# Table of Contents

I. Counseling & Psychological Services at Vaden Health Center  
   - Primary Mission of Student Affairs  
   - Primary Mission of Vaden Student Health Center  
   - Primary Mission of CAPS  
   - CAPS Staff  
   - Accreditation  

II. The Predoctoral Psychology Internship Training Program  
   - Training Philosophy  
   - Overview of Training Year  
     - Orientation  
     - Fall  
     - Winter  
     - Spring  
     - Summer  
   - Training Goals  
     - Goal 1: Competence in Ethical and Legal Matters  
     - Goal 2: Clinical Skills  
     - Goal 3: Effective Response in Crisis Situations  
     - Goal 4: Consultation and Collaboration  
     - Goal 5: Individual and Cultural Diversity  
     - Goal 6: Professional Identity Development  
     - Goal 7: Consultation, Education, Outreach, and Liaison Skills  

III. Training Program Activities  
   - Weekly Activities  
   - Direct Service  
   - Initial Assessments  
   - On-Call  
   - Crisis Intervention  
   - Outreach  
   - Consultation  
   - Supervision  
   - Secondary Specialty Supervision Rotations  
   - Didactic Seminars  
   - Case Conference  
   - MHPRR Seminar  
   - Diversity Seminar  
   - Intern Group Meeting  
   - Professional Development Seminar  
   - Friday Staff Meeting  
   - Sample Weekly Schedule  

IV. Operations in the Office  
   - Intern Qualifications  
   - Stanford Equal opportunity and Non-Discrimination Policy  
   - Length of Contract
Stipend and Benefits
Managing Schedules
Request for Leave
Security and Privacy Policies
Mailboxes and Messages
Phones
Computer
Panic Buttons
Webcams
Recycling
Office Supplies

V. Mechanics of Therapy Sessions
Scheduling Clients
Electronic Charts
Paper Charts
Session in Progress
Starting Sessions
Treatment Information and Disclosures Statement
Setting Fees
Referrals

VI. Policies and Procedures
Dress Code
Training Staff
Training Committee
Supervisors Meeting
Supervision Agreement
Supervision
Responsibilities of Supervisors
Responsibilities of Supervisees
Evaluation and Feedback
Professional Courtesy
Self-Disclosure
Diversity
Ethical and Professional Conduct
Outside Employment Policy
Due Process Procedures
Completion of Internship
I. Counseling and Psychological Services at Vaden Student Health Center

Primary Mission for Student Affairs (SA)

Stanford’s commitment to learning is inherently linked to every aspect of student life. Drawing upon a community passionate to meet students’ needs in an individualized way, the extraordinary resources at Stanford University provide the support, services, and tools in order to create a fulfilling college experience. CAPS is an essential resource to the development of student life.

CAPS is an integral part of Vaden Student Health Center at Stanford University, which functions under the administration of the Student Affairs (SA). CAPS primary function is the provision of mental health services to the student community. In addition, to its collaborative efforts in health care services within Vaden Student Health Center, CAPS provides psychological consultation to and collaborates with staff in all departments within Student Affairs, faculty, parents, and off campus providers. CAPS is an essential resource to the development of student life. Therefore, the Predoctoral Internship Training Program is a valued component of CAPS, Vaden Student Health Center, Student Affairs, and the campus at large.

The department of Student Affairs is a diverse organization of professionals dedicated to the ethical, cognitive, psychological, and social development of its students in collaboration with faculty to support of the university’s educational and research mission. The three guiding principles of Student Affairs are to Educate, Serve, and Learn.

Primary Mission of Vaden Student Health Center

The mission of Vaden Student Health Center upholds the mission of the University and the SA office of creating a caring, supportive, educational environment for students. Vaden works in partnership with students to obtain optimal health and promote well-being while honoring the rich diversity of its student population. Vaden offers easy access to the highest quality and compassionate medical, psychological counseling, and health education. Vaden assists students in a respectful manner to make informed choices about their health care and lifestyle. Vaden upholds strong ethics, confidentiality and privacy, and encourages feedback to best meet student’s needs.

Primary Mission of CAPS
The primary mission of CAPS is to support the University’s academic mission by providing comprehensive mental health services and programs to a diverse student body. CAPS promotes the academic, personal, civic and professional growth and development of Stanford students. CAPS is committed to providing high quality, confidential care for students who experience a range of personal, academic, and relationship problems common to college populations. Also, we provide assessment and referrals to students with more acute or chronic psychological problems. In addition to direct clinical services to meet the mental health needs of students, CAPS engages in educational efforts focusing on prevention and skill building through outreach and programming and through the establishment of collaborative liaison relationships to Student Affairs.

**CAPS Staff**

Counseling and Psychological Services is part of the Stanford University's Division of Student Affairs. CAPS staff includes psychiatrists, psychologists, clinical social workers, and marriage and family therapists. Senior clinical staff are licensed in the state of California. In addition to the senior or permanent staff, CAPS staff includes three predoctoral psychology interns, two postdoctoral psychology fellows, and three psychiatry residents. A current list of CAPS staff can be found in the Internship Orientation Binder and on our website.

CAPS also employs three full-time support staff who are responsible for assisting with the organization and administrative/clerical operations of the counseling center.

**Accreditation**

CAPS is fully accredited by The International Association of Counseling Services (IACS). The Predoctoral Psychology Internship Training Program is a member of Association of Postdoctoral and Internship Centers (APPIC) and fully accredited by the American Psychological Association (APA).

**II. Pre-doctoral Psychology Internship Training Program**

**Training Philosophy**

The Internship Training Program at Counseling and Psychological Services (CAPS) at Stanford University offers its Predoctoral Interns training opportunities in Health Service Psychology (HSP). More specifically, the training program prepares interns for professional practice in a variety of areas within an interdisciplinary context. The goal over the course of the year is for interns to achieve multiple competencies to practice independently and operate as professional and ethical psychologists. To accomplish this goal, the training program utilizes a Scholar-Practitioner training model that combines experiential and didactic learning. The training staff at CAPS supports the development of psychologists by integrating psychological theory and research with practice. We believe that learning happens through experience, supervision and mentorship, and is informed by the science of psychology. Our goal is for interns to achieve intermediate to
advanced levels of competency with intake interviewing, clinical assessment, crisis intervention, on-call services, individual psychotherapy, couples psychotherapy, group psychotherapy, structured workshops and outreach programming, consultation, professional ethics, and counseling a diverse and gifted student population. We also expect for interns to achieve intermediate to advanced levels of competency with assessment, management, and brief treatment of eating disorders, assessment of substance use through motivational interviewing, and working with gender and sexual identities.

In addition, CAPS offers interns an opportunity to broaden their knowledge and skill base by exposure to a variety of theoretical perspectives and intervention approaches that other interns and our interdisciplinary staff bring to the program. An integrated context fosters professional respect and the building of professional cohesiveness within CAPS staff and across disciplines. The program operates under the principle that early career professionals need to develop a strong professional identity within their own discipline and an ability to work collaboratively with other mental health care and medical professionals.

The Predoctoral Psychology Internship Training Program at Counseling and Psychological Services at Vaden Student Health Center, Stanford University is based upon a Scholar-Practitioner training model that incorporates current psychological theory and science with experiential learning and is intended to help Interns grow and develop as generalist psychologists. Interns gain extensive clinical experience with a diverse range of students and presenting problems.

Throughout the training year, experiential learning is informed by the theory and science of psychology in supervision and didactic training seminars. The internship follows a sequential, developmental training process, building upon the knowledge and skills that each intern already possesses and offering opportunities for developing and refining additional clinical skills. The goal for our interns is to facilitate their professional development from graduate student to skilled psychologist.

Upon arrival, interns begin to assess their professional goals for their training year with guidance from the Training Director and supervisors. Interns have the opportunity to identify clinical interests and theoretical models as training foci and are given training and supervision opportunities in identified areas. The training year provides ample opportunities for interns to apply theory to practice. Supervision is regarded as a supportive, mentoring relationship enabling interns to develop professional autonomy and competence. The evaluation process plays an essential role in the professional development of interns throughout the year. In addition, interns broaden their knowledge and skill base by exposure to the variety of theoretical perspectives and intervention approaches that our multidisciplinary staff brings to the program. Lastly, CAPS offers opportunities for interns to gain experience with a diverse range of students within a multicultural and diverse organization.
By the end of the training year, interns will have developed advanced levels of competence with intake interviewing, clinical assessment, crisis intervention, on-call services, brief and long term therapy, individual psychotherapy, couples counseling, group psychotherapy, assessment, management, and brief treatment of eating disorders, substance use assessment, and working with gender and sexual identity, structured workshops and outreach programming, program evaluation, consultation, professional ethics, and counseling a diverse and gifted student population.

The Internship Training Program is sequential, cumulative, and graded in complexity. The training year follows a developmental model that supports and builds on the knowledge interns bring, and it provides opportunities to gain experience and training in multiple professional capacities. Interns build competencies, confidence, and skills throughout the year. Training and supervision are more structured and focused at the onset of the internship year. Quarterly evaluations with supervisors monitor the development and readiness of interns. A minimum rating of 3 (performs at expected competency) on supervisor evaluations demonstrates adequate progression through the training program, midyear. Supervisors also provide ongoing feedback on interns’ strengths and areas of growth. The ongoing evaluation process provides regular feedback and evaluation of goals set for the training year. When an intern is not meeting performance standards, a specific training plan is developed for the intern in consultation with the primary supervisor and Training Director as guided by our Due Process Guidelines. It is our goal that professional autonomy increases and interns graduate with developed competencies to practice as professional, ethical psychologists.

**Overview of Training Year**

**Orientation**

The first few weeks of orientation are designed so that interns will familiarize themselves with the operations at CAPS. The orientation program is intended to provide interns with an overview of CAPS mission and values, structure, functions, and processes. Additionally, the orientation period serves to clarify expectations, to learn about the history of CAPS and its administrative and clinical policies and procedures, to learn about other campus agencies, to facilitate team building, and to set goals for the internship year. To accomplish this, orientation begins with activities to get acquainted and to develop teamwork, camaraderie, and the skills for self-care. In addition, interns read literature, discuss the stages of the internship year, and explore the developmental challenges that predoctoral interns may experience during the training year. Interns become acquainted with their supervisors and begin to set goals for the year. A current orientation schedule can be found in the Internship Orientation Binder.

All interns conduct their initial intake with a senior staff and their early intakes are monitored through direct observation or videotaped. This allows interns to ease into their clinical work and to gradually learn CAPS policy and procedures while also receiving feedback.
Fall
Interns participate in a sequence of seminars during orientation and during fall quarter to prepare them for clinical work at CAPS. Training seminars provide the essential theory and research to their practice of psychology. The didactic component of the internship supports interns becoming familiar with interventions supported by theory and research.

Fall quarter seminars are designed to orient interns to the clinical work at CAPS. Seminars include psychodiagnostic interviewing, crisis intervention, suicide assessment, brief psychotherapy, outreach and programming, group psychotherapy, psychiatry and medication referrals, law and ethics, sexual harassment, and sexual assault.

Winter
Diversity is woven through all aspects of the internship training experience through direct clinical experience, in supervision, and seminars. However, the emphasis during winter quarter is an examination of multicultural and diversity issues through a more experiential process. Interns participate in a six hour seminar that provides the opportunity to examine how their own cultural beliefs and values may impact interactions with one another and their clients.

Spring
The focus of spring quarter is professional development. As interns prepare for exiting Stanford and the next phase of their professional development, topics covered include grief and bereavement, supervision, discussion of boundaries, licensing tips, and termination.

Summer
Summer quarter is much slower clinically. Trainees begin their 24 hour on-call shift and case conference merges with the postdocs and residents. The seminar revives a diversity focus through our Diversity Book Club. Trainees select a novel to read and meet weekly to discuss the diversity themes from the book.

Interns Training Goals

Goal 1:
To develop competence in ethics and legal matters.

- Interns will demonstrate knowledge of APA ethical principles.
- Interns will demonstrate knowledge of the laws and regulations related to the practice of professional psychology.

Goal 2:
Interns will develop clinical skills required for professional practice in psychology.

- Interns will demonstrate the ability to conduct initial assessments, develop case conceptualizations and treatment plans, and make appropriate case dispositions.
- Interns will demonstrate the ability to work within a range of therapeutic modalities.
- Interns will demonstrate the integration of theory and research into clinical practice.

**Goal 3:**
Interns will develop the skills to effectively respond to crisis situations.

- Interns will demonstrate the consultation, collaboration, and documentation skills necessary to effectively assess all safety and risk factors.
- Interns will demonstrate the ability to manage on-call duties effectively including consultation with other staff members and university representatives.
- Interns will demonstrate the ability to effectively handle disposition and follow-up with crisis situations.

**Goal 4:**
Interns will demonstrate the ability to consult and collaborate with an interdisciplinary staff, the campus community, and off-campus community.

- Interns will demonstrate the ability to consult and collaborate with peers, supervisors, and administrative professional staff.
- Interns will demonstrate the ability to consult and collaborate with faculty, administrators, student support staff, other student affairs professionals, and the Stanford Medical Center.
- Interns will demonstrate the ability to consult and collaborate with other mental health professionals, agencies outside of the university, and families when appropriate.

**Goal 5:**
Interns will develop skills for working with individual and cultural diversity.

- Interns will demonstrate the ability to examine their own attitudes, assumptions, behaviors, and values in working with individual and cultural diversity issues.
- Interns will demonstrate the ability to provide services sensitive to individual and cultural differences.
- Interns will demonstrate the ability to seek consultation and to pursue further learning regarding diversity issues.

**Goal 6:**
Interns will develop a professional identity as a psychologist.
Interns will demonstrate the ability to interact professionally with peers, supervisors, administrative and professional staff.

Interns will demonstrate professional responsibility with case management, documentation, and time management.

Interns will demonstrate professional maturity.

Goal 7:
Interns will demonstrate the ability to provide consultation, education, outreach, and liaison.

- Interns will demonstrate the ability to support the work of others in the university and provide professional guidance to others.
- Interns will demonstrate competence in facilitation and presentation skills.
- Interns will demonstrate the ability to participate in community activities and establish relationships with other university colleagues.

III. Training Program Activities

Weekly Clinical Activities

Interns manage 16-20 hours of clinical work per week. This includes two weekly intakes, one 8 hour shift of on-call coverage that includes on-call emergency appointments, consultations, referrals, in addition clinical work consists of short-term individual therapy, couples therapy, group therapy, and two long-term fee-paying students. In the summer, Interns do two full weeks of 24-hour on-call service.

Direct Service

Interns provide initial assessments and brief therapy for registered Stanford University undergraduate and graduate students. Interns also have the opportunity to provide longer-term therapy for a full year with up to two students. In addition, interns gain experience with couples, groups, and referring students for medication or to outside therapists for ongoing therapy. Interns interface with other staff on and off campus regarding student mental health care. Interns also discuss their treatment plans in ongoing supervision and team meetings or case conference to gain greater experience and competence in their clinical conceptualizations and interventions.

Initial Assessments

Interns establish a therapeutic relationship and assess the appropriateness of the student’s presenting problem to a brief treatment model versus longer term therapy. Interns also develop skills conducting assessments for a range of presenting issues, providing crisis intervention, developing differential diagnosis, referring for medication evaluation, and engaging in collaboration with other resources. Interns also rotate through a series of specialty tracks where they gain assessment skills with eating disorders, substance use
assessment though motivational interviewing, and working with gender and sexual identity.

**On-call**

All interns provide one, 8 hour shift of on-call crisis service per week. During on-call, interns may meet with students, professors, Resident Advisors (RA), Resident Fellows (RF) or Resident Deans (RD) to consult, triage, or assess for safety issues. In addition, interns may take phone calls and provide referrals or triage over the phone. In the case of a crisis involving potential harm to self or others, interns consult with a senior staff back-up. Interns gain experience with crisis assessment, management, and hospitalizations. During the summer, each intern is responsible for up to two weeks of 24 hour on-call service with senior staff back-up.

**Crisis Intervention**

Interns have a range of opportunities to manage a range crises in the course of their ongoing therapy with students. Interns consult with staff if a student presents as a danger to self or others or is gravely disabled. In addition, interns may join staff in speaking to various academic departments or resident halls when critical incidents arise.

**Outreach**

Interns participate in various types of outreach to the Stanford community during their internship year. Outreach encompasses liaison building, education, program development, and other preventative work. Outreach may also include responding to an event on-campus. Interns present to student groups on particular topics (e.g. depression, anxiety, substance abuse, or stress management) or they may go and speak to an on-campus group to help students to deal with the effects of a suicide, a sexual assault, or a national disaster.

**Consultation**

Interns provide consultation to faculty, staff, Resident/Graduate Deans, or students. This consultation may occur over the phone or in person. Interns also participate in community activities and establish relationships with other university colleagues.

**Supervision**

Interns attend two hours of weekly supervision. In individual supervision, interns are encouraged to develop reflective, introspective clinical and case conceptualization skills that aid in their development as professional psychologists. Interns are given an opportunity prior to the beginning of the internship to request their supervision preferences and needs. An attempt is made to match interns to supervisors based upon these preferences. The supervisor carries the responsibility for case management, acquainting the intern with the operations of the agency, training requirements,
mentoring, and moral support. Feedback is ongoing but an official evaluation occurs mid-year when there is a supervision switch to diversify the supervision experience. Interns again request their supervision preferences and establish new goals for the second half of the year. A formal evaluation occurs at the end of the year.

Secondary Specialty Supervision Rotations

Secondary specialty supervision is designed to provide interns with specialized supervision for the assessment and management of eating disorders, the assessment of substance use, and working with gender and sexual identity. During each quarterly rotation, interns meet weekly as a group, with their supervisor for both a didactic component and experiential component. Interns also discuss assigned cases in these specialty areas during the rotation. This seminar is for two hours a week and rotates quarterly. Interns are evaluated at the end of each rotation to determine if they have attained expected competencies. See rotation evaluations in your training manual.

Didactic Seminars

Didactic seminars meet weekly for two hours. The clinical seminars focus on topics that are particularly relevant to the practice of counseling in a student health center at university setting. Individual seminars are organized around clinical, cultural, pharmacological and treatment model themes. Seminar topics may include:

- Crisis Intervention
- Time-limited Dynamic Psychotherapy
- Psychopharmacology
- Couples Therapy
- Termination

Case Conference

Each week, interns attend a one hour case consultation. This is an opportunity for group and peer supervision and facilitated by a licensed CAPS staff.

MHPRR (Mental Health Promotion and Risk Reduction) Seminar

Our MHPRR seminar meets weekly to provide support and supervision for Consultation, Education, Liaison, and Outreach (CELO). All interns will demonstrate competency in mental health promotion and risk reduction by creating and executing consultation, educational programming, liaison, and outreach services to the Stanford community. In addition, interns will gain knowledge and experience in program evaluation by completing a program evaluation project.

General Competencies
- Consultation – Interns will learn how to provide consultation to faculty, staff, residential education staff, or students regarding how to manage students of concern.
- Educational Programming – Interns will create, implement, execute, and evaluate psycho-educational, skill building, and community building programs.
- Liaison – Interns will develop an understanding of the principles involved in establishing, maintaining, and enhancing collaborative relationships and cooperation between CAPS and its many partners.
- Outreach – Interns will participate in a range of outreach activities that promote CAPS presence on campus at community events.

**Diversity Seminar**

Interns work as part of a multicultural organization and gain experience with a diverse student population. Interns meet during winter quarter to explore how their own cultural beliefs and values may impact interactions with one another and their clients.

**Intern Group Meeting**

The Intern Group Meeting is run by the interns themselves. It provides opportunities for interns to form bonds with each other, they set their own agenda for the meetings, process their training experience, and provide mutual support.

**Professional Development Seminar**

This seminar meets weekly and is facilitated by the Training Director. Both Predoctoral Interns and Postdoctoral Fellows attend this meeting. This meeting is intended to provide a weekly check-in with the Training Director and a venue for trainees to support and learn from each other. Trainees may seek support for applications, review each others’ CVs, do mock interviews, process challenges, and provide each other feedback to support each other’s professional development.

**Team Meeting**

Each intern is a member of a multidisciplinary team that meets weekly for an hour and a half. The meeting functions as a case conference for all staff to discuss and review cases, students of concern, develop treatment plans, and seek support and consultation.

**Friday Staff Meeting**

Each week, interns attend an hour meeting. This meeting functions as a monthly staff meetings, it has an educational component, and a networking component. Staff received CE’s/CME’s to support their professional development at these meetings in addition to continue ongoing networking with other departments within Student Affairs.
Sample Schedule
Average hours per week by quarter

<table>
<thead>
<tr>
<th>Sample Schedule average hours per week by Quarter</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Services Activities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual therapy / Initial Assessment</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Intakes</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><em>Group therapy</em></td>
<td>(2)</td>
<td>(2)</td>
<td>(2)</td>
<td>(2)</td>
</tr>
<tr>
<td>Outreach</td>
<td>Varies</td>
<td>Varies</td>
<td>Varies</td>
<td>Varies</td>
</tr>
<tr>
<td>On call emergency coverage (8 hrs)</td>
<td>Varies</td>
<td>Varies</td>
<td>Varies</td>
<td>Varies</td>
</tr>
<tr>
<td><strong>Training Activities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Supervision</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Secondary / Specialty supervision</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Case Conference (with co-interns)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Intern Meeting</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Professional Development Seminar</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Didactic Seminar</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>MHPRR Seminar</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Administrative Activities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Meeting</td>
<td>1.5</td>
<td>1.5</td>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Friday Noon Meeting</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Administrative Time</td>
<td>9.5</td>
<td>9.5</td>
<td>9.5</td>
<td>9.5</td>
</tr>
<tr>
<td><strong>Average Estimated Total Hours Per week</strong></td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

*Interns who co-facilitate therapy groups have a reduced individual client caseload. Co-facilitation of therapy groups is on a volunteer basis and is not a requirement for the training program.
IV. Operations in the Office

Intern Qualifications

Interns are graduate doctoral students who have advanced to candidacy in their doctoral programs, who have met application qualifications (Applicants must be advanced doctoral students who have completed appropriate coursework, all formal coursework, supervised practicum experience (minimum of 500 direct intervention hours) and comprehensive examinations for the doctorate in counseling or clinical psychology), and who are eligible to accrue supervised professional experience towards licensure.

Stanford Equal Opportunity and Non-Discrimination Policy

It is the policy of Stanford University to provide equal employment opportunities for all applicants and employees in compliance with all applicable laws. This policy applies in all aspects of the employment relationship including (but not limited to) recruiting, selection, placement, supervision, working conditions, compensation, training, promotion, demotion, transfer, layoff, and termination. All University personnel policies, procedures, and practices must be administered consistent with the intent of this basic policy.

Stanford University does not discriminate on the basis of race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, marital status, sex, age, sexual orientation, gender identity, veteran status, or any other characteristic protected by law, in connection with any aspect of employment at Stanford. The university reasonably accommodates qualified individuals with disabilities under the law.

Harassment on the basis of any legally protected characteristic is a form of discrimination and is likewise prohibited by this University policy. Prohibited harassment occurs if a hostile environment has been created that is sufficiently severe, pervasive, or persistent so as to unreasonably interfere with a person's work performance or participation in University activities. Prohibited harassment may take the form of (but is not limited to) offensive slurs, jokes, and other offensive oral, written, computer-generated, visual or physical conduct which is aimed at an individual or group because of their protected status.

In 2010, President Hennessy issued a policy statement reaffirming its commitment to equal employment opportunity and affirmative action.

Length of Contract

CAPS is a full-time (40-44 hours/week), 12 month (August – August) internship for a total of 2000 hours towards licensure. Specific start/end dates vary yearly.

Stipend and Benefits
Interns receive a stipend in the amount $25,000 for the year. Interns are not eligible for university health benefits. However, interns receive a healthcare stipend in the amount of $1500 to use towards the purchase of healthcare. Interns have the same holidays as staff, including two weeks off during winter closure and an additional two weeks off to be used at any time with the preapproval of the Training Director. Both holidays and vacation/sick leave are granted with the understanding that the contracted hours will be met.

Interns also receive a $250 education allowance for the purchase of books or other educational materials or towards the registration for a conference.

Managing Schedules

Interns are beginning their first experience of full-time clinical work. It is an important component of professional development that an intern learn to manage their administrative, clinical, and personal schedule. Interns are expected to be at CAPS M-F from 8:30 – 5P. For safety and liability reasons, interns are not to see students in the building alone (before 8 or after 5 without prior approval). Interns are expected to submit schedules approved by the Training Director to the front desk on a quarterly basis. It is important that schedules be accurately posted in the scheduling system (Point and Click).

In addition, interns may not schedule students during training seminars, meetings, supervision, or during on-call days. During on-call days, it is important that schedules be kept as clear as possible to manage triage, phone calls, and walk-ins during your on-call shift. However, if you are on-call during a training activity, your schedule will be protected as best as possible to allow you to attend the training activity. You must be on-site when you are on-call at all times. If you are not able to manage your on-call duties for the day, you are expected to find coverage. It is also important that you stay in communication with your staff and administrative back-up throughout the day. If you must leave the building when you are on-call, you must carry a phone and respond immediately to a call, and be able to return to CAPS within 10 minutes.

Request for Leave

Predoctoral interns must make formal written requests for vacation, expected medical, and professional development. These request forms must be submitted to the Training Director as stated in the instructions on the form. A copy of this form may be found in the Internship Orientation Binder.

Security and Privacy Policies

Offices not in use are to remain locked for security purposes. You will be issued keys to your office, a keypad code to access CAPS and the file room, and an ID to access the building. Your office key unlocks other offices at CAPS with the exception of offices of the management staff. You will be provided with an access card that allows you into the building after hours (please see Vaden service hours as they vary).
Please lock your computer(s) whenever you leave your office. To do so, press CTRL-Alt-Delete and click “Lock Workstation”. When you return to your computer you will need to press Ctrl-Alt-Delete and enter your password.

Please keep your office door closed whenever you leave your office. Please do not leave any client identifying information (names, SID, email, phone numbers, etc.) on your computer or visible on your desk. Please do not put client identifying information on your personal computers, phones, appointment books.

Any material that contains client identifying information such as telephone messages, letters, printed emails, etc., must be shredded. The confidential shredder box is located in the file room.

All email correspondence with students must be sent via secure messaging within PnC. If you email PHI, on your regular university email, please begin the email with SECURE: to encrypt. All computers are encrypted and you have been provided with the password. In addition, the Training Director will provide you with instructions for remote access to PnC and how to secure your phones with Mobile Device Management (MDM).

**Mailboxes and Messages**

You will be assigned a mailbox in the file room. Please check regularly. Please keep your mailbox clear by filing or recycling your mail. All student messages will be sent to your Provider Summary via PnC.

**Phones**

All calls will come through the main office and support staff should check to be sure that you do not have a scheduled client before putting a call through to you. To place outgoing calls, dial 9 to secure a line then dial the number.

You will be provided with voicemail. See Jerlaine Ewing, Office Manager, for details on how to set up and manage.

**Computer**

Each office is equipped with a computer. Each computer is able to access PnC via a secure connection to Stanford Hospital. However, there are separate IT services. You may access HelpSU at https://remedyweb.stanford.edu/helpsu/helpsu to send a help ticket for general computer issues. You may dial the service desk at 3-3333 for support with PnC.

**Panic Buttons**

There is a panic button in each office. It should be within reach. The panic button alerts campus police immediately to respond to an emergency in your office.
Webcams

A webcam has been installed in each trainee office. Webcams are to be used with client consent for videotaping sessions for supervision. Please see Taping Guidelines for further instructions.

Recycling

Each office has a small cardboard box to collect paper to be recycled. Additional recycling bins are available in the file room. Garbage is collected once a week (Thursday). Please do not trash perishable items in your garbage. Recycling bins for glass and plastic are available in the staff lounge.

Office Supplies

Office supplies are stored in the front desk. Please check with support staff for your office needs.

V. Mechanics of Therapy Sessions

Scheduling Clients

All students seen are scheduled in Point n Click (PnC). Front desk schedules Triage appointments with the Triage Clinician. The Triage Clinician then schedules intakes. You are responsible for managing your schedule including scheduling students for follow-up sessions and keeping your schedule up to date with training and administrative activities. You will receive further training on the use of PnC.

Electronic Charts

All notes are written electronically as an encounter note in PnC. You will receive further training on the use of PnC.

Session in Progress

Each office door is equipped with a blue “Session in Progress” sign. It is important that you use it diligently and accurately so that you are not disturbed when you are in session, and available if staff is attempting to reach you.

Starting Sessions

Students may check in with the front desk or the Kiosk. When a student has checked in, this is indicated in PnC. You are responsible for checking PnC for your client and greeting them in the waiting area. The support staff will not call you. Sessions can be scheduled from 30-50 minutes.
Treatment Information and Disclosures Statement

At the beginning of the first therapy session with a new client, you are required to provide all clients with a professional disclosure statement which informs the client of your training status at CAPS, supervisory requirements, qualifications and experience, and the nature of counseling. The disclosure form can be found in the Internship Orientation Binder.

Please review our Treatment Information and Disclosures form to become familiar with our clinical services. As part of informed consent, please review this information (eligibility of services, confidentiality, cancellation/no-show policy) with each student.

Setting Fees

Please review our policy for setting fees and for longer term services. You may also consult with your supervisor or administration. The current fee schedule can be found in the Internship Orientation Binder.

Referrals

You will receive further training on making referrals to psychiatry within CAPS and referrals to Medical Services, nutrition, and off-campus to other clinicians or clinics. You will also become acquainted with our Mental Health Network (MHN) Provider list and learn more about the role of our Case Managers, Linda Suk, LCSW and Amy Wilkinson.

V. Additional Policies and Procedures

Many of the forms and policies listed below may be found in the Internship Orientation Binder. Each Intern receives a binder at Orientation and all the materials are reviewed during the orientation program. The Intern may reference the binder throughout the year as needed. Upon completion of the Internship, all Internship Orientation Binders are returned to the Training Director.

Dress Code

Staff at CAPS strives to provide a professional and safe environment for clients to explore personal issues in their lives. Interns are encouraged to consider the potential messages being communicated to or interpreted by clients and the professional community through his/her choice of dress and office décor. If you are uncertain about the appropriateness of your clothing or office décor for the professional work environment, please consult with your supervisor or the Training Director. Staff members who have concerns about an intern’s style of dress or office décor will communicate these concerns directly to the intern. While interns are encouraged to develop their own judgment about what constitutes appropriate professional attire and office décor, some guidelines about the appropriateness of clothing for the work environment include the following: shorts, jeans, t-shirts, tennis shoes, flip flops, and the exposure of undergarments, cleavage, or midriff is not acceptable.
Training Staff

Each intern is assigned a supervisor (CA licensed Clinical Psychologist) and interns have opportunities to meet and work with a range of additional staff (Social Workers, Marriage and Family Therapists, and Psychiatrists) who provide delegated supervision. Interns may have further opportunities to work with senior staff during on-call shifts and when consulting with psychiatrists. All staff is available for consultation. To maximize your exposure to the range of clinical expertise available at CAPS, we recommend you become acquainted and consult with the available staff.

Training Committee

The Training Committee (TC) is chaired by the Training Director and consists of psychologists. The primary function of the TC is to support the administration of the training program including selection, development of training guidelines and curriculum, evaluation of feedback, APA accreditation, and planning. In addition, the TC may discuss intern training needs and progress.

Supervisors Meeting

Supervisors meet once a month to support each other in their role as supervisors. The primary function of this meeting is to provide peer consultation. Interns training needs and progress are reviewed.

Supervision Agreement

All interns will be required to complete a “California Board of Psychology Supervision Agreement for Supervised Professional Experience in Health Services” form at the start of internship. This form will be completed with the Training Director and reviewed with delegated supervisors. A supervision agreement form can be found in the Internship Orientation Binder.

Supervision

Predoctoral psychology interns will receive two hours of weekly individual supervision with a Licensed Clinical Psychologist on staff. Supervisors switch midyear to expose interns to a range of theoretical orientations and clinical styles. Interns with a supervisor who is on a 10 month contract are assigned a new supervisor for summer quarter. The Training Director provides necessary back-up supervision in the event of a senior staff’s absence due to scheduled time off or illness. Interns will also rotate through a two hour specialty supervision quarterly. In addition, interns will meet weekly with a Case Consultation Supervisor for one hour. The individual clinical supervisor signing off on case notes, however, has the final and the legal responsibility for all his/her supervisee’s therapy cases. It is the interns responsibility to review all cases with their supervisor.

Responsibilities of Supervisors
It is the responsibility of supervisors to schedule the appropriate amount of supervision time each week with their supervisee and be available at all times for consultation as needed. Supervisors are expected to abide by the supervisory expectations outlined in the supervisors manual. Supervisors need to ensure that their supervisee is providing competent care to all clients and is following the established ethical guidelines of the profession. Supervisors are responsible for providing the trainee with regular feedback of their progress.

**Responsibilities of Supervisees**

It is the responsibility of supervisees to keep current with documentation on all clients. At the beginning of the first meeting with a client, the supervisee needs to inform the client that he/she is a predoctoral psychology Intern, and is being supervised by a Licensed Psychologist at CAPS.

Supervisees are also responsible for informing his/her supervisor of at risk clients, all new clients and update status of ongoing clients in supervision. Interns must consult immediately with the on-call clinician or the administrative director immediately and inform their supervisor as soon as possible when there is some concern that a client may be of danger to self or others and/or indicates inability to care for self. The supervisee is required to track his/her hours on a weekly basis to be sure internship hour requirements are being met. This hour log must be signed by all supervisors.

**Evaluation and Feedback**

Interns are encouraged to provide ongoing verbal and written feedback throughout the training year. There are several venues for ongoing feedback:

- Weekly primary supervision allows for Supervisor and Intern to engage in an ongoing feedback process.
- Formal written evaluations occur twice a year between Intern and Supervisor.
- Interns engage in a quarterly formal evaluation process with their Specialty Rotation Supervisors and MHPRR Supervisors.
- Interns provide weekly evaluations of Didactic Presenters.
- Interns meet weekly with the Training Director and provide verbal feedback of their training experience.
- Interns complete our Post-Internship Survey at the end of their Internship.
- The Training Director conducts exit interviews with each Intern at the end of their Internship.

Interns meet weekly with the Training Director to evaluate their training experience and express any concerns that arise; interns discuss supervision preferences at the onset of their training. Interns complete evaluations of group supervisors and didactic presenters throughout the year. Interns also complete mid-year and end-year evaluations of
supervisors and quarterly evaluation of secondary specialty supervisors. Lastly, Interns complete our Post-Internship Survey.

It is expected that supervisors provide ongoing feedback to interns. Formal written evaluations occur twice a year with a clinical supervisor and quarterly with specialty rotation supervisors. Clinical supervisors complete a Predoctoral Intern Evaluation Form midyear and end of year. The ongoing evaluation process provides regular feedback and evaluation of goals set for the training year. Verbal and written feedback is shared with the intern during supervision. In order to measure minimum level of competency, CAPS Predoctoral Psychology Internship requires that interns receive a minimum rating of 3 (satisfactory) at midyear, and a minimum rating of 4 (above expectations) by the end of the internship year.

Written evaluations are reviewed by the Training Director and shared with appropriate training staff at our weekly Training Committee Meetings and monthly Supervisors meetings. Throughout the year, staff is able to review and assess interns’ feedback. The information is utilized to make any necessary changes to the training program that support interns professional development and maintains the effectiveness in achieving our goals and objectives.

All evaluation forms may be found in the Internship Orientation Binder.

**Professional Courtesy**

Interns are required to send personal thank you notes to their weekly didactic speakers.

**Self-Disclosure**

Consistent with our training program's goal to train ethical, competent, and professional psychologists, there are opportunities during the year for personal exploration and self-reflection. Interns are encouraged to appropriately explore historical and personal data that may influence their clinical practice and to continue to reflective, introspective skills that aid in their development as professional psychologists. We strive to create an atmosphere in which interns feel safe to explore such issues in training groups and in supervision. Supervisors provide mentorship and consultation to trainees to support their exploration and professional development. Supervisors may consult with one another about trainees when appropriate. CAPS internship program functions in a manner consistent with American Psychological Association (APA) Ethical Standards (7.04 Student Disclosure of Personal Information).

**Diversity**

CAPS has a strong commitment to diversity. As an organization, we work hard to be sure that all members of our diverse staff, including interns, feel fully valued and respected for the diversity they bring to CAPS. All members of our staff have the
opportunity to actively contribute to our collective goal of ongoing development of individual and multicultural competencies.

We expect our both our staff and interns to be capable of self-examination in order to recognize any prejudices and biases they may have. We strive to create an atmosphere in which interns feel safe to explore these issues, both in training groups and in supervision. Supervisors and didactic trainers challenge and support our interns to integrate diversity factors into case conceptualizations and delivery of services. For this reason, we also expect our training staff to be committed to lifelong learning related to cultural competence and to be able to model a genuine desire to examine one’s own attitudes, assumptions, behaviors, and values within a diverse context.

**Ethical and Professional Conduct**

CAPS adheres to the ethical standards and practices set forth by the American Psychological Association (APA), the laws and regulations set forth by the California Board of Psychology, and Stanford University policies. APA ethical guidelines, BOP laws and regulations, and Stanford University policies may be found in the Internship Orientation Binder.

**Outside Employment Policy**

The predoctoral internship training program is demanding. It requires approximately 40 – 44 hours per week for one year and an intellectual focus. For this reason, we believe that an intern who spends time engaged in outside professional activities during the internship year may not gain full benefit from the training program. Therefore, it is the policy of the program to not permit employment outside the internship during the internship year.

Certain exceptions to this policy may be requested. An intern who seeks an exception must file a request with the Director of Training. The request will be considered by a committee consisting of the Director of Training, the intern’s primary clinical supervisor, and the Director of the Counseling Center. Requests will be evaluated according to the following criteria:

1. The time commitments required for the outside employment are insubstantial and flexible enough that they will in no way interfere with the intern’s ability to fully function as an intern at the Counseling Center.
2. The physical and / or intellectual requirements of the outside employment are of the nature that they will in no way interfere with the intern’s ability to fully function as an intern at the Counseling Center.
3. The outside employment is adequately supervised.

In the rare case that the committee determines that the outside employment meets all three criteria, the intern will be permitted to pursue the employment according to the
specified parameters. To ensure that conditions are clear to all parties, the arrangement will be put in writing.

At any point, any of the three committee members may request a reconvening of the committee to re-evaluate whether the employment continues to meet the three criteria. If at any point, any of the criteria are in question, the committee has the right to require that the intern cease the outside employment as a condition of continuation in the internship.

**Due Process and Grievance Procedures**

CAPS adheres to the written procedures outlined by our Due Process guidelines for the effective resolution of problems, disputed evaluations, and problematic behavior. All Interns are informed of these procedures during orientation and receive a copy in their Internship Orientation Binder.

**Completion of Internship**

Predoctoral Interns who successfully complete their Internship with CAPS are awarded a Certificate of Completion reflecting their accomplishment.