk for the academic year (August – May). Intake assessments, individual therapy, outreach, and consultation. Group Experience if available. * MUST be available for group supervision—Thurs 8:30-10 a.m.
See Website for application materials:

Biltmore Psychological Services

Location	3747 N 24th St Phoenix, AZ 85061
Contact	Robin Potter, Psy.D.
Contact Information	Dr.robinpotter@gmail.com 602-840-4962 (office) 602-430-2337 (cell)
Website	https://www.biltmorepsychologyservices.com/
Duration	12 months

Prerequisites	Advanced placement (at least 2nd year practicum students only)
Application Materials	1. Cover letter 2. CV 3. Letter of recommendation
Application Deadline	February 1st

Biltmore Psychological Services is an outpatient psychotherapy center that focuses on individual and couples therapy from an emotion focused perspective.

Copa Health

Locations	Phoenix, West Valley, East Valley
Contact	Diana Medina, PhD
Contact Information	Diana.Medina@copahealth.org Amanda McBride, PsyD amanda.mcbride@copahealth.org
Website	www.copahealth.org
Duration	9 or 12 months, starting in August
Prerequisites	First year and advanced placement students.
Application Materials	1. Cover letter 2. CV 3. Email to amanda.mcbride@copahealth.org
Application Deadline	TBD

Placement at one of our integrated health clinics. Services are provided to adults mainly in the Seriously Mentally Ill (SMI) and complex-needs population (some general mental health). Practicum student works closely with the team comprised of psychiatrist/NP, clinical coordinator, case manager, primary care physician, nursing staff and support staff to meet the needs of the client. 1st year and advanced placements accepted. 9-month and 12-month placements are available. Placement starts in August (but initial training must be completed sometime during the Summer). As of now, training is completed mostly virtual.

CTC and CPC HRSA Training Consortium

Integrated Health and SUD Treatment for Native Americans through Telehealth

Location	Tempe
Contact	Jamie Bludworth, PhD
Contact Information	James.Bludworth@asu.edu Matt Meier, PsyD matt.meier@asu.edu 480-630-1060
Website	n/a
Duration	12 months (August - July)
Prerequisites	Advanced placement students only. Adult-focused, Interest in working in integrated health and SUD treatment.
Application Materials	1. Cover letter 2. CV 3. Application form 4. Supervisor Reference Form 5. Email to: james.bludworth@asu.edu
Application Deadline	January 31st

This is a paid, 12-month position, which covers tuition and a \$25K stipend. Students will spend 3-4 hours per week in an interdisciplinary training consortium with faculty from counseling psych, clinical psych, behavioral health, social work, and nursing, with support from a Native American consultant. Faculty will provide a comprehensive, state-of-the-science training program that will develop competency in Integrated Health, opioid and other substance use disorder treatment, behavioral health services, treatment of comorbidity, Medication Assisted Treatment (MAT), telehealth services, and treatment in rural settings, with an emphasis on social determinants of health, cultural competency (emphasizing Native American populations), trauma-informed care, and provider resiliency. A Native American consultant will infuse a Native American perspective and cultural considerations into all trainings.

Trainees will provide telehealth services (based out of the CTC and CPC) at two 6-month rotations. Rotation 1: Telehealth services through Canyonlands Health Care, a community healthcare center with locations throughout rural Arizona, one of which is located in Navajo Nation (which will be a primary site). Trainees will provide Behavioral Health Consultations as part of an Integrated Health Team. Rotation 2: Trainees will provide substance use disorder treatment for Solutions of Sobriety, a community agency that is contracted with Indian Health Services to provide SUD treatment (IOP, MAT, Outpatient, Recovery Housing) for Native Americans.

Trainees who participate in HRSA-funded grants receive priority status for participation in federal loan repayment programs. This grant has a high likelihood of being funded. However, we will not know whether the grant is funded until the beginning of July. If the grant is not funded, students will be offered positions at the CTC and CPC.

La Frontera EMPACT-SPC Trauma Healing Services

Location	Tempe
Contact	Liesl Lang, Program Manager Conrad Brown, LPC Supervisor conrad.brown@lafrontera-empact.org 480-313-2200
Contact Information	Liesl.Lang@LaFrontera-EMPACT.org
Website	https://lafronteraaz.org/empact-2/
Duration	2 semesters
Prerequisites	None
Application Materials	1. CV 2. Application 3. Interview 4. Email to: liesl.lang@lafrontera-empact.org
Application Deadline	ASAP, on a rolling basis

Individual and group work in an intense clinical environment with survivors of significant emotional trauma. Responsibilities will include having a caseload of clients to provide trauma informed therapy as well as co-facilitating at least one weekly group. Population includes adult and child survivors of violent trauma experiences, such as domestic violence, sexual assault, trafficking, and others. See brochure for more information. *Must be available for Friday group supervision and one evening for groups. No prerequisites. [See brochure linked here](#) for more information. *MUST be available for Friday group supervision (10-11am every Friday) and Friday department meeting (12-1:30pm every other Friday) and one evening for groups. See [brochure](#) for more information.

Phoenix Children's Hospital- Neuropsychology

Locations	Avondale, Phoenix, Gilbert
Contact	Dr. Kristin Crocfer
Contact Information	kcrocer@phoenixchildrens.com
Website	https://phoenixchildrens.com
Duration	12 months

Prerequisites Varies. See supervisor descriptions and inquire if needed.

Application Materials

1. Letter of interest which needs to include the names of the faculty member/s you are interested in applying to interview with (including Option 1 and/or 2 if applicable), as well as a list of assessment courses you have taken (e.g., Intellectual, Neuropsychological, etc.),
2. Printed test list and integrated reports from Time 2 Track (Click Assessments then Print Signature Page)
3. Curriculum vitae
4. One letter of reference from a supervisor that includes specific strengths and areas of growth (supervisors may email directly)

Send all application materials to Dr. Kristin Crocfer: kcrocf@phoenixchildrens.com. Interviews will be by invitation and conducted in February at the Phoenix location. **Please note locations prior to applying.**

Application Deadline Late January

Neuropsychological assessments (ages 0-18+) with a variety of medical populations. Students applying for this track **MUST** have one year of neuropsychological testing experience.

Possibility of a two-year placement for the right candidate. Students will be involved in clinical interview, administration of neuropsychological test batteries, feedback sessions and report writing.

Brianne J. Butcher, PhD | Avondale: One student. 14-16 hours per week. Ages 4-18+.

Neuropsychological assessment with a variety of medical populations; however, Dr. Butcher specializes in patients with movement disorder and epilepsy. Students will be involved in clinical interviews, administration of neuropsychological test batteries, feedback sessions, and report writing. The student may also have the opportunity to observe functional MRI procedures.

Possibility of a two-year placement for the right candidate.

Kristin D. Crocfer, PsyD | Phoenix: One student. Option 1: 8 hours a week (alternating testing/writing each week) or Option 2: 16 hours a week (1 day for testing, 1 day for writing).

Ages 5 -18+. Neuropsychological assessment with a variety of medical populations; however, Dr. Crocfer specializes in patients with cancer/leukemia and brain tumors. Student will be involved in clinical interviews, administration of neuropsychological test batteries, feedback sessions, and report writing.

Aimee Hammer, PhD | Gilbert: One student. Option 1: 8 hours a week (alternating

testing/writing each week) or Option 2: 16 hours a week (1 day for testing, 1 day for writing). Ages 5-18+. Neuropsychological assessment with a variety of medical populations. Student will be involved in clinical interviews, administration of neuropsychological test batteries, feedback sessions, and report writing.

Karlie Krause, PsyD | Phoenix: One student. 16 hours a week (1 day for testing, 1 day for report writing). Ages 0-18+. Neuropsychological assessment with a variety of medical populations. Student will be involved in clinical interviews, administration of neuropsychological test batteries, feedback sessions, and report writing.

Kimberly N. Painter, PsyD | Phoenix: One student. 16 hours per week. Ages 0-18+. Neuropsychological assessment with a variety of medical populations with a focus on traumatic brain injury. Student will be involved in clinical interviews, administration of neuropsychological test batteries, feedback sessions, and report writing. Dr. Painter focuses on follow up from acute traumatic brain injury. *MUST have one year of neuropsychological testing experience.*

Michael S. Lavoie, PhD | Kristin Crocfer, PsyD | Phoenix (Split position): One student. 10-20 hours per week with flexibility in these numbers based on student and provider schedules. Ages 5 -18+. Neuropsychological assessment with a variety of medical populations with a focus on concussion with Dr. Lavoie through December 2024, then shifting to Dr. Crocfer the remainder of the academic year. Student will be involved in clinical interviews, administration of neuropsychological test batteries, feedback sessions, and report writing.

Phoenix VA Health Care System

Locations	Various
Contact	Matthew Weyer, Ph.D. Director of Training
Contact Information	Matthew.Weyer@va.gov
Website	https://www.va.gov/phoenix-health-care/
Duration	Approximately 9 to 12 months
Prerequisites	See pages 7-8 of brochure linked here
Application Materials	1. Cover letter 2. CV (include names and contact information for 2 references) *NOTE: You can apply to different positions at multiple sites.

Application Deadline early February

See brochure linked [here](#) for detailed information on site supervisors (pages 3-7) and the application process (page 8).

Sexual Orientation & Gender Institute of Arizona (SOGIAZ) and Evidence Based Therapy Center of Arizona

Location	11811 N. Tatum Blvd. #3031, Phoenix, AZ 85028
Contact Person	Joshua Kellison, Ph.D.
Contact Information	jkellison@sogia.ebtaz.com 480-780-0314
Supervisor(s)	Joshua Kellison, Ph.D.
Website	https://www.sogiaz.com/ https://www.ebtaz.com/
Number of Months	12 months
Number of Positions	1 - 3
Rotation	6 months training in DBT and 12 months training in 2SLGBTQIA+ health available. Rotations may also be relevant to trainees needs (e.g., children, youth, adults, elder adults; specific presenting issues-BPD; EBT training needs-CPT)
Prerequisites	3rd/4th year student
Application Materials	Current CV Cover letter Interview with Dr. Kellison
Application Due	February 15th

Monthly stipend (10% revenue collected). 6-12 direct client hours (dependent of program requirements). Specialties include specific evidence-based therapies: DBT, ACT, CPT, CBT, CGT. Duties can include providing individual, family & group outpatient psychotherapy for 2SLGBTQIA+ identified children, youth & adults, conducting gender evaluations & collaborating with community medical providers & support agencies. Training opportunities include case conferences, professional meetings, working with local & national 2SLGBTQIA+ agencies, and

research. Students may also be involved in program development. Previous therapy placement within a community or university clinic, private practice, or at large institution (e.g., PCH, VA).

APPENDIX A – CPY Course Checklist



Last Name: _____
 First Name: _____
 ASU ID#: _____

CPY Coursework Checklist

(Complete in conjunction with [Plan of Study](#) [iPOS])

Course and Title	Hours	Semester taken/ planned or waived*	Grade
<u>Domain 1: Counseling Essentials</u>			
CE522 Theories of Counseling and Psychotherapy*	3		
CE523 Psychological Tests	3		
CE534 Occupations and Careers	3		
CE545 Assessment & Diagnosis*	3		
CE567 Group Dynamics and Counseling	3		
CE576 Foundations of Counseling (admitted AY2024-2025)*	3		
CE577 Counseling Pre-practicum*	3		
CPY645 Professional Issues and Ethics*	3		
CPY671 Multicultural Counseling	3		
<u>Domain 2: General Psychology Core</u>			
CPY679 History and Systems	3		
CPY654 Biological Bases	3		
CPY691 Cognitive/Affective Bases of Behavior***	3		
CPY676 Social Bases of Behavior	3		
CE529 Lifespan Human Development	3		
<u>Domain 3: Empirical Foundations</u>			
CPY701 Science & Practice of Counseling Psychology	3		
CPY702 Research Methods in Counseling Psychology	3		
CE502 Counseling Data Analysis****	3		
EDP552 Multiple Regression and Correlation Methods	3		
COE503 Intro to Qualitative Research	3		
<i>Supply title of additional course below:</i>			
Course title:	3		
CPY592 Pre-Dissertation Research Paper (admitted AY2024-2025)	3		
CPY792 Research (Master's Thesis Equivalency); attach certifying letter if already completed)	As advised		
CPY599 Thesis (Masters in Passing) (admitted before AY2024-2025)	3		

* If a course waiver was obtained, attach a copy of the letter certifying waiver of program requirement. Total hours needed for degree still holds.

**Pre-requisites for CED680 Beginning Practicum.

***CPY691: Advanced Aspects of Cognitive and Affective Psychology meets the requirement of the Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas, required by the CoA C-7D, Category 3.

****If students are sufficiently advanced in statistics, they may consult with advisor to determine course to replace CE502.

Course and Title	Hours	Semester taken/ planned or waived*	Grade
Domain 4: Counseling Theory and Method (Must take at least 1 course in each of the 5 areas and must take a total of 3 courses in area of specialization). Bold denotes a required course. Brackets [] indicate optional electives.			
Area 1: Counseling Theory & Intervention			
CPY677 Advanced Counseling	3		
CPY678 Supervision Theory*****	3		
[CED672 Couple & Family Counseling]	3		
Area 2: Psychological Assessment			
CPY651 Personality Assessment	3		
[CPY652 Intellectual Assessment]	3		
	3		
Area 3: Career Psychology			
CPY644 Psychology of Careers	3		
	3		
	3		
Area 4: Consultation/Prevention			
CPY660 Prevention & Consultation	3		
	3		
	3		
Area 5: Diversity			
[CPY650 Counseling Latinos]	3		
[CPY674 Counseling Women]	3		
[CED591 Counseling LGBT]	3		
Professional Development			
CPY635 Professional Development	1		
CPY635 Professional Development	1		
CPY635 Professional Development	1		
CPY635 Professional Development	1		
Domain 5: Counseling Practice			
CED680 Beginning Practicum*****	6		
CPY780 Advanced Practicum	3		
CPY783 Fieldwork	6-12		
CPY784 Pre-doctoral Internship	3		
CPY791 Supervision Practicum	3		
CPY799 Dissertation	12		
Total Hours (minimum of 115)			

* If a course waiver was obtained, attach a copy of the notification certifying waiver of program requirement. Total hours needed for degree still holds.

*****Pre-requisite for CPY791 Supervision Practicum. Refer to the *Readiness for Supervision Experience and Case Facilitation* form.

*****Pre-requisites CED522, CED545, CED576, CED577, and CPY645. Pre- or co-requisites CED534 and CPY671.

I have reviewed this course checklist in accordance with the *CPY Program Handbook* and *CPY Clinical Manual* and I understand that course availability is subject to change.

Student Signature _____ **Date** _____

Training Director Signature _____ **Date** _____

School of Director Signature _____ **Date** _____

APPENDIX B – ASU COUNSELING PSYCHOLOGY CLINICAL EVALUATION FORM

ASU PHD IN COUNSELING PSYCHOLOGY CLINICAL EVALUATION

Supervisee Name: _____ Semester & Year: _____

Supervisor Name & Credentials: _____ Site Name: _____

Evaluation: Midterm Final

Placement: CPY780 Doctoral Practicum CPY783 Field Placement

Method(s) of supervision: Review of session video Live observation

Document review Discussion Role play Other: _____

Please evaluate your supervisee's level of competency by using the following scale:

Rating	Competency Level	Description of the Level of Competency
4	Above Expected Level of Competency	Performs above the expected level of development. Demonstrates ability to complete routine tasks with autonomy. Supervision is needed to develop mastery level of skills.
3	Expected Level of Competency	Performs at the appropriate level of development. Completes routine tasks and basic skills with minimal supervision. Regular supervision is required for advanced skills.
2*	Developing Competency	Performs at the minimum expected level of development. Requires supervision and monitoring in carrying out routine tasks and skills. Requires additional guidance, training, and supervision for developing basic skills.
1*	Insufficient Competency	Performs below the expected level of development. Does not perform basic tasks and skills in the assessed area. <i>A formal, written, programmatic remediation plan is required.</i>

**Please provide narrative comments for ratings of 1 and 2.*

Professional Orientation and Ethical Practice

1. Adheres to professional, ethical, and legal standards set forth by APA.
2. Maintains confidentiality.
3. Independently identifies complex ethical and legal issues.
4. Identifies potential dual relationships and acts in accordance with ethical standards.
5. Practices in accordance with institutional policies and procedures.

Strengths/Area for Growth/Comments:

Social and Cultural Diversity

6. Demonstrates knowledge of professional competencies and guidelines regarding working in a culturally diverse environment.
7. Demonstrates sensitivity to cultural differences throughout professional activities.
8. Recognizes when own cultural or personal biases and assumptions impact professional functioning and consults appropriately.
9. Considers cultural factors when applying therapeutic interventions.
10. Appropriately addresses cultural differences between self and client.
11. Actively seeks to enhance own multicultural counseling competence.

Strengths/Area for Growth/Comments:

Professional Dispositions

Professional Behavior

12. Interacts with supervisors, clients, staff, and peers in a professional manner and maintains appropriate boundaries.
13. Discusses and resolves conflict with supervisors, staff, or peers.
14. Understands and accepts professional roles and responsibilities.
15. Demonstrates understanding of diverse points of view.
16. Maintains appropriate professional appearance.

Self-Evaluation

17. Demonstrates awareness of individual strengths and areas in need of improvement.
18. Systematically reviews own professional performance via work samples and feedback from supervisors, peers, or clients.
19. Recognizes when own personal and emotional issues interfere with professional functioning.
20. Uses reasonable and effective actions to avoid the impact of personal issues upon professional functioning.

Supervision

21. Identifies and initiates discussion of appropriate supervision topics.
22. Prepares consistently for supervision sessions.
23. Seeks both positive and constructive feedback from supervisor.
24. Integrates supervisory feedback into clinical work.
25. Receives feedback in a non-defensive manner.
26. Differentiates between supervision and personal therapy.
27. Uses supervision to develop personal goals to enhance counseling competencies.

Record keeping and task completion

28. Adheres to professional documentation standards (e.g., SOIAP or DAP format).
29. Conveys relevant level of detail with professional language.
30. Completes professional documentation in a timely manner.
31. Demonstrates effective time management and organizational skills.
32. Manages caseload effectively.

Strengths/Area for Growth/Comments for Professional Dispositions:

Human Growth and Development

33. Addresses resilience and optimal development across the lifespan.
34. Develops age-appropriate case conceptualizations, treatment planning, and interventions.
35. Conceptualizes etiology of addictions, addictive behaviors, and co-occurring disorders.
36. Contextualizes effects of crisis, disaster, and trauma on diverse individuals across the lifespan.

Strengths/Area for Growth/Comments:

Counseling and Helping Relationships

Therapeutic Relationships

37. Establishes and maintains effective therapeutic rapport with clients.
38. Explores inconsistencies between clients' verbal and non-verbal behaviors.
39. Acknowledges own reactions and utilizes reactions to therapeutic advantage.
40. Explores and responds to client affect.
41. Recognizes and responds to transference and countertransference.

Application of Counseling Theory

42. Applies counseling theory throughout the course of therapy.
43. Recognizes the limits of application of preferred theory.
44. Utilizes interventions consistent with a theoretical orientation.

Case Conceptualization

45. Develops culturally relevant case conceptualizations.
46. Conceptualizes cases consistent with a theoretical orientation.

Crisis Intervention Skills

- 47. Accurately assesses risk factors.
- 48. Accurately assesses protective factors.
- 49. Accurately assesses level of risk.
- 50. Creates appropriate crisis safety plan(s).
- 51. Consults with supervisors appropriately to monitor client welfare/safety.

Implementation of Treatment Plan

- 52. Differentiates between brief and long-term therapy goals.
- 53. Engages in collaborative goal setting with clients.
- 54. Maintains the focus of counseling upon identified issues.
- 55. Works toward effective termination from the outset of treatment.

Strengths/Area for Growth/Comments:

Research, Scientific Knowledge, and Evidence-based Practice

- 56. Seeks relevant scholarly literature to inform counseling practice.
- 57. Applies scientific knowledge and evidence-based practice in case conceptualization, treatment planning, and intervention.

Strengths/Area for Growth/Comments:

Group Counseling and Group Work (Specific placements only)

- 58. Understands group processes and stages of group development.
- 59. Demonstrates ethical, culturally relevant strategies for designing and facilitating groups.

Strengths/Area for Growth/Comments:

Assessment, Testing, & Diagnosis (Specific placements only)

- 60. Conducts comprehensive initial assessments that integrate aspects of diversity and relevant clinical information.
- 61. Assesses appropriately for suicidal and homicidal ideation during initial assessment.
- 62. Demonstrates ability to use client data from initial assessment and other instruments appropriately.
- 63. Produces appropriate DSM diagnoses.
- 64. Develops appropriate treatment recommendations.

Strengths/Area for Growth/Comments:

Overall feedback from supervisor regarding performance to date:

For the final evaluation, I verify the trainee completed the following hours:

Direct Hours Supervision Hours Supporting Hours Total Hours

Please sign below to indicate that you have reviewed and discussed this evaluation.

Signature of Supervisor: **Date:**

Signature of Trainee: **Date:**

Trainee has appended a list of groups facilitated (if applicable).

Trainee has appended a list of assessment instruments administered (if applicable).

Trainee has appended training plan (if applicable).

APPENDIX C – CPY WEEKLY ACTIVITY LOG FORM

PRACTICUM ACTIVITY LOG – DOCTORAL

Student Name:		Supervisor Name:								
Logs are to include all time starting Monday and ending Sunday of each week. Enter dates for each day of the week to the right.		MON	TUE	WED	THU	FRI	SAT	SUN	# OF HOURS	
									THIS WEEK	TO DATE
Intervention and Assessment (Actual clock hours in direct service to client)										
Direct Contact - counseling clients (including intakes)										
(a) individual therapy										
(b) career counseling										
(c) group counseling										
(d) family therapy										
(e) couples therapy										
(f) other										
Testing - directly administering tests (not including scoring)										
Total Intervention & Assessment Hours										
Supervision Received (Specific intent of overseeing the psychological services rendered by the student)										
(a) individual supervision										
(b) group supervision										
(c) other										
Total Supervision Hours										
Support Activities (Hours supporting student's intervention and assessment experience)										
(a) case conferences										
(b) case management/consultation										
(c) didactic training/seminars										
(d) progress note/clinical writing/chart review										
(e) psychological assessment scoring/interpretation and report writing										
(f) digital recording review										
(g) intervention research/reading										
Total Support Activity Hours										

Complete this Practicum Activity Log each week and submit it to your Clinical Supervisor for his/her signature. This report is used to provide accountability of time spent by students in Practicum. It is also used for program accreditation requirements and to provide accurate information when students are ready to apply for internship.

Supervisor Signature

rev. 5/16/24

APPENDIX D – CPY PRACTICUM ACTIVITY SUMMARY FORM

DOCTORAL PRACTICUM ACTIVITY SUMMARY

Fall Spring Summer Year: _____

Student Name: _____

Committee Chair: _____



CLIENTS SEEN						TOTAL NUMBER OF DIRECT CONTACTS ¹														
GENDER	AGE	RACE/ ETHNICITY	SEXUAL ORIENTATION	DISABILITY	FORMAT (individual, couple, group)	INTAKE HOURS	COUNSELING HOURS	TESTING HOURS ²												
INTERVENTION & ASSESSMENT HOURS							+		+		=									
<small>¹Contact hour is defined as one session (no less than 50 minutes) ²Directly administered tests. Does not include test scoring.</small>												+								
						(a) Individual		(b) group		(c) other		=								
SUPERVISION HOURS							+		+		=									
						(a) case conferences		(b) case management/consultation		(c) didactic training/seminars		(d) progress note/clinical writing/chart review		(e) psychological assessment scoring/interpretation/report writing		(f) digital recording review		(g) intervention research/reading		+
SUPPORT ACTIVITY HOURS							+		+		+		+		+		+		=	
PRACTICUM SUPERVISOR SIGNATURE: _____						PRACTICUM ACTIVITY TOTAL							=							

APPENDIX E – PETITION FOR COURSE SUBSTITUTION OR WAIVER

PETITION FOR COURSE SUBSTITUTION

Student's Name _____ Date _____ Student ID _____

Course Number and Full Title of the Course Required:

Course Number and Full Title of Course Previously Taken:

Semester and Year _____ Credit Hours _____ Grade _____
Semester/Quarter (circle)

Institution Where Course Was Taken _____

Note. Attach syllabus, bibliographies, exams, and any other materials that could be useful in establishing the content and level of the course.

Program Advisor's Signature _____ Date _____

Instructor's Signature _____ Date _____

Training Director's Signature _____ Date _____

School Director's Signature _____ Date _____

If the petition is approved, the petition with attachments will be placed in the student's permanent file.

APPENDIX F – FIELD PLACEMENT APPLICATION



Field Placement Application (rev. 10/2023)

All students considering applying for field placement need to apply for faculty approval prior to applying to any sites. The field placement supervisor announces the Field Placement application deadline via the CPYSTUD listserv. Criteria used in determining approval are: (a) adequate progress through the program, (b) completion of thesis/thesis equivalency, and (c) clinical skill level.

Date: _____

Student's Name: _____

Advisor: _____

Academic year for field placement: _____

Please note that your thesis (or thesis equivalency) needs to be successfully completed (final project defended and revisions approved by committee) by spring deadline published by the Graduate College in your second year in the CPY program in order for you to be allowed to go on field placement, starting the upcoming fall semester.

1. Progress on thesis/thesis equivalency
 - a. Completion of thesis/thesis equivalency date: _____ (if done go to item 2)
 - b. Completion of thesis/thesis equivalency proposal date: _____
 - c. Status of thesis/thesis equivalency (writing proposal, gathering data, analyzing data, final write up)?

 - d. Projected thesis completion date: _____

2. Other indicators of progress through the program
 - a. Is this student in good academic standing--GPA > 3.00? (Yes/No) _____
 - b. Any Incomplete grades? (Yes/No) _____ (if yes, please list courses) _____
 - c. Is this student on probation? (Yes/No) _____
 - d. Program of Study approved? (Yes/No) _____ (if not, please explain why) _____
 - e. Student has successfully completed doctoral practicum? (Yes/No) _____

Advisor: I certify _____ will have successfully met all criteria needed for enrollment in CPY783 Field Placement.



Signature of Advisor: _____ Date: _____

10/19/23

APPENDIX G – PRACTICUM TRAINING PLAN

ASU Counseling Psychology Practicum Training Plan

(The training plan is to assure quality, breadth, and depth of the training experience. It provides a rationale for the experience in light of previous training experiences and ensures that the overall practicum experience is organized, sequential, and meets the training needs of the trainee and the protection of the public)

Counseling Trainee: _____

Training Site: _____

Total Hours of training per week: _____

Total hours of training per year: _____

Date Training began: _____

Date Training ended: _____

Time allotment: AT LEAST 50% SHALL BE SERVICE-RELATED (counseling, assessment, interviews, documentation, seminars on applied issues, providing co-therapy, group supervision, case presentations, or consultations). AT LEAST 25% SHALL BE DEVOTED TO FACE-TO-FACE CLIENT CONTACT. Indicate hours per week:

Individual Counseling: _____

Group Counseling: _____

Assessment (including interviews): _____

Individual Supervision (no less than 1 hr/20 hr on site): _____

Group Supervision (no more than 50% of supervision): _____

Training (case presentations, seminars, etc.) _____

Other: _____

Training Goals

1. _____

Objective 1: _____

Objective 2: _____

2. _____

Objective 1: _____

Objective 2: _____

3. _____

Objective 1: _____

Objective 2: _____

Methods of Evaluation:

1. _____

2. _____

3. _____

4. _____

Supervision (Supervision will consist of at least one-hour per week of regularly scheduled face-to-face individual supervision and one-hour of group supervision. Over the time of the practicum, at least 75% of the supervision must be provided by a licensed psychologist and not more than 25% by a licensed mental health professional.)

Names, degree, and credential of supervisors:

1. _____

2. _____

3. _____

4. _____

Amount of time spent in supervision provided by a licensed allied mental health professional (*cannot exceed 25% of time spent in supervision*) _____

Supervisor(s) is/are licensed psychologists in AZ: Yes No License Number _____

Supervisor(s) is/are licensed mental health professionals in AZ: Yes No

Supervisor(s) is/are on staff at site where experience takes place: Yes No

(Student signature) _____
date

(Supervisor signature) _____
date

(Faculty supervisor signature) _____
date

Training in professional ethics will be included in all activities detailed in this Training Plan.

APPENDIX H – READINESS FOR SUPERVISION EXPERIENCE



Readiness for Supervision Experience and Case Facilitation

Name: _____ Date: _____

ID Number: _____

A. Coursework Completed

	Yes	No	Course/Equivalency
Analysis of the Individual (CED 545*)	<input type="checkbox"/>	<input type="checkbox"/>	_____
Assessment and Testing (CED 523*)	<input type="checkbox"/>	<input type="checkbox"/>	_____
Career Development (CED 534*)	<input type="checkbox"/>	<input type="checkbox"/>	_____
Group Counseling (CED 567*)	<input type="checkbox"/>	<input type="checkbox"/>	_____
Human Growth Development (CED 529*)	<input type="checkbox"/>	<input type="checkbox"/>	_____
Pre-Practicum (CED 577*)	<input type="checkbox"/>	<input type="checkbox"/>	_____
Professional Counseling Orientation and Ethics (CPY 645*)	<input type="checkbox"/>	<input type="checkbox"/>	_____
Research and Program Evaluation (CED 501*)	<input type="checkbox"/>	<input type="checkbox"/>	_____
Social and Cultural Diversity (CPY 671*)	<input type="checkbox"/>	<input type="checkbox"/>	_____
Supervision Theory** (CPY 678*)	<input type="checkbox"/>	<input type="checkbox"/>	_____
Theories/Helping Relationships (CED 522*)	<input type="checkbox"/>	<input type="checkbox"/>	_____

*Or equivalent

**Can be concurrent for CED684 case-facilitation consultant

Minimum number of entry level credits should total at least 60 and must include course work listed above

B. Clinical Coursework

	Direct Client Hours	Supervised Hours	Total Hours
Practicum (CED 680*)	_____	_____	_____
Practicum (CPY 780*)	_____	_____	_____
Internship (CED 684*)	_____	_____	_____
Field Placement (CPY 783*)	_____	_____	_____
Field Placement (CPY 783*)	_____	_____	_____
Total	_____	_____	_____

*Or equivalent

•Supervised clinical hours must be a minimum of 700 with 280 of those being direct client contact

C. Please attach the following required documents

- Unofficial Transcript
- Most recent clinical evaluations for CPY 783 Field Placement or equivalent

Unofficial transcript and iPOS has been verified and meet criteria

ADVISOR SIGNATURE _____

DATE: _____

Updated: 10/03/2023

APPENDIX I – CLINICAL EVALUATION FOR SUPERVISION

ASU PHD IN COUNSELING PSYCHOLOGY EVALUATION OF SUPERVISION COMPETENCE

Supervisee Name: Type Name Here **Semester/Year:** Semester/Year

Supervisor Name: Type Name and Credential Here

Evaluation: Midterm Final

Placement: CPY791 Supervision Practicum

Method(s) of supervision: Review of session video Live observation

Document Review Discussion Role Play Other: Type Here

Please evaluate your supervisee's level of competency by using the following scale.

Rating	Competency Level	Description of the Level of Competency
4	Above Expected Level of Competency	Performs above the expected level of development. Demonstrates ability to complete routine tasks with autonomy. Supervision is needed to develop mastery level of skills.
3	Expected Level of Competency	Performs at the appropriate level of development. Completes routine tasks and basic skills with minimal supervision. Regular supervision is required for advanced skills.
2*	Developing Competency	Performs at the minimum expected level of development. Requires supervision and monitoring in carrying out routine tasks and skills. Requires additional guidance, training, and supervision for developing basic skills.
1*	Insufficient Competency	Performs below the expected level of development. Does not perform basic tasks and skills in the assessed area. <i>A formal, written, programmatic remediation plan is required.</i>

**Please provide narrative comments for ratings of 1 and 2.*

This evaluation document is based on:

American Psychology Association (2014). Guidelines for Clinical Supervision in Health Psychology. Retrieved from <http://apa.org/about/policy/guidelines-supervision.pdf>

University of Chicago Medicine Department of Psychiatry & Behavioral Neuroscience
Psychology Trainee Evaluation of Supervision Competencies

Domain A: Supervisor Competence

A1. Assurance of competence in the provision of clinical services to ensure the welfare of clients.

1. ___ Demonstrates appropriate knowledge and skill regarding the clinical issues being supervised.
2. ___ Consults appropriately with supervisor of record when clinical issues are outside the domain of supervisory competence.
3. ___ Takes reasonable steps to ensure competence when less familiar with clinical issues being supervised.
4. ___ Provides evaluative feedback routinely and in a timely manner to facilitate the development of supervisee competence.
5. ___ Takes reasonable and necessary action to ensure clients receive competent service and are protected from harm.

A2. Competence in the provision of supervision.

6. ___ Actively seeks to attain competence in the practice of clinical supervision via consultation, literature review, and regular review of video recordings of supervision sessions.
7. ___ Demonstrates appropriate knowledge of models, theories, and research on clinical supervision.
8. ___ Assesses the training needs and developmental level of the supervisee on an ongoing basis.
9. ___ Appropriately manages the supervisory relationship to facilitate the development of the supervisee's skills.
10. ___ Provides feedback that is consistent with the developmental needs of the supervisee (i.e., providing feedback that is less-specific over time, incrementally encouraging increased sophistication in case-conceptualization, promotion of supervisee autonomy commensurate with level of training development).

Strengths/Area for Growth/Comments:

Type Comments Here

Domain B: Diversity

11. ___ Demonstrates knowledge and awareness of diversity as broadly defined.
12. ___ Demonstrates accurate assessment regarding own diversity competence which includes attitudes, knowledge, and skills.
13. ___ Models cultural humility and willingness to pursue education and/or consultation regarding diversity.
14. ___ Models and encourages sensitivity and responsiveness to diversity in all its forms.
15. ___ Creates a safe environment to address diversity issues in clinical care, clinical supervision, and the organizational context.
16. ___ Addresses issues of power and privilege in the supervisory relationship.
17. ___ Facilitates and encourages the development of thorough case conceptualizations that

- include diversity and contextual factors.
18. ___ Appropriately assesses supervisee diversity competence and provides necessary feedback.
 19. ___ Assists supervisee with navigating tension between personal and professional values in the provision of clinical service.

Strengths/Area for Growth/Comments:

Type Comments Here

Domain C: Supervisory Relationship

20. ___ Values, creates, and maintains a collaborative professional relationship that promotes the development of the supervisee's competence.
21. ___ Provides appropriate informed consent for supervision that includes the roles/responsibilities of both parties.
22. ___ Effectively communicates expected program standard of performance and methods of evaluation.
23. ___ Demonstrates sensitivity to potential multiple roles with the supervisee and demonstrates ability to effectively balance and perform in these roles.
24. ___ Regularly reviews supervisee progress and provides ongoing formative feedback.
25. ___ Promotes supervisee growth and self-evaluation.
26. ___ Demonstrates respect for supervisee and clients.
27. ___ Effectively balances support and challenge within the supervisory relationship commensurate with the supervisee's developmental level of training.
28. ___ Promotes supervisee autonomy commensurate with the supervisee's developmental level of training.

Strengths/Area for Growth/Comments:

Type Comments Here

Domain D: Professionalism

29. ___ Prioritizes the needs of clients and trainees to ensure the welfare of others.
30. ___ Exhibits integrity and accountability in all professional interactions and activities.
31. ___ Models professionalism through his/her/their own behavior and interactions with others.
32. ___ Is available for consultation as needed.
33. ___ Teaches knowledge, attitudes, and skills associated with professionalism.
34. ___ Provides ongoing and timely feedback and evaluation of supervisee progress toward meeting professional expectations commensurate with trainee's developmental level of training.

Strengths/Area for Growth/Comments for Counseling and Helping Relationships:

Type Comments Here

Domain E: Assessment, Evaluation, and Feedback

- 35. ___ Provides direct and clear feedback that is behaviorally anchored.
- 36. ___ Provides timely feedback.
- 37. ___ Is sensitive to the potential impact of feedback on the supervisory relationship.
- 38. ___ Utilizes multiple methods of evaluation and assessment (i.e., live observation, video review, documentation review).
- 39. ___ Incorporates supervisee self-evaluation into the evaluation process.
- 40. ___ Highlights supervisee strengths and how these affect performance.
- 41. ___ Clinical documentation is reviewed and appropriate feedback provided in a timely manner.
- 42. ___ Submits all supervisory materials in accordance with departmental deadlines and policies.

Strengths/Area for Growth/Comments:

Type Comments Here

Domain F: Professional Competence Problems

- 43. ___ Understands and adheres to the supervisory contract, practicum training manual procedures relative to performance evaluation.
- 44. ___ Identifies current or potential performance problems and consults promptly and appropriately with supervisor of record to notify of supervisee performance issues.
- 45. ___ Communicates current or potential performance problems clearly and directly with supervisee.
- 46. ___ Develops and implements an appropriate remediation plan with consultation of the supervisor of record.
- 47. ___ Takes ethically necessary action in response to supervisee's performance problems to ensure the welfare of others as well as facilitate development of supervisee competence.

Strengths/Area for Growth/Comments:

Type Comments Here

Domain G: Ethics, Legal, and Regulatory Considerations

- 48. ___ Demonstrates knowledge of ethics and legal issues relative to the practice of clinical supervision.
- 49. ___ Models ethical practice and decision making and conducts self in accord with APA and other relevant guidelines and laws/rules/regulations and encourages this practice with supervisees.
- 50. ___ Upholds the primary ethical and legal mandate to protect the welfare of clients.
- 51. ___ Generates and maintains accurate and timely documentation of supervisee performance.
- 52. ___ Accepts and manages gatekeeping role to the profession by assessing supervisee suitability to enter the field.

Strengths/Area for Growth/Comments:

Type Comments Here

Overall feedback from supervisor of supervision regarding performance to date:

Type Comments Here

Please sign below to indicate that you have reviewed and discussed this evaluation.

Signature of Supervisor: _____ **Date:** _____

Signature of Trainee: _____ **Date:** _____

APPENDIX J – CPY INTERNSHIP APPLICATION



CPY Internship Application

All students considering applying for an internship need to obtain faculty approval prior to registering with AAPIC. This form can only be submitted after the successful completion of the dissertation proposal meeting.

Date: _____
 Student's Name: _____
 Advisor: _____

1. Program Requirements

a. Please list any remaining courses and the proposed dates they will be taken:

b. Please enter the date that the following item was completed, or is expected to be completed (enter date or "N/A" if not applicable):

	Date Completed
Comprehensive Exam	_____

c. Is this student in good standing (Yes/No): _____

d. Any Incomplete grades (Yes/No): _____

e. Is this student on probation (Yes/No): _____

f. Are there any complaints filed or currently pending against this student?(Yes/No): _____

2. Status of dissertation:

	Date Completed (or Expected):
Dissertation proposal approved	_____
Data collected	_____
Data analyzed	_____
Dissertation defended	_____

3. The above-named applicant has completed the following practicum hours **currently** and as of November (when applications will be submitted for internship):

	NOW	EXPECTED by November 1st
Total Therapy Hours:	_____	_____
Total Support Hours:	_____	_____
Total Additional Experience Hours:	_____	_____
Total Supervision Hours:	_____	_____

Signature of Advisor: _____ Date: _____

Signature of Director of Training: _____ Date: _____

APPENDIX K – OVERVIEW OF CLINICAL HOURS

	A	B	C	D	E	F	G	H	I	J	K	L
1	CPY Overview of Clinical Hours*											
2	<i>*Submit this form with copies of the signed activity summaries of hours for each semester reported.</i>											
3												
4	Student Name:				Date:							
5												
6		Semester/ Year	Sites	Assessment Hours	Intervention Hours	Support (Indirect Hours	Supervision (Group or Individual) Hours	Treatment Settings	Diverse Populations/Client Characteristics	Supervisor Contact Information		
7	Doctoral Training											
8	Beginning Prac			0	0	0	0					
9	Advanced Prac 1			0	0	0	0					
10	Advanced Prac 2			0	0	0	0					
11	Field Placement 1			0	0	0	0					
12	Field Placement 2			0	0	0	0					
13	Field Placement 3			0	0	0	0					
14	Field Placement 4			0	0	0	0					
15	Field Placement 5			0	0	0	0					
16	Field Placement 6			0	0	0	0					
17	CEd 684 Group Supervision			0	0	0	0					
18												
19	Total Doctoral Hours			0	0	0	0			0		
20	Terminal Masters Training											
21	Practicum			0	0	0	0					
22	Internship 1			0	0	0	0					
23	Internship 2			0	0	0	0					
24	Additional Hours			0	0	0	0					
25												
26												
27	Total Master Hours			0	0	0	0			0		
28	Notes				Co-Therapy; Crisis Intervention; Family Therapy; Group Counseling; Individual Therapy; Intake	Assessment report writing; case conference; case mgmt; observation; professional consultation; seminars/didactic training	Group (g) or individual (i)	Ex: University Counseling Center; University Training Center; Hospital; Private Practice; VA; Addiction Treatment Facility; etc	Age of client; gender (male/female/cis/transgend er); race/ethnicity; disability status			
29	rev. July 2022											
30												
31	NOTE: Include your list of selected sites on Sheet 2											
32												
33												