

2020 DOCTORAL INTERN TRAINING MANUAL

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

TABLE OF CONTENTS

Introduction	3
Goals and Objectives of the Training Program	4
Clinical Skills	
Multicultural Skills	
Professional Ethics	
Professional Development	
Core Components of the CAPS Training Experience	6
Orientation	6
Supervision	6
Supervisory Assignments	
Primary Supervision	
Training Seminars	8
Clinical Seminar	
Multicultural Seminar	
Mini Case Conference	
Supervision of Supervision Seminar	
Outreach and Consultation Seminar	
Career Counseling and Assessment Seminar	
Professional Development Seminar	
Consultation and Outreach	10
Goals	
Core Components	
Staff Case Conference	10
Staff Development Programs and Staff Meetings	11
Training Program Administration	11
Supervisors' Meetings	
Training Committee	
Responsibilities of the Training Program to Interns	12
Intern Responsibilities to the Training Program	14

Intern Service Delivery Responsibilities	15
Individual Counseling and Psychotherapy	
Workshop and Group Leadership	
Consultation and Outreach Program	
Supervision of Master’s Level Trainees	
Research Activities	
Administrative Activities	
Professional Development	
Evaluation Procedures	17
Evaluation of Interns	
Evaluation of the Training Program	
Due Process and Grievance Procedures	18
Due Process: General Guidelines	
Definition of Competence Problems	
Procedures for Responding to Inadequate Intern Performance	
Remediation Actions	
Due Process and Appeal Procedures	
Interns’ Due Process & Grievance Procedures for Violation of their Rights	25
CAPS Internal Procedures	
Training Program Procedures	27
Selection	
Schedule Adjustments	
Pay period, Vacation, Sick Leave	
Medical Benefits	
Exit Criteria	29

I. INTRODUCTION

The Internship Training Program is composed of doctoral psychology interns. The doctoral psychology training program is accredited by the American Psychological Association (APA). Doctoral psychology interns are in the process of completing the internship year of their doctoral program, a requirement for graduation. The doctoral internship program is committed to providing comprehensive training experiences to facilitate interns' professional development and personal growth. A primary goal is to help interns consolidate their clinical and consultation skills, and to integrate these into their professional identities as psychologists. This training experience marks the significant developmental transition of interns from trainees to well-rounded professionals who are able to function competently and autonomously and who will contribute to the field of psychology and to the welfare of clients and society in general.

II. GOALS AND OBJECTIVES OF THE TRAINING PROGRAM

The internship training program is committed to providing comprehensive training experiences, which will facilitate interns' development and growth as professional psychologists. Our program is based on a practitioner model with emphasis on applied areas of practice in clinical and counseling psychology. A primary goal is to help interns develop, deepen, and consolidate their clinical and consultation skills, and to integrate these into their professional identities as psychologists. This training experience marks the significant developmental transition of interns from trainees to well-rounded professionals who are able to function competently and autonomously and who will contribute to the field of psychology, and to the overall welfare of clients and society in general. Special focus is given to interns' development in the following areas:

A. The development of core professional competencies in clinical/counseling psychology including the values, theoretical knowledge, and applied skills necessary for work with a broad range of client issues and problems. Interns' integration of academic and theoretical learning with clinical experience is an important aspect of this development. Core skills include: a.) research, b.) ethical and legal standards, c.) individual and cultural diversity, d.) professional values, attitudes, and behaviors, e.) communication and interpersonal skills, f.) assessment, g.) intervention, h.) supervision, i.) consultation and interprofessional/interdisciplinary skills.

B. The development of knowledge, awareness, and skills for work with diverse populations. Interns will be provided training in cultural competence through individual and group supervision, seminars, and professional development opportunities. This will include support for interns to examine their own identities and social locations (i.e., experiences of oppression and privilege) and how this interfaces with their clinical work.

C. The development of the 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 the challenges and new trends in the fields of psychology. This also involves the commitment on the part of interns to ongoing, lifelong learning and development, both personally and professionally. (See Ethical Principles of Psychologists and Code of Ethics: <http://www.apa.org/ethics/code2002.html>.)

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.

In order to facilitate these goals, intensive supervision, seminars, consultation, and on-going feedback are provided. The program encourages interns to participate fully in the

delivery of services to the campus community, both through traditional clinical services (individual, couples, and group therapy) and through prevention-oriented activities (workshops, liaison relationships, and networking on campus). Seminars and clinical experiences follow a planned sequence of training, which reflects increasing complexity in client concerns, as well as interns' increasing levels of competence.

III. CORE COMPONENTS OF THE CAPS TRAINING EXPERIENCE

The training program at Counseling & Psychological Services (CAPS) is composed of a number of training experiences designed to provide interns with exposure to different staff members, disciplines, and different approaches to clinical and consultation work at a university counseling center. Interns are expected to participate in supervisory experiences, didactic trainings, consultation and outreach experiences, case conferences, and staff development activities as part of their training.

A. Orientation

The first month of the internship is designed to familiarize interns with the daily operation of CAPS, and the University Health Services (UHS) and to facilitate their transition to the Bay Area and the University of California, Berkeley. A major aspect of orientation is for interns to feel welcomed into the services and to get to know CAPS/UHS staff, supervisors, and each other. Interns are introduced to different aspects of CAPS functioning, including individual and couples counseling for students, outreach and consultation services, Social Services, Psychiatry, Front Desk, Testing, Data and Records, the Career Counseling Library, as well as other UHS services (e.g., Urgent Care, Clinical Services, Pharmacy, Lab). In addition, interns are provided with didactic training focused on initial consultation and assessment, crisis assessment and intervention, risk assessment, and legal and ethical issues. Interns also have the opportunity to visit and learn about campus services such as the Student Learning Center, Career Center, the Gender Equity Resource Center, as well as other campus services/partners.

B. Supervision

Intensive individual supervision is provided throughout the internship year and is considered a core component of training. In supervision, interns receive support for their growth and development as professional psychologists as well as ongoing feedback regarding their goals for training, strengths, and areas for improvement. Supervisory functions include monitoring client welfare, promoting and enhancing clinical and consultation skills, encouraging personal and professional growth, reviewing notes, videos of sessions as well as evaluating intern progress.

1. Supervisory Assignments: Supervisory assignments are made by the Director of Training and licensed staff members involved in with the training program. Prior to the beginning of the training year, each intern is asked to submit a written statement about their goals and needs in supervision including but not limited to theoretical orientation, supervisory style, gender, race, ethnicity, etc. The Training Director uses these written statements to make initial supervisory assignments. Multiple factors are considered, including intern skill level, areas of

expertise, theoretical preferences, training needs, goals and interests, as well as the interests, strengths, skills, and preferences of the supervisory staff. A request for change of supervisor will be considered in consultation with the intern making the request, the current supervisor, Director of Training, and other staff as deemed appropriate. The Director of Training will make a final decision regarding the request.

2. Primary Supervision: Through intensive individual supervision from a primary supervisor, interns 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 intern's training during the internship year.

- a) Interns meet with primary supervisors 2 hours per week. Additional consultation is arranged on an as-needed basis.
- b) Primary supervisors are responsible for overseeing interns' individual client caseloads, including personal and career issues. Primary supervisors are also responsible for keeping abreast of interns' outreach and consultation commitments and workshop presentations.
- c) Primary supervisors are available for consultation with supervisees at times other than regularly scheduled supervision times. In compliance with the California Board of Psychology regulations, primary supervisors are to be available to interns 100% of the time that interns are on site at CAPS, through cell phone or other electronic means. Supervisors are also responsible for working out a coverage plan with their intern for periods when their schedules do not overlap as well as for vacations or other professional leaves from CAPS.
- d) The California Board of Psychology requires that each doctoral psychology intern and supervisor sign a form entitled "Supervision Agreement for Supervised Professional Experience." This form **must be signed at the beginning** of the supervisory relationship and filed in the intern's personnel file by the Director of Training.

C. Training Seminars

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

- 1. Clinical Seminar:** This weekly 2-hour clinical training seminar occurs throughout the year and is presented by senior staff members and invited speakers. The seminar is intended to provide interns with information and knowledge essential for clinical and consultation work with a student population. Topics include important areas such as professional and ethical issues in clinical practice, forms of short-term therapy (CBT and brief psychodynamic therapy), clinical assessment and treatment planning, crisis assessment and intervention, cultural considerations and medication, substance use treatment, and trauma informed therapy.
- 2. Multicultural Seminar:** This seminar combines experiential and didactic components to explore how counselor and client assumptions, backgrounds and training may influence the counseling process. A major training assumption is that in order to do effective multicultural work, clinicians must be aware of their own assumptions and biases. Interns are encouraged to explore and understand how their own training and backgrounds may affect their interactions with clients. This seminar meets 2 hours, every other week, throughout the year. Interns are encouraged to utilize the understanding gained through this exploration in all of their clinical and consultation work at CAPS.
- 3. Mini Case Conference:** Interns meet every other week for two hours with a Senior Staff Member to discuss clinical cases and issues. Special attention is given to assessment and diagnosis to inform treatment. In addition, this seminar allows interns to share any issues or concerns that may arise during the course of the internship. During this meeting, interns are provided with opportunities to discuss administrative and program planning issues, clinical cases, personal concerns which may be relevant to their clinical work and professional interactions. Interns are required to present a case presentation at least once each semester.

4. Supervision of Supervision Seminar: This year long seminar meets for 1 hour weekly to discuss and review theoretical models of supervision. Interns are provided with a forum to share and discuss their experiences as supervisors of career counseling interns. Interns also present a video of their supervision (and receive feedback) in this seminar.

5. Outreach and Consultation Seminar: This year long seminar meets bi-weekly to develop and enhance outreach and consultation skills. Outreach and consultation has become an integral part of working at a university counseling center. Interns work with a Senior Staff Member to develop skills needed to create outreach programs and attend to the various outreach and consultation requests from the university. This seminar gives interns the opportunity to receive feedback from their peers on presentation style and content. Interns begin the seminar by presenting short topics of their choice and expertise in order to gain the confidence and skills to present to larger audiences. By the end of the training year interns will have developed a longer more substantive presentation and have presented on a number of topics related to college student mental health. Finally, with regard to campus consultation, interns gain the necessary skills to help faculty and staff understand the signs of distress in students and the resources available to them on this campus.

6. Career Assessment and Counseling Seminar: This seminar meets 2 hours, every other week. Interns are trained in the clinical application of theories and assessment techniques relevant to career development, career choice and career counseling. Special emphasis is placed on knowledge and use of personality, career and vocational testing and the integration of test results in the counseling process, in a culturally sensitive manner. Interns learn to administer and interpret tests and how to integrate test results into their clinical work with students who are often struggling with the complexities of academic, career and personal issues. Interns are required to do a case presentation in the Fall semester and Spring semester.

7. Professional Development Seminar: Interns participate in a 1 hour weekly professional development seminar. This seminar focuses on the transition from trainee to professional psychologist. Interns are provided with the opportunity to discuss and explore their educational and career history, including how familial and cultural factors have impacted career exposure, values, and development. Seminar topics include professional identity development (professional values, attitudes, and behaviors), as well as practical skills (job search, licensure, interview strategies, and networking) - with the goal of preparing interns for the next phase in their career development. Past

interns and current Senior Staff present to the cohort on their career paths with presenters being chosen each year based on the cohort's specific interests and goals.

D. Consultation and Outreach

Interns have numerous opportunities to participate in campus consultation and outreach activities.

- 1. Goals:** There are multiple training goals for consultation and outreach. These include: **a.** helping interns develop the perspective of the campus as a community, **b.** helping interns develop collaboration and networking skills in working with the campus community, **c.** helping interns develop an understanding of the core aspects of the role of campus consultation, and **d.** helping interns develop the ability to identify and utilize resources in the campus community.
- 2.** Interns will participate in the Residential Life Liaison program. Interns, in consultation with their supervisors and the Outreach Coordinator, determine appropriate consultation activities. Initially interns accompany or shadow senior staff members in consultation and outreach activities. As the year progresses and as interns develop skill and expertise in dealing with more complex issues, interns are given opportunities to initiate and respond to outreach and consultation requests on their own.

Doctoral interns are required to do at least 3 outreach programs per semester. At least 1 of the required outreach programs must be triaged by the Outreach Coordinator. Please see the CAPS Policy and Procedures Manual for more detail regarding outreach assignments.

E. Staff Case Conference

Interns are required to attend a weekly case conference, which includes CAPS, Social Services staff, Psychiatry staff, doctoral interns post-MSW fellows as well as post-doctoral fellows. The case conference is a forum for consultation and review of cases. Staff members, interns, 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, SOS, and Psychiatry, as well as offer a place to receive peer support for the difficult work we do. All staff are required to present a case in case conference at least once per semester as part of Quality Assurance practices.

F. Staff Development Programs and Staff Meetings

Interns are required to attend all CAPS staff meetings and staff development programs. Staff development programs include presentations on current issues and developments in mental health and clinical practice. Interns are required to attend Meyer Medical Lectures (when relevant – it will be put on staff schedules in those cases), the professional development series sponsored by the UHS medical staff.

IV. TRAINING PROGRAM ADMINISTRATION

The coordination and day-to-day administration of the training program are the primary responsibilities of the Director of Training. The Director of Training, in consultation with the Training Committee and training supervisors, has the primary responsibility for all decisions regarding training curriculum, program philosophy, format and structure, Doctoral intern 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 CAPS Director, the Leadership Team, the Social Services Manager and training supervisors.

The Director of Training meets monthly with CAPS training supervisors. Supervisors advise and collaborate on the philosophy, direction, content and curriculum of the training program and work together to implement the program through seminars, consultation and other trainings. Supervisors participate in intern selection and other major training activities. Supervisors' meetings have several additional functions: **a.** to provide a mechanism for quality assurance by reviewing, discussing and updating the content, policies, and procedures of the training program; **b.** to discuss the progress and needs of the current interns and to provide peer support and guidance in conducting supervision; **c.** to provide a forum to discuss general supervisory issues and share information and knowledge about supervision.

The Director of Training is a member of the CAPS Leadership Team and communicates information from supervisors to the Training Committee as needed (and vice versa). The Director of Training consults with interns' supervisors during the monthly supervisor's meeting and during additional planned consultation meetings throughout the year. All parties are thereby kept abreast of policy and program development issues and decisions that affect the training program.

V. RESPONSIBILITIES OF THE TRAINING PROGRAM TO INTERNS

The training program at CAPS is committed to providing an environment conducive to the professional growth and development of interns. A major focus is to assist interns in integrating their personal values, attitudes and functioning as individuals with their professional values, knowledge, skills, experience and functioning. This process involves the teaching of clinical skills as well as providing ongoing evaluation and feedback from supervisors and all CAPS, SOS, and Psychiatry staff with whom interns interface. This process also involves the development of trust and safety within the training program such that interns can approach learning experiences and challenges with a sense of openness, safety and appropriate vulnerability. Specifically, the training program assumes the following responsibilities toward interns:

- A.** The training program will provide interns with a clear statement of goals and parameters of the training experience, including information about relevant professional standards, guidelines and legal regulations governing the practice of psychology. The training program will also provide appropriate forums to discuss these standards and guidelines.
- B.** The training program will provide interns with a summary of requirements to be completed during the year.
- C.** Interns will receive and must review the CAPS Policy and Procedures Manual, with discussion of appropriate sections, which address agency standards.
- D.** The training program will provide quality supervision and didactic training by professionals who behave in accordance with professional, legal and ethical guidelines.
- E.** The training program will provide criteria, outlined in the intern evaluation forms, which will be used in assessing competence in individual, couples and group counseling, initial consultation and assessment, crisis assessment and intervention, development and delivery of workshops, consultation, outreach and prevention activities, and supervision.
- F.** The training program will provide ongoing feedback that is specific, respectful and pertinent to the intern's skills and development. Written evaluations of the interns' progress will be provided twice during the internship year (January and July) and will address their knowledge of and adherence to professional standards, their professional skill competency and their personal functioning as it relates to the delivery of professional services and goals for the future.
- G.** The training program will provide interns with the opportunity to formally evaluate and provide feedback to the training program staff and supervisors. The opportunity to provide written evaluations of supervisors and the program will

occur twice during the internship year (January and July). In addition, interns are encouraged to give informal feedback during supervision and meetings with the Director of Training and Training Committee and will formally evaluate the Director of Training at the end of the internship year (July).

H. The training program will maintain ongoing communication with the intern's graduate department regarding progress during the training year (e.g., Match Day, during Orientation (July), January (1st evaluation) and in July (final evaluation)).

I. The training program will provide a process by which inappropriate behavior affecting professional functioning is brought to the attention of an intern. The training program will maintain internal procedures, including due process guidelines, to address and remedy perceived problems and competency issues as they relate to interns' professional standards, competency and functioning. **See Due Process Guidelines below.**

VI. INTERN RESPONSIBILITIES TO THE TRAINING PROGRAM

A. Interns have the responsibility to maintain behavior within: **a.** the scope of the APA ethical guidelines for psychologists, **b.** the laws and regulations of the State of California, **c.** the regulations for professional staff of the University of California and **d.** the standards for professional staff outlined in the CAPS Policy and Procedures Manual.

B. Interns have the responsibility to be open to professionally appropriate feedback from immediate supervisors, professional staff, and agency personnel.

C. Interns have the responsibility to behave in a manner that facilitates professional interactions within CAPS and that is in accordance with the standards and expectations of the agency.

D. Interns have the responsibility to provide professionally appropriate feedback regarding all aspects of the training experience, including but not limited to, supervision, seminars, individual and group counseling experiences, consultation and outreach experiences and staff meetings.

E. Interns 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. Interns have the responsibility to meet training expectations by developing competency in: a.) research, b.) ethical and legal standards, c.) individual and cultural diversity, d.) professional values, attitudes, and behaviors, e.) communication and interpersonal skills, f.) assessment, g.) intervention, h.) supervision, i.) consultation and interprofessional/interdisciplinary skills and j.) any other training areas specifically identified and mutually agreed upon by the intern, supervisor and Director of Training.

VII. INTERN SERVICE DELIVERY RESPONSIBILITIES

Interns participate in the entire range of professional services and functions at CAPS. Formal training seminars, supervision, case conferences and staff development programs insure that interns obtain the necessary support and knowledge to fulfill their clinical and consultation responsibilities in a professional manner.

A. Individual Counseling and Psychotherapy

Interns provide one at a time sessions. While CAPS has no explicit session limit, most students will be seen one time and invited to contact the provider in the future as needed. For clients who need to be seen on an ongoing basis, the intern should discuss the case in supervision and document the rationale in the notes. Occasionally, interns will have the opportunity to see couples.

Interns are able to carry up to 2 ongoing long-term clients during the year. These cases are selected through discussion with the intern's supervisor, in order to ensure that cases are appropriate for longer term care in CAPS. Over the internship year, an effort is made to provide interns with a wide range of clients with differing concerns and levels of severity.

B. Crisis Counseling

In order to ensure access for urgent/emergency counseling services for Berkeley students, CAPS counseling staff provide "Tang OAAAT" sessions, Monday – Friday, 10:00 am to 5:00 pm. These sessions are for students who need/request to be seen (possibly onsite) and likely presenting with some level of distress. During these times interns will respond to urgent consultation calls ("third party calls") from faculty and staff. Interns are strongly encouraged to seek consultation from senior staff in urgent or complex cases.

C. Workshop and Group Leadership

In addition to individual and couples counseling, CAPS offers workshops and groups. Interns are required to co-lead CAPS groups and/or workshops (typically 1 per semester) under the direction of the Group Coordinator and Clinical Director.

D. 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 and crisis debriefings. CAPS is also involved in collaborative programs with other university departments, including training peer

counselors and liaison work with the Residential Life Program. Interns are given opportunities to gain skills in consultation and outreach by participating in liaison activities and by providing workshops and programs on campus. It is expected that each intern will provide at least 3 outreach programs, per semester.

E. Supervision of Master's Level Trainees

The training program makes every effort to provide doctoral interns with the opportunity to provide supervision to master's (or doctoral) level students in career counseling. Interns provide weekly supervision to their supervisees and receive support for this supervision in the Supervision of Supervision Seminar where the interns discuss and explore their experiences, review and integrate theoretical models of supervision and learn from their own and peers' experiences. Interns will provide their supervisees with an evaluation in December/January and again in May. Interns are also provided feedback from their supervisees.

F. Research Activities

- 1. Dissertation Time:** Doctoral interns are given 2 hours (untemplated time) each week to work on their dissertations. Interns and primary supervisors review dissertation progress periodically. All interns have the opportunity to present their research to the CAPS professional staff. If a doctoral intern is not working on a dissertation, the intern will be assigned a project within CAPS in consultation with the Training Director.

G. Administrative Activities/Case Management

An average of 2 hours (untemplated time) each day are reserved for case management (i.e., complete progress notes, return messages, etc.).

F. Professional Development

Interns attend all professional development activities sponsored by CAPS. In the Fall interns typically attend the Northern California Training Directors Conference. Interns are granted **up to** 10 days of approved paid release time annually. This time may be used for professional conferences, dissertation work (meetings with faculty, dissertation defense), and job search activities (interviews), or other activities consistent with goals identified at the beginning of the training year. All professional development time must be approved **in advance** by the Director of Training. For more information regarding professional development time please visit: http://atyourservice.ucop.edu/employees/policies/staff_policies/spp50.html

VIII. EVALUATION PROCEDURES

Evaluation (feedback) is an important and integral part of the training experience. The CAPS training staff (Director of Training, Training Committee, supervisors, and seminar leaders) are committed to providing ongoing feedback and evaluation of interns' performance in order to facilitate professional growth and development. Interns also evaluate their supervisors and the training program as a whole on a twice a year to allow the Training Program to continue to grow and develop.

A. Evaluation of Interns

Evaluation of interns begins during the orientation period when each intern 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: Interns are provided with ongoing information regarding their progress during regularly scheduled individual supervision sessions. At the beginning of the year, the supervisor and intern review the Evaluation Form and establish priorities and goals for supervision in the areas of professional conduct and ethical issues, assessment, counseling skills, crisis assessment and intervention skills, outreach and consultation skills, supervisory skills and research goals and objectives. This ensures that both intern 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, feedback is given prior to the formal evaluation, enabling the intern to focus attention on the specified area(s).

2. Formal Written Evaluations: Evaluations are completed by supervisors in December/January and July and are submitted to the Director of Training. Areas of competence and strength as well as areas for growth and specific suggestions for the intern's further professional training are identified and recorded in these evaluations. Written evaluations are discussed and signed by both supervisor and intern and then submitted to the Director of Training. The evaluations are reviewed by the Director of Training and are then filed in the intern's personnel file. The Director of Training reviews all of the evaluations for each intern and provides this information to the Director of Clinical Training (DCT) of the intern's graduate program. Communication with the intern's graduate program occurs at the end of each evaluation period.

B. Evaluation of the Training Program

Interns are encouraged to evaluate how the program is meeting their professional needs at any time during the internship year. If an intern has a special request or suggestion, this should be raised with the intern's supervisor or the Director of Training. In addition, the following procedures are in place to ensure that interns' needs and concerns are addressed.

1. A Senior Clinician meets with the interns monthly in the Mini-Case Conference to discuss issues regarding the clinical load. At this time, interns have the opportunity to review and evaluate any and all aspects of the clinical program.
2. In January and July, interns are required to evaluate in writing all aspects of the program. This evaluation focuses on specific areas of strength as well as growth of the program, including suggestions for improvement. Interns' evaluations are reviewed by the Director of Training and supervisors, and are used to explore and implement appropriate changes in the program.
3. Interns formally evaluate their supervisors and The Director of Training in writing in July. This evaluation is given directly to the Director of CAPS.

IX. DUE PROCESS PROCEDURES

Many problems which arise in the course of the internship, as identified by supervisors or other staff, or by interns themselves, are a normal part of the training process and are handled informally during supervisory sessions and the Mini-Case Conference. The discussion and resolution of these problems are seen as opportunities for the intern's professional growth. Due Process procedures and Grievance procedures are initiated when the above described process is deemed insufficient to resolve the problem(s). These procedures are envisioned as opportunities to collaborate in the remediation and/or resolution of problems or concerns regarding an intern's competence or progress. Additionally, since interns 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 ensures that the training program's decisions about interns are neither arbitrary nor personally based. Specific evaluative procedures apply to all interns and appeal procedures are available for interns who wish to challenge the program's actions. General guidelines are as follows:

1. The training program's expectations related to professional functioning are presented to interns in writing (above) and discussed during Orientation.
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 training program communicates early and often with graduate departments about any suspected difficulties with interns, seeking input from the academic programs about how to address these difficulties.
5. The training program, with the input and knowledge of the graduate program, will institute a remediation plan for identified behaviors, including a time frame for expected remediation. Consequences for not rectifying the identified issues in a timely fashion are clearly stated in writing.
6. Procedures for how an intern may appeal the program's action are included below, in **Section E**.
7. The training program ensures that interns have sufficient time to respond to any action taken by the program.
8. The training program considers multiple professional sources when making decisions or recommendations regarding an intern's inadequate performance or competence problems.
9. The training 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: **a.** an inability and/or unwillingness to acquire and integrate professional standards into one's professional behavior, **b.** an inability to acquire professional skills in order to reach an acceptable level of competency; and/or **c.** an inability to control personal stress, psychological issues 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.

When an intern'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 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, which can be rectified by academic or didactic training.
3. The quality of services delivered by the intern 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 intern's behavior does not change as a function of feedback, remediation efforts, and/or time.

C. Procedures for Responding to Inadequate Intern Performance

It is important to have meaningful ways to address a competence issue once it has been identified. If an intern receives a "performance fluctuates and at times falls below expected level" rating on any evaluation or if one or more staff members have serious concerns about an intern 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 intern.

4. Reducing the intern's clinical or other workload and/or requiring specific academic coursework.
5. Recommending a leave of absence and/or an additional internship.

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 intern seems unable or unwilling to alter the behavior, the training program may take more formal action, including:

1. Giving the intern a limited endorsement, including the specification of those settings in which he/she can function adequately.
2. Communicating to the intern and the intern's academic program that the intern has not successfully completed the internship.
3. Recommending and assisting the intern in implementing a career shift.
4. Terminating the intern 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 an intern's professional conduct, professional development or performance arises during the internship.

1. **Remedial action – verbal warning:** If a significant concern about an intern'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 intern's primary supervisor will be consulted and directed to give the intern a verbal warning, as well as to discuss the concerns with the intern. If discussion of the concern with the intern is sufficient and potential remedial actions can be agreed upon by the intern and primary supervisor, no further procedures are needed. No record of this action is kept.
2. **Remedial action – written acknowledgment:** If, upon discussion with the intern, the primary supervisor decides that additional feedback or action is needed, a meeting of the intern, supervisor and Director of Training is arranged. At this point, written acknowledgment is given to

the intern by the Director of Training, formally stating that: **a.** the Director of Training is aware of and concerned about the intern's performance; **b.** the concern has been brought to the attention of the intern; **c.** the Director of Training will work with the intern 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 intern's file temporarily and is removed when the intern successfully responds to the concerns.

- 3. Remedial action – written warning:** If the intern 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 intern's personnel file. The letter will contain **a.** a description of the intern's unsatisfactory behavior or performance, **b.** necessary actions by the intern 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 intern has the right to request a review of this action. Consideration may be given to removing this letter from the intern's file at the end of the intern's service at CAPS by the Director of Training in consultation with the CAPS Management Team and the intern's supervisor. If the letter is to remain in the file, documentation will contain the position statements of the parties involved in the dispute. Once the performance issue(s) have been addressed a letter - signed by the Training Director and the intern - will be placed in the file stating that the intern has successfully corrected the issues of concern.
- 4. Remedial action – modification of clinical responsibilities**
In certain cases, the intern'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 intern to return to a more professional productive state. There is the full expectation that the intern will complete the internship. The length of this period as well as its termination will be determined by the Director of Training in consultation with the Training Committee and supervisory staff. Once the performance issue(s) have been addressed, a letter – signed by the Training Director and the intern - will be placed in the file stating that the student has successfully corrected the issues of concern.

5. Probation

Probation is a time-limited training period for the intern, which is remediation-oriented. Its purpose is to bring the intern 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 intern's progress in changing or improving the behavior of concern. The intern 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 intern has the right to request a review of this action. The intern's graduate department will be informed of the intern's status.

If the performance issue(s) have been addressed, a letter – signed by the Training Director and the intern - will be placed in the file stating that the student has successfully corrected the issues of concern. If the conditions of probation are not met, the Director of Training will consult with the intern's supervisor, and the CAPS Management Team to consider termination of the internship. The intern will be notified in writing and informed of the right to appeal this decision.

6. Dismissal from the internship

Dismissal involves withdrawal of all privileges associated with the internship 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 identified issue(s) and the intern is unable or unwilling to alter their behavior. This action is also invoked when the intern is unable to complete the internship due to severe physical, mental or emotional illness.

The decision to dismiss an intern from the internship is not made lightly and is made by the Director of Training, supervisors, and CAPS Leadership Team, in consultation with the UHS Human Resources Manager. The intern will be notified in writing of the decision and the Director of Training will notify the intern's graduate department in writing.

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 intern's status at CAPS can be fairly reviewed. Due process is a mechanism by which an intern 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 an intern.

- 1. Intern Grievance:** If an intern 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 intern must, within five working days of receipt of the decision, notify the Director of Training in writing, of the challenge. As part of the challenge, the intern must provide the Director of Training with information supporting the intern's position or concern. Within 3 working days of receipt of this notification, the Director of Training must consult with the CAPS 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 an intern. The following procedures will guide the arbitration committee process:
 - a.** The committee will be composed of three staff members selected by the Director of CAPS. The intern 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 intern has the right to hear all facts about the concern, as well as to present supporting materials of his/her own. The intern 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 intern 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 CAPS Director may make a final decision.
- h. The Director of Training will inform the intern, supervisor and the intern's academic department of the decision.
- i. The intern may dispute the CAPS Director's final decision by contacting the University Health Services' Human Resources Manager.

X. INTERNS DUE PROCESS & GRIEVANCE PROCEDURES FOR VIOLATIONS OF THEIR RIGHTS BY OTHERS

Violations of 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, intern 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.

A. CAPS Internal Procedures

1. Interns 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, interns 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, intern 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 intern 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 issue its recommendations. A written response by the Director of Training shall be issued within 5 working days thereafter.

4. If an intern 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 intern (following the same procedures outlined above). The Committee will have up to 10 working days to respond.

5. If the intern 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.

XI. STATEMENT OF NONDISCRIMINATION

“The University of California, in accordance with applicable Federal and State Law and the [University's nondiscrimination policies](#), does not discriminate on the basis of race, color, national origin, religion, sex (including sexual harassment), gender identity, pregnancy/childbirth and medical conditions related thereto, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. This nondiscrimination policy covers student admission, access, and treatment in University programs and activities. It also covers faculty (Senate and non-Senate) and staff in their employment.”

Please see <http://ccac.berkeley.edu/nondiscrimination.shtml> - for information regarding and about the Campus Climate and Compliance Office.

XII. TRAINING PROGRAM PROCEDURES

A. Selection

The intern selection process takes place in December, January and February. Doctoral intern selection is conducted by the Director of Training and supervisors under the policies and procedures of the Association of Psychology Postdoctoral and Internship Centers (APPIC). CAPS adheres to all APPIC policies and guidelines with respect to recruitment, selection and notification. Interns participate in the interview phase of the selection process for Doctoral interns. Each intern participates in a portion of the interviews and gives feedback to the selection committee. Interns are also expected to answer questions from applicants regarding the training program, their experiences at CAPS and the selection process.

B. Schedule Adjustments

Occasionally, interns may work beyond the typical 8-5 workday. In these instances, interns should make every effort to adjust their schedules, in consultation with the Director of Training, and take time off during that week to compensate for working late.

C. Vacation, Professional Development and Sick Leave

Interns are paid monthly, on the first day of the month. Interns receive 3 weeks (15 days) of paid vacation. All vacation requests must be made in writing, using the online "Schedule Adjustment" form in CAPS (see below). In addition, interns may use up to 10 days of paid Professional Development time. The Director of Training must approve requests for vacation and professional development in advance. Interns are encouraged, NOT REQUIRED, to utilize 1 week of vacation during the last week of internship.

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

1. Complete a Schedule Adjustment form (form will be provided).
 - a. Be sure to find coverage for all Tang OAAT appointments.
 - b. Indicate who will be covering for you on the schedule adjustment form.
2. E-mail the completed Word document form to the Training Director.
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.

Medical Benefits

Interns receive medical benefits through the University of California, Berkeley (**note: this does not include vision or dental**). At the beginning of the year, interns discuss benefits options with the UHS Human Resources Department. The Human Resources Department assists interns in making choices and signing up for these benefits.

XIII. Exit Criteria

In order to successfully complete the internship, each intern must meet the following criteria:

1. It is our goal to allow interns to accrue 1800 (minimum)-2000 hours. Interns are responsible for tracking their accrued hours and getting appropriate signatures documenting clinical work. This includes time spent in direct service activities, supervision, training seminars, staff development and staff meetings, research and administrative activities.
2. No significant ethical violations were committed by the intern.
3. Supervisor evaluations indicate that the intern's performance is consistent with the expected level of performance for an intern completing an internship at the Doctoral level.
4. All written records required of the intern have been completed and signed by his or her supervisor, including progress notes, treatment plans and case closing summaries.
5. The intern has completed all required evaluations of supervisors and the program.
6. The intern has received evaluations from all supervisors and has completed the exit interview with the Director of Training.

Interns who successfully complete the internship will receive a "Certificate of Completion" at the end of the year. Intern records are maintained in a locked file cabinet by the Director of Training.