

UC DAVIS

STUDENT HEALTH AND COUNSELING SERVICES

2020-2021

University of California, Davis
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University of California, Davis Student Health and Counseling Services (530) 752-0871 <http://shcs.ucdavis.edu/about/employment-caps-training.html>

*Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultations and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, DC 20002; Phone (202) 336-5979

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TABLE OF CONTENTS

I.	DOCTORAL INTERNSHIP PROGRAM	3
A.	Program Description	3
B.	Program Brochure	3
1.	Educational Model & Training Goals	5
2.	Training Values Statement Addressing Multiculturalism	6
3.	Components and Sequence of Training Experiences	8
4.	Emphasis Areas	10
5.	Supervision & Seminars	12
6.	Optional Experiences	13
7.	Administrative Responsibilities	14
8.	Evaluation Procedures	15
9.	Appointment & Benefits	16
10.	Agency Expectations	17
11.	Rights and Responsibilities	19
12.	Wellness on Internship	20
13.	Applying for Post-Doctoral Residency	22
14.	Safety and Comfort in Dialogue	23
15.	Policy on Social Media	24

SECTION I

DOCTORAL INTERNSHIP PROGRAM

Program Description

The overarching objective of the internship training program, an integral element of Counseling Services, a department of Student Health and Counseling Services (SHCS), is to train ethical, competent psychologists who are capable of functioning independently and will contribute both to the welfare of society and to the profession. The educational philosophy and training model of our internship program is to provide training grounded in core competencies and the scientific principles of our profession, which emphasize the area of applied practice. **The training staff realizes that the most important learning occurs through providing service under the direct supervision and mentorship of a senior staff professional.** Such “learning by doing” is guided, enriched and deepened through seminars, consultations and in-service staff development activities.

We also offer specialized training and clinical experience in specific Emphasis Areas including Eating Disorders, Multicultural, Sports Psychology, AB540 and Undocumented Students, and General Clinical.

UC Davis has an ethnically and culturally diverse student body of over 31,000 (approx. 6500 grads, 25,000 undergrads). In addition to the numerous graduate programs the University has a Medical Center (Sacramento), Medical School, Law School, School of Veterinary Medicine and a School of Management.

The internship is a 12-month full time program. It is expected that the doctoral intern will accrue 2,000 hours of supervised professional experience by the completion of this year.

DOCTORAL INTERNSHIP PROGRAM BROCHURE

ABOUT STUDENT HEALTH AND COUNSELING SERVICES

Overview – The mission of Student Health and Counseling Services (SHCS) is to enhance the

physical and mental health of UC Davis students in order to help them achieve academic success, personal development, and lifelong wellness. The mental health services and programs include individual counseling and psychotherapy, group counseling and psychotherapy, crisis intervention, and career counseling and assessment. Staff also provide referral information, consultation and educational programs, and assistance with case management. Finally, Counseling Services offers specific services in the following areas: Sport Psychology, Eating Disorders, Behavioral Health and the Community Advising Network focusing on underserved populations.

Staff - The professional staff consists of a multidisciplinary and culturally diverse group of psychologists, marriage and family therapists, professional counselors and social workers. A variety of psychotherapeutic orientations are represented including acceptance and commitment therapy, Gestalt, psychodynamic, interpersonal, family systems, cognitive-behavioral, feminist, and multi-theoretical approaches. Most of the staff are integrative in the ways they work with students and they share a commitment to a developmental point of view. Staff members are active in professional organizations and some have served in leadership roles within these national organizations.

Resources - There is a variety of technological support available. All interns are provided with video cameras connected to their computer to record sessions. Each intern has an Apple Macintosh computer in the office with e-mail and Internet access, and as of 2020 a laptop for remote teletherapy use. **You can access our Information Systems Group computer tech support by calling 754-9062.** As a SHCS employee, you have access to the university's library resources and an online SHCS internal staff web resource, which includes job announcements. In addition, Counseling Services has available EPPP study materials (workbooks and flashcards) to use as a resource when preparing to take the national licensure exam, and CPLEE materials for the CA Board of Psychology state exam.

Clientele – Approximately 5,000 students received counseling services, which represents about 14% of the approximately 35,000 enrolled undergraduate, graduate, and professional students. Approximately 55% of the clients seeking counseling services are ethnic minority students. Students seeking service presented a variety of symptoms, syndromes, and disorders including affective disorders, anxiety disorders, relationship problems, eating disorders, and personality disorders. A few students present with schizophrenic disorders or psychotic symptoms. The majority of clients, however, present with adjustment reactions, mood and anxiety disorders, and developmental problems typical of a college student population.

Through our psycho-educational programs and outreach efforts, staff provided information and training to over 10,000 students, faculty, and staff annually. Primary recipients of Counseling Services programming efforts included the Cross Cultural Center, Lesbian Gay Bisexual Transgender Queer Intersex Asexual Resource Center, Women Resource and Research Center, Educational Opportunity Program, Student Recruitment and Retention Services, Transfer, Reentry and Veteran Center, Services for International Student Services, Student Housing, Asian American Studies Department, African American and African Studies, Department Chicana and Chicano Studies, Native American Studies Department, Middle East/South Asia Studies, Sociology Department, the four undergraduate Colleges dean's offices, Graduate Studies,

Medical School, Veterinary School and Intercollegiate Athletics. Topics included cross cultural communication, adjustment, stress management, drug and alcohol abuse, eating disorders, body image, communication skills, career decision making, stress & wellness, assertiveness training, managing critical situations and making referrals, dealing with distressed students, among others. Counseling Services consultation services responded to requests from various units of the University community.

Accreditation – SHCS is accredited by Accreditation Association for Ambulatory Health (AAAHC). Counseling Services, a department of SHCS, is accredited by the International Association of Counseling Services (IACS). The Internship Program is accredited by the American Psychological Association (APA) and is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and the Association of Counseling Center Training Agencies (ACCTA). The Postdoctoral Program is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC).

Questions related to the internship program’s accredited status should be directed to the APA Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street NE
Washington, DC 20002
Phone: (202) 336-5979
Email: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

THE TRAINING PROGRAM

EDUCATIONAL MODEL AND TRAINING GOALS

The overarching objective of the internship training program, an integral element of Counseling Services, is to train ethical, competent psychologists who are capable of functioning independently and will contribute both to the welfare of society and to the profession. The educational philosophy and training model of our internship program is to provide training grounded in core competencies and the scientific principles of our profession, which emphasize the area of applied practice. The training staff realizes that the most important learning occurs through providing service under the direct supervision and mentorship of a senior staff professional. Such “learning by doing” is guided, enriched and deepened through seminars, consultations and in-service staff development activities. The internship program is defined by a commitment to the following goals:

Goals

1. Commitment to Teaching Proficiencies across Foundational and Functional Competencies -

The internship is designed to offer supervised experiences to interns who wish to develop and enhance skills in providing the varied services offered through a university counseling center. These services include initial consultation, assessment, individual and group counseling and psychotherapy, crisis intervention, supervision of trainees, consultation, outreach programming, brief assessment, and

career assessment.

The core of the internship is intensive supervision in short-term psychotherapy.

2. Commitment to Training in Providing Services to a Diverse Clientele - Integral to the functioning of a psychologist is the ability to understand and competently provide a breadth of psychological services to a pluralistic clientele. Training seminars, weekly supervision and the richness of a diverse client population provide opportunities for interns to examine their own reactions to differences as well as the effects of their own background on their attitudes, biases, and behaviors when providing service to clients. Due to the changing demographics in the state of California, and the resulting increase in the ethnic diversity of the student population, the internship emphasizes training and experiences in providing services to a diverse group of students. The goals of diversity training emphasize, but are not limited to improving ethnic and cultural sensitivity, increasing awareness of differences (e.g. sexual orientation, religion, disability, gender, gender presentation, age, class, nationality, body size), and developing competence in multicultural counseling.

3. Commitment to Facilitating Personal Growth and Professional Identity - The internship is viewed as a period of integration of academic learning and applied experiences. This is a time for each intern to transition from student to professional psychologist. Emphasis is placed on the development of professional identity and facilitating personal growth. This process incorporates gaining self-knowledge, having confidence in the ability to make sound, ethical, clinical, and personal judgments, being comfortable with multicultural settings, and experiencing a sense of responsibility to oneself, the profession, and society. As a training faculty, we facilitate this process through mentoring, supervision, consultation, modeling and professional interaction. We also recognize the developmental aspect of professional identity and as such over the course of the training year, interns experience a shift in their roles, relationships and responsibilities as they progress through this process.

***Self-Disclosure** - Given our training program's goal to train ethical, competent psychologists who are capable of functioning independently, opportunities for personal exploration and self-reflection occur throughout the year. When appropriate, interns are encouraged to explore historical influences and personal data that may affect professional practice. Our staff use a consultative model of supervision and supervisors may consult with one another about trainees when relevant. The internship training program functions in a manner consistent with the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct (Student Disclosure of Personal Information) as contained in the Revised Ethical Principles of Psychologists and Code of Conduct (Standard 3.04).*

UC Davis Counseling Services Training Values Statement Addressing Multiculturalism

Background - Respect for diversity and for values different from one's own is a central value of counseling psychology training programs. The valuing of diversity is also consistent with the profession of psychology as mandated by the APA's Ethical Principles and Code of Conduct (2016) and as discussed in the Guidelines and Principles of Programs in Professional Psychology (APA, 2005). More recently there has been a call for counseling psychologists to actively work

and advocate for social justice and prevent further oppression in society.

UC Davis Counseling Services - Our internship and postdoctoral training programs exist within a multicultural community which contains people of diverse racial, ethnic, and class backgrounds; national origins; religious, spiritual and political beliefs; physical abilities; ages; genders; gender identities, sexual orientations, and physical appearance. We believe that our training community is enriched by members' openness to learning about others who are different from them as well as acceptance of others. We recognize that no individual is completely free from all forms of bias and prejudice and acknowledge that Counseling Services staff will evidence a range of attitudes, beliefs, and behaviors.

Expectations of Trainers and Trainees

- Agree to work together to create a training environment that is characterized by respect, safety, and trust and are expected to be supportive of all individuals.
- Committed to the social values of respect for diversity, inclusion, and equity.
- Committed to critical thinking and the process of self-examination so that prejudices or biases (and the assumptions on which they are based) may be evaluated.
- Acquire and utilize professionally relevant knowledge and skills regardless of their beliefs, attitudes, and values.

Expectations Specific to Trainers

- Engage trainees in a manner inclusive and respectful of their multiple cultural identities.
- Examine own biases and prejudices in the course of their interactions with trainees so as to model and facilitate this process for their trainees (this can include discussions about personal life experiences, attitudes, beliefs, opinions, feelings, and personal histories).
- Assuming no one is free from biases and prejudices, trainers will remain open to appropriate challenges from trainees to their held biases and prejudices.
- Committed to lifelong learning relative to multicultural competence.
- Examine and engage in exploration of multiple intersecting identities as they relate to nuances of power and privilege within the supervisory relationship.

Expectations Specific to Trainees

- Engage in self-reflection and introspection of attitudes, beliefs, opinions, feelings, and personal history.
- Examine and attempt to understand any of the above to eliminate potential negative impact on their ability to perform the functions of a psychologist, including but not limited to providing effective services to individuals from cultures and with beliefs different from their own.

Members of our training community are committed to educating each other on the existence and effects of racism, sexism, ageism, heterosexism, religious intolerance, and other forms of prejudice. Evidence of bias, stereotyped thinking, and prejudicial beliefs and attitudes will not go unchallenged, even when such behavior is rationalized as being a function of ignorance, joking, cultural differences, or substance abuse.

In summary, all members of Counseling Services 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. Staff members agree to engage in a mutually supportive process that examines the effects of one's beliefs, attitudes, and values on one's work with all clients.

COMPONENTS AND SEQUENCE OF TRAINING EXPERIENCES

Overview - The internship training program contains the following elements: Supervisory experiences, didactic/educational experiences, consultative experiences and professional interactions. Each aspect has been scheduled and planned in such a way that is intended to maximize the professional development of the interns over the course of the training year. All interns participate in certain training activities and supervision; however, our site also takes an individualized approach for each intern's training experience. The elements below form the aspects of our internship program that are standard for every intern:

Orientation - The month of orientation are designed to familiarize interns with the operation of SHCS and facilitate their transition to the University of California, Davis and the Davis community. During this time, interns meet with relevant Student Health and Counseling Services program coordinators, training and support staff and supervisors. Interns attend a variety of training seminars, learn about the policies and procedures of Student Health and Counseling Services, and visit and learn about other campus agencies. A service contract and schedule for each intern for fall quarter is developed in consultation with the Director of Training. Overall, orientation is a time for the interns and staff to get to know each other and to prepare for the start of the year.

Intern Retreats - The interns go on a partial day retreat with the Training Director during the orientation period) and typically a mid-year and end of the year retreat. Interns are asked to pay for the cost of their meals (approx. \$10-20) during the retreats. The goals of the first retreat are team building and goal setting. The major goal for the end of the year retreat is to review the contributions the internship has made to each intern's personal and professional development.

Consultation - There are numerous opportunities for Counseling Services trainees to consult with clinical staff and fellow trainees about cases and administrative functions. Trainees most commonly consult the Supervisor of the Day or SOD when they need timely consultation support. One of the particular strengths of our internship is the availability of staff members for consultation. Staff members are available as needed for consultation about particularly difficult cases/crisis situations when the intern's clinical and emphasis supervisors, Clinical Director, Director of Training and Director are not available. Interns are encouraged to seek out staff members who have expertise in treating particular disorders/problems that are relevant to the interns' caseloads. The essence of staff collaboration is evident in the collegial interactions and mentorship provided by the training staff.

EXPERIENCES FOR ALL INTERNS

Individual Counseling and Psychotherapy - Interns primarily provide short-term, individual personal counseling and psychotherapy. They provide approximately 18-25 individual

counseling hours (initial consultation and follow-ups) per week depending on their individual contracts (approximately 40 to 60% of their contract). Clients are typically seen 3 to 5 sessions, about 20% can be carried to 6-8 sessions and one client at a time can be seen on a longer-term basis (e.g. 12-15 sessions) if they have risk issues and have limited financial resources. Each intern's clinical caseload is ethnically and culturally diverse. Interns are prepared for individual counseling and psychotherapy through seminars in orientation, seminars held throughout the year, individual and group supervision, and weekly facilitated trainee case consultations. We expect interns to come basically prepared for this experience by their academic coursework and practicum experiences.

Group Counseling and Psychotherapy – Counseling Services offers a variety of psychotherapy, support, drop-in, and psychoeducational groups, including psychotherapy groups for undergraduate and graduate/professional students and specific population/topical groups such as: Eating Disorders, Graduate Students, Women, Lesbian, Gay, Bisexual, Transgender, Questioning, and Queer Students, and Mindfulness Meditation. Some groups run for the entire year, while other groups are short-term, structured groups. The psychoeducational groups include the Career Exploration Group, and the Building Social Confidence Group. Additionally, psycho-ed workshops enable students to build awareness and skills related to topics such as mindfulness, values clarification, and distress tolerance.

Interns are expected to generally co-lead one group per quarter. All interns are expected to also facilitate a career exploration group. Interns are prepared for and receive supervision on group counseling and psychotherapy in the group psychotherapy seminar during orientation and receive ongoing individual supervision with their staff group co-facilitators. Interns co-facilitate therapy/process groups with senior staff, but may co-facilitate structured or psychoeducational groups with other trainees.

Initial Assessment and Crisis Intervention – Counseling Services' same-day Initial Consultation system provides interns the opportunity to perform initial assessments and crisis intervention. Interns identify client concerns, assess level of functioning, diagnose disorders, and determine the appropriateness of agency services. Interns are prepared for initial assessments and crisis intervention services early in the year through orientation and training seminars. After the initial period of training, interns provide initial consultation appointments, with staff available for back up and consultation. Interns provide five hours per week (12.5% of training contract) of initial consultation appointments.

Psychological Testing - Interns' skills in the administration and interpretation of psychological tests relevant to the work of a university counseling center psychologist are enhanced during the internship year. Interns will obtain training in career assessments and conduct individual and group career assessment interpretations (MBTI, SII-II, Skills Scan, Values Assessment). Interns are required to facilitate a career exploration group which includes test interpretation. Other testing resources available include an eating disorder inventory (EDI-III), substance abuse inventory (BASICS).

Consultation – Counseling Services staff provides professional consultation services to the University community. While at Counseling Services, interns may consult with faculty, staff,

students, and parents about psychological issues. In addition, depending on professional interests, an intern may develop relationships with campus units, and as a result the intern would naturally become an identified staff member contacted when that particular office needs consultation.

Mentorship- The Trainee Mentoring Program was created to support and enhance the learning and development of the intern and post-doctoral trainees. As mentees, interns are paired with senior post-doctor residents in an intentional relationship to foster the growth of each trainees' professional identity. Interns are able to benefit from senior mentor colleagues' advanced knowledge and experience of clinical work and systems issues. As mentors, post-doctoral residents are able to benefit from a reciprocal relationship that deepens their clinical consultation skills and provided learning opportunities for supervision techniques and skills. Trainees are matched for the first six months based on their emphasis areas and then in the latter six months based on input from trainees and the training team.

Programming – Counseling Services staff provides programming and outreach services to the University community. **Interns are required to do at least 10 outreach programs during the training year.** Interns may establish relationships with other campus offices, depending on the intern's interests, and these liaison relationships become the foundation for outreach programs with students. Interns are prepared for programming activities during an orientation seminar. Additionally, interns may work with the outreach coordinator or with other senior staff who provide psychoeducational programs on specific topics or for specific members of the university community.

Trainee Research/Special Project (TRSP) – The Trainee Research Project (TRSP) is intended to provide trainees with the opportunity to reach a supervised hour total of 2,000 hours. In addition to the 40 contracted hours the TRSP is 4 hours a week devoted to working on a project. These hours will be on your contract and approved by your Training Director at the start of each new quarter. This project is intended to further your professional development during your training year. As these 4 hours are in addition to your 40 hours, they can be completed off-site pending approval from your Training Director. Examples of past TRSP are 1) an individual focus on completing their graduate program dissertation, or 2) preparing for and presenting on a topic for a professional conference, or 3) developing a specific type of psychoeducational workshop series that meets a need for students on our campus, or 4) reviewing scholarly literature related to the clinical work, or 5) engaging in tasks preparing for licensure. Trainees are asked to write a brief statement about their planned use of time dedicated to TRSP.

EMPHASIS AREAS

Interns are chosen in part, based on a training emphasis experience in which they express a desire to work throughout the year. Interest areas reflect specific functions of a university counseling center psychologist. Specific goals for each interest area are developed at the beginning of the training period. Interns may spend between 3-6 hours per week in activities specifically related to the interest area, including clinical work. The Emphasis areas are described below:

(1) AB 540 and Undocumented Students

This interest area offers training in individual therapy, consultation, and community programming when serving AB540 and undocumented students. The intern conducts outreach that focuses on the needs of undocumented students group, provides clinical services to undocumented students, participates in campus cross-disciplinary efforts (e.g., AB540 Task Force committee, AB540 Undocumented Student Resource Center) to serve this population. The intern may provide services in Spanish, pending appropriate supervision resources. The intern provides consultation to the Student Health and Counseling Services staff and peer educators as needed.

(2) Eating Disorders

This interest area offers training in individual and group therapy, consultation, and community programming in the area of eating disorders. The intern co-leads an eating disorders group, participates in the campus committee on body image and eating disorders, attends the eating disorders clinical meeting at the Student Health and Wellness Center, and participates in networking with other ED providers. Programming and outreach on eating disorders is done throughout the year and the intern provides consultation to the health providers, health educators and peer educators.

(3) General Clinical/Training Focus

This interest area offers supervised experiences for interns to enhance skills in providing the varied clinical services offered through a university counseling center, and in becoming a skilled generalist who is marketable broadly and prepared for a career in a university counseling center environment. These services include assessment, psychodiagnostics, short-term individual counseling, group therapy, crisis intervention, consultation, suicide prevention training and program development if needed. This area can have a focus on a specific population. Having a specialty focus additionally provides the Intern the opportunity to co-lead a process group that specifically addresses this clinical population. Alternately, the General Clinical emphasis can have a Training focus with a significant role in developing training materials, participating in the intern and post-doctoral trainee recruitment process, and support training program improvements.

(4) Campus Community Outreach Program (CCOP)

This interest area is designed to offer supervised experiences to Interns who wish to develop and enhance multicultural and social justice awareness, knowledge and skills in providing the varied clinical services offered through a university counseling center. This core of this opportunity focuses on using a multicultural and social justice lens when counseling and outreaching to diverse clients. Some of the intern's initial contact appointments can be "priority designated" for specific populations that are underserved by Counseling Services. Interns work closely with their supervisor to develop programming aligned with addressing social justice concerns. Examples include developing a workshop series for international students or creating and facilitating a support group for an underserved student demographic.

(5) Sport Psychology

This interest area provides the intern with an opportunity to work with student-athletes, coaches, and athletic department staff in the two areas of consultation and counseling.

Sport consulting with student-athletes and coaches entails (a) performance enhancement skills training, (b) life skills training, (c) coach, athlete, and team relationship development, and (d) psycho-educational groups (e.g., goal setting, concentration, motivation, stress management, team cohesion, dealing with sport injury). The intern will co-facilitate a skills development group to enhance student-athletes' performance.

Counseling to athletes will assist, educate, and support student-athletes to enhance positive performance within and outside of their given sport. The intern meets weekly with this emphasis supervisor to discuss organizational and clinical issues in working with student-athletes. The intern will also have an opportunity to teach and conduct research on or with intercollegiate student-athletes and coaches.

SUPERVISION & SEMINARS

Individual Clinical Supervision

Intense individual supervision is viewed as central to the internship experience. Interns receive two hours of clinical supervision per week and are assigned to a clinical supervisor for approximately six months. The initial clinical supervisor is assigned by the Director of Training based on the match of needs and interests of intern and supervisor. In making the match, the Director of Training considers the intern's skill level, theoretical preferences, training needs, interests and personal characteristics, as well as the supervisory style and preferences of the supervisors. Intern - clinical supervisor pairs change at mid-year. Both interns and supervisors have input into the decisions about the new matches that begin during the second half of the year. The functions of the supervisory relationship include monitoring client welfare, enhancing intern skills, promoting personal and professional growth and evaluating the intern's skills and professional development on a continuous basis.

Emphasis Supervision

Interns meet regularly with the staff member supervising their emphasis area experiences. This supervision provides in-depth training, exploration, mentoring, and development of expertise in the chosen area. Specific goals for the particular emphasis area are developed in consultation with the emphasis supervisor at the beginning of the training period. Evaluation of an intern's performance is based on the attainment of the goals developed. Emphasis supervisors and interns tend to remain in their supervisory relationship thru the full year.

Supervision of Group Therapy

When co-facilitating a group with a staff member, interns receive 1/2-hour weekly individual supervision from his or her group staff co-facilitator. Each intern has an opportunity for discussion and training in the elements of group therapy with their co-facilitator. In addition, interns are welcome to consult about their group experiences with their individual supervisors and in the Supervised Case Consultation Team.

Supervised Case Consultation Team

Interns participate in weekly consultation in one of two groups of mixed trainees consisting of interns and postdocs, which will be facilitated by a licensed mental health clinician. Weekly

Supervised Case Consultation will include supervision by a staff member for individual and group psychotherapy.

Seminars - These didactic training experiences provide a forum for staff members and other professionals to present relevant topics to the interns. Some of training occurs in module formats over a period of several weeks, which provides the opportunity for in-depth exploration of the topics under discussion. Some of the training occurs in shorter one to three sessions to address specific topics.

YEAR LONG SEMINARS (FALL, WINTER, SPRING and SUMMER QUARTERS)

- Trainee Consult Team***
- Intern Team Meeting***

Additionally, topical seminars may include:

- Clinical Issues in a Multicultural Context***

- a. Diversity Dialogues*
- b. Cultural Competence, Cultural Humility, How to Be An Ally*
- c. Working with International Students*
- d. Intersections of Identities (Foci of demographics pending needs of training cohort)*

- Professional Development Seminar***

- a. Professional Balance and Wellness*
- b. Giving and Receiving Feedback*
- d. Supervision Theory & Models*
- e. Licensure Preparation*
- f. Successful Job Attainment and Salary Negotiation*

- Clinical Topics***

- a. Brief Therapy*
- b. Crisis Intervention*
- c. Working with Risk concerns*
- d. Motivational Interviewing*
- e. Experiential Ways to Work with Loss*
- f. Eating Disorders*
- g. Trauma*

Interns can request specific seminars based on clinical and training needs.

OPTIONAL EXPERIENCES

Depending on an intern's areas of interest, previous experiences, training goals, and SHCS' needs, it's possible an intern may be able to have some level of involvement in the following activities and services. Attention to work-life wellness and an adequate balance of responsibilities are also used to determine involvement of interns.

Diversity/Population Specific Services

An intern may provide clinical and professional services to an identified population. Activities might involve doing outreach programs and consultation services and providing individual therapy and group therapy with a specific population. An intern may work closely with a staff member who has expertise with the specific population of interest and could participate as a workshop facilitator in one of the leadership retreats for specific groups of diverse students. Recent populations that interns have worked with include gay lesbian bisexual clients, transgender and genderqueer clients, Asian American clients, Chicano/Latino clients, African American clients, men, and international students.

Clinical Focus

If an intern has an interest in gaining experience working with a specific clinical issue, he/she may provide services addressing that issue. An intern could request to see clients presenting with these types of concerns, as well as co-facilitate a group focused on the issue. In addition, he/she could develop a liaison relationship with other campus units providing related services. Finally, the intern may provide consultation and outreach services on the topic. Examples of clinical issues are: depression, substance abuse, trauma, sexual assault, acculturation, and adjustment issues etc.

Couples Counseling

A small part of Counseling Services workload involves couples counseling. Couples counseling is only an option for trainees who have prior training and experience, and if the clinical supervisor is qualified to supervise couples work. We strongly recommend that all sessions are recorded.

Additional Career Counseling

In addition to the career exploration groups, interns may provide career programs/workshops, specific to service needs or population groups.

Program Development and Consultation

An intern may be able to work closely with the Outreach Coordinator to develop and conduct an additional number of programs and outreach activities, beyond the 10 required of all interns during less busy times of the year. The activities can be in the form of presentations, lectures, workshops, consultations, and/or committee work.

Summer Workgroups

Occasionally, we develop workgroups during the summer to focus on an area of need for SHCS. Depending on the agency needs and the trainee's availability, expertise and interest, a trainee may request to join one of the workgroups.

ADMINISTRATIVE ACTIVITIES

Committee and Work Groups

Interns are invited to participate on administrative or programmatic work groups, however this is not a requirement. This activity provides interns with experience in the operation of a mental health organization. Center committees that interns regularly participate on are cross-cultural, intern selection, staff wellness, clinical operations, quality assurance and other ad hoc committees that may form during the year. Interns receive supervision of their committee activities from the committee chairperson or their emphasis supervisor.

Case Management

Approximately five hours each week are reserved for paperwork, reviewing videotapes, preparing for programs, and performing administrative tasks which may also include meetings with training staff.

Professional Development

In addition to the ongoing training that interns receive through seminars, supervision, consultation, etc., they also participate in the Continuing Education Units (CEU's) that Student Health and Counseling Services sponsors for the licensed professional staff. Traditionally experts in the field provide these trainings. Interns also typically attend the Northern California University Counseling Center Training Conference in the fall. Student Health and Counseling Services cover the cost of the conference fee. Interns have five professional development days a year, which they can use for dissertation defense, conference attendance or job interview.

TRAINING CONTRACT

In general, interns contract for about 50-65% of their 40 hour work week providing direct service (clinical, consultative and supervisory), 20% receiving training and supervision, and 20% in case management or center management activities. In order to ensure that our interns are eligible for licensure in any state our site has an expectation that interns accrue 2,000 hours by the completion of the internship year. Interns collaborate on an intern research/special project for the additional 4 hours of experience per week (beyond the 40 hours) in order to help ensure that they reach their final 2000 hours by the end of the internship year. Additionally, consistent with requirements of the Board of Psychology for the State of California, interns must keep a weekly log of their service hours. The total number of hours signed off on at the conclusion of the doctoral internship year comes directly from the number of hours logged.

EVALUATION PROCEDURES

Clinical, emphasis, and group supervisors provide interns with formal verbal and written feedback. The evaluation process consists of a review of the intern's objectives and goals and feedback in areas that reflect current domains of professional competence. These areas included in the clinical evaluation are:

- Assessment/Diagnosis/Case Conceptualization
- Intervention
- Psychological Testing
- Crisis Intervention
- Consultation and Outreach
- Personal Characteristics and Professionalism

- Relationships and interpersonal issues
- Use of supervision
- Management and administration
- Diversity: individual and cultural differences
- Legal and ethical standards.

At the end of the first evaluation session, new goals and priorities can be set to facilitate the future supervisory contacts in particular and future training in general. Throughout the supervision process, it is expected that feedback and discussion are continuous; thus if goals are not being sufficiently met, such feedback would be given prior to the formal evaluation. The Director of Training receives copies of all evaluation forms and monitors each intern's progress.

Formal clinical evaluations are provided in written and oral formats and provided by the interns' individual clinical supervisors and by interns' emphasis supervisors at 6, and 12 months. The clinical supervisor may also contact other staff who have been involved in the intern's training (e.g., seminar leaders, outreach co-presenters) to gain a broad picture of the intern's participation, involvement, interests, skill level, professionalism, etc. Group evaluations will be completed by the interns' staff co-facilitators at the end of fall and spring quarters for year-long groups.

Graduate schools for each intern are contacted early in the year with a letter of formal introduction from the Training Director. At this point, the interns' graduate advisors are informed of our internship program's evaluation procedures. Upon completion of each evaluation period (6 and 12 months), the intern's home program receives copies of the completed evaluations. The home program is invited to comment on and ask questions about the intern's evaluation. Our goal is to keep open the channels of communication between the academic departments and our training program.

Recognizing that evaluation is a two way street, interns evaluate their supervisory relationships during each evaluation period. They complete evaluations on their internship program experiences on a quarterly basis and an evaluation of the entire program at the end of the year. All evaluation materials are reviewed by the Director of Training and training supervisors to assist in the development of each intern's program and in the development of the internship program overall. We seek feedback and ask for honest evaluations so that we can provide interns with a program responsive to their training needs.

APPOINTMENT, and BENEFITS

Appointment: The internship begins on August 1 and concludes on July 31, or as close to these days as weekends allow. This is a full time, minimum 40-hour per week appointment. It is expected that Interns will accrue 2,000 hours of supervised professional experience by the completion of this year. The expected salary is approx. \$35,000 per year, with paid sick leave, paid vacation days, 5 professional development days, 13 paid holidays, and eligibility to purchase health insurance from the menu of UCD staff/faculty health benefit plans.

AGENCY EXPECTATIONS of DOCTORAL INTERNS

1. Issues of Professionalism

Interns will demonstrate ethical and professional behavior. Interns will be involved in a variety of service provision activities including individual counseling; crisis counseling; group therapy; consultation and outreach. In consultation and outreach roles outside of SHCS, Interns are expected to continue to demonstrate professional behavior that reflects and models our APA ethical standards and beliefs.

2. Status

Interns are seen as new professional employees, this is moderated by their own level of experience/skill, and have a temporary – time-limited appointment at SHCS. Their status in the center is as “trainees”. Even within the trainee status, Interns are seen as mentors by peer educators. Because they remain trainees this year, mindfulness is continued to be displayed around staff-trainee relationships and monitoring boundaries.

3. Individual Differences

As a function of the individual difference, some Interns will choose to be more “integrated” into our Center than others, and some will be perceived to be more integrated than others. Regardless of how carefully we clarify expectations, there will always be some differences between the role of “trainee” and the role of “colleague”; the way in which this is handled will differ as a function of both the staff and trainee individual differences.

4. Issues of Training

A certain percentage of the Interns’ time will be spent strictly in training activities. Interns will demonstrate initiative and collaboration in articulating their needs and seeking out training experiences that fit with their individual contracts and emphasis areas. Interns will also demonstrate openness to learning, growth, and this will be manifested within the context of their particular needs, interests, and foci; some will be here to primarily focus on their area of interest (emphasis area), while others are exploring an experience that will increase their breadth in the field. Training needs and wanted experiences should be shared with the TD as they occur- so that there is a possibility of incorporating it into the contract. Each individual is responsible for communicating their own needs.

5. Dress Code

Trainees may struggle with defining "professional attire" for themselves. Your attention to your own appearance will convey a strong message to your client about the interest that you are able and willing to pay to their concerns. Research has shown clients perceive therapists as more credible and more positive therapy outcomes result when a professional image is conveyed to the client. The question you should ask yourself is what do you wish to communicate to your client(s), based on your apparel. Obviously,

attire is subject to particular clients' and your own interpretation, but our training staff wants to be as clear as possible. We want all trainees to send congruent messages that the work we do with clients is serious, important, and non-sexual.

The issue is not so much about the specifics but rather, about the overall level of professionalism and intentionality. However, some minimum criteria include not being too casual (e.g., shorts, worn out jeans, T-shirts, tennis shoes, etc.) or too provocative (e.g., cropped shirts, showing too much skin). If you are uncertain about how appropriate an outfit you are wearing is, please consult with the director of training or your supervisor. If staff members express concern about your attire, the postdoctoral coordinator or your supervisor will discuss these concerns with you. It is also important to note that you are in a final period of transition from student to professional. What was acceptable at one point may not be acceptable in this work environment. Our consistent goal is to help you successfully move through this transition from student to professional. If you have any questions about this issue, please consult with your supervisor or the Training Director.

PSYCHOLOGY INTERNS RIGHTS And RESPONSIBILITIES

1. *Rights*

- a. The right to a clear statement of general rights and responsibilities upon entry into your internship, including a clear outline of goals and parameters of this training experience, provided in the form of a handbook.
- b. The right to be trained by professionals who behave in accordance with the APA ethical guidelines.
- c. The right and privilege of being treated with professional respect, recognizing the training and experience the intern brings with them.
- d. The right to ongoing evaluation that is specific, respectful and pertinent to clinical and professional growth.
- e. The right to engage in ongoing evaluation of the training experience and specifically evaluate supervision experiences through written feedback.
- f. The right to initiate an informal resolution of problems that might arise in the training experience (supervision, assignments, etc) through request to the individual concerned and / or the Training Director.
- g. The right to Due Process to deal with problems after informal resolution has failed (either with the supervisor or Training Director) or to determine when rights have been infringed upon.
- h. The right to privacy and respect of one's own personal life as long as said personal life is not in violation of APA ethical guidelines or warrants additional concern for the intern's well-being.

2. *Responsibilities*

- a. The responsibility to read, understand and clarify, if necessary, the statement of rights and responsibilities. It is assumed that implementations of these responsibilities is a function of competence and will be exercised.
- b. The responsibility to maintain personal and professional behavior within the scope of APA ethical guidelines.
- c. The responsibility to behave within the bounds set forth by the laws and regulations of the State of California and the University of California.
- d. The responsibility to be open to professionally appropriate feedback from immediate supervisors, professional staff and agency personnel.
- e. The responsibility to behave in a manner that promotes professional interaction within SHCS and is in accordance with the standards and expectations of the center.
- f. The responsibility to give professionally appropriate feedback regarding the training experience or Center experience.
- g. The responsibility to conduct oneself in a professionally-appropriate manner at all times, and if due-process is initiated.
- h. The responsibility to actively participate in the training, service and overall activities of SHCS.

- i. The responsibility to meet training expectations by developing competency as follows: 1) Broad range of professional skill proficiency; 2) Skill in providing services to a diverse clientele; 3) Personal and professional growth; 4) Assessment and crisis skills; 5) Counseling and therapy skills refinement; 6) Consultation skills; 7) Increased competence in emphasis area; 8) other areas as appropriate.
- j. The responsibility to meet the “Agency Expectations of Doctoral Interns” as previously stated in this handbook.
- k. The responsibility to complete core competencies of the Internship year through demonstrated proficiency or satisfactory evaluations from supervisors.

WELLNESS ON INTERNSHIP

When we speak about “work-life balance” as therapists – it is often a way of encouraging our clients to find some balance in their lives, nourish their needs and have some compassion for self. While therapists often expend considerable efforts suggesting and supporting wellness activities for clients and patients, they are less adept at actually practicing it ourselves. Sapienza and Bugental (2000, p. 459) suggest that many psychologists have not “taken the time to develop compassion for themselves, and compassion for their wounds”. Notwithstanding, researchers have shown that it is the therapist that is oftentimes most central to the efficacy of treatment (Barnett, Johnston & Hillard, 2006). Therefore, work-life wellness may be one of the most important things therapists do – not just for themselves but also for their clients. If therapists do not care for themselves, they cannot care for others. Furthermore, it is therapists’ responsibility to engage in wellness activities so that they can maintain the quality of the services they provide. In this way, wellness is not just a personal matter, but an ethical and moral responsibility (Barnett, Johnston, & Hillard, 2006; Carrol, Gilroy & Murra, 1999; Norcross & Guy, 2007). “Having a self-care plan in place can help ameliorate the hazards of our profession and enhance our therapeutic effectiveness” (Nicely, 2004).

Please be aware of the following resources on campus that can assist with your work-life wellness while you are on Internship:

Academic and Staff Assistance Program (ASAP), (530) 752-2727. Free, personal, on-campus individual therapy for staff members. Limited number of sessions.

Staff Development & Professional Services (SDPS), (530) 752-1766: You are entitled to 3 free individual appointments to assist you with your job search, resume writing, practice interviews, job coaching.

Worklife and Wellness, (sponsored by SDPS above). Please visit the following website: <http://sdps.ucdavis.edu/browse/wl.htm> and explore the Brown Bag series that is offered. These are free presentations led by experts in the campus community on everything from “how to grow a vegetable garden” to “financial planning” and includes wellness presentations on nutrition, exercise, and the mind-body connection.

Hatha Yoga. Free Yoga offered to staff every Friday from 12:10-1 p.m. Instruction includes 12 basic asanas (postures), two types of pranayama (breath), relaxation, meditation and information about diet. <http://sdps.ucdavis.edu/browse/wl/yoga.htm> for more information- you must complete the waiver of liability form before joining.

Human Resources WorkLife: http://www.hr.ucdavis.edu/Work_Life. This page contains valuable information on Health and Wellness support for staff on campus, employee benefits, volunteer opportunities, pet, child and elder care, and ways that UC Davis supports your learning and development.

APPLYING FOR POSTDOCTORAL RESIDENCY AT SHCS- IMPORTANT CONTINGENCY

The Postdoctoral Residency at SHCS offers you as interns, the unique opportunity to continue with your training in a familiar setting. Depending on your emphasis area, it also allows for you to assume a leadership role in the center by taking on additional responsibilities. The Residency will be offered to you via a formal offer letter in December /January of your internship year, with a deadline of accepting the offer in late January/early February. This allows the center an adequate amount of time to advertise our open Residency positions.

Our Residency is a 2,000 hour APPIC member program and will begin the first week of August following the end of your internship. In order to accrue a total of 2,000 hours, it is likely that you will work a few hours over 40 each week as this is an exempt position.

Because we are an APPIC Member Postdoctoral Training Program, our offer is **contingent** upon your degree requirements being met prior to the start of the postdoctoral year. Please indicate in your letter of intent the current status of your dissertation and your anticipated defense or graduation date. Please note if your degree is not completed (e.g. we have not received confirmation by your program training director) by your last day of internship, you will not be allowed to begin our postdoctoral program. You will no longer be employed by UC Davis after that date, and you will be paid out any remaining vacation time.

If you know you are interested in pursuing a postdoctoral opportunity here, please update your supervisor on a regular basis of your dissertation status, and plan to complete your defense a month prior to the end of internship. This should allow extra time for you to make an edits and go through any publication or filing process prior to being able to collect postdoctoral hours.

SAFETY AND COMFORT IN DIALOGUE / CO-LEARNING DEFINITIONS

Safety – We want to create an environment in which we feel safe sharing our views, our experiences, and ourselves. To learn from each other, we need an environment that allows us to open up, to feel safe challenging ourselves and challenging each other. Safety means knowing that we will not be harmed. However, this does not mean that we will always feel comfortable during this process...

Comfort zones – We all have zones of comfort about different topics and experiences. The dialogue process asks us to move beyond our traditional areas of comfort so that we can open ourselves to new challenges, knowledge, and awareness. Inside our comfort zone we are not being challenged: therefore, not learning. Outside our comfort zones we are being challenged and learning. Too far outside our comfort zone and we begin to resist new information and withdraw. Throughout this dialogue we will learn to recognize when we are on the edge of our comfort zone and challenge each other and ourselves to expand this zone of comfort in the classroom.

Learning edges – We call the edge of our comfort zone the learning edge. When we are on the learning edge, we are most open to expanding our knowledge and understanding -as well as expanding our comfort zone itself. Being on this edge means that we may feel annoyed, angry, anxious, surprised, confused, defensive, or in some other way uncomfortable. These reactions are a natural part of the process of expanding our comfort zones, and when we recognize them as such, we can use them as part of the learning process —signaling to us that we are at the learning edge, ready to expand our knowledge and understanding. The challenge is to recognize when we are on a learning edge and then to stay there with the discomfort we are experiencing to see what we can learn.

Conflict – Conflict of opinion, viewpoint, and understanding, is a normal and even beneficial part of the dialogue process. It will take place in various ways within the group -within individuals, between individuals, or between groups. It may be overt or submerged in the group, present but not fully recognized. We are more likely to work with conflict when we feel that the environment is safe and that people are committed to learning from the conflict present in the dialogue.

So, we always want safety in the group, but we don't always want comfort. Discomfort happens at the learning edge of our comfort zones, where we are most likely to gain new understanding from our experiences. Conflict of understanding pushes our comfort zones and is a necessary and beneficial part of the dialogue process. It is our job as participants in this dialogue to turn conflict and discomfort into learning and growth for everyone. One of our first steps in this direction involves creating a safe environment where we can push our comfort zones and challenge ourselves to learn and grow.

POLICY ON SOCIAL MEDIA

The American Psychological Association (<http://www.apa.org/about/social-media.aspx>) highlights that, “First and foremost, public social networks are not private. Some may be open only to invited or approved members but even then, users should not expect privacy among the members. If you choose to participate on such Forums, assume that anything you post will be seen, read, and open for comment. Anything you say, post, link to, comment on, upload, etc., can and may be used against you by your peers, colleagues, employer, potential employers, fellow members, and so on.”

Based on the APA’s cautionary statement, Counseling Services staff and trainees who use social media (e.g., Facebook) and other forms of electronic communication should be mindful of how their communication may be perceived by clients, colleagues, university staff and faculty, and others in the professional community. As such, Counseling Services staff and trainees should make every effort to minimize material that may be deemed inappropriate for a mental health professional or trainee. To this end, all security settings should be considered carefully and most likely set to “private”. Counseling Services staff/trainees should avoid posting information/photos or using any language that could jeopardize their professional image. Staff and trainees should consider limiting the amount of personal information posted on these sites, and should never include clients as part of their social network, or include any information that might lead to the identification of a client, or compromise client confidentiality in any way. If staff or trainees report doing, or are depicted on a website or in an email as doing something unethical or illegal, then that information may be used by SHCS as they determine a course of disciplinary action. As a preventive measure, Counseling Services advises that staff and trainees approach social media carefully.

(Note: this policy is based in part on the policies developed by the University of Denver, Jenny Cornish; University of Albany; University of Kansas, Michael Roberts; and San Diego State University, Elizabeth Klonoff.)

