SAN JOSÉ STATE UNIVERSITY
COUNSELING SERVICES
TRAINING PROGRAM MANUAL

PRE-DOCTORAL INTERNSHIP

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Welcome to the San José State University Pre-doctoral Internship Training Program. This Training Manual is designed to provide you with basic information about the training program’s components and procedures. It provides important information you will need for working here at SJSU Counseling Services. Please familiarize yourself with it. In addition to reading this manual, you will have opportunities to review the information in orientation, training seminar, and with your individual supervisor. The faculty and staff are happy to answer questions or to explain anything that is unclear. The topics covered in the manual are:

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About San José State University

San José State University is California's oldest institution of public higher learning and is a leader of the 23-campus California State University (CSU) system. SJSU enrolls approximately 32,000 students and is a metropolitan university located in downtown San José, the third largest city in California (Pop. 919,000). SJSU interacts with the surrounding community in a wide variety of civic, cultural, athletic and professional activities. The new Martin Luther King Jr. Library, a cooperative venture between SJSU and the City of San José, is the first joint-use academic/public library partnership of its kind in the United States. Beyond the local community, many recreational, cultural, and tourist attractions are within easy driving distance, including renowned sites such as the Monterey Peninsula, San Francisco, Lake Tahoe, Yosemite, and Napa Valley.

A fundamental goal of all University programs is to prepare students to function effectively in a culturally diverse society. This is encouraged by developing an understanding of our diverse heritage, including the essential contributions of women, various ethnic and cultural communities, and the lesbian, gay, bisexual, and transgendered community. Instruction emphasizes the ethical and social dimensions of all disciplines, as well as their applications to contemporary issues. Building upon the culturally diverse region it serves, along with the international character of its faculty, the University emphasizes international education in its curriculum.

SJSU Counseling Services Overview

The primary purpose of Counseling Services at California State Universities (CSUs) is to assist students with development issues, value formation, and the resolution of personal and academic problems that may impede the learning process. Following that tenet, the primary mission of San José State University’s Counseling Services is directly linked to the core educational mission of the University. Our services exist to optimize academic success, facilitate students’ holistic development, and foster an appreciation of their multicultural identities and the diversity of the campus community. Specifically, our services are designed to prevent, ameliorate, or resolve student concerns that may impede academic excellence, or their personal well-being.

Counseling Services is a department within the Division of Student Affairs at SJSU and is accredited by the International Association of Counseling Services (IACS). Counseling Services is established as a comprehensive counseling center offering core clinical services; developmental and life skill interventions; counseling for achieving academic and career goals; consultation; and outreach to our diverse student population. Short-term counseling and psychotherapy are the primary means of direct service delivery.

We look at the whole student and provide guidance and tools to become productive and well rounded. To do that, professionally trained psychologists, social workers, and counselors are available for students on an individual or group basis for counseling on
a myriad of psychological and academic issues. In addition, we provide services such as: outreach presentations to students, student groups, faculty, and staff; crisis intervention services that include 24-hour on-call availability of counseling faculty; and consultations on issues of student mental health and campus climate.

Finally, for the professional community, Counseling Services trains graduate and postgraduate students in the practice of professional psychology.

Training Program Overview

The major goal of the SJSU Counseling Services' Pre-doctoral Internship Program is to provide high quality learning experiences to interns in counseling and clinical psychology in preparation for a career in mental health. To help attain this goal, the counseling faculty has a strong commitment to supervise, teach, and mentor our trainees. Our training is guided by a Practitioner-Scholar model in which we train clinicians to be informed of theory and research in the science of Psychology.

Our supervisors represent a broad base of theoretical backgrounds, thus interns are exposed to various models. We emphasize short-term treatment approaches that meet the needs of a diverse student body. We are committed to training pre-doctoral interns for work in a diverse world. While the field of psychology as a whole has embraced the importance of multicultural awareness and competence, this is a commitment that we reaffirm daily. We live and work in the midst of one of the most diverse communities in the world and provide trainees experiences to engage in social justice work.

We strive to provide interns with challenging and developmentally appropriate training experiences. We accomplish this by emphasizing training that is sequential, cumulative, and graded in complexity. We provide didactic trainings, experiential learning (direct service), mentorship, and role modeling from various staff members. We encourage self-examination and awareness of the impact of self on others.

At Counseling Services we believe that different levels of trainees have different developmental needs. We work with post-doctoral residents, pre-doctoral psychology interns, and advanced practicum counselors. Pre-doctoral interns are separated for some components of training so that we may address your unique developmental needs. Pre-doctoral interns meet with post-doctoral residents and advanced practicum counselors for some components of training in order to optimize the diverse perspectives that arise when combining various training levels.

We are proud members of the Association of Counseling Center Training Agencies (ACCTA) – a national organization for training programs within university counseling centers. Our pre-doctoral internship training is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). We are not yet accredited by the American Psychological Association (APA).
Counseling Services abides by the Ethical Principles of Psychologists and Conduct of Conduct. Our program meets state licensure requirements for internships and provides broad training covering all the major areas of knowledge and skills expected of a psychologist in a university counseling center setting (Standard 7.01), provides an accurate description of the training program, goals and objectives, stipends, benefits and exit criteria (Standard 7.02), provides training as described in the program materials (Standard 7.03), does not require interns to disclose or discuss personal information except as it is related to their developing skills and professional effectiveness (Standard 7.04), does not mandate outside therapy experiences (Standard 7.05), provides evaluations of interns in a timely manner (Standard 7.06), and prohibits sexual relationships between interns and supervisory staff (Standard 7.07).

We have outlined the following training goals and objectives:

**Intern Training Goals**

**Goal 1:** To develop competence in ethics and legal matters and explore ethical issues through a multicultural lens.

Objectives:

- Interns will demonstrate knowledge of APA ethical and legal principles.
- Interns will demonstrate awareness of the complexities in exploring ethical issues.
- Interns will demonstrate skills in implementation of these laws and ethical principles in a culturally sensitive manner.

**Goal 2:** Interns will develop multiculturally aware clinical skills required for professional practice with diverse clients.

Objectives:

- Interns will demonstrate multicultural knowledge, awareness, and skills when conducting clinically proficient assessments, case conceptualizations, treatment plans, and interventions.
- Interns will demonstrate the ability to work within a range of therapeutic modalities based on the unique needs of the client.
- Interns will demonstrate the integration of theory and research into multiculturally aware clinical practice.

**Goal 3:** Interns will develop the skills to effectively respond to crisis situations in a manner that is respectful of diverse cultural experiences.

Objectives:
• Interns will demonstrate incorporation of multicultural knowledge, awareness, and skill in assessing for risk factors and responding to crisis situations.

• Interns will demonstrate the consultation skills necessary to develop appropriate interventions in crisis situations.

• Interns will demonstrate the ability to effectively handle diverse dispositions of individuals in crisis, document, and follow-up with crisis situations.

**Goal 4:** Interns will develop the ability to consult and collaborate with an interdisciplinary staff, the campus community, and off-campus community in a multiculturally sensitive manner.

**Objectives:**

• Interns will demonstrate the ability to consult and collaborate with peers, supervisors, and administrative professional staff.

• Interns will demonstrate the ability to consult and collaborate with University personnel, off-campus mental and medical health providers, off-campus community members, and families and friends of students.

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

**Objectives:**

• Interns will demonstrate the ability to continuously examine their own attitudes, assumptions, behaviors, and values in working with individual and cultural diversity issues.

• Interns will demonstrate the ability to provide services sensitive to individual and cultural differences.

• Interns will demonstrate awareness of the cultural biases inherent in psychological theory and interventions.

• Interns will demonstrate the ability to seek consultation and to pursue further learning regarding diversity issues.

**Goal 6:** Interns will develop a professional identity as a psychologist.

**Objectives:**

• Interns will demonstrate the ability to interact in a multiculturally sensitive and professional manner with a diverse group of peers, supervisors, administrative and professional staff.

• Interns will demonstrate professional responsibility with case management, documentation, and time management.
Interns will begin to develop their own therapeutic style.

Interns will begin to develop their own areas of expertise and specialization.

**Goal 7:** Interns will develop the ability to provide multiculturally focused outreach and social justice interventions.

**Objectives:**

- Interns will demonstrate a commitment toward reducing oppression and injustice in the University community and in the community as a whole.
- Interns will demonstrate competence in facilitation and presentation skills.
- Interns will demonstrate the ability to participate in community activities and establish relationships with other university colleagues.

These goals will be addressed and facilitated through modeling by professionals, supervision, didactic training, experiential learning, and mentoring. These goals will be assessed by providing written and verbal feedback to each pre-doctoral intern (see section on Assessment of Trainee Progress).

**Orientation**

Before launching into the major components of the training year, interns will be oriented to Counseling Services at SJSU. The orientation will be to the community-at-large, SJSU, Counseling Services, and the Training Program, and will take place during the first two weeks of the training year. During this time, interns’ incoming skill levels will be assessed and goals for the year established. Counseling Services procedures, expectations, evaluation criteria, grievance procedures, remediation procedures, and other aspects of the traineeship experience will be explained fully.

An important part of the orientation experience will be familiarizing yourselves with the “Policies and Procedures Manual” for Counseling Services. Details regarding specific clinical services, record keeping, policies, and procedures are contained in the manual. Pre-doctoral interns are expected to review the manual and are encouraged to discuss with their supervisor the sections of the manual that pertain to their role within Counseling Services. In particular, you should pay special attention to the sections on:

- assessment/crisis procedures;
- clinical records;
- personal counseling;
- psychiatric hospitalization; and
- abuse reporting procedures.

Of importance to note, is that a brief therapy framework is used to provide most therapeutic services. For pre-doctoral interns, that usually means a maximum of six to eight sessions for each client per semester. However, a limited amount of longer-term
therapy is provided in selected cases, primarily for purposes of training, professional development, impact on the university community, and specific client needs.

**Components of the Training Program**

There are four major component areas of the Training Program. These areas are Cultural Diversity, Training, Direct Service, and Indirect Service.

**Cultural Diversity:** This component is considered to be the most important of the training program for interns and is woven throughout all other components. Cultural diversity themes appear in individual and group sessions, supervision, in the outreach programming in which interns take part, in the training seminar presentations, and in clinical meetings. In addition, there are many seminar experiences focusing on self-awareness of cultural identities. All trainees at Counseling Services have the unique opportunity to participate in two experiences (fully described below): Social Justice and Outreach Seminar and Process Group in Diversity. Additionally, Counseling Services hosts an annual one-day Multicultural Training Day conference, which pre-doctoral interns attend.

**Training:**

**Seminars**

- **Didactic Training Seminar:** The Training Seminar meets for one hour weekly and is co-led by one licensed Psychologist and one Multicultural Post-doctoral Resident. During the weekly Training Seminar, various clinical topics are presented and discussed by faculty at Counseling Services. Common training topics include: intervention skills for brief therapy models (2-3 seminars), domestic violence (1 seminar), cultural-double-bind (1 seminar), working with specific cultural populations (e.g., ethnic groups, international students, sexual identity, gender identity; 4-6 seminars), boundaries/multiple relationships and ethical issues (2-3 seminars), suicide and violence assessment (2 seminars), professional development (e.g., applying for next training positions, preparation for licensure in psychology, job interviews; 2-3 seminars), eating disorders (2 seminars), substance abuse (2 seminars), and empirically-supported treatments for various presenting concerns and client populations. The exact content of the trainings varies based on the needs of the training cohort. Pre-doctoral interns are asked to each provide one presentation focusing on an area of scholarly inquiry. Many interns choose to present on their dissertation or doctorate-level project. Others choose another area of current research. During the Fall and Spring semesters, advanced practicum counselors may be invited to attend select didactic training presentations.

During the summer months, Pre-doctoral Interns will receive additional training in the following topics: preparing to conduct clinical supervision (4 seminars), couple’s counseling (2-4 seminars), and other topics deemed developmentally
appropriate for the pre-doctoral intern cohort. Pre-doctoral interns will also be required to deliver a training seminar presentation on an area of scholarly inquiry (e.g., dissertation project, other current research). These summer topics are tailored to the needs of the interns as we fill in gaps in training and move the pre-doctoral interns toward readiness for postdoctoral placements.

- **Diversity Process Group:** The Process Group in Diversity is an opportunity for trainees to develop their awareness in diversity through discussion and experiential process. Our agency believes that self-awareness is vital to the development of the competent practitioner. Trainees may be invited to present on their own cultural identity. Staff may be invited into the seminar to model sharing about their own unique identity statuses. A trainee may be excused from participating in the Diversity Group through consultation with their primary supervisor and Training Coordinator. Pre-doctoral interns are combined with advanced practicum counselors and Multicultural Post-doctoral Residents for this experience. It is the Training Committee’s philosophy that including a diverse group of individuals (including diversity in training levels) enriches the discussion in this seminar. In order to ensure the emotional safety of trainees, information discussed in this seminar is entirely confidential and is not part of the evaluation process.

- **Social Justice and Outreach Seminar:** The Social Justice and Outreach Seminar meets weekly during the Fall semester, and for the first eight weeks of Spring semester. It is led by 1-2 licensed Psychologists. Trainees will discuss the role of Psychologists in addressing social justice issues that may prevent or alleviate mental health struggles; explore the relationship between social justice and the development of outreach services and programs; and may help in developing specialization areas in which they focus their outreach and group efforts (e.g., LGBT student services, cross-cultural center, international students, substance abuse, eating disorders and body image, suicide prevention). Pre-doctoral interns are combined with advanced practicum counselors and Multicultural Post-doctoral Residents for this experience. It is the Training Committee’s philosophy that including a diverse group of individuals (including diversity in training levels) enriches the discussion in this seminar. Pre-doctoral interns benefit from learning of the outreach experiences of the Multicultural Post-doctoral Residents and may have opportunities to collaborate with the Residents on projects. Information regarding performance in this seminar may be provided to the individual supervisor for inclusion in the semester evaluation process.

- **Group on Groups & Workshops:** The Group seminar meets weekly in the Fall semester and every-other-week in the Spring semester (due to increasing independence of the pre-doctoral interns in the Spring semester). This seminar is led by a licensed Psychologist. The seminar focuses on assisting and supervising trainees as they develop, market, and co-lead therapy groups and psycho-educational workshops. Pre-doctoral interns are required to co-lead
therapy groups with a staff member or a Multicultural Post-doctoral Resident. Thus, the Post-doctoral Residents also attend this seminar to benefit from shared processing of group therapy experiences. Information regarding performance in this seminar, as well as performance when leading groups and workshops, may be provided to the individual supervisor for inclusion in the semester evaluation process.

- **Testing and Measurement Seminar:** The testing and measurement seminar meets bi-weekly throughout the year and is led by a licensed Psychologist. The seminar is designed to review tests and measures originally introduced in doctoral programs and to emphasize the cultural complexities of interpreting testing data. Pre-doctoral interns will be required to administer approximately two small batteries and discuss ethical issues in the administration of test instruments and diagnosing. This is a small component of the training experience. Information regarding clinical skills developed in this seminar may be provided to the individual supervisor for inclusion in the semester evaluation process.

**Supervision/Case Consultation**

- **Individual (1:1) Supervision:** Counseling Services meets or exceeds the supervision requirement in the Board of Psychology’s Supervised Professional Experience (SPE) regulation. Each pre-doctoral intern will be provided with supervision for at least 10% of the total time worked each week. At least two hours per week of individual face-to-face supervision are provided each week. Supervisor assignments for the Fall semester are made by the Training Committee. Pre-doctoral interns are required to change supervisors during the second semester to obtain a breadth of orientations, techniques, and styles. For the second semester, trainees’ preferences for supervisors are solicited and considered in assignments made by the Training Committee. Every effort is made to match requests.

- **Group Supervision:** Group supervision occurs one hour per week. Group supervision is led by a licensed Psychologist and a Multicultural Post-doctoral Resident. Advanced practicum counselors may also participate in group supervision. Group supervision provides a forum for discussing clinical work and improving clinical skills. Group supervision also provides the format for presenting formal case presentations (see “Other Training Opportunities”). The Counseling Services Psychiatrist frequently visits this meeting to provide opportunities for case consultation.

- **Clinical Consultation Meeting:** This weekly meeting is for all faculty counselors, educational counselors, psychiatrists, and trainees. It is an opportunity to present cases to one another and engage in consultation. The emphasis in the meeting is on viewing our work as a team effort to provide the best possible service to students.
• **Audio/Video Recording**: In order to provide specific and in-depth feedback, supervisors require that pre-doctoral interns audio- or video-record all client sessions. Recorded sessions are provided to the trainees’ supervisor and may be reviewed with the trainee during supervision or outside of supervision times. Trainees inform clients of the recording requirements at the same time they inform clients of their supervision, which is usually during the first session. Should a client not want to be recorded, the client will be reassigned to a non-recording counselor within the agency. Sessions are digitally recorded and stored on a secure server for three weeks. Recorded sessions are for training purposes only and are not available for use outside of Counseling Services. If a client wishes to obtain recorded sessions, the trainee must consult with their primary supervisor. Any recording taken out of Counseling Services is a violation of this policy and subject to disciplinary actions.

**Direct Service:**

Direct service hours are provided through individual, couple, and group counseling sessions; outreach presentations; consultation with faculty, staff, students, and departments; and assessment/crisis coverage. The provision of direct service hours are done through consultation with your primary supervisor. Pre-doctoral interns are expected to accrue 20-23 hours of direct service per week. A primary supervisor, in consultation with the Training Committee, may adjust the amount of direct service hours provided by an intern.

• **Individual/Couple Psychotherapy**: Pre-doctoral interns are expected to accrue the majority of the direct service hours through work with individual clients. The size of the caseload varies considerably depending on whether clients are seen weekly or less often. Clinical load may also vary during slower times of the year, such as winter break and the beginning of fall semester, and higher during peak times such as midterms and finals.

• **Assessment/Crisis Coverage**: Assessment/crisis coverage requires a 4.5 hour assigned shift between the hours of 8:00 AM and 5:00 PM. San José State University students who wish to receive personal counseling complete computerized paperwork and then immediately meet with the assessment/crisis counselor who is on duty. These sessions generally last 15 – 20 minutes and are designed to “assess” the student’s reason for wanting personal counseling and to clarify risk factors. After the assessment, if determined to be appropriate for our services, the student is generally placed on the waitlist to be assigned to an appropriate counselor. Each semester, a variety of crisis cases demand our attention. These include calls from staff in the residence halls, requests from faculty or staff to consult about troubled students, or walk-in clients who seem
to be in crisis. In addition to the assigned shift, from time to time all counselors may be called on to assist with crisis situations.

*Remember that supervision is always available to you when you are faced with an emergency with a client.*

If you see a client with suicidal or homicidal issues that are severe (e.g., may require hospitalization or notification of police or family), you are required by Counseling Services’ policy to consult with your primary supervisor, senior faculty member, or the Director immediately. Please carefully review sections of the “Policies and Procedures Manual” which describe procedures for these cases.

Pre-doctoral interns are not responsible for after-hour emergency coverage. All after-hours emergency coverage is managed by licensed clinicians on staff.

- **Group Therapy:** Pre-doctoral interns may be involved in providing group therapy. Formation of groups will be discussed in orientation, individual supervision, and the Group on Groups and Workshops Seminar. Pre-doctoral interns are required to co-lead therapy groups with a Multicultural Post-doctoral Resident or licensed faculty member. Most groups are supervised by the leader of the Group on Group Seminar or the licensed clinician co-leading the group.

- **Outreach, Workshops, and Consultation:** Pre-doctoral interns are expected to be involved in various Counseling Services programming. Pre-doctoral interns are encouraged to gain presentation skills by observing and then co-presenting psycho-educational workshops. Interns are required to deliver a minimum of one workshop per semester, although our expectation is that interns will significantly exceed this requirement. Interns are required to have one workshop per semester observed. The observer, a faculty counselor or post-doctoral resident, will complete a feedback from which will be reviewed with the intern and provided to the individual supervisor. The “Spartan Success Series,” managed by Educational Counselors at Counseling Services, provide opportunities to lead workshops such as: stress management, internet addiction, time management, and cross-cultural communication skills. Pre-doctoral interns may also be part of programs presented during re-occurring campus events such as Eating Disorders Awareness Week, Transgender Awareness Week, The Tunnel of Oppression, or African American History month. Trainees may establish consultation relationships with any number of student organizations or offices, including: Women’s Resource Center, MOSAIC Cross-Cultural Center, Athletics Department, Residence Life, Disability Resource Center, The Greek System, Mental Health Ambassadors (student group de-stigmatizing mental health services), Thousand Stars (suicide prevention programming), and Peers In Pride (LGBTQ mentoring program) or the larger LGBTQ Resource Center. Time spent on these projects varies
widely. Pre-doctoral interns are welcome to suggest programs based on their interest areas.

**Indirect Service:**

- **Peer Support Meetings:** Pre-doctoral interns are encouraged to attend a weekly meeting to support each other and process their unique developmental experiences. Meetings may focus on supporting each other through transitions, increasing accountability regarding progress on dissertations, discussing issues that come up around working in Counseling Services, and processing the dynamics within the cohort.

- **Case Management:** Pre-doctoral interns schedule time into their weekly schedules to complete their case records, review session recordings, and attend to other administrative tasks. In addition, certain blocks of free time for this will present themselves from time to time (e.g., cancellations, no-shows).

- **Professional Development/Research Time:** Full-time pre-doctoral interns may schedule limited professional development time for such purposes as dissertation, research, studying for licensure, or attending a pre-license class or conference. The amount of time permitted is granted through collaboration between the trainee, the trainee's primary supervisor, and Training Committee. Trainees requesting professional development time may be asked to report on their progress or attendance. The amount of professional development time granted is dependent on how busy Counseling Services is at any particular time of the year. Professional development time cannot be guaranteed.

- **Other Consultation, Club, or Committee Work:** In the past, trainees have become involved with other organizations that correspond to their own interests. These have included the Career Services; Health Services; MOSAIC Cross-cultural Center; Cesar Chavez Community Action Center; Lesbian, Gay, Bisexual, and Transgendered Resource Center; Women's Resource Center; Athletic Department, etc.

- **Attendance at Division or Departmental Meetings and Functions:** Our program values exposure to the larger picture of university functions. Thus, pre-doctoral interns attend various meetings throughout the year that involve the larger staff and faculty of San José State University. These include: Division of Student Affairs Professional Development Day, Division of Student Affairs Town Hall Meetings, and various university social functions or celebrations.

**Other Training Opportunities:**

- **Case Presentations:** Pre-doctoral interns are required to give a minimum of two formal case presentations over the course of the training year. Case
presentations are delivered during the Group Supervision meetings. Supervisors may assist trainees in any manner they wish with case presentations (e.g., review write-up, attend presentation.). The pre-doctoral intern will receive feedback from the group supervision leaders and this information may be provided to the primary supervisor for inclusion in semester evaluations.

- **Grand Rounds:** Counseling Services values ongoing trainings for all levels of trainees and faculty and staff. Thus, Counseling Services provides between 2-16 hours of department-wide “Grand Rounds” each academic year. These presentations may be provided by staff/faculty within the Department or by outside presenters.

Pre-doctoral Training At-A-Glance
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<th>Training Component</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer</th>
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<tr>
<td><strong>Seminars</strong></td>
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<tr>
<td>Didactic Training Seminar</td>
<td>1 hr/wk</td>
<td>1 hr/wk</td>
<td>1 hr/wk</td>
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<td>Social Justice &amp; Outreach Seminar</td>
<td>1 hr/wk</td>
<td>1 hr/ every-other-week</td>
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<tr>
<td>Diversity Process Group</td>
<td>1.5 hr/ every-other-week</td>
<td>1.5 hr/ every-other-week</td>
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<tr>
<td>Group on Groups &amp; Workshops</td>
<td>1 hr/wk</td>
<td>1 hr/ every-other-week</td>
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<tr>
<td>Testing and Measurement Seminar</td>
<td>1.5 hrs/ every-other-week</td>
<td>1.5 hrs/ every-other-week</td>
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<tr>
<td>Additional Training (Grand Rounds, Conferences)</td>
<td>6-10 hrs/semester</td>
<td>4-6 hrs/semester</td>
<td>4-6 hrs/semester</td>
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<td><strong>Supervision</strong></td>
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<td>1:1 Supervision</td>
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<td>Group Supervision</td>
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<td>1 hr/wk</td>
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<td>Clinical Consultation Meeting</td>
<td>1 hr/wk</td>
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<td><strong>Other</strong></td>
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<td>Peer Support Lunch</td>
<td>1 hr/wk</td>
<td>1 hr/wk</td>
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<td>Intern Special Project(s)</td>
<td>0-2 hrs/wk</td>
<td>0-2 hrs/wk</td>
<td>2-6 hrs/wk</td>
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<td>Case Management</td>
<td>6-10 hrs/wk</td>
<td>6-10 hrs/wk</td>
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<tr>
<td><strong>Direct Service</strong></td>
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<td>Direct Service (1:1 therapy, group therapy, outreach, couple’s therapy)</td>
<td>20-23 hrs/wk</td>
<td>20-23 hrs/wk</td>
<td>20-25 hrs/wk</td>
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<td>“Assessment” (Walk-in &amp; Crisis Coverage)</td>
<td>4.5 hrs/wk</td>
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<td>8 hrs/wk</td>
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Schedules

Pre-doctoral interns are expected to have a fairly consistent weekly schedule. Interns serve 2000 total hours over the course of 12 months. This assumes a 44-hour work week. Pre-doctoral interns are required to be at Counseling Services during SJSU Winter Break, Spring Break, and Summer Break. There are approximately 9 campus closures per year. The office is closed those days and pre-doctoral interns do not accrue training hours.

During the beginning of each semester, trainees submit a weekly schedule through an on-line calendaring and note-taking system called Titanium. Orientation will assist in determining an appropriate weekly schedule. In order to meet any unexpected crisis or consultation needs, pre-doctoral interns are required to be in the agency during the times they are scheduled to work regardless of whether they actually have a scheduled appointment.

Pre-doctoral interns can expect their calendars and workload to vary with the academic calendar. Counseling Services is considerably busier when school is in session than when the students are on breaks. During busy times in the semester, your work load may expand. When the load is lighter trainees are encouraged to work ahead on special projects or to use discretionary time appropriately (e.g., to work on applications, dissertation, job searches).

Sample Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am</td>
<td>Case Mgmt</td>
<td>Case Mgmt</td>
<td>Case Mgmt</td>
<td>Client</td>
<td>Group Sup</td>
</tr>
<tr>
<td>9:00am</td>
<td>1:1 Supervision</td>
<td>Client</td>
<td>Client</td>
<td>Training Seminar</td>
<td>Client</td>
</tr>
<tr>
<td>10:00am</td>
<td>Client</td>
<td>Client</td>
<td>Clinical Meeting</td>
<td>Social Justice Seminar</td>
<td>Case Mgmt</td>
</tr>
<tr>
<td>11:00am</td>
<td>Client</td>
<td>Client</td>
<td>Client</td>
<td>Client</td>
<td>Client</td>
</tr>
<tr>
<td>12:00pm</td>
<td>Peer Support Mtg/Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00pm</td>
<td>Client</td>
<td>Assessment &amp; Crisis Coverage</td>
<td>1:1 Supervision</td>
<td>Client</td>
<td>Client</td>
</tr>
<tr>
<td>2:00pm</td>
<td>Client</td>
<td>Client</td>
<td>Client</td>
<td>Client</td>
<td>Client</td>
</tr>
<tr>
<td>3:00pm</td>
<td>Test/Measure Seminar</td>
<td>Diversity Process Group (1.5 hrs + .5 Case Mgmt)</td>
<td>Grp on Grps &amp; Workshops Seminar</td>
<td>Lead therapy group or workshop</td>
<td></td>
</tr>
<tr>
<td>4:00pm</td>
<td>Client</td>
<td></td>
<td>Case Mgmt</td>
<td>Case Mgmt</td>
<td></td>
</tr>
</tbody>
</table>
Absences:
Pre-doctoral interns are expected to be present at Counseling Services according to their submitted schedule. They are also expected to be on time for all client appointments, meeting times, and supervision sessions. If for any reason (e.g., sickness, family emergency, etc.) trainees cannot meet a scheduled appointment or event, they should contact both the Office Coordinator and their primary supervisor.

Time off and professional development leaves are arranged with the Director of Counseling Services and your primary supervisor and always arranged with sufficient notice. Please use the appropriate form provided by the Office Coordinator. Trainees are responsible for arranging coverage for any duties (such as assessment/crisis coverage) during a planned absence. There are approximately 9 days per academic year that our center is closed. These days are not counted toward your vacation days. Pre-doctoral interns can take up to 12 days of discretionary leave (e.g., vacation, sick time, professional development, interviews) per year. These days off are not guaranteed as all discretionary days are dependent on the trainee’s progress in accruing the necessary hours to complete the training year.

Assessment of Trainee Progress

The evaluation process begins at the start of each semester when pre-doctoral interns and their primary supervisors meet to set professional and personal goals appropriate to the unique needs of the intern. Trainees are responsible for articulating goals for their training, while supervisors assist trainees in addressing their goals as well as issues that need attention.

Informally, pre-doctoral intern evaluation involves a feedback loop that exists between trainees and supervisors each time that they meet. Leaders of seminars and group supervision routinely consult (through the Training Committee) to provide various points of feedback regarding trainee development. Conversations between trainees, supervisors, and other staff are not privileged unless privilege is in the best interest of the trainee.

Pre-doctoral formal written evaluations occurs at the end of each academic session (Fall, Spring, and Summer). Supervisors complete written evaluation forms for each trainee, using the “Assessment of Supervisee’s Professional Growth” form (Appendix A). The “Assessment of Supervisee’s Professional Growth” form provides a format in which supervisors can summarize trainee strengths and target areas for future growth. These forms are reviewed and discussed with the trainee, signed by both the trainee and supervisor, and given to the Training Coordinator. These forms are kept as a part of the trainee’s file and the trainee can keep a copy for their own records. Informal mid-semester evaluations are also written and reviewed with the trainee in order to prevent any surprising feedback from being presented at the end of the semester.

It is important to note that a faculty’s review of a trainee’s progress could take place at any time of year, and remedial efforts initiated as a result (see “Due Process and
Concerns Regarding Trainee Performance” for a complete description of this process). This policy is implemented to encourage supervisors to keep trainees informed of their progress and any areas of concern.

**Supervisor and Program Evaluations**

Our program highly values receiving feedback from our pre-doctoral interns. It is our hope that interns feel comfortable providing verbal feedback to their supervisors, seminar leaders, and Training Coordinator throughout the training year. In addition to verbal feedback, interns will complete a written “Evaluation of Clinical Supervision” form (Appendix B) at the end of each semester. The form will be provided to the Director of Counseling Services and held in confidence until after the trainee’s last day at the agency. This policy is intended to prevent supervisees from fear of potential retaliation for providing negative feedback to the supervisor. Interns also provide written evaluation of all seminars and training experiences. Each trainee will also be required to complete an “exit interview” to provide feedback to the Training Coordinator and Director of Counseling Services before finishing the training year.

**Completion of the Training Program**

Completion of the training program requires that pre-doctoral interns:

- Accrue 2000 hours of BOP approved training hours within the 12 month period.
- Provide at least 25% of those 2000 hours through direct service.
- “Meet Targeted Developmental Tasks” (rating of 3) on all items of the “Assessment of Supervisee’s Professional Growth” form given at the end of the training contract.
- Attend all required training seminars and meetings and complete all requirements of each training seminar unless excused by their primary supervisor or the Training Coordinator.
- Complete two case presentations (post-doctoral residents may complete 1 case presentation and 1 mock job interview).
- Successfully complete all records associated with clinical cases – intakes, progress notes, termination summaries, etc.
- Return all Counseling Services’ property to the Office Coordinator (e.g. tape recorders, audio and video tapes, books, procedure handbooks, etc.). Keys (if issued) are to be returned to the Office Coordinator.
- Complete all required evaluations of training components.

**Pre-Doctoral Intern Selection Policies**

**Application Process**
Our pre-doctoral interns are selected through participation in the APPIC match. Please check the APPIC website for updated information on application deadlines, interview notification dates, and match dates. Applicants must use the APPIC Application for Psychology Internship (AAPI Online). To access the AAPI, please visit: http://www.appic.org/ The website provides instructions for how to complete and submit your AAPI online application. If you have not requested an applicant agreement form and materials describing the APPIC Internship Matching Program for positions beginning in 2011, please contact the National Matching Service (NMS) at http://www.natmatch.com/psychint/reglink.html.

Our information for NMS is as follows: San José State University, Counseling Services *APPIC Member Number: 2143 *APPIC Match Number for NMS: 214311

Selection Process
We understand that the selection process can be quite stressful. We are happy to provide as much information as possible to make the process more pleasant. At our site, applicants are initially screened based on the information provided in the AAPI. Those applicants who are determined to be a good fit will be invited to interview with two to three members of our Training Committee. Only phone interviews will be available. Individuals who are offered a phone interview will be invited to visit campus during an open house period. Note that attendance at the open house is not expected and will not affect the selection process. After the interview process, we are unable to provide information regarding our applicant rank list. Our program has agreed to abide by the APPIC Policy that no member on our staff will solicit, accept, or use any ranking related information from any intern applicant. If you perceive that a program violates this APPIC Policy, we invite you to discuss this matter with your academic program training director.

Requirements for Previous Practicum Experiences and Academic Training
Pre-doctoral interns are required to meet the following criteria to be eligible to apply for a pre-doctoral internship at our site:

- Current enrollment in a clinical or counseling psychology doctorate program; 4 years of enrollment is required.
- Demonstrated experience or interest in working with diverse client populations, social justice work, brief therapy models, and college populations.
- Readiness verified by academic program training director (through APPIC application certification).
- At least 450 hours of AAPI intervention hours accrued at previous practicum sites.

Non-Discrimination Policy
SJSU is an Equal Opportunity/Affirmative Action Employer committed to nondiscrimination on the bases of race, color, religion, national origin, sex, sexual orientation, gender identity status, marital status, pregnancy, age, disability, or covered
veteran status consistent with applicable federal and state laws. This policy applies to all SJSU students, faculty, and staff as well as University programs and activities. Reasonable accommodations are made for applicants with disabilities who self-disclose.

**Terms of Employment**

Before pre-doctoral interns may engage in the Training Program at San José State University Counseling Services, they must complete and submit all paperwork necessary for their placement. Necessary paperwork will be managed by the Office Coordinator. Hiring paperwork requires original transcripts and original signatures on all letters.

**Attire**

Although Counseling Services maintains a casual and approachable atmosphere, interns are expected to dress appropriately and professionally for providing professional services to clients. Appropriate dress will be discussed during orientation. Trainees are invited to consult with their primary supervisor or the Training Coordinator to clarify the standards for appropriate attire.

**Stipend and Benefits**

We are able to offer a stipend of $25,677 for the 2011-2012 pre-doctoral internship training cohort. Please check the APPIC website for yearly updated stipend information. In addition to the stipend, pre-doctoral interns will receive medical and dental benefits as well as the following: staff privileges, access to a private office, library use, ten days off for campus holiday closures, and other discretionary days off for vacation. Unfortunately, parking permits are not included. Pre-doctoral interns may purchase campus parking permits through Parking Services (approximately $300 for the 12 month year). Public transportation and carpooling provide more economical options.

Limited clerical support is available to interns by way of our Administrative Coordinator and our department secretary. These staff members are available for assistance with accessing office supplies, managing HR paperwork, assistance with scheduling students, and various needs that are negotiated with the Training Coordinator.

Each intern has a computer and phone in their office. All interns have access to our electronic scheduling system (Titanium) and the corresponding technical support for this program (Titanium tech support is managed through the Administrative Coordinator and a technology consultant shared with the Vice President for Student Affairs).

Space is a valuable resource in Counseling Services. We have provided one large room, called the “Trainees' Room” for all trainees to use for social and professional
time. This room also houses the Counseling Services’ library. At times, all staff and trainees are asked to make their office available when the space is not being used due to attendance at meetings or seminars. Full time post-doctoral residents and full time pre-doctoral interns will be given priority in assignment to offices.

**Communication with Graduate Programs**

Counseling Services at SJSU follows the Council of Chairs of Training Councils’ (CCTC) “Voluntary Guidelines for Communication between Graduate Programs and Internship Programs” (Appendix C.) These guidelines are to enhance communication between Counseling Services and your graduate program to help ensure your successful completion of the training year. To this end, the Training Coordinator will be in contact with the faculty of your graduate program throughout the year, and copies of your formal evaluation will be sent to your graduate program at the end of each semester. You will be consulted about all contacts in the spirit of openness and support for your professional development.

**Due Process and Concerns Regarding Trainee Performance**

Due process ensures that Training Committee decisions about trainees are not arbitrary or personally based. It requires that the Training Program identify specific evaluative procedures, which are applied to all trainees, and have appropriate appeal procedures available to the trainee. All steps need to be appropriately documented and implemented.

General due process guidelines and specific actions at SJSU Counseling Services include:

**General Guideline One**

Trainees are presented the program’s expectations related to professional functioning during the first few weeks of their tenure at Counseling Services. Expectations are presented verbally during orientation sessions and in writing (in this manual). Trainees are also provided with opportunities for discussing these expectations in both group (e.g., seminar) and individual settings (e.g., supervision).

At SJSU Counseling Services, relevant written materials include copies of the Counseling Services “Policies and Procedures Handbook” and the “Training Program Manual” that are provided during Orientation. Seminar expectations will be outlined in syllabi or schedules provided by seminar leaders. All of these occasions provide opportunities for discussing expectations. Trainees are encouraged to discuss expectations with the Training Coordinator, seminar leaders, and supervisors.

**General Guideline Two**

The procedures for evaluation, including when and how evaluations will be conducted, are stipulated.
At SJSU Counseling Services, copies of the evaluation forms to be used are in the appendices of the Training Program Manual. This includes a copy of the evaluation form filled out by the primary supervisor on the trainee’s performance five times per year (middle and end of each semester, and end of summer), and a copy of the evaluation form filled out by the trainee on the supervisor’s performance at the end of each semester. Trainees are informed, in the Training Manual and verbally during Orientation, that communication between trainees and training committee staff is not privileged. Trainees are made aware that performance in all Counseling Services duties (including seminar participation) may be shared with the primary supervisor for inclusion in the evaluation process.

**General Guideline Three**
The various procedures and actions involved in making decisions regarding difficult trainees are explained in the due process section of this Training Program Manual. The manual is provided to each trainee at orientation.

**General Guideline Four**
Following the “Council of Chairs of Training Councils (CCTC) Voluntary Guidelines for Communication between Graduate Programs and Internship Programs When Problems Arise About an Intern” (see Appendix C), communications with graduate programs about any suspected difficulties with trainees may be discussed with the designated person at their school. In addition when necessary, input from these academic programs about how to address such difficulties are sought.

At SJSU Counseling Services, the primary supervisor or the Training Coordinator, whenever possible, informs the trainee of any intention to discuss their concerns with the appropriate person at their school prior to contacting the trainee’s school.

**General Guideline Five**
When appropriate, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences, is established with the primary supervisor and Training Committee. Documentation of the evaluation, following the designated time frame, will be provided to the trainee and included in the trainee’s personnel file.

**General Guideline Six**
A written procedure is given to the trainee that describes how the effected trainee may appeal the program’s action.

**General Guideline Seven**
Trainees are given sufficient time to respond to any action taken by the SJSU Training Program.

**General Guideline Eight**
All actions taken by the Training Program will be documented and will be provided to the trainee.
At SJSU Counseling Services, procedures relevant to guidelines 5, 6, 7, and 8 are included in the remainder of this section of the Training Manual.

Procedures for Responding to Inadequate Performance by a Trainee

If a trainee receives a rating of 2 ("below targeted developmental task") or lower, or the equivalent on the evaluation form used, in any category on the written evaluations, or if any staff member has concerns about a trainee behavior (ethical or legal violation and/or professional competence or interpersonal interactions), the following procedures will be initiated:

1. The supervisor giving the unacceptable rating will fully discuss the evaluation with the trainee and provide rationale and specific feedback for the rating and inform the trainee that the Training Coordinator will be notified of the entire situation as well as the discussion with the trainee. (The written evaluation should not be the first time the trainee hears that the supervisor is concerned about their performance in the Training Program. Ongoing feedback is an integral and important component of the Training Program.)

2. A staff member with concerns will bring their concerns to the attention of both the trainee and the trainee’s primary supervisor. The concerns will be fully discussed so that all parties are informed of the specific behaviors leading to the concern. The primary supervisor will inform the trainee that the Training Coordinator will be informed of the situation and of their discussion with the trainee. The primary supervisor will then consult with the Training Coordinator and/or Training Committee to determine if there is reason to proceed and/or if the behavior in question is being rectified. The primary supervisor will notify the trainee of the outcome of the consultation with the Training Coordinator. Either the Training Coordinator or the primary supervisor will inform the staff member who initially brought the complaint (if other than the primary supervisor) of the outcome of the consultation.

We fully expect that most cases will be quickly settled to everyone’s satisfaction by verbal discussion, which will emphasize to the trainee the need to discontinue the inappropriate behavior under discussion. To this end no formal record of this action is kept.

However, on occasion the consultation between the primary supervisor and Training Coordinator and/or Training Committee may result in a decision to meet with the Director of Counseling Services to discuss the concerns and possible courses of action to be taken to address the issues. Possible courses of action are described in the section below entitled: “Remediation and Sanction Alternatives.”

Difficulty

Difficulty is defined broadly as interference in professional functioning that is reflected in one or more of the following ways:
1. An inability and/or unwillingness to acquire and integrate professional and ethical standards into one’s repertoire of professional behavior;
2. An inability and/or unwillingness to acquire professional skills in order to reach an acceptable level of competency; and/or
3. An inability and/or unwillingness to control personal stress, psychological dysfunction, and/or strong emotional reactions which interfere with professional functioning.

Difficulties are identified when they include one or more of the following characteristics:

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

Remediation and Sanction Alternatives

It is important to have meaningful ways to address difficulties once they have been identified. In implementing remediation or sanction interventions, the training staff must be mindful and balance the needs of the trainee, the clients involved, members of the trainee group, the training staff, and other agency personnel.

The following alternatives should be applied in the most conservative manner possible with the trainee receiving the “mildest” sanction appropriate to the situation.

Written Acknowledgment

A memo is written to the trainee that formally acknowledges:

- that the supervisor and Training Committee are aware of and concerned with a performance rating;
- that the concern had been brought to the attention of the trainee;
- that the supervisor and/or Training Committee and/or some subset of the Training Committee will work with the trainee to rectify the problems or skill deficits; and
- that the behaviors associated with the rating are not significant enough to warrant more serious action at this time.

The written acknowledgment is always removed from the trainee's file if the trainee responds to the concerns and successfully completes the Training Program. This written acknowledgment will be confidential between the trainee, the supervisor, and
the Training Committee. The confidentiality and the right to privacy are always maintained for the trainees.

Written Warning
A written warning is created to inform the trainee to discontinue any inappropriate action or behavior. This document will contain:

- a description of the trainee’s unsatisfactory performance;
- actions needed by the trainee to correct the unsatisfactory behavior;
- what the Training Committee will do to help the trainee improve performance;
- the time line for correcting the problem;
- notification that the trainee has the right to request a review of this action (see section on Remediation and Sanction Alternatives). A copy of this memo will be kept in the trainee’s file.

The Training Committee in consultation with the trainee’s primary supervisor may give consideration to removing this document at the end of the trainee’s service period. If the written warning is to remain in the file, documentation should contain the position statements of the parties involved in the dispute.

The Training Committee may help the trainee address problem(s) by any of several methods, including:

- increasing the amount of supervision, either with the same or other supervisors;
- change in the format, emphasis, and/or focus of supervision;
- recommending evaluation and appropriate treatment (e.g., personal therapy, substance abuse rehabilitation, etc.). This recommendation includes clarification of how such contacts will be used in the trainee evaluation process;
- reducing the trainee’s clinical or other workload;
- requiring specific academic course work or workshops.

Written Notice of Probation
This action is similar to the “Written Warning” however, it is more serious. The notice of probation will include the same information as the written warning.

Additionally, the notice of probation will include a specific length of time for probation and the procedures to ascertain when the problem has been appropriately rectified.

If, at the end of the specified time of probation, the Training Committee determines there has not been sufficient improvement in the trainee’s behavior to remove the probation, the Training Committee will discuss with the primary supervisor and the Director of Counseling Services possible courses of action to be taken. The Training Committee will communicate in writing to the trainee that the conditions for revoking the probation or modified schedule have not been met. This notice will include the decision and course of action implemented by the Training Committee. These may
include, but are not limited to, continuation of the remediation efforts for a specified
time period and/or implementation of other alternatives designed to help the trainees
rectify their problems. Additionally, the Training Committee may communicate to the
Director of Counseling Services that if the trainee’s behavior does not change, the
trainee will not successfully complete the Training Program.

Administrative Leave
Administrative leave involves the temporary withdrawal of all privileges within the
agency. Should the leave interfere with the successful completion of the training hours
needed for completion of the Training Program, this will be noted in the trainee’s file
and the trainee’s home institution will be informed. If, by special circumstances, the
trainee receives a stipend and/or benefits, the Training Committee will discuss the
effects of those matters. The Training Committee has the right, if in line with SJSU
Human Resources policy, to deny payment if the trainee is not performing the
expected duties due to impairment or Administrative Leave.

Reduction of Activities in the Training Program
Under special circumstances the trainee’s participation in the Training Program may
be reduced. Under those conditions, the trainee may continue on staff and provide
service (e.g., research analysis) of a non-clinical nature.

Suspension of Direct Service Activities
Direct service activities by a trainee will be suspended when a determination has been
made that the welfare of the trainee’s client(s) has been jeopardized. Jeopardy to
client welfare may be assumed in any of the following situations:

- in cases of severe violations of the APA Code of Ethics; or
- there exists the possibility of imminent physical or psychological harm to a
  client; or
- when the trainee is unable to complete the Training Program due to physical,
  mental, or emotional illness.

Suspension under these circumstances will be for a specific period of time as
determined by the Training Committee in consultation with the Director of Counseling
Services. At the end of the suspension period, an evaluation by the trainee’s
supervisor and Training Committee will determine the future activities of the trainee
within Counseling Services.

When specific intervention does not, after a reasonable time period, rectify the
difficulty or when the trainee seems unable or unwilling to alter the problematic
behavior, the Training Committee may discuss with the Director of Counseling
Services the possibility of either administrative leave or termination from the Training
Program.

When a trainee is dismissed, the Training Committee will communicate to the trainee’s
home institution that the trainee has not successfully completed the Training Program.
Termination from the Training Program
Dismissal or termination involves the withdrawal of all agency privileges on a permanent basis. This includes all planned financial payment for the trainee.

When a decision is made by the Training Committee in consultation with the Director of Counseling Services about a trainee’s status within the agency and Training Program, the Training Committee will inform the trainee in writing of their decision. Either the Training Coordinator or the Training Committee will meet with the trainee to review the decision. If the trainee accepts the decision, any formal action taken by the Training Program may be communicated in writing to the trainee’s home institution. This notification indicates the nature of the concern, and a rationale.

The trainee may choose to accept the conditions or may choose to challenge the action. The procedures for challenging the action are presented below under “Grievance Procedures.”

A trainee may voluntarily decide to terminate their participation in the training program. A trainee requesting to terminate their participation in the training program is required to submit a letter to the Training Coordinator and to meet with their primary supervisor, the Training Coordinator, and Director of Counseling Services to discuss their reasons for termination. This discussion will include how to professionally and respectfully manage their case load. The Training Coordinator will send a letter stating the trainee’s decision to terminate their training with San José State University’s Counseling Services to their site coordinator and a copy will be sent to the trainee.

Any trainee deciding to voluntarily terminate their training must promptly complete all client paperwork and reports. All CS property must be returned immediately to the Office Coordinator (e.g. tape recorders, audio and video tapes, books, procedures handbooks, etc.). Keys (if issued) are to be returned to the Office Coordinator.

Grievance Procedures

A trainee is welcome to challenge the action taken by the Training Committee or a member of the Training Committee by initiating grievance procedures. If the trainee wishes to formally challenge any action taken by the Training Committee, the trainee must, within five (5) working days of receipt of the Training Committee’s decision, inform the Training Committee in writing, of such a challenge. When a challenge is made, the trainee must provide the Training Committee with the explanation and information challenging the Training Committee’s decision. Within three (3) working days of receipt of this notification, the Training Committee will consult with the Director of Counseling Services. A Review Panel is then formed.

Review Panel and Process
The review process has four parts.
The Director of Counseling Services convenes a review panel. This panel consists of three staff members selected by the Director of Counseling Services with recommendations from the Training Committee and the trainee. The trainee has the right to hear all facts and will be given the opportunity to explain their behavior. The trainee may submit relevant documentation and is able to ask for representation/accompaniment (e.g., from their home institution).

- The spirit of the review panel is to aid the trainee in learning and to bring about a positive resolution.

- Within five (5) working days, a hearing is conducted, at which time the challenge is heard and relevant material presented. Within three (3) working days of the completion of the review, the Review Panel submits a written report to the Director of Counseling Services, including any recommendations for further action. Decisions made by the Review Panel will be made by consensus when possible. If a consensus is unattainable, then the decision will be made by majority vote. The trainee is then informed of the recommendations.

- Within three (3) working days of receipt of the recommendation, the Director of Counseling Services will either accept or reject the Review Panel's action or provide an alternative recommendation. The Director of Counseling Services may accept the recommendation, suggest an alternative, or send the matter back to the Review Panel for further deliberations.

- If referred back to the review panel, the panel reports back to the Director of Counseling Services within five (5) working days of the receipt of the director's request of further deliberations. The director then makes a final decision regarding the action to be taken.

When the trainee is a paid employee of SJSU, the regulations of CSU and SJSU supercede this document.
# APPENDIX A

## ASSESSMENT OF SUPERVISEE’S PROFESSIONAL GROWTH

San José State University
Counseling Services

<table>
<thead>
<tr>
<th>Supervisee Name:</th>
<th>Training Level:</th>
<th>Supervisor Name:</th>
<th>Semester/Year:</th>
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</thead>
</table>

This assessment form aims at helping the supervisor ensure and promote the supervisee’s professional growth. This assessment of professional growth areas is consistent with competency areas proposed to be crucial for the practice of psychology. Competency areas focus on building knowledge, awareness, and skills. Trainees should be provided feedback based on their level of professional development, not relative to peers. Expectations of trainees vary depending on their training level. The form is to be completed and discussed with the supervisee. A copy of the form will be provided to the supervisee and Training Coordinator after the supervisee reviews, responds to, and signs this form. You must explain any “below expected level of competence” rating in the comments section.

Please rate the follow competency descriptors using the rating scale that is provided.

<table>
<thead>
<tr>
<th>Needs Immediate Attention</th>
<th>Below Targeted Developmental Tasks</th>
<th>Meets Targeted Developmental Tasks</th>
<th>Above Targeted Developmental Tasks</th>
<th>Significantly Exceeds Targeted Developmental Tasks</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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**NOTE:** A supervisee’s progress is assessed based on the common developmental tasks targeted by this training program.

### I. Clinical Proficiency

#### A. Knowledge

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<tbody>
<tr>
<td>1</td>
<td>Uses theory appropriately in developing client conceptualization.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Develops knowledge of appropriate short-range goals for clients.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Uses differential treatments for various client concerns.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
<td></td>
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<tr>
<td>4</td>
<td>Maintains knowledge or seeks knowledge regarding empirically support treatments for various presenting concerns and client populations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
<td></td>
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<tr>
<td>5</td>
<td>Maintains knowledge of APA legal and ethical principles.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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#### B. Awareness

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<tbody>
<tr>
<td>6</td>
<td>Acknowledges the parallel processes involved in counseling.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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<tr>
<td>7</td>
<td>Respects clients’ autonomy and self-determination.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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<tr>
<td>8</td>
<td>Demonstrates awareness of multiple perspectives (e.g., different level of systems, diversity, treatment options) in conceptualizing and planning treatments.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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<tr>
<td>9</td>
<td>Demonstrates awareness of complexities in exploring ethical issues through a multicultural lens.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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<tr>
<td>10</td>
<td>Allows hypotheses about clients to evolve as new information emerges (i.e., demonstrates continuous conceptualizing</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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through the counseling process).

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<tbody>
<tr>
<td>11. Demonstrates basic awareness of DSM-IV-TR diagnoses.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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**C. Behaviors/Skills**

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<tbody>
<tr>
<td>12. Forms a working alliance with clients.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>13. Utilizes proper and goal directed self-disclosure.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>14. Assesses and formulates client dynamics.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>15. Challenges clients when appropriate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>16. Provides a holding environment for clients’ emotions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>17. Assists clients in gaining insights.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>18. Helps clients consider contextual factors of his/her experience.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>19. Uses clients’ feedback (verbal and non-verbal) within the counseling process.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>20. Maintains focus on clients’ goals throughout treatment.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>21. Demonstrates ability to thoroughly assess for safety concerns.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>22. Skillfully implements ethical laws and regulations in a culturally sensitive and respectful manner (e.g., discussing with client)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>23. Meets ethical and legal standards for adequate clinical notes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>24. Demonstrates ability to use structured interview in obtaining appropriate assessment/intake information.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>25. Written case presentation(s) convey ability to formulate a case and generate appropriate treatment goals and interventions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>26. Incorporates cultural factors into diagnostic impressions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>27. Refers to psychiatrist(s) when warranted.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>28. Sensitively prepares clients to end treatment.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>29. Thoroughly assesses for all risk factors in clinical situations while maintaining sensitivity for client.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>30. Incorporates current literature, including empirically supported treatments, into treatment plans and interventions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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**II. Cultural Competence Within a Clinical Setting**

**A. Knowledge**

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</thead>
<tbody>
<tr>
<td>1. Identifies hidden assumptions within theories of psychotherapy that may NOT be applicable to diverse populations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Observes the limits within application of some treatment modalities to diverse populations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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**B. Awareness**

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<tbody>
<tr>
<td>3. Demonstrates awareness of self regarding cultural diversity.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>4. Exhibits awareness of one’s own membership to socially privileged groups and socially oppressed groups.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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<tr>
<td>5.</td>
<td>Identifies oppressions and privileges that influence clients’ well-being.</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
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</tr>
<tr>
<td>6.</td>
<td>Uses multiculturalism to facilitate clients’ development.</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
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</tr>
<tr>
<td>7.</td>
<td>Demonstrates general knowledge of diversity issues.</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
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</tr>
<tr>
<td>8.</td>
<td>Takes initiatives in increasing knowledge of diversity issues.</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
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</tr>
<tr>
<td>9.</td>
<td>Demonstrates self-awareness for the possible sources of his/her clinical reaction/counter-transference. (e.g., health, personal issues, reading, social events, social learning).</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
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</tr>
<tr>
<td>10.</td>
<td>Evaluates ethical dilemma(s) through a multicultural lens.</td>
<td>1 2 3 4 5 N/A</td>
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**C. Behaviors/Skills**

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<tbody>
<tr>
<td>11.</td>
<td>Invites client to speak to multicultural issues.</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>12.</td>
<td>Allocates resources for learning about diversity issues.</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>13.</td>
<td>Addresses social justice issues in sessions that are appropriate to clients’ developmental level.</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>14.</td>
<td>Displays skill in dealing professionally with issues of diversity.</td>
<td>1 2 3 4 5 N/A</td>
</tr>
</tbody>
</table>

**III. Outreach/Workshops/Social Justice Interventions:** This section should be completed with significant contribution from group co-leaders and the leader of the Social Justice/Outreach Seminar leader. *List Workshops/Outreach Presentations here:*

**A. Knowledge**

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<tbody>
<tr>
<td>1.</td>
<td>Demonstrates knowledge of formal and informal methods of needs assessment for various populations.</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>2.</td>
<td>Seeks additional learning/consultation regarding appropriate intervention for various groups.</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>3.</td>
<td>Evaluates the needs of the campus/center /students in developing new presentations/programming.</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>4.</td>
<td>Incorporates current literature/research into planning presentations, workshops, or consultation activities.</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>5.</td>
<td>Demonstrates ability to choose an appropriate method of intervention in consultation with person requesting services/program.</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>6.</td>
<td>Demonstrates knowledge of various theories of outreach and consultation.</td>
<td>1 2 3 4 5 N/A</td>
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### B. Awareness

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<tr>
<td>7.</td>
<td>Demonstrates willingness to participate in various forms of outreach and recognizes the value of outreach on a college campus.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.</td>
<td>Exhibits awareness of one’s own membership to socially privileged groups and socially oppressed groups and potential impact on recipient of services.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9.</td>
<td>Exhibits awareness of one’s own membership to socially privileged groups and socially oppressed groups and potential impact on co-leaders or team members.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10.</td>
<td>Evaluates ethical dilemma(s) that may arise during presentations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11.</td>
<td>Collects and incorporates feedback from those in attendance at workshops/presentations.</td>
<td>1</td>
<td>2</td>
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### C. Behaviors/Skills

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<tbody>
<tr>
<td>12.</td>
<td>Incorporates discussions of multiculturalism or diversity into presentations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>13.</td>
<td>Engages active participation from those in attendance at workshops/presentations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>14.</td>
<td>Incorporates various methods of learning (e.g., experiential, didactic, visual, auditory)</td>
<td>1</td>
<td>2</td>
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<tr>
<td>15.</td>
<td>Demonstrates ability to present material clearly.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>16.</td>
<td>Demonstrates ability to sustain attention of those in attendance.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>17.</td>
<td>Demonstrates appropriate use of time management skills in presentations/workshops.</td>
<td>1</td>
<td>2</td>
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### IV. Group Therapy

This section should be completed with significant contribution from group co-leaders and the leader of the Group/Workshop Seminar leader. *List all Groups that were led here:*

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<tr>
<td>A. Knowledge</td>
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</tr>
<tr>
<td>1.</td>
<td>Demonstrates awareness of group process.</td>
<td>1</td>
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<tr>
<td>2.</td>
<td>Demonstrates awareness of group stages of development.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>3.</td>
<td>Demonstrates awareness of dynamics with co-leader.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>4.</td>
<td>When generating new groups, demonstrates awareness of needs of clients and campus community.</td>
<td>1</td>
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<tr>
<td>B. Awareness</td>
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<tr>
<td>5.</td>
<td>Regarding cultural diversity, demonstrates awareness of self and impact of self on group members.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td>Regarding cultural diversity, demonstrates awareness of self and impact of self on co-leader(s).</td>
<td>1</td>
<td>2</td>
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</table>
7. Demonstrates awareness of appropriate inclusion or exclusion criteria for group members. | 1 | 2 | 3 | 4 | 5 | N/A
---|---|---|---|---|---|---
8. Demonstrates awareness of contextual factors affecting selection of group meeting location. | 1 | 2 | 3 | 4 | 5 | N/A
---|---|---|---|---|---|---
9. Evaluates ethical dilemma(s) that arise in the group and maintains a multicultural lens (e.g., multiple relationships, safety issues). | 1 | 2 | 3 | 4 | 5 | N/A

### C. Behaviors/Skills

10. Demonstrates skills at starting and ending the group. | 1 | 2 | 3 | 4 | 5 | N/A
---|---|---|---|---|---|---
11. Facilitates a climate of openness/safety among group members. | 1 | 2 | 3 | 4 | 5 | N/A
---|---|---|---|---|---|---
12. Facilitates member-to-member interaction rather than member-to-leader interaction. | 1 | 2 | 3 | 4 | 5 | N/A
---|---|---|---|---|---|---
13. Creates code of ethics (e.g., confidentiality agreements, boundaries) with group members. | 1 | 2 | 3 | 4 | 5 | N/A
---|---|---|---|---|---|---
14. Reflects feelings, empathizes, and offers support. | 1 | 2 | 3 | 4 | 5 | N/A
---|---|---|---|---|---|---
15. Gives feedback to group members to facilitate their growth. | 1 | 2 | 3 | 4 | 5 | N/A
---|---|---|---|---|---|---
16. Demonstrates ability at facilitating discussion of group process. | 1 | 2 | 3 | 4 | 5 | N/A
---|---|---|---|---|---|---
17. Addresses social justice issues in sessions that are appropriate to clients’ developmental level. | 1 | 2 | 3 | 4 | 5 | N/A
---|---|---|---|---|---|---
18. Displays skills in presenting any didactic materials. | 1 | 2 | 3 | 4 | 5 | N/A
---|---|---|---|---|---|---
19. Demonstrates skills in advertising/marketing group. | 1 | 2 | 3 | 4 | 5 | N/A
---|---|---|---|---|---|---
20. Appropriately facilitates processing of the end of the group treatment. | 1 | 2 | 3 | 4 | 5 | N/A
---|---|---|---|---|---|---
21. Seeks feedback/evaluation from group co-leader(s). | 1 | 2 | 3 | 4 | 5 | N/A
---|---|---|---|---|---|---
22. Seeks feedback/evaluation from group participants. | 1 | 2 | 3 | 4 | 5 | N/A
---|---|---|---|---|---|---
23. Shares tasks and balances responsibilities with co-leader(s). | 1 | 2 | 3 | 4 | 5 | N/A
---|---|---|---|---|---|---
24. Demonstrates willingness to work through conflict with co-leader(s). | 1 | 2 | 3 | 4 | 5 | N/A
---|---|---|---|---|---|---
25. Generates a plan to incorporate changes based on evaluation data. | 1 | 2 | 3 | 4 | 5 | N/A

### V. Testing and Measurement:

#### A. Knowledge

1. Demonstrates knowledge of various assessment instruments. | 1 | 2 | 3 | 4 | 5 | N/A
---|---|---|---|---|---|---
2. Demonstrates knowledge of cultural bias inherent in assessment instruments. | 1 | 2 | 3 | 4 | 5 | N/A
---|---|---|---|---|---|---
3. Demonstrates awareness of appropriate assessment instruments for various client populations. | 1 | 2 | 3 | 4 | 5 | N/A
---|---|---|---|---|---|---
4. Demonstrates awareness of appropriate assessment instruments for various presenting concerns. | 1 | 2 | 3 | 4 | 5 | N/A

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### B. Awareness

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<th>1</th>
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<th>N/A</th>
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<tbody>
<tr>
<td>5</td>
<td>Demonstrates awareness of self and power/privilege inherent in engaging in psychological assessment.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>6</td>
<td>Maintains awareness of possible implications of assessment data on the client.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
<td>N/A</td>
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### C. Behaviors/Skills

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<th>N/A</th>
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<tbody>
<tr>
<td>7</td>
<td>Demonstrates skill in appropriately administering psychological assessment tools.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>8</td>
<td>Demonstrates skill in appropriately interpreting psychological assessment data.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>9</td>
<td>Incorporates awareness of cultural factors into interpretation of assessment data.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>10</td>
<td>Demonstrates verbal skills in reporting assessment results.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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<tr>
<td>11</td>
<td>Demonstrates written skills in reporting assessment results.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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<tr>
<td>12</td>
<td>Demonstrates the ability to develop or suggest appropriate treatment plans based on assessment results.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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### VI. The Supervisory Relationship

#### A. Knowledge

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<tbody>
<tr>
<td>1</td>
<td>Understands the effects of multicultural issues in the supervision process.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>Maintains knowledge of the laws and ethical regulations of supervision.</td>
<td>1</td>
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<td>N/A</td>
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#### B. Awareness

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<tr>
<td>3</td>
<td>Recognizes specific needs for supervision, referral, and consultation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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<tr>
<td>4</td>
<td>Exhibits a willingness to acknowledge areas in need of growth.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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<tr>
<td>5</td>
<td>Processes transference and counter-transference.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>6</td>
<td>Acknowledges the complex identities of one’s self and supervisor and understands how these identities can affect the supervisory relationship.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>7</td>
<td>Demonstrates awareness of need to consult with colleagues in situations with clinical risk factors or ethical/legal concerns.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
<td>N/A</td>
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#### C. Skills

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<th>N/A</th>
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<tbody>
<tr>
<td>8</td>
<td>Attends supervision sessions regularly and on time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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<tr>
<td>9</td>
<td>Provides supervisor with recordings and critiques in preparation for each supervisory session.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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<tr>
<td>10</td>
<td>Accepts feedback in a non-defensive manner.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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<tr>
<td>11</td>
<td>Is appropriately self-reliant.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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<tr>
<td>12</td>
<td>Responds to supervisory suggestions (e.g., a new skill, suggested referral for client).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>13</td>
<td>Works collaboratively with supervisor.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>14</td>
<td>Guides the supervision by initiating discussions about areas in</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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need of improvement.

| 15. Discussed how one’s cultural background, training, and experience influence involvement in, experience with, and approach to supervision. | 1 2 3 4 5 N/A |
| 16. Addresses perceived cultural differences or similarities between supervisor and supervisee. | 1 2 3 4 5 N/A |

### VII. Professional Behavior/Agency Functioning

#### A. Knowledge

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<tbody>
<tr>
<td>1.</td>
<td>Develops realistic professional goals for self.</td>
<td>1 2 3 4 5 N/A</td>
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<tr>
<td>2.</td>
<td>Is knowledgeable regarding “professional behaviors” expected at Counseling Services and SJSU.</td>
<td>1 2 3 4 5 N/A</td>
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#### B. Awareness

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<tr>
<td>3.</td>
<td>Shows sensitivity with confidentiality and boundary issues.</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
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<tr>
<td>4.</td>
<td>Demonstrates an awareness of one’s own impact upon colleagues.</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
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<tr>
<td>5.</td>
<td>Demonstrates awareness of personal stress level and manages personal stress effectively.</td>
<td>1 2 3 4 5 N/A</td>
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#### C. Behaviors/Skills

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<tr>
<td>6.</td>
<td>Initiates learning when areas of growth are identified.</td>
<td>1 2 3 4 5 N/A</td>
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<tr>
<td>7.</td>
<td>Forms relationships characterized by autonomy, openness, and trust.</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
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<tr>
<td>8.</td>
<td>Relates effectively, respectfully, supportively, and collegially with administration staff and work-study students.</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
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<tr>
<td>9.</td>
<td>Demonstrates efforts in becoming knowledgeable about campus and community resources and making appropriate referrals.</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
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<tr>
<td>10.</td>
<td>Follows established counseling center procedures.</td>
<td>1 2 3 4 5 N/A</td>
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<tr>
<td>11.</td>
<td>Completes notes in a timely manner (as determined by agency policy).</td>
<td>1 2 3 4 5 N/A</td>
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<tr>
<td>12.</td>
<td>Demonstrates willingness to repair struggles in relationships with colleagues.</td>
<td>1 2 3 4 5 N/A</td>
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<tr>
<td>13.</td>
<td>Consults and collaborates in a multiculturally sensitive manner with colleagues outside of the 1:1 supervision relationship.</td>
<td>1 2 3 4 5 N/A</td>
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<tr>
<td>14.</td>
<td>Consults and collaborates in a multiculturally sensitive manner with individuals on campus and in the larger community.</td>
<td>1 2 3 4 5 N/A</td>
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VIII. Seminar Participation

A. Knowledge

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<tbody>
<tr>
<td>1</td>
<td>Is knowledgeable regarding professional behaviors expected when participating in seminars.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>2</td>
<td>Shares previous knowledge/expertise with other seminar participants.</td>
<td>1</td>
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B. Awareness

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<tr>
<td>3</td>
<td>Regarding cultural diversity, demonstrates awareness of self and role in a group learning environment.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>4</td>
<td>Demonstrates awareness of impact of non-verbal and verbal communication in a group learning environment.</td>
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C. Behaviors/Skills

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<tr>
<td>5</td>
<td>Completes assigned seminar readings or tasks.</td>
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<td>2</td>
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<tr>
<td>6</td>
<td>Appropriately interacts with presenters and peers, including asking thoughtful questions and providing comments/feedback.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Incorporates awareness of cultural issues into seminar discussions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tr>
<tr>
<td>8</td>
<td>Arrives on time and attends seminars regularly.</td>
<td>1</td>
<td>2</td>
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</table>

IX. Summary. Please summarize your perceptions of the trainee in the areas of a) strengths and b) recommendations for future training. Please specifically address any ratings of 1 or 2.

X. Supervisee's Comment/Response (use back for more space or attach page).

___________________________________________________  ______________________
Supervisee Signature  Date

___________________________________________________  ______________________
Supervisor Signature  Date
Appendix B

EVALUATION OF CLINICAL SUPERVISOR
Counseling Services
San José State University

Supervisor: ___________________________  Semester/Year: ___________________________

Supervisee: ___________________________  Level: ___________________________

This evaluation should be completed and given to the Director of Counseling Services. Please use this 5-point scale to rate your supervisor over the past term on the following items.

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Adequate</th>
<th>Above Expectations</th>
<th>Exceptional</th>
<th>Not Applicable</th>
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<tbody>
<tr>
<td>1</td>
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<td>4</td>
<td>5</td>
<td>N/A</td>
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I. Professionalism

1. Kept regular appointments
   | 1 2 3 4 5 | N/A |
2. Was on time for regular appointments
   | 1 2 3 4 5 | N/A |
3. Had availability outside of regular appointments
   | 1 2 3 4 5 | N/A |
4. Reviewed tapes outside of supervision sessions
   | 1 2 3 4 5 | N/A |
5. Provided timely feedback on reviewed tapes (written and/or oral)
   | 1 2 3 4 5 | N/A |
6. Was aware of center policies and procedures
   | 1 2 3 4 5 | N/A |
7. Kept supervision focused on trainee’s needs
   | 1 2 3 4 5 | N/A |
8. Accommodated trainee’s style of practice
   | 1 2 3 4 5 | N/A |
9. Provided timely turn-around with signatures
   | 1 2 3 4 5 | N/A |
10. Modeled appropriate ethical behaviors
    | 1 2 3 4 5 | N/A |
11. Collaborated in making supervision goals
    | 1 2 3 4 5 | N/A |
12. Clarified expectations and style of supervision
    | 1 2 3 4 5 | N/A |
13. Maintained appropriate, professional boundaries
    | 1 2 3 4 5 | N/A |

Overall comments:
II. Supervisory Relationship

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1. Worked to establish and maintain good rapport and a working alliance
2. Created a relaxed learning environment
3. Provided direct support when appropriate
4. Provided emotional support and allowed space for emotional processing when needed
5. Periodically inquired about trainee’s well-being
6. Appropriately challenged the trainee to expand his or her therapeutic skills
7. Provided positive reinforcement
8. Brought humor and perspective into supervision
9. Verbally shared his or her own experiences with clients and/or situations
10. Demonstrated respect for trainee and trainee’s beliefs and perspectives
11. Helped foster an environment of trust
12. Provided flexibility in accommodating trainee’s needs
13. Was invested in trainee’s professional development
14. Demonstrated awareness of his or her own personal power
15. Presented as non-authoritarian and non-threatening

Overall Comments:

III. Supervisor Qualities

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1. Acted a strong role model / mentor
2. Demonstrated effective communication that accommodated trainee’s style of communication
3. Provided empathic listening
1. Was well organized as a supervisor and during supervision | 1 2 3 4 5 N/A
2. Demonstrated ability to challenge supervisee compassionately. | 1 2 3 4 5 N/A
3. Demonstrated ability to fulfill multiple roles within each supervision (e.g., teacher, mentor, consultant) as needed | 1 2 3 4 5 N/A
4. Employed honesty and sensitivity in feedback | 1 2 3 4 5 N/A
5. Provided straight-forward feedback throughout course of supervisory relationship | 1 2 3 4 5 N/A
6. Modeled and promoted self-awareness | 1 2 3 4 5 N/A
7. Promptly supported and consulted with trainee on high-risk clients | 1 2 3 4 5 N/A
8. Showed an ability to be present and immediate with trainee | 1 2 3 4 5 N/A
9. Demonstrated willingness to share vulnerabilities, make mistakes, and take risks | 1 2 3 4 5 N/A

**Overall Comments:**

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Adequate</th>
<th>Above Expectations</th>
<th>Exceptional</th>
<th>Not Applicable</th>
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<td>4</td>
<td>5</td>
<td>N/A</td>
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</table>

**I. Development of Clinical / Counseling Skills**

1. Supervision addressed both process and content | 1 2 3 4 5 N/A
2. Assisted in conceptualizing clients’ dynamics | 1 2 3 4 5 N/A
3. Helped in establishing treatment goals and plans | 1 2 3 4 5 N/A
4. Periodically checked-in and provided feedback regarding goals, improvements, and growth areas | 1 2 3 4 5 N/A
5. Demonstrated expertise with a wide range of modalities, theories, research, and interventions | 1 2 3 4 5 N/A
6. Ability to discuss different intervention options for each individual client | 1 2 3 4 5 N/A
7. Supplied resources and supplemental materials to trainee when needed | 1 2 3 4 5 N/A
8. Encouraged exploration of new ideas and techniques | 1 2 3 4 5 N/A
9. Ability to foster sense of autonomy within trainee | 1 2 3 4 5 N/A
10. Worked collaboratively with trainee | 1 2 3 4 5 N/A
### Overall Comments:

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Adequate</th>
<th>Above Expectations</th>
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</table>

### I. Awareness of Diversity

1. Demonstrated cultural humility and knowledge of issues relevant to dominant populations

2. Demonstrated cultural humility and knowledge of issues relevant to marginalized populations

3. Initiated discussions about cultural factors regarding work with clients

4. Demonstrated knowledge of the limitations of using certain modalities with different cultural populations

5. Expressed awareness of own cultural identities and biases

6. Initiated conversations around trainee and supervisor diversity, worldviews, and power differences

7. Invited trainee to explore cognitions about diversity in order to help him or her expand his or her cultural sensitivity

8. Assisted trainee with the dissolution of personal biases

9. Expected trainee to be mindful of diversity in various aspects of the therapeutic relationship

10. Acknowledged cultural growth areas

11. Welcomed trainee to share his or her own cultural knowledge and experience within supervision

12. Addressed and minimized perspectives that promote traditional values of the dominant culture (e.g., traditional/biased values)

13. Accepted and celebrated diversity

**Overall comments:**
VI. General Feedback

Please comment on areas of strength of this supervisor. Please include an example of a time when your supervisor was particularly helpful:

Please comment on areas of growth for this supervisor. Please include an example of a time when your supervisor could have been more helpful:

Supervisee Name: ___________________________________ Date: ___________________________

Supervisee Signature: ________________________________________________________________
APPENDIX C

Council of Chairs of Training Councils (CCTC)
Voluntary Guidelines for Communication between Graduate Programs and Internship Programs

The following guidelines are recommended to enhance communication between graduate programs and internship programs regarding students on internship:

1. Shortly after interns are selected, it is recommended that the graduate program communicate by letter with the internship programs that accepted its students. It is suggested that this letter at a minimum indicate (a) the faculty member in the graduate program with whom the internship program should communicate regarding the intern (the faculty contact person); and (b) any additional information about the training needs of the intern, especially information not covered in the intern’s application and letter of recommendation. In addition to the sharing of formal evaluations, it is recommended that the faculty contact person and the internship Training Coordinator have at least 1-2 informal (telephone or email) contacts about the intern. It is suggested that one of these contacts be initiated by the internship Training Coordinator shortly after the beginning of the internship. If either party has difficulty contacting someone from the other site, it is recommended that they be persistent in their efforts at contacting someone. It is expected that if there is a change in the contact person at either site, that the other contact person will be notified and provided with a new contact person.

2. It is recommended that the internship Training Coordinator should send formal written evaluations of the intern to the faculty contact person at least semi-annually during the internship. We encourage this communication to occur at the sixth month point and at the completion of the internship. Concurrent with this, internship staff/faculty should meet in person with the intern to provide detailed feedback. Additionally, it is suggested that the internship Training Coordinator provide the intern a copy of the formal evaluation sent to the intern’s graduate program.

3. Graduate program faculty and internship program staff/faculty are encouraged to share any communications they have about an intern with the intern via face-to-face contacts, emails, telephone contacts, or copies of written correspondence, etc. They are also encouraged to solicit intern input about these communications throughout the internship year. This recommendation is intended to enhance the climate of openness and support for professional development in the training of the intern.

4. When major changes in the structure of the internship occur (e.g., alterations in rotations or available placements), internship program staff/faculty are encouraged to inform the graduate program faculty contact.
Council of Chairs of Training Councils (CCTC)

Guidelines for Communication When Problems Arise About an Intern

The following guidelines are recommended to facilitate open communication about intern difficulties and effective problem-solving in response to them. Programs are encouraged to review their Due Process Guidelines and see how these recommendations can be integrated into their Due Process Guidelines.

1. It is suggested that when significant problems arise that are resolvable and/or resolved at the internship site that the faculty contact be informed.

2. It is recommended that the internship Training Coordinator communicate with the faculty contact person in a timely manner when problems arise with an intern that are not readily resolvable at the internship site, that are recurrent, or that may lead to the institution of due process procedures or an alteration in the intern’s program. The mode of communication will vary to suit the circumstance, but may include formal letters or emails, phone or conference calls, and on-site visits. It is recommended that the graduate and internship programs keep written records of all communications between them. It is suggested that this communication include: (a) a clear statement of the problem, remediation plan, and expected outcomes needed to resolve the problem; (b) what the internship program’s response has been to date; and (c) what role, if any, the internship program would like the graduate program to play in addressing the problem. It is also recommended that the internship Training Coordinator ask for the graduate program’s policies and procedures for identifying and dealing with problem trainees. This will assist in handling and documenting problems that arise in the internship, so as to facilitate graduate program’s dealing with the trainee’s difficulties.

3. Once communication about a problem is initiated, it is suggested that the graduate and internship programs maintain ongoing contact until the problem is resolved. It is recommended that this include discussions of the remediation plan and plan for monitoring and evaluating the intern’s performance.

4. The intern may request and should receive copies of all formal communications regarding his or her performance.