

## 2018 POSTDOCTORAL FELLOWSHIP MANUAL

### Counseling and Psychological Services and Social Services University of California, Berkeley

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**Counseling and Psychological Services  
University of California, Berkeley**

**I. AIMS OF THE POSTDOCTORAL FELLOWSHIP**

The postdoctoral fellowship program is committed to providing comprehensive training experiences that will facilitate postdoctoral fellows' development as independent professional psychologists. A primary aim of the program is to assist fellows in strengthening and consolidating their clinical and professional skills and integrating those skills into their professional identities as health service psychologists. The postdoctoral year marks a significant developmental transition of fellows from individuals in training to well-rounded, independent professionals. It is expected that fellows will be able to function competently and autonomously by the end of the training year. Special focus is given to fellows' development in the following areas:

- A.** The consolidation of core competencies in clinical/counseling psychology including the attitudes, theoretical knowledge and applied skills necessary for work with a broad range of client issues and problems. Core skills include: (1) initial consultation and assessment skills; (2) crisis assessment and intervention skills; (3) individual counseling/therapy skills for personal and career concerns; (4) group counseling skills; (5) ethical decision making; and (6) consultation and prevention skills.
- B.** The consolidation and integration of knowledge, awareness, appreciation and skills for work with diverse populations. Postdoctoral fellows are encouraged and mentored to examine and explore their knowledge of and attitudes toward cultural, racial, sexual, religious, physical and age differences as part of this development.
- C.** The consolidation of knowledge, understanding and application of ethical principles and practices in clinical work. This includes knowledge of laws and regulations as well as the awareness of challenges, recent developments and trends in the field of psychology. This also involves the commitment on the part of postdoctoral fellows to ongoing, lifelong learning and development, both personally and professionally.
- D.** The development of a professional identity as a psychologist, and the evolution of self-identity from student to professional. This process involves the integration of knowledge of oneself with the ability to work clinically with richly diverse populations. This also involves being able to assume professional and personal responsibility for one's work.
- E.** While the overall fellowship year is focused on the core duties of a psychologist in a university counseling center setting, postdoctoral fellows are encouraged to

develop individual areas of interest and expertise. Fellows are encouraged to maintain flexibility in their thinking and approaches to learning. This flexibility will enable fellows to develop clinical and consultation skills that are generalizable to other settings, such as outpatient mental health and hospital settings.

In order to facilitate these goals, intensive supervision, consultation with senior staff and on-going feedback are provided. The primary objective of the postdoctoral program is to help fellows reach advanced professional competency in preparation for licensure upon completion of the program. Competency requirements assume integration of academic knowledge and clinical skills into the professional role of a psychologist.

## **II. FELLOWSHIP PROGRAM ADMINISTRATION**

The coordination and day-to-day administration of the postdoctoral program are the primary responsibilities of the Director of Training. The Director of Training, in consultation with the supervisory staff, has primary responsibility for all decisions regarding training curriculum, program philosophy, format and structure, postdoctoral fellow selection, assignment of supervisors and resolution of problems or concerns. Development, implementation and evaluation of the training program, policy recommendations and training philosophy are developed in consultation with the Director of CAPS, the Leadership Team and training supervisors.

The Director of Training is a member of the Leadership Team, leads the supervisors' meetings, and brings relevant issues for discussion and decision-making to these groups.

### **A. Supervisors Group**

The supervisors and the Director of Training meet at least one time a month in order to: (1) collaborate on program development and planning; (2) provide a mechanism for quality assurance by reviewing, discussing and updating the content, policies and procedures of the fellowship program; (3) discuss the progress and needs of current interns and fellows and provide peer support and guidance in conducting supervision; and (4) provide a forum to discuss general supervisory issues and share information and knowledge about supervision.

### **III. RESPONSIBILITIES OF THE TRAINING PROGRAM TO POSTDOCTORAL FELLOWS**

The fellowship program at Counseling & Psychological Services (CAPS) is committed to providing an environment conducive to the professional growth and development of postdoctoral fellows. A major focus is to assist postdoctoral fellows in integrating their personal values, attitudes and functioning as individuals with their professional functioning. This process involves ongoing discussion, consultation, evaluation and feedback between supervisors and fellows. This process also involves the development of trust and safety within the training program such that fellows can approach learning experiences and challenges with a sense of openness, safety and appropriate vulnerability. Specifically, the training program assumes the following responsibilities toward fellows:

- A.** The fellowship program will provide postdoctoral fellows with a clear statement of goals and parameters of the fellowship experience, including information about relevant professional standards, guidelines and legal regulations governing the practice of psychology. The fellowship program will also provide appropriate forums to discuss these standards and guidelines.
- B.** The fellowship program will provide postdoctoral fellows with copies of the CAPS Policy and Procedures Manual, with discussion of appropriate sections that address agency standards.
- C.** The fellowship program will provide quality supervision by licensed psychologists who adhere to professional legal and ethical guidelines.
- D.** The fellowship program will provide criteria, outlined in the postdoctoral fellow evaluation forms, which will be used in assessing competence in individual counseling, initial consultation and assessment, crisis assessment and intervention and supervision.
- E.** The fellowship program will provide ongoing feedback that is specific, respectful and pertinent to the fellow's skills and development. Written evaluations of the fellow's progress will be provided twice during the fellowship year (January and July) and will address the fellow's knowledge of and adherence to professional standards, their professional skill competency and their personal functioning as it relates to the delivery of professional services (**see Postdoctoral Fellow Evaluation**).
- F.** The training program will provide fellows the opportunity to formally evaluate and provide feedback to the fellowship program and supervisors. The opportunity to provide written evaluations of supervisors and the program will occur twice during the year (January and July). In addition, fellows will be encouraged to

give informal feedback during supervision and meetings with the Director of Training (see **Supervisor Evaluation**).

- G.** The fellowship program will provide mechanisms and a process by which inappropriate behavior affecting professional functioning is brought to the attention of the postdoctoral fellow. The fellowship program will maintain internal procedures, including grievance and due process guidelines, to address and remedy perceived deficits or difficulties as they related to postdoctoral fellows' professional standards, competency and functioning (see **Due Process Guidelines below**).

#### **IV. POSTDOCTORAL FELLOW RESPONSIBILITIES TO THE FELLOWSHIP PROGRAM**

- A.** Fellows have the responsibility to maintain behavior within: (1) the scope of the APA ethical guidelines for; (2) the laws and regulations of the State of California; (3) the regulations for professional staff of the University of California; and (4) the standards for professional staff outlined in the CAPS Policy and Procedures Manual.
- B.** Fellows have the responsibility to be open to professionally appropriate feedback from immediate supervisors, professional staff and agency personnel.
- C.** Fellows have the responsibility to behave in a manner that facilitates professional interaction within CAPS and is in accordance with the standards and expectations of the agency.
- D.** Fellows have the responsibility to provide professionally appropriate feedback regarding all aspects of the fellowship experience, including but not limited to, supervision, seminars, individual counseling experiences, consultation and outreach experiences and staff meetings.
- E.** Fellows have the responsibility to participate actively in all aspects of CAPS programs, including clinical and prevention activities, case conferences, staff meetings, staff development workshops and University Health Services activities.
- F.** Fellows have the responsibility to meet the expectations of the fellowship by developing competency in: (1) initial consultation and assessment; (2) individual counseling for career and personal issues; (3) career test interpretation; (4) crisis assessment and intervention and (5) other areas specifically identified and mutually agreed upon by the fellow, supervisor and Director of Training.
- G.** Postdoctoral fellows have the responsibility to behave in a professionally appropriate manner if due process procedures are initiated.

## **V. FELLOWSHIP EXPERIENCES**

The postdoctoral program at CAPS is composed of experiences which are designed to provide fellows with exposure to different staff members and their approaches to clinical and consultation work at a university counseling center. Fellows are expected to participate in supervisory experiences, didactic training, consultation and outreach experiences, as well as case conferences and staff development activities as part of their training. Postdoctoral Fellows work in two settings. Their primary office is at our Anna Head satellite location, 3 blocks away from the Tang Center which houses, University Health Services. There are licensed clinical social workers and psychologists and housed at Anna Head as well as administrative staff. In addition, to individual therapy, there are several groups that take place at Anna Head. Postdoctoral fellows are there 75% time and also spend at least 1 day at CAPS in the Tang Center.

### **A. Orientation**

The first few weeks of the fellowship are designed to familiarize fellows with the daily operation of CAPS and the University Health Services and to facilitate their transition to the Bay Area and the University of California, Berkeley. A major aspect of orientation is for fellows to get to know CAPS staff and supervisors, to feel welcomed into the service and to begin to develop their individual schedules. Fellows are introduced to different aspects of CAPS functions, including outreach and consultation services, Social Services, Psychiatry, the Front Desk, Testing, Data and Records and the Career Counseling Library. In addition, fellows are provided with didactic training, including sessions on initial consultation and assessment, crisis assessment and intervention, assessment of dangerousness and legal and ethical issues. Fellows visit and learn about campus services such as the Student Learning Center and the Career Center.

### **B. Supervision**

Intensive individual supervision is provided throughout the postdoctoral year and is considered a core component of training. In supervision, postdoctoral fellows receive support for their growth and development as professional psychologists as well as ongoing feedback regarding their strengths, goals for training and areas for improvement. Supervisory functions include monitoring client welfare, promoting and enhancing clinical and consultation skills, encouraging personal and professional growth and evaluating fellow progress in each of these areas.

## 1. Supervisory Assignments

At the beginning of the year, supervisory assignments are made by the Director of Training and the supervisory staff. Prior to the beginning of the fellowship year, each fellow is asked to submit a written statement about their goals and needs in supervision, including but not limited to theoretical orientation, supervisory style, gender, etc. These written statements are used by the supervisory staff to make initial supervisory assignments. Multiple factors are considered, including the fellow's skill level, theoretical preference, training needs, goals and interests, as well as the interests, strengths, skills and preferences of supervisory staff.

## 2. Primary Supervision

In individual supervision from a primary supervisor, postdoctoral fellows receive support, guidance and ongoing feedback regarding their professional strengths and areas for improvement. The primary supervisory relationship is considered a core aspect of each fellow's training experience during the postdoctoral year.

\*The California Board of Psychology requires that each postdoctoral fellow and supervisor sign a form entitled “**Supervision Agreement for Supervised Professional Experience**” (see form). *This form should be signed at the beginning of the supervisory relationship and filed in the fellow's personnel file by the Director of Training.*

Fellows meet with primary supervisors 2 hours each week. Additional consultation is arranged on an as-needed basis.

Primary supervisors are responsible for overseeing each fellow's individual client caseloads, including personal and career issues. Primary supervisors are also responsible for keeping abreast of fellows' outreach and consultation commitments, workshop presentations and group co-leadership.

Primary supervisors are available for consultation with supervisees at times other than regularly scheduled supervision times. According to California Board of Psychology Regulations, primary supervisors must be available 100% of the time fellows are on site (the university), through cell phone or other means. Supervisors are also responsible for working out a coverage plan with their fellows for time periods when their schedules do not overlap as well as for vacations or other professional leaves from CAPS.

## **B. Fellowship Seminars**

Seminars provide fellows with an opportunity to deepen their learning and integrate theoretical knowledge with actual clinical experiences. The seminars also provide fellows with the opportunity to learn from the expertise of senior staff members and other mental health professionals in the community. The following seminars are offered this year:

### **1. Mini-Case Discussion Group**

Fellows participate in a weekly hour and a half-long case conference facilitated by a Senior Staff member. The Discussion Group is intended to provide fellows with a forum to discuss cases and countertransference, personal and professional development issues, issues related to diversity, CAPS policies and procedures and any other topics of relevance for fellows' clinical and consultation work at CAPS.

### **2. Professional Development Seminar**

Following the orientation period, fellows participate in a professional development seminar, which focuses on the transition from fellow to professional psychologist. Led by a licensed staff member, the seminar provides fellows with the opportunity to discuss and explore their own career development process and the different steps in this process. Professionals from the community are invited to speak with fellows on various topics such as setting up a private practice, working for an HMO, getting an academic job, etc.

## **C. Staff Case Conference**

Postdoctoral fellows are required to attend a weekly case conference that includes CAPS professional staff, doctoral interns and post-MSW fellows. The case conference is a forum for consultation and review of cases. Staff members and fellows present cases and receive feedback and consultation from each other on difficult or complex cases. Case conferences provide an important mechanism for quality assurance within CAPS. Fellows are required to present a case in staff case conference at least once per semester.

## **D. Staff Development Programs and Staff Meetings**

Postdoctoral fellows are required to attend all CAPS staff meetings and staff development programs. Staff development programs are offered throughout the year and include presentations on current issues in mental health and clinical practice. Fellows will present their dissertation work (or some other relevant project) to the staff during staff development during the year.

## VI. POSTDOCTORAL FELLOW SERVICE DELIVERY RESPONSIBILITIES

Fellows participate in the entire range of professional services and functions at CAPS. Supervision, case conferences and staff development sessions insure that fellows obtain the necessary support and knowledge to fulfill their clinical and consultation responsibilities in a professional manner.

### A. Individual Counseling and Psychotherapy

Fellows provide brief counseling to individual students. While CAPS has no explicit session limit, most students are seen for an average of 5 to 8 sessions in brief counseling. For clients who need to be seen for more than 8 sessions, the counselor must discuss the case in supervision and document the rationale in the notes. Occasionally, fellows may also see couples. Fellows carry a caseload of approximately 20 individual clients at any particular time.

Fellows are allowed to carry 2 ongoing long-term clients during the year. These cases are assigned through discussion in supervision, in order to ensure that cases are appropriate for ongoing long-term care in CAPS.

Over the fellowship year, an effort will be made to provide fellows with a wide range of clients with differing concerns and levels of severity. The following are guidelines for fellows with regard to case management and requirements:

1. Fellows will document notes of all clinical contacts with clients in the client's CAPS electronic medical record (EMR) on the same day of the contact. These include counseling sessions, telephone calls, contacts with third parties related to the case, consultations with senior staff and case conference presentations or discussions. A copy of all correspondence with a client or other individuals regarding the client must be filed in the CAPS chart.
2. Fellows will have each of their clients (all students seen for AVC, NCL or CL) sign a "**Supervisory Disclosure Form**" (see form in binder) which provides clients with information about the fellow's status and the name of the fellow's supervisor.
3. For training purposes, fellows may see 2 clients on a long-term basis. See above for assignment of long term cases.
4. Fellows will close cases in a timely manner by completing the Case Summary form in the EMR. Supervisors must review and countersign all chart notes and case summaries.

## **B. New Client Hours**

A student's first visit to CAPS (other than an urgent visit) is scheduled as a New Client hour (NCL). The NCL is designed as an assessment session during which a counselor can determine the nature and severity of a student's difficulties and recommend appropriate treatment and intervention strategies. After appropriate training, fellows will have 4-6 NCL hours per week. The number of NCL hours is less if a fellow is doing group(s) or has other responsibilities negotiated with the Director of Training and the Clinical Director.

Students seen for NCL appointments are automatically assigned to a fellow's caseload. Fellows should review all NCTL's with their primary supervisors in order to assist with managing of their caseloads

During times of high service utilization, any unfilled client counseling sessions may be converted to Advice Counseling (see below for description of Advice Counseling).

\*For more detail regarding clinical procedures, please refer to the CAPS Policy and Procedures Manual.

## **C. Crisis Counseling**

In order to insure timely access to counseling services for Berkeley students, particularly students in crisis, CAPS counseling staff provide same day advice counseling, Monday – Friday, 10:00-5:00 pm. Beginning in late August, Fellows will provide up to 3 hours of crisis per week. Each fellow will serve on a TRAC team where they will respond to urgent calls and drop-in visits by students, as well as urgent consultation calls (“third party calls”) from faculty and staff. Fellows will also serve in a triage capacity for students not in crisis but seen during the fellows TRAC rotation. Fellows are strongly encouraged to seek consultation from senior staff in urgent or complex cases.

## **D. Group and Workshop Leadership**

CAPS also offers a limited number of workshops for students. Fellows are required to lead CAPS groups and workshops through assignment and under the direction of the Group Coordinator and Clinical Director.

## **E. Consultation and Outreach Program**

CAPS is actively involved in outreach and consultation services to the university community. These services include workshops, training seminars, lectures and consultation to faculty and staff. CAPS is also involved in collaborative programs with other university departments, including training peer counselors and liaison work with the Residential Life Program. As part of outreach responsibilities, each fellow will participate in at least 2 outreach activities per semester. Please see the

CAPS Policy and Procedures Manual for more detail regarding outreach assignments.

#### **F. Administrative Activities (Case Management)**

An average of 2 hours each day is reserved for charting, returning phone calls, preparing programs and administrative tasks (i.e., case management).

#### **G. Professional Development**

Fellows attend all professional development activities sponsored by CAPS. In the fall fellows may attend the Northern California Director of Trainings' Conference. Fellows may be granted up to 80 hours of approved paid release time annually. This time may be used for professional conferences, job search activities (interviews), or other activities consistent with goals identified at the beginning of the fellowship year. Note: ***All professional development time must be approved in advance by the Director of Training.*** For more information regarding professional development time please see policy in your binder or visit: [http://atyourservice.ucop.edu/employees/policies/staff\\_policies/spp50.html](http://atyourservice.ucop.edu/employees/policies/staff_policies/spp50.html)

## **VII. EVALUATION PROCEDURES**

Evaluation is an important and integral part of the training experience. The CAPS training staff (Director of Training, supervisors, seminar leaders) is committed to providing ongoing feedback and evaluation of fellows' performance in order to facilitate professional growth and development. Fellows also evaluate their supervisors and the fellowship program as a whole on a regular basis.

### **A. Evaluation of Postdoctoral Fellows**

Evaluation of fellows begins during the orientation period when each fellow and supervisor are asked to review the evaluation form and identify specific interests, training needs and training goals and objectives. The evaluation process consists of ongoing and formal evaluations as follows;

1. **Ongoing assessment** provides the fellow with information regarding his/her progress and occurs during regularly scheduled individual supervision sessions. At the beginning of the year, supervisor and fellow review the evaluation form and establish priorities for supervision in the areas of professional conduct and ethical issues, assessment, counseling skills, crisis assessment and intervention skills and outreach and consultation skills. This ensures that both fellow and supervisor have a clear understanding of their mutual expectations and responsibilities, as well as areas of emphasis or interest. It is expected that feedback and discussion are ongoing throughout the supervision process. Thus, if goals are not being met, such feedback is given prior to the formal written evaluation, enabling the fellow to focus attention on the specified area or areas in need of improvement.
2. **Formal written evaluations** are completed by supervisors in January and July and are submitted to the Director of Training. (See Postdoctoral Fellow Evaluation Form) Areas for growth and specific suggestions for the fellow's further professional training are identified and recorded in these evaluations. Written evaluations are discussed and signed by both supervisor and fellow and then submitted to the Director of Training. The evaluations are reviewed by the Director of Training and the supervisors and are then filed in the fellow's personnel file.

### **B. Evaluation of the Training Program**

Fellows are encouraged to evaluate the program throughout the fellowship year. If a fellow has a special request or suggestion, this may be raised with any of the supervising staff, the supervisor or the Director of Training. In addition, the

following procedures are in place to insure that fellows' concerns and needs are addressed.

1. Fellows formally evaluate their supervisors in writing each semester, in January and July (see Supervisor Evaluation form in binder).
2. In January and July of the training year, fellows are required to evaluate in writing all aspects of their postdoctoral experience. This evaluation focuses on specific areas of strength and weakness of the program, including suggestions for improvement. Fellows' evaluations are reviewed by the Director of Training and supervisors and are used to explore and implement appropriate changes in the program.

## **VIII. DUE PROCESS AND GRIEVANCE PROCEDURES**

Many problems that arise in the course of the postdoctoral year are a normal part of the process and are handled informally during supervisory sessions. The discussion and resolution of these problems are seen as opportunities for the fellow's professional growth. Similarly, grievance procedures and due process are envisioned as opportunities to collaborate in the remediation and/or resolution of problems or concerns regarding a fellow's competence or progress.

Additionally, since fellows are employees of the University of California, applicable personnel policies are considered in the handling of more serious situations.

### **A. Due Process: General Guidelines**

Due process insures that the training program's decisions about fellows are neither arbitrary nor personally based. Specific evaluative procedures apply to all fellows and appeal procedures are available for fellows who wish to challenge the program's actions. General guidelines are as follows:

1. The fellowship program's expectations related to professional functioning are presented to fellows in writing (see Postdoctoral Evaluation Form in binder).
2. Evaluations occur at specified times, with the procedures for evaluation clearly stated in writing.
3. Competence problems are clearly defined in writing and opportunities for discussion and clarification are provided if necessary.
4. The fellowship program will institute a remediation plan for identified inadequacies, including a time frame for expected remediation. Consequences for not rectifying the inadequacies in a timely fashion are clearly stated in writing.
5. Procedures for how a fellow may appeal the program's action are included in the Postdoctoral Fellowship Program Manual, which is provided to fellows at the beginning of the fellowship.
6. The fellowship program insures that fellows have sufficient time to respond to any action taken by the program.
7. The fellowship program considers multiple professional sources when making decisions or recommendations regarding a fellow's inadequate performance or competence problems.

8. The fellowship program documents the action taken by the program and the rationale for the action, and provides this documentation to all relevant parties.

## **B. Definition of Competence Problems**

For purposes of this document, a competence problem is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways: (1) an inability and/or unwillingness to acquire and integrate professional standards into one's professional behavior; (2) an inability to acquire professional skills in order to reach an acceptable level of competency; and/or (3) an inability to control personal stress, psychological dysfunction or strong emotional reactions which interfere with professional functioning. Evaluative criteria which link this definition of competence problems to particular professional behaviors are incorporated in the evaluation forms for clinical work which are completed by supervisors (see Postdoctoral Fellow Evaluation form).

When a fellow's behavior becomes a competence issue rather than just problematic is a matter of professional judgment. For the purposes of this document, a problem refers to behaviors, attitudes or characteristics, which, while of concern and requiring remediation, are not unexpected or excessive for professionals in training. Problems typically become competence issues when they include one or more of the following features:

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

## **C. Procedures for Responding to Inadequate Performance**

It is important to have meaningful ways to address a competence issue once it has been identified. If a fellow receives an "inadequate" rating on any evaluations or

if one or more staff members have serious concerns about a fellow's behavior or performance, there are several possible and concurrent courses of action. These include but are not limited to the following:

1. Increasing supervision, either with the same or another supervisor.
2. Changing the format, emphasis, and/or focus of supervision.
3. Recommending or requiring personal therapy, specifying for all parties involved the ways in which therapy contacts will be used in the evaluation process for the fellow.
4. Reducing the fellow's clinical or other workload and/or requiring specific adjunction professional development workshops/classes.
5. Recommending a leave of absence and/or an additional postdoctoral fellowship.

When a combination of the above interventions does not rectify the competence problem after a reasonable time period (which is specified at the beginning of the remediation process), or when the fellow seems unable or unwilling to alter the behavior, the training program may take more formal action, including:

1. Giving the fellow a limited endorsement, including the specification of those settings in which he/she can function adequately.
2. Communicating to the fellow that they have not successfully completed the postdoctoral fellowship.
3. Recommending and assisting the fellow in implementing a career shift.
4. Terminating the fellow from the training program.

These formal steps must be appropriately documented in writing and implemented in a manner consistent with due process procedures.

#### **D. Remediation Actions**

There are several levels of remedial action that can be taken if a significant concern about a fellow's professional conduct, professional development or performance arises during the fellowship.

##### **1. Remedial action – verbal warning**

If a significant concern about a fellow's progress or behavior arises, the staff member with the concern will consult with the Director of Training

to determine the seriousness of the behavior and the level of remediation. The fellow's primary supervisor will be consulted and directed to give the fellow verbal warning, as well as to discuss the concerns with the fellow. If discussion of the concern with the fellow is sufficient and potential remedial actions can be agreed upon by the fellow and supervisor, no further procedures are needed. No record of this action is kept.

## **2. Remedial action – written acknowledgment**

If, upon discussion with the fellow, the supervisor decides that additional feedback or action is needed, a meeting of the fellow, supervisor and Director of Training is arranged. At this point, written acknowledgment is given to the fellow by the Director of Training, formally stating that: (a) the Director of Training is aware of and concerned about the fellow's performance; (b) the concern has been brought to the attention of the fellow; (c) the Director of Training will work with the fellow to rectify the problems or concerns; and (d) the problems/concerns are not significant enough to warrant more serious action. This written acknowledgment is placed in the fellow's file temporarily and is removed when the fellow successfully responds to the concerns.

## **3. Remedial action – written warning**

If the fellow does not respond in a satisfactory manner to the verbal warning and written acknowledgment, a written letter of warning will be given. This is a written communication of warning to discontinue an inappropriate action or behavior. This letter will be kept in the fellow's personnel file. The letter will contain: (a) a description of the fellow's unsatisfactory behavior or performance; (b) necessary actions by the fellow to correct the unsatisfactory behavior; (c) a time line for remediation of the problem; (d) the actions that will be taken if the problem is not corrected in the specified time frame; and (e) notification that the fellow has the right to request a review of this action. Consideration may be given to removing this letter from the fellow's file at the end of the fellow's service at CAPS by the Director of Training in consultation with the Leadership Team and the fellow's supervisor. If the letter is to remain in the file, documentation will contain the position statements of the parties involved in the dispute.

## **4. Remedial action – modification of clinical responsibilities**

In certain cases, the fellow's responsibilities may be modified for a limited time period in order to facilitate the remediation of specified problems or concerns. This modification is an accommodation designed to help the fellow to return to a more professional productive state. There is the full expectation that the fellow will complete the postdoctoral fellowship. Several possible and concurrent courses of action may be included in this modification (see Remediation Considerations, above). The length of this

period as well as its termination will be determined by the Director of Training in consultation with the fellow's supervisor.

### **5. Probation**

Probation is a time-limited training period for the fellow, which is remediation-oriented. Its purpose is to bring the fellow to a more professionally productive state. This period will include more closely scrutinized supervision conducted by the regular supervisors in consultation with the Director of Training. The Director of Training will monitor for a specified length of time the fellow's progress in changing or improving the behavior of concern. The fellow is informed in writing of the probationary status, including: (a) a description of the unacceptable behaviors; (b) recommendations for correcting the behaviors; (c) a specific time frame for the probation; (d) the criteria for determining whether the problem has been addressed; and (e) notification that the fellow has the right to request a review of this action.

If the conditions of probation are not met, the Director of Training will consult with the fellow's supervisor and the Leadership Team to consider termination of the fellowship. The fellow will be notified in writing and informed of the right to appeal this decision.

### **6. Dismissal from the postdoctoral fellowship**

Dismissal involves withdrawal of all privileges associated with the fellowship at CAPS, including all agency responsibilities. This action is invoked in cases of severe violations of the APA Code of Ethics or California laws in which the imminent harm to a client either physically or psychologically is a major factor. This action is also invoked in cases where specific attempts at remediation do not, after a reasonable length of time, rectify the competence problems and the fellow is unable or unwilling to alter his/her behavior. This action is also invoked when the fellow is unable to complete the fellowship due to severe physical, mental or emotional illness.

The decision to dismiss a fellow from the fellowship is not made lightly and is made by the Director of Training and supervisors in consultation with the Leadership Team and the UHS Human Resources Manager. The fellow will be notified in writing of the decision.

## **E. Due Process and Appeal Procedures**

The primary purpose of due process is to provide a mechanism by which all decisions made by the Director of Training and supervisors regarding remediation

and the fellow's status at CAPS can be fairly reviewed. Due process is a mechanism by which a fellow may challenge any decisions made or bring a specific complaint against a staff member. Through this process, members of the training staff may also initiate action against a fellow.

### **1. Postdoctoral Fellow Grievance**

If a fellow is dissatisfied with an evaluation or wishes to challenge any remediation actions taken by members of the training staff, he/she may request a review of the decision or actions. In order to challenge any decisions, the fellow must, within 5 working days of receipt of the decision, notify the Director of Training in writing, of the challenge. As part of the challenge, the fellow must provide the Director of Training with information supporting the fellow's position or concern. Within 3 working days of receipt of this notification, the Director of Training must consult with the Leadership Team and an arbitration committee will be convened.

### **2. Arbitration Committee and Appeals Process**

When necessary, the Director of CAPS will convene an arbitration committee to review decisions made by the Director of Training and supervisors regarding a fellow. The following procedures will guide the arbitration committee process:

- a. The committee will be composed of three staff members selected by the CAPS Director. The fellow involved may recommend staff members for the committee.
- b. Within 5 working days, the arbitration committee will conduct a hearing in which all relevant material is presented. The fellow has the right to hear all facts about the concern, as well as to present supporting materials of his/her own. The fellow also has the right to dispute or explain the concerns presented.
- c. Within 5 working days of completion of the hearing, the arbitration committee will submit a written report to the CAPS Director, including any recommendations for further action. Decisions will be made by majority vote of the committee.
- d. The CAPS Director will review the decision and either accept or reject the recommendations of the committee within 2 working days of receipt of the report.
- e. If the CAPS Director accepts the recommendations, the Director of Training is informed and informs the fellow and supervisors of the decision.

- f. The CAPS Director may reject the recommendations and refer the matter back to the arbitration committee for further consideration (such as the gathering of further documentation).
- g. Instead of referral back to the arbitration committee, the Counseling Director may make a final decision.
- h. The Director of Training will inform the fellow and supervisors, of the decision.
- i. The fellow may dispute the CAPS Director's final decision by contacting the University Health Services' Human Resources Manager.

**IX. FELLOWS' DUE PROCESS & GRIEVANCE PROCEDURES FOR VIOLATIONS OF THEIR RIGHTS BY OTHERS**

Violations of fellows' rights include, but are not limited to: exploitation; sexual harassment; arbitrary, capricious or discriminatory treatment; unfair evaluation practices; inappropriate or inadequate supervision or training; and violation of due process. In instances of workplace-related complaints, fellows have the option of using the procedures established by the University to handle such matters or using the Counseling & Psychological Services' (CAPS) internal procedures outlined below. Complaints related to aspects of the training per se will typically be adjudicated according to CAPS internal procedures.

**CAPS Internal Procedures**

1. Fellows should make every effort to resolve their complaints directly with the person who is the subject of the complaint. When such resolution is not practical due to power and authority differences or other factors, fellows are encouraged to seek consultation from a senior staff member to explore ways of reaching resolution.
2. If resolution is not possible directly with the person who is the subject of the complaint, fellows are then expected to discuss the situation with the Director of Training (or the Director, if the Director of Training is the subject of the complaint).
3. Discussion with the Director of Training may result in conflict mediation processes being implemented as an initial course of action to assist in resolving the complaint. If the fellow wishes to lodge a formal complaint, then this will need to be submitted in writing to the Director of Training with sufficient details describing the nature of the alleged infractions. The

Director of Training will then establish a fact finding committee to investigate and review the complaint, and to recommend actions. The fact finding committee will have 10 working days from receipt of the written complaint to issues its recommendations. A written response by the Director of Training shall be issued within 5 working days thereafter.

4. If a fellow is not satisfied with the Director of Training's response, an appeal can be made to the Director of CAPS within 5 working days of receiving the decision. The Director will then set up an Arbitration Committee at the request of the fellow (following the same procedures outlined above). The Committee will have up to 10 working days to respond.
5. If the fellow wishes to appeal the Committee's decision, then he or she must file a letter addressed to the Director within 5 working days of receiving the decision. The Director will have the option of upholding the Committee's decision as being final; or the Director may then implement his or her own fact finding procedures within an additional 5 working days, with up to 10 working days to respond with a decision. The Director's decision after this second fact finding will be final within the agency.

## **IX. FELLOWSHIP PROGRAM PROCEDURES**

### **A. Professional Development Time**

Fellows attend all professional development activities sponsored by CAPS. In the fall fellows attend the Northern California Director of Trainings' Fall Conference. Fellows may use up to 80 hours for professional development. This time may be used for professional conferences and job search activities. Requests for professional development leave must be made to the Director of Training through email using the online "Schedule Adjustment" form.

### **B. Selection**

The selection process for postdoctoral fellows takes place in January and February and is conducted by the Director of Training, training staff, and current fellows.

Fellows are invited to participate in the interview phase of the selection process. Fellows may be asked to field questions from applicants regarding the training program, their experiences at CAPS and the selection process.

### **C. Schedule Adjustments**

Occasionally, fellows may work beyond the typical 8-5 workday. In these instances, fellows should make every effort to adjust their schedules and take time off during that week to compensate for this overtime work. Fellows are "exempt" employees, and therefore do not accrue comp time.

### **D. Vacation, Sick leave, and Professional Development**

Fellows are paid monthly, on the first day of the month and receive 3 weeks of paid vacation and 96 hours of sick leave. All vacation requests must be made in writing, using the online "Schedule Adjustment" form in CAPS (see below).

Interns also may use up to 2 weeks of professional development. The Director of Training must approve requests for vacation and professional development in advance. Interns are encouraged to utilize 1 week of PTO during the last week of internship.

To request time off in CAPS, use to the following procedure:

1. Complete a Schedule Adjustment form (located on S:/Drive).
  - a. Be sure to find coverage for all Intakes (NCL's) and On-Call (TRAC) Hours for the dates you need off.
  - b. Indicate who will be covering these items on the schedule adjustment form.
2. E-mail the completed form to the Director of Training.
3. Place a hold in your schedule in PnC.
4. You will hear back when/if your leave request has been approved and the scheduling coordinator will make changes to your PnC schedule.

### **E. Medical Benefits**

Fellows receive medical benefits through the University of California, Berkeley. At the beginning of the year, fellows discuss benefits options with the UHS Human Resources Department. The Human Resources Department assists fellows in making choices and enrolling for these benefits.

### **X. EXIT CRITERIA**

In order to successfully complete the fellowship, each postdoctoral fellow must meet the following criteria:

1. No significant ethical violations were committed by the fellow.
2. Supervisor evaluations indicate that the fellow's performance is consistent with the expected level of performance for a postdoctoral psychologist.
3. All written records required of the fellow have been completed, including progress notes, treatment plans and case summaries.
4. The fellow has completed all required evaluations of supervisors and the program.
5. The fellow has received evaluations from all supervisors and has completed the exit interview with the Director of Training.

Fellows who successfully complete the fellowship will receive a "Certificate of Completion" at the end of the year.

### **XI. Duration of Fellowship Program**

The Postdoctoral Training Program in Health Service Psychology is a full-time 12-month training program. The weekly time commitment for postdoctoral fellows is 40 hours. It is expected that fellows will accrue between 1800-2000 hours towards licensure (which exceeds the requirements necessary for licensure in California). The annual stipend for fellows is \$48,000 for 12 months.