UNIVERSITY HEALTH SERVICES

Contact: Director, Counseling & Psychological Services

Title: Doctoral Intern Training Manual

Effective Date: 7/2025

Review Date: 7/2025

Revision Date: 3/2026

DOCTORAL INTERN TRAINING MANUAL

Student Mental Health
University of California, Berkeley

TABLE OF CONTENTS

I. Introduction (4)
II. Goals and Objectives of the Training Program (4)
A. Clinical Skills
B. Multicultural Skills
C. Professional Ethics
D. Professional Development
III. Core Components of the SMH Training Experience (5)
A. Orientation
B. Supervision
1. Supervisory Assignments
2. Primary supervisor
C. Training Seminars
1. Clinical Seminar
2. Multicultural Seminar
3. Mini Case Conference
4. Supervision of Supervision Seminar
5. Outreach and Consultation Seminar
6. Career Counseling and Assessment Seminar
7. Professional Development Seminar
D. Consultation and Outreach Goals
E. Core Components
F. Staff Case Conference
G. Staff Development Programs and Staff Meetings
IV. Training Program Administration (10)
A. Supervisors' Meetings
B. Training Committee
V. Responsibilities of the Training Program to Interns (12)
VI. Intern Responsibilities to the Training Program (11)
VII. Intern Service Delivery Responsibilities (13)
A. Individual Counseling and Psychotherapy
B. Crisis Counseling
C. Workshop and Group Leadership
D. Consultation and Outreach Program
E. Supervision of Master's Level Trainees
F. Research Activities
G. Administrative Activities
H. Professional Development

VIII. Evaluation Procedures (15)
A. Evaluation of Interns
B. Evaluation of the Training Program
IX. Due Process Procedures (17)
A. Due Process: General Guidelines
B. Definition of Competence Problems
C. Procedures for Responding to Inadequate Intern Performance
D. Remediation Actions
E. Due Process and Appeal Procedures
X. Interns' Due Process & Grievance Procedures for Violation of their Rights (24)
A. SMH Internal Procedures
XI. Statement of Nondiscrimination (25)
XII. Training Program Procedures (26)
A. Selection
B. Schedule Adjustments
C. Pay period, Vacation, Sick Leave
D. Medical Benefits
XIII. Exit Criteria (28)

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.

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 and humility 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. See APA Multicultural Guidelines

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 APA Ethical Principles of Psychologists and Code of Ethics

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 ongoing 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/or 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 SMH TRAINING EXPERIENCE

The training program at Student Mental Health (SMH) is composed of a number of training experiences designed to provide interns with exposure to different staff members, disciplines, and approaches to clinical and consultation work at a university counseling center. Interns are expected to participate in supervisory experiences, didactic training, 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 Student Mental Health, 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 SMH/UHS staff, supervisors, and the training cohort (interns, postdocs and post-MSW fellows). Interns are introduced to the various units within UHS such as: Social Services, Behavioral Health, Psychiatry, the Career Counseling Assessment & Library, Urgent Care, Clinical Services, and the Pharmacy. In addition, interns are provided with didactic training focused on short-term counseling, crisis assessment and intervention, risk assessment, referrals, case management, and legal and ethical issues. Interns also have the opportunity to visit and learn about campus services such as the Center for Support and Intervention (CSI), Disabled Students Program (DSP), and 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 and videos of sessions, engaging in cultural conversations, as well as evaluating intern progress.

1. Supervisory Assignments: Supervisory assignments are made by the Director of Training and licensed staff members who are involved in 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, salient identities, 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 , strengths, skills, availability, 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 appropriate. The Director of Training will make a final decision regarding the request.

2. Primary Supervision: Through individual supervision from a primary supervisor, interns receive support, guidance and ongoing feedback regarding their professional strengths and areas for development. 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, in person, 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 SMH.

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 SPE form must be signed at the beginning of the supervisory relationship and filed in the intern's personnel file by the Director of Training. See the California Board of Psychology Supervision forms section for more information about SPE and Verification of Experience for internship.

e) Telesupervision is supervision of psychological services through a synchronous audio and video format where the supervisor is not in the same physical location as the trainee. Please refer to the telesupervision policy for more details.

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, One-At-A-Time (OAAT) counseling, 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 meets bi-weekly throughout the year and combines experiential and didactic components to explore how intersecting identities, backgrounds and training may influence the counseling process. The seminar is primarily process oriented to help increase awareness of personal assumptions and biases. Interns are encouraged to explore and understand how their own training and backgrounds may influence their interactions with clients, colleagues and supervisors. Interns are encouraged to utilize the understanding gained through this exploration in all of their clinical and consultation work at SMH.

3. Cohort 1 Seminar (Group Supervision): This weekly seminar is a space for interns to discuss clinical cases and share any issues or concerns that may arise during the course of the internship. Special attention is given to the One-At-A-Time (OAAT) approach to counseling, brief assessment and diagnosis to inform treatment. 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 weekly 1-hour seminar provides interns the opportunity 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 may also present a video of their supervision (and receive feedback) in this seminar.

5. Outreach and Consultation Seminar: This bi-weekly seminar throughout the year supports the development of the 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. Assessment Seminar: This bi-weekly seminar provides training in the clinical application of theories and assessment techniques. Special emphasis is placed on knowledge and use of cognitive, 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 test results and how to integrate test results into their clinical work with students. Interns are required to incorporate an assessment into their clinical practice and complete a case presentation on the experience in the Spring semester.

7. Professional Development Seminar: This weekly 1-hour 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, current Senior Staff, and counseling professionals across the U.S. present to the cohort on their career paths with presenters being chosen each year based on the cohort's specific interests and goals. Interns are also expected to present their dissertation research during this seminar as an effective way to demonstrate their skills in the research competency area required by APA.

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 have the opportunity to participate in outreach programs on campus. Interns, in consultation with their supervisors and the Outreach Seminar Leader, 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 2 outreach programs per semester. At least 1 of the required outreach programs must be triaged by the Outreach Seminar Leader. Please refer to the SMH Policy and Procedures Manual for more detail regarding outreach assignments.

E. Staff Case Conference

Interns are required to attend a weekly case conference, which include Student Mental Health staff from all units including CAPS, Social Services, Psychiatry staff, Behavioral Health and training staff. 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 Student Mental Health and offer an opportunity to receive peer support for the difficult work we do. All staff are required to consult about 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 Counseling 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 Advisory Board 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 SMH Director, the Leadership Team, the Social Services Manager and training supervisors.

The Director of Training meets weekly with the Training Advisory Board and monthly with intern 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. The Training Advisory Board along with other Senior Staff participate in intern selection and other major training activities. Interns are also required to participate in intern selection for the following year. 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 Student Mental Health Leadership Team and communicates information from supervisors to the Training Advisory Board 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 Student Mental Health 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 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 SMH 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 SMH 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, timely 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 Advisory Board 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 SMH 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 SMH 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 SMH 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 SMH. Formal training seminars, supervision, case conferences and staff development programs ensure 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 SMH has no explicit session limit, most students will be seen one time and invited to contact that same (or another SMH) 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 SMH. 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, SMH counseling staff provide "On-Call OAAT" 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 also respond to urgent consultation calls ("third party calls") from faculty, staff, and community members. **Interns are required to seek consultation from senior staff in urgent or complex cases.**

C. Workshop and Group Leadership

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

D. Consultation and Outreach Program

SMH 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. SMH 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 2 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. Dissertation Time

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

G. Administrative Activities/Case Management

Interns, as is true of all staff, are expected to complete their clinical notes the same day a client was seen and no later than 24 hours after a client was seen. It is expected that an average of 2 hours (untemplated time) each day is needed for case management (i.e., complete progress notes, return messages, etc.).

H. Professional Development

Interns attend all professional development activities sponsored by SMH. In the Fall semester interns typically attend the Northern California Training Directors Conference. Interns are granted **up to 40 hours** of approved paid release time annually. This time may be used for 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.**

VIII. EVALUATION PROCEDURES

Evaluation (feedback) is an important and integral part of the training experience. The SMH training staff (Director of Training, Training Advisory Board, 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 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 based on APA Standards of Accreditation 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 planned to be discussed in person 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 licensed Clinician meets with the interns weekly in the Cohort 1 Seminar to discuss issues regarding the clinical load. At this time, interns have the opportunity to consult on 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. The overall mid-year and end of year 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 mid-year and end of year with a supervisor evaluation, The supervisor evaluation should be reviewed in collaboration with the supervisor in person as well.

4. Interns also formally evaluate The Director of Training in writing in July. This evaluation is given directly to the Director of SMH.

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 could be handled informally during supervisory sessions and/or the training seminars. 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 manage personal stress, psychological issues or strong emotional reactions such that they 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'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 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 they 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 the TD will 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 acknowledgement, 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 timeline 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 SMH by the Director of Training in consultation with the SMH 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 intern 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 intern 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 SMH 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 SMH, 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 SMH 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 SMH 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, they 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 SMH Leadership Team and an arbitration committee will be convened.

2. Arbitration Committee and Appeals Process: When necessary, the Director of SMH 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 SMH. 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 their 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 SMH Director, including any recommendations for further action. Decisions will be made by majority vote of the committee.

d. The SMH 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 SMH Director accepts the recommendations, the Director of Training is informed and informs the intern and supervisors of the decision.

f. The SMH 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 SMH 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 SMH 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, interns have the option of using the procedures established by the University to handle such matters or using the Counseling internal procedures outlined below. Complaints related to aspects of the training per se will typically be adjudicated according to SMH internal procedures.

A. SMH 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, the intern is 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 SMH 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 they 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 their 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: **ophd.berkeley.edu** - for information regarding and about the Campus Climate and Compliance Office.

Staff Interactions

- Student Mental Health wants to facilitate an inclusive environment where everyone is heard and respected.
    - As a Staff, we shall be mindful of our individual identities, including the intersection of privilege and oppression, and how this may influence our interactions with our co-workers.
    - While a hierarchy of power exists in our agency, we strive to maintain a style of interacting that is non-defensive and open to feedback from all parties.
    - It is acceptable to process reactions with an uninvolved co-worker, but all members should strive to resolve concerns directly with one another in a timely manner. If members feel unsafe, involvement of the Training Director is recommended. If the harmful interaction involves the Training Director, the co-Directors of Student Mental Health should be consulted.
- SMH does not accept victimization, i.e., repeated reprehensible or negative actions directed at individual employees in an intimidating manner that may result in the employee being isolated from others.
    - By victimization we mean psychological violence, social rejection, bullying, sexual harassment, harassment connected with ethnic origin, age, religion or

other faith, disability or sexuality, and other forms of harassment or actions that contravene the agency's values.

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 along with the Training Advisory Board and other Senior clinicians under the policies and procedures of the Association of Psychology Postdoctoral and Internship Centers (APPIC). SMH adheres to all APPIC policies and guidelines with respect to recruitment, selection and notification. Current 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 SMH and the selection process.

Employment is dependent on obtaining and maintaining a credentialing clearance, background clearance and medical clearance according to University Health Service policies. See specific COVID vaccine requirements below.

As a condition of employment, you will be required to comply with the University of California SARS-CoV-2 (COVID-19) Vaccination Program Policy All Covered Individuals under the policy must provide proof of Full Vaccination or, if applicable, submit a request for Exception (based on Medical Exemption, Disability, and/or Religious Objection) or Deferral (based on pregnancy) no later than the applicable start date. New University of California employees must (a) provide proof of receiving at least one dose of a COVID-19 Vaccine no later than 14 calendar days after their first date of employment and provide proof of Full Vaccination no later than eight weeks after their first date of employment; or (b) if applicable, submit a request for Exception or Deferral no later than 14 calendar days after their first date of employment. (Capitalized terms in this paragraph are defined in the policy.) Federal, state, or local public health directives may impose additional requirements.

B. Schedule Adjustments

Occasionally, interns may work beyond the typical 8-5 workday. In the rare exception that interns work beyond the normal schedule, seek approval from the Training Director to adjust your schedule within that week to compensate for the hours to then ensure you do not go over 40 hours for that week (M-F).

Please communicate with the Training Director if you need to go overtime (over 40 hours) if adjusting the schedule is not feasible. Participating in outreach events outside of normal scheduled hours should be approved by the Training Director in advance.

C. Vacation, Professional Development and Sick Leave

Interns are paid bi-weekly according to this schedule. They are considered "Anytime Non-exempt Employees" which means "they report time anytime during the biweekly pay period but it is highly recommended and best practice to record time on a daily basis." See CalTime information on Non-Exempt. Time will be entered hourly in CalTime and needs to be entered and approved by the employee and Training Director to be paid. Important to know: If zero hours are entered for a day/week, then zero hours will be paid.

Interns receive 16 hours per month of vacation and 8 hours per month of sick leave. Sick leave can be used for medical appointments in addition to being used when feeling ill. In addition, interns may use up to 40 hours of paid Professional Development time (outside of any required trainings from Student Mental Health). It is important to note that vacation and sick time is accrued per month so it cannot be used in advance. Since interns are considered non-exempt employees, they log vacation, sick, and professional development by the hour when reported on CalTime. In addition, interns are eligible for all paid university holidays included on the calendar. Interns are REQUIRED, to exhaust all vacation accruals by the end of the internship/fellowship year (other than the last month's accruals which will not be available for use). In the rare exception that you work beyond your normal schedule, if possible, seek approval from the Training Director to adjust your schedule within that week to compensate for the hours to then ensure you do not go over 40 hours for that week (M-F). Please communicate with the Training Director if you need to go overtime (over 40 hours) if adjusting the schedule is not feasible. Also for outreach, speak with TD for approval (should be planned in advance).

The Director of Training must approve requests for vacation, medical appointments, and professional development in advance. All leave requests must be submitted to the Training Director via the online Leave Requests form. See Schedule Adjustment Policy for CAPS for more detailed information about the workflow. Please see the Director of Training if you have further questions about this policy.

D. 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. The final evaluation must be reviewed by both the supervisor and the supervisee during an in-person meeting, signed by pen, and turned to the Training Director.

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.

IX. Duration of Internship Program

This is a full-time 12-month internship program. The weekly time commitment for interns is 40 hours per week for 12 months.