



COUNSELING AND PSYCHOLOGICAL SERVICES

Advanced Practicum in Health Service Psychology

2020-2021



UNIVERSITY OF
SAN FRANCISCO

CHANGE THE WORLD FROM HERE

Revised February 6, 2020

TABLE OF CONTENTS

Table of Contents

SETTING _____	1
Overview of the University of San Francisco _____	1
Vision, Mission, and Values of the University of San Francisco _____	1
Student Life Mission Statement _____	3
CAPS Mission Statement _____	3
Goals Guiding Our Work _____	4
CAPS Anti-Bias Statement and Commitment to Diversity _____	4
CAPS Training Diversity Statement _____	5
Preparing Psychologists to Work with a Diverse Public _____	6
CAPS Staff _____	7
Accreditation _____	8
OVERVIEW OF THE TRAINING PROGRAM _____	9
Practicum Trainee Roles _____	10
Overview of the Training Year _____	11
Orientation _____	11
Fall and Spring Semester _____	11
Training Program Activities _____	13
Supervision _____	13
Case Conference _____	13
Didactic Seminar _____	13
Direct Service _____	14
Evaluations _____	16
Evaluation of Practicum Trainees _____	16
Evaluation of Supervisors _____	17

TABLE OF CONTENTS

PROBLEM RESOLUTION	17
Due Process and Grievance Procedures	17
Rights and Responsibilities	18
PERSONNEL MATTERS	18
University of San Francisco Equal Opportunity and Non-Discrimination Policy	18
University of San Francisco Background Check Policy	19
Length of Contract	19
Liability Insurance	20
Time Keeping	20
Dress Code	20
Request for Leave	20
TRAINING POLICIES AND PROCEDURES	21
Ethical and Professional Conduct	21
Social Media Policy	21
Professional Disclosure Statement	23
Responsibilities of Supervisors	23
Responsibilities of Supervisees	24
Recording of Sessions	24
Exit Criteria for the Successful Completion of Traineeship	24
Training Quick Links*	26

USF-CAPS PRACTICUM MANUAL

SETTING

OVERVIEW OF THE UNIVERSITY OF SAN FRANCISCO

The University of San Francisco is an independent, private, nonprofit institution of higher education and one of 28 Jesuit Catholic colleges and universities in the United States.

Counseling and Psychological Services (CAPS) is located on our beautiful 55-acre hilltop 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, the 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. The majority of its students are undergraduates. The University is classified 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



USF-CAPS PRACTICUM MANUAL

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.

The University of San Francisco enrolls more than 10,000 students in its five schools and colleges and is one of the most ethnically diverse universities in the nation. In the latest *U.S. News & World Report*, the University is rated 5th in the nation for campus ethnic diversity and in the top 30 for campuses with the most international students.

As of September 6, 2019 (the most recent Census Date), the University of San Francisco had an enrollment of 10,636, including 6,577 undergraduate students and 4,059 graduate students. The student body represents diverse ethnic, religious, social, and economic backgrounds, 50 states, and 98 countries.

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;

USF-CAPS PRACTICUM MANUAL

- 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 Services (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.

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 meet their

USF-CAPS PRACTICUM MANUAL

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 mental health services to enrolled students, including: individual, couples and group counseling, crisis response, consultation, brief assessment, and referrals that are accessible to and provide for the general well-being of all students.
- Provide appropriate referrals for students who may have concerns that are not within our scope of proficiency; or problems that may be chronic or severe in nature and may require more services than CAPS is capable of offering.
- Encourage self-awareness, personal responsibility, and healthy interpersonal relationships within a diverse environment.
- Ensure confidentiality and privacy as mandated by state and federal laws.
- Provide prevention programming and consultation to students, faculty, staff, and families with the purpose of facilitating healthy development, wellness and psychological functioning.
- Ensure that all services provided are vital, current and consistent with the guidelines of professional organizations.
- Maintain positive and ongoing relationships with the campus and surrounding community, with an emphasis in establishing and sustaining liaisons with those groups who have regular contact with students.
- Provide continued professional and personal development opportunities to our staff, with the purpose of allowing counselors to find a sense of balance, which will, in turn, allow them to maintain a high level of work with clients.
- Train future professionals in a brief, evidence-based, multicultural focused treatment model that is directly applicable to college counseling.

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,

USF-CAPS PRACTICUM MANUAL

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 they have upon each of us.
- *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.

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 Standards of Accreditation in Health Service Psychology (APA, 2015).

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

USF-CAPS PRACTICUM MANUAL

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 trainees 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”.

USF-CAPS PRACTICUM MANUAL

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.

DIRECTORS AND 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
Polina Apilado, Psy.D.	Assistant Director for Outreach California Licensed Psychologist, PSY 29470 Clinical Psychology, University of La Verne
Stephanie McGrath, Psy.D.	Crisis Manager California Licensed Psychologist, PSY 28029 Clinical Psychology, Alliant International University
Dominique Broussard, Ph.D.	Staff Psychologist Counseling Psychology, University of Georgia
Blair Davis, Psy.D.	Staff Psychologist California Licensed Psychologist, PSY 24930 Clinical Psychology, California Institute of Integral Studies

USF-CAPS PRACTICUM MANUAL

Robin (Ziqiu) Li, Ph.D. Staff Psychologist
California Licensed Psychologist, PSY 30378
Counseling Psychology, University of Minnesota

Albert Meza, Ed.D. Staff Psychologist
California Licensed Psychologist, PSY15981
Counseling Psychology, Harvard University

ADMINISTRATIVE STAFF

Cindy Rojas, B.A. Program Assistant
University of Southern California

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

ACCREDITATION

Counseling and Psychological Services (CAPS) is accredited by the International Association of Counseling Services (IACS) and the Internship Program is a member of the Association of Psychology Postdoctoral 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

USF-CAPS PRACTICUM MANUAL

OVERVIEW OF THE TRAINING PROGRAM

The Advanced Practicum at University of San Francisco-CAPS offers 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 program is aimed at preparing advanced doctoral students for internship placement within a university counseling center by providing increased training in skills and tasks that are relevant to those settings.

The USF Counseling and Psychological Services (CAPS) has a strong commitment to training that includes participation of all staff. The training program is cumulative and sequential, supporting and enhancing knowledge and skills that trainees possess while also providing didactic and experiential opportunities that facilitate development 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 in training.

By the end of the training year, trainees will have developed specific competence in the following clinical activities:

- Alcohol and other drug assessment
- Consultation
- Collaboration with on-campus and off-campus communities
- Crisis assessment
- Behavioral Health Interventions
- Brief, integrative therapy
- Group therapy
- Anxiety Toolbox workshop
- Single Session Therapy
- Delivery of outreach programming
- Working with culturally diverse individuals, groups, and communities in an appropriate and effective manner
- Applying ethical principles and laws to all clinical work and professional roles
- Exhibiting professionalism and socialization to the field of psychology
- Making appropriate use of one's own supervision
- Engaging in reflective practice

USF-CAPS PRACTICUM MANUAL

PRACTICUM TRAINEE 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.

In many respects, CAPS operates as a typical agency. We expect that Practicum trainees will participate in our policies and procedures as agency members. For example, trainees will be asked to establish a work schedule at the beginning of each semester, and then follow that schedule.

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 Practicum trainees to function as team members.



USF-CAPS PRACTICUM MANUAL

We recruit students 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 signing-off on the trainee's cases, and providing evaluation of progress. Practicum trainees will also be supervised by a



Postdoctoral Fellow who will provide feedback throughout the training year. Of course, we endeavor to work collaboratively with Practicum trainees in the training process. If a conflict should arise between the trainee 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 trainees at any time and solicit formal feedback twice a year, in order to ensure that our training program and policies.

OVERVIEW OF TRAINING YEAR

Practicum trainees participate in weekly structured activities and receive specialized training in: brief integrative therapy, group therapy, skills-based workshops behavioral health consultation, crisis and risk assessment, mandated alcohol and other drug evaluations, single session therapy, psychoeducational outreach, and utilization of University and community resources and referrals. In addition to individual supervision of direct service, the program provides weekly group training experiences (Case Conference and Didactic Seminar) which infuse scholarly inquiry and relevant literature.

ORIENTATION

Our training begins with an Orientation period spread across 2 weeks. The orientation introduces Practicum trainees to CAPS policies and procedures, University and departmental collaborators, and foundational clinical and outreach skills.

FALL AND SPRING SEMESTER

USF-CAPS PRACTICUM MANUAL

During the training year, Practicum trainees operate in multiple roles within the center. They participate in weekly case conference, receive weekly individual and group supervision and attend weekly one-hour didactic trainings facilitated by Postdoctoral Fellows and Staff Psychologists. Trainees complete Mandated Alcohol and other Drug evaluations and provide Single Session Therapy consistent with CAPS guidelines. They also provide Behavioral Health Consultations, wherein CAPS clients are referred by clinicians for specific behavioral interventions between ongoing therapy sessions or after Single Session Therapy. Practicum trainees have opportunities to participate in groups as a co-therapist depending on skill and experience, and implement outreach presentations to the campus community.



USF-CAPS PRACTICUM MANUAL

TRAINING PROGRAM ACTIVITIES

Supervision

Trainees receive one hour of group supervision from a licensed staff psychologist, and one hour of individual supervision from a Postdoctoral Fellow, on a weekly basis. The Postdoctoral Fellow and the licensed staff clinician make up the “supervision team” and monitor the overall clinical and professional development and individual caseload throughout the training year. Specific goals are developed collaboratively by the supervision team and Practicum trainee to supplement the general goals of the traineeship and provide an individualized learning experience. Supervision may include review of case notes, review of video recordings, and/or direct observation in the therapy room, depending on the needs and skill level of the trainee.

Case Conference

Weekly, Practicum Trainees participate with all staff members in a one hour Case Conference, where clinical staff members present cases for group feedback and discussion. Trainees are encouraged to share their perspectives on the cases presented during the group discussion each week.

Practicum Trainees may also contribute to Case Conference presentations of particular clients to which they are providing Behavioral Health Consultation.

Didactic Seminar

Practicum trainees attend a weekly, one-hour seminar facilitated by CAPS Postdoctoral Fellows or Staff Psychologists on topics relevant to the acquisition of assessment and psychotherapy skills in a university setting, grounded in evidenced-based practices, and legal and ethical guidelines.



USF-CAPS PRACTICUM MANUAL

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. As a center, 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.



- ***Behavioral Health Consultation*** - Practicum Trainees will meet with students referred by CAPS clinicians for brief behavioral health consultations, to supplement ongoing therapy or after single session therapy. These meetings are either 30 minutes or 45 minutes and focus on helping clients continue making progress towards treatment goal(s) between sessions with their primary therapist or after single session therapy. It also provides the opportunity to reinforce and focus on skills the client is working on in therapy. These consultation sessions may focus on social skills, assertiveness, study skills/time management, sleep hygiene, and stress/anxiety management and mindfulness.
- ***Brief Integrative Therapy*** - Individual, time-limited therapy with undergraduate and graduate students working from an integrative theoretical orientation.
- ***Anxiety Toolbox Workshops*** - Co-facilitate a three session workshop series based in cognitive-behavioral therapy to help college students gain skills for managing stress and anxiety.
- ***Group Therapy*** - Co-facilitate skills-based, interpersonal relationship development, or support groups to the student population depending on skill level of Practicum trainee and student demand.

USF-CAPS PRACTICUM MANUAL

- ***Single Session Therapy (SST)*** – A specialty service being offered nationwide at University Counseling Centers. Work with clients on a one-time basis to address a specific concern, utilize solution focused interventions, and provide resources.
- ***Outreach Activities*** –Provide preventive/educational services and/or developmental programs to serve the needs of the larger USF community, promote social justice, represent CAPS at tabling events, and celebrate diversities in all its forms. Practicum trainees are expected to deliver various types of outreach activities.
- ***Mandated Alcohol and other Drug Evaluations*** - Trainees conduct evaluations for students sanctioned for drug and alcohol related incidents. These evaluations are for students referred by the Office of Student Conduct Rights and Responsibilities (OSCRR), and are designed to determine if a student is struggling with a substance use disorder and needs referral and support. The assessment is also designed to help students connect with relevant campus resources to address other mental health or biopsychosocial factors impacting their life. Finally, these assessments provide a warm introduction to CAPS services so students may feel more empowered to seek services later, when needed.
- ***Crisis Assessment and Intervention*** - As needed, Practicum trainees will provide crisis evaluation and intervention including assessment of safety and risk factors, effective response to crisis situations, and referral to a higher level of care. Practicum trainees are expected to consult with a licensed staff supervisor in crisis situations involving potential harm to self or others.

USF-CAPS PRACTICUM MANUAL

Sample Weekly Schedule (based on 16 hours)

I. Direct Service	
A. Behavioral Health Consultation	2
B. Brief Therapy	1
C. Single Session Therapy	3
D. Mandated Drug and Alcohol Evaluations	varies (1)
E. Outreach	varies (1)
F. Group	1
Subtotal	9
II. Training Activities	
A. Supervision	2
B. Didactic Training Seminar	1
C. Case Conference	1
Subtotal	4
III. Administrative/Planning	
A. Records/Case Management/Planning	3*

Average Estimated Total Hours per week 16

* Hours not spent in direct service are administrative hours

EVALUATIONS

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

Evaluation of Practicum Trainees

Practicum trainees are formally evaluated with the assessment form provided by their graduate institution training program. It is expected that Practicum trainees will receive the minimum expected level of competency rating on each element of the evaluation form at mid-year and end-of-year. If a trainee receives a lower rating on any relevant element, the primary supervisor provides specialized attention to increase the Practicum trainee's functioning to the expected level of competency which may include remedial work. If remedial work is warranted, the Training Director/Primary Supervisor develops and institutes a specific remediation plan. At that time, the

USF-CAPS PRACTICUM MANUAL

Training Director will provide the Academic Training Director with the written remediation plan and subsequently will provide follow-up documentation about the trainee's progress in meeting the requirements of the plan.

For successful completion of the practicum traineeship, it is expected that the Practicum trainee will receive the minimum level of expected competency rating on each relevant element of the evaluation form at end-of year as defined by their graduate institution training program. If a rating is given below the minimum expected level of a Competency area on the final evaluation, the Practicum trainee will not successfully complete their traineeship.

The Licensed Supervisor and Postdoctoral supervisor collaborate in the evaluation process, and the Licensed Supervisor completes a single evaluation form. Both the Licensed Supervisor and the Postdoctoral supervisor meet with the trainee together to discuss and review the evaluation.

Evaluation of Supervisors

Trainees are given the opportunity to evaluate their supervisors on a biannual basis. [The Evaluation of Individual Supervisor Form](#) should be completed during the mid-year and end-of-training year evaluation periods.

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. Trainees 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 trainee is unable to complete the training program due to physical, mental, or emotional illness.

USF-CAPS PRACTICUM MANUAL

RIGHTS AND RESPONSIBILITIES

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



PERSONNEL MATTERS

Practicum trainees are considered “Special Affiliates” by the University and practicum traineeships are unpaid positions.

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.

USF-CAPS PRACTICUM MANUAL

UNIVERSITY OF SAN FRANCISCO BACKGROUND CHECK POLICY

The University conducts background checks on all new trainees. 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 a traineeship is contingent upon verifying the accuracy of the information provided by the candidate and the background check results will determine their suitability for a traineeship at the University.

LENGTH OF CONTRACT

The advanced practicum at CAPS is a part-time (16 hrs/week), 10-month placement from approximately August 18, 2020 through May 15, 2021. Request for time off must be approved by both the Training Director and Primary Supervisor.

Minimum levels of hours required to pass the practicum will be determined by the Practicum trainee's academic program. CAPS expects that the Practicum trainee will complete 16 hours per week of time at CAPS, and will provide adequate warning of requested time off; vacation and sick leave are granted with the understanding that the trainee will ensure all clients and other responsibilities are covered in the event of their absence. Holidays are provided in accordance with the University calendar. In the event that the trainee observes holidays for religious and/or cultural purposes that are not provided by the university, please notify the Training Director.

The following University holidays will be observed during the 2020-2021 training year:

Monday, September 7, 2020	Labor Day
Thursday, November 26, 2020	Thanksgiving Day
Friday, November 27, 2020	Day after Thanksgiving
Thursday, December 24, 2020	Christmas Eve Observed
Friday, December 25, 2020	Christmas Day Observed
Monday, December 28, 2020	University Holiday Closure
Tuesday, December 29, 2020	University Holiday Closure
Wednesday, December 30, 2020	University Holiday Closure
Thursday, December 31, 2020	New Year's Eve Observed
Friday, January 1, 2021	New Year's Day Observed
Monday, January 18, 2021	Martin Luther King, Jr. Day

USF-CAPS PRACTICUM MANUAL

Monday, February 15, 2021	President's Day
Friday, April 2, 2021	Good Friday
Monday, May 31, 2021	Memorial Day
Monday, July 5, 2021	Independence Day

LIABILITY INSURANCE

Trainees must provide evidence of malpractice insurance through their graduate school. Certificates of Insurance must be received by our office prior to the beginning of practicum.

TIME KEEPING

There are two considerations regarding our time keeping policies. First, in order for the center to run smoothly, we prefer trainees 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.

DRESS CODE

Practicum trainees 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 your choice of clothing for the professional work environment, please consult with your Primary Supervisor or the Training Director.

REQUEST FOR LEAVE

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

USF-CAPS PRACTICUM MANUAL

TRAINING POLICIES AND PROCEDURES

Interns are expected to review and abide by CAPS Policies and Procedures which are outlined in the Policy and Procedure Manual located on “Jade,” the CAPS internal server.

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 can be found on the Jade server in the APA Ethics Codes and Practice Guidelines folder.

SOCIAL MEDIA POLICY

CAPS endeavors to maintain the highest standards of ethical conduct in the realm of social media use. CAPS defines social media as any online commentary, website, application, or platform that allows individuals to contribute content or engage in social networking. This includes, but is not limited to: online comments or posts, blogs, vlogs (e.g. YouTube), and social networking sites (e.g. Facebook, WeeChat, Twitter, Instagram, Snapchat, LinkedIn).

Social media use by CAPS staff must remain in line with APA ethical guidelines around beneficence and nonmaleficence, confidentiality, multiple relationships, minimizing intrusions on privacy, and initiating professional relationships. To this end, CAPS expects all clinical, and administrative staff, including trainees, to adhere to the following guidelines, in line with recommendations by Kolmes, Nagel & Anthony, 2011:

1. **CAPS staff will not discuss clinical material on any social media networks, whether this network is personal or professional.**
 - a. CAPS staff strive to protect the confidentiality of CAPS clients, and understand that even with limited information, posts that include clinical information may become identifying.
 - b. CAPS staff are aware that any information posted on a social media platform may be viewed by individuals outside of the intended audience, are no longer in the clinician’s control, may be permanently available, and are transferable via methods such as screenshots.

USF-CAPS PRACTICUM MANUAL

- 2. CAPS staff will not initiate or accept contact with clients through social media.**
 - a. CAPS staff are mindful of the confidentiality and multiple relationship implications of having social media contact with any client.
 - b. In the event that social media contact has been made prior to initiating therapy, staff will be aware of this multiple relationship and the potential impact on the client's confidentiality, will consult with their Primary Supervisor or in the CAPS quality assurance meeting, and will take appropriate steps based on this consultation and according to ethical guidelines.
- 3. Senior staff will not initiate or accept contact between themselves and CAPS trainees on social media, and trainees will not initiate or accept contact between themselves and senior staff on social media, for the duration of the training year(s).**
 - a. Staff are mindful of multiple relationships and power dynamics between senior staff and trainees.
 - b. In the event that social media contact has been made prior to the beginning of the training year, senior staff and trainees are expected to discuss this, consult as needed, and mutually disconnect from each other on social media for the duration of the training year(s).
- 4. CAPS staff will understand the potential personal and professional impact of posting material on social media that portrays CAPS staff in an unprofessional or negative light (e.g. airing grievances, using pejorative language, engaging in harassment).**
 - a. While CAPS does not intend to dictate personal or non-work-related behavior, CAPS asks staff to be mindful of the impact of their personal social media use on their professional image, and by extension, on the image of CAPS and USF as a whole.
 - b. CAPS staff are aware that even if they believe their social media to be private, this is not necessarily the case.
 - c. Prior to posting, CAPS staff should reflect on how this material would be perceived by clients, coworkers, and their professional network, in order to make an informed decision about what material they will post.
 - d. CAPS recommends that all staff regularly monitor their online presence to assess whether both material they have posted and, as much as is possible, material that is posted by others about them, is accurate and meets the above guidelines.
- 5. CAPS staff will not search for clients or client information on the internet, including through social media.**
 - a. CAPS staff understand that searching for clients on social media without informed consent can be a breach of trust that may jeopardize the therapy relationship and can have unintended clinical implications.

USF-CAPS PRACTICUM MANUAL

6. CAPS staff will not search for personal information related to training program applicants on the internet, including though social media.

- a. CAPS staff understand that searching for individual applicants online may lead to inequity in the application review process related both to disproportionate attention being paid to applicants whose online presence was viewed, and to staff reactions to that online material (whether positive or negative).

7. If CAPS staff notice that any content posted on social media by a colleague violates this policy, staff are expected to bring this to the attention of the individual and request that they remove this content. In the event that this individual is a trainee, staff are expected to inform the trainee's supervisor.

- a. If this individual does not take appropriate action to resolve the situation, CAPS staff are expected to bring this to the attention of the Senior Director and/or USF Human Resources. If this individual is a trainee, CAPS staff should reference the Due Process and Grievance Manual and follow the outlined steps.

Kolmes, K., Nagel, D. M., & Anthony, K. (2011). An ethical framework for the use of social media by mental health professionals. *Therapeutic Innovations in Light of Technology*, 1(3), 20-29.

PROFESSIONAL DISCLOSURE STATEMENT

At the beginning of the first session with a new client, trainees must provide all clients with a professional disclosure statement, which informs the client of the trainee's status at CAPS, supervisory requirements, the name of their Primary Supervisor, and the supervisor's license number and contact information. The trainee's individual disclosure form with supervisor information can be found at the CAPS front desk (see [Written Notification of Trainee Status](#)).

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 and be available at all times for consultation as needed. Supervisors need to ensure that their supervisee is providing competent care to all clients and following the established ethical guidelines of the profession. It is the responsibility of supervisors to inform the CAPS supervisory staff during weekly licensed staff meetings about any pertinent supervisory issues including areas of concern and successes.

USF-CAPS PRACTICUM MANUAL

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 Practicum Trainee and are 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. Trainees must immediately consult with their individual supervisor when there is concern that a client or student may be of danger to self or others and/or indicates an inability to care for self (before the client/student leaves the premises); see *When to consult a supervisor document*. The supervisee must keep track of their hours on a weekly basis.

There are additional CA Board of Psychology requirements for supervisees, including providing a copy of the document *Therapy Never Includes Sexual Behavior* 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 trainee. See the document logitech camera how to for further technical instructions on setting up recordings.

EXIT CRITERIA FOR SUCCESSFUL COMPLETION OF TRAINEESHIP

In order to successfully complete the traineeship, each practicum trainee must meet the following criteria:

1. Completion of contracted hours as outlined in Graduate School Training agreement.
2. No significant ethical violations were committed by the trainee.
3. Supervisor evaluations indicate that the trainee's performance is consistent with the expected level of performance as delineated in graduate program's evaluation form.

USF-CAPS PRACTICUM MANUAL

4. All clinical records required of the trainee have been completed and signed by their supervisor(s).
5. The trainee has completed all required evaluations.
6. The trainee has received evaluations from their supervisor and has completed the exit interview with the Training Director.

USF-CAPS PRACTICUM MANUAL

Training Quick Links*

*LINKS ARE NOT ACTIVE ON THE WEBSITE VERSION OF THE MANUAL

University of San Francisco Reference Quick List

[CAPS Policy and Procedure Manual](#)

[CAPS Social Media Policy](#)

Training Program Evaluations

Evaluation of Individual Supervisor

Board of Psychology Documents

[Therapy Never Includes Sexual Behavior Document](#)

Professional Disclosure

Written Notification of Trainee Status

Written Consent to Record Sessions

[Logitech Recording Instructions](#)

Supervision

Supervision Client Log

[When to Consult a Supervisor](#)

Problem Resolution

Due Process and Grievance Procedures

Trainee Rights and Responsibilities