



COUNSELING AND PSYCHOLOGICAL SERVICES

Post Doctoral Fellowship in Clinical Psychology

2015-2016



UNIVERSITY OF
SAN FRANCISCO

CHANGE THE WORLD FROM HERE

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Overview of the University of San Francisco

The University of San Francisco is an independent, private, non-profit institution of higher education and one of 28 Jesuit Catholic colleges and universities in the United States. The Counseling and Psychological Service (CAPS) is located on our beautiful 55-acre main campus, which sits atop a hill next to Golden Gate Park, overlooking downtown San Francisco and the Pacific Ocean.

Classified as a Doctoral/Research and Community Engaged University under the Carnegie Foundation classification system, University of San Francisco is characterized as balancing arts, sciences, and the professions at the undergraduate level; as doctoral-professional dominant at the graduate level; with the majority of its students being undergraduates; as selective, with a high level of transfer-in students; and as a medium-sized, four-year, and primarily residential institution.

The University of San Francisco is accredited by the Western Association of Schools and Colleges (WSCUC) and in 2009, WSCUC reaffirmed USF's accreditation for 10 years. The University is also accredited by several professional accrediting bodies, including, but not limited to, the American Bar Association (ABA), the California Commission on Teacher Credentialing, AACSB International–The Association to Advance Collegiate Schools of Business, and the Commission on Collegiate Nursing Education (CCNE). Undergraduate majors are offered in the College of Arts and Sciences, the School of Education, the School of Management, and the School of Nursing and Health Professions. Graduate degrees are offered in the School of Law in addition to the aforementioned schools.

As of September 2014 (the most recent census date), the University of San Francisco enrolled 10,701 students, including 6,745 undergraduate students, 3,274 graduate students, 557 law students, and 152 special/non-degree students. Over 90 percent of freshmen and approximately 40 percent of all undergraduate students live on campus. The student body (37 percent male and 63 percent female) represents multiculturally diverse ethnic, religious, and socioeconomic



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backgrounds, 49 states and 87 countries. According to the 2015 *U.S. News & World Report*, the University is listed as a Tier One National University, rated as 8th in undergraduate student ethnic diversity, and 7th for percentage of international students, among 280 national universities.

VISION, MISSION, & VALUES OF THE UNIVERSITY OF SAN FRANCISCO

Central to the mission of the University of San Francisco is the preparation of students to shape a multicultural world with generosity, compassion, and justice. The institution's *Vision, Mission, and Values Statement* captures the essence of this commitment in its opening paragraph: "The University of San Francisco will be internationally recognized as a premier Jesuit Catholic, urban University with a global perspective that educates leaders who will fashion a more humane and just world." This mission permeates all aspects of the institution, including student learning and faculty development, curriculum design, program and degree offerings, student services, alumni relations, publications, and a host of other institutional features. USF's commitment to the Jesuit Catholic tradition is embedded in every major in every program (<http://www.usfca.edu/about/jesuit/>). There is a strong emphasis on academic rigor and social justice with constant attention to the societal impact of academic work.

The University's core values include a belief in and a commitment to advancing:

- the Jesuit Catholic tradition that views faith and reason as complementary resources in the search for truth and authentic human development, and that welcomes persons of all faiths or no religious beliefs as fully contributing partners to the University;
- the freedom and the responsibility to pursue truth and follow evidence to its conclusion;
- learning as a humanizing, social activity rather than a competitive exercise;
- a common good that transcends the interests of particular individuals or groups; and reasoned discourse rather than coercion as the norm for decision making;
- diversity of perspectives, experiences and traditions as essential components of a quality education in our global context;
- excellence as the standard for teaching, scholarship, creative expression and service to the University community;
- social responsibility in fulfilling the University's mission to create, communicate and apply knowledge to a world shared by all people and held in trust for future generations;
- the moral dimension of every significant human choice: taking seriously how and who we choose to be in the world;

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- the full, integral development of each person and all persons, with the belief that no individual or group may rightfully prosper at the expense of others;
- a culture of service that respects and promotes the dignity of every person.

STUDENT LIFE MISSION STATEMENT

The Counseling and Psychological Service (CAPS) is housed under the Division of Student Life. Consistent with the overall University mission, the mission of Student Life is to fully support holistic student development within a social justice framework, centered in preparing students to be caring, socially responsible citizens in our global and local communities.



CAPS MISSION STATEMENT

The mission statement of Counseling and Psychological Services emphasizes the full, integral development of each and all persons by providing students with mental health services that allow them to improve and maintain their mental well-being and to meet their educational, personal, emotional, and spiritual goals. Our goal is to assist USF students' learning by helping reduce psychological symptoms and developmental stressors, cope with difficult life events and balance academic and social life. CAPS accomplishes these functions by providing high-quality, time-effective, and culturally sensitive counseling, consultation, outreach, and training that honors the diversity of perspectives, experiences and traditions inherent in our population and central to the University's core values.



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CAPS DIVERSITY STATEMENT

Respect for diversity is a central value of both the University of San Francisco and CAPS and is consistent with the profession of psychology as outlined by the American Psychological Association's Ethical Principles and Code of Conduct (2002) and discussed in the Guidelines and Principles of Programs in Professional Psychology (APA, 2005).

CAPS is committed to the values of respect for diversity, inclusion, equity, and self-examination in a training environment of mutual respect. CAPS licensed staff and trainees are encouraged to examine their attitudes, assumptions, behaviors, and values, and to develop understanding of and sensitivity to individual and cultural diversity, while integrating such understanding into all forms of service delivery. CAPS staff members have a commitment to ongoing learning that continues to enhance our work with "cultural, individual, and role differences including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status" (APA Ethics Code, 2002, Principle E, p. 1063).

Training staff will engage trainees in a manner respectful of their multiple cultural identities and provide equal access, opportunity, and encouragement inclusive of these identities. Training staff will examine their own biases and prejudices in the course of their interactions with trainees so as to model and facilitate this process.

In summary, CAPS training staff and trainees are committed to a training process that facilitates the development of professionally relevant knowledge and skills focused on working effectively with all individuals inclusive of demographics, beliefs, attitudes, and values. Consistent with the University's Mission, we welcome, expect, and encourage the pursuit of "a more inclusive community, which celebrates diversity and works toward justice".

*Adapted from the **Counseling Psychology Model Training Values Statement Addressing Diversity**, Mintz, L. B., & Bieschke, K. J. (2009). Counseling psychology model training values statement addressing diversity. *The Counseling Psychologist*, 37, 634-640; endorsed by the Association of Counseling Center Training Agencies (ACCTA), the Council of Counseling Psychology Training Programs (CCPTP), and the Society for Counseling Psychology (SCP) in August of 2006.*

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CAPS STAFF

The USF-CAPS licensed staff members are generalists who approach their work with students from an integrationist perspective. Some areas of interest include supervision and training, multicultural development, identity formation, LGBTQ support, brief therapy, feminist therapy, bilingual counseling, community education, mindfulness, client resilience, and supporting the growth of intersecting identities. Some of our clinical interests include trauma, mood and anxiety disorders, eating disorders, alcohol and other drug intervention, grief and bereavement, and healthy relationships.

LICENSED STAFF

Barbara Thomas, Ph.D.	Senior Director California Licensed Psychologist, PSY 9955 Counseling Psychology, Arizona State University
Nancy Glenn, Ph.D.	Training Director California Licensed Psychologist, PSY 10097 Counseling Psychology, Colorado State University
Molly Zook, Psy.D.	Assistant Director for Operations California Licensed Psychologist PSY 19072 Clinical Psychology, California Institute of Integral Studies
Albert Meza, Ed.D.	Staff Psychologist California Licensed Psychologist, PSY15981 Counseling Psychology, Harvard University
Yen-Jui (Ray) Lin, Ph.D.	Staff Psychologist/Outreach Coordinator California Licensed Psychologist, PSY 26127 Combined Counseling/Clinical/School Psychology Program, University of California, Santa Barbara

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Benjamin Molland, Psy.D.	Staff Psychologist California Licensed Psychologist, PSY 26753 Clinical Psychology, University of Denver
Peggy Yang, Ph.D.	Staff Psychologist California Licensed Psychologist, PSY 22376 Combined Counseling/Clinical/School Psychology Program, University of California, Santa Barbara

ADMINISTRATIVE STAFF

Michelle Parraga	Office Manager
Renee Harrison, B.A.	Office Assistant

ACCREDITATION

Counseling and Psychological Service is accredited by the International Association of Counseling Services (IACS) and the Internship Program is a member of the Association of Psychology Post Doctoral and Internship Centers (APPIC). The Doctoral Internship in Clinical Psychology training program was awarded full APA accreditation in November 2013. Questions related to the program's accredited status should be directed to the Commission on Accreditation at:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979 or (202) 336-6123 TDD/ E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

OVERVIEW OF THE FELLOWSHIP PROGRAM

TRAINING PHILOSOPHY, PROGRAM GOALS AND OBJECTIVES

The USF Counseling and Psychological Services (CAPS) has a strong commitment to training that includes participation of all staff. The training program is cumulative and sequential, supporting and enhancing knowledge and skills that fellows possess while also providing didactic and experiential opportunities that facilitate development of their professional identities as psychologists. CAPS is consistent with USF's Core value of having a commitment to the "full, integral development of each person," by providing a training program that facilitates the development of ethical, competent, generalist psychologists who can function independently and make positive contributions to the profession. Best described as a practitioner model, an emphasis is placed upon grounding clinical practice in theory and research and the development of mentoring relationships with supervising psychologists.



CAPS is committed to a brief therapy approach to clinical practice that is grounded in evidence-based treatment. We believe that the important aspects of training in brief therapy include: 1) an attitudinal shift on the part of the therapist, to see brief therapy as efficacious and oftentimes considered as the treatment of choice; 2) an exposure to a multiplicity of therapeutic frames and methods, with a focus on adapting them to brief work; 3) an insistence, to the extent possible, that therapeutic frame and method be fitted to the client rather than the reverse; 4) an integration of a multicultural perspective into both case formulation and an interactive approach to the client; and 5) an emphasis on continual practice in defining a focus with the client, and in orienting the therapy to that focus and its associated therapeutic goals.

Also in line with our sponsor institution's "belief in and commitment to a diversity of perspectives," our training in brief therapy is based on an integrationist approach. Our approach incorporates various theoretical models and interventions, while keeping in mind individual,

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cultural, and societal considerations. These ideal characteristics of a multicultural, integrationist approach to brief therapy are not simply actualized in some absolute fashion, even by experienced staff members. Rather, they represent orienting considerations that inform our work and training in an ongoing fashion. We see training as a process where we share our struggles and questions, our successes and failures, as a group. In the end, we are committed to assisting fellows in developing their own perspectives toward brief therapy and moving closer to the integration of evidence-based frameworks and methods with the goal of preparing the fellow for a staff psychologist position in a university counseling center.

The Postdoctoral fellowship program provides generalist training over the course of the year. Fellows continue to enhance and solidify the development of clinical skills required for the professional practice of psychology with advanced training and supervision in brief individual psychotherapy, group therapy, crisis intervention and management, on-call coverage, clinical assessment and intake evaluation, consultation, outreach program development and delivery, and committee work. In addition, the Post Doctoral Fellow further develops administrative skills by overseeing a project or program central to USF-CAPS; projects are based on the current need of the Center and experience/capabilities/interests of the fellow. Projects have included outreach coordination, training administration, oversight of alcohol and other drug intervention, analysis of client outcome data, and coordination of triage.

Fellows will further develop their understanding of and sensitivity to individual and cultural diversity, and will integrate such understanding into all forms of service delivery. In addition, fellows will obtain greater awareness and competence in program evaluation, supervision, and the application of ethical principles and laws as well as advancing their professional identity as a psychologist.

Our overarching program goals and objectives are the following:

Goal 1: Develop and demonstrate skills and competencies for entry-level practice as a University Counseling Center Psychologist.

Objective 1: Implement assessment and clinical therapy skills required for the professional practice of psychology.

Objective 2: Implement crisis intervention and management strategies.

Objective 3: Consult and collaborate with on-campus and off-campus communities.

Objective 4: Create and deliver outreach programming.

Objective 5: Work with culturally diverse individuals, groups, and communities in an appropriate and effective manner.

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Objective 6: Design and implement a program evaluation.

Goal 2: Develop ethical integrity and a professional identity as a psychologist.

Objective 7: Apply ethical principles and laws to all clinical work and professional roles.

Objective 8: Appreciate the importance of the therapist's personal and professional roles in the on-going development of cultural competence.

Objective 9: Exhibit professionalism and socialization to the field of psychology.

Objective 10: Acquire beginning clinical supervisory skills.

Objective 11: Make appropriate use of own supervision.

Objective 12: Engage in reflective practice.

ROLES OF THE FELLOW

Before considering specific activities, it is important to place these activities in some context, which can be defined in terms of three characteristics of our system and three associated roles.

First, our training program is guided by APPIC standards: "A postdoctoral training program is an organized experience which, in contrast to on the-job training, is designed to provide the Fellow with a planned, programmed sequence of supervised training experiences." Thus, while Fellows may hold professional positions outside the CAPS, they will be considered trainees within CAPS.

Second, in many respects, CAPS operates as a typical agency. We expect that Fellows will participate in our policies and procedures



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as agency members. For example, Fellows will be asked to establish a work schedule at the beginning of each semester, and then follow that schedule.

Finally, in some respects, CAPS differs both from other types of mental health agencies and from private practice. CAPS psychologists define their responsibilities quite broadly, beyond that of providing direct service for one's individual caseload. We function in a variety of roles, including providing outreach, consultation, and education to the University community. We function as a team in terms of responding to crisis situations or other student needs which may arise and we also work together to ensure that the Center always has adequate coverage. Thus, we expect Fellows to function as team members.

Many Fellows come to CAPS with extensive prior experience and may be accustomed to functioning quite autonomously. We recruit Fellows who have good prior experience and who can function independently in many situations, however, it is important to acknowledge that there are always limits to autonomy in training situations. Licensed staff members are responsible for signing-off on the Fellow's cases, and providing evaluation of the fellow's progress. Of course, we endeavor to work collaboratively with fellows in the training process. If a conflict should arise between the Fellow and a staff member, we encourage an open discussion of the perceptions of both parties and have established Due Process and Grievance procedures for more serious issues. We also invite informal feedback from Fellows at any time and solicit formal feedback twice a year, in order to ensure that our training program and policies are responsive to a Fellow's needs.



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OVERVIEW OF TRAINING YEAR

Fellows participate in weekly structured training activities that support the CAPS training goals. Fellows provide and receive advanced training in: intake and triage evaluation, individual psychotherapy, groups, crisis intervention, outreach, consultation, supervision, program evaluation, and utilization of University and community resources and referrals.

In addition to individual supervision of direct service, the program provides a series of weekly group training experiences, which infuse relevant literature including Group Supervision, Case Conference, Didactic In-service Seminar, and the Supervision, Program Evaluation, and Professional Development Seminar. Additional training includes participation in University of San Francisco departmental professional development workshops and attendance at the Bay Area University Counseling Center conferences, which offer additional networking and mentoring opportunities.

ORIENTATION

Our training begins with a comprehensive three-week Orientation that introduces Fellows to CAPS policies and procedures, University and departmental collaborators, and clinical and outreach skills. Opportunities are created to facilitate team-building and establish professional working



relationships with licensed and administrative staff. Additionally, logistical matters central to CAPS and the larger institution are accomplished.

FALL SEMESTER

Fellows participate in the Fall Didactic seminar series, which focuses on exposure to a variety of evidenced-based models (e.g., CBT, Psychodynamic.), orienting Fellows toward technical integration of interventions supported by theory and research, and increasing their knowledge of developmental and clinical issues relevant to a college population. Seminars include Psychotherapy

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Integration Overview, Cognitive Behavioral Therapy, Time-Limited Dynamic Psychotherapy, and Addressing Trauma within a Brief Therapy Model. Fellows participate in selected Intercultural Seminar sessions.

SPRING SEMESTER

Fellows are expected to integrate different evidenced-based models of psychotherapy into their clinical work with more complexity as the training year progresses. In addition to advanced understanding of clinical and developmental issues, fellows develop and give scholarly presentations, incorporating theory and evidenced-based practice, relevant to their work at CAPS, to the clinical and training staff. Didactic In-service Seminars include Self-Injurious Behavior in a College Population, Adult Children of Alcoholics, and Feminist Therapy. Fellows participate in selected Intercultural Seminar sessions. Fellows may have the opportunity to supervise a practicum student in the School of Education's HESSA graduate program (Higher Education and Student Affairs) during the course of their fellowship.

SUMMER SEMESTER

Acquisition of supervisory skills and knowledge of best practice supervision models are a focus of the Summer Supervision, Program Evaluation, and Professional Development Seminar. Fellows will also acquire knowledge of program evaluation models and complete a summer program evaluation project. The final two sessions are dedicated to topics related to establishing a professional presence as a psychologist. Components include discussions with licensed psychologists who are working in various capacities in the field of psychology, involvement in professional organizations, and understanding of the licensing process.

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TRAINING PROGRAM ACTIVITIES

Supervision

Fellows receive three and 1/2 hours of individual supervision on a weekly basis. One hour of weekly face-to-face supervision is provided by the Primary Supervisor, who monitors the overall clinical and professional development and individual caseload throughout the training year. Specific goals are developed collaboratively by the Primary Supervisor and Fellow to supplement the general goals of the fellowship and provide an individualized learning experience. An additional 2.5 hours of weekly supervision is provided by other licensed Staff Psychologists, who function as the Delegated Supervisors. Fellows submit video recordings to Primary and Delegated Supervisors each semester. In addition, supervision may include review of case notes or direct observation, depending on the needs and skill level of the Fellow. There are opportunities to change Delegated Supervisors during the summer semester to broaden the training experience.



Fellows participate in one hour of weekly Group Supervision. During group supervision, fellows present cases on a rotating basis for consultation and discussion. Opportunities for discussion of issues related to the fellowship experience and professional development are also provided during this time. The fellow also has the opportunity to receive additional supervision from the licensed staff psychologist functioning as their co-therapist for any group psychotherapy.

Case Conference

Fellows participate with licensed staff members and other training staff in a one hour Case Conference, where all clinical staff present cases on a rotating basis for group feedback and discussion. Please see the [Case Conference Presentation Outline](#) and [Tips for Making an Oral Case Presentation](#).

Educational Staff Meeting

A weekly one-hour meeting with the entire clinical staff to address clinical issues, CAPS procedures and policies, and increase effective response to needs of clients and the University at large.

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Didactic In-Service Seminar

A weekly two-hour seminar where CAPS licensed staff psychologists and guest speakers from the community present topics relevant to the acquisition of assessment and psychotherapy skills in a university setting, grounded in evidenced-based practices and legal and ethical guidelines. Fellows develop and give scholarly presentations, incorporating theory and evidenced-based practice, relevant to their work at CAPS during this seminar.

Supervision, Program Evaluation, and Professional Development Seminar

An eight-session series with three components: (1) knowledge of best practice models of supervision and acquisition of supervision skills; (2) knowledge of models of program evaluation and completion of summer program evaluation project; and (3) an exposure to career options in psychology (through interactions with psychologists in the greater professional community), an understanding of the licensing process, and an emphasis on networking within the professional community and involvement in professional organizations.

Direct Service

CAPS provides assistance to students seeking counseling/psychotherapy for a wide range of presenting concerns—from typical, developmental, and situational issues to significant clinical concerns. We work within a session-limited approach (12-session maximum), and make an assessment at triage or intake regarding the appropriateness of a brief therapy approach versus referral for longer-term or more specialized work.

- *Individual Counseling/Psychotherapy* – Focus on brief integrative therapy with a maximum of 12 sessions per academic year (over the course of the Fall and Spring semesters) per client.
- *Group Counseling/Psychotherapy* – Both structured-thematic and process-oriented groups may be offered each term. Fellows are encouraged to serve as co-therapists in ongoing CAPS groups, or to initiate a new group relevant to the needs of the USF student population. There are no limits on the number of sessions, and students can simultaneously receive individual and group sessions.
- *Intake and Triage Assessment* – Intake and triage assessment interviewing; interview-based evaluation of presenting problem and differential diagnosis; evaluation of motivation for treatment and fit of client problems with a brief therapy model.
- *Crisis Assessment and Intervention* – Crisis evaluation, intervention, and management including assessment of safety and risk factors, effective response to crisis situations, and facilitation of hospitalization. Rotation in after-hours on-call duties including staff

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consultation with Public Safety, Student Housing and Residential Education (SHaRE) and other University representatives; phone triage, and provision of referrals. Fellows consult with a licensed staff supervisor in crisis situations involving potential harm to self or others.

- *Psychological Testing* – Routine administration of the Counseling Center Assessment of Psychological Symptoms (CCAPS-62) to clients at intake, termination, and at specific intervals during the course of therapy. The CCAPS-62 is supplemented by other assessment instruments (e.g., Beck Depression and Anxiety Inventories, Alcohol Use Disorders Identification Test (AUDIT), and the Eating Attitudes Test (EAT-26), as relevant to the evaluation and treatment of the client.



consultations to staff, faculty, and other
ers; and students regarding mental
iate on and off-campus referrals,
ssional relationships with other
Student Housing and Residential

APS to resident advisors, student
nal programs, workshops, and lectures
eetings; serve as an affiliate of a
ent club, those serving LGBTQ
organizations. Fellows are expected to
etworking or event, tabling/liaison, and
with the Outreach coordinator and
develop their Outreach goals in order to individualize their training experience. See

[Postdoctoral Fellow Outreach Goal Setting and Tracking Form.](#)

- *Special Project* - Fellows oversee a project or program central to USF-CAPS; projects are based on the current need of the Center and experience/capabilities of the fellow. Projects have included outreach coordination, training administration, oversight of alcohol and other drug intervention, analysis of client outcome data, and coordination of triage.

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WEEKLY HOURS

SAMPLE SCHEDULE

I. Direct Service

A. Individual Psychotherapy (includes Intake/Crisis Assessment)	20
B. Group Counseling/Therapy (includes 1/2 hour supervision)	0-2*
C. Triage Assessment	1
D. Outreach/Consultation	1
Subtotal	22

II. Training Activities

A. Supervision	4.5
Individual: 3.5 hours (Primary-1; Delegated-2.5)	
Group: 1 hour	
B. Supervision, Program Evaluation, Professional Development Seminar/ In-Service	
Didactic Training Seminar	2
C. Case Conference	1
D. Educational Staff meeting	1
Subtotal	8.5

III. Professional Development

A. Weekly Professional Development	4
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IV. Administrative/Planning

A. Records /Case Management/Planning	8**
B. Special Projects	1.5
Subtotal	9.5

Average Estimated Total Hours per week 44

* Fellows who co-facilitate therapy groups have a reduced individual client caseload

** Hours not spent in direct service are administrative hours

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EVALUATIONS

Fellows receive and are encouraged to provide ongoing verbal and written feedback to CAPS licensed staff throughout the training year.

EVALUATION OF FELLOWS

Fellows are given feedback regarding their strengths and weaknesses in the course of supervision and a formal evaluation is provided at mid-year and at end-of-training year. The format for this evaluation consists of the CAPS [Psychology Post Doctoral Fellow Evaluation Form](#). Fellows are provided with a completed and signed copy of both mid-year and end-of-year Psychology Post Doctoral Fellow Evaluation forms.

Fellows are formally evaluated on a Likert scale from one to five for each item on the CAPS Psychology Post Doctoral Fellow Evaluation form. It is expected that the Fellow will receive a rating of 4 (*Post Doctoral Level*) at mid-year on all competencies with the exception of the areas of peer and other supervision (10A) and program evaluation (6A-6F). An evaluation rating below four at mid-year is considered unacceptable. If a Fellow receives a rating of three at mid-year, the primary supervisor provides specialized attention to increase the Fellow's functioning to the expected level of competency which may include remedial work. If a Fellow receives a rating of one or two at mid-year, the Training Director, in collaboration with the Primary Supervisor, develops and institutes a specific remediation plan.

It is expected that the Fellow will receive a rating of 5 (*Advanced Post Doctoral Level*) at the end of year on all competencies; this is the expected level at completion of Post Doctoral training indicating readiness for autonomous practice at licensure level. The Primary and Delegated Supervisors collaborate in the evaluation process, and the Primary Supervisor completes a single evaluation form, comprised of feedback from all supervisors. Both the Primary and Delegated supervisors meet with the Fellow together to discuss and review the evaluation.

Additionally, Fellows will receive specific written feedback from their Primary supervisor regarding their presentations in Case conference ([Case Conference Evaluation Form](#)), In-service Seminar ([In-service Evaluation Form](#)), and the Intercultural Seminar ([Capstone Intercultural Case Presentation Evaluation](#)). Additionally, Fellows will receive written feedback on their Program Evaluation projects.

EVALUATION OF SUPERVISORS

Fellows are given the opportunity to evaluate their supervisors on a biannual basis. The

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Evaluation of Individual Supervisor Form should be completed for each supervisor during the mid-year and end-of-training year evaluation periods and given to each at the Fellow evaluation meeting. Additionally, Fellows complete a Training Director Evaluation Form at the end-of-training year.

PROGRAM EVALUATIONS

Fellows are also requested to complete a formal evaluation of the program at the end-of-training year evaluation period (see Training Program Evaluation Form). This information allows CAPS to continue to adapt and refine the program, based on Fellows' perceptions and needs. All trainees have the opportunity to reflect upon and provide feedback about the training program at the mid-training year Staff Retreat and to provide feedback following each training seminar (see CAPS Seminar Evaluation Form).

The final evaluation consists of an individual exit interview with the Training Director. In addition to providing feedback on various aspects of the program, we would like your general comments (i.e., strengths/weaknesses, likes/dislikes) about the training experience as a whole. We welcome your comments and suggestions about any or all aspects of the program, including Orientation, training seminars, case conferences, supervision and clinical training, clinical caseload, groups, and outreach/consultation opportunities.



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PROBLEM RESOLUTION

DUE PROCESS AND GRIEVANCE PROCEDURES

CAPS adheres to the written procedures outlined by our [Due Process and Grievance Procedures](#) for the effective resolution of problems, disputed evaluations, and problematic behavior. Fellows are informed of these procedures during Orientation, receive a copy during the first day of training, and are also encouraged to further review these guidelines and procedures as needed.

Dismissal from the training program involves the permanent withdrawal of all agency responsibilities and privileges. Either administrative leave or dismissal would be invoked in cases of severe violations of the APA Code of Ethics, or when imminent physical or psychological harm to a client, staff member, or other trainee is a major factor, or the Fellow is unable to complete the training program due to physical, mental, or emotional illness.

FELLOW RIGHTS AND RESPONSIBILITIES

Each CAPS staff member and Fellow has the responsibility to foster an environment where the right to be treated with dignity and respect is preserved. Please review the [Fellow Rights and Responsibilities](#) document that outlines rights and responsibilities critical to the functioning of our fellowship program.



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PERSONNEL MATTERS

POST DOCTORAL FELLOW QUALIFICATIONS

Post Doctoral Fellows have their doctorate degree conferred from their graduate school and are eligible to accumulate supervised post doctoral clinical hours toward licensure.

UNIVERSITY OF SAN FRANCISCO EQUAL OPPORTUNITY AND NON-DISCRIMINATION POLICY

The University is an equal opportunity institution of higher education. The University does not discriminate in employment, educational services and academic programs on the basis of an individual's race, color, religion, religious creed, ancestry, national origin, age (except minors), sex, gender identity, sexual orientation, marital status, medical condition (cancer-related and genetic-related) and disability, and the other bases prohibited by law. The University reasonably accommodates qualified individuals with disabilities under the law.

UNIVERSITY OF SAN FRANCISCO BACKGROUND CHECK POLICY

The University conducts background checks on all new hire employees. All candidates for full-time and part-time assignments with the University must authorize a lawful background check as part of the application packet. An offer of employment is contingent upon verifying the accuracy of the information provided by the candidate and the background check results will determine his/her suitability for employment at the University.

LENGTH OF CONTRACT

CAPS is a full-time, 12-month fellowship from August 1st, 2015 through July 31st, 2016. Many Boards of Psychology (in states other than California) require 2000 hours of post doctoral training which has become a standard for most fellowships. Hence, we have structured the training schedule to allow for the completion of 2000 hours. The California Board of Psychology permits a maximum of 44 hours of SPE (Supervised Professional Experience) per week and we have included 4 weekly hours of Professional Development in addition to the fellow's regularly scheduled 40 on-site hours at CAPS. This schedule will provide ample opportunity to complete 2000 hours as we fellow will have sick days, medical appointments, and other limited requests for time off. Request for time off, including that designated for professional development, must be approved by both the Training Director and your Primary Supervisor.

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The minimum number of hours required to complete the fellowship is 1850 (over 12 months) and a minimum of 25% of your total hours must be direct service hours. Holidays, vacation, and sick leave are granted with the understanding that the contracted hours will be met. It is the Fellow's responsibility to research the requirements for states for which they intend to pursue licensure. The state of California requires a minimum of 1500 post doctoral level hours for licensure.

STIPEND AND BENEFITS

Fellows will receive a stipend of \$27,000 for the training year and are eligible for University health care and other staff benefits.

Fellows have the same holidays as licensed staff and are expected to take their vacation days during the University's Winter Break: December 21st, 22nd, and 23rd. Fellows also receive vacation Monday, July 25th through Friday, July 29th, 2016

The following University holidays will be observed during the 2015-2016 training year:

Monday, September 7, 2015	Labor Day
Thursday, November 26, 2015	Thanksgiving Day
Friday, November 27, 2015	Day after Thanksgiving
Thursday, December 24, 2015	Christmas Eve Observed
Friday, December 25, 2015	Christmas Day Observed
Monday, December 28, 2015	University Holiday Closure (anticipated)
Tuesday, December 29, 2015	University Holiday Closure (anticipated)
Wednesday, December 30, 2015	University Holiday Closure (anticipated)
Thursday, December 31, 2015	New Year's Eve Observed
Friday, January 1, 2016	New Year's Day Observed
Monday, January 18, 2016	Martin Luther King, Jr. Day
Monday, February 15, 2016	President's Day
Friday, March 25, 2016	Good Friday
Monday, May 30, 2016	Memorial Day
Monday, July 4, 2016	Independence Day

Please be mindful that holidays, vacation, and sick leave hours are not included in your contracted "supervised professional experience" hours. The Fellow has contracted with CAPS and the Board of Psychology to complete the contracted hours of training, exclusive of holidays, vacation, or sick leave, and our policies are compatible with that contract.

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CAPS employs a full time office manager and a full time administrative assistant who are available during office hours to provide limited clerical support for staff and trainees. The Fellow's office is equipped with a computer that hosts Titanium, an electronic scheduling and charting program, as well as providing access to email, Microsoft Office software, and the internet. Fellows also each have their own digital web camera to record sessions for use in supervision and training.

Fellows receive technical support from staff members when they have questions that we can answer, and otherwise are able to utilize the services of USF's Information Technology Services. They are also able to attend University workshops offered through HR and ITS.

PROFESSIONAL DEVELOPMENT

Fellows receive funding and professional development time to attend the yearly Northern California Counseling Center Training Directors Conference. Fellows are also provided additional professional development time to attend the San Jose State University Multicultural Training Conference.

Fellows receive 3 additional days or 24 total hours (to be arranged with the Training Director) for the purpose of interviewing for a position, taking the licensure exam, or presenting at or attending a professional conference. Professional development requests should be directed to your primary supervisor (in addition to notifying the Training Director).

Based on a 44-hour work week (per the CA Board of Psychology), 4 hours each week may be spent on studying for the Examination for the Professional Practice in Psychology (EPPP), activities related to job pursuit, professional research, and other professional development activities **after the fellow's regularly scheduled in office hours** with the following exceptions: winter break (12/21/15 through 1/3/16), and the scheduled vacation week of July 25th through July 29th, 2016. This will result in an additional 200 hours of Professional Development time over the course of the training year.

Some other activities may qualify for use of Professional Development time. If you have questions about how a given activity fits Professional Development criteria, please direct them to the Training Director or your primary supervisor.

LIABILITY INSURANCE

Post Doctoral Fellows must provide evidence of malpractice insurance. Certificates of Insurance must be received by our office prior to the beginning of the fellowship.

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WEEKLY LOG

The California Board of Psychology passed a regulation, effective January 1, 1994 and revised August 27, 2005, requiring that Fellows maintain a Weekly Log of Supervised Professional Experience towards licensure. This log is not to be submitted at the time of application for licensure, but should be available in the event the Board requests it. While the Board does not provide a sample log, it does specify the elements that a log should contain ([BOP Guideline regarding SPE Log](#)). These have been included in the log drafted by the Forms Committee of the California Psychology Internship Council (CAPIC), which we revised and use at CAPS: [Weekly SPE Log](#). Here is an example of a [Completed SPE Log and Guidelines for completion](#). Additionally, please utilize the [Direct Service Tracking Hours form](#) to make sure you are maintaining your direct service hours at an overall rate of 25% of your total supervised professional experience.

Attach both to the form [Supplement Weekly Log](#) which tracks vacation, sick leave, or other professional development leave taken.

After the Training Director approves your hours, your original Weekly SPE Log will be kept in your personnel file. As previously indicated, the log can then be certified as accurate by the Training Director. **While you, as the Fellow, will keep the original of the certified log at the end of the training year, it is crucial that we retain a copy of the completed log ([see Checklist for Leaving USF](#)) for your file – in the event that you have future requests that require us to certify your hours.**

TIME KEEPING

There are two considerations regarding our time keeping policies. First, in order for the clinic to run smoothly, we prefer Fellows establish and maintain a weekly time schedule for the semester. If you anticipate an absence, please inform your Primary Supervisor, the Training Director, and the Office Manager ahead of time and block out the time in the titanium schedule database. If something unexpected arises, please inform the Office Manager as soon as possible, so your clients can be informed in a timely manner.

DRESS CODE

Fellows are encouraged to develop their own judgment about what constitutes appropriate professional attire and to consider the potential messages being communicated to or interpreted by clients and the professional community through their choice of dress. If you are uncertain about the

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appropriateness of your clothing for the professional work environment, please consult with your supervisor or the Training Director.

REQUEST FOR LEAVE

Fellows must formally request time off for vacation, planned medical appointments and medical leave, and professional development. Requests should be discussed with and approved by your Primary Supervisor. Additionally, please send e-mail notification to the Training Director.



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TRAINING POLICIES AND PROCEDURES

Ethical and Professional Conduct: CAPS adheres to the ethical standards and practices set forth by the American Psychological Association (APA), the laws and regulations set forth by the California Board of Psychology (BOP), and University of San Francisco policies. APA ethical guidelines, BOP laws and regulations, and University policies may be found on “Jade,” the CAPS internal server.

Professional Disclosure Statement: At the beginning of the first therapy session with a new client, Fellows must provide all clients with a professional disclosure statement, which informs the client of the Fellow’s training status at CAPS, supervisory requirements, the name of their Primary Supervisor, and the supervisor’s license number and contact information. The Fellow’s individual disclosure form with supervisor information can be found at the CAPS front desk (see [Written Notification of Post Doc Status](#)).

Supervision Agreement and Verification of Experience: Effective January 1, 2005, the Board of Psychology mandated that the BOP Supervision Agreement (**BOP Supervision Agreement**) must be completed and signed by the Supervisor(s) and Fellow prior to the commencement of supervised professional experience. It is imperative to review, complete, and sign the Supervision Agreement with your Primary Supervisor and Training Director the first day of your fellowship. Three original signed Supervision Agreement Forms will be kept in your personnel file until the completion of your fellowship.

Once the fellowship has been completed, the BOP Verification of Experience Form ([BOP Verification of Experience](#)) will be completed and signed by your Primary Supervisor or the Training Director. It will be sent, along with an original of the Supervision Agreement Form, to the California Board of Psychology. CAPS will keep copies in the personnel files and you will receive original copies for your own records.

Responsibilities of Supervisors: It is the responsibility of supervisors to meet with their supervisee for the appropriate and contracted amount of supervision time each week (10% of total SPE for the week) and be available at all times for consultation as needed. Supervisors need to ensure that their supervisee is providing competent care to all clients and following the established ethical guidelines of the profession. It is the responsibility of supervisors to inform the CAPS supervisory staff during weekly licensed staff meetings about any pertinent supervisory issues including areas of concern and successes.

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Responsibilities of Supervisees: It is the responsibility of supervisees to keep current with documentation on all clients. At the beginning of the first meeting with a client, the supervisee needs to inform the client that they are a Post Doctoral Fellow and being supervised by a Licensed Psychologist at CAPS.

Supervisees are also responsible for completing the [Supervision Client Log](#) each week for use in supervision. Supervisees must inform their Primary Supervisor of all at risk clients, all new clients, as well as updating the status of ongoing clients in supervision. Fellows must immediately consult with their supervisor when there is concern that a client may be of danger to self or others and/or indicates an inability to care for self (before the client leaves the CAPS premises; see [When to consult a supervisor document](#)). The supervisee must keep track of his/her hours on a weekly basis to ensure that fellowship hour requirements are being met.

There are additional CA Board of Psychology requirements for supervisees, including providing a copy of the document [Professional Therapy Never Includes Sex](#) to clients who have disclosed having past or current sexual relations with their mental health providers.

Recording of Sessions: Sessions will only be recorded with the [written consent](#) of the client. Once a recording is made, it is transferred to the secure server. Recordings must be deleted from the secured server at the point of termination or at the end of the academic year by the fellow. See the document [logitech camera how to](#) for further technical instructions on setting up recordings.

Case Conference Considerations: In order to address expectations and guidelines for presentations in case conference, several documents have been provided for consideration: [case conference presentation outline](#) and [tips for making an oral case presentation](#).

Completion of Fellowship: Upon completion of the training year, please submit the [Checklist for Leaving](#). Fellows who successfully complete their fellowship at CAPS are awarded a [Certificate of Completion](#) documenting their accomplishment.

TRAINING QUICK LINKS*

[University of San Francisco Reference Quick List](#)

Training Program Evaluations

[Post Doctoral Fellow Evaluation Form](#)

[Post Doc Evaluation of Supervisor](#)

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[USF-CAPS Training Program Evaluation Form-Post Doc](#)

[USF-CAPS Evaluation of Training Director Form-PD Fellow](#)

[CAPS Seminar Evaluation](#)

[Post Doc Capstone Intercultural Case Presentation Evaluation](#)

[In-Service Presentation Evaluation Form-PD](#)

[Case Conference Evaluation Form-PD](#)

Case Conference

[Case Conference Presentation Outline](#)

[Tips for Making an Oral Case Presentation](#)

Board of Psychology Documents

[BOP Guideline regarding SPE Log](#)

[BOP Supervision Agreement](#)

[BOP Verification of Experience form](#)

[Professional Therapy Never Includes Sex Document](#)

Professional Disclosure

[Written Notification of Post Doc Status](#)

[Written Consent to Record Sessions](#)

[Logitech Recording Instructions](#)

Record Keeping

[Weekly SPE Log](#)

[Sample Weekly SPE Log](#)

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[Guidelines for completion of Weekly SPE Log](#)

[Supplement to Weekly Log](#)

[Direct Service Hours Tracking Sheet](#)

[Outreach Goal Setting and Tracking Form](#)

Supervision

[Supervision Client Log](#)

[When to Consult a Supervisor](#)

Problem Resolution

[Due Process and Grievance Procedures-Post Doc](#)

[Fellow Rights and Responsibilities](#)

Completion of Fellowship

[Checklist for Leaving USF](#)

[Certificate of Completion](#)