

POSTDOCTORAL FELLOWSHIP

2018-2019

Stanford University

Counseling and Psychological Services

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**COUNSELING AND PSYCHOLOGICAL SERVICES
STANFORD UNIVERSITY**

POSTDOCTORAL FELLOWSHIP PROGRAM

I. Counseling and Psychological Services at Vaden Health Center

Primary Mission of Student Affairs

Stanford's commitment to learning is inherently linked to every aspect of daily experience. 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.

Student Affairs is concerned with the overall quality of student life at Stanford for all undergraduate and graduate students. The Student Affairs office supports teaching, learning, research and service by:

- Preparing students to be outstanding contributors and leaders in a multicultural interdependent world
- Support personal development, transition, well-being, and learning for both undergraduate and graduate students
- Cultivate safe, respectful, inclusive communities that value diversity
- Create and deliver transformational program for and with students
- Provide excellent services, support, and information to students, faculty, administration, and other campus and community constituencies

Counseling and Psychological Services (CAPS) is an integral part of Vaden Health Center at Stanford University, which functions under the administration of Student Affairs. CAPS provides psychological consultation to and collaborates with staff in all other departments within Student Affairs. The Postdoctoral Fellowship Training Program is a valued component of CAPS, Vaden Health Center, Student Affairs, and the campus at large.

Primary Mission of Vaden Health Center

The mission of Vaden Health Center upholds the mission of the University and Student Affairs 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. CAPS also employs three full-time support staff members are responsible for assisting with the organization and administrative operation of the Center. In addition to the senior staff, CAPS staff includes three Fellows and three Psychiatry Residents. A current list of CAPS staff can be found in the Orientation Binder.

Accreditation

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

II. Postdoctoral Fellowship Program

Overview

Counseling and Psychological Services (CAPS) Postdoctoral Fellowship Program provides Postdoctoral Fellows with opportunities for advanced training and supervision in crisis intervention, assessment, on-call coverage, brief counseling, long-term counseling, individual and couples counseling, group psychotherapy, consultation, and special administrative projects. Postdoctoral Fellows are appointed through the Office of Postdoctoral Affairs <http://postdocs.stanford.edu/> The Fellowship Program is designed to meet California state licensing requirements.

The Postdoctoral Fellowship emphasizes a Generalist Training in preparation for a Staff Psychologist position at a university counseling center. Over the course of the year, Postdoctoral Fellows continue to enhance and solidify the development of clinical skills required for professional practice in psychology including: assessment and intervention skills with a wide range of presenting problems, skills to effectively respond to crisis

situations, consultation and collaboration skills to work with an interdisciplinary staff, the campus community and off-campus community, skills to work with individual and cultural diversity, and consultation, administration, education, liaison, and outreach skills.

Direct Service

Weekly Clinical Activities

Postdoctoral Fellows manage 16-20 hours of clinical work per week. This includes two weekly intakes, one weekly 8 hour shift of on-call coverage, short-term individual, couples, or group therapy and workshops.

Postdoctoral Fellows also participate in various types of outreach and consultation to the Stanford community. Outreach encompasses both preventative work and may include responding to an event on-campus. Additionally, Postdoctoral Fellows provide consultation and education to faculty, staff, Resident Deans, Peer Counselors, parents, or students.

Educational Activities

Postdoctoral Fellows receive two hours of weekly clinical supervision, one hour of Specialty Supervision in their chosen specialty area (Training, Outreach, or Gender and Sexual Identity), and one hour of Case Consultation per week. Postdoctoral Fellows also attend a weekly staff meeting, a professional development seminar, and a Team Meeting.

Specialty Supervision

Gender and Sexual Identity Rotation

CAPS provides Postdoctoral Fellows specialized training in working with the LGBTQIA student community. Postdocs provide individual, couples, and group therapy in addition to outreach and programming to the campus community. Weekly, Postdoctoral Fellows meet with the Specialty Supervisor to review assigned cases in these specialty areas and attend a bimonthly case consultation group. The goal for the end of the rotation is to build competency in working with gender and sexual identity.

The Social Justice, Outreach, and Inclusion Rotation

CAPS provides postdoctoral fellows the opportunity to provide services beyond the traditional clinical services and more multicultural consultation, education, liaison, advocacy, and outreach programming to the Stanford community with the goal of systemic change as the outcome to breaking down barriers to access and create a culture of inclusivity for diverse and marginalized student communities at Stanford.

Training

CAPS provides Postdoctoral Fellows an opportunity to learn about the administration of a Training Program and participate in assisting with selection and chairing the postdoctoral selection. Postdocs meet weekly for supervision and discuss the issues with training including an exploration of selection process, including ethical decision-making and the consideration of diversity variables in training administration.

Evaluation

The Postdoctoral Fellowship Training Program is sequential, cumulative, and graded in complexity. The training year follows a developmental model that supports and builds on the knowledge Postdoctoral Fellows bring, and it provides opportunities to gain experience and training in multiple professional capacities. Postdoctoral Fellows build competencies, confidence, and skills throughout the year.

Quarterly evaluations with supervisors monitor the development and readiness of Postdoctoral Fellows. Minimum expected ratings are as follows to demonstrate adequate progression through the training program.

4 Competence: The Fellow demonstrates a level of competence appropriate for entry-level practice in health service psychology and is actively working to further enhance competence in the knowledge, awareness or skill area being evaluated. **This is a common rating at mid-year of the Fellowship.*

5 Strength: The Fellow demonstrates a strength pertaining to the knowledge, awareness or skill being evaluated and is slightly above their developmental level. **This is the expected level of competence at completion of the training program.*

Supervisors also provide ongoing feedback on Postdoctoral Fellows' strengths and areas of growth. The ongoing evaluation process provides regular feedback and evaluation of goals set for the training year. Professional autonomy increases and Postdoctoral Fellows graduate with developed competencies to practice as professional psychologists.

Counseling and Psychological Services Postdoctoral Fellowship Program meets the licensure requirements in the state of California. Postdoctoral Fellows are expected to accrue approximately 2000 hours by the end of the Postdoctoral Fellowship year. The state of California allows a trainee to log up to 44 hours a week – 40 hours is typical and the additional 4 hours can be used for professional development activities (research, outreach planning, scholarship, studying for the EPPP).

Orientation

The first few weeks of orientation are designed so that Postdoctoral Fellows will familiarize themselves with the operations at CAPS. The Orientation program is intended to provide Postdoctoral Fellows 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, and to facilitate team building and set goals for the Postdoctoral Fellowship year. To accomplish this, Orientation begins with activities to get acquainted and to develop teamwork, camaraderie, and the skills for self-care. Postdoctoral Fellows become acquainted with their Supervisors and begin to set goals for the year. A current orientation schedule can be found in the Postdoctoral Fellowship Orientation Binder.

III. Training Program Activities

Weekly Clinical Activities

Fellows manage 16-20 hours of clinical work per week. This includes two weekly intakes, one weekly 8 hour shift of on-call coverage that includes on-call emergency appointments, consultations, and referrals, in addition clinical work consists of short-term individual therapy, couples therapy, and group therapy.

Fellows set their own schedules and are required to maintain clinical expectations and demonstrate an ability to manage a high volume of cases and range of clinical services. Fellows are expected to be on site M – F; 8:30 – 5. Fellows are discouraged from clumping admin or clinical hours. CAPS believes that effective clinical work and demonstration of self-care requires an equal distribution of clinical work, meeting/supervision, and admin time into one's daily schedule. Fellows are not permitted to work 4/10 (four, 10-hour days).

Direct Service

Fellows provide initial assessments and brief therapy for registered Stanford University undergraduates and graduate students. In addition, Fellows may have opportunities to gain experience with couples, groups, and referring students for medication or to outside therapists for ongoing therapy. Fellows interface with other staff on and off campus regarding student mental health care. Fellows also discuss their treatment plan in ongoing supervision and gain greater experience and competence in their clinical interventions.

Initial Assessments

Fellows establish a therapeutic relationship and assess the appropriateness of the student's presenting problem to a brief treatment model versus open ended therapy. Fellows also develop skills conducting assessments for a range of presenting issues, providing crisis intervention, providing differential diagnosis, referring for medication evaluation, and engaging in collaboration with other resources.

On-call

All Fellows provide one 8-hour shift of on-call crisis service to the student population. During on-call, Fellows meet with students, professors, Resident Advisors, Resident Fellows or Resident Deans to consult, triage, or assess for safety issues. In addition, Fellows may take phone calls and provide referrals and triage over the phone. In the case of a crisis involving potential harm to self or others, Fellows consult with a senior staff back-up. Fellows gain experience with crisis assessment, management, and hospitalizations.

Crisis Intervention

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

Outreach

Fellows participate in various types of outreach to the Stanford community during their Fellowship year within their specialty track. Outreach encompasses both preventative work and may include responding to an event on-campus.

Consultation

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

Supervision

Fellows attend two hours of weekly clinical supervision. In individual supervision, Fellows are encouraged to develop reflective, introspective clinical and case conceptualization skills that aid in their development as professional psychologists. Fellows are given an opportunity prior to the beginning of the Fellowship to request their supervision preferences and needs. An attempt is made to match Fellows to supervisors based upon these preferences. The supervisor carries responsibility for case management, acquainting the Fellow 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. Fellows request their supervision preferences and establish new goals for the second half of the year. On occasion, Fellows may continue with their clinical supervisor for the year. Evaluation occurs at the end of the year.

Case Conference

Each week, Fellows attend one hour of case consultation. This is an opportunity for group and peer supervision with psychiatry residents and facilitated by a board certified psychiatrist.

Professional Development Seminar

This seminar meets weekly and is facilitated by the Training Director. Both 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 other's CVs, do mock interviews, process challenges, and provide each other feedback to support each other's professional development.

Team Meeting

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

Friday Staff Meeting

Each week, Fellows attend an hour staff meeting. There is both a didactic and networking component to these meetings. Staff received CE's to support their professional development at these meetings in addition to continue ongoing networking with other departments within Student Affairs.

Postdoctoral Fellows Training Goals

By the end of the training year, Fellows will have developed advanced levels of competence consistent with the required Profession Wide Competencies:

- Ethical and Legal Standards
- Individual and Cultural Diversity
- Professional Values, Attitudes, and Behaviors
- Communication and Interpersonal Skills
- Consultation and Interprofessional/Interdisciplinary Skills
- Assessment
- Intervention
- Supervision
- Research

Sample Schedule
Average hours per week by quarter

Direct Service Activities	Fall	Winter	Spring	Summer
Ind'l tx, Intakes, RIVER (2)	16-20	16-20	16-20	16-20
*Grp tx (2 clinical hrs)	2	2	2	2
Outreach	Varies	Varies	Varies	Varies
On-call	Varies	Varies	Varies	Varies
Specialty Track	4	4	4	0
Training Activities				
Ind'l Sup (clinical)	2	2	2	2
Specialty Sup (specialty track)	1	1	1	1
Case Conference	1	1	1	1
Professional Development Seminar	1	1	1	1
Administrative Activities				
Staff Mtg	1	1	1	1
Team Mtg	1	1	1	1
**Adm hours	7	7	7	varies
Average Estimated Total Hours per Week	40-44	40-44	40-44	40-44
*Fellows can accrue up to 44 hours a week				

IV. Operations in the Office

Managing Schedules

It is an important component of professional development that a Fellow learn to manage their administrative, clinical, and personal schedule. Fellows are expected to be at CAPS M-F from 8:30 – 5P. For safety and liability reasons, Fellows are not to see students in the building alone (before 8 or after 5 without prior approval). Fellows 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, Fellows 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.

As noted before, Fellows are discouraged from clumping admin or clinical hours. CAPS believes that effective clinical work and demonstration of self-care requires an equal distribution of clinical work, meeting/supervision, and admin time. Fellows are required to maintain hours logs and obtain supervisor signatures on a monthly basis. The required number of hours for successful completion of the Fellowship is 2000 hours, 500 of which must be direct clinical hours. Fellows submit hours logs at their exit interviews.

Request for Leave

Fellows must make formal written requests for vacation, expected medical leave/illness, and professional development. Fellows are provided with 5 days of professional development that can be used for interviews or professional conferences. Fellows are provided with two weeks off during winter break. In addition, Fellows are provided with spring break and summer break, an additional 10 days. Fellows may opt and are strongly encouraged to save these two weeks to leave two weeks early. Additional time requested may be deducted from these two weeks (spring and summer breaks). 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 Fellowship 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 management

staff offices. 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-DLT 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. You will complete a HIPAA privacy online training as part of your onboarding.

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). If you access PnC or other via your personal computer, your personal computer must be encrypted.

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 are not advised to share your direct number with students. Please provide them with the general CAPS phone number. You will be provided with voicemail.

Computer

You will be provided with a remote laptop computer. Each computer is able to access PnC via a secure connection to Stanford Hospital. However, there is a separate IT service for PnC. 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. Please locate your panic button prior to starting clinical work. The panic button alerts campus police immediately to respond to an emergency in your office. DO NOT TEST unless it is a true emergency.

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. Do not begin taping until you have been trained on videotaping policy and guidelines.

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 may schedule Phone Assessment appointments with the Phone Assessment Clinicians or student may book online. The Phone Assessment 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 and you will receive support and guidance for managing your caseload in supervision.

Electronic Charts

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

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 30-60 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 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.

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, Amy Wilkinson and Tanisha Clarke and our Referral Coordinator, Arianna Davidson.

V. Additional Policies and Procedures

Many of the forms and policies listed below may be found in the Orientation Binder. Each Fellow receives a binder at Orientation and all the materials are reviewed during the orientation program. The Fellows will sign that they have reviewed the binder at the end of orientation. The Fellow may reference the binder throughout the year as needed. Upon completion of the Fellowship, all 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. Fellows 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 Fellows 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. Official dress policy may be found in the Orientation Binder under Administrative Policies.

Training Staff

Each Fellow is assigned a supervisor (CA licensed Psychologist) and Fellows have opportunities to meet and work with a range of additional staff (Social Workers, Marriage and Family Therapists, and Psychiatrists) who provide delegated supervision. Fellows 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.

Current staff listed below:

Leadership Team

Bina Patel, M.D.	Director
Mary Mendoza-Newman, Ph.D	Sr Asst Director/Training
Inge Hansen, Psy.D.	Asst Director/Outreach
Tom Ellis, Psy.D.	Asst Director/Clinical Operations
Amy Wilkinson, L.C.S.W.	

E-Mail

bppatel@stanford.edu
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ihansen@stanford.edu
tsellis@stanford.edu
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Senior Clinical Staff

Ron Albucher, MD	Psychiatrist	albucher@stanford.edu
Julia Anable, Ph.D.	Psychologist	janable@stanford.edu
James Bae	Psychiatrist	jamesbae@stanford.edu
Laurel Banks, Psy.D.	Psychologist	laurelz@stanford.edu
Tanisha Clarke, L.C.S.W	Social Worker	tanishac@stanford.edu
Suzanne Bruch	Psychiatrist	sbruch@stanford.edu
Ariana Davidson, L.C.S.W.	Social Worker	ariana2@stanford.edu
Lindsay Ellch, Psy.D.	Psychologist	lellch@stanford.edu
Michael Haberecht, M.D.	Psychiatrist	mhaber1@stanford.edu
Shaina Katz, Ph.D.	Psychologist	sjkatz@stanford.edu
Helen Hsu, Psy.D.	Psychologist	helenhsu@stanford.edu
Asale Hubbard, Ph.D.	Psychologist	hubbarda@stanford.edu
Kevin Lee, M.D.	Psychiatrist	kevinbrianlee@stanford.edu
Rachel Kim, Ph.D.	Psychologist	rhkim@stanford.edu

Tovah Krokoszynski, Psy.D.	Psychologist	tovah@stanford.edu
Sheila Levin, M.F.T.	Marriage and Family Therapist	shlevin@stanford.edu
Oliver Lin, Ph.D.	Psychologist	oliverl@stanford.edu
Meredith Parker, Psy.D.	Psychologist	mparker2@stanford.edu
Sujata Patel, M.D.	Psychiatrist	sujata.patel@stanford.edu
Deb Schneider, L.C.S.W.	Social Worker	debsch@stanford.edu
Julie Tinklenberg, M.D.	Psychiatrist	juliet1@stanford.edu
Meag-gan Walters, Ph. D.	Psychologist	mwalter3@stanford.edu

Admin Support Staff

Jennifer Kang	jeehwang@stanford.edu
Sarah Estrada	saestra@stanford.edu

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 Fellow 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. Fellows training needs and progress are reviewed.

Supervision Agreement

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

Supervision

Fellows will receive two hours of weekly individual clinical supervision with a Licensed Psychologist on staff. Supervisors switch midyear to expose Fellows to a range of theoretical orientations and clinical styles. Fellows may continue with a clinical supervisor for the entire year under some circumstances. The Training Director and other Training Staff may provide necessary back-up supervision in the event of a senior staff’s absence due to scheduled time off or illness. In addition, Fellows will meet weekly with a Case Consultation Supervisor for one hour. The individual clinical supervisor signing

off on case notes has the final and the legal responsibility for all his/her supervisee's therapy cases. It is the intern's 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 supervisor's 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 Trainee, 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. Fellows 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 hour requirements are being met. This hour log must be signed by all supervisors regularly.

Evaluation and Feedback

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

- Weekly clinical supervision allows for Supervisor and Fellow to engage in an ongoing feedback process.
- Formal written evaluations occur twice a year between Fellow and Clinical Supervisor and with their Specialty Rotation Supervisors.
- Fellows meet weekly with the Training Director and provide verbal feedback of their training experience.
- The Training Director conducts exit interviews with each Fellow at the end of their Fellowship.

The ongoing evaluation process provides regular feedback and evaluation of goals set for the training year. Verbal and written feedback is shared with the Fellow during supervision. Written evaluations are reviewed by the Training Director and shared with

appropriate training staff at our weekly Training Committee Meetings and monthly Supervisors meetings. All evaluation forms may be found in the Orientation Binder.

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. Fellows 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 Fellows 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 Fellowship 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. Diversity goes beyond this campus community to a larger, global context of various world views, life events, and experiences that come together in our campus. All members of our staff have the opportunity to actively contribute to our collective goal of ongoing development of individual and multicultural competencies, how they impact our work, and each other.

We expect our both our staff and Fellows 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 Fellows feel safe to explore these issues, both in training groups, staff meetings, and in supervision. Supervisors and didactic trainers challenge and support our Fellows 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.

Conscious Clause

The CAPS training environment fosters the ability for trainees to provide competent care to the general public. Training staff takes a developmental approach to trainee skill and competency acquisition and supports individual trainees in the process of developing competencies to work with diverse populations across all representations of culture, country of origin, language, ethnicity, gender identity and expression, sexual orientation, social class, ability status, age, religious/ faith tradition, political affiliation and age.

Training staff respect the right of trainees to maintain their personal belief systems while acquiring such professional competencies. Trainees are encouraged to seek out supervision and consultation as an integral part of their personal and professional development. Training staff also model the process of personal introspection; the exploration of personal beliefs, attitudes and values; and the development of cognitive flexibility required to serve a wide diversity of clients. If personal values come into conflict with required care for clients, CAPS training staff will provide support to best resolve the situation with no reduction in quality of care for the client and with a focus on growth for the trainee.

Training to work with diverse clients/patients is integral to the curriculum, and consists of both didactic coursework and practical training. The training program is responsible for notifying prospective trainees, current students and the public that the failure to demonstrate appropriate levels of competence as set forth and assessed by the program could lead to dismissal from the doctoral training program. Thus trainees entering professional psychology training programs should have no reasonable expectation of being exempt from having any particular category of potential clients/patients assigned to them for the duration of training.

This statement was prepared as an educative summary of relevant pedagogical principles applicable to doctoral training of psychologists and is consistent with both the APA Ethics Code (2010) and the Guidelines and Principles for the Accreditation of Professional Psychology Programs of the APA's Commission on Accreditation (APA, 2012). APA's Ethics Committee and the Commission on Accreditation are responsible for interpreting and adjudicating these standards. This statement supports and is not intended to supersede either of these documents.

<http://www.apa.org/ed/graduate/diversity-preparation.aspx>

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 Fellowship Orientation Binder.

Outside Employment Policy

The Fellowship 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 a Fellow who spends time engaged in outside professional activities during the Fellowship year may not gain full benefit from the training program. Therefore, it is the policy of the program to not permit employment outside the Fellowship during the Fellowship year.

Certain exceptions to this policy may be requested. A Fellow 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 a Fellow 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 a Fellow 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 Fellow 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 Fellow cease the outside employment as a condition of continuation in the Fellowship.

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 Fellows are informed of these procedures during orientation and receive a copy in their Orientation Binder.

Completion of Fellowship

Fellows who successfully complete their Fellowship with CAPS are awarded a Certificate of Completion reflecting their accomplishment.