

University of Cincinnati Counseling & Psychological Services

Doctoral Internship Program in Professional Psychology Internship Description





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 Betsy Lehman, PhD., Training Coordinator at lehmanea@ucmail.uc.edu or 513-556-0648.



MISSION AND VALUES OF THE COUNSELING CENTER

Mission

UC CAPS achieves excellence through a community-based, integrated care approach to psychological services and training that creates an optimal healthy environment for students to grow psychologically, spiritually, and intellectually, as well as achieve wellness and academic success. We seek to encourage holistic well-being through psycho-education, community outreach & consultation, and direct clinical services. UC CAPS is committed to personal growth, human development, and promoting understanding and respect for individual, cultural, and role differences.

Vision

CAPS strives to be a system that encourages emotional, psychological and relational health, and builds a responsible and compassionate community that supports the holistic development and academic success of students.

Values

1. **Organized Teamwork:** We rely on teamwork and collaboration which values diverse ideas, actively engaged communication and organized action between CAPS staff, the UC community and most importantly students
2. **Care and respect in all our relationships:** we value all experiences and respect and value all individuals, groups and ideas with compassion and care. We value openness, honesty, and genuine care and concern for each other

3. Student-centered: We meet students where they are and respond to their needs with open communication and respect. We encourage autonomy and informed choice
4. Equity & Inclusion: We contribute to a highly inclusive campus and value equity, inclusion, and social justice in programming, service provision, recruitment, curriculum involvement, and advocacy
5. High Quality Accessible Services: dedicated to reducing stigma and barriers to create high quality accessible services
6. Data-informed: we encourage innovation, creativity, and quality services that are always informed by data, research, and best practice
7. Contemplative Practice: We value presence in our work and a focus on joy, mindfulness and meaningful interaction
8. Graduate Training: CAPS is focused on contributing to quality, multi-disciplinary graduate training focused on integrative practice and inter-professional education

COMMITMENT TO DIVERSITY

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. Interns are encouraged to focus on ongoing growth in counseling skills and abilities via multiple formal and informal learning opportunities during the course of their training. CAPS 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. At CAPS, we expect our interns will consolidate their professional identity and emerge as culturally sensitive, clinically skilled, and ethical psychologists.



TRAINING COMPONENTS: DIRECT SERVICES AND INTERN ACTIVITIES

OVERVIEW

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 stepped care model of treatment that presents client with a variety of therapeutic support options to meet the level of their needs. This model includes, but is not limited to, access to biofeedback and meditation resources, participation in workshops, group therapy, and short-term individual therapy. We offer interns opportunities to participate in all of these modalities of

treatment. We also work closely with psychiatrists at CAPS to help connect clients to medication when needed. In addition to providing therapeutic interventions, interns are heavily involved in professional activities and programs in the university community via outreach and liaison relationships.

INDIVIDUAL COUNSELING

Interns spend approximately 50% of their time conducting individual counseling. Individual sessions occur on a biweekly basis, and we follow a brief-therapy model of treatment. With consultation from their supervisors, interns will have the opportunity to hone their initial assessment skills, their clinical decision making about a client's appropriateness for our center, and their individual therapy skills. All individual therapy is videotaped as part of the training program.

GROUP COUNSELING

CAPS offers a wide range of groups to students. Groups run during Fall and Spring semesters, and some groups run during the summer semester as well. Interns co-facilitate groups with other senior staff members, and typically facilitate one group in the Fall semester and one group in the Spring semester. Interns may have the opportunity to design and facilitate a new group consistent with the needs of the center during the Summer semester and may have the opportunity to facilitate a group with a fellow intern at that time as well. For a current listing of groups, please use the following link: <http://www.uc.edu/counseling/services/groups.html>. All group therapy is videotaped as part of the training program.

WORKSHOPS

There is a rotating list of workshops offered at CAPS on a weekly basis. The workshops offer a way for both clients and non-clients to learn a little more about common mental health struggles and strengthen their coping strategies. Interns will be invited to create a workshop consistent with the needs of the center and facilitate it or co-facilitate it for UC students. For a current list of workshops, see the following link:

<http://www.uc.edu/counseling/services/groups.html>

ON-CALL COVERAGE

During the second half of their internship, interns are invited to participate in providing on-call crisis care for students who walk in to CAPS during the on-call hours. All on-call coverage takes place during regular business hours, and interns will always have senior staff members with whom they may consult during this experience. No on-call hours occur outside of business hours because CAPS contracts with an outside counseling agency to address crises that are reported during evenings, overnight, and on weekends.

SUPERVISION

Doctoral interns will provide supervision to a psychology practicum student or to a Masters level intern within the counseling program. They will meet with their supervisee, review tapes, and help trainees develop and hone their therapy skills and self-efficacy. Interns will receive supervision of supervision to help them feel prepared to take on this role.

OUTREACH

All interns will conduct outreach presentations to the greater UC community as part of their internship program. Interns typically participate in at least three outreach presentations each semester. Common outreach topics have included: overview of CAPS services, stress management or identifying students in distress. Outreach may also include collaborating with campus partners to facilitate an event, such as Stress Less Fest.

AREAS OF CONCENTRATION

TRAUMA-INFORMED CARE

Although CAPS offers a well-rounded training for interns to grow in their skills as generalists, we also provide specialty training in trauma-informed care. The ARISE program supports students who have experienced sexual assault or gender-based violence. The ARISE program reduces barriers to treatment for these students and provides them with specialized care. Interns are welcome to work with ARISE clients after receiving specialized trauma training. Our trauma focused treatment includes two trauma recovery groups that run each semester and ongoing liaisons with Title IX and advocate resources available to students on campus.

SUICIDE PREVENTION AND MENTAL HEALTH PROMOTION

CAPS offers specialized opportunities for interns to participate in suicide prevention and mental health promotion efforts with campus and community partners. Participation in the suicide prevention/mental health promotion track entails learning and facilitating Bearcats Care suicide prevention trainings, attending Suicide Prevention and Mental Health Task Force meetings, and serving as a liaison to student-led mental health groups including the Mental Health Ambassadors and the Bearcat Support Network.

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.

CAPS hours of operation are M-W-F, 8:00am-5:00pm and T, TR 8:00am-7:00pm. Senior staff members work one late day per week on Tuesday or Thursday in which they arrive at 10 and leave at 7. At UC, interns are classified as full time staff with the designation of intern as his/her professional title while working at UC.

SAMPLE WEEKLY SCHEDULE

Direct Service Hours

2	hours	Emergency Coverage
4	hours	Routine/Urgent Intakes
13.5	hours	Individual and group therapy
0.5	hour (approx.)	Outreach
Subtotal: 20		

Training Seminars/Activities/Didactics

Biweekly Seminars

1	hour	Group Therapy Seminar
1	hour	Multicultural Seminar Series
1	hour	Assessment Seminar Series

Brief Seminars: Periodic

Periodic 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. Typical topics include: Trauma-Informed Care and Effective AOD counseling.

Subtotal: 3.5

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)
1	hour	Supervision of Supervision
Subtotal: 3.5		

Other Activities

1	hour	Staff Meeting
1	Hour	Clinical Team Meeting
0.25	(1 hour/month)	Psychiatry Consultation Meeting (all clinical staff)
0.5	(1 hour biweekly)	Group Therapy Program Meeting (all clinical staff)
0.25	(1 hour monthly)	Intern Meeting with Training Coordinator – no requirements
1	hour	Professional Development/Research/Job Search
5	hours	Lunch
1	(2 hours biweekly)	Supervision/Provision of Supervision preparation <i>Spring semester only</i>
8	hours	Paperwork
Subtotal: 18		

GRAND TOTAL: 45

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

GOALS AND EXPECTATIONS FOR INTERN PERFORMANCE

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

Objectives:

- To develop and expand clinical skills and theoretical knowledge required to intakes and brief therapy in individual counseling.
- To develop and expand clinical skills and theoretical knowledge required to provide group therapy.
- To develop and expand clinical skills in triage, crisis intervention and response services.
- To develop and expand clinical skills in assessment administration, interpretation, and feedback processes.
- To develop and expand knowledge of outreach services and organizations on campus required for the development of liaison relationships.

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

Objectives

- To develop an ongoing commitment to self-awareness regarding values, identity, and worldview as a psychologist-in-training.
- To develop evidence-based practices and diversity issues in counseling and psychotherapy with multicultural populations.

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

Objectives:

- To expand knowledge of supervision theory required to provide competent supervision
- To expand and develop clinical supervisory skills required to provide competent supervision
- To expand knowledge, skill and self-awareness in regard to client and supervisory dynamics as they relate to cultural/individual differences

Goal 4: Develop and promote professional identity as a psychologist

Objectives

- Demonstrate ability to integrate the science and practice of psychology.
- To engage in the ethical practice of psychology in a professional setting.
- To begin the process of consolidating a professional identity as a psychologist.

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. 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 regarding Due Process and Grievance Procedures to attempt to resolve these concerns.

STIPEND AND BENEFITS

Stipend: \$27,500

Benefits:

- Medical health insurance
- 12 Vacation days, in addition to university holidays **
- 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 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:

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.

Appendix A
SUPERVISOR EVALUATION OF INTERN PERFORMANCE



Counseling & Psychological Services

225 Calhoun St Suite 200
Cincinnati, Ohio 45219

Phone (513) 556-0648

Fax (513) 556-2302

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 indicate whether the intern is performing above and beyond expectations, at adequate and expected level, or insufficiently using the scale below:

- 5 = Superior** – above expectations, understands nuances and complexities of this area
- 4 = Above Average**– above expectations, solid understanding of the area and consistent in application
- 3 = Average** – adequate and expected level, good understanding and usually able to apply it
- 2 = Below Average** – less than expected level, general understanding but inconsistent in application
- 1 = Unacceptable** – performed insufficiently, well below expected performance in this area

*Please remember that scores given should be reflective of performance level at that time; however, be mindful to leave room to continue to show improved ratings as the intern progresses through the academic year and continues to make improvements. This does not mean the rater cannot give a score of 5 at first evaluation, but if a 5 is given early in the year, be sure it is only given if the rater feels confident the intern has mastered this skill and there is no room for continued growth. By the end of the internship training year (Summer Evaluation) the intern should not have an overall average score in any competence area that is a 2 or below as one of the indicators of successful or unsuccessful completion of CAPS Doctoral Internship is insufficient skill level in any competency area.

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 intakes and brief therapy in individual counseling.

1. Demonstrates ability to conduct effective intakes	1	2	3	4	5
2. Connects with diverse clients	1	2	3	4	5
3. Identifies presenting concerns, obtains thorough history, and identifies appropriate disposition	1	2	3	4	5
4. Displays increased confidence in appropriate diagnostic formulation and treatment planning	1	2	3	4	5
5. Consistently informs practice with relevant theory and research	1	2	3	4	5
6. Able to maintain positive, ongoing therapeutic relationship with clients	1	2	3	4	5
7. Actively participates in supervision, builds trust in supervisory relationship	1	2	3	4	5
8. Uses supervisory feedback effectively with clients	1	2	3	4	5
9. Uses clinical team weekly meetings effectively in that intern identifies when he/she needs consultation	1	2	3	4	5
10. Presents cases in clinical team regularly and as needed, is open to group feedback, and is able to engage in team conversation regarding intern's client	1	2	3	4	5

Please comment on overall strengths and areas for growth regarding this objective including comments to further explain any rating of 1 or 5 that is given:

Objective #1.2:

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

11. Trainees assesses client appropriateness for group (e.g., recruits & screens potential group members)	1	2	3	4	5
12. Trainee understands & uses group process to facilitate client growth	1	2	3	4	5
13. Trainee incorporates group theory, research, & feedback from group supervisor into clinical practice.	1	2	3	4	5
14. Trainee attends to diversity issues in group.	1	2	3	4	5
15. Trainee forms a collaborative co-therapy relationship	1	2	3	4	5

Objective #1.3:

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

16. Demonstrates ability to apply specific crisis intervention model	1	2	3	4	5
17. Demonstrates ability to assess immediacy and severity of client presenting in crisis	1	2	3	4	5
18. Provides appropriate interventions and clinical recommendations	1	2	3	4	5
19. Effectively interfaces and consults with third parties regarding clinical issues and referrals	1	2	3	4	5

Please comment on overall strengths and areas for growth regarding this objective including comments to further explain any rating of 1 or 5 that is given:

Objective #1.4:

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

20. Demonstrates ability to create outreach presentations and/or workshops	1	2	3	4	5
21. Has developed skills in delivery and evaluation of outreach presentations	1	2	3	4	5
22. Maintains effective liaisons relationships on campus	1	2	3	4	5

Please comment on overall strengths and areas for growth regarding this objective including comments to further explain any rating of 1 or 5 that is given:

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

Objective #2.1

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

23. Demonstrates a solid awareness of one's cultural identity and background	1	2	3	4	5
24. Successfully completing all components of the multicultural seminar series and experiential activities offered during the internship year	1	2	3	4	5

Please comment on overall strengths and areas for growth regarding this objective including comments to further explain any rating of 1 or 5 that is given:

Objective #2.2

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

25. Integrates evidence-based multicultural practice in case conceptualization, treatment planning, interventions	1	2	3	4	5
26. Establishes therapeutic alliance with diverse clients	1	2	3	4	5
27. Appropriate attention and demonstrate ethical decision making process working with diverse clients	1	2	3	4	5

Please comment on overall strengths and areas for growth regarding this objective including comments to further explain any rating of 1 or 5 that is given:

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 and to demonstrate this within the supervision received

28. Demonstrates knowledge of supervision theory and parallel process within the supervisory relationship	1	2	3	4	5
29. Trainee is prepared for and is an active participant in supervision of supervision	1	2	3	4	5
30. Trainee can articulate theoretical framework which guides interventions with supervisee	1	2	3	4	5
31. Trainee is open to supervisor's feedback and can, in turn, provide feedback and suggestions to the supervisor	1	2	3	4	5
32. Supervision conflict was handled in a constructive, mature manner with consultation as appropriate	1	2	3	4	5

Please comment on overall strengths and areas for growth regarding this objective including comments to further explain any rating of 1 or 5 that is given:

Objective #3.2:

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

33. Effectively establishes and maintains an on-going supervisory relationship with a doctoral practicum student for one academic semester	1	2	3	4	5
34. Provides supervision that ensures the safety and welfare of clients and addresses any ethical concerns	1	2	3	4	5
35. 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
36. Provides guidance in the use of a variety of effective interventions	1	2	3	4	5
37. Assists in clarifying differential diagnostic issues	1	2	3	4	5

Please comment on overall strengths and areas for growth regarding this objective including comments to further explain any rating of 1 or 5 that is given:

Objective #3.3:

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

38. Demonstrates awareness and increased consciousness regarding issues of diversity	1	2	3	4	5
39. Applies diversity awareness in a meaningful way in working with clients, trainees and colleagues	1	2	3	4	5

Please comment on overall strengths and areas for growth regarding this objective including comments to further explain any rating of 1 or 5 that is given:

Goal 4: Develop effective psychological assessment skills.

Objective #4.1:

To expand knowledge of assessment theory and expand skills in assessment practice

40. Demonstrates understanding of assessment purpose and rationale for incorporating assessment into clinical practice.	1	2	3	4	5
41. Demonstrates ability to choose appropriate assessments for clients' presenting concerns	1	2	3	4	5
42. Is able to explain the purpose and utility of different types of assessments including cognitive, objective personality, projectives, and other assessments	1	2	3	4	5

Please comment on overall strengths and areas for growth regarding this objective including comments to further explain any rating of 1 or 5 that is given:

Objective #4.2:

To provide effective administration of clinical interviews and psychological assessments

43. Establishes rapport with assessment clients	1	2	3	4	5
44. Effectively interviews client and gathers relevant history	1	2	3	4	5
45. Demonstrates appropriate analysis of behavioral observations	1	2	3	4	5
46. Effectively administers cognitive tests	1	2	3	4	5
47. Effectively administers objective personality tests	1	2	3	4	5
48. Effectively administers projective tests	1	2	3	4	5
49. Correctly interprets the results of tests	1	2	3	4	5
50. Integrates history and results from multiple tests to provide a clear picture of client experience	1	2	3	4	5
51. Incorporates aspects of multicultural identity and upbringing when interpreting results	1	2	3	4	5

- | | | | | | |
|---|---|---|---|---|---|
| 52. Administers and interprets tests in an ethical manner | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Please comment on overall strengths and areas for growth regarding this objective including comments to further explain any rating of 1 or 5 that is given:

Objective #4.3:

To provide clear and effective feedback to individuals who have received psychological assessments

- | | | | | | |
|--|---|---|---|---|---|
| 53. Provides feedback to clients in a way that is clear and effective | 1 | 2 | 3 | 4 | 5 |
| 54. Incorporates aspects of multicultural identity and upbringing when providing assessment feedback | 1 | 2 | 3 | 4 | 5 |

Please comment on overall strengths and areas for growth regarding this objective including comments to further explain any rating of 1 or 5 that is given:

Goal 5: Develop and promote professional identity as a psychologist.

Objective #5.1

Demonstrate ability to integrate the science and practice of psychology.

- | | | | | | |
|--|---|---|---|---|---|
| 55. Consistently informs practice with relevant theory, research, and clinical experience as appropriate | 1 | 2 | 3 | 4 | 5 |
| 56. Identification of appropriate evaluation project | 1 | 2 | 3 | 4 | 5 |
| 57. Successful completion of comprehensive review of CAPS program or service | 1 | 2 | 3 | 4 | 5 |
| 58. Delivers findings of evaluation project in concise, clear and effective way to CAPS staff | 1 | 2 | 3 | 4 | 5 |

Please comment on overall strengths and areas for growth regarding this objective including comments to further explain any rating of 1 or 5 that is given:

Objective #5.2

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

- | | | | | | |
|---|---|---|---|---|---|
| 59. Exhibits knowledge of APA ethical principles, Ohio state laws, and agency policies that govern the practice of psychology and utilizes this knowledge in ethical decision-making. | 1 | 2 | 3 | 4 | 5 |
| 60. Maintains appropriate professional boundaries by demonstrating an understanding of professional relationships with interdisciplinary staff, support staff, and clients | 1 | 2 | 3 | 4 | 5 |

Please comment on overall strengths and areas for growth regarding this objective including comments to further explain any rating of 1 or 5 that is given:

Objective #5.3

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

- | | | | | | |
|--|---|---|---|---|---|
| 61. Demonstrates awareness of personal and professional strengths, limitations, and growing edges as an intern and developing psychologist | 1 | 2 | 3 | 4 | 5 |
| 62. Explores actions and activities to achieve personal and professional balance | 1 | 2 | 3 | 4 | 5 |
| 63. Demonstrates professional behaviors and demeanor while interacting with university staff, faculty, and clients | 1 | 2 | 3 | 4 | 5 |

Please comment on overall strengths and areas for growth regarding this objective including comments to further explain any rating of 1 or 5 that is given:

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
GROUP THERAPY EVALUATION FORM

Spring Group Co-Facilitator Feedback Form
(Group Co-facilitator Feedback for Intern)

Intern:	
Supervisor:	
Semester:	
Year:	

Please evaluate the intern’s performance as a co-facilitator this semester according to the following scale. Provide elaborating comments whenever appropriate. If a category was not covered this semester, indicate this by marking the N/A category. Please use the expected developmental level of a “typical” intern as the basis for designating strength and improvement areas.

- | | |
|----------|---|
| 1 | attention needed (below expected standards) |
| 2 | improvement needed/growth area |
| 3 | on target for expectations |
| 4 | strength area (beyond level of expectations) |
| 5 | area of professional expertise (level of established professional skills) |
| N/A | not applicable at this time |

I. Supervision Considerations (My supervisee...)

	1. appeared for our supervision meetings prepared and on time.
	2. completed and submitted group notes in a timely way.
	3. attended to issues of confidentiality and security.
	4. participated in setting developmentally appropriate goals for him/herself.
	5. effectively gave and received feedback in supervision.
	6. addressed and worked through any disagreements or conflicts that occurred in supervision.
	7. showed awareness of group ethics, including consideration of diverse clientele.

II. Group Therapy Skills (My supervisee demonstrated strong skills in...)

	1. actively engaged in planning and processing group interactions.
	2. assessing clients for group readiness and fit during group screenings.
	3. facilitating the group in establishing norms to promote a safe climate and group interaction.
	4. demonstrating knowledge of group stages and therapeutic factors.
	5. opening group sessions in a manner that promoted interaction and disclosure.
	6. timing interventions to promote group development.
	7. dealing effectively with silence.
	8. intervening appropriate to the topic and overall group themes.
	9. determining the appropriate developmental approach for each client in the group.
	10. understanding and following individual and group process dynamics.
	11. intervening effectively to stop counterproductive behavior in the group .

	12. facilitating deeper levels of group interaction and emotion (advice-giving, surface discussion)
	13. retaining the appropriate level of objectivity and distance, keeping good boundaries.
	14. increasing involvement and leadership as a co-facilitator in the group.
	15. closed groups in a manner that helped members summarize and integrate their learning.
	16. identifying and working effectively with diversity issues as part of the group process.

III. Please note strengths and growth areas; providing evidence based rationales for any "A, M, S, or E" scores.

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IV. Please identify specific future goals for the intern regarding group co-facilitation and group work.

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Appendix C

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 D

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 E

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