

**POSTDOCTORAL FELLOWSHIP TRAINING MANUAL**  
**2023-2024**

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**Stanford University**

**Counseling and Psychological Services**

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# **COUNSELING AND PSYCHOLOGICAL SERVICES STANFORD UNIVERSITY**

## **POSTDOCTORAL FELLOWSHIP PROGRAM**

### **I. Counseling and Psychological Services (CAPS)**

#### **Setting**

Stanford University is nestled among California's rolling hills, just 30 miles south of San Francisco, a remarkably diverse and vibrant urban city. This backdrop sets a larger context for the diversity of the Stanford community. Recognized as one of the world's leading research and teaching institutions, Stanford University is located on the ancestral land of the Muwekma Ohlone Tribe and offers its students a remarkable and diverse range of academic student life. Stanford attracts some of the brightest and gifted students from around the world. Stanford is a global educational institution for 16,937 students from all 50 states and approximately 117 countries that make up our diverse geographic and international undergraduate and graduate student body.

#### **Mission, Vision, and Values of Stanford University**

Education, Research, Community, and Engagement Beyond the University are key elements of Stanford University's mission. Stanford University's vision arose out of the ideas of community members, who proposed innovative ways the university could achieve the founding purpose of promoting the welfare of people everywhere and is inspired by four key values:

- 1) Sustaining Life on Earth
- 2) Accelerating Solutions for Humanity
- 3) Catalyzing Discovery in Every Field
- 4) Preparing Citizens and Leaders

Woven throughout the key values "is a commitment to ensuring equity and inclusion in our research and on our campus, embedding ethics across research and education and engaging with partners beyond our walls to learn from and give back to our local and global community". Inclusion, Diversity, Equity, and Access in a Learning Environment ([IDEAL](#)) is a Stanford initiative to create an inclusive, accessible, diverse, and equitable university for all.

Consistent with the mission of the university, Student Affairs is committed to educating students to make meaningful contributions as citizens of a complex world and this work is guided by [Our Most Important Work \(OMIW\)](#) priorities:

- Community and Belonging
- Equity and Inclusion
- House in Order

- Integrative Learning
- Mental Health and Well-being
- Supporting Academics

Vaden Health Center is instrumental in upholding the mission and values of Student Affairs OMIW through their dedication to providing exceptional care to support student health and well-being. CAPS is one of five health related services offered through Vaden Health Center that provides a full range of mental health services to support our diverse student community's educational, emotional, and personal success. CAPS accomplishes this with access to high quality assessment, counseling, referral, consultation, care management, psychiatric evaluations and medication management, outreach, groups, and workshops. CAPS staff are a diverse range of cross-disciplinary licensed mental health professionals who are personally and ethically committed to providing care that is rooted in cultural humility and social justice values.

Because living and learning are intimately intertwined, Stanford provides its student body a unique and supportive environment in which to learn and grow. Largely a residential university, Stanford's mission is to provide an accessible, equitable, diverse, inclusive, caring, and supportive campus environment for the development of a student's academic, personal, civic, and professional growth, and development. CAPS plays an integral role in Stanford's commitment to providing a supportive and educational environment by providing high quality, confidential care for students who experience a range of personal, academic, and psychological problems. In addition to direct clinical services, CAPS engages in collaborative educational efforts that focus on prevention and risk reduction.

### **Commitment to Anti-racism, Social Justice, Diversity, Equity, and Inclusion**

Stanford is a global university that attracts students from all over the world and is situated in the San Francisco Bay Area, one of the most diverse places in the country. The summer of 2020 catapulted Stanford's efforts to create a more equitable and just learning and work environment as a result of the social and racial injustice. Stanford University has made concerted efforts to recognize that systemic inequalities exist and result in differential access to and distribution of power. Stanford has made attempts to address bias, oppression, and hate crimes on campus and strives to challenge injustice.

CAPS upholds the profession and university values of diversity, equity, inclusion, and cultural humility and CAPS affirms this commitment. CAPS intentionally recruits diverse individuals and CAPS staff is a collective of interdisciplinary mental health providers with intersecting identities that represent a range of diversity and are committed to their personal journey of cultural humility and lifelong learning. Diversity is woven through all aspects of the training program with the goal to move beyond multiculturalism, to action in the areas of intersectionality, social justice advocacy, decolonizing mental health, liberation psychology, anti-racism, and the dismantling of white nationalism.

CAPS has a strong commitment to diversity. As an organization, we work hard to be sure that all members of our diverse staff, including fellows, 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 worldviews, 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 trainees feel safe to explore these issues, both in training groups, staff meetings, and in supervision. Supervisors and didactic trainers challenge and support our trainees 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. [APA Ethics](#)

### **Equal Opportunity and Discrimination Policy**

At Stanford, we strive to ensure that a diversity of cultures, races and ethnicities, genders, political and religious beliefs, physical and learning differences, sexual orientations and identities is thriving on our campus. Such diversity will inspire new angles of inquiry, new modes of analysis, new discoveries, and new solutions.

Stanford University does not discriminate on the basis of race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, genetic information, marital status, age, sex, sexual orientation, gender, gender identity, gender expression, military status, veteran status, or any other characteristic protected by law, in connection with any aspect of employment at Stanford.

### **[Equal Opportunity and Discrimination Policy](#)**

### **Accreditation**

Vaden is nationally accredited by the Accreditation Association of Ambulatory Health Care (AAAHC) and is an American College Health Association (ACHA) member.

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

### **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, marriage and family therapists, and professional counselors. All senior clinical staff are licensed in the state of California. CAPS also employs three support staff members who are responsible for assisting with the organization and administrative operation of the center. In addition, staff includes three psychology interns, two postdoctoral fellows, and two psychiatry residents. [CAPS Staff](#)

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### **Training Philosophy, Program Aim, and Competencies**

The Postdoctoral Fellowship Training Program follows a developmental model that supports and builds on the existing knowledge fellows have and provides opportunities to gain experience and training in multiple professional capacities consistent with a generalist in Health Service Psychology (HSP). Fellows build competencies, confidence, and skills throughout the year to prepare them for licensure and full-time practice in a range of sites.

Fellows provide 15 -20 hours of clinical work per week. This includes weekly initial visits, follow-up consultations, crisis intervention, on-call coverage, brief counseling, case management, group counseling, wellness workshops, outreach programming, community consultation, and the development of a special focus in one of our three specialty areas - Gender and Sexual Identity (GSI), Social Justice Outreach Programming, and Training Administration. Fellows receive two hours of Clinical Supervision, one hour of Specialty Supervision in their chosen specialty track, one hour of Supervision of Supervision, and one hour of Case Consultation per week. There are quarterly supervision evaluations of the Profession Wide Competencies (PWC) to monitor the development and readiness of Fellows as Early Career Psychologists (ECP). Supervisors provide ongoing feedback on Fellows' strengths and areas of growth and provide regular feedback and evaluation of goals set for the training year. As professional autonomy increases, Fellows graduate with developed competencies to practice as independent, professional psychologists.

The specific aims of the training program are:

1. To recruit and train ethical, clinically skilled, and culturally humble postdoctoral fellows who will be prepared for entry level practice in health service psychology.
2. To foster attitudes and behaviors that promote a professional identity as a psychologist through didactic education, experiential learning, mentorship, and supervision.

Upon arrival, fellows assess their professional goals for their training year with guidance from the Training Director and supervisors. Fellows have the opportunity to identify

clinical interests and theoretical models and are given training and supervision opportunities in identified areas. The training year provides ample opportunities for fellows to apply theory to practice. Supervision is regarded as a supportive, mentoring relationship enabling fellows to develop professional autonomy and competence. The evaluation process plays an essential role in the professional development of fellows throughout the year. In addition, fellows 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. Fellows gain experience in the provision of supervision. Lastly, CAPS offers opportunities for fellows to gain experience with a diverse range of students within a multicultural and diverse organization and develop specialties in their chosen specialty track.

By the end of the training year, fellows will have developed advanced levels of competence in the required profession wide competencies:

1. Ethical and Legal Standards
2. Individual and Cultural Diversity
3. Professional Values, Attitudes, and Behaviors
4. Communication and Interpersonal Skills
5. Assessment
6. Intervention
7. Supervision
8. Consultation and Interprofessional/Interdisciplinary Skills
9. Research

## **II. Postdoctoral Fellowship Program**

### **Overview**

The primary objective for the Postdoctoral Fellowship Training Program is to train ethical, professional health service psychologists to work in a wide range of sites consistent with the profession wide competencies. Counseling and Psychological Services (CAPS) Postdoctoral Fellowship Program provides postdoctoral fellows with opportunities for advanced training and supervision in a range of clinical services. Postdoctoral fellows are appointed through the Office of Postdoctoral Affairs [OPA Website](#) and 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 or a range of other sites. Over the course of the year, fellows continue to enhance and solidify the development of clinical skills required for professional practice in health service 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.

### **Weekly Clinical Activities**

Fellows manage 15 - 20 hours of clinical work per week. This includes three weekly initial consultations, one weekly 4.5-hour shift of on-call coverage that includes walk-ins, on-call emergency appointments, consultations, and referrals, and additional clinical work consisting of initial visits, consultation follow-up, brief therapy, longer term therapy, group therapy, workshops, and outreach programming.

Fellows 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, 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 Administration, Social Justice Outreach, or Gender and Sexual Identity), one hour of Case Consultation, and one hour of Supervision of Supervision per week. Postdoctoral fellows also attend a weekly staff meeting, a professional development seminar, and a team meeting.

### **Specialty Supervision**

#### *Gender and Sexual Identity*

CAPS provides fellows specialized training in working with the LGBTQIA+ student community. Fellows may provide individual and group therapy in addition to outreach and programming to the campus community. Weekly, fellows meet with the Specialty Supervisor to review assigned cases in this specialty areas and attend a bimonthly case consultation group.

#### *Outreach and Social Justice*

CAPS provides 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 Administration*

CAPS provides fellows an opportunity to learn about the administration of a training program and participate in assisting with internship selection and chairing the

postdoctoral selection. Fellows 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.

## **Orientation**

The first few weeks of orientation are designed so that fellows will familiarize themselves with the operations at CAPS. The orientation program is intended to provide 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 year. To accomplish this, orientation begins with activities to get acquainted and to develop teamwork, camaraderie, and the skills required for self-care. 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 15-20 hours of clinical work per week. This includes three initial visits (up to 4 winter/spring quarter), one weekly 4.5-hour shift of on-call coverage that includes on-call emergency appointments, consultations, and referrals, in addition clinical work consisting of brief therapy, group therapy, wellness workshops, one-time consultations, and access coordination.

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 required 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**

#### **Initial Visits:**

Fellows provide three initial consultations fall quarter, and up to four winter and spring quarters. An initial consultation is an initial 45-minute visit to assess students' presenting concerns and develop a support plan. The fellow gains competency with conducting brief assessments, begin to provide interventions, engage in goal setting and treatment planning, offer resources, facilitate referrals, and case disposition.

#### **Intakes:**

Fellows gain experience with discerning when a more comprehensive assessment is indicated in supervision and consultation. Fellows gain competency in gathering additional psychosocial, mental health, and other contextual history to assist with differential diagnosis and brief treatment planning.

#### Brief Therapy:

Fellows may begin to see students for brief therapy after an initial visit and/or intake. Fellows review all their cases in supervision and are supported in their clinical decision making to determine which students may benefit from single session therapy or may be more appropriate for brief therapy. Fellows also gain experience with case management and referral coordination with students who may require more open-ended therapy or higher levels of care.

#### Let's Talk:

Fellows may gain experience with providing one-time consultations at a community center or other liaison locations. Similar to an Initial Visits, Let's Talk visits are generally a single, 30-minute session for a brief and quick assessment and disposition. Students are able to schedule such sessions online.

#### Referrals

Throughout the year, fellows gain experience with facilitating the referral process. This may happen at any time in the course of the clinical work with a student beginning with their initial visit or during the course of brief therapy. There are a number of resources for students from supplemental skill building workshops to medication evaluation, coaching, academic support services, or higher levels of care. Fellows gain competency with the range of resources on and off campus and proficiency with directing and supporting the student to other resources. In addition, fellows may work with Care Managers for complex care or Referral Coordination when facilitating referrals.

#### Wellness Workshops/Groups

Fellows are expected to run a minimum of two Anxiety Toolbox workshops per quarter. Workshops are generally 1-4 session skill building workshops (Mindful Strategies for Stress, Anxiety Toolbox). Please note since the pandemic all workshops have been virtual. In the fall, fellows co-lead a workshop with a senior staff and must meet minimum competency before leading workshops on their own. Fellows may propose additional workshops or variations of workshops with approval by their supervisor/workshop co-coordinators. For process/interpersonal groups, fellows need to be paired with a senior staff for co-facilitation support and supervision.

Fellows meet biweekly (EOW) with Wellness Workshop Co-coordinators for consultation and support throughout the year. Fellows will have an opportunity to select an exercise from one of the wellness workshops and lead their peers in the exercise during this seminar. Supervisors will attend at least one session per quarter to fulfill live

observation requirement. Workshop evals will be shared with trainees for review and discussion in supervision.

### **On-call**

All fellows provide one 4.5-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 the 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. Final evaluations occur at the end of the year.

### **Specialty Track Supervision**

CAPS provides Postdoctoral Fellows an opportunity to select a year-long specialized training: Gender and Sexual Identities track (GSI), Social Justice Outreach track (SJO), or Training Administration Track (TAT). Fellows meet for one hour a week with their specialty track supervisor to review cases or attend to the administration of their projects in their chosen specialty tracks.

### **Supervision of Supervision**

Fellows are provided with a seminar to support the provision of supervision of an intern. Fellows will provide secondary supervision and meet weekly to learn about supervision models, seek consultation and support for their developing skills in providing feedback, evaluation, and supporting the skill development of an intern.

### **Case Conference**

Each week, fellows attend a one hour of group supervision. This is an opportunity for group and peer supervision with psychiatry residents and facilitated by a staff psychologist.

### **Professional Development Seminar**

This seminar meets weekly and is facilitated by the Training Director. Both interns and 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, ask questions, celebrate professional success, and provide each other feedback to support each other's professional development. Later in the year, an assigned trainee brings a professional development topic for discussion after check in.

### **Team Meeting**

Each fellow is a member of a multidisciplinary team that meets weekly for an hour on their assigned on-call day. 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.

### **Staff Meeting**

Bi-monthly, 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 or review policy updates and general staff check-ins.

### **Sample Schedule**

<b>Direct Services Activities</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>
<b>Initial Visits, Follow-up Consultations, Intakes, Brief Therapy</b>	18	18	18	18
<b>Wellness Workshop</b>	2	2	2	2
<b>Outreach</b>	Varies	Varies	Varies	Varies
<b>On call emergency coverage (4.5 hrs./week)</b>	Varies	Varies	Varies	Varies
<b>Training Activities</b>				
<b>Clinical Supervision</b>	2	2	2	2
<b>Specialty Supervision</b>	1	1	1	1
<b>Case Conference (with Residents)</b>	1	1	1	1
<b>Sup of Sup</b>	1	1	1	1
<b>Professional Development Seminar</b>	1	1	1	1
<b>Wellness Workshop Consultation (1/mos)</b>	1	1	1	1
<b>Administrative Activities</b>				
<b>Team Meeting</b>	1	1	1	1
<b>Staff Meeting</b>	1	1	1	1
<b>Administrative Time</b>	10	10	10	10
<b>Average Estimated Total Hours Per week</b>	40 - 44	40 - 44	40 - 44	40 - 44

### **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, Licensed Professional Counselors, 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.

### **Training Committee**

The Training Committee (TC) is chaired by the Training Director and consists of psychologists and psychiatry residency coordinator. 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 and support for the provision of supervision. Fellows training needs and progress are reviewed. In addition, fellows provide secondary supervision to the interns and attend a weekly supervision of supervision seminar.

A note on the limits of confidentiality in supervision. Supervisors vary in their emphasis on transference-counter transference issues in supervision. As a result, work with trainees on these issues could involve personal disclosures from the trainee as it relates to their professional work as clinicians. Supervisors work to respect privacy on personal issues yet retain a responsibility for evaluation of fellows performance. Supervisors occasionally may need to consult with their peers on a supervision issue. Supervisors also have opportunities to consult during the supervisor's meeting. Supervision is not to be confused with a therapy relationship, although there may be aspects of supervision which are therapeutic. Trainees are encouraged to discuss the limits of confidentiality with their supervisors. Privacy on personal issues is respected, and if these issues are affecting work performance, the performance issues will be addressed.

### **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 their supervisee's therapy cases. It is the fellow's responsibility to review all cases with their supervisor.

### **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.

### **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. Supervisors are required to directly observe their supervisee's clinical work. This may occur live by sitting in during a wellness workshop or session or viewing video of clinical work.

### **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 they are a Trainee and are being supervised by a licensed psychologist at CAPS.

Supervisees are also responsible for informing their 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 manager immediately and inform their supervisor as soon as possible when there is 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 their 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**

#### **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 fellows bring having graduated and completed internship and it provides opportunities to gain experience and training in multiple professional capacities in preparation for an entry level position. Fellows build competencies, confidence, and skills throughout the year, as professional autonomy increases, fellows prepare for licensure, apply for jobs with developed competencies to practice as professional psychologists in health service psychology.

Supervisors provide ongoing feedback on strengths and areas of growth. The ongoing evaluation process provides regular feedback and evaluation of goals set for the training year. Formal written evaluations occur twice a year with a clinical supervisors. Clinical supervisors complete an Evaluation of Fellow Competency Form midyear and end of year. Supervisors gather feedback from other training staff to include in evaluations. 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 biweekly training committee meetings and monthly supervisors meetings. All evaluation forms may be found in the Orientation Binder.



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.*

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 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, or studying for the EPPP or CPLEE).

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 and mutual feedback process.
- Formal written evaluations occur twice a year between fellow and clinical supervisor and with their specialty rotation supervisors.
- Quarterly evaluations of all seminars and training spaces.
- Fellows meet weekly with the training director in professional development seminar and provide verbal feedback of their training experience.
- The training director conducts exit interviews with each fellow at the end of their fellowship.

### **Evaluation of Supervisors**

Fellows have the opportunity to provide feedback to supervisors informally throughout the year and formally biannually by completing a Supervisor Evaluation form mid-year and end-of-year. In addition, Fellow's complete quarterly seminar evaluations.

## **IV. Operations in the Office**

### **Managing Schedules**

Fellows are continuing their experience of full-time clinical work. 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 or notification to ensure senior staff is available). 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 shifts. During on-call days, it is important that schedules be kept as clear as possible to manage phone calls and walk-ins during your on-call shift. All of the trainings are scheduled in the mornings to avoid interruptions to your required trainings by clinical work. 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 on-call team 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.

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). Fellows are required to maintain hour 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 hour logs at their exit interviews.

### **Administrative and Technical Support**

CAPS administrative staff is made up of two individuals (one at 100% FTE and the other at 87.5% FTE) who manage the front desk and overall office administrative functions and operations. Vaden provides additional coverage as needed for unexpected absences that would impact daily front desk office operations.

Vaden has a designated technical support person provided by the University's Information and Technology Services who is readily available to assist and troubleshoot regarding any technical issues and a designated Manager of Information Technology who primarily assists with technology related to the electronic medical system. Interns receive laptops, webcams, office telephones, and have access to personal and share drives, the electronic medical record, and receive the same clerical support offered to general professional staff.

### **Request for Leave**

Fellows are eligible to take time off with approval from the Training Director. Fellows do not accrue sick or vacation time, but rather are provided, upon starting the fellowship, 12 days of sick leave and 15 days of time off with pay for the twelve-month period. Any balance of either of these amounts is not paid out at the end of the fellowship. Additional

information regarding postdoc leave can be found in the postdoc policy handbook at [Postdoctoral Policy Handbook](#) and will be reviewed during orientation.

Please note that CAPS closes each year during the University's winter closure period and the dates vary year to year. This closure does not count toward the total 2000 hours (500 direct clinical) that are required for the successful completion of the Postdoctoral Fellowship. You will use four days of time off with pay over winter break.

Of the 11 days of time off with pay, five will be scheduled August 5 – 9, 2024. This leaves a remaining six days to use any other time of year. The earliest you may end your fellowship is one week prior to your scheduled end date which would be July 25, 2024. In addition to the 15 days off, CAPS is closed for several holidays Labor Day, Thanksgiving, and the Friday after, Martin Luther King Day, Presidents' Day, Memorial Day, Juneteenth, and July 4. You will also be provided with 5 professional development days to be used for interviews, graduation, or attending conferences. Given the amount of time off provided excluding sick days, close attention to hour accrual within a twelve-month period is monitored. The expectation is that you acquire 2000 hours in twelve months towards by the end of your training year, with 500 of those hours being direct clinical service. We will discuss your schedule and hour accrual at orientation and plan accordingly during the year. Hour logs are due on a monthly basis and an accounting of your time always is maintained.

### **Calling in Sick**

Fellows may use up to 12 days of sick time. If you are not well, have a fever, contagious, or require medical care, you must call in sick. The process is to text the Training Director and your Supervisor as soon as you know you will be out of the office. It is strongly encouraged that fellows cancel and rescheduled their own appointments and notify appropriate staff about their absence. If this is not possible, please email the Front Desk staff with instructions about how to manage your clinical schedule for the day and get well soon.

### **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 not be provided with voicemail.

### **Computer**

You will be provided with a laptop computer. Each computer is able to access Point and Click (PnC), our electronic medical record, via a secure connection. You will receive training on how to use PnC after you have completed a HIPAA online training. We have a Manager of Information Technology who provides tech support for PnC. In addition, you will have access to Medicine Box, the PHI safe cloud storage for CAPS. Each staff has a personal drive and access to the shared drive.

### **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**

You will be assigned a webcam for videotaping session for training purposes only. 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). Access Coordinators may schedule you with appointments. Please check your schedule regularly throughout the day. 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. It is recommended that you end sessions on time to allow for administrative business after each session.

### **Electronic Charts**

All notes are written electronically as an encounter note in PnC. You will receive further training on the use of PnC. In addition, your clinical notes are co-signed by your supervisor who will provide you with feedback on your documentation (safety assessment and planning, disposition, clinical assessment, diagnosis, and interventions). Clinical documentation is a legal record of your clinical work. Professional documentation is an expected competency. You will become acquainted with other aspects related to documentation (release of records, informed consent) during orientation.

### **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 when you are not in session.

### **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. Starting and ending on time is an expected professional competency.

### **Treatment Information and Disclosures Statement**

At the beginning of the first session whether it's an initial consultation, intake, on-call, community connects, with a new client, you are required by the California Board of Psychology 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. In addition, you are required to select that you informed the student of your trainee status on your documentation. This will be reviewed in Orientation.

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 and our Referral Coordinator.

## **V. Additional Policies and Procedures**

Many of the forms and policies listed below may be found in the electronic Orientation Manual. All of the materials are reviewed during the orientation program and fellows will sign that they have reviewed the manual at the end of orientation. The fellow may reference the manual throughout the year as needed.

### **Recording of Sessions**

Sessions will only be recorded with the written consent of the client. Once a recording is made, it is transferred to the CAPS dedicated secure server. Recordings must be deleted from the secured server by the intern at the end of the month, point of termination, or at the end of the academic year whichever comes first. Fellows will be using a HIPAA compliant Zoom Health Platform for their remote clinical work, training, and supervision.

### **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 a fellow's style of dress or office décor will communicate these concerns directly with the fellow. 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.

### **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 trainees, 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.

## **Professional Courtesy**

Fellows are required to be on time to all meetings, seminars, and supervision.

## **Cell Phone Courtesy**

Bringing your phone to meetings and seminars and placing your phone on the table may be distracting by encouraging you to pick up your phone and engage in another task. It also sends a message that you are not engaged with others in learning spaces. Your attention and participation is required and appreciated. The exception to this is if you are on-call. However, many trainings will occur in the morning to avoid interruptions to your training experience. This also applies to smartwatches.

## **Fragrance Courtesy**

Recognizing that colleagues and visitors to our offices may have sensitivity and/or allergic reactions to various fragrant products, CAPS encourages you to be mindful of the impact of your own personal fragrant products (fragrances, colognes, lotions, powders and other similar products) that are perceptible to others. Other fragrant products (scented candles, potpourri, and other similar items) are not permitted in the workplace.

## **Bicycles**

Bicycles are not allowed in the building (this rule applies to students/patients and staff). Bicycle lockers may be available for rental through Parking and Transportation Services ([Bike Lockers](#)). Vaden also provides bicycle racks around the building.

## **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.

## **Social Media Guidelines**

Fellows are required to abide by Stanford's guidelines in making appropriate decisions when managing, developing, or engaging with social media. The guidelines are intended to advise you in managing your institutional affiliation with your personal social media usage. The guidelines can be found here [Social Media Guidelines](#).

## **Student Affairs Communication Protocol**

The University Communications office is responsible for responding to inquiries from students, professional media, parents, neighbors, family, friends, students, researchers or



anyone external to the university. Please consult with your supervisor or administrative manager if you receive an inquiry or request for a statement.

### **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 fellow'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 fellow'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 fellow'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.

### **Self-Care**

Caring for oneself is an ethical responsibility for clinicians. CAPS encourages fellows to be mindful of their needs, stressors, and coping skills. Fellows may use training spaces to process and find ways manage a work/life balance and consider engaging in their own personal therapy.

### **The Help Center**

It is not uncommon during the fellowship year for the fellow to experience personal stress. The Help Center is Stanford University's employee assistance program equivalent and provides brief, confidential counseling and referrals for ongoing counseling.

### **Completion of Fellowship**

Postdoctoral Fellows receive the required supervised professional experience during their training year to fulfill licensing requirements in the state of California. Fellows who successfully complete their fellowship with CAPS are awarded a Certificate of Completion reflecting their accomplishment. Successful completion includes adequate progression through the program as determined by ongoing evaluation and minimum rating of 5 by the end of the training year and the accrual of 2000 hours (500 direct service hours).