

COUNSELING AND PSYCHOLOGICAL SERVICES

Doctoral Internship in Health Service Psychology

2018-2019



UNIVERSITY OF
SAN FRANCISCO

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SETTING

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 hill-top campus, which sits next to Golden Gate Park, overlooking downtown San Francisco and the Pacific Ocean.

Classified as a Doctoral/Moderate 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; with some graduate coexistence; including doctoral research in education; with the majority of its students being undergraduates; as more selective, with a high level of transfer-in students; and as a four-year, full-time, large-sized and primarily residential institution.

The University of San Francisco is accredited by the WASC Senior College and University Commission (WSCUC) and in 2010, WSCUC reaffirmed USF's accreditation for 9 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 (CTC), AACSB International–The Association to Advance Collegiate Schools of Business, the Commission on Collegiate Nursing Education (CCNE), the National Association of Schools of Public Affairs and Administration (NASPAA), and the Council on Education for Public Health (CEPH). 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.



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The University of San Francisco enrolls more than 11,000 students in its five schools and colleges, and is one of the most ethnically diverse universities in the nation. According to the 2018 *U.S. News & World Report*, the University is listed as a Tier One National University, tied for 6th in undergraduate student ethnic diversity, and tied for 12th for percentage of international students, among 311 national universities.

As of September 8, 2017 (the most recent Census Date), the University of San Francisco enrolled 11,080 students, including 6,847 undergraduate students, 3,674 graduate students, and 559 law students. USF's student body represents diverse ethnic, religious, social, and economic backgrounds, 98 foreign countries, and 50 states. Among traditional undergraduates in the Fall of 2017, 38.3% were the first in their families to attend college, and 31.8% grew up in homes where English was not the first language.

VISION, MISSION, AND 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 (<https://www.usfca.edu/about-usf/who-we-are/vision-mission>). 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;

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- 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;
- 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 community.

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CAPS MISSION STATEMENT

The mission of Counseling and Psychological Services (CAPS) is to provide 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 students' learning by helping manage psychological symptoms and stressors, difficult life events and manage mental health crises. CAPS accomplishes this with high-quality assessment, counseling, referral, consultation, outreach and training in order to assist students in reaching their full potential.

Goals Guiding Our Work

- Provide professional psychological services to enrolled students, including: individual, couples and group counseling, crisis response, consultation, brief assessment, and referrals
- Provide referrals for students who may have concerns that are not within CAPS scope of practice or problems that may be chronic or severe in nature and require comprehensive services
- Encourage reflection, self-awareness, personal and social responsibility, and healthy interpersonal relationships
- Ensure confidentiality and privacy as mandated by state and federal laws
- Provide prevention programming and consultation to students, faculty, staff, and families
- Ensure that all services are consistent with evidence informed practice and relevant professional organizations.
- Maintain collaborative relationships with campus stakeholders, key community partners, and the surrounding community
- Provide continued professional development support allowing staff psychologists to maintain California State Licensure and to stay abreast of cutting edge research related to the evolving needs of college students
- Train future psychologists in a brief, evidence-informed, interculturally focused treatment model that is directly applicable to diverse college counseling

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- Maintain commitment to a post-doctoral fellowship program and an American Psychological Association accredited internship program in Health Service Psychology
- Promote self-care and the maintenance of a work-life balance

CAPS ANTI-BIAS STATEMENT AND COMMITMENT TO DIVERSITY

At Counseling and Psychological Services (CAPS), we believe in the diversity of thoughts, ideas and experiences, inclusive of race/ethnicity, color, gender, socioeconomic status, sexual orientation, language, national origin, religion, age, and intersecting identities. We affirm our commitment to recognize and address bias and oppression. We assist students by providing culturally sensitive mental health services and educational outreach that challenges oppressive and unjust forces, and work to reduce injustice both within the university and the broader community.

In addition to supporting these principles of diversity and inclusion, we recognize structural inequalities in society result in the differential access and distribution of power (economic, political, social, and cultural). We believe in the elimination of structural inequities and the establishment of policies that ensure equity and accountability for all.

We acknowledge that regardless of one's own identities, individuals are at various points along a cultural awareness journey. We also understand that bias can be unconscious or unintentional and that inequity is the combination of social and institutional power plus prejudice. Oppression does not automatically mean that those involved intended negative impact, but having these conversations is necessary and requires courage, respect, compassion, and a willingness to tolerate discomfort.

As we aim to become an unbiased center and culturally inclusive we:

- *Aim* to identify, discuss, and challenge issues of injustice and the impact it has upon each of us

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- *Challenge* ourselves to understand and correct inequities in order to be more purposeful in this process
- *Explicitly* and *Publicly* affirm our identity as an anti-bias university entity
- *Develop* and *Work* to implement strategies that dismantle bias within all aspects of our department, university, and society



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CAPS TRAINING 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.*

PREPARING PSYCHOLOGISTS TO WORK WITH A DIVERSE PUBLIC

Striving for multicultural competence is a central tenet in the services provided and clinical practice at CAPS. In support of the values and aims of our training program, we have adopted the American Psychological Association's guidelines related to preparing trainees to effectively provide services to diverse populations: See [Preparing Professional Psychologists to Serve a Diverse Public](#). APA's statement was developed by the Education Directorate's Working Group and approved by APA's Board of Educational Affairs (BEA). In accordance with this position, we expect that our Interns will develop and demonstrate effectiveness when working with diverse populations, including clients whose cultural identities, characteristics, and beliefs differ from those of their own. While we respect the right of trainees to maintain their personal belief systems, the training of professional psychologists who can serve a diverse public necessitates "personal introspection, exploration of personal beliefs, attitudes, and values, and the development of cognitive flexibility required to serve a wide diversity of clients".



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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.

STAFF PSYCHOLOGISTS

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
Peggy Yang, Ph.D.	Crisis Manager; Staff Psychologist California Licensed Psychologist, PSY 22376 Combined Counseling/Clinical/School Psychology Program, University of California, Santa Barbara
Albert Meza, Ed.D.	Staff Psychologist California Licensed Psychologist, PSY15981 Counseling Psychology, Harvard University
Dominique Broussard, Ph.D.	Staff Psychologist Counseling Psychology, University of Georgia

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Robin (Ziqiu) Li, Ph.D. Staff Psychologist
Counseling Psychology, University of Minnesota

ADMINISTRATIVE STAFF

Renee Harrison, B.A. Program Assistant
University of California, Berkeley

Jennifer Menjivar, B.A. Administrative Assistant
University of San Francisco



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 INTERNSHIP PROGRAM

TRAINING PHILOSOPHY, PROGRAM AIMS, COMPETENCIES, AND ELEMENTS

The American Psychological Association accredited program at the University of San Francisco-CAPS provides doctoral internship training in Health Service Psychology (HSP) within a university counseling center context. 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.



The USF Counseling and Psychological Services (CAPS) has a strong commitment to training that includes participation of all clinical staff. The training program is cumulative and sequential, supporting and enhancing knowledge and skills that interns possess while also providing didactic and experiential opportunities that facilitate development as a generalist in health service psychology. 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, psychologists who can function independently and make positive contributions to the profession.

CAPS is committed to a brief, time-limited 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

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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, 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 interns in developing their own perspectives toward brief therapy and moving closer to the integration of evidence-based frameworks and methods.

Clinical and training activities are structured in a sequential, graded, and cumulative format consistent with the Revised Competency Benchmarks in Professional Psychology (APA, 2012). Through achievement of Profession Wide Competencies, the overarching aims of the training program are to: (1) Develop core clinical and counseling skills for entry level practice in health service psychology, and (2) Foster attitudes and behaviors which promote a professional identity as a psychologist.

By the end of the training year, interns will develop a level of competence, consistent with the following required Profession Wide Competencies (PWC), for entry-level practice in health service psychology:

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- a. Ethical and Legal Standards
- b. Individual and Cultural Diversity
- c. Professional Values, Attitudes, and Behaviors
- d. Communication and Interpersonal Skills
- e. Assessment
- f. Intervention
- g. Supervision
- h. Consultation and Interprofessional/Interdisciplinary Skills
- i. Research

By the end of the training year, interns will have developed specific competence in the following Program-Specific Areas: Crisis Response and Outreach.



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INTERN ROLES

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 and APA standards: "A psychology internship is an organized program which, in contrast to supervised experience or on-the-job-training, is designed to provide the Intern with a planned, programmed sequence of training experiences." Thus, while Interns 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 Interns will participate in our policies and procedures as agency members. For example, Interns 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 Interns to function as team members.

Many Interns come to CAPS with extensive prior experience and may be accustomed to functioning quite autonomously. We recruit Interns who have relevant 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



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signing-off on the Intern's cases, and providing evaluation of the intern's progress. Of course, we endeavor to work collaboratively with interns in the training process. If a conflict should arise between the Intern 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 Interns at any time and solicit formal feedback twice a year, in order to ensure that our training program and policies are responsive to an Intern's needs.

OVERVIEW OF TRAINING YEAR

Interns participate in several weekly structured training activities that support the CAPS training aims. Interns receive specialized training in: intake evaluation and disposition planning, individual psychotherapy, group counseling, crisis intervention, outreach, consultation, supervision, program development/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, Intercultural 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

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Our training begins with a comprehensive three-week Orientation that introduces Interns to CAPS policies and procedures, University and departmental collaborators, and foundational clinical and outreach skills. Opportunities are created to facilitate cohort 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

Interns participate in the Fall Didactic seminar series, which focuses on exposure to a variety of evidenced-based models (e.g., CBT, Time Limited Dynamic Psychotherapy, etc.), orienting Interns 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 Integration Overview, Cognitive Behavioral Therapy, Time-Limited Dynamic Psychotherapy, and Acceptance and Commitment Therapy. Intercultural Seminar topics include Social Class, Sexual Fluidity, Multicultural Assessment and Case Conceptualization, and Working with International and Multilingual Students.

SPRING SEMESTER

Interns 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 acquiring advanced understanding of clinical and developmental issues, Interns develop and provide scholarly presentations to the clinical staff incorporating theory and evidenced-based practice, relevant to their work at CAPS. Didactic In-service Seminars include Humor and Healing, Positive Psychology, and Social Media and Self Esteem. Intercultural Seminar topics include Psychotherapy and Spirituality, Intersecting Identities, and Living with Disability.

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. Interns will also acquire knowledge of program evaluation models and complete a summer 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

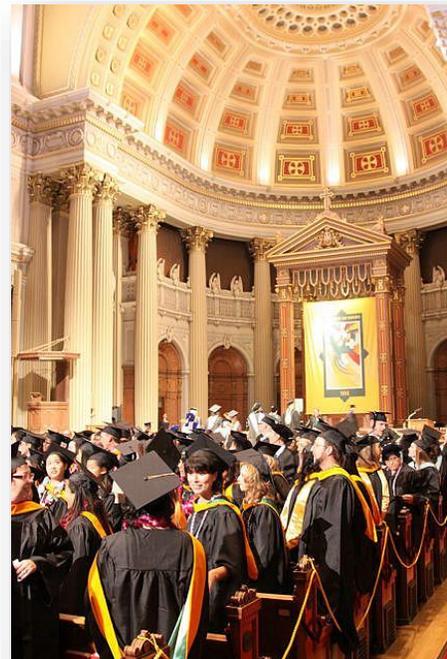
Supervision

Interns receive two 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 Intern to supplement the general goals of the internship and provide an individualized learning experience. An additional hour of weekly supervision is provided by another licensed Staff Psychologist, who functions as the Individual Delegated Supervisor. Interns submit video recordings to Primary and Delegated Supervisors each semester. In addition, supervision may include review of case notes or direct observation in the therapy room, depending on the needs and skill level of the Intern. There are opportunities to change Delegated Supervisors during the summer semester to broaden the training experience.

Interns participate in two and one half hours of weekly Group Supervision. During group supervision with the Training Director, interns present cases and video recordings of their work on a rotating basis for consultation and discussion. Opportunities for discussion of issues related to the internship experience and professional development are also provided during this time. An additional hour of group supervision is provided with a focus on case formulation and clinical intervention skills from an Evidence Based Perspective. Drawing from their caseload, interns present case formulations and video recordings of their work, on a rotating weekly basis, from a variety of evidence based treatment models. The intern also has the opportunity to receive additional supervision from the licensed staff psychologist functioning as their co-therapist for any group psychotherapy.

Case Conference

Interns participate with licensed staff members in a one hour Case Conference, where all clinical staff members present cases for group feedback and discussion. During the first month, interns observe licensed staff and Post Doctoral fellows presenting cases and have the opportunity to witness the case conference



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format and provide feedback. For the remainder of the training year, interns present on a rotating basis with the entire clinical staff. Please see the [Case Conference Presentation Outline](#).

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.

Peer Consultation

Clinical material, interventions, and professional development are discussed in two peer consultation meetings each month facilitated by the Post Doctoral fellows.

Intercultural Seminar

A weekly 60-minute seminar with a licensed staff member, during which Interns are provided with a forum to explore a variety of intercultural issues relevant to the practice of psychology. This seminar utilizes a variety of training modalities including: staff/guest speaker presentations, readings, films, and group discussion of case material. The purpose of this seminar is to integrate intercultural issues in an ongoing manner, while continuously striving for competence in assessment, case formulation, and the delivery of psychotherapy services to a diverse college campus. Interns examine how their own cultural beliefs and values may impact interactions with one another and their clients. The experience culminates with an Intern's Capstone Intercultural Case Presentation to the CAPS clinical staff at the end of the Spring Semester.

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.

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 basic supervision skills; (2) knowledge of models of program evaluation and completion of summer 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.

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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 intake regarding the appropriateness of a brief individual or group therapy, or referral for longer-term or more specialized work.



- ***Individual Counseling/Psychotherapy*** – Focus on brief, time-limited integrative therapy with a maximum of 12 sessions per academic year (over the course of the Fall and Spring semesters) per client. Individual clients are not regularly seen on a weekly basis.
- ***Group Counseling/Psychotherapy*** – Both structured-thematic and process-oriented groups are offered each semester. Interns 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 client session limits on the number of groups attended. Anticipated groups include Thriving in Relationships, Re-Claiming Self: ACOA support, and Gender and Sexual Diversity.
- ***Intake Assessment and Disposition Planning***– Intake assessment interviewing; interview-based evaluation of presenting problem and differential diagnosis; evaluation of motivation for treatment and disposition planning.

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- **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. Summer after-hours on-call duties including staff consultation with Public Safety, Student Housing and Residential Education (SHaRE) and other University representatives; and provision of referrals. Interns 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 the CCAPS-34 at specific intervals during the course of therapy. The CCAPS 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.
- **Consultation and Collaboration Activities** – Provide consultations to staff, faculty, and other University representatives; parents and family members; and students regarding mental health issues and CAPS services. Provision of appropriate on and off-campus referrals, discussion of rationale, and follow-up; establish professional and collaborative relationships with University and community colleagues for appropriate wrap-around care for recipients of CAPS services; liaison to Residence Director in Student Housing and Residential Education (SHaRE).
- **Outreach Activities** - Provide preventive/educational services and/or developmental programs to serve the needs of the larger USF community, promote social justice, and celebrate diversities in all its forms. Services have traditionally included training student, staff, and faculty on mental health related topics; conducting educational programs; developing and implementing passive



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programming; serving as an affiliate of a student organization such as a culturally-focused student club, or other academic and/or service-oriented organizations. Interns are expected to deliver various types of outreach activities.



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SAMPLE WEEKLY SCHEDULE

<i>I. Direct Service</i>		
A. Individual Psychotherapy		14-16
B. Group Counseling (includes 1/2 hour supervision)		0-2*
C. Intake Assessment		3
D. Crisis Intake		1
E. Let's Talk Consultation		1
F. Outreach		0-1
	<i>Subtotal</i>	<i>22</i>
<i>II. Training Activities**</i>		
A. Supervision		4.5
Individual: 2 hours (Primary-1; Delegated-1)		
Group: 2.5 hours		
B. Supervision, Program Evaluation, Professional Development Seminar/ In-Service		
Didactic Training Seminar		2
C. Intercultural Seminar (fall and spring semesters)		1
D. Case Conference/Peer Consultation		1
E. Educational Staff meeting		1
	<i>Subtotal</i>	<i>9.5</i>
<i>III. Professional Development</i>		
A. Weekly Professional Development		4
<i>IV. Administrative/Planning</i>		
A. Records /Case Management/Planning		8.5***

Average Estimated Total Hours per week 44

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

** Additional training activities will occur throughout the year

*** Hours not spent in direct service are administrative hours

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EVALUATIONS

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

Evaluation of Interns

Interns 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 Intern Evaluation Form](#). Interns are provided with a completed and signed copy of both mid-year and end-of-year Psychology Intern Evaluation forms.

Interns are formally evaluated on a Likert scale from one to seven for each element on the CAPS Psychology Intern Evaluation Form. It is expected that an Intern will receive a minimum average rating of 3 (Emerging Competence) in all Competency areas at mid-year.

If an Intern receives a rating of two at mid-year on any element, the primary supervisor provides specialized attention to increase the Intern's functioning to the expected level of competency which may include remedial work. If an Intern receives a rating of one on any element at mid-year, the Primary Supervisor, in collaboration with the Training Director, develops and institutes a specific remediation plan.

For successful completion of the internship, it is expected that the Intern will receive an average rating of 4 (Competence Level) at end of year on all Profession Wide and Program Specific Competency areas; this is the expected level at completion of an internship required by APA accredited internships indicating appropriate for "entry-level practice in health service psychology". If a rating of 1-"Remedial" or 2-"Significant Growth Area" is given on any element of a Competency area on the final evaluation, the intern does not successfully complete their internship.

The Primary and Delegated Supervisors collaborate in the evaluation process, and the Primary Supervisor completes a single evaluation form, comprised of feedback from supervisors. Both the Primary and Individual Delegated Supervisors meet with the Intern together to discuss and review the evaluation.

Additionally, Interns 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](#)).

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Evaluation of Supervisors

Interns are given the opportunity to evaluate their supervisors on a biannual basis. The [Evaluation of Individual Supervisor Form](#) should be completed for each individual supervisor during the mid-year and end-of-training year evaluation periods and given to each at the Intern evaluation meeting. Additionally, Interns complete a [Training Director Evaluation Form](#) at the end-of-training year.

Program Evaluation

Interns 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 Interns' perceptions and needs. The Intern cohort has 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. Interns 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 intern is unable to complete the training program due to physical, mental, or emotional illness.

INTERN RIGHTS AND RESPONSIBILITIES

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



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PERSONNEL MATTERS

INTERN QUALIFICATIONS

Psychology Interns are graduate students who have advanced to candidacy in their doctoral programs, and who are eligible to accumulate supervised clinical doctoral 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 interns. 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 an internship is contingent upon verifying the accuracy of the information provided by the candidate and the background check results will determine their suitability for an internship at the University.

LENGTH OF CONTRACT

CAPS is a full-time, 12-month internship from August 1st, 2018 through July 31st, 2019. Many graduate programs and Boards of Psychology (in states other than California) require 2000 hours of internship training which has become a standard for most 12 month, APA-accredited and APPIC member full-time internships. 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 intern's regularly scheduled 40 on-site hours at CAPS. This schedule will provide ample opportunity to complete 2000 hours as we expect interns will

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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.

The minimum number of hours required to complete the internship is 1850 and a minimum of 25% of your total hours must be direct service hours per the APPIC requirement. Holidays, vacation, and sick leave are granted with the understanding that the contracted hours will be met. It is the Intern's responsibility to research the requirements for states for which they intend to pursue licensure. The state of California requires a minimum of 1500 internship level hours for licensure.

PAY AND BENEFITS

Interns will receive \$29,250 for the training year paid on a bimonthly basis (24 pay periods over the 12 month contract). Interns are eligible for University health care and other benefits. Interns accrue sick leave and vacation days (12), and receive University holidays. Interns are expected to take a minimum of the following 5 days during the two last weeks of the training year: Thursday, July 25th, Friday, July 26th, Monday, July 29th, Tuesday July 30th and Wednesday July 31st 2019.

The following University holidays will be observed during the 2018-2019 training year:

Monday, September 3, 2018	Labor Day
Thursday, November 22, 2018	Thanksgiving Day
Friday, November 23, 2018	Day after Thanksgiving
Monday, December 24, 2018	Christmas Eve Observed
Tuesday, December 25, 2018	Christmas Day Observed
Wednesday, December 26, 2018	University Holiday Closure
Thursday, December 27, 2018	University Holiday Closure
Friday, December 28, 2018	University Holiday Closure
Monday, December 31, 2018	New Year's Eve Observed
Tuesday, January 1, 2019	New Year's Day Observed
Monday, January 21, 2019	Martin Luther King, Jr. Day
Monday, February 18, 2019	President's Day
Friday, April 19, 2019	Good Friday
Monday, May 27, 2019	Memorial Day
Thursday, July 4, 2019	Independence Day

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Please be mindful that holidays, vacation, and sick leave hours are not included in your contracted “supervised professional experience” hours. The Intern has contracted with their graduate program and/or 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.

CAPS employs a full time program assistant and administrative assistant who are available during office hours to provide limited clerical support for staff and interns. Intern offices are each 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. Interns also each have their own digital web camera to record video sessions for use in supervision and training.

Interns 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

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

Interns receive 3 additional days or 24 total hours (to be arranged with the Training Director) for the purpose of working toward completion of your dissertation, and/or interviewing for a Post Doctoral fellowship or job. 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 dissertation-related research, post doctoral fellowship/residency applications and job pursuit, and other professional development activities **after the intern’s regularly scheduled in office hours** with the following exceptions: winter break (12/24/18 through 12/28/18), and July 22nd through July 31st, 2019. This will result in an additional 196 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.

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LIABILITY INSURANCE

Doctoral Interns must provide evidence of malpractice insurance either through their graduate school or with an individual policy. Certificates of Insurance must be received by our office prior to the beginning of the internship.

INTERN WEEKLY LOG

The California Board of Psychology passed a regulation, effective January 1, 1994 and revised August 27, 2005, requiring that Interns maintain a Weekly Log of Supervised Professional Experience towards licensure ([Weekly SPE Log](#)). 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](#).) 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 [Supplemental Monthly 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 Intern, 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 [Intern 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 center to run smoothly, we prefer Interns 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 Program Assistant or Administrative Assistant ahead of time and block out the time in the titanium schedule database. If something unexpected arises, please inform the Program Assistant or Administrative Assistant as soon as possible, so your clients can be informed in a timely manner.

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DRESS CODE

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

REQUEST FOR LEAVE

Interns 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.



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 session with a new client, Interns must provide all clients with a professional disclosure statement, which informs the client of the Intern’s training status at CAPS, supervisory requirements, the name of their Primary Supervisor, and the supervisor’s license number and contact information. The Intern’s individual disclosure form with supervisor information can be found at the CAPS front desk (see [Written Notification of Intern 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 Intern 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 internship. Three original signed Supervision Agreement Forms will be kept in your personnel file until the completion of your internship.

Once the internship 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 given to you in a signed/sealed envelope, along with an original of the Supervision Agreement Form, to provide 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

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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.

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 Psychology Intern 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. Interns must immediately consult with one of their individual supervisors 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 their hours on a weekly basis to ensure that internship 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 intern. 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, please refer to the [case conference presentation outline](#), and [case conference evaluation form](#).

EXIT CRITERIA FOR SUCCESSFUL COMPLETION OF INTERNSHIP

In order to successfully complete the internship, each Intern must meet the following criteria:

1. Successful completion of a minimum of 1850 hours of Supervised Professional Experience (SPE) over a 12-month period. We have structured the training program to allow for the completion of 2000 SPE hours. Interns are responsible for completing administrative paperwork and tracking their accrued hours including time spent in direct service activities, supervision, training seminars, professional development, staff meetings, and administrative activities.
2. No significant ethical violations were committed by the intern.
3. Supervisor evaluations indicate that the intern's performance is consistent with the expected level of performance for completion of the internship.
4. All clinical records required of the intern have been completed and signed by their supervisor(s).
5. The intern has completed all required evaluations of supervisors, training director, and training program.
6. The intern has received evaluations from all supervisors and has completed the exit interview with the Director of Training

Interns who successfully complete their internship at CAPS are awarded a [Certificate of Completion](#) documenting their accomplishment at the end of the training year. Upon completion of the training year, please submit the [Intern Checklist for Leaving USF](#).

Training Quick Links*

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

Training Program Evaluations

[Psychology Intern Evaluation Form](#)

[Evaluation of Individual Supervisor](#)

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

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

[CAPS Seminar Evaluation](#)

[Capstone Intercultural Case Presentation Evaluation](#)

[In-Service Presentation Evaluation Form](#)

[Case Conference Evaluation Form](#)

Case Conference

[Case Conference Presentation Outline](#)

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 Intern Status](#)

[Written Consent to Record Sessions](#)

[Logitech Recording Instructions](#)

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Record Keeping

[Weekly SPE Log](#)

[Sample Weekly SPE Log](#)

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

[Supplement to Weekly Log](#)

[Direct Service Hours Tracking Sheet](#)

[CAPS Outreach Tracking Form](#)

Supervision

[Supervision Client Log](#)

[When to Consult a Supervisor](#)

Problem Resolution

[Due Process and Grievance Procedures](#)

[Intern Rights and Responsibilities](#)

Completion of Internship

[Intern Checklist for Leaving USF](#)

[Certificate of Completion](#)

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Due Process and Grievance Procedures

I. DUE PROCESS

This document provides **Counseling & Psychological Services (CAPS)** Psychology interns and staff with an overview of the identification and management of interns' problems and concerns and an explicit discussion of the related due process procedures. The basic meaning of due process is *to inform* and to provide a framework to *respond, act, or dispute*. Due process ensures that decisions about interns are not arbitrary or personally based. It requires that the training program identify specific procedures, which are applied to all intern complaints, concerns, and appeals.

A. Overview of Due Process Guidelines

1. During the orientation period, interns will receive, in writing, CAPS' expectations related to professional functioning. The Training Director will discuss these expectations in both group and individual settings.
2. The procedures for evaluation, including when and how formal evaluations will be conducted will be described. Formal evaluations will occur at mid-year and end-of-year. Additionally, informal feedback will be given throughout the training year.
3. The various procedures and actions regarding problem behaviors or intern concerns will be described.
4. CAPS will communicate early and often with the intern and the intern's Academic Training Director, when needed, if any difficulties are identified that are significantly interfering with performance.
5. The Training Director will institute, when appropriate, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies.
6. If an intern wants to institute an appeals process, this document describes the steps of how an intern may officially appeal the action (see section D below, *Due Process Procedures: Appeals Process*).

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7. CAPS Due Process Procedures ensure that interns have sufficient time (as described in this due process document) to respond to any action taken by the program before the action is implemented.
8. When evaluating or making decisions about an intern's performance, CAPS will use input from licensed staff involved in supervising the intern.
9. The Training Director will document, in writing, and provide to all relevant parties, the actions taken by the program and the rationale for all actions.
10. All interns are expected to abide by the APA Code of Ethics, California laws and regulations as well as University rules and procedures. Either administrative leave or termination 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 intern is unable to complete the training program due to physical, mental, or emotional illness. Interns are required to abide by University rules and procedures as outlined in the University's Human Resources Policies: <https://myusf.usfca.edu/human-resources/policies-procedures>.

B. Due Process Procedures: Identifying Problematic Behavior

Problematic Behavior is defined broadly as an interference in professional functioning, which is reflected in one or more of the following ways:

- An inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
- An inability to acquire professional skills in order to reach an acceptable level of competency and/or
- An inability to manage personal stress, strong emotional reactions, and/or the presence of psychological dysfunction, which interferes with professional functioning.

It is a professional judgment when an intern's behavior is considered problematic rather than “of concern.” Interns may exhibit behaviors, attitudes, or characteristics that, while of concern and requiring remediation, are not unexpected or excessive for training professionals. Problematic behavior is typically identified when one or more of the following characteristics exist:

- The intern does not acknowledge, understand, or address the problem when it is identified;
- The problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training;
- The quality of services delivered by the intern is significantly negatively affected;
- The problem is not restricted to one area of professional functioning;
- A disproportionate amount of attention by training personnel is required; and/or

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- The intern's behavior does not change as a function of feedback, remediation efforts, and/or time.

C. Due Process Procedures: Addressing & Managing Problematic Behavior

1. Initial Procedures

Minimum level of competency issues:

Interns are formally evaluated on a Likert scale from one to seven for each element on the CAPS Psychology Intern Evaluation Form. It is expected that an Intern will receive a minimum average rating of 3 (Emerging Competence) in all Competency areas at mid-year. If an Intern receives a rating of two at mid-year on any element, the primary supervisor provides specialized attention to increase the Intern's functioning to the expected level of competency which may include remedial work. If an Intern receives a rating of one on any element at mid-year, the Primary Supervisor, in collaboration with the Training Director, develops and institutes a specific remediation plan. At this time, the Training Director will provide the Academic Training Director with the written remediation plan and subsequently will provide follow-up documentation about the intern's progress in meeting the requirements of the plan.

For successful completion of the internship, it is expected that the Intern will receive an average rating of 4 (Competence Level) at end of year on all Profession Wide and Program Specific Competency areas. If a rating of 1-"Remedial" or 2-"Significant Growth Area" is given on any element of a Competency area on the final evaluation, the intern does not successfully complete their internship.

Behavioral issues: If a staff member or intern has significant concerns about an intern's behavior (e.g., ethical or legal violations, professional incompetence) the following procedures will be initiated:

- a. In some cases, it may be appropriate to speak directly to the intern about these concerns and in other cases a consultation with the Training Director will be warranted. This decision is made at the discretion of the staff (or other intern) who has concerns about the intern.
- b. Once the Training Director has been informed of the specific concerns, they will determine if and how to proceed.
- c. If the staff member who brings the concern to the Training Director is not the intern's supervisor, the Training Director will discuss the concern with the Supervisor(s).

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- d. If the Training Director and Supervisor(s) determine that the alleged behavior in the complaint, if substantiated, would constitute a serious violation, the Training Director will inform the staff member who initially brought the complaint.
- e. The Training Committee (comprised of the Training Director and two CAPS licensed supervisors) and Senior Director of CAPS meet to discuss the concerns and possible courses of action to be taken to address the issues.
- f. The Training Committee and Senior Director will then meet with the Supervisor(s), to discuss possible courses of action (see Section 2 below, *Notification Procedures*).

2. Notification Procedures

It is important to have meaningful ways to address problematic behavior once identified. In implementing remediation or sanctions, the training staff must be mindful and balance the needs of the intern, the clients involved, members of the intern's training group, the training staff, other agency personnel, and the campus community. All evaluative documentation will be maintained in the intern's file. At the discretion of the Training Director—in consultation with the Training Committee, Supervisor(s) and/or Senior Director—the intern's Academic Training Director will be informed of any of the actions listed below:

- a. **Verbal Notice** to the intern emphasizes the need to discontinue the inappropriate behavior.
- b. **Written Notice** to the intern formally acknowledges that:
 - i. the Training Director is aware of and concerned with the behavior,
 - ii. the concern has been brought to the attention of the intern,
 - iii. the Training Director will work with the intern to rectify the problem or skill deficits, and
 - iv. the behaviors of concern are not significant enough to warrant more serious action.
- c. **Second Written Notice** to the intern will identify possible sanction(s) and describe the remediation plan. This letter will contain:
 - i. a description of the intern's unsatisfactory performance;
 - ii. actions needed by the intern to correct the unsatisfactory behavior;
 - iii. the timeline for correcting the problem;
 - iv. type of sanction(s) that may be implemented if the problem is not corrected; and
 - v. notification that the intern has the right to request an appeal of this action*

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In the case of issues or problems requiring remediation, the training director provides the academic training director with the written remediation plan at the time that it is developed as well as follow-up documentation about how the intern is progressing in meeting the requirements of the plan. The academic training director is contacted when the plan is developed to answer any questions they may have as well as to gather any information that may be relevant.

*If at any time an intern disagrees with the aforementioned notices, the intern can appeal (see Section D below, *Due Process Procedures: Appeals Process*).

3. Remediation and Sanctions

The implementation of a remediation plan with possible sanctions should occur only after careful deliberation and thoughtful consideration by members of the Training Committee. The remediation and sanctions listed below may not necessarily occur in this order. The severity of the problematic behavior plays a role in the level of remediation or sanction. The Training Director will communicate early and often with the intern and the intern's Academic Training Director, when needed, regarding the implementation of a remediation plan.

a. **Schedule Modification** is a closely supervised period of remedial training that is designed to be time-limited and return the intern to an appropriate level of functioning. It is utilized to provide the intern with additional time to respond to personal reactions to environmental stress. Schedule modification is conducted by the primary supervisor in consultation with the Training Committee, with the full expectation that the intern will complete the internship. Courses of action may include reducing the intern's workload, increasing the amount or modifying the focus of supervision, and/or recommending personal therapy or other forms of intervention.

b. **Probation** is also a time-limited, remediation-oriented, and more closely supervised training period for the intern. Its purpose is to return the intern to a fully functioning state. This period will include more closely scrutinized supervision conducted by the primary supervisor in consultation with the Training Committee. The intern, supervisor, and Training Committee will determine the termination of probation.

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c. **Temporary Withdrawal of Case Privileges** means that it has been determined that the welfare of the intern and/or the client has been jeopardized. Therefore, case privileges will be suspended for a specified period of time (i.e., no direct service functions) as determined by the Training Committee. At the end of this period, the supervisor will evaluate the intern, in consultation with the Training Committee, to assess whether the intern has the capacity for effective functioning and case privileges can be reinstated. If the suspension interferes with the successful completion of the training hours needed for completion of the internship, this will be noted for the record.

d. **Suspension** involves the withdrawal of all privileges related to CAPS and the University of San Francisco. This would be invoked by the Training Committee in cases where the welfare of the intern's client(s) or the campus community has been compromised. If suspension is recommended, this recommendation will be documented in writing and given to the CAPS Senior Director. A final decision for suspension rests with the Senior Director, in consultation with the Training Committee. If the Senior Director decides to suspend the intern, written notification will be delivered within 24 hours, and the Training Director will notify the intern's Academic Training Director.

e. **Dismissal** from the training program involves the permanent withdrawal of all agency responsibilities and privileges. When specific remediation does not, after a reasonable time period, rectify the problem behavior or concerns and the intern seems unable or unwilling to alter her/his behavior, the Training Committee will discuss the possibility of termination from the training program or dismissal from the agency with the Senior Director. 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 intern is unable to complete the training program due to physical, mental, or emotional illness. The Senior Director will make the final decision about dismissal or administrative leave.

If at any time an intern disagrees with the aforementioned sanctions, the intern can implement Appeal Procedures (see *Due Process Procedures: Appeals Process*, Section D)

D. Due Process Procedures: Appeals Process

In the event that an intern does not agree with any of the aforementioned notifications, remediation, or sanctions, the following appeal procedures should be followed:

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1. The intern may file a formal appeal in writing with all supporting documents, with the Senior Director. The intern must submit this appeal within five (5) business days from their notification of any of the above (notification, remediation, or sanctions).
2. Within three (3) business days of receipt of a formal written appeal from an intern, the Senior Director will consult with the Training Committee and decide whether to implement a Review Panel or respond directly to the appeal.
3. If a Review Panel is convened, it will consist of the Training Director and two licensed supervisors. The Senior Director will designate a Chair of the Review Panel. All material relevant to the appeal will be submitted to the Chair of the Panel and the Panel will arrive at a consensus based on the information provided. If the appeal involves the Senior Director, the responsibility to appoint a Review Panel will be delegated to the Training Director.
4. In the event that an intern files a formal written appeal to disagree with a decision that has already been made by the Review Panel and supported by the Senior Director, then that appeal is reviewed by the Senior Director in consultation with all CAPS licensed staff. The Senior Director will determine if a new Review Panel should be formed to re-examine the case, or if the decision of the original Review Panel will be upheld.

II. GRIEVANCE PROCEDURES

Grievance procedures have been developed in the event an intern encounters difficulties or problems that are not evaluation related (e.g. poor supervision, unavailability of supervisor(s), workload issues, personality clashes, other staff conflicts) during the training program. During the orientation period, interns will receive, in writing, CAPS' guidelines related to grievance procedures. The Training Director will discuss these guidelines in both group and individual settings.

A. Overview of Grievance Guidelines

1. When an intern has a grievance, they may choose to first discuss the issue informally with the staff member(s) involved.
2. If the issue cannot be resolved informally or the intern does not wish to proceed with an informal resolution, the intern should discuss the concern with his or her primary supervisor, who may then consult with the Training Director, Training Committee, or Senior Director if needed (if the concerns involve the primary supervisor or the Training Director, the intern can consult directly with the Senior Director).

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3. If the primary supervisor, Training Director and/or Senior Director cannot resolve the issue of concern to the intern, the intern can file a formal written grievance, complete with supporting documentation, with the Senior Director. (If the grievance involves the Senior Director, the intern can file the report with the Training Director.)
4. Once the Senior Director or Training Director has received a formal grievance, they will implement Review Procedures as described below and inform the intern of any action taken within three (3) business days.
5. CAPS will communicate early and often with the intern and the intern's Academic Training Director, when needed, regarding a grievance that has been brought to CAPS' attention.

B. Grievance Procedures: Review Process

1. When needed, the Senior Director will convene a Review Panel to examine a grievance filed by an intern.
 - a. The Panel will consist of the Training Director and two licensed staff members, selected by the Senior Director with recommendations from the Training Director and the intern who filed the appeal or grievance. The Senior Director will appoint a Chair of the Review Panel. If the appeal is related to the Senior Director, the responsibility to appoint a Review Panel will be delegated to the Training Director.
 - b. In the case of an appeal, the intern has the right to hear the expressed concerns of the training program and has an opportunity to dispute or explain the behavior of concern.
 - c. In response to a grievance, the intern has a right to express concerns about the training program or CAPS staff members and the CAPS program or staff has the right and responsibility to respond.
2. Within five (5) business days, the Review Panel will meet to review the appeal or grievance and to examine the relevant material presented.
3. Within three (3) business days after the completion of the review, the Review Panel will submit a written report to the Senior Director, including any recommendations for further action. Recommendations made by the Review Panel will be made by majority vote if a consensus cannot be reached.
4. Within three (3) business days of receipt of the recommendation, the Senior Director will either accept or reject the Review Panel's recommendations. If the Senior Director rejects the

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recommendation, the Senior Director may refer the matter back to the Review Panel for further deliberation and revised recommendations or may make a final decision.

5. If referred back to the Review Panel, a report will be presented to the Senior Director within five (5) business days of the receipt of the Senior Director's request of further deliberation. The Senior Director then makes a final decision regarding what action is to be taken and informs the Training Director.
6. The Training Director informs the intern, involved staff members, necessary members of the training staff, and the interns' Academic Training Director of the decision and any action taken or to be taken.
7. If the intern disputes the Senior Director's final decision, the intern has the right to appeal by following the steps outlined below in Section C (*Grievance Procedures: Appeals Process*).

C. Grievance Procedures: Appeals Process

In the event that an intern does not agree with the handling of a grievance, the following Appeals Procedures should be followed:

1. The intern files a formal appeal in writing with all supporting documents, with the Senior Director. The intern must submit this appeal within five (5) business days from their notification of the outcome of the grievance.
2. Within three (3) business days of receipt of a formal written appeal from an intern, the Senior Director will consult with the Training Committee and decide whether to implement a Review Panel or respond directly to the appeal.
3. If a Review Panel is convened, it will consist of the Training Director and two licensed supervisors. The Senior Director will designate a Chair of the Review Panel. All material relevant to the appeal will be submitted to the Chair of the Panel and the Panel will arrive at a consensus based on the information provided. If the appeal involves the Senior Director, the responsibility to appoint a Review Panel will be delegated to the Training Director.
4. In the event that an intern files a formal written appeal to disagree with a decision that has already been made by the Review Panel and supported by the Senior Director, then that appeal is

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reviewed by the Senior Director in consultation with CAPS Licensed Staff. The Senior Director will determine if a new Review Panel should be formed to re-examine the case, or if the decision of the original Review Panel will be upheld.

5. The intern and intern's Academic Training Director will be notified of the outcome of the appeals process within three (3) business days of the final decision.

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UNIVERSITY OF SAN FRANCISCO
 COUNSELING AND PSYCHOLOGICAL SERVICES
PSYCHOLOGY INTERN EVALUATION FORM

Intern:		Supervisor(s):	
	Mid-training year: August-January		End-of-training year: February-July

Methods of Evaluation (mark "X" all those used):			
Didactic Presentations	Discussion	Review of files	
Live observation	Case Conference Write-ups	Other:	

DIRECTIONS: Below are nine areas of profession wide competencies, each with a set of elements for evaluation. Use the scale below for ratings.

- 7 Mastery:** The intern demonstrates an exceptional strength in this area. The knowledge, awareness or skill is consistently incorporated and evident in daily professional practice as an emerging psychologist.
- 6 Significant Strength:** The intern demonstrates a significant strength well above their developmental level. The knowledge, awareness or skill is frequently applied to their practice with minimum structured assistance.
- 5 Strength:** The intern demonstrates a strength pertaining to the knowledge, awareness or skill being evaluated and is slightly above their developmental level.
- 4 Competence:** The intern demonstrates a level of competence appropriate for entry-level practice in health service psychology and is actively working to further enhance competence in the knowledge, awareness or skill area being evaluated. * This is the expected level of competence at completion of the training program.
- 3 Emerging Competence:** While still a growth area, the intern demonstrates a basic foundation in the knowledge, awareness and skill and is approaching a developmental appropriate level of competency. This is a common rating at mid-year of the internship.

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2 Significant Growth Area: The knowledge, awareness or skill should be a major focus for the intern. Specialized attention should be provided in supervision and remedial work may be required for the intern to achieve competence. (If a rating of 2 is given on any element in any competency area of the final evaluation, the intern does not successfully complete their internship).

1 Remedial: Intern lacks understanding and demonstrates minimal evidence of the knowledge, awareness or skill. A specific remediation plan should be implemented with increased supervision and careful monitoring to help intern achieve competence. (If a rating of 1 is given on any element in any competency area of the final evaluation, the intern does not successfully complete their internship).

NA-Not applicable

U-Unable to Evaluate (Supervisor has not been able to assess this competency)

***Aim #1:** Develop core clinical and counseling skills for entry level practice in health service psychology.*

***Aim #2:** Foster attitudes and behaviors which promote a professional identity as a psychologist.*

SKILLS CLINICAL THERAPY S

COMPETENCY I: RESEARCH	<i>Observed level:</i>	
	<i>Mid-year</i>	<i>End of Year</i>
1A. Critically evaluates and disseminates research or other scholarly activities (e.g., case conference presentations, in-service presentations, publications) at the local, regional, or national level.		
1B. Participates in seminars that involve reading, discussion, and application of research findings to clinical work.		
1C. Develops a program and/or implements a program evaluation informed by scholarly research and relevant to a University setting.		
Averaged Overall Level :		
Comments for the 1st Evaluation: Type text here		

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Comments for the 2nd Evaluation:

Type text here

COMPETENCY II: ETHICAL AND LEGAL STANDARDS	<i>Observed level:</i>	
	<i>Mid-year</i>	<i>End of Year</i>
2A. Demonstrates knowledge of and acts in accordance with APA Ethical Principles of Psychologists and Code of Conduct.		
2B. Demonstrates knowledge of relevant CA laws and regulations, and relevant professional standards, guidelines, rules and policies governing health service psychology.		
2C. Recognizes ethical dilemmas and applies ethical decision-making processes.		
2D. Conducts self in an ethical manner in all professional activities.		
2E. Seeks guidance and consultation from supervisors in addressing ethical and legal issues.		
Averaged Overall Level :		
Comments for the 1st Evaluation:		
Type text here		
Comments for the 2nd Evaluation:		
Type text here		

COMPETENCY III: INDIVIDUAL AND CULTURAL DIVERSITY	<i>Observed level:</i>	
	<i>Mid-year</i>	<i>End of year</i>
3A. Demonstrates an understanding of how own personal and cultural history may impact interactions with those who are different from themselves.		
3B. Demonstrates knowledge of current theoretical and empirical knowledge bases as it relates to diversity in all professional activities.		
3C. Integrates awareness and knowledge of individual and cultural differences in the conduct of professional roles.		

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3D. Integrates knowledge and understanding of diversity and culture into assessment, case formulation, treatment planning, and interventions.		
3E. Independently applies knowledge in working effectively with a range of diverse individuals and groups.		
3F. Pursues on-going learning about individual and cultural diversity.		
Averaged Overall Level:		
Comments for the 1st Evaluation: Type text here		
Comments for the 2nd Evaluation: Type text here		

COMPETENCY IV: PROFESSIONAL VALUES, ATTITUDES, AND BEHAVIORS	<i>Observed level:</i>	
	<i>Mid-year</i>	<i>End of year</i>
4A. Conducts self in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, professional development, accountability, and concern for the welfare of others.		
4B. Demonstrates the ability to engage in reflective practice.		
4C. Demonstrate openness and responsiveness to feedback and supervision.		
4D. Responds professionally in increasingly complex situations with a greater degree of independence.		
4E. Regularly attends and actively participates in trainings as an engaged participant; comes prepared to discuss case material and/or readings.		
4F. Demonstrates understanding and adherence to CAPS clinical and administrative policies and procedures.		
4G. Recognizes areas of strength and areas of growth in all professional roles.		
4H. Self-monitors own reactions, behaviors, and needs for self-care and takes initiative in addressing concerns.		
4I. Demonstrates competence in time management skills including punctuality, meeting project deadlines, and CAPS commitments.		
4J. Effectively manages clinical demands of the expected client caseload.		

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Averaged Overall Level:		
Comments for the 1st Evaluation: Type text here		
Comments for the 2nd Evaluation: Type text here		

COMPETENCY V: COMMUNICATION AND INTERPERSONAL SKILLS	<i>Observed level:</i>	
	<i>Mid-year</i>	<i>End of Year</i>
5A. Develops and maintains good working relationships with a range of individuals including the training cohort, professional and administrative staff, the University and the wider community.		
5B. Effectively produces and comprehends oral, nonverbal, and written communications, displaying a thorough grasp of professional language.		
5C. Demonstrates effective interpersonal skills and the ability to manage challenging interactions.		
5D. Maintains appropriate and timely recordkeeping in accordance with professional standards and CAPS policies.		
5E. Collaborates and provides constructive feedback to supervisor(s), training staff, and training cohort.		
Averaged Overall Level:		
Comments for the 1st Evaluation: Type text here		
Comments for the 2nd Evaluation: Type text here		

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COMPETENCY VI: ASSESSMENT	<i>Observed level:</i>	
	<i>Mid-year</i>	<i>End of year</i>
6A. Selects and applies assessment methods that draw from empirical literature.		
6B. Gathers accurate and relevant data during an intake assessment, utilizing multiple sources and methods.		
6C. Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including client strengths and psychopathology.		
6D. Demonstrates understanding of human behavior within its context (e.g., family, social, societal and cultural).		
6E. Applies knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.		
6F. Interprets assessment results to inform case conceptualization, diagnostic impressions (that are culturally contextualized and developmentally appropriate), and disposition planning.		
6G. Articulates appropriate brief therapy case formulations.		
6H. Communicates findings in an accurate and effective manner to clients, supervisors, and appropriate 3 rd parties.		
Averaged Overall Level:		
Comments for the 1st Evaluation: Type text here		
Comments for the 2nd Evaluation: Type text here		

COMPETENCY VII: INTERVENTION	<i>Observed level:</i>	
	<i>Mid-year</i>	<i>End of year</i>
7A. Establishes and maintains effective working relationships with clients reporting a range of presenting problems and developmental concerns.		
7B. Develops evidence-based intervention plans in accordance with service delivery model and therapeutic goals of client.		

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7C. Applies relevant research literature to clinical decision making.		
7D. Implements interventions informed by current scientific literature, diversity characteristics, and contextual variables.		
7E. Integrates a range of evidence-based therapeutic modalities and interventions as appropriate for clients and in accordance with service delivery model.		
7F. Modifies and adapts evidence-based approaches.		
7G. Evaluates intervention effectiveness, and modifies intervention goals as necessary in collaboration with the client.		
7H. Refers clients to appropriate university resources and/or community referrals, including psychiatric evaluation, longer-term therapy, and intensive outpatient therapy.		
Averaged Overall Level:		
Comments for the 1st Evaluation: Type text here		
Comments for the 2nd Evaluation: Type text here		

COMPETENCY VIII: SUPERVISION	<i>Observed level:</i>	
	<i>Mid-year</i>	<i>End of Year</i>
8A. Demonstrates knowledge of supervision models and practices.		
8B. Applies supervisory models and practice in peer supervision with psychology interns.		
Averaged Overall Level :		
Comments for the 1st Evaluation: Type text here		
Comments for the 2nd Evaluation: Type text here		

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COMPETENCY IX: CONSULTATION AND INTERPROFESSIONAL/ INTERDISCIPLINARY SKILLS	<i>Observed level:</i>	
	<i>Mid-year</i>	<i>End of Year</i>
9A. Consults in a respectful and competent manner with faculty, administrators, student support staff, and other university professionals.		
9B. Consults in a respectful and competent manner and with mental health professionals, family members, and agencies outside of the university.		
9C. Responds sensitively and appropriately to ethical issues, confidentiality, and professional boundaries during consultation.		
9D. Provides accurate and relevant information, appropriate referrals, and effective follow-up, as necessary.		
Averaged Overall Level:		
Comments for the 1st Evaluation: Type text here		
Comments for the 2nd Evaluation: Type text here		

X. PROGRAM SPECIFIC COMPETENCY: CRISIS RESPONSE	<i>Observed level:</i>	
	<i>Mid-year</i>	<i>End of Year</i>
10A. Identifies urgent/emergency situations and conducts risk assessments pertaining to danger to self/others and grave disability.		
10B. Implements appropriate crisis interventions.		
10C. Appropriately seeks consultation in crisis response.		
10D. Determines and facilitates appropriate dispositions related to urgency, and conducts appropriate follow-up with client and/or provider.		

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10E. Utilizes family, social, academic, medical, or other environmental support systems to assist students in crisis.		
10F. Manages internal responses and maintains sound judgment during crisis situations.		
10G. Completes appropriate documentation of crisis assessment and response, including safety and risk factors, in a timely manner according to CAPS policies and professional standards.		
Averaged Overall Level:		
Comments for the 1st Evaluation: Type text here		
Comments for the 2nd Evaluation: Type text here		

XI. PROGRAM SPECIFIC COMPETENCY: OUTREACH	<i>Observed level:</i>	
	<i>Mid-year</i>	<i>End of Year</i>
11A. Designs effective outreach programming based on demonstrated need in the University community.		
11B. Integrates knowledge and understanding of diversity and culture into outreach programming.		
11C. Provides accurate and relevant information in outreach activities.		
11D. Effectively represents CAPS and the range of services provided to the University community.		
11E. Utilizes evaluation measures to improve outreach activities.		
Averaged Overall Level:		
Comments for the 1st Evaluation: Type text here		
Comments for the 2nd Evaluation: Type text here		

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Additional Feedback:

Comments for the 1st Evaluation:

Type text here

Comments for the 2nd Evaluation:

Type text here

Training Recommendations:

Comments for the 1st Evaluation:

Type text here

Comments for the 2nd Evaluation:

Type text here

Mid-Training Year Evaluation		End-of-Training Year Evaluation	
Primary Supervisor's Signature	Date	Primary Supervisor's Signature	Date
Delegated Supervisor's Signature	Date	Delegated Supervisor's Signature	Date
Intern's Signature	Date	Intern's Signature	Date
Training Director's Signature	Date	Training Director's Signature	Date