



University of Cincinnati
Counseling & Psychological Services

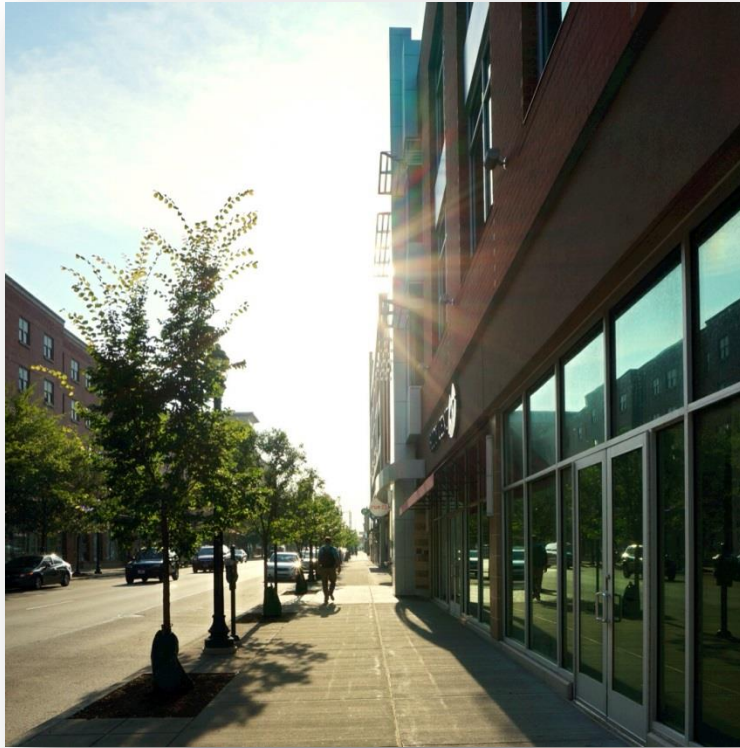
Doctoral Internship Program in Professional Psychology

Internship Description

2016-17



Hello! Thank you for your interest in the Doctoral Internship in Professional Psychology at the University of Cincinnati's Counseling & Psychological Services! Please read through our website and if you have any questions, please contact Tow Yee Yau, PhD., Training Director and CAPS Director at tow.yau@uc.edu or 513-556-0648.



MISSION AND VALUES OF THE COUNSELING CENTER

Mission

To support the academic mission of the University by providing excellence in personal and academic counseling, promoting student safety, emotional growth, and academic success. We are committed to promoting understanding and respect for individual, cultural, and role differences.

Vision

CAPS will strive to expand services and increase accessibility by reducing barriers. We will be a partner in the student's academic success.

Values

1. UC CAPS is committed to the education of the whole student, and we strive to overcome barriers to student academic, personal, and professional success.
2. UC CAPS values individual, cultural, and role differences with a commitment to human development.
3. UC CAPS embraces changes and innovation in our clinical services, wellness services, outreach and consultation services, and evidence-based clinical practice. We strive to train emerging mental health professionals to become ethically, culturally, and clinically competent clinicians.
4. UC CAPS values our many collaborative relationships with our campus partners. We envision ourselves providing mental health and educational consultation at the university, national, and international levels.
5. UC CAPS strives to create a safe environment for students of color and international students to achieve personal and professional success.

6. UC CAPS strives to have a harmonious environment to foster diverse and multi-culturally-competent professional staff members who respect different worldviews. We aspire to develop a mindfulness-based approach and encourage personal and professional development of staff.

DIVERSITY STATEMENT

Cultural and individual diversity issues are highly valued at CAPS by all staff and are at the core of our training. Knowledge and skills in issues of diversity are essential in providing competent and ethical services to our campus community. Diversity awareness and competency skill-building are an emphasis on our internship program and are infused into all aspects of training. Interns at CAPS will participate in a social justice/multicultural counseling seminar in which they will be asked to reflect on their own identities as diverse individuals and as a psychologists-in-training and how this impacts their work. They will be exposed to ways in which to expand their knowledge, skills, and awareness of cultural diversity, broadly defined. All of our seminars will incorporate aspects of diversity so that our interns leave the internship with skills to help them improve their cultural competency as psychologists and with the understanding that cultural competency is a lifelong process. Additionally, all staff at CAPS will participate in regular discussions and trainings on issues of diversity to demonstrate our commitment to learning and teaching in a competent manner. Supervision will provide a safe environment for interns to process reactions to and reflections of diversity conversations and issues. Finally, interns will evaluate staff and the training program on how well we meet our diversity training goals so we can make continual improvements to the program.

Each CAPS staff member is committed to providing assistance that is culturally-sensitive and affirming to our diverse clientele. We take a stance against discrimination and oppression in any form and we strive to create an atmosphere of openness, trust, and safety where all attitudes, beliefs, values, and behaviors can be openly shared and explored.

CAPS staff and our trainees adhere to the Council of Counseling Psychology Training Programs' (CCPTP) Counseling Psychology Model Training Values Statement Addressing Diversity.

TRAINING PHILOSOPHY AND MODEL

The doctoral internship has its foundation in a generalist, practitioner-scholar model, which is a refinement of the traditional scientist-practitioner model and incorporates a developmental learning model. The primary mission of CAPS is direct service to the University of Cincinnati community. The internship is designed to maximize quality service to that community and provide a challenging and supportive learning environment for interns. Our developmental, practitioner-scholar model views learning as cumulative and sequential with an emphasis on providing a level of training to each intern based on her/his individual learning needs and style. We assist our interns with a progressive advancement and acquisition of clinical skills and professional identity by offering supportive collaboration and modeling with our senior staff clinicians. The goal is to facilitate intern growth from a reliance on supervisors to a position of independent practice and readiness to enter the profession of psychology.

Our practitioner-scholar model views the doctoral intern as an emerging professional seeking to integrate knowledge, skills, and experiential training in the journey from student to new professional psychologist. We expect that professional tasks of our interns will increase over time in frequency, intensity, and complexity. The internship builds on the combination of experiences the trainee brings from her or his previous graduate coursework, practica, research and other professional applied experiences. We stress the importance of consultation and supervision, emphasis on experiential

learning, and the integration of scholarly knowledge and research into practice. At CAPS, we expect our interns will consolidate their professional identity and emerge as culturally sensitive, clinically skilled, and ethical psychologists.

The interdisciplinary staff at CAPS provides interns the opportunity to work with mental health and wellness professionals from a wide array of theoretical backgrounds and professional interests. CAPS uses a short-term/brief, individual treatment modality and both individual and group therapy are considered as treatment options when clients arrive for therapy. We offer many opportunities to participate in professional activities and programs in the university community. CAPS also views development as a lifelong process over one's career and as such, continuing education with all staff is promoted through case conferences, in-service programs, and staff development activities.



REQUIRED HOURS

The CAPS internship is a full-time, paid, 2000-hour experience, of which 25%, or 500 hours, must be direct service or “face-to-face psychological services to patients/clients.” These hours are based on APA recommendations as well as requirements in the State of Ohio for licensure purposes. Be aware that some U.S. states and Canadian provinces require different numbers of face-to-face psychotherapy hours for licensure. Interns are responsible for ascertaining the requirements of specific states in which they may wish to practice in the future, and for meeting those requirements. It is best to plan to accumulate the majority of these clinical hours during Fall and Spring semesters, since CAPS typically sees fewer clients in the summer. Additionally, with August orientation, no-show appointments, semester breaks, University holidays, and vacations, it is important for interns to accumulate the required clinical and total hours in a deliberate, planned manner.

Additionally, interns are encouraged to check the licensure supervisory requirements of the state/province in which they plan practice. Some states require that doctoral clinical hours are completed under the supervision of someone licensed for at least 1-3 years (depending on the state/province). At CAPS, OH licensure requirements are prioritized; there currently is no stipulation about post-licensure years of experience for supervisors. CAPS will try to accommodate special requests for working with a particular supervisor but there are no guarantees. For more information on licensure

supervisory requirements, see the Association of State and Provincial Psychology Boards (ASPPB) website: www.asppb.net

Our internship received APPIC membership in Fall 2015 and maintains APPIC membership currently. We submitted our application for Accredited on Contingency status in February 2016 and are currently going through the review process with APA. For more information about the UC CAPS APA review status please view the latest information on <http://www.apa.org/ed/accreditation/programs/initial-accred.aspx>

CAPS hours of operation are M, W, F, 8:00am-5:00pm and T, TR 8:00am-7:00pm. At UC, interns are classified as full time staff with the designation of intern as his/her professional title while working at UC.



SERVICE AND TRAINING ACTIVITIES

Receipt of Supervision

Individual Supervision

Interns receive 4.5 hours of individual supervision each week:

- A. **Individual Supervision** Interns receive 2 hours per week of clinical supervision with a primary supervisor. Supervisors strive to provide a safe and supportive environment designed to foster the growth and development of the intern's skills as a professional. This growth is accomplished by consulting and monitoring their work with individual clients, triage (Brief Assessment and Consultation), intakes, couples, case management, and crisis intervention. The intern will be encouraged to enhance and develop clinical skills as well as to engage in a self-exploration process designed to facilitate personal and professional growth. Interns typically videotape their sessions and these tapes are reviewed in supervision. Additionally, the primary supervisor provides umbrella supervision of the intern's provision of supervision with a practicum student.

- B. **Individual Supervision of Group Therapy** Interns receive 0.5 hour of individual supervision of group therapy each week from their licensed staff co-leader. All interns will serve as a co-leader of an interpersonal process therapy group. Individual supervision of group therapy will assist interns in learning the interpersonal and process therapy skills necessary to effectively lead such a group.

Group Supervision of Provision of Supervision

Interns receive 2 hours of biweekly Group Supervision of Supervision in which they discuss supervisions models, techniques, and issues arising during their provision of supervision with practicum students. Interns will videotape their supervision sessions with practicum students and will come prepared to show clips of these sessions during Group Supervision of Supervision.

Group Supervision of Individual Therapy

Interns receive 2 hour of weekly supervision (during Fall and Summer semester) and 2 hours of biweekly supervision (during Spring semester) in a group setting with the training coordinator in order to share and learn from one another regarding therapy interventions, treatment of different presenting concerns in individual therapy, and to increase awareness of strengths and growing edges as a clinician. Interns will video record all individual therapy sessions and will be responsible for presenting a segment of a session with a client, every other meeting.

Additional Supervision

When preparing for outreach presentations, interns are expected to seek supervision from the Outreach Coordinator. Interns are encouraged to consult frequently with staff and peers about clinical issues.

Provision of Supervision

Interns will provide two hours per week of individual supervision with a doctoral psychology practicum student or one hour per week with a counseling intern. The purpose of this training experience is to develop the intern for future roles as supervisors.

Training Components

Direct Services

Brief Screening and Consultation (BSC). Each student seeking services at Counseling & Psychological Services will go through a 15-20 minute Brief Screening and Consultation (BSC) as a way to triage their needs. Senior clinical staff conduct phone BSC meetings and trainees conduct in-person BSC meetings. Based on the BSC, a clinical decision will be made to assign the client to a Routine Intake (scheduled within 5-10 business days of brief assessment), Urgent Intake (within 2 business days of brief assessment) or Emergent Care (same day as the brief assessment). This decision is made based on an assessment of risk, severity, urgency and need. Trainees will have a BSC shift weekly throughout the school year and will always have a senior staff for back up during all BSC shifts if consultation is needed. All BSCs conducted by trainees will be done in person so that they may be counted as direct service hours.

Intake Interviews. Trainees will conduct one Routine Intake and one Urgent Intake interview each week. All intakes are 50-minutes in length. The Intake is a crucial function of the center because it gives students a first glimpse into the therapy process and an opportunity to get support, particularly when they are endorsing high risk factors or perceived distress. Students are provided information about services at our center in writing and are required to provide their signature, indicating consent for treatment. The information gathered in the interview is used to determine further treatment planning. Typically you will take your Intake client as your therapy client. Once you have completed the Routine

Intake, you will complete the documentation in Titanium and forward it for review to your supervisor. Once all signatures are received and the note is completed and locked, print out a copy of the Routine Intake and place it in the "To be filed" confidential folder in the records/copy room.

Trainees are expected to video record their Intake sessions. If a client refuses to agree to taping at the time of the Intake, we expect that you will consult with your supervisor or the Training Coordinator in regards to how you should proceed. If neither are available, you could contact the Assistant Director of Clinical Services or Director.

With every client you see, you are expected to complete the Disclosure Statement (see Appendix B) with this client during the intake session. Review the form with the client, obtain her/his signature, and place it in the client's file.

Individual and Group Therapy. Trainees provide individual and group (when available) therapy services for designated direct client contact hours per week. These hours represent an expected average over the course of the placement, with some periods involving more hours and other times, fewer.

**Most clients are seen within a time limited format. If your client appears to need longer term treatment, you should discuss appropriate referral options with your supervisor.*

Outreach. Trainees participate in outreach and are required to be involved in 3 outreach programs per semester and 2 outreach programs during the summer term of training (total of 8). You can participate in as many outreach programs as you would like but you must complete at least 8 by the end of the internship year. Your outreach activities are supervised by our Outreach Coordinator. You will be trained to have a basic understanding of outreach for a college setting and learn the skills necessary to provide psycho-education for a diverse student body. Staff and trainees primarily use presentations that we have packaged and are tailored as needed for a particular audience. Please review and remember to refer to APA's Code of Ethics on the use of sources to avoid plagiarism of ideas as well as written material. Sources must be cited accordingly. You receive comp time for any after-hours outreach activities you do. Interns will also establish and maintain one liaison relationship with a department of interest on UC campus.

Video Recordings. All trainees are expected to record intake and therapy sessions using a web camera, unless otherwise informed by their supervisor or with the approval of the director. When using the web camera, utmost care must be used in handling these files. For example, never use the client's name when saving the file and make sure your computer is password protected (out IT staff will assist you). Recordings may not be accessed from home or any computer outside of CAPS. You will save the recordings to an encrypted flash/jump drive, which can be deleted after use by you and your supervisor. Lock your flash drive daily to protect confidentiality. Be sure to get client permission to record the session before you turn on the recorder the first time. Let the client know that your supervisor may view the video to give you feedback on how we can provide high quality care. Recordings are solely for the purposes of supervision, case presentations for professional staff, and trainees within CAPS.

Training Seminars/Activities – update hours listed below to reflect weekly schedule

- **Orientation.** Orientation occurs the first three weeks of training and as needed and scheduled throughout the year. Topics include policies and procedures, training program overview, clinical procedures, ethical and legal standards, outreach, group therapy, and pertinent information about university counseling centers. Information about UC is also reviewed, such as campus resources, demographics, campus layout, etc. This is a time for you to begin to know other trainees, professional staff, and support staff. It is also a time for us to better understand your areas of strength and needs for the training year.

- **Brief Seminar Topics** (2 hours weekly during summer, winter break, and other open times in the year, See Appendix C for seminar schedule). These seminars will address interpersonal violence and sexual assault approaches and interventions, psychiatry, career counseling, psychodynamic therapy, burnout and self care, termination of therapy, psychological assessment, substance abuse treatment and recovery models, interpersonal therapy, disordered eating and development of the skills necessary to function as a psychologist in a college counseling center. A combination of readings and discussion of clinical case material will be used as the basis for the seminar.

- **Group Therapy Seminar Series** (2 hours biweekly during Fall and Spring semesters)
The seminar will teach interns about the various kinds of group services (interpersonal process, support, psychoeducation, workshops) and the theory and practice of each. Interns will be encouraged to discuss their own experiences in CAPS groups which they co-lead over the year.

- **Multicultural Seminar Series** (2 hours biweekly during Fall semester)
The seminar addresses diversity issues in therapy through readings, experiential exercises, and discussion of intern therapy sessions. Throughout the year, the seminar examines the impact of the therapist’s and client’s values and cultural backgrounds on the therapeutic process. Additional topics may include interns’ own cultural self-awareness; diversity issues in supervision; and working with students of color, International students, disability issues, LGBTQ students, Veterans, 1st generation college students, and women’s issues

- **Clinical Team Meeting** (1 hour weekly throughout the year)
Interns will participate in a weekly Clinical Team meeting in which interns and staff present cases to the group for consultation and supervision.

- **Psychiatry Team Consultation Meeting** (1 hour per month throughout the year)
Interns will attend the Psychiatry Team Consultation meeting in which interns and staff present cases they share with the psychiatry team members.

- **Training Coordinator Meetings** Interns meet biweekly for one hour with the Training Coordinator to discuss professional issues, entry into internship, deadlines, job search issues, and termination.

Additional Training Opportunities – Clinical Area of Concentration

There will be an opportunity for interns to develop or strengthen an area of interest during the internship, though it is not a requirement. Interns would develop a plan in which they might sit on committees, develop outreach programming beyond what is required, and see additional clients in order to develop more skills and gain experience in an area of shared interest with a staff member including some of the following:

- Interpersonal Violence and Trauma
- Eating Disorders
- Substance Use
- Psychological Assessment

SAMPLE WEEKLY SCHEDULE

Direct Service Hours

2	hours	Brief Screenings and Consultations (face-to-face, not via phone)
2	hours	Emergency Coverage
2	hours	Routine/Urgent Intakes
13.5	hours	Individual and group therapy
0.5	hour (approx.)	Outreach
Subtotal: 20		

Training Seminars/Activities/Didactics (2 hours of didactics offered weekly)

Semester Long Seminar Series:

- 1 (2 hours biweekly) Group Therapy Seminar (Rotates with Multicultural Seminar Series in Fall semester and rotates with Assessment Seminar Series in Spring semester)
- .5 (2 hours biweekly) Multicultural Seminar Series (Rotates with Group Therapy Seminar) *Fall semester only*
- .5 (2 hours biweekly) Assessment Seminar Series (Rotates with Group Therapy Seminar) *Spring semester only*

Brief Seminars:

Two hour seminars that are one to three sessions long that are offered at the beginning of Fall and Spring semester, during winter break, during summer break and other open times in the year.

- 1 (weekly) Brief Seminar Topics
- 1 (weekly) Clinical Team Meeting (case conference with all clinical staff)

Subtotal: 4

Weekly Supervision (4 hours of supervision provided weekly)

- 2 hours Individual Supervision (with licensed psychologist)
- 0.5 hours Individual Supervision of Group Therapy (with licensed group co-leader)
- 2 hours Group Supervision of Individual Therapy (with licensed psychologist) *Offered weekly in Fall & Summer, offered biweekly in Spring semester*
- 1 (2 hours biweekly) Group Supervision of Provision of Supervision (with licensed psychologist) *Spring semester only*

Subtotal: 4.5

*When group supervision of provision of supervision is offered, count group supervision of individual therapy as one hour

Other Activities

- 1 hour Staff Meeting
- 0.25 (1 hour/month) Psychiatry Consultation Meeting (all clinical staff)
- 0.5 (1 hour biweekly) Group Therapy Program Meeting (all clinical staff)
- 0.5 (1 hour biweekly) Intern Meeting with Training Coordinator – no requirements
- 1 hour Professional Development/Research/Job Search
- 5 hours Lunch (one hour/week is dedicated for Intern Lunch)
- 1 (2 hours biweekly) Supervision/Provision of Supervision preparation *Spring semester only*
- 7.25 hours Paperwork

Subtotal: 16.5

GRAND TOTAL: 45 (5 hours per week is set aside for a one hour lunch break per day)

GOALS, OBJECTIVES, AND COMPETENCIES FOR THE INTERNSHIP

Goal 1: Prepare interns for practice as generalist psychologists by developing competency in the theory and practice of clinical skills.

Objective #1.1:

To develop and expand clinical skills and theoretical knowledge required to provide brief screenings, intakes, and brief therapy in individual counseling.

Competencies:

- 1.1.1 Demonstrates ability to conduct effective brief screenings and intakes
- 1.1.2 Connects with diverse clients, identifies presenting concerns, obtains thorough history, and identifies appropriate disposition
- 1.1.3 Displays increased confidence in appropriate diagnostic formulation and treatment planning
- 1.1.4 Consistently informs practice with relevant theory and research
- 1.1.5 Able to maintain positive, ongoing therapeutic relationship with clients
- 1.1.6 Actively participates in supervision, building trust in the supervisory relationship and using supervisory feedback effectively with clients

Objective #1.2:

To develop and expand clinical skills and theoretical knowledge required to provide group therapy.

Competencies:

- 1.2.1 Trainees assesses client appropriateness for group therapy (e.g., recruits and screens potential group members)
- 1.2.2 Trainee understands and uses group process to facilitate client growth
- 1.2.3 Trainee incorporates group theory, research, and feedback from group therapy supervisor into clinical practice
- 1.2.4 Trainee attends to diversity issues in group
- 1.2.5 Trainee forms a collaborative co-therapy relationship

Objective #1.3:

To develop and expand clinical skills in triage, crisis intervention and response services.

Competencies:

- 1.3.1 Demonstrates ability to apply specific crisis intervention model, assess immediacy and severity of client presenting in crisis, consults when appropriate, and provides appropriate interventions and clinical recommendations.
- 1.3.2 Effectively interfaces and consults with third parties regarding clinical issues and referrals.

Objective #1.4:

To develop and expand knowledge of outreach services and organizations on campus required for the development of liaison relationships.

Competencies:

- 1.4.1 Demonstrates ability to create outreach presentations/workshops and develop skills in delivery and evaluation of outreach presentations as well as maintain effective liaisons relationships on campus.

Goal 2: Develop evidence-based practices, theory, and multicultural competencies in providing counseling services to a diverse population.

Objective #2.1

To develop an ongoing commitment to self-awareness regarding values, identity, and worldview as a psychologist-in-training.

Competencies:

- 2.1.1 Obtain a solid awareness of one's cultural identity and background by successfully completing all components of the multicultural seminar series and experiential activities offered during the internship year.

Objective #2.2

To develop evidence-based practices and diversity issues in counseling and psychotherapy with multicultural populations.

Competencies:

- 2.2.1 Integrate evidence-based multicultural practice in case conceptualization, treatment planning, interventions, and establishes therapeutic alliance
- 2.2.2 Appropriate attention to and demonstration of the ethical decision-making process when working with diverse clients.

Goal 3: Increase skill in the provision of supervision and awareness of supervision theory

Objective #3.1:

To expand knowledge of supervision theory required to provide competent supervision

Competencies:

- 3.1.1 Demonstrates knowledge of supervision theory and parallel process within the supervisory relationship

Objective #3.2:

To expand and develop clinical supervisory skills required to provide competent supervision

Competencies:

- 3.2.1 Effectively establishes and maintains an on-going supervisory relationship with a doctoral student for one academic semester
- 3.2.2 Provides supervision that ensures the safety and welfare of clients and addresses any ethical concerns
- 3.2.3 Collaborates with supervisee to identify his/her strengths and growing edges and utilizes this information to aid supervisee in establishing goals and achieving professional growth.
- 3.2.4 Provides guidance in the use of a variety of effective interventions
- 3.2.5 Assists in clarifying differential diagnostic issues

Objective #3.3:

To expand knowledge, skill and self-awareness in regard to client and supervisory dynamics as they relate to cultural/individual differences

Competencies:

- 3.3.1 Demonstrates awareness and increased consciousness regarding issues of diversity
- 3.3.2 Applies diversity awareness in a meaningful way in working with clients, trainees and colleagues

Goal 4: Develop and promote professional identity as a psychologist

Objective #4.1

Demonstrate ability to integrate the science and practice of psychology.

Competencies:

- 4.1.1 Consistently informs practice with relevant theory, research, and clinical experience as appropriate.
- 4.1.2 Develops skills in “learning how to learn” by demonstrating understanding of when to refer to the literature to inform clinical interventions, how to locate appropriate references and resources to inform practice, and when to consult with professional staff regarding work with clients.

Objective #4.2

To engage in the ethical practice of psychology in a professional setting.

Competencies:

- 4.2.1 Exhibits knowledge of APA ethical principles, State of Ohio laws, and agency policies that govern the practice of psychology and utilizes this knowledge in ethical decision-making.
- 4.2.2 Maintains appropriate professional boundaries by demonstrating an understanding of professional relationships with interdisciplinary staff, support staff, and clients.

Objective #4.3

To begin the process of consolidating a professional identity as a psychologist.

Competencies

- 4.3.1 Demonstrates awareness of personal and professional strengths, limitations, and growing edges as an intern and developing psychologist.
- 4.3.2 Explores actions and activities to achieve personal and professional balance.
- 4.3.3 Demonstrates professional behaviors and demeanor while interacting with university staff, faculty, and clients.

EVALUATION AND INTERN RIGHTS

Interns have the right to expect a fair and regularly scheduled evaluation process. Interns are evaluated throughout the entire internship and will receive formal, written evaluations twice per year. Copies of the evaluation are sent to the Director of Clinical Training at the intern’s home institution. Evaluations are based on the Goals, Objectives, and Competencies of the internship, listed above. Please see Appendix A for a copy of the Supervisor Evaluation of Intern Performance. Additionally, you will receive informal, verbal feedback from all staff and your supervisor throughout the year. Interns are expected to provide a written evaluation of their supervisor twice per year and will be asked to complete written evaluations of all seminars as well as the entire internship experience at the completion of the internship.

CAPS staff are expected to interact with interns with the upmost respect and professionalism and, in turn, interns are asked to treat CAPS staff in that same manner. However, if concerns about an intern’s clinical performance or interpersonal interactions arise or if interns raise concerns about interactions with CAPS staff, CAPS has developed formal steps to attempt to resolve these concerns. Please see Appendix B for a copy of the Due Process and Grievance Procedures and please see Appendix C for a copy of the Intern Rights and Responsibilities document.



ABOUT CAPS

Counseling and Psychological Services (CAPS) is part of Health & Wellness, a unit within the Division of Student Affairs at UC. We encourage you to visit our website at www.uc.edu/counseling to learn more about our center. The following are the goals of the Division of Student Affairs:

- Place students first by periodically assessing their attitudes and engagement, understanding their needs and providing a broad range of high quality programs and services.
 - Create a campus environment that promotes student engagement in curricular and co-curricular activities that enhance their learning and development and increase retention and graduation rates.
 - Sustain and promote a sense of community within our university by promoting core university values.
 - Develop and maintain a diverse and inclusive university environment that enhances the lives of students, faculty and staff.
 - Advance the strategic priorities of the division by fund raising and effective and efficient utilization of university and community resources.
- Encourage the growth and development of staff by providing a variety of learning experiences that increase their potential and professional development.

Specifically, at CAPS, we seek to meet these goals by promoting the psychological, interpersonal, and academic development of our students by addressing mental health and well-being issues.

CAPS provides brief individual, group and couples counseling services. Services are provided by licensed mental health professionals (psychologists and professional clinical counselors) and supervised graduate student trainees. Students currently receiving counseling at CAPS may also receive psychiatric services from a CAPS attending psychiatrist or supervised psychiatric resident if deemed appropriate. CAPS also provides consultation and outreach services to the larger UC community. For more information about our services, please visit: <http://www.uc.edu/counseling/Scopeofservices.html>

In order to make services widely available to the entire UC student body, CAPS utilizes a short-term or brief counseling model. Clinicians assess students' need at the onset of treatment to determine the necessary format (group, individual or couples) and the number, frequency and length of sessions required to meet their therapeutic goals. Clinicians may choose to make necessary adjustments as treatment progresses. Such decisions are based on the nature of students' concerns and the available resources at CAPS. If it is determined that students need more intensive or long-term psychotherapy than CAPS can provide, they will be assisted in finding an appropriate community provider.

Emergent services are provided to ALL students. In crisis situations, no UC student will be turned away. CAPS clinicians will work to provide triage in order to assure student safety and assist students in connecting with providers who can offer the most appropriate level of care. After-hours, student in crisis have access to the CAPS 24/7 helpline staffed by master-level clinicians.



The following is a listing of our most common services:

- Emergent care and consultation for any student in crisis or in need of safety assessment.
- Counseling for issues including: anxiety, depression, trauma/assault, adjustment to college life, interpersonal/relational difficulty, sexuality, family conflict, grief and loss, disordered eating and body image, alcohol and substance abuse, anger management, identity development and issues related to diversity, concerns associated with sexual orientation, sexual assault, intimate partner violence and spirituality concerns.
- Counseling focused on academic performance issues including: time management, achievement, motivation, concentration, confidence, perfectionism, confidence, social skills, relaxation and meditation skills, career concerns, and successful interaction with professors.
- Short-term, goal-oriented support for students coping with a chronic mental health condition.
- Psychotropic medication evaluation and management for students actively engaged in counseling at CAPS.
- Outreach, workshops and consultation for students, parents, faculty and staff.
- Let's Talk, an informal, free, consultation service for students.
- Substance Use Psychoeducation program for students mandated by courts or judicial affairs. (CAPS does not provide mandated treatment for students beyond the psychoeducation course.)

CAPS charges a fee for therapy service once the students have exhausted the first five therapy sessions at no cost, per semester. Triage, group therapy, recent interpersonal violence, and crisis services are free-of-charge. Interns at CAPS will have the opportunity to learn about health insurance and the billing process. For more information about our fee structure, please visit: <http://www.uc.edu/counseling/fees.html>

CAPS also houses a psychology doctoral practicum training program, popular with several local university clinical psychology departments. During the internship, interns will supervise doctoral students from our practicum training program. For more information, please visit: <http://www.uc.edu/counseling/professional-training.html>. Our Outreach Coordinator also coordinates a Peer Education program on-site and there will be opportunities with work with peer educators throughout the year. For more information about our Peer Education program, please visit: <http://www.uc.edu/counseling/counseling-center-peer-educator-program.html>

CAPS is located at 225 Calhoun Street, Suite 200 in a well-trafficked area on the outskirts of campus. The center includes private offices for all staff members, practicum training offices, a waiting room area, a

conference room, a wellness room, an outreach room, and a group room. There are two large classrooms on our floor for use for larger trainings, when needed. Each intern office is equipped with a personal computer and web cam for video-recording sessions.

ABOUT THE UNIVERSITY OF CINCINNATI



The University of Cincinnati is a public research university with an enrollment of more than 42,000 students, offering over 300 programs of study. The university was founded in 1819 as Cincinnati College. It is the oldest institution of higher education in Cincinnati, the second largest university in Ohio, and one of the largest universities in the United States. UC is made up of the Uptown campus (main campus and Medical campus) and 3 regional campuses. In 2010, UC was ranked in the top 100 universities in North America and as one of the top 200 in the world. Beginning with the 2011 edition of *US News and World Report Best Colleges* rankings, the University of Cincinnati has been ranked as a Tier One university. UC also has been designated as one of the most beautiful campuses and has been named a "green university." Among the many academic offerings, UC has an APA-accredited Clinical Psychology program in the Department of Psychology. The university competes in 19 Division I (NCAA) sports and its athletics teams are known as the "Bearcats," competing in the American Athletic Conference. Additionally, UC is the largest employer in the Cincinnati region, with an economic impact of more than \$3 billion. You can learn more about the University of Cincinnati by visiting the UC website: www.uc.edu

ABOUT CINCINNATI



Cincinnati is located in southwest Ohio, on the banks of the Ohio River. In 2012, Lonely Planet travel guide named the Greater Cincinnati region one of the top 3 U.S. travel destinations. The city is known for its steep hills and valleys, world-class arts and culture, German heritage, and major league sports. The city's nickname is "The Queen City" or "The Queen of the West." Over 2,130,000 people call the region home and the population is growing. Leisure activities include a world-renowned zoo, marathons, festivals, amusement parks, and water-themed activities. There are numerous performing arts centers including UC's College-Conservatory of Music (CCM), which is recognized both nationally and internationally as one of the leading conservatories of the performing arts and electronic media. The annual high temperature is 65 degrees and the annual low temperature is 45 degrees Fahrenheit. Additional recreational and cultural activities are only a short drive away in Lexington (83 miles), Louisville (88 miles), Indianapolis (99 miles), Columbus (100 miles), Cleveland (223 miles), Nashville (237 miles), and Gatlinburg, TN/Great Smoky Mountains National Park (286 miles). For more information about Cincinnati, visit www.cincinnatiusa.com



OUR STAFF



For a listing of our current staff, visit: http://www.uc.edu/counseling/about_us/staff.html

STIPEND AND BENEFITS

Stipend: \$25,000

Benefits:

- Medical health insurance (for self only)
- 12 Vacation days **
- 5 days Professional Development (*see below*)
- Negotiate leave time for dissertation work, job search and graduation
- Technologically-equipped office
- University library privileges
- Research time: approximately 4 hours/month based on CAPS clinical flow
- * Reduced monthly rate at Campus Recreation Center (when you show your home university student ID card)
- * Reduced rate for UC Metro Program (transit system):
<http://www.uc.edu/af/facilities/services/ucmetro.html>

* Subject to change

** Not eligible for cash payout on non-used vacation

Vacation Policy, Leave, & Holidays

You need to request vacation time in advance by sending your supervisor an e-mail listing the particular dates for approval. In addition, you will need to email your approved request to the Program Manager to track your leave. Once approved, you are responsible for marking yourself out in Titanium and for managing your client schedule, so that clinical needs of clients can be covered in your absence.

If you are ill, you are strongly encouraged to call off. However, it is to your advantage to work as many days as possible in order to accumulate the hours of clinical and training experience that you need to complete the 2000-hour internship.

You are required to take all 14 official University holidays. Official University holidays this academic year include:

- Labor Day Monday
- Veteran's Day
- Thanksgiving Day
- Day after Thanksgiving Day
- Winter Break (Christmas Eve Day, Christmas Day, December 28-31)
- New Year's Day
- Martin Luther King, Jr. Day Monday
- Memorial Day Monday
- Independence Day

As mentioned above, in order to compensate for vacation time and official University holidays, and to complete the required 2000 hours, you can and should:

- 1) Document time that you happen to be working on internship-related tasks outside of your regular work hours;

- 2) Count professional development time (e.g., APA, other professional conferences or workshops, dissertation defense, job interviewing) toward your total internship hours;
- 3) Count your 4 hours/month research time toward your total hours.

Remember that of the required 2000 hours, you must be sure that at least 500 of these hours are direct service.

APPLICATION INFORMATION

1. Eligibility Requirements

We prefer applicants from Ph.D. and Psy.D. programs in clinical or counseling psychology. Stronger consideration will be given to applicants from APA-accredited programs. Applicants should have a minimum of 500 intervention hours on the APPI by the application due date (see below for due date). All coursework, practicum experience, and comprehensive examinations required for the doctoral degree should be completed prior to the start of the internship. Applications are not considered complete until all materials are received. Individuals who are currently receiving CAPS clinical services, or who have received CAPS clinical services in the past, are not eligible to apply to CAPS graduate training programs, including the doctoral internship program. (See Appendix D below for the CAPS policy on trainee eligibility for services and multiple relationships.)

2. Number of Interns

Positions are available for two full-time interns.

3. The Training Year

Beginning of August through end of July

4. Application Deadline

To be considered for the internship of the academic year 2016-2017, all application materials must be uploaded on to the AAPI Online by **Monday, November 14, 2016 at 12:00 p.m. (EST)**. Interviews will be set up and conducted in early January. Match Day for Phase I is to be announced.

5. Application Instructions

Our internship received APPIC membership in Fall 2015 and maintains APPIC membership currently. We submitted our application for Accredited on Contingency status in February 2016 and are currently going through the review process with APA.

Please see APPIC's website for more information regarding general application procedures (<http://www.appic.org/>). **Our APPIC match number is 150511.**

To apply electronically, please follow instructions for the AAPI Online. Please make sure that your AAPI includes the following:

- A cover letter that includes information about your interests and how our program fits with your experience, training goals, and longer term career plans
- Vita detailing educational, training, practicum, and employment experiences
- Official transcripts of graduate coursework
- Three letters of recommendation, two of which must be from persons familiar with your recent clinical/counseling work.
- APPIC Application for Psychology Internship (AAPI)
- Academic Program's Verification of Internship Eligibility and Readiness

CAPS will be participating in the APPIC Internship Matching Program (as a non-APPIC member) and will abide by APPIC Match Policies. Please note: This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept or use any ranking-related information from any intern applicant prior to Uniform Notification Day. If you have not yet requested an Applicant Agreement Form and materials describing the APPIC Internship Matching Program for positions beginning in August 2017, please contact: National Matching Services, Inc. at (416) 977-3431.

You also may request an Applicant Agreement package by completing and submitting the form available at the APPIC Internship Matching Program website: <https://natmatch.com/psychint/>

Please read this important information regarding APPIC Match Policies:

<https://natmatch.com/psychint/aboutpolicies.html>

If you have any questions about the internship program or application process, please contact Tow Yee Yau, PhD., Training Director, at tow.yau@uc.edu.

Appendix A
SUPERVISOR EVALUATION OF INTERN PERFORMANCE

Intern: _____

Supervisor: _____

Evaluation Period: _____

Date of Evaluation: _____

The purpose of this form is to provide feedback to both the intern and the Training Coordinator regarding the intern's performance at Counseling & Psychological Services. The form is to be filled out by the supervisor and reviewed with the intern. Upon completion, return the signed original to the Training Coordinator.

RATINGS OF INTERN PERFORMANCE: Please write a narrative of the intern's overall strengths and growth edges at the end of each section. For each individual item, indicate the intern's level of performance for each item, using a 5-point Likert scale with the following key:

- 1 = Needs remediation; well below expected performance in this area
- 2 = Below average; general understanding of area but inconsistent in application
- 3 = Average; good basic understanding of the area and usually able to apply it
- 4 = Above average; solid understanding of the area and consistent in application
- 5 = Superior; understands the nuances and complexities and seeks out opportunities to expand skill

CLINICAL SKILLS AND USE OF SUPERVISION

Goal 1: Prepare interns for practice as generalist psychologists by developing competency in theory and practice of clinical skills.

1. Demonstrates an understanding of human behavior, based on integrating knowledge from psychological theories

1----- 2----- 3----- 4-----5 N/A

2. Demonstrates ability to conduct effective intake sessions

1----- 2----- 3----- 4-----5 N/A

3. Able to conduct thorough assessment of clinical concerns

1----- 2----- 3----- 4-----5 N/A

4. Displays increased confidence in diagnostic formulation. The trainee is generally able to clearly articulate diagnostic impressions (including use of the DSM-IV), and is able to clearly link these impressions to treatment planning and service delivery.

1----- 2----- 3----- 4-----5 N/A

5. Establishes relevant treatment goals and plans for effectively addressing client's concerns

1----- 2----- 3----- 4-----5 N/A

6. Writes meaningful session notes, consultation reports, conceptualizations, termination reports, and other clinical records and completes paperwork in timely and professional manner.

1----- 2----- 3----- 4-----5 N/A

7. Uses assessment interviews and instruments to make appropriate diagnoses, clinical conceptualization, and recommendations. Incorporates assessment results into casenotes.

1----- 2----- 3----- 4-----5 N/A

8. Consistently establishes positive, therapeutic working relationships with clients and demonstrates an understanding of the specific factors that contribute to the development and maintenance of these relationships. Able to create and maintain therapeutic relationships in which clients feel understood and safe to reveal and explore personally sensitive information/issues.

1----- 2----- 3----- 4-----5 N/A

9. Using her or his inner reactions in the session to aid in interpreting responses from the client, and effectively recognizing and addressing transference and counter-transference issues.

1----- 2----- 3----- 4-----5 N/A

10. Demonstrates ability to assess the need for group therapy, recruit members, and screen potential members.

1----- 2----- 3----- 4-----5 N/A

11. Demonstrates ability to observe group process and effectively co-lead group.

1----- 2----- 3----- 4-----5 N/A

12. When meeting with clients with an urgent need, demonstrates ability to apply specific crisis intervention model, assess immediacy and severity of client presenting in crisis, consults when appropriate, and provides appropriate interventions and clinical recommendations.

1----- 2----- 3----- 4-----5 N/A

13. Effectively interfaces and consults with third parties regarding clinical issues and referrals.

1----- 2----- 3----- 4-----5 N/A

14. Demonstrates ability to create outreach presentations/workshops and develop skills in delivery and evaluation of outreach presentations as well as maintain effective liaisons relationships on campus.

1----- 2----- 3----- 4-----5 N/A

15. When conducting outreach, appropriately responds to situational student/campus community needs.

1----- 2----- 3----- 4-----5 N/A

SUPERVISION WITH CAPS SUPERVISORS

16. In supervision, intern is receptive to and non-defensive in receiving and giving feedback and actively applies it for the benefit of clients.

1----- 2----- 3----- 4-----5 N/A

17. In supervision, intern comes well-prepared and actively participates.

1----- 2----- 3----- 4-----5 N/A

18. Intern completes comprehensive casenotes in a timely manner.

1----- 2----- 3----- 4-----5 N/A

19. Intern uses supervision process to reflect on areas of strength and growth areas.

1----- 2----- 3----- 4-----5 N/A

GOAL ONE: CLINICAL SKILLS- OVERALL STRENGTHS AND AREAS OF GROWTH

Comments:

DIVERSITY

Goal 2: Develop evidence-based practices, theory, and multicultural competencies in providing counseling services to diverse populations.

20. Demonstrates an ongoing commitment to self-awareness regarding values, identity, and worldview as psychologists-in-training by successfully completing all multi-cultural seminar series and experiential activities

1----- 2----- 3----- 4-----5 N/A

21. Integrates evidence-based multicultural practice in case conceptualization, treatment planning, and interventions.

1----- 2----- 3----- 4-----5 N/A

22. Appropriate attention and demonstrate ethical decision making process working with diverse clients.

1----- 2----- 3----- 4-----5 N/A

23. When working with diverse clients, can effectively establish working alliance, exhibits the ability to accurately identify and clarify presenting concerns, make appropriate use appropriate diagnoses in cultural contexts, and utilize appropriate techniques based on the individual client.

1----- 2----- 3----- 4-----5 N/A

GOAL TWO: DIVERSITY- OVERALL STRENGTHS AND AREAS OF GROWTH

Comments:

PROVISION OF SUPERVISION

Goal 3: Develop and expand knowledge of provision of supervision theory and skills.

24. Demonstrates knowledge of supervision theory and parallel process within the supervisory relationship.

1----- 2----- 3----- 4-----5 N/A

25. Effectively establishes and maintains an on-going supervisory relationship with a doctoral student for one academic semester. Effectively provides guidance and leadership to supervisees. Creates a safe place for supervisees to grown and learn. Demonstrates an ability to provide effective feedback and evaluation to supervisee.

1----- 2----- 3----- 4-----5 N/A

26. Provides supervision that ensures the safety and welfare of clients and addresses any ethical concerns.

1----- 2----- 3----- 4-----5 N/A

27. Collaborates with supervisee to identify his/her strengths and growing edges and utilizes this information to aid supervisee in establishing goals and achieving professional growth.

1----- 2----- 3----- 4-----5 N/A

GOAL THREE: PROVISION OF SUPERVISION- OVERALL STRENGTHS AND AREAS OF GROWTH

Comments:

PROFESSIONAL IDENTITY AND BEHAVIOR

Goal 4: Develop and promote professional identity as a psychologist.

28. Consistently informs practice with relevant theory, research, and clinical experience as appropriate.

1----- 2----- 3----- 4-----5 N/A

29. Is able to discuss an awareness of personal and professional strengths, limitations, and growing edges as an intern and developing psychologist.

1----- 2----- 3----- 4-----5 N/A

30. Demonstrates ability to identify and locate relevant literature to inform clinical practice and to consult with professional staff regarding work with clients.

1----- 2----- 3----- 4-----5 N/A

31. Maintains professional attire, language, and behavior. Interacts with peers and staff in a positive manner.

1----- 2----- 3----- 4-----5 N/A

32. Understanding, and behaving, in accordance with the APA Ethical Principles, State Law, and prevailing standards for professional conduct.

1----- 2----- 3----- 4-----5 N/A

33. Exhibits knowledge and appreciation for individual and group differences, and demonstrates respect for self and others

1----- 2----- 3----- 4-----5 N/A

34. Demonstrates an ability to manage personal stressors by consulting when appropriate and maintaining professional and interpersonally competent ways of interacting with colleagues and clients.

1----- 2----- 3----- 4-----5 N/A

35. Demonstrates ability to explore actions and/or activities to maintain personal and professional balance when needed to maintain appropriate self-care.

1----- 2----- 3----- 4-----5 N/A

GOAL FOUR: PROFESSIONAL IDENTITY & BEHAVIOR- OVERALL STRENGTHS AND AREAS OF GROWTH

Comments:

SUPERVISION GOALS (AS STATED ON SUPERVISION PLAN): Please list the supervision goals and indicate level of progress the trainee is making towards each identified goal.

1----- 2----- 3----- 4-----5 N/A

Comments:

SUPERVISOR'S SUMMARY EVALUATION: Provide a brief summary of your perception of the intern. Identify strengths and areas for growth, describe progress to date, and make recommendations for future growth/training.

Signature of supervisor: _____ Date: _____

Signature of trainee: _____ Date: _____

Appendix B

DUE PROCESS AND GRIEVANCE PROCEDURES

The Doctoral Internship in Professional Psychology at the University of Cincinnati's Counseling & Psychological Services (CAPS) is designed with professional and personal growth and development in mind. As a center, we understand the developmental nature of the internship process and we expect that there will be some challenges that create problems that need to be addressed, either through an informal or formal process.

This document provides interns and staff with an overview of the evaluation process, due process procedures, procedures for responding to deficiency and problem behaviors, possible interventions, and guidelines for implementation of decisions. Also included are the guidelines for the intern grievance and appeal process. We encourage staff and trainees to discuss and resolve conflicts informally, however if this cannot occur, this document was created to provide a formal mechanism for the counseling center to respond to issues of concern.

EVALUATION OF PROGRESS

1. Ongoing Feedback

Each clinical supervisor and seminar leader is responsible for providing ongoing feedback to intern regarding their strengths, areas for growth, and progress towards successful completion of the training experience. The primary supervisor documents the feedback on the Intern Evaluation Form. The Intern Evaluation Forms become a part of the intern's permanent file.

2. Supervisor Meetings

During supervisor meetings, training staff share observations regarding interns' skills and areas for growth. Feedback is based upon all aspects of the trainee's training experiences, including: observation of interns' case presentations in the weekly group supervision meetings and weekly case conferences; informal consultations regarding cases; observations by seminar presenters; and reports by all supervisors. The purpose of this process is to ensure an integrated approach towards developing the intern's skills.

3. Written Evaluation

For CAPS interns, the Intern Evaluation Form is used to evaluate the intern's triage, individual, and group therapy skills and professional development. It is completed at the midpoint and the end of the training experience. The primary supervisor and the intern meet to discuss the evaluation, and both sign it to indicate that it has been reviewed. If desired, the intern may have a copy of the evaluation.

4. Written Evaluation – Academic Department

At the midpoint and at the end of internship, the Training Coordinator writes a letter to the home university summarizing the intern's progress. The intern receives a copy of the letter.

UNSATISFACTORY PROGRESS

Areas of concern typically fall into one of two areas.

1. Skill deficiency
2. Trainee problem behavior

Definition of Problem Behavior

Behaviors are identified as problem behaviors if they include one or more of the following characteristics:

1. The intern does not acknowledge, understand, or address the problem when it is identified.
2. The problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training.
3. The quality of services delivered by the trainee is sufficiently negatively affected.
4. The problem is not restricted to one area of professional functioning.
5. A disproportionate amount of attention by training personnel is required.
6. The intern's behavior does not change as a function of feedback, remediation efforts, and/or time.

Due Process

The basic meaning of due process is to inform and to provide a framework to respond, act or dispute. Due process ensures that decisions about trainees are not arbitrary or personally based. It requires that the Training Program identify specific procedures which are applied to all trainees complaints, concerns and appeals.

Due Process Guidelines

1. During the orientation period, interns' will receive in writing CAPS' expectations related to professional functioning. The Training Coordinator will discuss these expectations in both group and individual settings.
2. The procedures for evaluation, including when and how evaluations will be conducted will be described. Such evaluations will occur at meaningful intervals.
3. The various procedures and actions involved in decision-making regarding the problem behavior or trainee concerns will be described.
4. CAPS will communicate early and often with the intern and, when needed, will communicate with the intern's home program if any suspected difficulties that are significantly interfering with performance are identified.
5. The Training Coordinator will institute, when appropriate, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies.
6. If an intern wants to institute an appeal process, this document describes the steps of how a trainee may officially appeal this program's action.
7. CAPS' due process procedures will ensure that trainees have sufficient time (as described in this due process document) to respond to any action taken by the program before the programs implementation.
8. When evaluating or making decisions about an intern's performance, CAPS staff will use input from multiple professional sources.
9. The Training Coordinator will document in writing and provide to all relevant parties, the actions taken by the program and the rationale for all actions.

PROCEDURES FOR RESPONDING TO SKILL DEFICIENCY OR PROBLEM BEHAVIOR

If a staff member judges a trainee's performance as constituting a skill deficiency or problem behavior, the following procedure will be followed.

1. The staff member notifies the Training Coordinator that there is a concern about the trainee's skills or professional functioning.
2. The Training Coordinator initially consults with the primary supervisor, other directly

involved CAPS clinical staff, and the Assistant Director/Director if the problem pertains to clinical practice.

3. Input will then be sought from senior clinical staff (included the Assistant Director/Director)
4. The Training Coordinator may also choose to consult with the trainee's academic department.

If it is determined that the concern needs further review, the following procedure will be initiated.

1. The Training Coordinator will write a letter to the intern outlining the concern, providing notice that a review will occur, and informing the intern that she/he may provide a written statement to the Training Coordinator, if desired.
2. The Intern Training Committee will meet to discuss the concern and possible follow up action. With this input, the Training Coordinator will determine what follow up action is needed.
3. These steps will be appropriately documented and implemented according to due process procedures.

POSSIBLE INTERVENTIONS IN RESPONSE TO SKILL DEFICIENCY OR PROBLEM BEHAVIOR

The Training Coordinator - in consultation with Clinical Supervisor, Intern Training Committee, and CAPS Director, or designee may determine that one or more of the following responses will be made.

Verbal Notice – the intern is given feedback regarding unsatisfactory behavior

Written Acknowledgment – provides:

- a. Notification to the intern that there is unsatisfactory behavior
- b. Description of the unsatisfactory behavior
- c. Actions required to remedy the behavior
- d. Statement that more serious action is not deemed necessary

Written Notice – directs the intern to discontinue unsatisfactory action(s) or behavior(s). The intern will be given a letter specifying the following:

- a. Description of the unsatisfactory behavior
- b. Actions required to correct the unsatisfactory behavior
- c. Timeline for correction
- d. Possible consequences if the problem is not corrected

Schedule Modification – the intern's schedule is modified to allow the intern to focus on remediation of the area of concern. Examples of possible modifications include:

- a. Increasing the amount of supervision, either with the same or other supervisors
- b. Changing the format, emphasis, or focus of supervision
- c. Recommending personal therapy
- d. Reducing the trainee's clinical or other workload

Probation – if the area of unsatisfactory behavior is deemed serious enough, the intern may be placed on probation. The intern will be given a letter specifying the following:

- a. Description of the unsatisfactory behavior
- b. Actions required to correct the unsatisfactory behavior
- c. Timeline for correction

- d. Explanation of the procedure that will be used to determine whether satisfactory progress has been made
- e. Possible consequences if the problem is not corrected

Clinical Privileges Suspension – if it is determined that the intern’s problem behavior might impact client welfare, the trainee’s clinical privileges will be suspended. The trainee will be given a letter specifying the following:

- a. Description of the unsatisfactory behavior
- b. If applicable,
 - 1) Actions required to correct the unsatisfactory behavior
 - 2) Timeline for correction
 - 3) Explanation of the procedure that will be used to determine whether satisfactory progress has been made
 - 4) Possible consequences if the problem is not corrected

Administrative Leave – the intern may be placed on leave, accompanied by suspension of all duties and responsibilities in the agency. The intern will be informed in writing about potential consequences resulting from suspension, which might include inability to complete program hours or other requirements.

Guidelines for Implementing Decisions

1. Once the final decisions have been made by the Director, after evaluating the review panel findings, the Training Coordinator and Director meet with the intern to review the decisions made and specify the remediation procedures.
2. Any formal action taken by the Training Program is communicated in writing to both the trainee and the trainee’s home program. This notification indicates the nature of the problem, a rationale for the implementation of the remediation procedures and the specific steps that are to be taken.
3. When necessary the status of the intern's remediation efforts are reviewed within a designated time period, but no later than the next formal evaluation period. This review is made by the Training Coordinator and the trainee's primary supervisor. The Director is informed of the trainee's status on a regular basis.
4. The outcome of the review is communicated in writing to the intern, the intern's home program, and to the Director.

Grievance Procedures/ Grievance Appeal Procedures

If an intern does not agree with a written evaluation and discussion with the supervisor does not resolve the issue, or if an intern does not agree with the decision of the Intern Training Committee, the intern may submit a letter of addendum or disagreement to be attached to the specific supervisor’s evaluation or Committee recommendation, then to be forwarded to the Training Coordinator. In this letter, the intern may also request an appeal based on:

1. Denial of due process in the evaluation/grievance procedure (e.g., evaluation criteria not presented prior to evaluation or opportunity to demonstrate proficiency not provided prior to evaluation)

or

2. Denial of opportunity to present data to refute criticisms in the evaluation/grievance process.

The request must be submitted no later than five (5) working days after the evaluation is finalized, must identify the specific aspect of the evaluation with which the intern disagrees and must suggest what form of modification is requested.

If an appeal is appropriately requested, the following steps will be taken:

- A. An Appeals Committee, made up of two staff members, will be formed within ten working days of receipt of the appeal. The intern may designate one member of the Appeals Committee from the senior staff. The CAPS Director, or designee, will designate the other member, with recommendations from the Training Coordinator, or designee. The Training Coordinator and the CAPS Director are prohibited from serving on the Appeals Committee.
- B. The Training Coordinator, or designee, is responsible for convening the committee and the CAPS Director, or designee, presides. Both review the appeal procedures and make sure that no committee member has a conflict of interest in the case presented.
 - a. The intern and the supervisor(s) involved will be notified when the appeal meeting will be held.
 - b. The Appeals Committee may request the presence of a written statement from the individuals involved, as deemed appropriate.
 - c. The intern may submit to the committee any written statements deemed appropriate, may request a personal interview or may request that the committee interview other individuals with relevant information. The involved supervisor also has these same privileges.
 - d. The committee will meet within 30 working days of the receipt of the appeal and will present a written summary of the committee's findings and any recommendations to the Training Coordinator.
- C. The Training Coordinator will take action based on the Appeals Committee's findings.

Examples of outcomes might include (but are not limited to):

1. Accept the original evaluation report and recommend a plan of remediation;
2. Request that the supervisor write a new report to include specific changes;
3. Rewrite the report her/himself or add an addendum to the original evaluation;
4. Recommend that probation or another remedial plan be implemented.

The recommendation of the Training Coordinator is to be communicated in writing to the intern in a timely manner.

- D. If the intern is dissatisfied with the decision of the Training Coordinator, she/he may request that a second and final review be made by the CAPS Director, or designee. The request must be

submitted to the CAPS Director within five working days after receiving the Training Coordinator's written decision. The CAPS Director will make the final recommendation about the intern's appeal.

Racial or Sexual Harassment Procedures

The training program is committed to maintaining an atmosphere conducive to personal and professional development. This requires an environment in which each intern feels safe and respected. All complaints related to racial or sexual harassment that involves interns, whether the intern is the alleged victim or perpetrator, will be handled in strict compliance with college procedures described in the Workplace Harassment Policy through the University of Cincinnati's Office of Equal Opportunity and Access. The college's procedures take precedence over the conflict resolution steps mentioned previously.

Appendix C

INTERN RIGHTS AND RESPONSIBILITIES

The University of Cincinnati's Counseling & Psychological Services is committed to providing quality services to the university community and to enhance the professional growth and development of all staff members and interns of CAPS. Each individual has the right to be treated with respect and shares the responsibility to foster an environment where this value is upheld. We hold the following rights and responsibilities essential to our doctoral internship program:

A. Intern Rights

1. The right to be trained and supervised by staff members who behave in a manner consistent with the laws and rules of the State of Ohio, policies and professional standards of the UC's CAPS, and the Ethical Principles of Psychologists and Code of Conduct set forth by the American Psychological Association.
2. The right to a clear statement of the standards and expectations by which interns will be evaluated during the year.
3. The right to a clear explanation regarding the policies and procedures of CAPS including due process and grievance procedures.
4. The right to work with colleagues who keep proper professional and personal boundaries.
5. The right to receive constructive and timely feedback about their performance.
6. The right to consult with staff as needed beyond regular supervision times.
7. The right to address personal deficiencies or misconduct prior to the formal evaluation.
8. The right to initiate informal resolution of problems and/or formal review when interns believe their rights have been infringed upon.
9. The right to provide input and suggest changes to the internship program.
10. The right to a certificate following successful completion of the internship.
11. The right to privacy and respect of one's personal life. Disclosure of personal information is voluntary "except when it is necessary to evaluate or obtain assistance for" (interns) "whose personal problems could reasonably be judged to be preventing them from performing their training – or professionally related activities in a competent manner or posing a threat to the students or others."*

* *Source:* American Psychological Association (2002, December). Section 7.04 Student disclosure of personal information: Ethical principles of psychologists and code of conduct, *American Psychologist*, pp. 1068-1069, Washington, D.C.

B. Intern Responsibilities (General)

1. To practice within the laws and regulations of the State of Ohio, policies and professional standards of UC's CAPS, and the Ethical Principles of Psychologists and Code of Conduct set forth by the American Psychological Association.
2. To understand the standards and expectations by which they will be evaluated.
3. To maintain required professional records in an acceptable manner.
4. To be punctual, account for absences, and meet obligations to clients and staff.
5. To balance personal needs with CAPS needs.
6. To consult with supervisors or other staff when clinical assistance is needed.
7. To address deficiencies or misconduct prior to the formal evaluation.
8. To provide professionally appropriate feedback to peers and/or training staff as needed.
9. To provide professionally appropriate feedback about the internship experience.
10. To demonstrate enhanced skill by the completion of the internship in all professional activities in which they are engaged.
11. To be alert to personal problems that may interfere with professional functioning and work to resolve such issues in a timely fashion.

12. To demonstrate professional conduct, self-awareness and personal responsibility throughout their professional activities and interpersonal interactions.
13. To clarify expectations about supervision with individual supervisors, identify training goals, and make appropriate use of supervision.

Note: Intern Rights and Responsibilities borrowed heavily from University of Kentucky's Training Manual, with permission

Appendix D
Trainee Eligibility for CAPS Services and Multiple Relationships Policy
University of Cincinnati's Counseling & Psychological Services (CAPS)

Training of counselors is an area particularly vulnerable to multiple relationship issues. Consultation with the Training Coordinator and/or Training Committee should be sought when there is a question about a potentially problematic multiple relationship involving trainees or potential trainees. The mental health graduate departments at the University of Cincinnati (e.g., Clinical Psychology, Social Work, Counselor Education, Mental Health Counseling) have been informed of our policy below which prohibits the involvement of their students in the CAPS training program should their students seek counseling services at CAPS. Faculty members in those departments have been asked to communicate this information to their current and incoming students to help ensure that their students can make informed decisions about pursuing counseling services. The following guidelines will be used in the determination of applicant eligibility:

- Relinquishing future training opportunities: UC students, including graduate students from any of the University of Cincinnati's mental health graduate departments, who engage in CAPS clinical services (beyond an intake session or crisis services) will not be eligible to apply for a future practicum or internship position at CAPS.
- Seeking counseling after receiving training: Any practicum student or intern at CAPS is not eligible for any current/future clinical services at CAPS.
- Referrals: A list of community referrals will be provided to any current/past trainee if they are in need of mental health services.
- Changes to this policy: CAPS reserves the right to identify additional academic programs that apply to this policy in the future, given the potential for other types of training experiences that may create problematic dual relationships, or changes in names of academic programs.

Some additional standards to minimize or prevent problematic relationships are listed below:

- It is unethical and prohibited for a professional CAPS staff member to engage in a sexual relationship with a CAPS trainee.
- CAPS trainees must not provide services (e.g., counseling, teaching, workshops/ outreach) to graduate students from their own training program/academic department or students from related departments with whom they may share courses.
- CAPS counselors should not provide therapy to UC students enrolled in a class they are currently teaching.

Developed April, 2014