



COUNSELING AND PSYCHOLOGICAL SERVICES

Postdoctoral Fellowship in Health Service Psychology

2020–2021

rev 1-4-20



UNIVERSITY OF
SAN FRANCISCO

CHANGE THE WORLD FROM HERE

February 4, 2020

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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



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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. The University's commitment to the Jesuit Catholic tradition is embedded in every major in every program. 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

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- The freedom and responsibility to pursue truth and follow evidence to its conclusion
- Learning as a humanizing, social activity rather than a competitive exercise
- A common good that transcends the interests of particular individuals or groups and reasoned discourse rather than coercion as the norm for decision making
- Diversity of perspectives, experiences, and traditions as essential components of a quality education in our global context
- Excellence as the standard for teaching, scholarship, creative expression, and service to the University community
- Social responsibility in fulfilling the University's mission to create, communicate, and apply knowledge to a world shared by all people and held in trust for future generations
- The moral dimension of every significant human choice: Taking seriously how and who we choose to be in the world
- 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

Counseling and Psychological Service 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 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. We aim to assist students' learning by helping manage psychological symptoms and stressors and difficult life events and manage mental health crises. CAPS accomplishes this with high-quality assessment, counseling, referral, consultation, outreach, and training 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 that allows 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 postdoctoral 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 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 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; having conversations about this 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:

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



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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 (APA)'s *Ethical Principles and Code of Conduct* (2002) and discussed in the *Standards of Accreditation in Health Service Psychology* (APA, 2015).

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

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

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

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

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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 APA'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 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."

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 individual therapy, feminist therapy, group 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

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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 LaVerne
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
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.S.	Program Assistant University of Southern California
Jennifer Menjivar, B.A.	Office Assistant University of San Francisco M.S. Student, University of San Francisco

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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 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

OVERVIEW OF THE FELLOWSHIP PROGRAM

TRAINING PHILOSOPHY AND PROGRAM AIMS

The USF Counseling and Psychological Services (CAPS) provides Postdoctoral training in Health Service Psychology (HSP) within a university counseling center context. Our strong commitment to training includes participation of all clinical staff. The training program assists fellows in enhancing and consolidating knowledge and skills while providing didactic and experiential opportunities that facilitate development of professional identities as psychologists. CAPS is consistent with USF's Core value of having a commitment to the "full, integral development of each person," by providing a training program that facilitates the development of ethical, competent psychologists who can function independently and make positive contributions to the profession. Best described as a practitioner model, an emphasis is placed upon grounding clinical practice in theory and research and the development of mentoring relationships with supervising psychologists.

CAPS is committed to a brief, time-limited therapy approach to clinical practice that is grounded in evidence-based treatment. We believe that the important aspects of training

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

Also in line with our sponsor institution's "belief in and commitment to a diversity of perspectives," our training in brief therapy is based on an integrationist approach. Our approach incorporates various theoretical models and interventions, while keeping in mind individual, cultural, and societal considerations. These ideal characteristics of a multicultural, integrationist approach to brief therapy are not simply actualized in some absolute fashion, even by experienced staff members. Rather, they represent orienting considerations that inform our work and training in an ongoing fashion. We see training as a process where we share our struggles and questions, our successes and failures, as a group. In the end, we are committed to assisting fellows in developing their own perspectives toward brief therapy and moving closer to the integration of evidence-based frameworks and methods with the goal of preparation for a Health Service Psychologist position in a university counseling center.

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

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development and execution of a consultation program, grant writing, and analysis of client outcome data.

Through achievement of Profession Wide Competencies, the overarching aims of the training program are to: (1) Enhance and consolidate core clinical and counseling skills for entry level independent practice in Health Service Psychology; and (2) Foster attitudes and behaviors which strengthen a professional identity as a psychologist.

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

- 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

In addition CAPS Program Specific Competencies in Outreach and Crisis Response will be accomplished.

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

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

Finally, in some respects, CAPS differs both from other types of mental health agencies and from private practice. CAPS psychologists define their responsibilities quite broadly, beyond that of providing direct service for one's individual caseload. We function in a variety of roles, including providing outreach, consultation, and education to the University community. We function as a team in terms of responding to crisis situations



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or other student needs which may arise and we also work together to ensure that the Center always has adequate coverage. Thus, we expect Fellows to function as team members.

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



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OVERVIEW OF TRAINING YEAR

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

In addition to individual supervision of direct service, the program provides a series of group training experiences, which infuse relevant literature including Group Supervision, Case Conference, selected sessions of Didactic In-service, Continuing Education workshops, and the Supervision, Program Evaluation, and Professional Development Seminar.

Additional training includes participation in University of San Francisco departmental professional

development

workshops and

attendance at the Bay

Area University

Counseling Center

conferences, which offer

additional networking

and mentoring

opportunities.

ORIENTATION

Our training begins with

a comprehensive

Orientation that

introduces Fellows to CAPS policies and procedures, University and departmental

collaborators, and clinical and outreach responsibilities. Opportunities are created to

facilitate team-building and establish professional working relationships with licensed and

administrative staff. Additionally, logistical matters central to CAPS and the larger

institution are accomplished.



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FALL SEMESTER

Fellows participate in selected sessions of the Fall Didactic seminar series including Continuing Education trainings that Senior staff also attend. Fellows participate in selected Intercultural Seminar sessions with Senior Staff on topics such as the APA Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality; Intersecting Identities; and White Fragility.

Fellows develop and give scholarly presentations, incorporating theory and evidenced-based practice, to the clinical and training staff.

SPRING SEMESTER

Fellows are expected to integrate evidenced-based models of psychotherapy into their clinical work with greater complexity as the training year progresses. Fellows continue to attend selected Didactic In-service Seminars to supplement training.

SUMMER SEMESTER

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 further understanding of the licensing process.



TRAINING PROGRAM ACTIVITIES

Supervision

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



Fellows participate in two and a half hours of weekly Group Supervision. During one of the meetings of group supervision, fellows present cases on a rotating basis for consultation and discussion. The additional hour of group supervision is devoted to supervision of supervision. The fellow also has the opportunity to receive additional supervision from the licensed staff psychologist functioning as their co-therapist for any group psychotherapy.

Case Conference

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

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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.

Didactic In-Service Seminar/Continuing Education Workshops

CAPS Senior Staff 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. Based on their individual training needs, Postdoctoral Fellows participate in selected sessions of the seminar. Additionally, they participate in Continuing Education workshops with Senior Staff sponsored by USF-CAPS (APA approved sponsor).

Summer Professional Development Seminar

Exposure to career options in psychology (through interactions with psychologists in the greater professional community), further understanding of the licensing process, and an emphasis on networking within the professional community and involvement in professional organizations are covered during this seminar.

Professional Presentations

Postdoctoral fellows develop and provide scholarly presentations at CAPS, incorporating theory and evidence-based practice, relevant to their work during the Didactic In-Service Seminar and facilitate discussions on multicultural issues during the Intercultural Seminar. Finally, they present a multicultural case presentation incorporating scholarly inquiry and clinical practice.

Additional Trainings

In addition to the aforementioned trainings, Postdoctoral Fellows participate in selected sessions of the Intercultural seminar during which all clinical staff come together for training on multicultural issues relevant to professional development and the practice of psychology. Topics have included APA Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality; Intersecting Identities; and White Fragility.

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University, departmental, and regional University-based trainings/programs are also attended.

Multicultural Film and Media Series (Summer)

Interns and Postdoctoral Fellows collaboratively develop a list of shows, movies, documentaries, and other media representative of various aspects of intersecting identities. Facilitated by Postdoctoral Fellows, discussion of salient themes follows each media screening and draws upon individual and cultural diversity shared throughout the training year.

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 and make an assessment at intake regarding the appropriateness of a brief therapy approach versus referral for longer-term or more specialized work.

- *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.
- *Individual Counseling/Psychotherapy* – Focus on brief, time-limited integrative therapy with a maximum of 12 sessions per client (over the course of the Fall and Spring semesters) with an option of continued therapy if client is enrolled in the summer semester. Individual clients are not regularly seen on a weekly basis.
- *Single Session Therapy (SST)* - Clients are seen for one planned session focused on a goal of their choosing with implementation of specific strategies and provision of resources.
- *Group Counseling/Psychotherapy* – Both structured-thematic and process-oriented groups are offered each semester. Anticipated groups include Thriving in Relationships, Re-Claiming Self: ACOA support, Gender and Sexual Diversity, Wise Mind DBT Skills Group, and ACT for Anxiety and Depression.

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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. Rotation in after-hours on-call duties including staff consultation with Public Safety, Student Housing and Residential Education (SHaRE) and other University representatives; phone triage, and provision of referrals. Fellows consult with a licensed staff supervisor in crisis situations involving potential harm to self or others.
- *Psychological Testing* – Routine administration of the Counseling Center Assessment of Psychological Symptoms (CCAPS-62) to clients at intake and 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 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 programming; serving as an affiliate of a student organization such as a culturally-focused student club, or other academic and/or service-oriented organizations. Fellows are expected to deliver various types of outreach activities, work with the Outreach coordinator, and develop their outreach goals in order to individualize their training experience.

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- *Supervision*- Postdoctoral Fellows provide one hour of individual supervision to an advanced practicum student on a weekly basis. The Postdoctoral Fellow and a licensed staff psychologist make up the “supervision team” and monitor the overall clinical and professional development of the practicum student throughout the training year. Specific goals are developed collaboratively by the supervision team and practicum student to supplement the general goals of the traineeship and provide an individualized learning experience.
- *Peer Consultation*- Fellows facilitate a monthly meeting for the intern cohort providing consultation about clinical cases and mentorship associated with professional development issues.

Training Administration

Postdoctoral Fellows contribute to the administration of the practicum program through curriculum development and didactic presentations for the practicum in-service training. Additionally, they are involved in administrative and evaluative aspects of recruitment and applicant selection for the Doctoral Internship and Postdoctoral Fellowship programs.

Special Project

Postdoctoral Fellows work with the Senior Director and/or Training Director to develop an annual project or program encompassing clinical, outreach, and/or consultative aspects. Projects are based on the interest, professional trajectory, and capabilities of the fellow and the needs of the Center and University.

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WEEKLY HOURS

SAMPLE SCHEDULE

I. Direct Service	
A. Individual Psychotherapy (includes Crisis Counseling)	14
B. Group Counseling/Therapy (includes 1/2 hour supervision)	0-2*
C. Intake Assessment (includes Crisis Assessment)	4
D. Single Session Therapy	2
E. Outreach/Consultation (includes Crisis Consultation)	1
F. Provision of Supervision	1
	Subtotal 22
II. Training Activities	
A. Supervision	4.5
Individual: 2 hours (Primary-1; Delegated-1)	
Group: 2.5 hours (Clinical-1; Supervision of Supervision-1.5)	
B. Didactic Training	0-2
C. Case Conference/Peer Consultation	1
D. Educational Staff meeting	1
	Subtotal varies-6.5 to 8.5
III. Professional Development	
A. Weekly Professional Development	4
IV. Administrative/Planning	
A. Records /Case Management/Planning	9**
B. Special Projects	1.5
	Subtotal 10.5

Average Estimated Total Hours per week 44

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

** Hours not spent in direct service are administrative hours

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EVALUATIONS

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

Evaluation of Fellows

Fellows are given feedback regarding their strengths and areas of growth 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 Postdoctoral Fellow Evaluation Form](#). Fellows are provided with a completed and signed copy of both mid-year and end-of-year Psychology Postdoctoral Fellow Evaluation forms.

Fellows are formally evaluated on a Likert scale from one to five for each item on the CAPS Psychology Postdoctoral Fellow Evaluation form. It is expected that the Fellow will receive ratings of Level 3 at mid-year on elements contained in competencies. A rating below Level 3 at mid-year is considered below expectation. If a Fellow receives a rating of Level 2 at mid-year, the primary supervisor provides specialized attention to increase the Fellow's functioning to the expected level of competency which may include remedial work. If a Fellow receives a rating of Level 1 at mid-year, the Training Director, in collaboration with the Primary Supervisor, develops and institutes a specific remediation plan.

It is expected that the Fellow will receive ratings at Level 5 at the end of year; this is the expected level at completion of Postdoctoral training indicating readiness for independent practice at the licensure level. If a Postdoctoral fellow receives a rating of below Level 3 on an overall Competency area on the final evaluation, the fellow will not successfully complete their fellowship. Per the Board of Psychology the hours could not be verified as "at or above the expected level of minimal competency."

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

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Additionally, Fellows will receive feedback regarding their presentations for the In-service Seminar, and the Capstone Case presentation in Intercultural Seminar. Additionally, Fellows will receive feedback on their Special Project/Program Development.

Evaluation of Supervisors

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

Program Evaluations

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

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

PROBLEM RESOLUTION

DUE PROCESS AND GRIEVANCE PROCEDURES

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

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

FELLOW RIGHTS AND RESPONSIBILITIES

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



PERSONNEL MATTERS

POSTDOCTORAL FELLOW QUALIFICATIONS

Postdoctoral Fellows have their doctorate degree conferred from their graduate school and are eligible to accumulate supervised postdoctoral clinical hours toward licensure.

UNIVERSITY OF SAN FRANCISCO EQUAL OPPORTUNITY AND NON-DISCRIMINATION POLICY

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

UNIVERSITY OF SAN FRANCISCO BACKGROUND CHECK POLICY

The University conducts background checks on all new Postdoctoral Fellows. All candidates for full-time and part-time assignments with the University must authorize a lawful background check as part of the application packet. A fellowship offer is contingent upon verifying the accuracy of the information provided by the candidate and the background check results will determine their suitability for a Postdoctoral fellowship at the University.

LENGTH OF CONTRACT

CAPS is a full-time, 12-month fellowship from August 1st, 2020 through July 31st, 2021. Many Boards of Psychology (in states other than California) require 2000 hours of postdoctoral training. 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

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hours of SPE (Supervised Professional Experience) per week and we have included 4 weekly hours of Professional Development in addition to the fellow's regularly scheduled 40 on-site hours at CAPS. This schedule will provide ample opportunity to complete 2000 hours as we expect fellows will have sick days, medical appointments, and other limited requests for time off. Request for time off, including that designated for professional development, must be approved by both the Training Director and your Primary Supervisor.

It is expected that a fellow will accrue approximately 1850-2000 hours (over a 12 month period). A minimum of 25% of your total hours must be direct service hours. Holidays, vacation, and sick leave are granted with the understanding that the contracted hours will be met. It is the Fellow's responsibility to research the requirements for states for which they intend to pursue licensure. The state of California requires a minimum of 1500 postdoctoral level hours for licensure.

PAY AND BENEFITS

Fellows will receive \$40,000 for the training year and are eligible for University health care and other staff benefits.

Fellows accrue sick leave and vacation days (12), and receive University holidays. Fellows are expected to take 5 days of vacation during the last week of the training year: Monday, July 26th through Friday, July 30th, 2021.

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 (anticipated)
Tuesday, December 29, 2020	University Holiday Closure (anticipated)
Wednesday, December 30, 2020	University Holiday Closure (anticipated)
Thursday, December 31, 2020	New Year's Eve Observed

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Friday, January 1, 2021	New Year's Day Observed
Monday, January 18, 2021	Martin Luther King, Jr. Day
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 Observed

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

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

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

PROFESSIONAL DEVELOPMENT

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

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

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Based on a 44-hour work week (per the CA Board of Psychology), 4 hours each week may be spent on studying for the Examination for the Professional Practice in Psychology (EPPP), activities related to job pursuit, professional research, and other professional development activities **after the fellow's regularly scheduled in office hours with the following exceptions:** winter break (12/24/20 through 1/1/21), and July 26th through July 30th, 2021. This will result in approximately 200 hours of Professional Development time over the course of the training year.

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

LIABILITY INSURANCE

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

WEEKLY LOG

The California Board of Psychology passed a regulation, effective January 1, 1994 and revised August 27, 2005, requiring that trainees 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 [Supplement 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 Fellow, will keep the original of the certified log at the end of the training year, it is crucial that we retain a copy of the**

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completed log ([see Checklist for Leaving USF](#)) for your file – in the event that you have future requests that require us to certify your hours.

TIME KEEPING

There are two considerations regarding our time keeping policies. First, in order for CAPS to run smoothly, we prefer Fellows establish and maintain a weekly time schedule for the semester. If you anticipate an absence, please inform your Primary Supervisor, the Training Director, and the 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

Fellows are encouraged to develop their own judgment about what constitutes appropriate professional attire and to consider the potential messages being communicated to or interpreted by clients and the professional community through their choice of dress. If you are uncertain about your choice of clothing for the professional work environment, please consult with a supervisor or the Training Director.

REQUEST FOR LEAVE

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



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 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.
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.

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

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

SUPERVISION AGREEMENT AND VERIFICATION OF EXPERIENCE

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

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Once the fellowship has been completed, the BOP Verification of Experience Form ([BOP Verification of Experience](#)) will be completed and signed by your Primary Supervisor or the Training Director. It will be 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 available at all times for consultation as needed (see [BOP Supervision Agreement form](#) for additional supervisor qualifications and responsibilities). 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 Postdoctoral Fellow and being supervised by a Licensed Psychologist at CAPS.

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

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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 fellow. See the document [logitech camera how to](#) for further technical instructions on setting up recordings.

CASE CONFERENCE CONSIDERATIONS

In order to address expectations and guidelines for presentations in case conference, please refer to the [case conference presentation outline](#).

EXIT CRITERIA FOR SUCCESSFUL COMPLETION OF FELLOWSHIP

In order to successfully complete the fellowship, each Postdoctoral 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. Fellows 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 Fellow.
3. Supervisor evaluations indicate that the Fellow's performance is consistent with the expected level of performance for completion of the internship.
4. All clinical records required of the Fellow have been completed and signed by their supervisor(s).

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5. The Fellow has completed all required evaluations of supervisors, training director, and training program.

6. The Fellow has received evaluations from all supervisors and has completed the exit interview with the Director of Training

Postdoctoral Fellows who successfully complete their fellowship 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 [Checklist for Leaving](#).

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TRAINING QUICK LINKS*

*Please note training quick links are not active in the web version of the manual.

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

[CAPS Policy and Procedure Manual](#)

[CAPS Social Media Policy](#)

Training Program Evaluations

[Postdoctoral Fellow Evaluation Form](#)

[Postdoc Evaluation of Supervisor](#)

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

[CAPS Seminar Evaluation](#)

Case Conference

[Case Conference Presentation Outline](#)

Board of Psychology Documents

[BOP Guideline regarding SPE Log](#)

[BOP Supervision Agreement](#)

[BOP Verification of Experience form](#)

Professional Disclosure

[Written Notification of Postdoc Status](#)

[Written Consent to Record Sessions](#)

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[Logitech Recording Instructions](#)

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](#)

Supervision

[Supervision Client Log](#)

[When to Consult a Supervisor](#)

Problem Resolution

[Due Process and Grievance Procedures-Postdoc](#)

[Fellow Rights and Responsibilities](#)

Completion of Fellowship

[Checklist for Leaving USF](#)

[Certificate of Completion](#)