



CLINICAL PRACTICUM TRAINING FOR PRACTICUM STUDENTS IN PSYCHOLOGY

Introduction to Sovereign Health

Sovereign Health provides treatment of behavioral health conditions, including mental health, addiction, and dual diagnosis concerns. All treatment is overseen by accomplished, licensed practitioners utilizing an integration of evidence-based, innovative, and holistic programming options for both adults and adolescents.

Current locations

Currently Sovereign Health has seven locations with aspirations for major expansion.

For adult program specializing in the aforementioned behavioral health conditions options include:

- Sovereign's headquarters in San Clemente CA
- Culver City CA
- Palm Springs CA and
- Fort Myers, FL

For adolescent program specializing in the aforementioned behavioral health conditions options include:

- Rancho in San Diego, CA and
- Delta, UT

For women's program specializing in trauma treatment options include:

- Chandler, Arizona,

Mission Statement

Sovereign Health is focused on providing premier, client-focused, and evidenced-based care across the spectrum of mental-health, addiction, and dual-diagnosis treatment needs.

Treatment Philosophy

Sovereign Health utilizes an appreciation for the neurobiological aspects of mental health and substance abuse problems as a foundation for our comprehensive assessment, diagnosis, and treatment. Successful recovery is achieved with a multidisciplinary clinical team through the



integration of evidence-based modalities including traditional, holistic, and innovative therapeutic approaches.

Clinical Training Program Summary

Overview

Sovereign Health's goal is to provide clinical experiences for students across a broad range of professions (psychology, social work, mental health and nursing) who desire to work with dual diagnosis, mental health and addiction. Sovereign's dynamic treatment environment, diverse clinical population, and focus on providing an enriching training experience set it apart from other training opportunities. Throughout the training experience, individual and group supervision are provided to trainees on all aspects of clinical service and professional development. This includes, but is not limited to, clinical interviewing and report writing, assessment testing/evaluation and report writing, case conceptualization and diagnosis, individual and group therapies, clinical documentation, and professional participation within a multidisciplinary treatment team. Our forward thinking approach to treatment also allows great opportunity for exposure to leading edge technology and treatment tools as well as rich didactic training.

Training Philosophy

Sovereign Health's training program is based on the Scholar-Practitioner model for training and treatment. Our training program strives to prepare students for professional practice as well-informed, balanced clinicians. We work toward developing clinicians with sound skills and flexibility in how those skills are used, while focusing on maximizing client benefit. Upon successful completion of training, our clinical trainees will be able to effectively practice in modern, dynamic healthcare environments, while meeting the needs of diverse clients with the highest professional standards.

Across our different treatment locations, Sovereign Health provides a broad range of treatment services, including residential levels of care for social model detoxification, Nutritional Assisted Detoxification (NAD), specialized mental-health and dual-diagnosis group therapy programs, Quantitative Electroencephalogram (qEEG) brain mapping, neurofeedback, assessment testing/evaluation, and an intensive family therapy program. Although not all aspects of what Sovereign offers can be integrated into the formal training program, Sovereign trainees are encouraged to interface with providers of a variety of treatment modalities in order to explore personal interests and maximize their professional development.

Core Training Competencies



The core components of Sovereign Health’s training program were developed based upon the “Competency Benchmarks established by The American Psychological Association (APA) (Fouad, et al, 2009). The main categories of core competency benchmarks include:

1. Professionalism
2. Reflective Practice/Self-Assessment
3. Scientific Knowledge and Methods
4. Interpersonal Effectiveness
5. Awareness of Individual and Cultural Diversity
6. Application of Ethical, Legal Standards, and Policy
7. Ability to Function as Part of an Interdisciplinary System
8. Skills in Assessments and Diagnosing
9. Effective Use of Evidenced Based Interventions
10. Appropriate Use of Consultation
11. Effective Use of Research/Evaluation
12. Utilization of Supervision
13. Ability to Teach and Provide Instruction
14. Overall Self Management Skills
15. Effective Use of Advocacy in Client Care

Psychology Practicum Overview

Sovereign Health’s Practicum Student Training Program will follow the contracted schedule that has been established with the student’s school, practicum program director. Unless otherwise contracted, Practicum Students are expected to be available for 16-24 hours of training per week. Training days can be flexible based on student and school schedules, but must be established at the start of the training contract.

The core focus of the practicum experience is an initiation into the application of clinical skills with a diverse base of adult clients in treatment for mental health, addiction, and/or dual diagnosis concerns. It is expected that this will be one of the Practicum Student’s first applied training experiences while in school. The focus of the practicum training year is to support the transition of the student from classroom learning to application, integration, and development of both clinical skills and professional identity. Clinical development opportunities are focused on core clinical competencies such as clinical interviews, case conceptualization, diagnostic determinations, developing treatment recommendations, and opportunities to be part of a multidisciplinary team treatment setting. Other clinical opportunities may include the provision of group therapy, assessment testing, report writing, as well as mentorship from other early career professionals.



Placement Matching

1. Practicum matching is a process specific to each Sovereign location and managed by the Site Training Director or other designated Clinical Supervisors. At a minimum, it will involve student submission of a letter of interest in practicum placement, submission of a CV, and invited in-person interviews for qualified candidates.
2. Candidates selected for Practicum placement will receive a match letter in the mail with an identified HR Representative to contact for completing the trainee on-boarding process.

Practicum Student Clinical Duties

Practicum Students successfully matched to a Sovereign Health training site will have the following expectations with regard to clinical duties:

1. Intake Interviews/Evaluations
 - a. Depending on placement, student availability, and client census, Practicum Students may complete an average of 1 to 2 intake interviews per week.
 - b. This includes completion of the Bio-Psycho-Social report (intake interview report) within the appropriate timelines for review by a Supervisor and submission to Sovereign Health's Utilization Review (UR) Department. In most cases, insurance companies require this within 24 hours.
2. Group Therapy
 - a. Effectively facilitate or co-facilitate at least 4 psycho-educational and/or treatment groups per week.
 - i. This includes timely accurate completion of clinical documentation of the services provided in the Sovereign Health Electronic Medical Record (EMR).
3. Clinic Duty Coverage
 - a. For half of one day each week, all direct care clinical staff, including Practicum Students, are expected to be available for assigned shifts to assist with client management, completion of unscheduled intake interviews/evaluations, and group coverage on an as-needed basis.
4. Assessment Testing (optional)
 - a. In most cases, Practicum Students have the opportunity to complete supervised assessment testing/evaluations throughout the course of their training year. However, unless other arrangements have been made through a signed training agreement, all assessment testing must be completed as an additional aspect of training and professional development beyond the core training duties mentioned above.
5. Supervision



- a. Individual Supervision
 - i. Practicum Students will receive at least 1 hour (60 minutes) per week of individual supervision by the Site Training Director who is licensed to supervise MHCs
 - ii. Attendance to this supervision is mandatory.
 - 1. Lack of attendance to, and participation in individual supervision will, at minimum, lead to consultation with the student's school Training Director, and may be grounds for termination of the student's practicum training agreement.
- b. Group Supervision
 - i. Practicum Students facilitating or co-facilitating treatment groups are required to attend a Clinical Group Supervision Meeting each week.
 - ii. Practicum Students completing assessment testing/evaluation are required to attend an Assessment Testing Group Supervision Meeting each week.
 - iii. Supervision groups for therapy are 2 hour groups facilitated by a MSW.
 - iv. Supervision Groups for assessment testing/assessment are 1 hour groups facilitated by a Licensed Clinical Psychologist with specialized competency in assessment testing.
 - v. Group supervision presentation/participation requirements will vary based on individual Supervisor expectations, but may include case presentations in various formats.
 - vi. Supervision groups at Sovereign Health are fixed groups. Accordingly, unless previously arranged or related to exigent circumstances, students choosing to be part of a Group Supervision Meeting will be expected to attend the same group on a weekly basis.
- c. Treatment Team
 - i. Treatment Team meetings allow all clinical team members from different disciplines to engage in case conceptualization, discussion of new admits and discharges, and discussion of "hot button" issues related to client care. These meetings also provide opportunities for multidisciplinary case consultations and important updates about relevant clinical news.
 - ii. Each Treatment Team meeting is considered 2 hours of supervised training per week.
 - iii. Practicum Students are strongly encouraged to attend and participate in the weekly Treatment Team meetings.
- d. Weekly Hour Log
 - i. Practicum Students should track their supervised clinical training hours based on the specific requirements of their school program.



- ii. It is the responsibility of each Practicum Student to ensure accurate documentation of their training time, and for maintaining the documentation in accordance with their school requirements.
 - e. Lack of attendance to, and participation in either individual or group supervision will, at minimum, lead to consultation with the student's school Program Director, and may be grounds for termination of the student's practicum training agreement.
6. Didactic Seminars
- a. Didactic Seminars typically consist of a series of lectures targeting competency areas associated with dual diagnosis, addiction and mental health.
 - b. Practicum Students are encouraged to attend weekly didactic/seminar trainings.
 - c. Didactic Seminars are educational presentations by both outside guest speakers, and various members of Sovereign Health Staff.
 - d. The training year didactic schedule is regularly reviewed for ongoing development and topic relevancy.
 - e. Practicum Students are encouraged to make suggestions for additional didactic trainings as a part of Sovereign's ongoing didactic development process.



APPENDIX A1

PSYCHOLOGY PRACTICUM STUDENT TRAINING AND SUPERVISION PLAN
Sovereign Health

The plan on pages 3-6 entitled **Practicum Student Clinical Duties** defines the specific duties, expectations, and means of supporting the below identified Psychology Practicum Student Trainee with regard to their responsibilities and needs as trainees in the practice of mental health counseling:

Practicum Student Name

Date

Practicum Training Start Date

Projected Practicum Training End Date

Name of Practicum Student's Educational Institution

Educational Institution Training Director/Delegated Supervisor Name

Phone

Email

Sovereign Health Primary Clinical Supervisor

Sovereign Health Site Training Director



APPENDIX B

SUPERVISOR EVALUATION FORM
Sovereign Health

These forms can be completed anonymously, if desired.
Please reference the instructions at the end of this evaluation form.

Supervisor Name: _____

Psychology Trainee Name : _____

Hours of supervision received each week from this supervisor: _____

Type of supervision received: Individual Group

1. Overall evaluation of supervisor:

Outstanding	Excellent	Satisfactory	Unsatisfactory

2. Supervision has been based on (put an "X" next to all that apply):

Direct Observation	Audiotape	Videotape	Therapist's Report	Other (specify):

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
3. Supervision time is sufficient.						
4. Supervisor demonstrates an appropriate command of the field.						
5. I have developed as a therapist or psychologist through supervision.						
6. Supervisor is available when needed.						
7. Supervisor is reliable and punctual.						
8. Supervisor gives constructive feedback.						
9. Supervisor is supportive and respectful.						
10. Supervisor encourages self-reflection, creative thinking, and new ideas.						



11. Supervisor is flexible when needed.						
12. Supervisor gives useful suggestions that facilitate learning.						
13. Supervisor handles disagreement(s) by being open to different perspectives, approaches, and feedback.						
14. Supervisor seems to enjoy supervision.						
15. Supervisor is respectful, professional, and an overall good role model.						
16. Supervisor seems invested in my development as a clinician by providing encouragement and feedback.						
18. Supervisor has appropriate boundaries.						
19. Supervisor mentors & encourages open, engaged and positive problem solving.						

20. Please list some strength(s) of your Supervisor(s) and the supervision you have been receiving.

21. Please list some ways your Supervisor could improve their supervision and/or qualities/experiences that have limited or detracted from your supervision.

22. Please share any other compliments, concerns, or comments you think would be helpful to continuing to improve the Supervision quality and experience.

Thank you for taking the time to contribute to the ongoing development and improvement of the Clinical Supervision being provided at Sovereign Health. Please place the completed form in a sealed letter sized envelope and place it in the location identified by your location's clinical leadership.



APPENDIX C

PRACTICUM STUDENT EVALUATION FORM

Sovereign Health

Practicum Student Name: _____

Supervisor Name: _____

Practicum Start Date: _____ Evaluation Date: _____

Review Period: _____

This evaluation form is designed to provide constructive feedback regarding the clinical proficiency and progress of the training program. Use the expected competency level of someone at the same level of training when filling out this evaluation. Please provide additional feedback in the comments section where appropriate. The Practicum Student and Clinical Supervisor should review the completed evaluation together.

Method of Observation (mark all that apply):

- | | | |
|--|---|---|
| <input type="checkbox"/> Intern/Trainee Report | <input type="checkbox"/> Audiotape | <input type="checkbox"/> Review of Progress Notes |
| <input type="checkbox"/> Videotape | <input type="checkbox"/> Direct Observation | <input type="checkbox"/> Case Presentation |
| <input type="checkbox"/> Supervision | <input type="checkbox"/> Discussions | <input type="checkbox"/> Clinical Staffing |
| <input type="checkbox"/> Other: | | |

Please use this scale to rate the intern/trainee as follows:

- [1] – Significantly Below Expected Competency
- [2] – Below Expected Competency
- [3] – Meets Expected Competency
- [4] – Above Expected Competency
- [5] – Significantly Above Expected Competency
- [N/A] – Not Assessed

Professionalism:

- | | | | | | | |
|--|-----|-----|-----|-----|-----|-------|
| 1. Demonstrates honesty, even in difficult situations. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 2. Takes responsibility for own actions. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 3. Displays basic understanding of core professional values. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 4. Demonstrates appropriate personal hygiene and attire. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 5. Distinguishes between appropriate and inappropriate language and demeanor in professional contexts. | [1] | [2] | [3] | [4] | [5] | [N/A] |



- | | | | | | | |
|--|-----|-----|-----|-----|-----|-------|
| 6. Takes ownership over maintaining accurate and timely training hour logs required for successful completion of their training. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 7. Completes work in accordance with established deadlines. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 8. Presents for supervision, client appointments, and other scheduled activities on time and prepared. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 9. Demonstrates personal organizational skills by planning and organizing own workload. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 10. Is aware of and follows Sovereign's policies and procedures. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 11. Communicates clearly using verbal, nonverbal, and written skills. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 12. Is able to establish and maintain appropriate professional boundaries with clients. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 13. Is able to establish and maintain appropriate professional boundaries with other trainees and/or staff. | [1] | [2] | [3] | [4] | [5] | [N/A] |

Reflective Practice/Self-Assessment/Self-Care:

- | | | | | | | |
|---|-----|-----|-----|-----|-----|-------|
| 1. Displays problem solving skills, critical thinking, organized reasoning, intellectual curiosity and flexibility. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 2. Demonstrates openness to considering own personal concerns, challenges, values, beliefs, and attitudes, recognizing their impact on self and others. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 3. Is aware of training level/status and seeks supervision and/or consultation as needed to promote personal development and excellence in clinical care. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 4. Is aware of clinical competencies for professional training and develops initial competency goals. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 5. Demonstrates intellectual curiosity and utilizes a scientific approach to exploring their curiosities. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 6. Listens to and utilizes feedback from others. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 7. Is aware of the importance of work-life balance, and to the degree possible pursues balance between personal and professional needs. | [1] | [2] | [3] | [4] | [5] | [N/A] |

Scientific Knowledge and Methods:



1. If attending, is able to be an active, engaged participant in didactic trainings. [1] [2] [3] [4] [5] [N/A]
2. Understands the development of evidence based practice in psychology (EBP) as defined by the APA. [1] [2] [3] [4] [5] [N/A]
3. Is able to utilize and integrate academic information from a practitioner-scholar approach. [1] [2] [3] [4] [5] [N/A]

Diversity and Relationships:

1. Demonstrates knowledge, awareness and understanding of self and the way culture and context shape the behavior of individuals. [1] [2] [3] [4] [5] [N/A]
2. Is respectful, tolerant, emotionally mature, empathetic, and shows interest in other cultures and experiences. [1] [2] [3] [4] [5] [N/A]

Ethical, Legal Standards, and Policy:

1. Demonstrates ethical behavior and basic knowledge of MHC (ACA Code of Ethics) Ethical Principles and Code of Conduct and other legal issues. [1] [2] [3] [4] [5] [N/A]
2. Recognizes the importance of basic ethical concepts applicable in initial practice. [1] [2] [3] [4] [5] [N/A]
3. Articulates importance of confidentiality, privacy, and informed consent. [1] [2] [3] [4] [5] [N/A]
4. Recognizes junior trainee status and maintains appropriate boundaries of practice that remain within the scope of their current training and supervision. [1] [2] [3] [4] [5] [N/A]

Interdisciplinary Systems:

1. Demonstrates ability to cooperate with others in task completion. [1] [2] [3] [4] [5] [N/A]
2. Expresses interest in developing collaborative relationships and respect for other professionals. [1] [2] [3] [4] [5] [N/A]

FUNCTIONAL COMPETENCIES



Assessment:

- | | | | | | | |
|---|-----|-----|-----|-----|-----|-------|
| 1. Demonstrates awareness of the benefits of standardized assessment and knowledge of constructs being assessed. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 2. Exhibits understanding of basic psychometric constructs such as validity, reliability, and test construction. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 3. Accurately and consistently administers and scores various assessment tools. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 4. Demonstrates knowledge of initial interviewing (structured and semi-structured interviews, mini-mental status exams, and Bio-Psycho-Social assessments). | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 5. Demonstrates awareness of need to base diagnosis and assessment on multiple sources of information that are appropriate to the presenting problem. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 6. Identifies DSM criteria and describes normal development consistent with broad area of training. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 7. Utilizes information from multiple sources to arrive at and support specific DSM diagnoses appropriate to the case/situation. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 8. Demonstrates the ability to discuss diagnostic formulation and case conceptualization, and prepares basic reports which articulate an integrated, whole-person approach to conceptualization, diagnosis, and treatment planning/recommendations. | [1] | [2] | [3] | [4] | [5] | [N/A] |

Intervention:

- | | | | | | | |
|---|-----|-----|-----|-----|-----|-------|
| 1. Identifies basic strengths and weaknesses of intervention approaches for different problems and populations. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 2. Demonstrates preparation, professionalism, and leadership with regard to group facilitation and co-facilitation. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 3. Articulates a basic understanding of how intervention choices are informed by assessment. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 4. Demonstrates helping skills such as empathic listening, framing problems. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 5. Is able to display group therapy management skills that allow client engagement while maintaining order and structure. | [1] | [2] | [3] | [4] | [5] | [N/A] |



- | | | | | | | |
|---|-----|-----|-----|-----|-----|-------|
| 6. Demonstrates appropriate judgment about when to consult supervisor. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 7. Articulates awareness and basic knowledge of methods to examine intervention outcomes. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 8. Describes instances of lack in progress in treatment and actions taken in response. | [1] | [2] | [3] | [4] | [5] | [N/A] |

Supervision:

- | | | | | | | |
|---|-----|-----|-----|-----|-----|-------|
| 1. Completes self assessment and integrates faculty/supervisor feedback into self-assessment. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 2. Systematically reviews own professional performances with supervisors/teachers. | [1] | [2] | [3] | [4] | [5] | [N/A] |
| 3. Demonstrates ability to organize and present information related in a topic. | [1] | [2] | [3] | [4] | [5] | [N/A] |

OVERALL EVALUATION AND COMMENTS

1. Strengths

a. What strengths does the Practicum Student have?

b. Where have they particularly demonstrated growth during training?

2. Areas of Improvement

a. PRACTICUM STUDENT: What areas need improvement?

b. SUPERVISOR: What are some areas of improvement for the Practicum Student? Are any of these areas for improvement concerning to a degree that may impact the



Practicum Student's ability to move forward in the training program if not corrected?
If yes, which?

- c. PRACTICUM STUDENT FEEDBACK: How can the clinical leadership potentially improve to better support your training needs?

3. Goals and Objectives for Next Stage of Training:

a. PRACTICUM STUDENT INPUT:

b. SUPERVISOR INPUT:

4. Specific projects and/or areas of Practicum Student interest:

a. PRACTICUM STUDENT INPUT:

b. SUPERVISOR INPUT: Is there a way for the Practicum Student to develop in this area of interest during their training? If so, how?

5. Preparation

Please indicate your view of the Practicum Student's academic preparation for their current practicum training:



Very Poor Poor Adequate Very Good Excellent

6. Progress

Please indicate your view of the Practicum Student's progress for their current practicum training:

Very Poor Poor Adequate Very Good Excellent

7. Rate Overall Improvement:

Very Poor Poor Adequate Very Good Excellent

<p>Overall Evaluation Score: Based on the Practicum Student's level of training and the above items, please evaluate overall performance and competence during this period.</p>				
<input type="checkbox"/> 1 Significantly Below Expected Competency	<input type="checkbox"/> 2 Below Expected Competency	<input type="checkbox"/> 3 Meets Expected Competency	<input type="checkbox"/> 4 Above Expected Competency	<input type="checkbox"/> 5 Significantly Above Expected Competency

Supervisor Name

Supervisor Signature

Date

Practicum Student Name

Practicum Student Signature

Date