



# COUNSELING AND PSYCHOLOGICAL SERVICES

Advanced Practicum in Health Service Psychology

2018-2019



UNIVERSITY OF  
SAN FRANCISCO

CHANGE THE WORLD FROM HERE

Revised July 24, 2018

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## SETTING

### OVERVIEW OF THE UNIVERSITY OF SAN FRANCISCO

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

Classified as a Doctoral/Moderate Research and Community Engaged University under the Carnegie Foundation classification system, University of San Francisco is characterized as balancing arts, sciences, and the professions at the undergraduate level; with some graduate coexistence; including doctoral research in education; with the majority of its students being undergraduates; as more selective, with a high level of transfer-in students; and as a four-year, full-time, large-sized and primarily residential institution.

The University of San Francisco is accredited by the WASC Senior College and University Commission (WSCUC) and in 2010, WSCUC reaffirmed USF's accreditation for 9 years. The University is also accredited by several professional accrediting bodies, including, but not limited to, the American Bar Association (ABA), the California Commission on Teacher Credentialing (CTC), AACSB International–The Association to Advance Collegiate Schools of Business, the Commission on Collegiate Nursing Education (CCNE), the National Association of Schools of Public Affairs and Administration (NASPAA), and the Council on Education for Public Health (CEPH). Undergraduate majors are offered in the College of Arts and Sciences, the School of Education, the School of Management, and the School of



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

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

## VISION, MISSION, AND VALUES OF THE UNIVERSITY OF SAN FRANCISCO

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

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

- the Jesuit Catholic tradition that views faith and reason as complementary resources in the search for truth and authentic human development, and that welcomes persons of all faiths or no religious beliefs as fully contributing partners to the University;
- the freedom and the responsibility to pursue truth and follow evidence to its conclusion;

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- 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

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

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## CAPS MISSION STATEMENT

The mission of Counseling and Psychological Services (CAPS) is to provide students with mental health services that allow them to improve and maintain their mental well-being and to meet their educational, personal, emotional and spiritual goals. Our goal is to assist students' learning by helping manage psychological symptoms and stressors, difficult life events and manage mental health crises. CAPS accomplishes this with high-quality assessment, counseling, referral, consultation, outreach and training in order to assist students in reaching their full potential.

### Goals Guiding Our Work

- Provide professional 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.

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## CAPS ANTI-BIAS STATEMENT AND COMMITMENT TO DIVERSITY

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

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

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

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

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

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Association's Ethical Principles and Code of Conduct (2002) and discussed in the Guidelines and Principles of Programs in Professional Psychology (APA, 2005).

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

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

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

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

## PREPARING PSYCHOLOGISTS TO WORK WITH A DIVERSE PUBLIC

Striving for multicultural competence is a central tenet in the services provided and clinical practice at CAPS. In support of the values and aims of our training program, we have adopted the American Psychological Association's guidelines related to preparing trainees to effectively provide services to diverse populations: See [Preparing Professional Psychologists to Serve a Diverse Public](#). APA's statement was developed by the Education Directorate's Working Group and approved by APA's Board of Educational Affairs (BEA). In accordance with this position, we expect

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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”.



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## CAPS STAFF

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

### LICENSED STAFF

Barbara Thomas, Ph.D.	Senior Director California Licensed Psychologist, PSY 9955 Counseling Psychology, Arizona State University
Nancy Glenn, Ph.D.	Training Director California Licensed Psychologist, PSY 10097 Counseling Psychology, Colorado State University
Molly Zook, Psy.D.	Assistant Director for Operations California Licensed Psychologist PSY 19072 Clinical Psychology, California Institute of Integral Studies
Peggy Yang, Ph.D.	Crisis Manager California Licensed Psychologist, PSY 22376 Combined Counseling/Clinical/School Psychology Program, University of California, Santa Barbara
Polina Apilado, Psy.D.	Assistant Director for Outreach California Licensed Psychologist, PSY 29470 Clinical Psychology, University of La Verne
Albert Meza, Ed.D.	Staff Psychologist California Licensed Psychologist, PSY15981 Counseling Psychology, Harvard University
Dominique Broussard, Ph.D.	Staff Psychologist Counseling Psychology, University of Georgia

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Robin (Ziqiu) Li, Ph.D.

Staff Psychologist  
California Licensed Psychologist, PSY 30378  
Counseling Psychology, University of Minnesota

## ADMINISTRATIVE STAFF

Renee Harrison, B.A.

Program Assistant

Jennifer Menjivar, B.A.

Administrative Assistant



## ACCREDITATION

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

Office of Program Consultation and Accreditation

American Psychological Association

750 1st Street, NE, Washington, DC 20002

Phone: (202) 336-5979 or (202) 336-6123 TDD/ E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org)

Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

## 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
- Delivery of outreach programming

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- 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

## PRACTICUM STUDENT 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 Students 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.



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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 mentored by a Post-

Doctoral Fellow who will provide feedback throughout the training year. Of course, we endeavor to work collaboratively with practicum students 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 students participate in weekly structured activities and receive specialized training in: behavioral health consultation, crisis and risk assessment, mandated alcohol and other evaluations, 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 relevant literature.



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## ORIENTATION

Our training begins with a four day Orientation 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

During the training year, Practicum trainees operate in multiple roles within the center. They participate in weekly case conference, receive weekly supervision and attend weekly one-hour didactic trainings led by Post-Doctoral Fellows. Trainees also staff two hours of off-site (i.e. outside of CAPS) drop-in consultation coverage, where they provide consultation, triage, and referral services to students. Trainees will also complete Mandated Alcohol and other Drug evaluations consistent with CAPS guidelines. They also assist in Behavioral Health consultations, wherein CAPS clients are referred to the practicum trainees by clinicians for specific behavioral interventions between ongoing therapy sessions. Practicum trainees have opportunities to participate in groups as a process observer or co-therapist depending on skill and experience, and implement outreach presentations to the campus community.



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## TRAINING PROGRAM ACTIVITIES

### ***Supervision***

Trainees receive one hour of individual supervision from a licensed staff psychologist, and one hour of consultation from a Post-Doctoral Fellow, on a weekly basis. The Post-Doctoral 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 student 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***

Advanced 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***

A weekly one-hour seminar led by CAPS Post-Doctoral Fellows 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.



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## ***Direct Service***

CAPS provides assistance to students seeking counseling/psychotherapy for a wide range of presenting concerns—from typical, developmental, and situational issues to significant clinical concerns. 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. These meetings range from 30 minutes to 50 minutes and focus on helping clients continue making progress towards treatment goal(s) between sessions with their primary therapist. 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.
- ***Let's Talk-*** Each week, Practicum Trainees will provide two hours of drop-in consultation services. Let's Talk is designed to increase access to mental health services while

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minimizing stigma often associated with seeking counseling. Trainees provide triage, consultation, and referral to students consulting on a variety of issues.

- **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. Practicum Trainees are expected to deliver various types of outreach activities.

- **Mandated Alcohol and other Drug Evaluations-**

Trainees conduct evaluation for students sanctioned for drug and alcohol related incidents. These evaluations are performed on an as-needed basis 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.



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## *Sample Weekly Schedule (based on 10 hours)*

<b>I. Direct Service</b>	
A. Behavioral Health Consultation	<i>varies 1-2</i>
B. Let's Talk Consultation	2
C. Mandated Drug and Alcohol Evaluations/Outreach	<i>varies 1-2</i>
	<b>Subtotal</b>
<b>II. Training Activities</b>	
A. Supervision	1
B. Consultation with Post-Doctoral Fellow	1
C. Didactic Training Seminar	1
D. Case Conference	1
	<b>Subtotal</b>
<b>III. Administrative/Planning</b>	
A. Records /Case Management/Planning	1*

**Average Estimated Total Hours per week 10**

\* 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

Trainees are formally evaluated with the assessment form provided by their graduate institution training program. It is expected that 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 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 Training Director will provide

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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 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 trainee will not successfully complete their traineeship.

The Licensed Supervisor and Post-Doctoral Consultant collaborate in the evaluation process, and the Licensed Supervisor completes a single evaluation form. Both the Licensed Supervisor and the Post-Doctoral Consultant 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.

### 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](#)

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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.

## **UNIVERSITY OF SAN FRANCISCO BACKGROUND CHECK POLICY**

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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 supplemental advanced practicum at CAPS is a part-time (10 hrs/week), 10-month placement from August 20, 2018 through May 20, 2019. Request for time off must be approved by both the Training Director and your Primary Supervisor.

Minimum levels of hours required to pass the practicum will be determined by the trainee's academic program. CAPS expects that the trainee will complete 10 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 2018-2019 training year:

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

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Thursday, July 4, 2019

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 the 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 the appropriateness of your clothing for the professional work environment, please consult with your 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 your Primary Supervisor. Additionally, please send e-mail notification to the Training Director.

## TRAINING POLICIES AND PROCEDURES

### ETHICAL AND PROFESSIONAL CONDUCT

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

### PROFESSIONAL DISCLOSURE STATEMENT

At the beginning of the first session with a new client, 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.

### 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 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

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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 [Professional Therapy Never Includes Sex](#) to clients who have disclosed having past or current sexual relations with their mental health providers.

## RECORDING OF SESSIONS

Sessions will only be recorded with the written consent of the client. Once a recording is made, it is transferred to the secure server. Recordings must be deleted from the secured server at the point of termination or at the end of the academic year by the 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.
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 Director of Training.

## Training Quick Links\*

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

### **Training Program Evaluations**

[Evaluation of Individual Supervisor](#)

### **Board of Psychology Documents**

[Professional Therapy Never Includes Sex 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](#)

\*DOCUMENTS ARE NOT LINKED ON WEB VERSION OF MANUAL