

**Student Mental Health
University of California, Berkeley**

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I. INTRODUCTION

Cohort 1 of the Training Program is composed of doctoral psychology interns and post-MSW fellows. The doctoral psychology interns and post-MSW fellows participate together in the training program and share many of the same training goals, standards, and expectations. This has proven to be a great opportunity for interns & fellows to develop interdisciplinary collaboration and learning. There are also some substantial differences in their training experiences. 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. Post-MSW fellows have received their degrees and are acquiring hours towards licensure. Post-MSW fellows have a split position between Counseling & Psychological Services (CAPS) and Social Services (SOS).

II. GOALS AND OBJECTIVES OF THE TRAINING PROGRAM

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

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

B. The development of knowledge, awareness, and skills for work with diverse populations. Fellows will be provided training in cultural competence through individual and group supervision, seminars, and professional development opportunities. This will include support for fellows 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 field of social work. This also involves the commitment on the part of fellows to ongoing, lifelong learning and development, both personally and professionally. (See NASW Code of Ethics: <http://www.socialworkers.org/pubs/code/code.asp>.)

D. The development of a professional identity as a social worker, 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 fellows to participate fully in the delivery of services to the campus community, both through traditional clinical

services (individual (One at a Time sessions), 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 SMH TRAINING EXPERIENCE

The training program at Student Mental Health (SMH,) in CAPS & SOS 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 and social services unit (Post-MSW fellows only). Fellows 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 weeks of the fellowship are designed to familiarize fellows with the daily operation of SMH, in CAPS & SOS, 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 fellows to feel welcomed into the services and to get to know SMG/UHS staff, supervisors, and each other. Fellows are introduced to the various units within UHS such as: Social Services, Behavioral Health, Psychiatry, the Career Counseling Library, Urgent Care, Clinical Services, and the Pharmacy. In addition, fellows are provided with didactic training focused on One-At-A-Time (OAAT) counseling, crisis assessment and intervention, risk assessment, referrals, case management, and legal and ethical issues. Fellows also have the opportunity to visit and learn about campus services such as the Student Learning Center, Career Center, the Gender Equity Resource Center, and other campus services/partners.

B. Supervision

Intensive individual supervision is provided throughout the fellowship year and is considered a core component of training. In supervision, fellows receive support for their growth and development as professional social workers 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, as well as evaluating fellow progress.

- 1. Supervisory Assignments:** Supervisory assignments are made by the Director of Training, the Post-MSW Fellowship Coordinator, and licensed staff members who are involved in the training program. Prior to the beginning of the training year, each fellow is asked to submit a written statement about their goals and needs in supervision including, but not limited to, theoretical orientation, supervisory style, 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, as well as the interests, strengths, skills, availability, and preferences of the supervisory staff. A request for change of supervisor will be considered in consultation with the fellow 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 intensive individual supervision from a primary supervisor, (Post-MSW fellows will have two primary supervisors, one in CAPS and one in SOS,) fellows receive support, guidance and ongoing feedback regarding their professional strengths and areas for improvement. The primary supervisory relationship is considered a core aspect of each fellow's training during the internship year.

- a)** Interns meet with primary supervisors 2 hours per week (Post-MSW fellows meet with each primary supervisor 1 hour per week for a total of 2 hours of primary supervision per week). Additional consultation is arranged on an as-needed basis.
- b)** Primary supervisors are responsible for overseeing fellows' individual client caseloads, including personal and career issues. Primary supervisors are also responsible for keeping abreast of fellows' 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 and the Board of Behavioral Sciences regulations, primary supervisors are to be available to fellows 100% of the time interns and fellows are on site at SMH, through cell phone or other electronic means. Supervisors are also responsible for working out a coverage plan with their fellows for periods when their schedules do not overlap as well as for vacations or other professional leaves from SMH.
- d)** The California Board of Behavioral Sciences requires that Post-MSW fellows complete the "Supervisory Agreement" within 60 days of starting supervision, and at the completion of the supervisory relationship, the "Experience Verification" form. The Post-MSW is responsible for keeping the originals of these documents, until they submit them to the BBS when they apply for licensure. They may give photocopies to their supervisor, and/or the Fellowship Coordinator, if desired. Additionally, fellows must maintain weekly logs for the BBS, which their supervisor will sign

weekly. The fellow is also responsible for keeping the original logs, but may give copies to their supervisor to hold onto as well.

C. Training Seminars

Training seminars provide fellows with an opportunity to deepen their learning and integrate theoretical knowledge with actual clinical experiences. The seminars also provide fellows with the opportunity to learn from the expertise of senior staff members and other mental health professionals as well as each other. The following seminars are offered this year (SOS may provide additional trainings for Post-MSW fellows on an as needed basis to address particular areas of clinical work provided by SOS):

- 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 fellows 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 weekly in the Spring semester and 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. Fellows are encouraged to explore and understand how their own training and backgrounds may affect their interactions with clients and colleagues. Interns are encouraged to utilize the understanding gained through this exploration in all of their clinical and consultation work at SMH.

3. Mini Case Conference: This weekly seminar is a space for fellows to discuss clinical cases and issues with a licensed staff member. Special attention is given to the One-At-A-Time (OAAT) approach to counseling, brief 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 fellowship. During this meeting, fellows 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. Fellows are required to present a case presentation at least once each semester.

4. Outreach and Consultation Seminar: This bi-weekly seminar in the Fall 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 fellows the opportunity to receive feedback from their peers on presentation style and content. Fellows 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 fellows 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, fellows 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.

5. Professional Development Seminar & Speaker Series: This weekly 1-hour seminar focuses on the transition from trainee to professional social worker. Fellows 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 fellows for the next phase in their career development. Past fellows, 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.

D. Consultation and Outreach

Fellows 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 fellows develop the perspective of the campus as a community, **b.** helping fellows to develop collaboration and networking skills in working with the campus community, **c.** helping fellows to develop an understanding of the core aspects of the role of campus consultation, and **d.** helping fellows to develop the ability to identify and utilize resources in the campus community.

2. Fellows will participate in the Residential Life and other Liaison programs on campus. Fellows, in consultation with their supervisors and the Outreach Coordinator, determine appropriate consultation activities. Initially fellows accompany or shadow senior staff members in consultation and outreach activities. As the year progresses and as fellows develop skill and expertise in dealing with more complex issues, fellows are given opportunities to initiate and respond to outreach and consultation requests on their own.

Doctoral psychology interns are required to do 3 outreach programs per semester. Each Post-MSW intern is required to do 2 outreach programs per semester, as their position is only half-time in CAPS. For both groups, 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

Fellows 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 Student Mental Health and offer an opportunity 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

Fellows are required to attend all CAPS and SOS staff meetings and staff development programs. Staff development programs include presentations on current issues and developments in mental health and clinical practice. Interns

and fellows are also required to attend Meyer Medical Lectures (when relevant – it will be put on your schedule 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 and Post-MSW Fellowship Coordinator, in consultation with the Training Team and training supervisors, has the primary responsibility for all decisions regarding training curriculum, program philosophy, format and structure, Post-MSW selection, assignment of supervisors and resolution of problems or concerns; the Clinical Social Work fellowship is coordinated by the Post-MSW Fellowship Coordinator in concert with Social Services. Development, implementation and evaluation of the training program, policy recommendations and training philosophy are developed in consultation with the SMH Director, the Post-MSW Fellowship Coordinator, and the Social Services Manager, as well as training supervisors.

The Director of Training meets weekly with the Training Team. The Post-MSW Fellowship coordinator meets monthly with Post-MSW's 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 Post-MSW Fellowship coordinator and other senior clinical social work staff participate in fellow selection and other major training activities. Fellows are also invited to participate in fellow 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 fellows 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 SMH Leadership Team and communicates information from Fellowship Coordinator and supervisors to the Training Team as needed (and vice versa). The Fellowship Coordinator 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 FELLOWS

The training program at SMH (CAPS & SOS) is committed to providing an environment conducive to the professional growth and development of interns. A major focus is to assist fellows 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 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 fellows can approach learning experiences and challenges with a sense of openness, safety and appropriate vulnerability. Specifically, the training program assumes the following responsibilities toward fellows:

- A.** The training program will provide fellows 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 social work. The training program will also provide appropriate forums to discuss these standards and guidelines.
- B.** The training program will provide fellows with a summary of requirements to be completed during the year.
- C.** Fellows 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 fellow evaluation forms, which will be used in assessing competence in individual, couples and group counseling, initial consultation and assessment, crisis assessment and intervention, workshop development and presentation, consultation, outreach and prevention activities.
- F.** The training program will provide ongoing feedback that is specific, respectful and pertinent to the fellow's skills and development. Written evaluations of the fellows' progress will be provided twice during the fellowship 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 fellows 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, fellows are encouraged to give informal feedback during supervision and meetings with the Director of Training and Post-MSW Fellowship Coordinator and will formally evaluate the Director of Training and Fellowship Coordinator at the end of the fellowship year (July).

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

VI. INTERN & FELLOW RESPONSIBILITIES TO THE TRAINING PROGRAM

- A.** Fellows have the responsibility to maintain behavior within: **a.** NASW guidelines for social workers, **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.** Fellows have the responsibility to be open to professionally appropriate feedback from immediate supervisors, professional staff, and agency personnel.
- C.** Fellows have the responsibility to behave in a manner that facilitates professional interactions within SMH and that is in accordance with the standards and expectations of the agency.
- D.** Fellows have the responsibility to provide professionally appropriate feedback regarding all aspects of the training experience, including but not limited to, supervision, seminars, individual and group counseling experiences, consultation and outreach experiences and staff meetings.
- E.** Fellows 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.** Fellows have the responsibility to meet training expectations by developing competency in: a.) ethical and legal standards, b.) individual and cultural diversity, c.) professional values, attitudes, and behaviors, d.) communication and interpersonal skills, e.) assessment, f.) intervention, g.) supervision, h.) consultation and interprofessional/interdisciplinary skills and i.) any other training areas specifically identified and mutually agreed upon by the intern, supervisor and Director of Training.

VII. INTERN/FELLOW SERVICE DELIVERY RESPONSIBILITIES

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

A. Individual Counseling and Psychotherapy

Fellows provide One at a Time sessions at CAPS. 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 fellow should discuss the case in supervision and document the rationale in the notes. Occasionally, fellows will have the opportunity to see couples.

In SOS, fellows provide short term counseling. Fellows will use consult in supervision about managing case loads, within the short term service delivery model.

Fellows are able to carry up to 2 ongoing long-term clients during the year, 1 in each unit. These cases are selected through discussion with the fellow's supervisor, in order to ensure that cases are appropriate for longer term care in CAPS or SOS. Over the fellowship year, an effort is made to provide fellows 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 "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 fellows will respond to urgent consultation calls ("third party calls") from faculty and staff. Fellows 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. Fellows are required to co-lead CAPS groups and/or workshops (typically 1 per semester) under the direction of the Group Coordinator and Clinical Director. In addition, SOS offers several groups throughout the year, and preference is given to Post-MSW interns regarding these groups; in some cases (and rare) Doctoral interns may co-lead a group in SOS.

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. Fellows 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 fellow will provide at least 2 outreach programs, per semester.

F. Law & Ethics Exam study time: 1st year Post-MSW Fellows are given 1 hour weekly to study for the CA Law & Ethics Exam which must be taken before their 1st year is completed, in order to renew their BBS registration. Once a Post-MSW Fellow has passed the exam, the study time may be used for completing any additional pre-licensure courses the BBS requires for applying for licensure in California.

G. Administrative Activities/Case Management

Fellows, 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 or admin time) each day is needed for case management (i.e., complete progress notes, return messages, etc.).

F. Professional Development

Fellows attend all professional development activities sponsored by SMH. In the Fall semester interns typically attend the Northern California Training Directors Conference. Fellows are granted **up to 5** days of approved paid release time annually. This time may be used for conferences, licensure process activities, 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 or Social Services Manager.**

VIII. EVALUATION PROCEDURES

Evaluation (feedback) is an important and integral part of the training experience. The SMH training staff (Director of Training, Post-MSW Fellowship Coordinator, Training Team, supervisors, and seminar leaders) are committed to providing ongoing feedback and evaluation of fellows' performance in order to facilitate professional growth and development. Fellows also evaluate their supervisors and the 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/Fellows

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

1. Ongoing Assessment: Fellows are provided with ongoing information regarding their progress during regularly scheduled individual supervision sessions. At the beginning of the year, the supervisor and fellow 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 fellow and supervisor have a clear understanding of their mutual expectations and responsibilities, as well as areas of emphasis or interest. It is expected that feedback and discussion are ongoing throughout the supervision process. Thus, if goals are not being met, feedback is given prior to the formal evaluation, enabling the fellow 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 & Post-MSW Fellowship Coordinator. Areas of competence and strength as well as areas for growth and specific suggestions for the fellow's further professional training are identified and recorded in these evaluations. Written evaluations are discussed and signed by both supervisor and fellow and then submitted to the Director of Training & Post-MSW Fellowship Coordinator. The evaluations are reviewed by the Director of Training & the Coordinator, and are then filed in the fellow's personnel file.

B. Evaluation of the Training Program

Fellows are encouraged to evaluate how the program is meeting their professional needs at any time during the internship year. If a fellow has a special request or suggestion, this should be raised with the fellow's supervisor, the Post-MSW Fellowship Coordinator, 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 fellows weekly in the Mini-Case Conference to discuss issues regarding the clinical load. At this time, fellows have the opportunity to review and evaluate any and all aspects of the clinical program.
2. In January and July of the training year, fellows are required to evaluate in writing all aspects of the program. This evaluation focuses on specific areas of strength and weakness of the program, including suggestions for improvement. Fellows' evaluations are reviewed by the Director of Training, the Post-MSW Fellowship Coordinator, and supervisors, and are used to explore and implement appropriate changes in the program.
3. Interns and fellows formally evaluate their supervisors, the Post-MSW Fellowship Coordinator, and The Director of Training in writing in July. This evaluation is given directly to the Director of SMH and/or the Manager of SOS.

IX. DUE PROCESS PROCEDURES

Many problems which arise in the course of the fellowship, as identified by supervisors or other staff, or by fellows themselves, are a normal part of the training process and are handled informally during supervisory sessions and Mini-Case Conference. The discussion and resolution of these problems are seen as opportunities for the fellow'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 fellow's competence or progress. Additionally, since fellows are employees of the University of California, applicable personnel policies are considered in the handling of more serious situations.

A. Due Process, General Guidelines

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

1. The training program's expectations related to professional functioning are presented to fellows 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 will institute a remediation plan for identified behaviors, including a time frame for expected remediation. Consequences for not rectifying the inadequacies in a timely fashion are clearly stated in writing.
5. Procedures for how a fellow may appeal the program's action are included below, in **Section E**.
6. The training program ensures that fellows have sufficient time to respond to any action taken by the program.
7. The training program considers multiple professional sources when making decisions or recommendations regarding a fellow's inadequate performance or competence problems.
8. 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 or fellow's behavior becomes a competence issue rather than just problematic is a matter of professional judgment. For the purposes of this document, a problem refers to behaviors, attitudes or characteristics, which while

of concern and requiring remediation, are not unexpected or excessive for professionals in training. Problems typically become competence issues when they include one or more of the following features:

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

C. Procedures for Responding to Inadequate Fellow Performance

It is important to have meaningful ways to address a competence issue once it has been identified. If a fellow 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 or fellow's behavior or performance, there are several possible and concurrent courses of action. These include but are not limited to the following:

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

When a combination of the above interventions does not rectify the competence problem after a reasonable time period (which is specified at the beginning of the

remediation process), or when the fellow seems unable or unwilling to alter the behavior, the training program may take more formal action, including:

1. Giving the intern or fellow a limited endorsement, including the specification of those settings in which they can function adequately.
2. Recommending and assisting the fellow in implementing a career shift.
3. Terminating the fellow from the training program.

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

D. Remediation Actions

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

1. **Remedial action – verbal warning:** If a significant concern about an fellow's progress or behavior arises, the staff member with the concern will consult with the Director of Training to determine the seriousness of the behavior and the level of remediation. The fellow's primary supervisor will be consulted and directed to give the fellow a verbal warning, as well as to discuss the concerns with the fellow. If discussion of the concern with the fellow is sufficient and potential remedial actions can be agreed upon by the fellow and primary supervisor, no further procedures are needed. No record of this action is kept.
2. **Remedial action – written acknowledgment:** If, upon discussion with the fellow, the primary supervisor decides that additional feedback or action is needed, a meeting of the fellow, supervisor, and Director of Training is arranged. At this point, written acknowledgment is given to the fellow by the Director of Training, formally stating that: **a.** the Director of Training is aware of and concerned about the fellow's performance; **b.** the concern has been brought to the attention of the fellow; **c.** the Director of Training will work with the fellow to rectify the problems or concerns; and **d.** the problems/concerns are not significant enough to warrant more serious action. This written acknowledgment is placed in the fellow's file temporarily and is removed when the fellow successfully responds to the concerns.
3. **Remedial action – written warning:** If the fellow does not respond in a satisfactory manner to the verbal warning and written acknowledgment, a written letter of warning will be given. This is a

written communication of warning to discontinue an inappropriate action or behavior. This letter will be kept in the fellow's personnel file. The letter will contain **a.** a description of the fellow's unsatisfactory behavior or performance, **b.** necessary actions by the fellow to correct the unsatisfactory behavior, **c.** a 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 fellow has the right to request a review of this action. Consideration may be given to removing this letter from the fellow's file at the end of the fellow's service at SMH by the Director of Training in consultation with the SMH Management Team and the fellow's supervisor. If the letter is to remain in the file, documentation will contain the position statements of the parties involved in the dispute. Once the performance issue(s) have been addressed a letter - signed by the Training Director and the fellow - will be placed in the file stating that the fellow has successfully corrected the issues of concern.

4. Remedial action – modification of clinical responsibilities

In certain cases, the fellow's responsibilities may be modified for a limited time period in order to facilitate the remediation of specified problems or concerns. This modification is an accommodation designed to help the fellow to return to a more professional productive state. There is the full expectation that the fellow will complete the fellowship. 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 fellow - will be placed in the file stating that the fellow has successfully corrected the issues of concern.

5. Probation

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

and e. notification that the fellow has the right to request a review of this action.

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

6. Dismissal from the internship

Dismissal involves withdrawal of all privileges associated with the fellowship at SMH, including all agency responsibilities. This action is invoked in cases of severe violations of the APA or NASW 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 impairment and the fellow is unable or unwilling to alter their behavior. This action is also invoked when the fellow is unable to complete the fellowship due to severe physical, mental or emotional illness.

The decision to dismiss a fellow from the fellowship is not made lightly and is made by the Director of Training, supervisors, SMH Leadership Team, and SOS Manager (regarding post-MSW fellows only) in consultation with the UHS Human Resources Manager. The fellow will be notified in writing of the decision.

E. Due Process and Appeal Procedures

The primary purpose of due process is to provide a mechanism by which all decisions made by the Director of Training and supervisors regarding remediation and the fellow’s status at SMH can be fairly reviewed. Due process is a mechanism by which an fellow may challenge any decisions made or bring a specific complaint against a staff member. Through this process, members of the training staff may also initiate action against an intern or fellow.

- 1. Intern Grievance:** If an intern or fellow 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 fellow 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 fellow must provide the Director of Training with

information supporting the fellow's position or concern. Within 3 working days of receipt of this notification, the Director of Training must consult with the 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 (including SOS staff if Post-MSW involved) to review decisions made by the Director of Training and supervisors regarding a fellow. The following procedures will guide the arbitration committee process:
 - a.** The committee will be composed of three staff members selected by the Director of SMH. The fellow involved may recommend staff members for the committee.
 - b.** Within 5 working days, the arbitration committee will conduct a hearing in which all relevant material is presented. The fellow has the right to hear all facts about the concern, as well as to present supporting materials of his/her own. The fellow also has the right to dispute or explain the concerns presented.
 - c.** Within 5 working days of completion of the hearing, the arbitration committee will submit a written report to the 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 fellow 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 fellow & supervisor of the decision.

- i. The fellow may dispute the SMH Director's final decision by contacting the University Health Services' Human Resources Manager.

X. INTERNS/FELLOWS 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/fellow have the option of using the procedures established by the University to handle such matters or using the SMH 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. The fellow should make every effort to resolve their complaints directly with the person who is the subject of the complaint. When such resolution is not practical due to power and authority differences or other factors, fellows are encouraged to seek consultation from a senior staff member to explore ways of reaching resolution.
2. If resolution is not possible directly with the person who is the subject of the complaint, the fellow 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 or fellow wishes to lodge a formal complaint, then this will need to be submitted in writing to the Director of Training with sufficient details describing the nature of the alleged infractions. The Director of Training will then establish a fact finding committee to investigate and review the complaint, and to recommend actions. The fact finding committee will have 10 working days from receipt of the written complaint to issue its recommendations. A written response by the Director of Training shall be issued within 5 working days thereafter.
4. If a fellow is not satisfied with the Director of Training's response, an appeal can be made to the Director of SMH within 5 working days of receiving the decision. The Director will then set up an Arbitration Committee at the request of the fellow (following the same

procedures outlined above). The Committee will have up to 10 working days to respond.

5. If the intern or fellow 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 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: ophd.berkeley.edu - for information regarding and about the Campus Climate and Compliance Office.

XII. TRAINING PROGRAM PROCEDURES

A. Selection

Post-MSW fellow selection is conducted by a committee of CAPS and SOS staff, led by the Post-MSW Fellowship Coordinator. Fellows participate in the interview phase of the selection process for Post-MSW fellows. Each fellow participates in a portion of the interviews and gives feedback to the selection committee. Fellows are also expected to answer questions from selected candidates regarding the training program and their experiences at SMH.

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 and fellows may work beyond the typical 8-5 workday. In these instances, they should make every effort to adjust their schedules, in consultation with the Director of Training or the SOS Manager, 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 16 hours per month of vacation (2 days per month) and 8 hours per month of sick leave (1 day per month). 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 (5 days) of paid Professional Development time. It is important to note that vacation and sick time is accrued per month so it cannot be used in advance. However, since interns are considered exempt employees, they do not log vacation, sick, or professional development by the hour but in full day increments when reported on CalTime. In addition, interns are eligible for all paid university holidays included on the calendar [here](#). Please see the Director of Training if you have further questions about this policy.

All vacation requests must be made in writing, using the online “Schedule Adjustment” form in CAPS (see below). **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 the following procedure:

1. Complete a Schedule Adjustment form (form will be provided).
 - a. Be sure to find coverage for all “On-Call OAAT” hours. Note, if you submit your request greater than 6 weeks ahead of the date you do NOT need to find coverage for the “On-Call OAAT” hours.
 - 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.

To request time off in SOS, use the following procedure:

1. email the SOS Manager your request (it can help to cc your supervisor and the Post-MSW Fellowship Coordinator.)
2. the SOS Manager will approve or deny your request
3. If approved, the SOS Manager will forward the request to SOS admin staff, to update your template.

C. Medical Benefits

Fellows 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 fellowship, each intern/fellow must meet the following criteria:

1. It is our goal to allow fellows to accrue approximately 40 hours per week, on weeks that are worked full-time, through the fellowship year. Fellows 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 or fellow.
3. Supervisor evaluations indicate that the intern’s performance is consistent with the expected level of performance for an fellow completing a fellowship at the Post-MSW level.

4. All written records required of the fellow have been completed and signed by his or her supervisor, including progress notes, treatment plans and case closing summaries.
5. The fellow has completed all required evaluations of supervisors and the program.
6. The fellow has received evaluations from all supervisors and has completed the exit interview with the Director of Training.

Fellows who successfully complete the internship will receive a “Certificate of Completion” at the end of the year. Records are maintained in a locked file cabinet by the Director of Training.

IX. Duration of Internship and Fellowship Program

This is a full-time 12-month training program. The weekly time commitment for interns and fellows is 40 hours. The annual stipend is \$42,200 for 12 months.