



Counseling and Psychological Services

Cowell Wellness Center ■ Division of Student Life

Doctoral Psychology
Internship Training Program
Manual

2023.2024 (Match Year 2023)

Pam Wrona, Psy.D.
Interim Director | Training Director
Counseling and Psychological Services

Doctoral Psychology Internship Program Training Manual

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I. Introduction

Please note: The information contained in this training manual is for the 2023.2024 Cohort and is subject to change based on feedback received from APA, Pacific HR, Pacific Division of Student Life administrators, or as the result of the yearly analysis of the proximal and distal data that is collected each cohort year. Changes to the training manual take place each July in preparation for the next training year. Please direct any questions about potential changes to the Pacific CAPS Training Director. This material is available in alternative formats upon request. Please contact Dr. Wrona (pwrona@pacific.edu, 209.946.2315 x2) with your request, and, when possible, the materials will be made available to you as requested within 14 business days.

A. Statement Regarding Accreditation Status

The American Psychological Association has accredited the Training Program located within Pacific CAPS since 2011. Our accreditation was reaffirmed by the Commission on Accreditation in April 2019 for an additional 10 years. Our mid-cycle interim report was completed in June 2023. Our next accreditation site visit will take place in 2028. Please direct all questions related to the program's accreditation status to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington DC, 20002
Phone: 202.336.5979; Email: apaaccred@apa.org
www.apa.org/ed/accreditation

B. Acknowledgements & Agreements

Please direct any questions about any of the following acknowledgements, agreements, or forms to the CAPS Director, Associate Director, or Training Director prior to signing the form in question.

Acknowledgement of Responsibility

Each Doctoral Psychology Intern is responsible for the review and content of Counseling and Psychological Services Protocol & Procedures (P&P) Manual as well as the Doctoral Psychology Internship Training Program Manual. Interns are required to sign an “*Acknowledgement of Responsibility Form*” which signifies that they have read and understand the contents of these documents, including the Due Process and Grievance Guidelines. Electronic signatures are accepted.

Confidentiality Agreement

Doctoral Psychology Interns are required to sign a “*Confidentiality Agreement*” stating that they understand the parameters of sharing mental health information at the University of the Pacific. Electronic signatures are accepted.

Information Security Agreement

Doctoral Psychology Interns are required to sign an “*Information Security Agreement*” stating that they understand the parameters of using the equipment and informational systems at University of the Pacific, Counseling and Psychological Services (CAPS). Electronic signatures are accepted.

Photo Release Form

We ask Doctoral Psychology Interns to sign a “*Photo Release Form*” for photographs, videos, and/or other images to be used in university publications. We use photos and videos on our department website and on our social media sites (e.g., for posts about our outreach and programming experiences). If an intern does not wish to sign this form, they may discuss their concerns with the Training Director. Electronic signatures are accepted.

C. The University

The first chartered institution of higher education in the State of California, University of the Pacific is a mid-sized independent, comprehensive university offering a choice of high-quality undergraduate and graduate programs in Stockton, Sacramento, and San Francisco. The Doctoral Psychology Internship Training Program experience takes place on the Stockton campus. Stockton is located 83 miles inland from San Francisco and 45 miles south of our state capitol, Sacramento. The City of Stockton is one of the fastest growing communities in California. Stockton is currently the 11th largest city in California (and the 58th largest city in the United States), with a dynamic, multi-ethnic and multi-cultural population of over 322,000. In January 2020, Stockton was reported to be the most diverse city in America. To learn more about Stockton and its surrounding areas, please visit www.visitstockton.org.

D. Diversity on Campus

As of Fall 2022, University of the Pacific had a total of 6,277 students enrolled across our Stockton (4,594), Sacramento (989), and San Francisco (694) campuses. Of those students, 3,294 students were undergraduates, 1,405 were graduate students, and 1,578 were students enrolled in professional programs.

The university student body is ethnically diverse. Here is a breakdown of how Pacific students identified in Fall 2022:

American Indian / Alaskan Native	0.2%	White, non-Hispanic	18%
Asian	36%	Multi-ethnic	4.8%
Black, non-Hispanic	3.9%	International	8.8%
Hispanic/Latino	25%	Unknown/Other	2.6%
Native Hawaiian / Other Pacific Islander	0.5%		

In 2022, females accounted for 54% of the student population, males for 46%. Students came from all over the world to attend Pacific in Fall 2022, though the vast majority (82%) come from California. Other locations include out of state (8%), international (9%), and unknown (1%). The most recent statistics are available on the University “Fast Facts” page located at <https://www.pacific.edu/about-pacific/fast-facts>.

E. Counseling and Psychological Services (CAPS)

Counseling and Psychological Services (CAPS) on the Stockton Campus is located in the Cowell Wellness Center building (CWC) at 1041 Brookside Road in Stockton, California. The CWC building is home to CAPS, Student Health Services (SHS), Public Safety, and Pacific Technology. Each department in the building has a separate director.

The Director of CAPS reports to Dr. Maria Q. Blandizzi, who is also the Vice President for Student Life and heads the Division of Student Life.

F. Counseling and Psychological Services Mission Statement

We value:

- Our passion and commitment to students’ well-being.
- Our ability to model and demonstrate self-care and balance.
- Being flexible and creative in our efforts to assist students.
- Integrity in all of our actions.
- A philosophy and practice of acceptance, compassion, and support for those we serve and providing an emotionally safe and respectful environment.
- Supporting students of all identities including, but not limited to age, gender, culture, race, ethnicity, sexual orientation, language, mental and physical ability, national origin, spirituality, size, socio-economic status, political perspective, citizenship, and world view.
- A great appreciation for the dignity and worth of each person we encounter.

We offer:

- A place where your voice will be heard.
- A compassionate and confidential atmosphere to discuss personal concerns.
- Specialized therapeutic assistance to students who are encountering adjustment problems or who are experiencing psychological and emotional distress.
- Our services to Pacific students from all backgrounds, ages, and walks of life.
- Our skills and expertise to the Pacific community through consultation, prevention services, and outreach.
- Services that foster the development and behaviors necessary for success at University of the Pacific as well as in a complex global environment.

We honor:

- The unique strengths and challenges of our students, while working to enhance life skills, coping strategies, and interpersonal relationships.
- The academic mission of the University by assisting students in ways that help them remain enrolled at Pacific.

The mission of Counseling and Psychological Services is to promote student growth and development, with regard to both personal characteristics and interpersonal competencies. We do this in the service of enabling students to benefit from and maximize their educational experience at University of the Pacific. We also consistently strive to integrate multiculturalism into the everyday functioning and structure of our agency. Through the broad range of therapeutic services that we offer, persons may come to appreciate the uniqueness of their personalities and discover new ways to develop their potential. We have seen students make personal progress through therapeutic process and tools.

Additionally, CAPS serves a role within the University at large. As the mental health experts on campus, we work in conjunction with our colleagues in the Division of Student Life toward the promotion of a healthy university environment for all those who learn and work there. We accomplish this part of the mission by providing professional outreach and educational services and by fostering collaborative relationships across the university.

G. Our Staff

The staff for the 2023-2024 academic year consists of:

- Stockton Campus:
 - Three (3) full-time employee (FTE) licensed psychologists
 - One (1) FTE licensed clinical social worker
 - One (1) part-time employee (PTE) associate social worker; embedded sports therapist
 - One (1) FTE clinical case manager
 - Two (2) full-time doctoral psychology interns
 - One (1) FTE clinic operations manager (provides support to all three campuses)
 - Three (3) FTE health and wellness administrative assistants (provides support to all three campuses; shared with Health Services)

- Sacramento Campus:
 - One (1) FTE licensed marriage and family therapist
 - One (1) FTE licensed clinical social worker
 - One (1) FTE clinical case manager
- San Francisco Campus:
 - One (1) FTE licensed psychologist

Staff time is devoted to the delivery of direct clinical services (including therapy, outreach, and consultation), training, staff development, administrative duties, and research/program evaluation. Our clinicians come from a breadth of theoretical orientations (e.g., CBT, IFS, IPT, Psychodynamic, ACT, and Humanistic). Each of our therapists use their own approach to treatment that is typically integrative, and may include cognitive-behavioral, internal family systems, and psychodynamic theories – all within a strong humanistic framework and multicultural orientation.

H. Training Committee

The purpose of the Training Committee is to engage in ongoing self-study/review of all aspects of the training program, to address and resolve training issues, and guide interns in developing into Health Service Psychologists. This committee typically meets bi-weekly, with additional meetings scheduled during times of need, and consists of all permanent clinical staff involved in supervision and seminar facilitation at CAPS.

Please note that throughout this manual, on all forms associated with the Training Program, and in conversation with staff, we use the term Training Committee interchangeably with Training Team.

II. Terms of Employment

A. University of the Pacific Policies and Procedures

CAPS follows all Pacific Policies and Procedures as detailed on both the University Policy and Procedure webpage and, as such, **all applicants receiving a conditional offer of employment are subject to the University Policy and Procedures.** You may access these policies in the following places:

- Collection of University of the Pacific resources for faculty and staff:
<https://www.pacific.edu/pacific-newsroom/resources-available-faculty-and-staff>
- Collection of University of the Pacific policies:
[https://webshare.pacific.edu/sites/policies/SitePages/Policies Home.aspx](https://webshare.pacific.edu/sites/policies/SitePages/Policies%20Home.aspx)
 - The *Pacific Staff Handbook* can be accessed here (using your Pacific log-in credentials), and includes information about, among other things, staff leave:
<https://share.pacific.edu/sites/PathifyLibrary/Shared%20Documents/All%20Campuses/All%20Faculty%20and%20Staff/Staff-Handbook.pdf>

1. University Statement of Affirmative Action, Diversity, and Equal Opportunity

Pacific is committed to equal employment opportunity and does not tolerate unlawful discrimination against qualified persons in any protected category. The categories include race, sex/gender, sexual orientation, national origin, ancestry, color, language use, religion, religious creed, age, marital status, gender, gender identity, gender expression, cancer-related or genetic-related medical condition, disability, pregnancy, perceived pregnancy, citizenship status, military service status, or any other status protected by law.

For more information on this policy, please contact HR at 209.946.2124.

2. Alcohol and Drug-Free Workplace Policy

University of the Pacific is committed to protecting the safety, health and well-being of all employees and other individuals in our workplace. We recognize that College and University campuses may be particularly vulnerable to alcohol and drug abuse, which poses a significant threat to our goals. As members of the Pacific community, we must share in the work of solving this problem. We have established an alcohol and drug-free workplace program that balances our respect for individuals with the need to maintain an alcohol and drug-free environment.

It is a violation of the Alcohol and Drug-Free Workplace Policy to use, manufacture, possess, solicit, trade, and/or offer for sale alcohol, illegal drugs, or intoxicants on any Pacific campus. The use of alcohol is strictly prohibited under any circumstance where impairment would impact the delivery of care or present a safety concern to include, but not limited to clinic environments, patient care, or public safety. Prescription and over-the-counter drugs are not prohibited when taken in standard dosage and/or according to a physician's prescription. Any employee taking prescribed or over-the-counter

medications will be responsible for consulting the prescribing physician and/or pharmacist to ascertain whether the medication may interfere with the safe performance of their job. If the use of a medication could compromise the safety of the employee, fellow employees, or the public, it is the employee's responsibility to use appropriate personnel procedures (e.g., call in sick, use leave, request change of duty, notify supervisor, notify Human Resources) to avoid unsafe workplace practices.

The illegal or unauthorized use of prescription drugs is prohibited. It is a violation of the Alcohol and Drug-Free Workplace Policy to intentionally misuse and/or abuse prescription medications. Appropriate disciplinary action will be taken if job performance deterioration and/or other accidents occur.

For more information on this policy, please contact HR at 209.946.2124.

3. ADA Reasonable Accommodations

The Americans with Disabilities Act and subsequent amendments are civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the public. It also addresses access issues and removing barriers to allow employees to perform the essential functions of their job.

If you are in need of Reasonable Accommodations, please contact HR at 209.946.2124 or use the following link to access more information and the forms that you will need to complete (log in using your Pacific login): <https://my.pacific.edu/pages/ada-reasonable-accommodation-request>.

4. Working with Human Resources

In addition to the aspects of working with HR above, interns will attend an in-person HR onboarding new employee orientation during which they will complete necessary forms and paperwork including tax-withholding forms. Human Resources personnel will also explain the nature and extent of any benefits they receive as a function of being temporary employees of Pacific.

For information about onboarding, please contact HR at 209.946.2124 or human_resources@pacific.edu.

B. Ethical and Legal Standards

1. American Psychological Association

CAPS staff functions in accordance with the highest possible ethical standards and adheres to the published code of the American Psychological Association (APA) with regard to ethical aspirations and acceptable behaviors for therapists. A copy of the latest version of the APA Ethical Guidelines is accessible online here:

<https://www.apa.org/ethics/code/index>

Please pay particular attention to the following pertinent standards:

- §5.01 of the *Ethical Principles of Psychologists and Code of Conduct*.
 - a. Public statements include but are not limited to paid or unpaid advertising, product endorsements, grant applications, licensing applications, other credentialing applications, brochures, printed matter, directory listings, personal resumes or curricula vitae, or comments for use in media such as print or electronic transmission, statements in legal proceedings, lectures and public oral presentations, and published materials. **Psychologists do not knowingly make public statements that are false, deceptive, or fraudulent concerning their research, practice, or other work activities or those of persons or organizations with which they are affiliated.**
 - b. Psychologists do not make false, deceptive, or fraudulent statements concerning **(1) their training, experience, or competence; (2) their academic degrees; (3) their credentials; (4) their institutional or association affiliations; (5) their services; (6) the scientific or clinical basis for, or results or degree of success of, their services; (7) their fees; or (8) their publications or research findings.**
 - c. Psychologists claim degrees as credentials for their health services only if those degrees **(1) were earned from a regionally accredited educational institution or (2) were the basis for psychology licensure by the state in which they practice.**
- The two aspects of this section most relevant for interns in the doctoral training program at Pacific are concerning previously earned degrees and when to use the title of “Doctor.”
 - If you have a degree that is from an unrelated field or one that is not actively related to your current status as an intern at Pacific, (e.g., a doctorate in another field such as Marketing or Business), you will not display the credentials for this degree on your business cards, email signature, or other areas where clients may mistake the degree as relating to your work at CAPS.
 - If you are licensed under a Master’s level license or other licensure that is unrelated to your status as a doctoral intern at Pacific (e.g., LPCC, LMFT), you will not display this license on your business cards, email signature, or other areas where clients may mistake you as working under your own license at CAPS.
 - **You are not ethically allowed to use the title of “Doctor” until you have completed all aspects of your academic degree – including successful completion of internship, even if you have a doctorate in a different field. Family and friends might be confused once you defend your dissertation and/or walk in your graduation ceremony (if it happens before the end of internship); however, it is important to remind them that you are not officially a doctor until all steps of your education are completed (including internship) and you receive your diploma.**

2. California State Law

In addition to the APA Ethical Guidelines, CAPS staff adheres to the laws and regulations of the State of California, as they apply to mental health practitioners. These laws and regulations are accessible online here: http://psychology.ca.gov/laws_regs/

Please pay particular attention to the following pertinent standards:

- BPC §2903 states: “No person may engage in the practice of psychology, or represent himself or herself to be a psychologist, without a license granted under this chapter, except as otherwise provided in this chapter.”
- BPC §2902(c) states: A person represents himself or herself to be a psychologist when the person holds himself or herself out to the public by any title or description of services incorporating the words “psychology,” “psychological,” “psychologist,” “psychology consultation,” “psychology consultant,” “psychometry,” “psychometrics” or “psychometrist,” “psychotherapy,” “psychotherapist,” “psychoanalysis,” or “psychoanalyst,” or when the person holds himself or herself out to be trained, experienced, or an expert in the field of psychology.

All situations presenting ethical issues or concerns are reviewed carefully, occasionally involve outside consultation, and are resolved in accordance with recognized professional codes.

C. Intern Program Admissions

The aim of our APA-accredited doctoral internship program is to prepare you to become a competent, versatile, and culturally aware Health Service Psychologist who engages in, and helps others attain, lasting achievement and responsible leadership in careers and community. We are committed to promoting excellence and competence with psychological skill levels and strive to provide experiences that allow for interpersonal depth and enhanced clinical ability within a multicultural framework.

The training year begins on August 1 and ends on July 31. As of match year 2023, we will now have two doctoral internship positions available each year. Applicants:

- Must have attended an APA-accredited doctoral program;
- Must have completed their comprehensive exams and successfully proposed their dissertation;
- Must have a minimum of 450 face-to-face intervention hours certified by their Director of Clinical Training *at the time of their application* and completed all necessary coursework prior to the start of our internship (August 1 each year).

We prefer applicants who have demonstrated experience with a college-age population and who can speak clearly to this experience in their cover letter, essays, and letters of recommendation. Additional consideration is provided to those who have successfully defended their dissertation prior to the beginning of the training year.

Pacific CAPS is a very active unit within the larger Division of Student Life, and we maintain strong collaborative relationships with our partners throughout the university. Doctoral Psychology Interns conduct group therapy, individual therapy, and couples therapy during their tenure with us. We also have an assessment component in our program that includes interns utilizing outcome assessments (CCAPS) for each client, learning about, and conducting ADHD assessments for the college-aged population, and occasionally providing substance use assessments (BASICS and SAHMSA) for students referred by Student Conduct and Community Standards or Residential Life & Housing.

Additionally, interns participate in various outreach programs sponsored by CAPS throughout the training year and are expected to be involved in both the development and presentation of these programs. Interns are typically scheduled 40 hours a week from 8:00am to 5:00pm. Due to the nature of college counseling and university work, there are times throughout the year when interns may work more than the traditional work-week or participate in after-hours activities such as outreach programs and crisis intervention. Interns are paid overtime in congruence with California state law and are pre-authorized for up to 80 hours of overtime over the course of the internship year.

California regulations stipulate an intern can count a maximum of 44 hours per week toward Supervised Professional Experience (SPE) hours. Interns are expected to acquire a minimum of 1,850 hours during their training year (typically August 1 - July 31) to successfully complete the internship. The average number of hours earned by interns each year is closer to 1,900, with many interns choosing to work extra hours to bring their total SPE to 2,000.

Interns are urged to know the hour requirement for states where they anticipate getting licensed in order to make certain they earn enough hours during the internship year. **Additionally, please let the Training Director know if your academic program requires more than our required 1,850 hours to fulfill your program's internship expectations.**

University of the Pacific is an affirmative action and equal opportunity employer (AA/EOE) dedicated to workforce diversity. Additionally, Pacific is a drug-free workplace, and all applicants must be in accordance with the university policies as published by the Department of Human Resources. Any applicant who has questions about AA/EOE, the drug-free workplace, or any of the official HR policies, is asked to contact HR directly at 209.946.2124.

Detailed information about our admissions, support, and placement data is available online at <https://www.pacific.edu/student-life/safety-wellness/counseling-and-psychological-services/doctor-psychology-internship-program/data>.

1. Intern Selection Procedures

This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant. Additionally, we adhere to all APPIC guidelines and participate in the Computer Matching process (Program Code Number 127211) for selecting our interns. To register with the National Matching Service, access their website at: <http://www.natmatch.com/psychint>.

Applications are due each year by November 21 at 11:59 pm EST. After the closing deadline, all completed applications will be reviewed over the next three weeks. All applicants will be notified by email on or before December 15 of their status with our program. Interviews typically take place during the first two to three weeks of January.

The Training Program is intentional in only offering interviews via free video conferencing software (Zoom; with phone conferencing as a backup if video conferencing does not work). We do not allow in-person interviews so that applicants who may not have the financial means to travel or who may have responsibilities that interfere with their ability to travel are not discriminated against by not being able to attend an in-person interview.

Our interviews typically last approximately 45 minutes and involve all members of the Training Team who are available at that time and one doctoral intern. When possible, and with permission of the applicant, we record the interview so that members of the Team who are not able to be present can view it.

Applicants who are interested in seeing the campus or center in person are encouraged to contact our Clinic Operations Manager or Health and Wellness Administrative Assistant to set up a brief tour with one of the current interns. *Please note that members of the Training Team will not be available during campus tours prior to rank order day, to ensure fairness to all applicants.*

Additionally, applicants who have questions after the interview is completed are encouraged to call 209.946.2315 x2 and set up a phone appointment with a current intern. Questions may also be directed to the Training Director at any point in the application process via email (pwrona@pacific.edu) or phone call.

At the completion of interviews, candidates will be rank-ordered and submitted to APPIC. We do not notify applicants if the program does not rank them.

2. Duration of Internship

The internship at University of Pacific, Counseling and Psychological Services provides a full-time, one-year, paid internship. The internship year begins August 1 and ends July 31, and interns are required to acquire a minimum of 1,850 hours in order to successfully complete the internship.

3. Intern Financial Support and Benefits

- Each intern is paid a stipend of \$49,088 for the training year. This stipend is paid at a rate of \$23.60 per hour.
 - Interns complete an electronic non-exempt timesheet biweekly and are paid for overtime if they work over 8 hours a day, 40 hours a week, or seven consecutive days.
 - Interns are pre-authorized to use up to 80 hours of overtime over the course of the internship year. Interns who need more than 80 hours of overtime are instructed to receive approval for overtime from the Director of CAPS prior to working more than their scheduled hours.
- CAPS provides professional liability coverage for all university-related clinical activities.

- Each intern receives a University Benefits package that includes the option to select major medical, dental, vision, long-term disability, and life insurance.
- Interns receive all University holidays and seasonal days (typically 15-16 days per year). Interns accrue up to 12 days of sick leave over the year (sick leave is accrued based on number of hours worked).
- Professional development leave time is provided to attend conferences, job search interviews, dissertation meetings, and other meetings related to academics. Approval of professional development time is contingent upon the approval of the CAPS Director.
- In addition to the professional development, holidays, and seasonal days that afford interns with time off, interns will have accrued two weeks of vacation by the end of the internship year. We ask that interns preserve these vacation hours to be taken during the final two weeks of the internship year (typically July 18-31). The final two weeks of internship are coded as professional development time on your final Supervised Professional Experience log, as interns typically use the two weeks at the end of the year to prepare for the start of their post-doctoral fellowship or next professional experience.
- Interns receive a staff ID card that allows them to use the library and check out materials for an extended time. As an option, interns are also eligible to purchase a staff parking permit, which allows for parking in the university parking lots (there is also ample parking available near our building that does not require a permit).
- Each intern office is equipped with a laptop that provides access to our electronic scheduling/record-keeping software (Titanium), and has a webcam, internet access, word processing, and email capabilities. Additionally, each in-person office is equipped with a webcam for recording therapy sessions, a printer/scanner, and a phone with service soon to be provided through Zoom. In situations where remote work is required, each intern is able to request an external mouse/keyboard, monitor, and/or headset.

4. Contractual Agreement with Intern's Academic Program

We cooperate and coordinate with each intern's academic program regarding training needs and progress. We do not enter into additional contractual agreements with any specific academic program, and instead honor the contract between University of the Pacific CAPS and APPIC.

D. Time Keeping and Requesting Time Off

1. Time Keeping

The full-time schedule for an intern is 40 hours weekly. CAPS on the Stockton campus is typically open from 8:00am to 6:00pm, Monday through Friday. Full-time interns typically work Monday through Friday from 8:00am to 5:00pm. On occasion, interns will need to work later into the evening or on weekends to meet the needs of the center.

Interns complete an electronic timesheet for each two-week pay period. Interns should check with the Clinic Operations Manager for information regarding submission dates and any additional information or questions regarding submitting their timesheets.

Interns are pre-authorized for up to 80 hours of overtime over the course of the internship year. Requests to work more overtime than these pre-authorized 80 hours need to be approved by the CAPS Director prior to working extra time. See the *CAPS Protocols & Procedure Manual* for more detail regarding electronic timesheets.

2. Requesting Time Off

Requests for scheduled time off must be made to the Director and Training Director at least two weeks in advance of when the time off is requested. It is the intern's responsibility to reschedule or arrange coverage for any activities or responsibilities missed including coverage for triage placeholders.

Interns who need to take time off due to illness are responsible for notifying CAPS of their absence. Interns must notify the Training Director, the Director, their primary supervisor, and the Clinic Operations Manager in the event of an unplanned absence. It is appropriate for interns to either send a text message (group texts to the above are fine), send a Teams chat, or make a phone call.

E. Dress Code

CAPS is a campus department whose primary focus is to provide professional psychological services to the university's diverse student population. We are also committed to training graduate students in psychology, and, in doing so, emphasize the importance of personal and professional integration. As a result, our staff strives to balance appearing warm and approachable, reflecting our individuality, and maintaining a professional image.

In the spirit of respecting others and facilitating trainees' transition from student to professional service provider, use the guidelines provided in the *CAPS Protocols & Procedure Manual* when making choices about your appearance.

We acknowledge that personal expression is an important value and that dress guidelines are often vague and/or open to interpretation; if at any time you have questions or concerns about what is appropriate, please ask the CAPS Director for clarification. Likewise, understand that if we are concerned about a choice you have made, we will bring it to your attention in a private, candid conversation that reflects our training philosophy.

F. Parental/Pregnancy Leave

It is the intention of University of the Pacific's Counseling & Psychological Services to provide the opportunity for new parents to utilize parental leave. The University policy states that a leave of absence, including pregnancy disability leave, "may be granted to protect regular full-time and part-time staff members under certain circumstances." In all cases, staff members must

meet eligibility standards and follow all applicable application and notification processes, as necessary.

Application forms and complete details are available in Human Resources (209.946.2124 or human_resources@pacific.edu), and a conversation about how to best support interns in this process must include HR, the CAPS Training Director, and the CAPS Director.

Given the uniqueness of the one-year appointment of the internship program, combined with requirements for a specific number of completed direct service and general working hours, every effort is made to assist interns wishing to take parental leave to still meet the requirements of the internship program without having to extend their time at CAPS. However, if this cannot be accommodated, an intern's time at CAPS may be extended to satisfy the hour requirements of the internship program, which will be discussed on a case-by-case basis.

III. Training Philosophy and Aims

The mission of the University of the Pacific is to provide “*a superior, student-centered learning experience integrating liberal arts and professional education and preparing individuals for lasting achievement and responsible leadership in their careers and communities.*” This mission embraces and values inclusion and cooperation with decisions made within the context of the interests of all. We believe that fulfilling this mission provides skills that are critical to the development and success of Health Service Psychologists.

A. Training Program Aim

Using the mission of the University of the Pacific as a guide, our aim for the Training Program is:

To prepare doctoral psychology interns to become competent, versatile, and culturally aware Health Service Psychologists who engage in, and help others attain, lasting achievement and responsible leadership in their careers and communities.

This aim occurs through our promoting excellence in psychological skill levels, and providing experiences that allow for both interpersonal depth and enhanced clinical ability within a culturally aware humanistic framework. Additionally, we meet this aim through the seminars that we offer (i.e., Professional Issues, Outreach, Empirically-Based Intervention, Assessment, Group Therapy, and Multicultural Seminars), in Group Supervision, in all-staff case conferences, and by modeling the importance of being competent, versatile, and culturally aware psychologists.

B. Profession-Wide Competencies

The training program operates under the principle that early career professionals need to develop a strong professional identity within their own discipline and an ability to work collaboratively with other mental health care professionals. We believe that this development happens through experience, education, supervision, and mentoring. **We expect interns to demonstrate self-awareness, self-management, social awareness, cultural awareness, and social management with increasing levels of responsibility over the course of the year as these skills will provide a strong foundation for independence in the practice of Health Service Psychology.**

Additionally, CAPS provides interns the opportunity to broaden their knowledge and skill base through exposure to a variety of theoretical perspectives and intervention approaches. Using an integrated and integrative context, we strive to foster professional respect and the building of professional cohesiveness within the CAPS staff, across disciplines, and within the university community.

In keeping with the APA Standards of Accreditation, we expect interns of the Pacific Internship Training Program to respond professionally in increasingly complex situations, with a greater degree of independence on the following profession-wide competencies over the course of the academic year:

1. Research

We expect graduates of the Pacific Internship Training Program to demonstrate the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case presentations, outreach programming, publications, and presentations). This includes the ability to produce new knowledge and to use existing knowledge to solve problems. You will demonstrate competency in this area by reading, interpreting, discussing, and implementing research/articles on a day-to-day basis in all your activities at CAPS (e.g., seminars, supervision, and outreach programs).

We measure this competency by looking specifically at the following elements:

- Intern actively participates in seminars, case presentations, and outreach experiences that involve reading, discussing, and applying research.
- Intern demonstrates competence in the ability to independently and critically evaluate and discuss empirically supported research and its application to their clinical work.
- Intern demonstrates the ability to discuss how psychological theory and research apply to clinical practice in supervision.
- Intern demonstrates understanding of the basics of program evaluation theory and has the ability to disseminate data through the preparation and delivery of a program evaluation.
- Intern demonstrates competence in the ability to formulate a case conceptualization within their own preferred theoretical orientation and the ability to draw from other orientations.

2. Ethical and Legal Standards

We expect graduates of the Pacific Internship Training Program to demonstrate ethical and legal responsibility in all areas and to operate with knowledge of relevant state laws and regulations, to be knowledgeable of, and act in accordance with, the APA Ethical Principles of Psychologists and Code of Conduct, and to follow relevant professional standards and guidelines. You will demonstrate competency in this area by actively participating in discussions around ethical dilemmas in supervision, seminars, and meetings; completing case notes, SPE logs, and other assignments within the necessary periods.

We measure this competency by looking specifically at the following elements:

- Intern demonstrates knowledge of, and acts in accordance with, the APA Ethical Principles and Code of Conduct.
- Intern demonstrates knowledge of, and acts in accordance with, all relevant professional standards and guidelines. This includes the policies and procedures outlined by CAPS.
- Intern demonstrates knowledge of, and acts in accordance with, California laws and regulations related to the practice of psychology.

- Intern demonstrates competence in the ability to recognize ethical dilemmas and applies ethical decision-making processes.
- Intern demonstrates the ability to attend effectively to the ethical and legal requirements of abuse or neglect reporting.
- Intern demonstrates the ability to attend effectively to the ethical and legal requirements of emergency and/or crisis situations.
- Intern demonstrates competence in conducting self in an ethical manner in all professional activities.

3. Individual and Cultural Diversity

We expect graduates of the Pacific Internship Training Program to develop the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse population. You will demonstrate competency in this area by actively attending to themes of culture and diversity in presentations, case conceptualizations, assessments, notes, and supervision.

We measure this competency by looking specifically at the following elements:

- Intern is able to articulate knowledge and understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with others, including those who are different from themselves.
- Intern demonstrates understanding of the current theoretical and empirical knowledge base, and the ability to integrate this knowledge to address diversity in all professional activities (e.g., research, direct service, outreach, and other professional activities).
- Intern demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, direct service, outreach, and other professional activities).
- Intern demonstrates the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their career.
- Intern demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- Intern demonstrates the ability to apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

4. Professional Values, Attitudes, and Behaviors

We expect graduates of the Pacific Internship Training Program to respond professionally in increasingly complex situations and to behave in ways that reflect the values and attitudes of psychology. You will demonstrate competency in this area by actively engaging in self-reflection, discussion of personal/professional challenges in

appropriate settings, participating in discussions surrounding professional deportment, difficult conversations, and feedback, and by developing and maintaining a self-care/resiliency plan to manage stress in an adaptive manner.

We measure this competency by looking specifically at the following elements:

- Intern behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, and lifelong learning.
- Intern behaves in ways that reflects concern for the welfare of others.
- Intern demonstrates the ability to evaluate accurately their own level of clinical judgment, competency, and accountability.
- Intern demonstrates competence in utilizing positive coping strategies with personal and professional stressors and challenges and is able to minimize their impact on clinical care.
- Intern demonstrates competence in case management and time management using the timeframes established in the CAPS Policy and Procedure Manual.
- Intern maintains complete records of all client contacts and pertinent information.
- Intern engages in self-reflection regarding one's personal and professional functioning.
- Intern actively engages in activities to maintain and improve performance, well-being, and professional effectiveness.
- Intern actively seeks feedback and supervision.
- Intern demonstrates openness and responsiveness to feedback and supervision.

5. Communication and Interpersonal Skills

We expect graduates of the Pacific Internship Training Program to demonstrate strong communication and interpersonal skills in all domains. You will demonstrate competency in this area by showing strong interpersonal skills in all domains and relationships and utilizing non-verbal and verbal communication (both written and oral) to provide/receive feedback, present on topics related to mental health, write concise notes and assessments, and communicate necessary information during times of crisis.

We measure this competency by looking specifically at the following elements:

- Intern demonstrates the ability to develop and maintain effective relationships with other interns and to be an integrated member of the internship program.
- Intern demonstrates the ability to develop and maintain effective relationships with colleagues, communities, organizations, supervisors, supervisees, faculty, and staff.
- Intern demonstrates the ability to develop and maintain strong working relationships with those receiving professional services.
- Intern demonstrates competence in the ability to provide constructive feedback to others in an open, responsive, and non-defensive manner.
- Intern demonstrates competence in being open, responsive, and non-defensive to interpersonal feedback.

- Intern demonstrates the ability to produce and comprehend verbal and nonverbal communications that are informative and well-integrated and demonstrates a thorough grasp of professional language and concepts.
- Intern demonstrates the ability to produce written communications that are informative, well integrated, and demonstrates a thorough grasp of professional language and concepts.
- Intern demonstrates effective interpersonal skills and the ability to engage in and manage difficult communication well.
- Intern demonstrates effective communication skills in documentation of crises, emergencies, and mandated reporting situations.
- Intern demonstrates the ability to reflect accurate and salient information in record keeping.
- Intern demonstrates the ability to use a variety of educational strategies and techniques in order to engage and connect with individuals to provide effective presentations.

6. Assessment

We expect graduates of the Pacific Internship Training Program to demonstrate competence in conducting culturally sensitive and aware evidence-based assessment and diagnosis within the scope of Health Service Psychology. You will demonstrate competency in this area by being able to accurately and effectively diagnosis someone based on clinical interviewing and assessment of context, culture, and behaviors that may be influencing their health.

We measure this competency by looking specifically at the following elements:

- Intern demonstrates current knowledge of diagnostic classification systems.
- Intern demonstrates current knowledge of functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Intern demonstrates understanding of human behavior within its context (e.g., family, socially, societal, and cultural).
- Intern demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including necessary context to the assessment and/or diagnostic process.
- Intern demonstrates the ability to gather accurate and relevant data through selecting and applying assessment methods that draw from the empirical literature reflecting the science of measurement and psychometrics and takes into consideration relevant diversity aspects.
- Intern demonstrates the ability to collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment, as well as relevant diversity characteristics of the service recipient.
- Intern demonstrates the ability to interpret assessment results using current research, professional standards, and guidelines while guarding against decision-

- making biases and distinguishing the aspects of assessment that are subjective from those that are objective.
- Intern demonstrates the ability to use current research, professional standards, and guidelines to inform case conceptualization, classification, and recommendations while guarding against decision-making biases and distinguishing aspects that are subjective from those that are objective.
 - Intern demonstrates the ability to communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
 - Intern demonstrates knowledge of psychiatric classification, DSM diagnoses, and criteria needed to develop accurate diagnostic formulations.
 - Intern demonstrates the ability to assess danger to self, danger to others, and grave disability.

7. Intervention

We expect graduates of the Pacific Internship Training Program to demonstrate competence in culturally aware evidence-based interventions from a variety of theoretical orientations or approaches that are consistent with the scope of Health Service Psychology. Interns demonstrate competency in this area by establishing and maintaining effective therapeutic relationships that use evidence-based plans informed by the literature, diversity characteristics, and contextual variables.

We measure this competency by looking specifically at the following elements:

- Intern establishes and maintains effective relationships with recipients of psychological services.
- Intern develops evidence-based intervention plans specific to the service delivery goals.
- Intern implements interventions informed by current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Intern demonstrates the ability to provide evidence-based services in a variety of modalities including, but not limited to, brief therapy, long-term therapy, individual therapy, crisis intervention, and outreach.
- Intern demonstrates the ability to provide evidence-based services in a variety of modalities including, but not limited to, couples and group psychotherapy.
- Intern demonstrates the ability to apply relevant research literature to clinical decision-making.
- Intern demonstrates the ability to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Intern demonstrates the ability to evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.
- Intern demonstrates competence in the ability to work with a range of issues from developmental concerns through psychiatric conditions.

- Intern demonstrates competence in collaborating with clients in crisis to develop appropriate short-term safety plans.
- Intern demonstrates the ability to conduct an initial assessment, develop a case conceptualization, determine appropriate treatment, make appropriate case disposition recommendations, and terminate treatment when appropriate.
- Intern demonstrates the ability to effectively market and implement outreach programming to the community.

8. Supervision

We expect graduates of the Pacific Internship Training Program to be knowledgeable of the science and methods of providing supervision. You will demonstrate your ability to apply this knowledge in practice by actively participating in case consultation, providing feedback to others in seminars and supervision, acting as mentors and role models and actively taking charge of assigned outreach and programming experiences.

We measure this competency by looking specifically at the following elements:

- Intern demonstrates knowledge of supervision models and practices.
- Intern demonstrates the ability to apply knowledge of supervision models and practices with psychology trainees, or other health professionals.
- Intern demonstrates the ability to act as a role model and maintain responsibility in any activities they oversee (e.g., outreach experiences).
- *Please note that we consider providing feedback to your intern colleagues in Professional Issues Seminar, case consultation meetings, and Outreach Seminar rehearsals as one application of this supervision competency. We consider the feedback you provide on your intern colleague's Major Case Presentation as reflective of this competency. We also will engage in role-playing and video supervision review as a part of the Supervision Module that takes place in Professional Issues seminar as well as Group Supervision.*

9. Consultation and Interprofessional / Interdisciplinary Skills

We expect graduates of the Pacific Internship Training Program to demonstrate the intentional collaboration of professionals in Health Service Psychology, and with other professionals, individuals, or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities.

We measure this competency by looking specifically at the following elements:

- Intern demonstrates knowledge and respect for the roles and perspectives of other professions.
- Intern demonstrates competence in understanding the difference between their clinical and consultative roles.

- Intern demonstrates awareness of when consultation or collaboration with other professionals is appropriate.
- Intern demonstrates the ability to consult or collaborate with others including individuals, families, other health care professionals, interprofessional groups, or systems related to health and behavior when appropriate.
- Intern demonstrates competence and respect in working with psychiatrists, other mental health professionals, agencies outside the university, and with faculty, administrators, and staff.
- Intern demonstrates the ability to work collaboratively with faculty and staff in response to debriefing requests around critical incidents that impact the community.

IV. Intern Training Experiences

A. Internship Orientation

Upon arrival, interns participate in an orientation to CAPS. During this time, we familiarize interns with an overview of the Pacific mission, the CAPS training model and aims, and the overall operations of CAPS. We plan tasks and activities that we believe promote interns getting to know each other and settling into their new environment. During orientation, interns also become familiar with our administrative and clinical policies and procedures, as detailed in both the *CAPS Protocols & Procedures Manual* and this *Training Manual*, along with our electronic record keeping system and our training expectations. Orientation is also a time for interns to develop goals and choose primary supervisors for the year.

The orientation schedule outlines tasks that promote interns getting to know each other and settling into their new environment. One of the major tasks that takes place during the orientation period is interns becoming accustomed with the Training Team and learning more about each primary supervisor including: their theoretical orientations; their supervision philosophy, style, and expectations; and clinical and/or research interests. Using this information, interns select, as a cohort, their primary supervisors for the year.

This getting-to-know-us process starts with an activity called *Our Stories*. During *Our Stories*, we provide an opportunity for each member of the CAPS team to disclose (voluntarily) the personal and professional experiences that have resulted in their choosing a career path that has led to them arriving at Pacific CAPS. Interns are encouraged to share as much or as little as they choose regarding their story. When asked about the experience, interns and alumni report that this experience is invaluable in getting to know the staff, and we have found that it can be quite useful as it sets the stage for the multicultural underpinning that infuses all clinical and non-clinical work that happens at CAPS.

After the completion of *Our Stories*, each intern meets with the psychologists available to be a primary supervisor multiple times over the next two to three weeks (in one-on-one meetings). Interns then meet as a cohort to discuss their choices for supervision and ultimately choose who their primary supervisor will be for the year. Upon selection, interns meet individually with their primary supervisors and collaboratively develop training goals for the internship year. During the orientation period, the Training Director serves as the primary supervisor for all interns until they finalize selection of a primary supervisor for the year.

B. Clinical Service Delivery

Clinical service delivery comprises 40-50% of the typical weekly schedule for an intern. The Training Program selected this number after determining the percentage of service delivery that best trains interns to be prepared to work in the field upon the completion of internship while taking into consideration the impact of participating in training after/during the COVID-19 pandemic and its subsequent impacts. Many college counseling centers follow IACS standards for service delivery and require their staff psychologists to spend 65% of their weekly schedule

in clinical service delivery. We want our interns to be able to leave internship and succeed in a setting that would require 65% direct service. Additionally, given the nature of college counseling and the decrease in students who are available to be seen during breaks (e.g., winter, summer, and other various school breaks), a weekly goal of 40-50% of time spent in service delivery averages out to the 25% direct service requirement placed on the Training Program by our membership in APPIC. Additionally, some states have a minimum number of direct service hours required. CAPS interns tend to range from 475 to 515 direct hours with some interns earning more, and some earning less. *Interns are strongly encouraged to be aware of how many direct service hours are required in states they may choose to apply for licensure in after completion of the training program.*

We define service delivery to include group, individual, couples, and crisis psychotherapy. Service delivery also includes synchronous and asynchronous outreach programming (such as workshops, virtual Tiger Talks, and social media campaigns), assessments, and consultations done in the service of students (e.g., consulting with a professor or family member about a student). Pacific CAPS began utilizing the “Individualized Care Plan” (ICP) during the 2022.2023 academic year; this will be continued during the 2023.2024 academic year, with some modifications. *As this is a work in progress, the below may change; please see the 2023-2024 Protocols & Procedures Manual for more information.*

The hourly breakdown for direct service is as follows: six (6) Solution Sessions and Triages (solution sessions are typically 50 minutes; triages are typically 45 minutes), twelve (12) Brief-Therapy sessions (typically 50 minutes; includes couple’s therapy, which can be 60-90 minutes in length), and one (1) Group Therapy session (90 minutes each). For the Spring 2024 semester, interns will also jointly cover one same-day walk-in crisis shift (2 hours each, 4 hours total). The following helps to define our direct service types:

- **Solution Sessions / Triages:** Interns need six (6) solution session and triage placeholders on their schedule each week. These placeholders fill as students call for initial appointments. When needed, additional solution sessions or triage appointments may be added to schedules at the approval of primary supervisors, at the Director or Training Director’s request, and/or at the start of the internship year when interns are building their caseload. When an intern’s caseload drops below full (i.e., 40-50% of time spent in clinical service delivery), additional triages may be added.

If you schedule something over the top of a solution session or triage placeholder, you are responsible for adding an additional placeholder in a similar time or zone. In the event of a planned absence, interns are responsible for securing coverage for any scheduled solution session and triage appointments AND for solution session and triage placeholders, as they are designed to allow for same-day appointments when needed. In the event of an unplanned absence, supervisors and/or the Clinic Operations Manager will arrange for coverage.

Solution sessions are typically offered as same day/walk-in appointments or can be scheduled in advance. They are typically one-time therapy appointments (with maybe one or two follow-ups three weeks later) for immediate emotional support focusing on

specific problem-solving or decision-making needs. The triage appointment is used to assess the incoming concern and determine next steps. See the *Clinical Appointments* section of the P&P Manual for more details.

- **Brief-Therapy Sessions:** Interns are responsible for offering twelve (12) Brief Therapy Sessions per week. Brief Therapy for Pacific CAPS is defined as treatment lasting 3-5 sessions that is focused on a very specific treatment plan and goal. Typical presenting concerns addressed in Brief Therapy include, but are not limited to, test anxiety, panic attacks, performance anxiety, stress, academic distress, adjustment difficulties, an acute stressor, and self-care. The goal is to schedule out all of the brief therapy sessions in advance and communicate the number of sessions remaining throughout treatment.

Students who complete their brief therapy track in the Fall semester may return for another 3-5 sessions during the Spring semester, unless it is deemed that they are more clinically appropriate to be transferred to a continuing therapy track. See the *Clinical Appointments* section of the P&P Manual for more details.

- **Continuing Therapy/Long-Term Therapy Sessions:** For the 2023.2024 academic year, we are no longer advertising the Continuing Therapy track that was offered during the 2022.2023 year. However, there will be students for whom continuing and ongoing therapy is therapeutically appropriate, based on clinical judgment. Students who are appropriate for more long-term support will be discussed with your primary supervisor and then presented in CAT Meeting. Additionally, a data form will be submitted to the CAPS Director or designee to justify switching an individual from the Brief Therapy Track to the Continuing Therapy track.

Clients on the Continuing Therapy track can access up to 15 sessions during the academic year; any additional sessions beyond that cannot be scheduled without submitting a Long-Term Therapy Request data form within Titanium to the CAPS Director or designee. See the *Clinical Appointments* section of the P&P Manual for more details.

- **Same-Day Appointments:** Interns will cover one same-day appointment shift (2 hours each, 4 hours total) beginning in the Spring semester. These are not scheduled in advance and are meant to support students with more emergent issues or concerns that cannot wait until the next available solution session or triage. These are advertised across campus and well-utilized by our closest campus collaborators, such as the Care Managers, Services for Students with Disabilities, and Public Safety. These appointments are designed to be 30-45 minutes in length and focused on crisis management, safety planning (when appropriate), and referral to appropriate services and resources.
- **Psychoeducational Workshops:** Interns may be asked to facilitate in-personal or virtual psychoeducational workshops such as Wise Minds or RIO.

Wise Minds is a 4-session psychoeducational workshop based on Dialectical Behavioral Therapy that teaches students skills such as crisis survival, how to identify and label their emotions, how to focus their mind, how to accept the current moment, and coping with conflict in relationships.

RIO is a brief 3-session workshop series that uses Acceptance and Commitment techniques to help students **Recognize** their unwanted internal experiences, bring **Insight** to what those experiences are telling them, and develop **Openness** to engage in

change and/or acceptance processes. Currently, each RIO workshop is posted on the CAPS YouTube channel, and RIO or a similar workshop *may* be offered in person depending on student need and clinician availability in the 2023.2024 academic year.

- **Group Therapy:** CAPS has a thriving group therapy program. We typically offer general process groups (also known as Understanding Self/Other or USO groups at some UCC sites). We have also regularly offered a support group for students on the Autism Spectrum or with other social challenges (known as Social Connections) and a support group for First Generation college students. CAPS has offered psychoeducational, support, and process groups on a variety of topics. Interns who wish to develop a specifically themed group may consult with the Group Coordinator.

We expect each intern to co-facilitate at least one therapy group each year. Group times are offered based on student demand and cannot be predicted using placeholders. However, once a group is assigned to an intern, they should discuss with their primary supervisor how to adjust their placeholders to accommodate the therapy group within their caseload.

- **Asynchronous / Synchronous Outreach:** Throughout the year, CAPS receives requests from faculty and campus partners to provide workshops and educational presentations on a variety of mental health topics. We expect each intern to lead a *minimum of six outreaches* each year. We present topics to students, staff, and/or faculty, as well as to state-wide or national colleagues. Additionally, CAPS collaborates with campus partners in providing campus-wide outreach initiatives to the student body. Asynchronous Outreach counts as direct service when you are creating something (e.g., a slide deck) that will reach our student body population. Specifics about the Outreach program and intern requirements are discussed in Outreach Seminar.
- **Multidisciplinary Clinical Collaboration:** We have several students who receive concurrent care with Student Health Services, or who are receiving help or services from the Student Victim Advocate, the Office of Services for Students with Disabilities, Care Managers, and/or other campus partners. Interns are expected to consult and collaborate with these campus partners, either by receiving and/or providing information. When providing information, this is only done when it is clinically relevant, in the best interest of the client, and if they have received written consent to do so. Additionally, CAPS and Student Health Services meet monthly for a Providers Meeting where we consult on cases and discuss topics that are relevant for whole body health. Student Health Services consultation and collaboration is allowed without receiving a student's consent, as they are covered as collateral providers within our Informed Consent form.
- **Clinical Consultations:** The CAPS staff provides resources and information to faculty, staff, students, and parents in support of Pacific students. Interns are encouraged to consult with faculty and staff when needed. If an intern is uncertain how to best consult with a particular individual or department, they are asked to check with their primary supervisor, the Training Director, or the Director for help with how to best consult on a particular topic or situation.
- **Psychological Assessments:** Interns will receive training in Assessment Seminar to conduct ADHD assessments within the college-aged population. The seminar requires that you conduct one full ADHD assessment on a colleague referred from other CAPS

staff. Additional assessments may be conducted on an as-needed and as-available basis after the required assessment has been completed.

- **Couples Therapy (Relationship Counseling)**: There are limited opportunities for interns to provide couples' therapy (typically between two and four couples each year). Interns who are particularly interested in working with couples should let their primary supervisor and the Clinic Operations Manager know for scheduling purposes.
- **Substance Assessments**: Interns are responsible for conducting Substance Assessments on an as-needed basis. CAPS uses motivational interviewing within the *Brief Alcohol Screening and Intervention for College Students (BASICS)* assessment structure to determine an overview of students' pattern of alcohol and/or marijuana use and then provide individualized feedback on how to engage in harm reduction strategies. Interns will receive training in Assessment Seminar on how to conduct these Substance Assessments.

C. Seminars

The training program has designed each training seminar to prepare interns for practice in Health Service Psychology. Seminars include didactic and experiential components that familiarize interns with interventions grounded in theory and research, acquaint interns with theoretical understanding, and provide effective clinical interventions for clinical problems common to college-aged populations. All seminars for the 2023.2024 training year will be 75 minutes in length. Each summer the Training Director establishes the anticipated training calendar for the year and disseminates it to interns and CAPS staff. Please refer to this calendar when setting up your base schedule on Titanium.

Rotating Seminars:

- **Multicultural Seminar**: This seminar is designed to increase awareness, sensitivity, and intentionality regarding the impact of diversity in our daily lives both personally and professionally. The aim is to provide a safe and supportive environment within which to reflect, examine, challenge, and express one's beliefs and perspectives. Interns are expected to engage in self-reflection while learning to incorporate a widening array of considerations for therapeutic situations. By the end of this experience, it is our hope that interns are able to describe the lens through which they view the world and how this view influences their professional identity and practice.
- **Group Therapy Seminar**: The seminar focuses on the stages of group therapy from the perspective of the facilitator, and covers empirically-based approaches, techniques, interventions, and how to work with culture and diversity in a psychotherapy group. Experiential activities that occur as a part of this seminar include participation in "ice-breaker" activities and teaching a new icebreaker activity to those in the seminar. Interns will be expected to present on different types of groups that can be run on a college campus (e.g., improv drama therapy group) to not only increase knowledge of the different types of groups available, but also to engage in teaching to increase professional awareness and responsibility.

As a supplement to this seminar, we have a Group Case Consultation meeting that takes place once a month throughout the academic year and is attended by all clinical staff. During this consultation meeting, we discuss current articles, view video of current/past groups, and discuss group processes that occur in a college setting.

- **Outreach Seminar:** This seminar focuses on helping interns to become competent, skilled presenters who can develop and implement engaging presentations for specific audiences. Here, interns learn to use audio/visual multimedia in effective ways. Interns are first taught, and then practice and refine, verbal, non-verbal, and visual communication skills (e.g., DNA – demographics, needs, and attitudes; effective use of PowerPoint/Canva; and how to handle difficult questions in a presentation setting). During the internship experience, we expect interns to provide consultation to faculty, staff, students, community members, organizations, and parents. Learning to establish and maintain a positive working relationship and to consult well with other professionals is key to collaboration and is a major focus of Outreach Seminar.

Experiential activities for this seminar include engaging in outreach and programming across the campus (virtually and in-person), participating in video-recorded rehearsals, and review of the recorded video. Outreach assignments are continuous throughout the internship year, and interns use Outreach Seminar for guidance and support in the development and implementation of their outreach activities.

- **Assessment Seminar:** This seminar focuses on evidence-based clinical interviews and an exploration of the Attention-Deficit/Hyperactivity Disorder (ADHD) assessment tools available to doctoral interns at Pacific CAPS. Psychological assessments from a historical perspective will be explored, along with culturally sensitive test administration, interpretations, written report, and oral feedback. As part of the seminar, interns are required to administer a battery of tests for ADHD diagnosis and prepare a written psychological report for a client referred from a colleague or campus partner. This seminar encourages openness to feedback and a willingness to explore your own personal and professional identity development and presence in the room.
- **Empirically-Based Intervention Seminar:** This seminar focuses on empirically-based therapeutic approaches that are relevant to the university college counseling population. It takes place throughout the training year, and doctoral interns are given opportunities to tailor didactic and discussion-based components to meet their internship goals. Guest presenters regularly lead these seminars based on their own particular areas of expertise (e.g., Humanistic/Existential Therapy, Creative Arts Therapies, Control Mastery Therapy, etc.). Interns are asked to guest present (i.e., lead the seminar that week) on a topic of their choosing at the start of the spring semester. Doctoral interns are supported in their efforts to gain awareness and understanding of their unique therapeutic styles, working on forming a true professional identity within this internship experience. This seminar requires regular reading and discussion of pertinent articles, openness to feedback, and a willingness to explore your own identity development and intersections of identity (and the ability to integrate this into the *Major Case Presentation*).
 - **Major Case Presentation:** This presentation brings together the tasks and experiences that have taken place in all seminars throughout the year. It occurs near the end of the second half (typically May) of the training year. This presentation is both a written and verbal exercise that delves into the multifaceted layers of an individual that a clinician has been working with in therapy. It integrates multicultural perspectives, therapeutic interventions, and

awareness of challenges in working with that specific client, presentation skills, and multimedia to disseminate information. This presentation is formally evaluated by the Training Staff, with feedback also provided by your doctoral intern colleagues, and it is overseen by the facilitator of Empirically-Based Intervention Seminar.

D. Supervision

All doctoral interns (as defined by BPC §2911) are required to receive supervision. In keeping with C-14 I from the APA Standards of Accreditation, supervisory relationships are: a) evaluative and hierarchical, b) extend over time, and c) have the simultaneous purposes of enhancing the professional functioning of the intern; monitoring the quality of services offered to clients; and serving as gatekeeper for those who are to enter the profession.

Supervisors and interns are required at all times to be in compliance with the Board of Psychology's laws and regulations and with the APA Ethical Principles and Code of Conduct (CCR §1387.1(c), (d), (e), (j) and 1387.2(b), (c), (h)) The following are supervision requirements in the state of California:

- **Supervision Agreement Document:** Supervision agreements must be signed prior to the accrual of SPE hours per CCR §1387(b)(10). We complete the *California Board of Psychology Supervision Agreement* on the first day of internship (and as one of the first tasks of internship) with the Training Director serving as the Primary Supervisor.

Once interns select their primary supervisor for the year, a new agreement is completed. At the end of the year, interns are provided with an original signed copy, a signed copy is put in the signed envelope we provide for you to send to the Board of Psychology once you apply for licensure, and two signed originals are retained in their intern file. Additionally, the intern's home institution receives electronic copies of these signed supervision agreements.

- **Supervisor Requirements:** Primary supervisors must be a psychologist licensed by the California Board of Psychology (CCR §1387.1) and have completed a six-hour course in supervision every two calendar years (CCR §1387.1(b)). All supervisors must be employed by Pacific and available to the intern 100% of the time the intern is accruing SPE (CCR §1387(b)(6)). To be in compliance with California Law, the primary supervisor provides a minimum of one hour of direct, individual, face-to-face (including virtual) supervision each week during which the trainee accrues hours, and the trainee receives supervision 10% of the total of hours worked each week (CCR §1387(b)(4)).

To be in compliance with the APA Standards of Accreditation (Standard II.C.3.b-c) interns must receive at least four (4) hours of supervision each week, with at least two (2) hours per week of individual supervision during the course of the internship year.

Supervisors ensure that all SPE, including recordkeeping, is in compliance with the APA Ethical Principles and Code of Conduct (CCR §1387(b)(4)). Supervisors monitor the welfare of the intern's clients (CCR §1387.1(f)), and the performance and professional development of the intern (CCR §1387.1(h)). The primary supervisor must also monitor

the supervision performance of all delegated supervisors that is required in CCR §1387.1(n).

- **Trainee Requirements:** Interns may not have proprietary interests in the business of their primary or delegated supervisors and cannot serve in any capacity that would hold influence over their supervisor's judgment in providing supervision (CCR §1387(b)(3)). Interns cannot have ever been a psychotherapy patient of the supervisor (CCR §1387.1(k) and 1387.2(l)). Interns cannot function under another mental health license while accruing SPE (CCR §1387(b)(9)).

Interns must ensure that each client they see is informed, prior to the rendering of services by the intern, that: (1) the intern is unlicensed and is functioning under the direction and supervision of the supervisor, and (2) the primary supervisor shall have full access to the client records in order to perform supervision responsibilities (CCR §1387.1(g) and 1391.6(b)).

- **Supervised Professional Experience (SPE):** Interns must maintain SPE logs (CCR §1387.5) to keep track of their daily activities as documented in Titanium.
 - All SPE log forms are located in the Forms & Templates folder of the shared drive (SPE Weekly Log, SPE Monthly Log, SPE Final Log).
 - These forms are utilized throughout the year. It is recommended that you save the forms to your computer (e.g., OneDrive folder) and keep them updated as you accrue hours to aid in the completion of these forms weekly.
 - **Weekly and Monthly Logs must be completed and submitted to the Training Director within one week of the experience being recorded.**
 - For weekly SPE logs, the week begins on the first of every month. SPE weekly logs are completed using the following time frames, and are completed even for weeks where you did not earn any hours:
 - 1st-7th
 - 8th-14th
 - 15th-21st
 - 22nd-28th
 - 29th-31st
 - Once you complete your SPE log, submit it to the Training Director for approval. The Training Director will review the log for accuracy and either return it to you for changes or sign it and save it in your electronic file. The Training Director will provide you with a signed electronic copy of each correct SPE log. **It is your responsibility to maintain all original log files.**
 - Use your signed weekly logs to complete your Monthly SPE log and submit it to the Training Director. The Training Director will review the log for accuracy and either return it to you for changes or sign it and save it in your electronic file. The Training Director will provide you with a

signed electronic copy of each correct SPE log. It is your responsibility to maintain all original log files.

- The Final SPE log is due to the Clinic Operations Manager and Training Director in July. The Training Director will provide the specific date that it needs to be completed each year.
- **Verification of Experience:** At the conclusion of the internship year, the Training Program completes a *Verification of Experience Form* (VOE form) (CCR §1387(b)(10)). As with the supervision agreement, the intern is given a signed original, a signed copy is placed in the envelope to provide to the Board of Psychology, an electronic copy is emailed to their home institution, and two signed original forms are placed in their intern file.

Per directions from the Board of Psychology, we will give you your original supervision agreements and VOE forms in a sealed and signed envelope at the end of your internship. When you apply for licensure, the Board of Psychology directs you to include that envelope and you will mail it to the Board for processing.

- **Use of Video Recording in Supervision:** Interns are required to record all therapy sessions with clients. Recordings are used to provide direct observation of the work that is occurring with the clients. All clients electronically sign a supervision notice and consent to record form to allow video recording to occur. This form is included in the general consent forms all clients receive at the time they make their first appointment at the start of every academic year (for our purposes, the start of the academic year is August 1).

When offering in-person sessions, sessions are recorded using a camera attached to their computer in their office using the “Record” function of Zoom. For virtual sessions, sessions are recorded utilizing the “Record” function of Zoom. For more information, please refer to the *CAPS Protocols & Procedures manual*.

- **Types of Supervision Received at CAPS:**
 - *Primary Supervision (individual supervision):* Interns meet with their primary supervisor for two (2) hours per week. Over the course of the year, we expect interns to prepare for supervision and, with increasing levels of independence, be able to provide an overview of their caseloads and to determine priority cases for more in-depth clinical supervision. If your primary supervisor is unavailable due to a conference, illness, or other leave of absence, interns meet with the Training Director or Director to receive primary supervision.
 - *Group Supervision (group supervision):* Interns meet weekly with their group supervision facilitator for 60 minutes. The focus of this supervision is on working with the more complex cases that might be on an intern’s case load that might benefit from additional supervision support aside from your primary supervisor. Supervision will include instruction, case presentations, sharing of videos from clinical sessions, and discussions designed to support the lifelong learning and growth of therapists who provide trauma-informed treatment.

- Case Consultation Meeting (group supervision): Case consultation is a 60-minute twice monthly opportunity to present individual and group therapy cases with training and clinical staff members present. This meeting alternates with other permanent staff meetings and occurs on the second and fourth Tuesdays of the month. One meeting will focus on individual case presentations scheduled in advance; the other meeting will focus on group therapy consultation. Interns provide peer supervision and clinical perspectives during this time and receive clinical perspectives and consultation from peers and supervision from the training staff throughout the meeting.
- Professional Issues Group Supervision (group supervision): Professional Issues is a 60-minute weekly opportunity to meet with the Training Director and is designed to provide a forum for interns to reflect on their individual and collective internship experiences. A significant portion of Professional Issues is devoted to the development of intern professional identity, values, behaviors, and attitudes. Interns share in identifying, exploring, and processing salient professional issues that arise in the field of psychology, and establish a strong professional identity as a health service psychologist.

The objective of this experience is to develop reflective skills and multiple ways of knowing legal, ethical, and other professional practice issues, to solidify the development of their professional identity, and to provide a space where interns can engage in difficult conversations, provide peer consultation with each other, and receive supervision from the Training Director.

- Didactic aspects of this group supervision include:
 - How to use self-reflection and self-evaluation to implement a self-care plan that takes into consideration the stressors of being a professional in this field;
 - How to conduct a program evaluation using aggregated distal data and write a report to disseminate the information found in the evaluation; and
 - How to implement knowledge regarding the theoretical bases of supervision into practice through providing feedback, role-playing supervision experiences, and video review.
- Case Assignment Team (CAT) Meetings (group supervision): The CAPS clinical staff meets weekly to discuss cases from the week's triage and solution session appointments who need to be scheduled for ongoing clinical support for assignment to an available clinician.
- Administrative Supervision with the Training Director (delegated supervision): Interns who are not the direct supervisee of the Training Director meet with the Training Director bi-weekly for 30 minutes of administrative supervision. Supervision focuses on identifying and exploring salient professional issues that they may not be comfortable speaking about in front of their cohort, any difficulties that might be arising in primary supervision, and provides a general space for additional support.

- Formal/Informal Consultation (delegated supervision): All licensed staff psychologists are delegated supervisors for each intern. Interns may consult with licensed staff psychologists regarding their cases, and to allow in the development of mentoring relationships around specific shared interest areas (e.g., IFS, eating disorders, etc.).

E. Professional Development

- **Professional Development Time at Pacific:**

- Weekly Staff Meeting (professional development): All team members, including interns, attend the weekly CAPS staff meeting. This meeting discusses ongoing topics and issues that may be present within CAPS and/or the University as a whole. While the topics may not always be directly applicable to the interns, it is important for interns to attend to provide them with the opportunity to share their perspectives, and to understand aspects of being a permanent staff member in a college counseling setting.
- University/Division Meetings (other professional development): There are several Division of Student Life events that occur throughout the year, including monthly or bi-monthly division meetings. These meetings provide interns with the ability to connect with our campus partners and stay abreast of the issues and concerns that occur on a college campus. Additionally, there are occasional university functions that an intern may choose to attend depending on campus connections and/or interest in specific infinity groups (e.g., Sharing My Purpose, Affinity Group Graduations).
- Training Program Administration (professional development): Interns are actively involved in reviewing AAPIs, discussing interview selection, and in interviewing applicants. Interns are also available to applicants who wish to visit on-site after the applicant's interview and to consult with potential applicants about the setting.
- In-Service: Meditation (professional development): Interns have the opportunity to attend weekly 30-minute meditation sessions facilitated by staff.
- In-Service: Monthly Trainings (professional development): Interns will join professional staff for a once-a-month in-service training focused on a pertinent topic within the field. These trainings will be facilitated by CAPS staff (including interns) and guest presenters as appropriate.

- **Professional Development Time Away from the Office:**

- Interns attend the Northern California Training Director's Conference (NCTD) and the Multicultural Training Day (MCTD) each year. These events have been combined and offered virtually for the last several training years as a response to the COVID-19 pandemic. For the 2023.2024 cohort year, these events will still be combined but will be offered in person.

- In addition to providing training on important topics, these training opportunities provide interns with the ability to network with other doctoral psychology interns and to meet training directors/staff from other universities in the Northern California area.
- Interns are provided time to devote to professional development tasks and activities such as defending their dissertation, post-doctoral job interviews, and additional training experiences.
 - To request time away from the office for professional development, interns must complete a *Professional Development Leave Request Form – Interns* and **submit it to the Training Director two weeks prior to the time requested.**
 - If the professional development time requested is to attend a conference or additional training (or anything that falls under the “other” category on the form), interns must also complete a *Professional Development Request Form for Student Life* and attach it to the above intern request form.
 - Please note: funding is not provided to interns to attend conferences or additional training outside of the trainings listed above.

F. Clinical Administrative Tasks

Interns are provided with time during their weekly schedule to engage in administrative tasks such as client paperwork, returning emails/phone calls, and preparing for seminars and outreaches. Each week, you should plan for around eight (8) hours of clinical administrative time on your schedule.

By the time you leave Pacific, your session notes should take you 10 minutes or less to write. The sooner you reach this goal, the more time you will have for self-care and balance. As a general rule of thumb, if you are spending more than 10 minutes on the note, the session was either a high-risk session, a complicated session, OR (most likely) you are spending too much time trying to capture every detail. Remember, your notes should be **CONCISE** and only document relevant and necessary information (such as themes and your interventions) while avoiding inappropriate details.

Create a regular schedule for completing notes. Ideally, you will end your session at the 45- or 50-minute mark and complete your note in the remaining time before your next appointment or meeting. If you find it difficult to complete the note directly after a session, make certain you are setting aside enough time each day to complete your notes (e.g., if you have 5 individual sessions, you should have 50 minutes set aside to complete their notes that day). Please work with your supervisor and the Training Director to find the schedule that works best with your style and your needs, while also complying with the timelines detailed in the *Protocols & Procedures Manual*.

Below is an example of what you should aim for with your therapy notes:

RISK ASSESSMENT

Start with any concerns that you have regarding risks related to your client (e.g., level of SI/HI).

Client denies any current SI. Therapist will continue to monitor for SI each session due to client's history with depression and suicidal ideation.

THEME, INTERVENTIONS & IMPRESSIONS

What was the overarching theme for the session? Often times you may jump from topic to topic but there is usually an underlying theme (e.g., relationships, family, academic stress, etc.). It is important to capture the theme rather than the point-by-point detail. As a former director would say, sometimes we just need the cake; we do not need the recipe to the cake. This section also needs to include what YOU do in the session (e.g., your interventions) and should include overarching observations and impressions about the client.

Client and therapist continued to discuss client's difficulty with relationships by processing a difficult interaction that client experienced with their roommate. Therapist explored with client how their maladaptive patterns influenced the interaction, and helped client begin to see other perspectives on what occurred.

RESPONSE

Are there notable responses from the client regarding the interventions that used in session? Is the client making progress on the overarching goals of treatment?

Client described a significant shift in their emotional response as a result of exploring other perspectives. Client continues to improve at identifying their own maladaptive thought patterns, and perspective taking (a goal of treatment).

PLAN

What is the plan with this client? Did you give them something to do between sessions? When are they next scheduled? What do you need to remember to ask about in the next session?

Client is scheduled with this therapist on October 16, 2022, and with Jane Fernandez, M.D. for a medication check-up on October 28, 2022. Client is continuing to journal between sessions on the topic of relationships.

The CAPS Protocols & Procedures Manual outlines the required timeframes for the completion of administrative tasks. However, **please note that if your clinical notes are more than three (3) weeks behind, if you miss two (2) outreach deadlines, or if your SPE logs are more than four (4) weeks behind, this is grounds for implementing a remediation plan** and notifying your home program of this deficit in professional behavior.

G. Weekly Intern Schedule

As stated previously, interns are expected to spend 50% of their weekly time in clinical service delivery. APPIC requires that 25% of the time an intern spends at internship be in direct service. Due to the nature of college counseling (with student breaks), aiming for 40-50% of the weekly schedule to be direct service typically results in an overarching 25% for the academic year. The remainder of their weekly time is to be spent in training, including supervision (20%), professional development (10%), and administrative tasks (20%).

The following is a sample weekly schedule breakdown for the Fall semester:

	Minutes	Times / Week	Minutes Spent
Direct Service			
Solution Sessions and Triage	60	6	360
Therapy Sessions	60	12	720
Group Therapy	90	1	90
Total			1170

	Minutes	Times / Week	Minutes Spent
Professional Duties			
EBIS/Outreach/Assessment	75	1	75
Multicultural/Group Seminar	75	1	75
Staff Meeting	60	1	60
In-Service: Meditation	30	1	30
Seminar Prep	60	1	60
Supervision Prep	60	1	60
Group Prep	30	1	30
Clinical Admin/Prep	60	7.5	450
Total			840

	Minutes	Times / Week	Minutes Spent
Supervision			
Individual Supervision	120	1	120
Group Supervision	60	1	60
Professional Issues Group Sup.	60	1	60
Case Conference	60	1	60
CAT Meeting	60	1	60
TD Supervision / Consult w/ Jo	30	1	30
Total			390

V. Evaluation Procedures

A. Intern Evaluation Process

The training year follows a developmental model that supports and builds on the knowledge interns bring and provides opportunities to gain experience and training in fundamental practice areas in Health Service Psychology. Interns build competence (i.e., attitude, skills, and knowledge) and confidence in their practice throughout the year and are afforded more autonomy as appropriate. Formal evaluations with supervisors monitor the development and readiness of interns at mid-semester in Fall, mid-year, mid-semester in Spring, and again at end-of-year.

Training and supervision are more structured and focused at the onset of the internship year. As the year progresses, the interns assume more responsibility for identifying their needs and becoming proactive about getting those needs met. Our goal is that all graduates of our training program leave with the ability and competency to practice as entry-level health service psychologists.

To make certain that interns are on track to meet the requirements of the internship, we engage in the following evaluation procedures:

- All members of the training committee are involved in completing the evaluations that occur for each intern, except for the intern self-assessments (completed by each intern) that occur at the start and end of the program. Evaluations include live and electronic observation of an intern's skills.
- Informal evaluation and feedback is provided throughout the year in supervision, seminars, and case consultation meetings by supervisors and seminar facilitators.
- The first set of formal evaluations occurs in October: The *Mid-Semester Oral Feedback (MSOF)* meeting. In MSOF, interns are provided oral feedback regarding their strengths and areas of growth for each of the profession-wide competencies. Additionally, interns are given an estimate of where they fall on our rating scale for each of the profession-wide competencies (PWCs). MSOF meetings typically occur in October and April. Interns are provided an electronic written summary of the feedback, and a copy of this summary is placed in their electronic internship file.
- Twice a year interns receive an in-depth evaluation that measures where they are on all profession-wide competencies and their associated elements. Members of the training team prepare this evaluation and each intern meets with the training team to discuss their evaluation at mid-year and end-of-year. The mid-year evaluation takes place in January and the year-end evaluation takes place in July. Interns are provided with an electronic written summary of the evaluation, and a copy of this summary is placed in their electronic internship file.

This structure for ongoing evaluation provides regular feedback and evaluation of the intern throughout the training year. To pass internship, interns are expected to be active participants in meetings, seminars, and supervision. If an intern is not meeting performance standards, a developmental remediation plan is put into place for the intern to bring them up to the expected level of competency (see *Due Process & Grievance Policy* section of this manual for details).

B. Completing Intern Evaluations

The Training Program uses three types of evaluations: Intern Self-Assessment, Mid-Semester Oral Feedback, and the Mid-Year/End-of-Year Evaluations.

- Intern Self-Assessment: This evaluation is completed by each intern at the beginning of the training year and again at the end of the training year.
- Mid-Semester Oral Feedback (MSOF): The Training Committee meets in the weeks prior to MSOF to discuss and document the strengths and opportunities for growth for each intern on each of the nine Profession-Wide Competencies using the MSOF form. Supervisors input their knowledge of an intern's strengths and growth areas. Information is then aggregated by the Training Director and finalized using the form available on the shared drive labeled *Evaluation – Mid-Semester Oral Feedback (-MY for mid-year and -EY for end of year)*.

The Training Committee meets with each intern as a group to provide the feedback and allow opportunity for the intern to receive any clarification needed, and to provide their own oral feedback to the program. Interns are provided with a copy of the MSOF form after the feedback is given and are encouraged to follow-up on any items of concern in supervision and seminars.

- Mid-Year/End-of-Year Evaluations: The same evaluation that is used for the intern self-assessment is used for the Mid-Year/End-of-Year evaluations. Each member of the training team completes an evaluation using the Rating Scale in the following section of this manual for each intern. Training team members provide evaluation on the elements they teach in seminar, supervision, or other training activities.

The Training Committee members can edit/change their responses until the Training Director finalizes the evaluation. After all supervisors have entered their evaluations, the Training Director aggregates the data by intern and determines the mean scores for each element. Intern primary supervisor scores are weighted heavier than the rest of the Training Committee due to the primary supervisor having more exposure to the intern's abilities throughout the training year.

Interns are provided with the written evaluation the morning of when they are scheduled to meet with the Training Committee to go over the information contained in the evaluation. This gives each intern time to read through the evaluation and think about questions they may have for the Training Committee. The intern then meets with the Training Committee as a group to verbally go over the evaluation, address any areas of particular concern, and highlight areas of strength. Interns are given a signed copy of their evaluation and are encouraged to follow-up on any items of concern in supervision and seminars. A copy of the mid-year and end-of-year evaluations are sent electronically to the intern's doctoral program.

C. Evaluation Rating Scale and Minimum Levels of Achievement

We use the following rating scale to evaluate each intern's progress throughout the training year.

LEVEL	DEFINITION OF INTERN PERFORMANCE FOR THIS LEVEL
1	Requires frequent and close supervision and monitoring of basic and advanced tasks in this area. <i>Performs inadequately for an intern in this area and needs remediation.</i>
2	Requires supervision and monitoring in carrying out routine tasks in this area and requires significant supervision and close monitoring in carrying out advanced tasks in this area. <i>Performs inadequately for an intern in this area and needs remediation.</i>
3	Requires some supervision and monitoring in carrying out routine tasks in this area. Requires guidance, training, education, and ongoing supervision for developing advanced skills in this area. <i>Developmental plan may be needed to assist intern in increasing knowledge in this area.</i>
4	Displays mastery of routine tasks in this area. Requires ongoing supervision for performance of advanced skills in this area. The intern occasionally spontaneously demonstrates advanced skills in this area. <i>Minimum Level of Achievement (MLA) expected at mid-year</i>
5	Displays mastery of routine tasks in this area. Requires periodic supervision for the <u>refinement</u> of advanced skills in this area.
6	Displays mastery of routine tasks in this area. Could continue to benefit from occasional supervision on advanced and/or non-routine tasks in this area. <i>Minimum Level of Achievement (MLA) expected at the end of internship</i>
7	Performs at the level expected for an early career professional in this area and is capable of teaching others. Performs without the general need of supervision, but consults when appropriate.
N/A	Not enough information obtained at this time to provide an evaluation of competency.

- **Minimum Levels of Achievement (MLA):** Interns are expected to demonstrate minimum levels of achievement using the above rating scale at the mid-year (January) and end-of-year (July) evaluation periods to demonstrate proficiency on each Profession-Wide Competency and be able to successfully complete the Internship Training Program.

- Mid-Year MLA: We expect interns to be at a minimum rating of 4.00 at the mid-year evaluation. A score of 4.00 indicates that the intern is displaying mastery of routine tasks on each element of the training program, and that they continue to require guidance, training, education, and ongoing supervision for developing advanced skills on the element that is being rated.

Many interns perform closer to a rating of 5.00 at the mid-year mark; however, the minimum rating of 4.00 indicates that the intern is on track for successfully completing the program. Interns and primary supervisors are urged to focus on any ratings that are between 4.00 and 4.50 at the mid-year mark so that the intern can build their knowledge and ability in these areas. Additionally, interns are encouraged to seek out additional supervision and support for any elements that are below 4.50.

- End-of-Year MLA: We expect interns to be at a minimum rating of 6.0 at the end-of-year evaluation to demonstrate proficiency on each of the Profession-Wide Competencies. A score of 6.0 indicates that interns who graduate from the program are able to engage with and perform these elements at a level expected for post-doctoral residency and/or the first year of being an early career psychologist.
- Ratings below the MLA: Interns who do not reach MLA at formal evaluation periods, or who are deemed by the Training Committee to need remedial support in an area will be placed on a developmental remediation plan (see the *Due Process and Grievance Policy* section of this manual for more detail). If an intern is placed on remediation, a copy of the remediation plan is given to the intern, electronically sent to their doctoral program, and the Training Director will contact the intern's DCT to clarify why a remediation plan has been put in place and the expectations of the intern.

D. Intern Feedback on the Training Program Experience

Each year our interns are involved in the routine, ongoing self-study process of CAPS by providing feedback to our training program in the following ways:

- Critically evaluating and disseminating aggregate distal data from the training program alumni in the form of a report provided to the Training Director.
- Informal oral feedback in Professional Issues and in Administrative Supervision with the Training Director throughout the training year.
- Formal written feedback to the Training Director twice yearly.
- Formal written feedback to primary supervisors twice yearly.
- Formal written feedback to seminar facilitators twice yearly.
- Formal written comprehensive evaluation of the training program at the end of the training year.
- In-person exit interview with the Training Director.

We ask interns to provide formal feedback to supervisors during mid-year and end-of-year evaluation periods. Additionally, interns are encouraged to provide informal feedback to

supervisors throughout the training year in supervision, seminars, and/or in one-on-one meetings. This feedback mechanism provides staff with the opportunity to address topics of concern to the interns throughout the year.

Interns complete the following feedback forms (found in the “Forms & Templates” folder in the CAPS shared drive):

- Completed at both mid-year and year-end:
 - *Intern Feedback to Training Director*
 - *Intern Feedback to Supervisor*
 - *Intern Feedback of Multicultural Seminar*
 - *Intern Feedback of Group Therapy Seminar*
 - *Intern Feedback of Empirically-Based Intervention Seminar*
 - *Intern Feedback of Assessment Seminar*
 - *Intern Feedback of Outreach Seminar*
 - *Intern Feedback of Professional Issues Seminar*
- Completed at year-end:
 - *Intern Feedback Training Program* (discussed during exit interview with the Training Director).

At the completion of the internship year, the Training Director meets with each intern for an exit interview. This is an opportunity to review each intern’s internship experience and to assess areas of strength and growth for the training program.

Former interns are involved in the ongoing self-study process for the training program through completing the annual *Alumni Survey* each year via an electronic survey platform for the first five years after they graduate. This survey is used to look at patterns in responses and to improve training areas that are reported to be either deficient in some way for their current employment or are overall rated lower than other areas by our alumni. In addition, the surveys provide valuable information about the areas of the program that were salient to their professional progression so that we continue training activities that have worked well. This survey also gives us the opportunity to review where our alumni employed after internship, when they officially graduated from their doctoral program, and when they received their license.

The Training Team strongly values and encourages this feedback so that we can incorporate it into our annual review of the program. Each July, the Training Team meets to discuss the completion of the cohort-training year, to review the proximal and distal feedback received and to determine what changes, if any, need to be made.

VI. Due Process and Grievance Guidelines for Interns

A. Introduction

We encourage staff and interns to discuss and resolve conflicts informally. If this cannot occur, this document provides the demarcation of the CAPS formal mechanisms for responding to issues of concern. In cases of sexual harassment and/or a hostile work environment, the University policies and procedures supersede these procedures.

B. Rights and Responsibilities:

1. Interns have the right:
 - to a clear statement of general rights and responsibilities upon entry into the training program, including a clear statement of goals and parameters for the training experience.
 - to be trained by professionals who behave in accordance with the APA ethical guidelines.
 - to be treated with professional respect and with recognition that the trainee brings a wealth of experience with them.
 - to ongoing evaluation that is specific, respectful, and pertinent. Evaluations occur at specified times, with the procedures for evaluation clearly stated in writing.
 - to engage in ongoing evaluation of the training experience.
 - to initiate informal resolution of problems that might arise in the training experience through a request to the individual concerned, the Training Director, or APPICs informal problem consultation process (<https://www.appic.org/Problem-Consultation>).
 - to due process to deal with problems after informal resolution has failed or to determine when rights have been violated.
 - to privacy and respect of one's personal life.
2. Interns have the responsibility:
 - to read, understand, and clarify, when necessary, the statements of rights and responsibilities.
 - to maintain behavior within the scope of the APA Ethical Principles and Code of Conduct.
 - to behave within the bounds set forth by the laws and regulations of the State of California.
 - to be open to professionally appropriate feedback from supervisors, CAPS staff, other trainees, and university staff.
 - to behave in a manner that promotes professional interaction and is in accordance with the standards and expectations of CAPS, Pacific, and the profession of Health Service Psychology.
 - to give professionally appropriate feedback regarding the training experience.
 - to conduct oneself in a professionally appropriate manner if due process is initiated.
 - to actively participate in training, service, and overall activities of CAPS.
 - to meet training expectations by demonstrating proficiency in the Profession-Wide Competencies established by the Standards of Accreditation for APA.

C. Definitions

1. Intern: The term Intern is used to describe any doctoral psychology intern. Throughout the document this term can be interchanged with trainee, psychology intern, doctoral intern, and doctoral psychology intern.
2. Director: This term is used to describe the staff member who oversees the department of CAPS.
3. Training Director: This term is used to describe the staff member who oversees the training program and all training activities.
4. Training Committee: This term is used to describe the training body that implements the policies and procedures of the doctoral psychology internship training program. Throughout the document, this term is used interchangeably with *Training Team*.
5. Primary Supervisor: This term is used to describe the licensed psychologist who is designated on the California Board of Psychology Supervision Agreement for Supervised Professional Experience.
6. Delegated Supervisor: This term is used to describe the on-site licensed mental health professionals who may provide supervision and monitor the trainee's clients as well as any delegated training activities.
7. Work Day: This term is used to describe the days when an individual is scheduled/in attendance and working at CAPS
8. Due Process: The basic meaning of due process is to inform and to provide a framework to act, respond, or dispute. Due process ensures that decisions about interns are not arbitrary or personally based. It requires that the Training Program identify specific procedures that are applied to all interns' complaints, concerns, and appeals.
9. Grievance: The mechanism by which an intern formally notifies the Training Program of difficulties or problems other than evaluation related (such as, poor supervision, unavailability of supervisor(s), workload issues, personality clashes, other staff conflicts) during their internship year.
10. Problematic Behavior:
 - a. For the purposes of this document, *Problematic Behavior* is defined broadly as an interference in professional functioning, which is reflected in one or more of the following ways:
 - i. an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
 - ii. an inability and/or unwillingness to acquire professional skills in order to reach an acceptable level of competency; and/or
 - iii. an inability and/or unwillingness to control personal stress, psychological disturbance, and/or excessive emotional reactions which interfere with professional functioning.
 - b. Evaluative criteria linked to the *problematic behavior* or particular professional behaviors are incorporated in the CAPS Evaluation of Intern form, Mid-Semester Oral Feedback form, and discussed in supervision or seminars by supervisors regularly during the training year.
 - c. While it is a professional judgment as to when an intern's behavior becomes more serious (i.e., *problematic*) rather than of concern, for the purposes of this document, a problem refers to an intern's behaviors, attitudes, or characteristics which, while of concern and requiring remediation, are perceived to be unexpected or excessive for

professionals in training. Problems typically become identified as *problematic behavior* when they include one or more of the following characteristics:

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

D. Initial Procedures for Responding to Inadequate Performance by an Intern

When an intern's performance is deemed as less than satisfactory by any supervisor during a Training Committee Meeting, in individual or group supervision, on an evaluation form (where ratings are lower than the MLA), or if a supervisor notifies the Training Director in writing about any of the following issues in the acquisition of professional skills and competencies:

- Deficits in acquisition of professional skills and competencies;
- A lack of meeting necessary deadlines in case notes, SPE logs, and outreach;
- A lack of demonstrating knowledge or use of professional ethical standards; and/or
- Inappropriate management of personal concerns and issues as they relate to professional functioning;

the following procedures will be initiated:

1. The Training Team will meet to discuss the unsatisfactory performance and determine what action needs to be taken to address the issues reflected in the intern's performance.
2. The Training Director will meet with the intern to notify them that such a review has occurred. The Training Director will inform the intern that the Training Team will welcome information provided in writing within three (3) working days of the meeting. During this meeting, the intern and Training Director will sign an *Acknowledgement of Notice of Inadequate Performance*.
3. After discussing the areas that are not meeting satisfactory levels of performance and the written response the intern may have provided, the Training Director and Training Committee may adopt any one of the following actions, or another action as deemed more appropriate for a particular situation:
 - a. *Letter of Acknowledgement*:
 - i. The Training Director will issue a letter to the intern outlining the original concerns, the answer from the intern, and the response from the Training Team after review of the intern response that indicates no need for further action(s) at this time. A copy is placed in their intern file. A copy is sent to the DCT of the intern's home institution.

- b. *Intern Remediation: Developmental Plan*: This status defines a relationship in which the Training Director and relevant supervisors actively and systematically monitor, for a specific length of time, the degree to which the intern addresses, changes, or otherwise improves the behavior(s) associated with the unsatisfactory rating.
- i. The Training Director will issue an '*Intern Remediation: Developmental Plan*' that formally acknowledges in writing:
 - The domains in which intern's performance does not meet minimum standards;
 - That the Training Committee is aware of and concerned about the intern's performance;
 - The dates the intern was made aware of these performance concerns prior to this developmental plan;
 - The behavioral expectations to remedy the performance issues;
 - That the Training Committee will identify the appropriate person(s) to work with the intern to rectify the problem or skill deficits addressed in the developmental plan; and
 - That the behaviors associated with the rating are not significant enough to warrant probation or more serious action at this time.
 - ii. The intern will sign the acknowledgement of receipt of the *Intern Remediation: Developmental Plan* (located on the final page of the developmental plan document).
 - iii. The Training Director will contact the DCT at the Intern's home institution and inform them of the areas of concern and the plan put into place.
 - iv. The Training Director will provide the intern with a copy of the signed plan. Copies of the plan are also given to the intern's primary supervisor and the DCT at the intern's home institution, and one is placed in the intern's file.
- c. *Intern Remediation: Probation*: This status defines a relationship in which the Training Directors and relevant supervisors continue to actively and systematically monitor, for a specific length of time, the degree to which the intern address, changes, or otherwise improves the behavior(s) associated with the unsatisfactory rating.
- i. The Training Director will place the intern on probation and issue an *Intern Remediation: Probation Plan* that formally acknowledges in writing:
 - A description of the specific behaviors that have resulted being placed on probation;
 - The dates these problematic behaviors were brought to the intern's attention prior to being put on probation;
 - The steps taking previously by the intern to rectify the problematic behaviors;
 - The steps taking previously by the Training Program to address the problematic behaviors;
 - The specific recommendations for rectifying the problem;
 - The time frame during which the problem is expected to be rectified; and
 - The procedures designed to ascertain whether the problem has been rectified.
 - ii. The intern will sign the acknowledgement of receipt of the *Intern Remediation: Probation Plan* (located on the final page of the *Intern Remediation: Probation* document).

- iii. The Training Director will contact the DCT at the Intern's home institution and inform them that the intern has been placed on probation and the behavior areas that continue to be concerning to the Training Program.
 - iv. The Training Director will provide the intern with a copy of the signed plan. Copies of the plan are also given to the intern's primary supervisor and the DCT at the intern's home institution, and one is placed in the intern's file.
- 4. The Training Director will then meet with the intern to review the action taken by the Training Team. When the Training Team has assigned the intern to a developmental plan or probationary status, the intern may choose to accept the conditions outlined or may choose to appeal the action. *The procedures for appealing the action are presented in the next section of this document.*
 - a. Once the intern has been put on a remediation plan by the Training Team, it is expected that the status of the rating will be reviewed no later than the time limits defined in the plan. The Training Director will use the *Intern Remediation Plan: Summary of Progress* form to note progress made at each review meeting.
- 5. If a problem or unsatisfactory rating is rectified to the satisfaction of the Training Team, this will be noted on the final entry for the *Intern Remediation Plan: Summary of Progress* form, and the intern, graduate program, and other appropriate individuals will be informed, and no further action will be taken.
- 6. If a problem or unsatisfactory rating is not rectified to the satisfaction of the Training Team, this will be noted on the final entry for the *Intern Remediation Plan: Summary of Progress* form, and the intern, graduate program, and other appropriate individuals will be informed in writing of the next steps to be taken.

E. Continuation of the Unsatisfactory Rating

If the Training Team determines that there has not been sufficient improvement in the problematic area stipulated in the developmental plan or probation plan, the team communicates in writing to the intern that the conditions for revoking the plan have not been met.

The Training Team may then adopt any of the following actions or another action if deemed more appropriate for a particular situation. All the actions will be communicated by the Training Director to the intern in writing within five (5) working days of the determination of the Training Team:

- 1. Institution of a probation plan (if the intern was previously on a developmental plan).
- 2. Continuation of probation for a specified period of time.
- 3. Recommendation for suspension whereby the intern is not allowed to continue engaging in certain professional activities until there is evidence that the behavior in question has been improved or will improve sufficiently. The intern's graduate program will be notified of this recommendation for suspension.
- 4. Recommend to the Director of CAPS that the intern be terminated from the training program. The intern's graduate program and APPIC will be notified of this recommendation. An intern may choose to appeal the action of the Training Committee by submitting a written notice of such appeal within ten (10) calendar days. The appeal should include information as to why the intern believes the actions of the Training Committee are unwarranted.

- a. Failure to submit such an appeal within 10 calendar days or failure to provide reasons why the actions of the Training Team are perceived as unwarranted will be interpreted as compliance with the action of the Training Committee to terminate intern from the program.

F. Intern Grievance Procedures within CAPS

1. In accordance with the *Ethical Principles of Psychologists and Code of Conduct, Section 1: Resolving Ethical Issues (§ 1.04 and §1.05)*, interns should attempt to informally resolve conflicts and/or ethical violations with supervisors, staff, and fellow interns. It is the expectation that issues will be addressed in a timely manner.
2. If an intern encounters difficulties or problems other than evaluation related (e.g., poor supervision, unavailability of supervisor(s), workload issues, personality clashes, other staff conflicts) during their training program, an intern can:
 - a. Discuss the issue with the staff member(s) involved;
 - b. If the issue cannot be resolved informally, the intern should discuss the concern with the Training Director, or Director if needed (if the concerns involve the Training Director, the intern can consult directly with the Director);
 - c. If the Training Director and/or Director cannot resolve the issue of concern to the intern, the intern can file a formal grievance, in writing with all supporting documents, with the Director;
 - d. Within five (5) working days of receipt of a formal grievance, the Director will implement *Review Procedures* as described in Section H and inform the intern of any action taken.

G. Staff Grievance Procedures Regarding Intern Performance

1. Any staff member of CAPS may file, in writing, a grievance against an intern for any of the following reasons:
 - a. unethical or legal violations of professional standards or laws;
 - b. professional incompetence; and/or
 - c. infringement on the rights, privileges, or responsibilities of others.
2. If such a grievance is filed, the Training Director will meet with at least two (2) members of the Training Team, including the Director of CAPS, to determine if the behavior in question requires further action. The intern is informed of the grievance. The Training Director may then take one of the following actions:
 - a. Inform the staff member that filed the grievance that the problematic behavior has been reviewed and determined to be rectified; or
 - b. An ad hoc review panel is established, and the review procedures described in Section H are followed.
3. At the point of filing a formal grievance by the staff member, the Training Director will notify the intern's home institution of the grievance and a copy of the formal written grievance will be provided to both the intern and the intern's home institution.

H. Review Procedures

1. When needed, a Review Panel will be convened to make a recommendation to the Director about the appropriateness of a Remediation Plan/Sanction for an intern's problematic behavior OR to review a grievance filed by the trainee.
 - a. The Panel will consist of three Pacific staff members selected by the Director with recommendations from the Training Director and the intern who filed the appeal or grievance. The Director will appoint a Chair of the Review Panel.
 - b. In cases of an appeal, all parties involved have the right to hear the expressed concerns of the training program and have an opportunity to dispute or explain the behavior of concern.
 - c. Related to a grievance, the intern has a right to express concerns about the training program or CAPS staff member and the training program or CAPS staff member has the right and responsibility to respond.
2. Within five (5) working days, the Panel will meet to review the appeal or grievance and to examine the relevant material presented.
3. Within five (5) working days after the completion of the review, the Panel will submit a written report to the Director, including any recommendations for further action. Recommendations made by the Review Panel will be made by majority vote if a consensus cannot be reached.
4. Within five (5) working days of receipt of the recommendation, the Director will either accept or reject the Review Panel's recommendations. If the Director rejects the recommendation, the Director may refer the matter back to the Panel for further deliberation and revised recommendations or may make a final decision.
5. If referred back to the Panel, a report will be presented to the Director within five (5) working days of the receipt of the Director's request for further deliberation. The Director then makes a final decision regarding what action is to be taken and informs the Training Director.
6. The Training Director informs the intern(s) and/or staff members involved and necessary members of the training staff of the decision and any action taken or to be taken.
7. The DCT of the intern's home institution is notified of the decision or any action taken or to be taken.
8. If the intern disputes the Director's final decision, the trainee has the right to appeal through following the steps outlined in Appeal Procedures in Section I.

I. Appeal Procedures

1. In the event that an intern does not agree with any of the aforementioned notifications, remediation, or sanctions, or with the handling of a grievance – the following appeal procedures should be followed:
 - a. The intern should file a formal appeal in writing to the Director with all supporting documents. The intern must submit this appeal within five (5) working days from their notification of any of the above (notification, remediation, or sanctions, or handling of a grievance).
 - b. If an intern is filing a formal appeal in writing to disagree with a decision that has already been made by the Director, then that appeal is reviewed by the Director in consultation with the Dean of Students. The Director will determine if the original decision is upheld.
2. If the above procedures are exhausted, the University policy and procedure will then be activated. Contact Human Resources at 209.946.2124 for more information.