SAN JOSÉ STATE UNIVERSITY
COUNSELING SERVICES
TRAINING PROGRAM MANUAL

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2009-2010 Training Manual
Welcome to the SJSU 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's unclear. The topics covered in the manual are:

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Voluntary Guidelines for Communication between Graduate Programs and Internship Programs
About SJSU

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.

SJSU Counseling Services

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 for 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 train graduate, and post-graduate students in the practice of professional psychology.
The major goal of the SJSU Counseling Services’ Training Program is to provide high quality learning experiences to graduate students and post graduate students in counseling and clinical psychology in preparation for a career in mental health. *(Note: the term “trainee” will be used in this document to include pre-doctoral trainees, clinical practicum students, and post-doctoral residents, unless noted otherwise.)* To help attain this goal, the counseling faculty has a strong commitment to supervise, teach, and mentor our trainees. We are proud members of the Association of Counseling Center Training Agencies (ACCTA) – a national organization for training programs within university counseling centers, and the California Psychology Internship Council (CAPIC).

We are committed to training trainees 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.

In addition to prioritizing skills training, we believe in the importance of teaching trainees that learning never stops. As ethical practitioners, we are all bound to continue learning from the researchers and scholars in our field. We ourselves look forward to the opportunity to learn from and with our trainees each year.

At SJSU, we train trainees according to a practitioner model, meaning that our training goals focus on the acquisition of the skills and knowledge needed to practice competently as a professional psychologist. However, the competent practitioner is not defined just by knowledge and skills; rather, the competent practitioner is one who is also self-aware.

Thus, our training goals are to assist our pre-doctoral interns toward:

1) improving levels of therapeutic effectiveness and confidence in delivering individual, group, and couple’s therapy;
2) understanding theory and integrating theoretical learning with clinical experiences;
3) increasing competency in working with culturally diverse populations;
4) improving self-awareness in an effort to increase competency;
5) finding their individual therapeutic style;
6) creating areas of specialty and expertise;
7) designing and developing appropriate outreach programs;
8) developing professional relationships and assuming a professional identity; and
9) learning about agency norms and decision-making processes.

These goals will be addressed and facilitated through supervision, modeling, didactic training, experiential learning, and mentoring.

Before launching into the major components of the training year, trainees 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 few weeks of the training year. You will participate in training and introductory activities. During this time, trainees’ incoming skill levels will be assessed and goals for the year established. Counseling
Services procedures, evaluation criteria, grievance 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, policies, and procedures are contained in the manual. Trainees 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
- abuse reporting procedures.

Of importance to note, is that a brief therapy framework is used to provide most therapeutic services. For trainees, 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 and is woven throughout all other components. Cultural diversity themes appear in individual and group sessions, supervision, in the outreach programming in which trainees take part, in the training seminar presentations, and in clinical meetings. In addition, there may be seminar experiences focusing on self-awareness of cultural identities, outreach and consultation, couples counseling, and other current professional issues.

**Training:**

- **Assessment Seminar (required for pre-doctoral interns; optional for postdoctoral residents):** The Assessment Seminar is led by a licensed Training Committee member. The Assessment Seminar meets bi-weekly and is scheduled more frequently at the beginning of the training year. The Assessment Seminar is designed to provide an introduction for trainees in testing and diagnosing. Trainees will be required to administer a few instruments and discuss ethical issues in the administration of test instruments and diagnosing. The Assessment Seminar is optional for post-doctoral residents.

- **Clinical Consultation Meeting (all trainees):** This weekly meeting is for all faculty and trainees. It is an opportunity to present cases to one another and is a venue to give and
receive consultation on each other’s clinical work. The emphasis in the meeting is on viewing our work as a team effort to provide the best possible service to students. This is accomplished by using the expertise of Counseling Services’ faculty and support from the trainees. The psychiatrists from Health Services also attend to discuss cases in common. The Clinical Consultation Meeting is facilitated by the Clinical Coordinator.

- **Training Seminar (all trainees):** The Training Seminar meets weekly and is co-led by one or two Training Committee members. During the weekly Training Seminar, various clinical topics are presented and discussed by faculty at Counseling Services and guest speakers from the larger community. Common training topics include: intervention skills for brief therapy models, domestic violence, cultural-double-bind, working with specific cultural populations, sexual identity, gender identity, boundaries/multiple relationships in therapy and supervision, ethical issues, suicide assessment, violence assessment, working with international students, eating disorders, substance abuse, and self-care. Early in the training year, interns spend additional weekly time in Training Seminar as they learn new clinical skills.

- **Supervision of Supervision Seminar (post-doctoral residents only):** The Supervision of Supervision Seminar is a weekly meeting facilitated by a licensed Training Committee member. The first semester focuses on relevant supervision topics which are assigned and discussed while the second semester focuses on the application of the topics presented and is process-oriented to support the resident through the provision of supervision. Post-doctoral residents may have the opportunity to provide secondary clinical supervision to practicum trainees during the spring semester, if available. Providing secondary supervision is dependent on the number of practicum interns available, the requirements set forth by the practicum’s training program, and with approval from the resident’s primary supervisor and Training Committee. Post-doctoral residents may also obtain supervision experience by co-facilitating outreach activities, workshops, and groups with pre-doctoral interns and practicum trainees.

- **Diversity Group (all trainees):** As mentioned earlier, individual and cultural diversity is an important component to the Training Program. 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. Staff may be invited into the seminar to model sharing about their own unique identity statuses. 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. A trainee may be excused from participating in the Diversity Group through consultation with their primary supervisor and Training Committee.

- **Social justice and Outreach Seminar (post-doctoral residents & pre-doctoral interns):** The Social Justice and Outreach Seminar meets weekly during the Fall semester, and for first eight weeks of Spring. It is led by one or two Training Committee members. The hour-long meeting is a setting for trainees to discuss the role of Psychologists in addressing social justice issues that may prevent or alleviate mental health struggles. Additionally, trainees will explore the relationship between social justice and the development of outreach services and programs that meets the needs of the university and the greater community. Trainees may have the opportunity to develop 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). The seminar is optional for clinical practicum students, but highly recommended.

- **Group Supervision (all trainees):** All trainees participate in weekly (1 hour) group supervision. Group supervision is facilitated by one or two licensed faculty. Group supervision provides a forum for discussing clinical work and improving clinical skills. Group supervision also provides the format for presenting formal case presentations.

- **Case Presentations (all trainees):** Pre-doctoral interns and practicum students 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. The dates for the presentations are determined in Group Supervision through consultation with the group supervisor(s).

Post-doctoral residents are required to give two formal case presentations over the course of the year in a Training Committee meeting. The actual dates for the post-doctoral presentations are determined in the Training Committee meetings at the beginning of each semester through consultation with the Training Committee.

Supervisors may assist trainees in any manner they wish with case presentations (e.g. review write-up, attend presentation.)

- **Individual (1:1) Supervision (all trainees):** Counseling Services meets or exceeds the supervision requirement in the Board of Psychology’s Supervised Professional Experience (SPE) regulation. Each trainee will be provided with supervision for at least 10% of the total time worked each week. Each pre-doctoral intern will have at least two hours per week of individual face-to-face supervision for the training year. Practicum students and post-doctoral residents will have at least one hour per week of individual face-to-face supervision for the training year. Additional supervision is provided through clinical consultation meetings, training seminars, supervision of supervision seminars, and diversity group.

Supervisors are assigned by the Training Committee for the first semester. Trainees 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. One exception to changing supervisors for the second semester is that post-doctoral residents have the option to stay with the same supervisor all year.

- **Audio/Video Recording (pre-doctoral interns & practicum counselors):** Pre-doctoral interns and practicum trainees are required to audio or video record all client sessions. Recorded sessions are provided to the trainees’ supervisor and may be reviewed with the trainee during supervision. The primary supervisor of the trainee, at their discretion and in consultation with the Training Committee, can determine when the recording requirement may no longer be necessary. 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 member of the faculty.

Supervisors and post-doctoral residents will decide together how to collect “non-self report” data (e.g. co-lead a group, presenting outreaches together, recording sessions, doing co-therapy). Post-doctoral residents must inform their clients that they are unlicensed and supervised by a licensed psychologist.

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.

All micro cassettes and recorders for audio recording, whether used or unused, must be returned to the Office Coordinator.

**Direct Service:**

Trainees are expected to provide 6 – 23 direct service hours per week throughout their time at Counseling Services (dependant on their status of practicum, pre-doctoral interns, or post-doctoral resident). 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. The amount of direct service hours expected by trainees is listed below. However, a trainee’s primary supervisor, in consultation with the Training Committee, may adjust the amount of direct service hours provided by a trainee.

Clinical Practicum Student: 6 – 8 direct service hours per week  
Pre-doctoral Intern: 20 – 23 direct service hours per week  
Post-doctoral Resident: 23 direct service hours per week

- **Individual/Couple Psychotherapy:** Trainees are responsible for managing a caseload of 6 – 23 individual/couple counseling sessions per week throughout the year (dependant on their status of practicum, pre-doctoral intern, or post-doctoral resident). This number may be impacted by the types of client and complexities in their current case load, as discussed with their primary supervisor. The number may also be lower 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 is a 2.5 – 4.5 hour assigned shift that begins daily at 8:30 AM through 4:30 PM. San José State University students who wish to receive personal counseling are immediately seen in an assessment/crisis session. These sessions generally lasts 15 – 20 minutes and are designed to “assess” the student’s reason for wanting personal counseling and any risk factors. After the assessment session, the student is given an appointment on the counselor’s schedule or placed on a waitlist. The counselor conducting the assessment may assign the student to another counselor, if ethically required. Each semester, a
variety of crisis cases demand our attention. These include calls from Student Housing regarding emergency situations 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 faculty members may ask trainees who have free time to help respond to a developing crisis.

*Remember that supervision is always available to you when you are faced with an emergency with a client. We ask that you alert a senior faculty member to such a situation whenever it arises, even if it means interrupting someone who is in session.*

If you see a client with suicidal or homicidal issues that are severe, i.e. 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 and be sure you are familiar with them. Please discuss this with your supervisor to clarify any questions you may have.

For post-doctoral residents and pre-doctoral interns, daytime assessment/crisis coverage will be part of your responsibilities during the year at Counseling Services. The amount of coverage you provide is dependant on your status and is listed below.

- **Full-time post-doctoral residents:** 2.5 – 4.5 hours per week
- **Pre-doctoral interns, whether full-time or part-time:** 2.0 hours per week during the first semester. Pre-doctoral interns may be assigned to cover one shift (2.5 – 4.5 hours) per week during their second semester at the discretion of their primary supervisor and the Training Committee.

Post-doctoral residents and pre-doctoral interns will also be available for assessment/crisis coverage during the winter and spring breaks. Practicum counselors interested in gaining assessment/crisis experience may be given limited opportunities to provide these services.

Trainees are not responsible for after-hour emergency coverage. The Director or senior faculty counselor carry a cell phone and/or beeper and respond to all emergencies that take place after-hours.

**Groups:** Trainees may be involved in providing group therapy. Formation of groups will be discussed in orientation, individual supervision, and the Outreach/Group Training. Trainees can become involved in established groups or consult regarding starting new groups. At times, the Counseling Services’ Director may suggest needed groups and their timing, based on needs assessment and student request. If seeking group experience, pre-doctoral interns and practicum trainees are required to co-lead their first therapy group in Counseling Services with a post-doctoral resident or licensed faculty member. In the second semester, pre-doctoral interns and practicum trainees may co-lead a therapy group on their own with the approval of both their primary supervisors and Training Committee. In all cases, supervision by a licensed counselor is required. Any exceptions to this (e.g. a pre-doctoral intern with lots of experience leading a group) must be approved in advance by their primary supervisor and the Training Committee. Any observed groups must use “Consent to be Observed” forms.
• **Consultation and Outreach**: Trainees are also encouraged to be involved in various Counseling Services programming. Involvement may be with programs presented during re-occurring events such as Eating Disorders Awareness Week, Transgender Awareness Week, The Tunnel of Oppression, or African American History month. Other outreach projects are designed to meet the needs of the university community as they arise. Other projects arise from the interests and expertise that trainees bring to us. Trainees may establish working relationships with any number of student organizations or offices, including: Women’s Resource Center, MOSAIC Cross-Cultural Center, Athletics Department, Residence Life, The Greek System, student de-stigmatizing mental health services (i.e., “Mental Health Ambassadors), suicide prevention programming (i.e., “Thousand Stars”), and LGBT Resource Center (i.e., “Peers in Pride” mentoring program). Time spent on these projects varies widely.

**Indirect Service:**

• **Peer Support Meeting (pre-doctoral interns & practicum counselors)**: This weekly meeting is for trainees to meet without faculty. The trainees themselves can determine the agenda, and the meeting is often used to discuss issues that come up around working in Counseling Services or to process dynamics within the trainee group. Trainees can also decide to invite faculty and staff into this meeting at times to discuss professional issues. During the spring semester, trainees can decide whether to continue the Peer Support Meeting.

• **Case Management**: Trainees 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 post-doctoral residents and 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, up to four hours per week, is granted through the 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 with 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:** As part of Counseling Services, trainees attend various meetings throughout the year that involve the staff and faculty, such as Student Services meetings and functions. Counseling Services also provides routine trainings 2-16 hours per semester to all staff, including trainees. Practicum counselors not working on the days of these trainings are invited to attend at their own will.

![Training Program At-A-Glance](image-url)

<table>
<thead>
<tr>
<th>Training Component</th>
<th>Clinical Practicum Student</th>
<th>Pre-doctoral Intern (Full or Part-time)</th>
<th>Post-doctoral Resident</th>
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<tr>
<td>Assessment Seminar</td>
<td>Optional</td>
<td>Required</td>
<td>Optional</td>
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<tr>
<td>Social Justice &amp; Outreach Seminar</td>
<td>Optional</td>
<td>Required</td>
<td>Required</td>
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<td>Peer Support Meeting</td>
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<td>Required</td>
<td>Required</td>
<td>Required</td>
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<tr>
<td>Supervision of Supervision</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
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<tr>
<td>Training Seminar</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
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<td>2</td>
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<td>Required</td>
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<tr>
<td>Staff Meeting</td>
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<td>Required</td>
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<tr>
<td>Individual Supervision</td>
<td>1 hour/week</td>
<td>2 hours/week</td>
<td>1-2 hours/week</td>
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<tr>
<td>Group Supervision</td>
<td>1 hour/week</td>
<td>1 hour/week</td>
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<tr>
<td>Direct Service</td>
<td>6-8 hrs/week</td>
<td>8-12 hrs/week (PT)</td>
<td>23 hrs/week</td>
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<td>Assessment/Crisis Coverage</td>
<td>Optional 2nd semester</td>
<td>1.5 – 4.5 hrs/week</td>
<td>2.5 – 4.5 hrs/week</td>
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<td>Available</td>
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<td>Optional</td>
<td>Required</td>
<td>Required</td>
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Trainee Schedules

All trainees are expected to have a fairly consistent weekly schedule. Depending on their status, trainees' hours of service vary as follows:

Practicum students’ commitments vary with their academic program school requirements but generally are 16-20 hours per week. Practicum students are not required to be at Counseling Services during winter and summer break.

Half-time pre-doctoral interns serve 750 total hours through 20 hours per week for 38 weeks (760 actual) or as required by their academic program. In some cases, Counseling Services may be open to other schedules, e.g. 24 hours per week for 32 weeks (two semesters) but these must be negotiated with and approved by the Training Coordinator.

Full-time pre-doctoral interns serve 1500 total hours through 44 hours per week for 38 weeks (1672 actual) or as required by their academic program and the California Board of Psychology. Full-time pre-doctoral interns are required to be at Counseling Services during winter break (except for holiday closures). Full-time pre-doctoral interns can negotiate to accrue hours beyond the 1500 minimum.

Half-time post-doctoral residents serve 750 total hours through 20 hours per week for 38 weeks (760 actual).

Post-doctoral residents serve 1500 total hours, which also amounts to 44 hours per week for 38 weeks (1672 actual) as required by the California Board of Psychology. Post-doctoral residents are required to be at Counseling Services during winter break (except for holiday closures). Post-doctoral residents can negotiate to accrue hours beyond the 1500 minimum.

During the beginning of each semester, trainees submit a schedule to the Office Coordinator through Titanium reflecting their work days and hours. After orientation and meeting with their primary supervisors, trainees will flesh out their schedules to reflect all training components, direct service hours, and indirect service hours. Trainees are required to be in the agency during the time they have scheduled work or training regardless of whether they actually have a scheduled appointment.

The result: Your schedule! Of course, you should expect this to vary with the academic calendar. Obviously, Counseling Services is busier when school is in session than when the students are gone. In addition, there are times when several projects may be in progress at once - this seems to happen in the spring, but could happen at another time as well. During these times, your work may expand. During the winter and spring breaks, you will certainly find that you have fewer demands on your time. You will still need to be in Counseling Services for your scheduled hours during the slower times for assessment/crisis coverage among other things, but you'll have more discretionary time to spend on such things as your dissertation or your search for your next placement.

Absences:
Trainees 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.
**Trainee Evaluation Procedures**

The evaluation process begins at the start of each semester when trainees and their primary supervisors meet to set professional and personal goals. 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, trainee evaluation involves a feedback loop that exists between trainees and supervisors each time that they meet. Also the Training Committee routinely monitors the progress of each trainee through informal reports of supervisors. *Conversations between supervisor and trainee are not privileged.*

Formal evaluation occurs twice a semester. At the middle of each semester and again at the end of each semester, supervisors complete written evaluation forms for each trainee, using the “Clinical Evaluation of Supervisee” form (**Appendix A**). The “Clinical Evaluation of Supervisee” form provides a format in which supervisors can summarize trainee strengths while targeting 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 use.

It is important to note that a faculty’s review of a trainee’s progress could take place at any time of year, and remediativ e efforts initiated as a result (see “Due Process and Difficult Trainees” in this handbook for a complete description of this process). If any trainee is having difficulty with some aspect of work in the traineeship, such a situation should usually have been noticed and addressed in some way prior to the end of the semester review.

**Supervisor and Program Evaluations**

As is the case with trainee evaluations, our intention is that feedback to supervisors regarding the quality of the supervisory experience be an ongoing process. As for formal evaluations, at the end of each semester, (and only after their supervisor has presented the trainee with the “Clinical Evaluation of Supervisee” form) trainees complete the “Evaluation of Clinical Supervision” form and give it to the Director of Counseling Services. The Director will then discuss the results with supervisors. Trainees also evaluate all seminars and the traineeship as a whole at the end of the year. Letters of recommendation will be written by supervisors and reviewed and signed by the Director. This is to allow trainees to be candid in their evaluation of supervision and remain protected.
Completion of the Training Program

Completion of the training program requires that trainees:

- Receive **satisfactory** ratings on all items of the “Clinical Evaluation of Trainee” form given at the end of spring semester.

- Provide at least 25% of direct service, as required by the California Psychology Internship Council (CAPIC).

- Attend all 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.

- 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.

Terms of Employment

Before trainees 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.

The SJSU Counseling Services Traineeship begins approximately the first week of classes of the fall semester, and concludes at the end of the following spring semester. Typically these dates are in the third week of August and the last week of May. Trainees are expected to dress appropriately and professionally for providing professional services to clients.

Days away will be granted at the discretion of their primary supervisor, the Training Coordinator, and/or Director of Counseling Services and will be based upon staffing needs and adequate notice. Trainees will be required to inform the Training Coordinator and their primary supervisors of their days away as far in advance as possible.

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 mid-year and end of year. You will be consulted about all contacts in the spirit of openness and support for your professional development.

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. It may be necessary to share offices, especially for less than full-time trainees and practicum counselors. However, every effort will be made to provide each trainee with an individual office. Full time post-doctoral residents and full time pre-doctoral interns will be given priority in assignment to offices.

Due Process and Difficult Trainees

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 the first week of fall semester when the trainees meet with the Training Coordinator for a general orientation to the Training Program. Trainees also meet soon after with the Training Seminar leader(s) for the first of their weekly seminars. Additionally, they meet in the first or second week of the semester with their primary supervisor. All of these occasions provide opportunity for discussing expectations.

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 four times per year (middle and end of each semester) and a copy of the evaluation form filled out by the trainee on the supervisor’s performance at the end of each semester.

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.

**General Guideline Six**
A written procedure is given to the trainee that describes how the affected 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 Procedures Handbook.

**Procedures for Responding to Inadequate Performance by a Trainee**

If a trainee receives a “performs insufficiently” rating (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), 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 staff member. 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 to acquire professional skills in order to reach an acceptable level of competency; and/or
3) an inability 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 it has been identified. In implementing remediation or sanction interventions, the training staff must be mindful and balance the needs of the difficult 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.

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.
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 can 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:

## CLINICAL EVALUATION OF TRAINEE

San José State University
Counseling Services

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<tr>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
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<tbody>
<tr>
<td><strong>Needs Immediate Attention</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Below Expected Developmental Level</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Expected Developmental Level</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Above Expected Developmental Level</strong></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><strong>Significantly Exceeds Expected Developmental Level</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Not Applicable</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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</table>

**NOTE:** Your progress is being rated in comparison to trainees of same level of training and experience.

## I. Clinical Skills

1. Employs basic interviewing skills including initiating and terminating the interview.  
   
   1 2 3 4 5 N/A

2. Establishes and maintains rapport with clients.  
   
   1 2 3 4 5 N/A

3. Assesses and formulates client dynamics.  
   
   1 2 3 4 5 N/A

4. Uses theory appropriately in developing client conceptualizations.  
   
   1 2 3 4 5 N/A

5. Develops short-range goals appropriate for one’s therapeutic work.  
   
   1 2 3 4 5 N/A

6. Uses differential treatment techniques for various types of client concerns.  
   
   1 2 3 4 5 N/A

7. Regarding cultural diversity, demonstrates awareness of self.  
   
   1 2 3 4 5 N/A

8. Is sensitive to client’s issues of diversity.  
   
   1 2 3 4 5 N/A

9. Is knowledgeable about diversity issues  
   
   1 2 3 4 5 N/A

10. Displays skill in dealing professionally with issues of diversity.  
    
    1 2 3 4 5 N/A

## II. Professional Behavior/Agency Functioning

1. Forms relationships characterized by autonomy openness, and trust.  
   
   1 2 3 4 5 N/A

2. Relates effectively with support staff.  
   
   1 2 3 4 5 N/A

3. Demonstrates an awareness of one’s own, impact upon colleagues.  
   
   1 2 3 4 5 N/A

   
   1 2 3 4 5 N/A

5. Demonstrates efforts in becoming knowledgeable about campus and community resources and making appropriate referrals.  
   
   1 2 3 4 5 N/A

6. Develops realistic professional goals for self.  
   
   1 2 3 4 5 N/A

7. Follows established CS procedures.  
   
   1 2 3 4 5 N/A
III. The Supervisory Relationship

1. Attends supervision sessions regularly and on time.
2. Provides supervisor with tapes and critiques in preparation for each supervisory session.
3. Recognizes specific needs for supervision, referral, and consultation.
4. Exhibits a willingness to acknowledge areas in need of growth.
5. Accepts feedback in a non-defensive manner.

Outreach/Group Work
Please list any outreach presentations/workshops and group therapy provided by your trainee during this evaluation period.

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

Supervisee’s comments (if any):

_______________________________   ____________________
Supervisor Signature     Date

_______________________________   ____________________
Supervisee 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 4-point scale to rate your supervisor over the past term on the following items:

<table>
<thead>
<tr>
<th>Unsatisfactory Performance</th>
<th>Needs Improvement</th>
<th>Adequate</th>
<th>Exceptional</th>
</tr>
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<tr>
<td>1</td>
<td>2</td>
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</table>

A. **Supervisor Activities:**

1. Kept regular appointments.  
2. Was on time for regular appointments.  
3. Was available when needed outside of regular appointments.  
4. Reviewed tapes outside of supervision sessions.  
5. Reviewed clients’ progress, on a regular basis.  
6. Was aware of Center policies and Procedures.

B. **Case Management:**

1. Assisted in conceptualizing clients’ dynamics.  
2. Assisted in establishing treatment goals and plans.  
3. Was helpful in consulting with ethical concerns.  
4. Demonstrated expertise with a wide range of client problems.  
5. Demonstrated a knowledge of a variety of theoretical approaches in conceptualizing clients.  
6. Demonstrated a range of therapeutic interventions in assisting with treatment plans for clients.  
7. Demonstrated knowledge of issues relevant to special populations (e.g., women, minorities, gays/lesbians, challenged).
### C. Dimensions of the Supervisory Relationship:

<p>| | | | | |</p>
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<tr>
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<tbody>
<tr>
<td>1. Worked to establish and maintain good rapport.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tr>
<tr>
<td>2. Presented positive feedback when appropriate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Presented negative feedback in a manner that I could accept.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Offered an environment in which I could feel free to make mistakes and explore weaker areas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Respected me as a professional or emerging professional.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Provided direct suggestions when appropriate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Provided emotional support when appropriate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Sufficiently challenged me to expand my counseling skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. Helped me with my own defensiveness as it arose in supervision.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tr>
<tr>
<td>10. Demonstrated a willingness and ability to deal with my personal dynamics when it was relevant to my therapy.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. Brought humor and perspective into our supervision.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>12. Verbally shared his or her own experience with clients with me.</td>
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<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13. Was able to conceptualize an overall evaluation of my strengths and current development needs as a therapist.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</table>

### D. Overall strengths of the supervisor:

E. Describe areas in which your supervisor could have been more helpful this term:
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 director 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 director 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 director 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 director 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.
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 director 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 director 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.