# TRAINING MANUAL
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Training Manual
UNC Counseling and Psychological Services Training Program

INTRODUCTION

Training Philosophy and Model

UNC Counseling and Psychological Services (CAPS) Pre-Doctoral Training Program began in 2007. We became members of APPIC in 2008 and gained APA accreditation in 2011. CAPS Program is grounded in a practitioner-scholar model of training. Consistent with this model, we assist interns in integrating critical thinking skills, a strong foundation in theory, scientific inquiry, empirical literature and use of local data (empirical data collected from the UNC population) to inform their clinical practice. We emphasize a training approach that encourages interns to become more cognizant of the underlying thought processes, intellectual and conceptual frameworks, and belief systems that guide their work and to think more critically about how they make decisions at clinical choice points.

Consistent with our model of training, learning is experiential. Interns “learn by doing” with supervision and mentoring. Thus, interns participate in a wide array of university counseling services including: triage interviewing and decision making, crisis services, intake clinical assessment, individual therapy, group therapy, outreach and workshop development, and clinical supervision of practicum trainees. Optional training areas include couples counseling and consultation. Interns have opportunities to work closely with a large and diverse staff of psychologists with a wide range of theoretical orientations (including interpersonal, cognitive-behavioral, existential, humanistic, psychodynamic, multicultural, feminist, and integrative) and areas of specialization (such as gender issues, LGBTQ identities and communities, disordered eating, sexual and relationship violence, substance abuse, spirituality and mindfulness, suicide prevention, career development, and crisis intervention). As part of our multidisciplinary team, interns work closely with psychologists, psychiatrists, and social workers on staff. Interns have the opportunity for supervision by a number of senior staff as well as supplementary learning opportunities in didactic skill-building seminars and through co-therapy, clinical team participation, and ongoing professional continuing education programs.

The CAPS Internship Program utilizes a developmental sequential training process. Interns are provided a planned sequence of training experiences that increase in the level of required skill, complexity, challenge and autonomous functioning across the internship year. A broad range of supervision and training experiences are offered to meet individual and group training needs. Training experiences are structured to be sequential, cumulative, and graded in complexity based on interns’ individual needs, areas of strength and interest, and skill level. We assess each intern’s entry-level skills across the core service areas of the center, as well as in overarching areas. Over time, interns are expected to assume greater responsibility and to function more autonomously within the collaborative environment of the counseling center.

Content and personal growth areas emphasized in our training program reflect the values, philosophy and priorities that the CAPS training staff considers essential to the development of
competent, responsible functioning as a psychologist. In addition to our focus on a scholarly approach and the development of clinical skills, we prioritize multicultural competence, ethical practice, self-reflection, initiative to learn, and interpersonal and communication skills.

Throughout the internship, emphasis is placed on increasing multicultural competence. CAPS staff is strongly committed to addressing the needs of a diverse student body and providing culturally sensitive services, as well as continuing to develop in our own multicultural competence. CAPS values people of every background having access to our services and being treated with respect and dignity. The professional ethics and standards of the various mental health fields represented at CAPS set a framework for understanding how facets of identity (e.g., gender, ethnicity, race, sexual orientation, age, physical and mental abilities, religious beliefs, and socioeconomic class) enhance the understanding and treatment of all people. We have an approach to mental health that integrates physical, emotional, social, cultural, and spiritual dimensions. Interns will be expected to actively participate in activities designed to increase multicultural awareness, knowledge, and skills and to work with clients of diverse identities and experiences.

Our program expects interns to acquire and use knowledge of ethical and legal principles and professional practice guidelines to guide their work. Awareness of ethical functioning is integrated into training on multiple levels within the program in order to help interns to apply ethical functioning and learning throughout their professional lives.

It is our belief that developing competence as a psychologist requires openness to personal exploration. This use of self is essential to create a strong therapeutic alliance and guide and evaluate clinical interventions. Therefore, the training program relies upon interns’ ability and willingness to explore their own qualities and dynamics and the ways these facilitate or hinder interpersonal interactions (with staff as well as with clients). Interns will be encouraged to use their own thoughts and feelings as a tool to better understand client dynamics and choose effective interventions. Interns will be supported in considering their values, beliefs and the assumptions that underlie their work as psychologists. Thus, interns will be asked to engage in personal self-exploration that at times may lead to disclosure of personal information. We believe that these disclosures are opportunities to further develop as a psychologist-in-training and will be held in a safe and supportive manner and as appropriate to the training goals and values.

We believe that training is most beneficial with interns who take initiative and actively participate in their training. Thus, throughout the internship year, interns are engaged in assessing their own needs and progress and understanding how they see themselves as emerging professionals.

**A Developmental, Sequential Training Process**

The CAPS training program is organized developmentally. Interns begin the year with orientation which is aimed at helping them to transition into the organization and community, to become part of the staff, and in their roles as interns. During orientation interns also become much more aware of the CAPS approach to training and the hopes and expectations we have for
their year with us. They participate in activities aimed at helping them clarify their needs, current level of training, and hopes and expectations for the year. There are sessions scheduled during orientation to introduce interns to the training experiences and activities in which they will participate during the year. These sessions focus on providing information, didactic training, and some modeling of clinical and professional behavior.

As interns begin to participate in training activities and service provision, they are provided information, encouraged to observe and/or consult frequently until we are clearer about their skill level in each function and they feel confident to move forward. Supervisors and the training committee track whether interns’ assessment of their competence levels is accurate and whether they need more support than they realize or encouragement to move forward from their comfort zone. It is anticipated that interns will potentially be at different levels of competency on different tasks, both from each other and from their own level of proficiency on other tasks. Similarly, it is expected that interns will develop at different rates as they move through different aspects of the program.

Training in each skill area will utilize a developmental approach incorporating the following modalities:

• Orientation will provide interns a general introduction to all areas of functioning included in the internship and will provide background conceptual and/or didactic frameworks for many areas. Additionally some orientation sessions may focus more extensively on some skill areas and interns will receive more extensive training in these areas, including skills required to be competent to begin performing the activity.

• Seminar sessions offered throughout the year will continue to provide background conceptual and/or didactic frameworks for an array of relevant topics. Sessions may provide more in depth explorations of various topics or may encourage interns to contemplate their experiences thus far in the area or to integrate their didactic and/or scientific knowledge with their provision of the service.

• Observation of staff on triage will provide interns an opportunity to become familiar with the competencies required to provide triage and the procedures utilized by the agency in performing the service. Observation helps interns to clarify questions that they have and leads to discussion of best practices. Interns will then begin providing triage. For the first few weeks, participation may include providing triage in conjunction with a staff member.

• Interns will develop in their competency in each area as they participate in training activities including: discussions and review of video recordings of their sessions in supervision, discussions and case presentations in multicultural mentoring, participation in didactic seminars, and interaction and discussion with other interns.

• Supervisors and the training committee will be evaluating and giving feedback to interns to encourage their development, identify areas needing extra attention and provide remediation.
• As staff is clearer about an intern’s level of competency and confidence in a particular area, the intern will be encouraged to function more autonomously and with more complex presentations in that area.

• Supervision and other training activities will encourage interns to incorporate their increased level of competency and confidence into their self-concept as a professional. Interns will thereby feel increasingly able to take on additional challenges and encourage their growth edges.

INTERNERSHIP PROGRAM GOALS AND OBJECTIVES

Overall Training Goals

The overall goal of the training program is to help interns develop into professional psychologists who can think about and integrate into their practice those values and qualities that we have found to be essential to the field of psychology including provision of effective clinical services. A priority in our training is to support interns in the development of multicultural and ethical competencies. Additionally, the CAPS internship program focuses on encouraging the self-awareness and professional behavior which contribute to effectiveness as a psychologist and allow interns to develop into practitioners who can function autonomously and as part of a team. Throughout their training, interns will utilize and build on their knowledge of psychological theory and research, and will integrate a scientific approach into their practice of psychology. Interns will be exposed to and expected to utilize a plethora of training opportunities to develop and grow as psychologists. The program trains generalists who are particularly prepared for counseling center work but who are also able to perform in a variety of other positions, especially outpatient settings.

Internship is a time to build on the competencies achieved in prior training, in order to reach a point of readiness for professional functioning. The CAPS training program provides developmentally-targeted experiences and supervision that help interns move from areas of comfort in order to maximize growth. Interns expand their skill base through exposure to a diversity of clinical phenomena and approaches to treatment. Knowledge of clinical theory, empirically-validated treatment, and clinical research provide a framework through which to consider clinical training experiences. Interns explore the underlying values, belief systems and assumptions that guide their approach to treatment. During the year, interns further develop in their skill level, increase awareness of their individual theoretical orientation and therapeutic style and increase in their understanding of ethical and multicultural competence, as part of developing a coherent professional identity.

More specifically, overarching goals can be defined as follows:

Goal #1: Interns will demonstrate the ability to think about, and integrate into their professional functioning, overarching ideas, values and skills, that we believe are essential for practicing as competent entry level professional psychologists.

Objective(s) for Goal #1:
Objective 1A) Interns will demonstrate competence in multicultural awareness and sensitivity; and will integrate multicultural competence into their functioning and development in all other goal areas specified as part of the internship.
Objective 1B) Interns will demonstrate competence in their professional judgment and their ability to practice in a manner consistent with legal and ethical principles, practice guidelines and agency policy; and interns will integrate ethical competence into all other goal areas specified as part of the internship.
Objective 1C) Interns will demonstrate competence in integrating a scientific approach into their practice of psychology; and will integrate scientific thinking into other goal areas specified as part of the internship.
Objective 1D) Interns will demonstrate competence in their ability to have appropriate professional interpersonal relationships.
Objective 1E) Interns will demonstrate competence in their ability for self-reflection and self-awareness and for integrating this awareness into their practice in psychology.
Objective 1F) Interns will demonstrate competence in utilizing available opportunities to develop and grow as psychologists

Goal #2: Interns will be competent to provide interventions and clinical services as entry level practicing psychologists.

Objectives for Goal #2:

Objective 2A) Interns will demonstrate competency in provision of individual therapy.
Objective 2B) Interns will demonstrate competency in provision of group therapy.
Objective 2C) Interns will demonstrate competency in provision of triage services.
Objective 2D) Interns will demonstrate competency in provision of crisis services.
Objective 2E) Interns will demonstrate competence in provision of psychological assessment services.
Objective 2F) Interns will demonstrate competence in provision of supervision to other clinicians.
Objective 2G) Interns will demonstrate competency in skills necessary to provide effective consultation, liaison, outreach and prevention services.

To meet the internship goals and objectives, interns must complete the following requirements in regards to hours of experience:

Total Hours of the Internship: 2000
Direct Service Hours: 500 hours

Hours are divided as follows:

Clinical Experiences:
Individual Brief Therapy: Average of 14/ week
Triage/Urgent Care: Average of 4 hours/week
Group Therapy: Average of 1-2 groups/semester
Couples Therapy: Can replace individual client hours
Ongoing therapy: 2 client hours can be used for ongoing cases
Consult/Liaison: Optional
Outreach: At least 6 per year, 5 of which must be events other than tabling
Supervision of Practicum Students: 1 hour/week first or second semester
Assessment: triage and intake assessments, substance abuse assessment as part of intakes, safety evaluations, academic intervention assessments

Other Training Activities:

Supervision: (all year unless otherwise noted)
Individual Supervision: 2 hours/week
Multicultural Mentoring/Supervision (in a group): 1 hour/week
Triage and Crisis Counseling Supervision (in a group): 1 hour/week
Professional Identity Development/Coordinator of Training Meeting (in a group): 1 hour bi-weekly
Group Case Conference: 1 hour/week for the academic year
Group Supervision: At least .5 hr/week (depends on the needs of specific group)
Supervision of Supervision (in a group): 1 hour/week
Multicultural Project: 1 per year
CAPS Didactic Seminar: 1 hour/week
Conference Submission or Presentation to CAPS Staff: 1/year
Research Time: 2 hours/week
Administrative: documentation, phone calls, emails (varies)
Staff Meeting: 1 hour/week
CAPS, CHS or Student Affairs Committee: 1 hour/week (optional)

DESCRIPTION OF INTERNSHIP TRAINING ACTIVITIES/EXPERIENCES AND RELATED TRAINING STRATEGIES AND COMPETENCIES

OVERARCHING COMPETENCIES

The overarching competencies developed during internship are integrated into multiple levels of professional functioning. These overarching ideas, values, skills and qualities are central to the CAPS internship. Competencies in these areas arise from experiences in many skill areas and through an integration of different training experiences and strategies. Functioning in these areas is integral to development and success as a professional psychologist.

MULTICULTURAL AWARENESS

Multicultural competence is a core value of CAPS. We are deeply committed to providing effective clinical services to diverse populations. This includes therapist self awareness as well as understanding the effect of individual’s various cultural identities (e.g., gender, race/ethnicity, sexual/affectional orientation, age, physical and mental abilities, socioeconomic class, and religion, etc.) and societal prejudices on mental health. We weave attention to cultural factors throughout the internship, most specifically in multicultural mentoring and also in individual and group supervision, supervision of supervision, weekly seminars, and triage supervision. The
purpose is to help interns continue to develop their self-awareness regarding issues of difference and provide culturally sensitive services to students and the University community. An emphasis will be placed on interns demonstrating ethical judgment and competency in this area as recommended by the American Psychological Association guidelines.

Interns will work closely with their supervisors and other staff to explore their own identities and strengths that facilitate culturally sensitive interactions with students and staff, as well as identifying areas of growth. We believe having open dialogues regarding issues of difference helps interns and staff better integrate diversity issues into their clinical work. Interns are encouraged to apply multicultural dimensions to their particular area of specialization. In this manner, interns will be able to continue learning culturally competent helping skills. Interns will be expected to integrate awareness, sensitivity, and development in this area into the other areas of competency as listed in the manual.

**Competencies expected:**
- Interns will demonstrate awareness of their own cultural values, beliefs, assumptions, biases, and background.
- Interns will demonstrate knowledge of resources and scientific literature in the area of diversity.
- Interns will demonstrate the ability to generate culturally sensitive conceptualizations and provide culturally competent clinical interventions and services to their clients.
- Interns will demonstrate that they are able to address differences in their own cultural identities and values from those of their clients in a manner that is sensitive and respectful.
- Interns will demonstrate that they are incorporating diversity issues into their professional relationships by being aware of their own subtle biases and trying to improve in these areas.

**ETHICS AND PROFESSIONAL JUDGMENT AND BEHAVIOR**

Ethical practice is a crucial and integrated part of all aspects of the internship. Interns are expected to conduct themselves in an ethical manner, be aware of ethical dilemmas they may face in the counseling center setting, and consult appropriately. During orientation, interns begin exploring ethical issues, and these are woven into training activities throughout the year. Part of ethical practice involves self-awareness and self-care to ensure practicing within one’s competency. Our commitment to ethical practice is informed by our deep commitment to social justice, and we affirm the importance of all people being treated with respect and dignity.

**Competencies expected:**
- Interns demonstrate knowledge of relevant ethical and legal principles and practice guidelines.
- Interns identify ethical dilemmas within clinical and professional practice.
- Interns apply ethical and legal principles to make sound judgments.
- Interns maintain appropriate boundaries and professional roles with clients and supervisees.
- Interns respect client confidentiality and adhere to ethical and agency standards of confidentiality.
- Interns practice within their level of competency.
- Interns maintain competency by sufficiently attending to self-care.
- Interns maintain competency by keeping personal problems from inappropriately interfering
with work.
• Interns are familiar with and practice in accord with agency policy.
• Interns maintain required agency records and documents, clearly written and completed within specified time.
• Interns maintain professional appearance/attire consistent with agency standards.

INTEGRATING A SCHOLARLY APPROACH INTO PROFESSIONAL PRACTICE

Professional practice in the field of psychology is built upon a foundation of the science of psychology. It is important for practitioners to utilize this knowledge to guide practice. Interns are exposed to theory and research related to their clinical work. We try to integrate this exposure into many areas of our program’s functioning.

Competencies Expected:
• Interns incorporate knowledge of psychological theory into clinical practice, and use appropriate theoretical constructs to understand their clients’ problems.
• Interns demonstrate ability to conceptualize client presentations/material in terms of multiple theoretical perspectives, when appropriate.
• Interns utilize knowledge of empirical literature, clinical research and evidence based practice to inform clinical practice.

INTERPERSONAL SKILLS NECESSARY FOR PROFESSIONAL PRACTICE

The value of strong interpersonal skills permeates all areas of professional practice as a psychologist. We expect interns to form effective professional relationships with their clients, the staff, and their cohort, and we provide support and feedback as they develop in this area. Throughout internship, we emphasize the importance of open and respectful communication with all CAPS staff and trainees. Respect, a willingness to work out differences in a constructive manner, and the ability to maintain appropriate boundaries are important qualities in establishing an effective team.

Competencies Expected:
• Interns will demonstrate competence in communicating effectively with clients and clinical and non-clinical staff and students within the internship program, the agency and the University setting.
• Interns will work effectively as part of a treatment team.
• Interns will be able to appropriately communicate about and try to resolve conflictual interpersonal situations, as necessary.

SELF REFLECTION AND SELF AWARENESS

Interns will demonstrate competence in their ability for self-reflection and self-awareness and for integrating this awareness into their practice in psychology. It is our belief that developing competence as a psychologist requires openness to personal exploration. This use of self is essential to create a strong therapeutic alliance, guide clinical interventions, and build strong
collateral relationships. Therefore, the training program depends upon interns’ ability and willingness to explore personal qualities and dynamics that facilitate or hinder interpersonal interactions with staff as well as with clients. Interns will be asked to engage in personal self-exploration, as appropriate to training goals and values that at times may lead to disclosure of personal information. We believe that these disclosures are opportunities to further develop as a psychologist-in-training. We strive to create and maintain a safe and supportive environment that is conducive to these disclosures.

**Competencies Expected:**
- Interns will demonstrate knowledge of their own strengths and growth edges.
- Interns will explore their own reactions to their clients, clinical material and session dynamics.
- Interns will use their own thoughts and feelings as tools to better understand client dynamics and to guide choices of effective interventions.
- Interns recognize and manage transference
- Interns will reflect on their internship experiences and be aware of their growth during internship year.

**UTILIZING AVAILABLE TRAINING OPPORTUNITIES**

Although our program offers many exciting opportunities for growth and development, the extent of benefit the intern derives from the program, is in part a factor of how much responsibility, and initiative the intern takes in creating and responding to opportunities to learn and grow. This is an important quality, not only for internship year, but also as a prerequisite to becoming a lifelong learner as a professional.

**Competencies Expected:**
- Interns will take initiative to define their own learning goals.
- Interns will create and/or respond to opportunities for growth and development.
- Interns will fully participate in internship training experiences, activities and strategies.
- Interns will demonstrate openness and receptivity to feedback.
- Interns will demonstrate growth and/or improvement in response to feedback.

**PROFESSIONAL IDENTITY DEVELOPMENT**

Internship year is a time of rapid professional development. During orientation and early parts of the year, interns are encouraged to reflect on the transition from graduate student to a more professional role. Training staff provide expectations for professional behavior and communication. As interns move through the year, we support them in the transition from student to professional. As begin to anticipate the termination of the internship experience, they tend to focus more on integrating the gains they have made over the year and anticipating their identities as professionals, they can approach this transition with a certain amount of ambivalence. Interns may feel excitement at the prospect of graduating and moving forward, and there can be a surge of confidence and excitement at the realization of how much they have learned over the year. At the same time, it is common for many interns to feel uncertainty regarding their future roles and responsibilities as psychologists. The internship program provides a context to understand these developmental steps and use this transition period to
support the consolidation of a professional identity. Interns receive support in this area through the Coordinator of Training meetings and individual supervision.

It is expected that interns demonstrate development towards a professional identity. Aspects of this include becoming more aware of and comfortable with their own professional styles, taking steps towards completing graduation requirements, demonstrating increased confidence in their readiness for professional practice, taking initiative to prepare for licensure, and engaging in a job seeking process

**CORE COMPETENCIES**

Interns participate in core service areas at our counseling center and thereby have opportunity to “learn by doing” with supervision and guidance. Through these experiences and corresponding training strategies, interns become competent to provide interventions and clinical services as entry level practicing psychologists. The skills and competencies that they develop correspond with goal two delineated previously. Each of the training experiences elaborated below corresponds with one of the objectives under goal two.

**INDIVIDUAL THERAPY**

Individual therapy is the primary treatment modality with which interns gain clinical experience at CAPS. We employ a brief treatment model of care, which usually involves 6 to 8 treatment sessions. Clients are assigned to brief therapy as one of the disposition options from triage. The first session of therapy is used for an in-depth initial evaluation and treatment planning. During the initial meeting, there is discussion of a student’s presenting concerns, symptoms, and relevant personal and family background information which is used to determine a diagnosis and to establish a focus for brief treatment.

There are criteria for designating a client as appropriate for treatment with an intern. First, the client must agree to audio or video taping. The case must be at an appropriate level of complexity and risk for the interns’ developmental stage of training. Additionally, an attempt will be made to assign some of each intern’s cases to accommodate intern’s specific interest areas or to provide opportunities to work with a particular population or treatment approach

Interns, working from a practitioner-scholar model of training, will “learn by doing,” with supervision and apply theory in their work with students. Interns are exposed to a variety of theoretical models including multicultural, psychodynamic, interpersonal, feminist, cognitive-behavioral, humanistic, existential, and solution-focused. Exposure to these various models arises in individual and group supervision, didactic seminars, diversity seminars, consultation, continuing education, and articles and other research, including material on evidence based practice. Interns will be expected to develop in their ability to conceptualize and provide a theoretical rationale for the work they are doing as the year progresses.

As part of their training, interns will be encouraged to attend to the process of therapy, the therapeutic relationship and their own reactions. We expect interns to be able to foster therapeutic relationships with their clients that reflect understanding of the client’s concerns and
needs, an empathic response, management of their own and their client’s affect, and attentiveness to the “whole” person. We assist interns in learning to recognize and address transference and counter-transference issues and maintain appropriate boundaries and therapeutic roles. We encourage interns to become more self-aware and to utilize that awareness to inform their work.

Throughout all steps of client assessment and treatment, interns will be expected to be guided by and conform to the APA Ethics code. The university environment presents ethical situations and challenges that can lend to significant learning about ethical dilemmas.

Interns will work closely with their supervisors to develop and maintain a diverse client caseload. We expect that students will have had some formal coursework in multiculturalism and will view clients in a multicultural perspective. This will include attending to individual diversity issues that the client may present as well as attending to cultural and societal diversity issues that may be affecting the client’s presentation. Interns are encouraged and expected to consider and discuss these diversity issues in supervision. Interns are encouraged to discuss their personal diversity experiences in supervision as it relates to their ability to effectively serve the student.

Two hours of individual supervision will be provided weekly to interns. This time will be used to discuss cases and review video and audio recordings of sessions between the intern and his/her clients. At the beginning of the year, supervisors and interns will discuss the expectations for supervision that are documented in this manual and will help the interns clarify their goals for supervision. The supervisory model for internship is a developmental one. Over the course of the training year, as interns develop and hone their therapy skills, we expect them to be able to develop and articulate their own style of therapy and to be able to take increasing responsibility for their learning in supervision. Interns will also have the opportunity to get input on their clinical work via presentations in their multicultural mentoring seminar. These formal case presentations provide interns the opportunity to demonstrate their therapy skills, in particular, the integration of theory and practice.

Over the course of the internship year, interns will develop significant skill in individual brief therapy via diagnostic evaluation, focused interventions, and treatment with students. Interns will also learn how to effectively manage a large caseload of clients at varying stages and types of treatment. Interns are expected to progress in their development such that they are able to master the following competencies.

**Competencies Expected:**

- Interns will integrate knowledge of scholarly thinking and evidence based practice into the provision of individual therapy.
- Interns will demonstrate the ability to differentiate the models, appropriate utilization, and relevant techniques of brief, crisis and long-term therapy.
- Interns will demonstrate awareness of the developmental issues of college students.
- Interns will demonstrate the ability to conceptualize clinical material and develop treatment approaches based on their conceptualizations.
- Interns will demonstrate skills necessary to form and maintain effective therapeutic alliances with their clients.
• Interns will demonstrate the ability to effectively manage the therapy process demonstrated in making timely, effective interventions which are helpful to their clients and move the therapeutic process forward.
• Interns will demonstrate the ability to effectively manage the termination process.
• Interns will demonstrate the ability to use their own reactions, dynamics in the session, transference and counter-transference to facilitate treatment.
• Interns will demonstrate sensitivity to diversity issues in the provision of psychotherapy to various populations.
• Interns will demonstrate the ability to integrate ethical decision making into their clinical practice.

Outcome Measures: Evaluation of interns’ progress towards these goals for individual therapy will be based on the following:

• Supervisor evaluations using intern evaluation form
• Consistently carrying the expected client load (varies over the year) so that they can reach a minimum of 500 client hours
• Timely completion of clinical notes and records in a manner consistent with CAPS policy
• Satisfactory completion of formal case presentations
• Input from training committee and other staff working with interns

GROUP THERAPY

CAPS offers a diverse group program to UNC-CH students. Groups can be psycho-educational and/or process-oriented in nature and can range in length, but generally do not exceed a semester’s time. Workshops, which are another venue of group work, are generally more focused in topic. Groups and workshops are generally organized around a particular presenting problem, acquisition of a skill set or coping strategies, or aimed at a particular subpopulation of students.

Groups are an integral part of the work we do at CAPS. Group therapy may be the most appropriate venue of counseling for students depending on their presenting problems, and group work is given equal consideration to individual work in disposition planning. Groups may be offered as a stand-alone option of care or suggested in conjunction with brief individual therapy. Some of the groups CAPS traditionally offers are interpersonal process groups, a Dialectical Behavior Therapy (DBT) - based skills group, mindfulness meditation, body image, grief and loss, and a yoga therapy group. Through our Bounce Back program, CAPS also offers a number of groups for students on academic probation.

Interns will have the opportunity to co-facilitate a group fall semester with a senior staff member and receive a half hour of group supervision per week from their co-facilitator. All interns will facilitate a Bounce Back group in the fall or spring semester with a peer coach and receive an hour a week of supervision for this specific group. Spring semester interns can elect to again co-facilitate with a staff member or alternatively, may choose to offer a group with another intern or trainee. In the latter case, appropriate supervision will be arranged by the Coordinator of Training, in conjunction with the Group Facilitator(s). Group assignments will be made by the Coordinator of Training, Group Facilitator(s), and training committee, with input from interns.
Additional training in group therapy skills is provided by didactic training in orientation and seminar sessions and weekly group case conference.

The competencies that interns are expected to develop from facilitating group therapy include:

Competencies Expected:
• Interns will integrate knowledge of scholarly thinking and evidence based practice into the provision of group therapy.
• Interns will demonstrate knowledge of group process and group dynamics and be able to use this knowledge in facilitating group effectiveness.
• Interns will demonstrate the ability to plan and implement group design in order to provide effective treatment.
• Interns will demonstrate ability to screen clients to determine who is appropriate for group treatment.
• Interns will demonstrate the ability to work effectively with a co-facilitator in order to coordinate intervention, share in the responsibility for the group, and give and receive feedback.
• Interns will demonstrate the ability to integrate awareness of ethical issues and application of ethical standards relevant to group process
• Interns will demonstrate ability to integrate multicultural knowledge and skills relevant to group process

Outcome Measures:
Intern evaluation for group treatment will be based on evaluations of co-leader/supervisor and discussion and input from the training committee and group facilitators.

TRIAGE

The primary means by which clients enter the CAPS system is via triage. Triage is a means by which students are assessed to determine which services would best meet their clinical needs. Clients come in anytime between 9:00 AM- 12:00 PM and 1:00-4:00 PM for regular triage sessions and between 8:00 AM and 5:00 PM for crisis visits. Triage is generally staffed by three staff members at a time, with an intern added to the team between 1-5 PM. The triage team rotates daily but teams are assigned to the same day each week. A student presenting to triage fills out client information forms and is seen by the next available therapist. Routine triage sessions usually last about thirty minutes, and crisis sessions may last longer. Triage sessions focus on gathering the following information: presenting concerns; symptoms; level of functioning; safety and risk assessment; treatment history; substance use; and other factors which are used to determine appropriate disposition and referral. Based on this assessment, clients are referred for one of a variety of treatment modalities at CAPS (e.g. individual brief therapy, group therapy, medication evaluation), community treatment, or other community and/or university resources.

Interns participate in triage in a manner consistent with our developmental model. An introduction to the triage system is provided during orientation. Interns begin participating in the
triage system by observing senior staff conducting triage appointments. They begin participating more actively and more independently as their level of competence and comfort increases. When interns begin seeing clients independently, they are initially assigned those students who deny safety concerns on their client information forms. Interns will increasingly assume more responsibility and function more autonomously as they become more experienced and comfortable with the process.

When interns see clients on triage, senior staff members are available for consultation or immediate supervision either during the session or subsequent to the client’s departure. In addition, an hour of triage supervision is provided weekly in a group by two senior staff therapists.

**Competencies Expected:**

- Interns will demonstrate a conceptual understanding of the tasks necessary to conduct effective triage.
- Interns will demonstrate the ability to efficiently gather the appropriate information necessary in conducting triage interviews.
- Interns will demonstrate the ability to form appropriate triage level therapeutic relationships.
- Interns will demonstrate the ability to provide appropriate disposition planning from triage assessment interviews, including appropriate awareness of community resources.
- Interns will demonstrate the ability to provide safety assessment and planning during triage.
- Interns will demonstrate the ability to satisfy documentation requirements for triage.
- Interns will demonstrate the ability to integrate awareness of ethical issues and application of ethical standards relevant to triage interventions.
- Interns will demonstrate ability to integrate multicultural knowledge and skills relevant to triage interventions.

**Outcome Measures:** Evaluation of interns’ progress in achieving triage competencies will be based on the following:

- Triage supervisor evaluations using intern evaluation form
- Consistently participating in triage team during scheduled hours
- Timely completion of triage notes and records in a manner consistent with CAPS policy
- Ability to provide triage services in an increasingly autonomous manner to increasingly complex clients
- Input from training committee and other staff working with interns

**CRISIS INTERVENTION**

UNC students who are in crisis have direct access to our services during the day. They can contact CAPS via phone to consult with an on-call clinician or come in and be seen by the triage team any time between 8:00am and 5:00pm. Crisis services may also be initiated if a triage assessment reveals a more emergent situation. A crisis call or visit may be initiated by the student him/herself or by anyone else in the student’s life who may be concerned about him or her. Emergency services for students are available at Campus Health Services (CHS) during
Daytime emergency services are provided by the triage team, including interns who participate in crisis situations in developmentally appropriate ways. Crisis consultation requires varying skills and interventions. Interns will be trained to assess crisis situations and determine and implement a range of treatment options. Crisis visits vary in length. Interns will abide by the APA ethics code in managing various crises, noting special attention to issues surrounding confidentiality as other persons become involved. Interns will also demonstrate multicultural sensitivity and competency in managing various crises.

CAPS staff are on call for after-hours emergencies for one week rotations at a time. After hours contacts could involve consulting with the Dean of Students about a particular student or situation, consulting with CHS staff who have a question about a student they are seeing (a student presenting during hours that they remain open, but CAPS is closed), speaking or coming in to assess a student with safety concerns, or responding to a campus emergency or trauma. Interns are not currently assigned after hours call rotations.

In addition to individual crisis services, CAPS is called upon to respond to community crisis situations, such as in the event of a student death or a campus tragedy. CAPS staff serve the UNC-CH community in a variety of ways in such situations, beginning with a CAPS presence in the aftermath of traumatic events. Many CAPS staff are trained to provide Critical Incident Stress Management (CISM) services. Interns will receive didactic training in community crisis management and will participate in such activities, if need arises.

CAPS has a structure available to support triage team members and other therapists in managing a crisis. The triage team members are available for consultation to each other, as well as to other staff and trainees. If they are not available, or need additional assistance, the Associate Director and Clinical Coordinator provide consultation and decision making in crisis management. They also assist with communicating with the Dean of Students office, when intervention is needed to bring a student at risk into CAPS for assessment or if a student has come to public attention and raised concern in the broader campus community. If further assistance is needed, input is sought from the CAPS Director.

**Competencies Expected:**

- Interns will demonstrate knowledge of theory and research relevant to crisis services.
- Interns will demonstrate ability to assess safety and develop an appropriate safety plan.
- Interns will demonstrate ability to assess for need for hospitalization and facilitates hospitalization if necessary.
- Interns will demonstrate competence in their awareness and management of their own feelings during crisis situations.
- Interns will demonstrate awareness of when they need to seek consultation to manage crisis situations.
- Interns will demonstrate the ability to integrate awareness of ethical issues and application of
ethical standards relevant to crisis interventions.

- Interns will demonstrate ability to integrate multicultural knowledge and skills relevant to crisis interventions.

**Outcome Measures:**
- Individual supervisor and triage supervisor evaluations.

**PROVISION OF SUPERVISION**

The CAPS internship program provides interns with the opportunity to advance their supervisory skills by supervising a practicum student during fall or spring semester. For some interns, supervision may be a new skill area, while for others, it may be an opportunity to build on existing skills. As in all other areas of training, a developmental process is used for interns to learn supervisory skills, with each intern progressing at their own pace. Interns tape supervision sessions and the tapes are shared in the weekly supervision of supervision sessions where group discussions of supervision cases provide review and feedback. Interns also receive didactic training in developmental supervision, as well as a consideration of multicultural issues and ethical concerns that arise in supervision. Later in the training year, a book is used which takes an interpersonal approach to supervision. We expect interns to develop beginning to intermediate supervisory skills by program completion. We assist interns in evaluating their level of supervisory skill and experience at the program outset and tailor outcome expectations accordingly. By the end of the training year, interns will be expected to articulate their conception of their supervisory style.

**Competencies expected:**
- Interns will demonstrate knowledge of theory, research, and models of supervision.
- Interns will demonstrate the ability to assist supervisees in tracking the process of therapy.
- Interns will be able to form effective supervisory alliances with their supervisees.
- Interns will demonstrate the ability to assess their supervisee’s clinical functioning and provide helpful and supportive feedback.
- Interns will demonstrate the ability to ensure the welfare of the client as part of their supervisory responsibilities.
- Interns will demonstrate awareness of and attention to ethical issues in supervision.
- Interns will demonstrate awareness of and attention to multicultural issues in supervision

**Outcome Measures:**
- Evaluation on supervision section of intern evaluation form
- Input from supervisors of supervision

**OUTREACH AND CONSULTATION**

A part of the mission of CAPS includes provision of outreach activities to the UNC community. Interns will participate in outreach programming, and will have specific opportunities to develop competencies related to the design, administration, implementation, and evaluation of outreach programming and related preventive interventions to a variety of campus populations. Interns are
encouraged to develop and present outreach in areas of special interest, as well as to expand their interests to new topics and populations, with particular attention to marginalized groups.

According to the scholar/practitioner model, interns are expected to demonstrate the ability to integrate current scientific knowledge and awareness of research literature as they prepare and present outreach programming. Further, interns are given the opportunities to develop a richer and deeper awareness of multicultural issues and concerns among various campus populations, and to demonstrate growing knowledge and skills applicable to working with diverse student groups.

Interns will be given opportunities to observe and co-facilitate outreach programming with senior staff, and to progress toward development and implementation of programs as their competencies develop. Examples of outreach may include stress management programs, time management workshops, substance abuse education, conflict resolution, communication skills training, and others.

CAPS is committed to extending services to the campus community to encourage healthy development of systems and populations throughout the University of North Carolina. Interns have the opportunity to participate in consultation and liaison activities, and are encouraged to select projects based on their own interests and agency needs. Interns may work on their own, or collaborate with another intern or staff; this decision will be made with approval of supervisors and the Coordinator of Training. Consultation projects may include contact with various campus departments, offices, services, and student groups. Examples of former intern consultation projects include: addressing needs of international students, provision of academic success workshops to the Covenant Scholars, providing liaison services to the LGBTQ Center, and providing liaison services to students of color.

Each intern will complete a multicultural project, which is typically an outreach/consultation project. Supervision for this multicultural project will be included as part of Multicultural Mentoring. Following the completion of their multicultural projects, interns will present a final written and oral presentation of their projects to the training committee.

As representatives of CAPS to the campus community, interns are expected to follow ethical and professional standards of behavior as they engage in outreach activities.

**Competencies expected:**
- Interns will demonstrate knowledge how to assess campus needs for consultation, liaison, evaluation, outreach, and prevention services.
- Interns will demonstrate ability to tailor culturally sensitive consultation, liaison, evaluation, outreach, and prevention services to diverse populations.
- Interns will demonstrate ability to apply ethical considerations to consultation, liaison, evaluation, outreach, and prevention services.
- Interns will demonstrate the ability to seek and utilize appropriate feedback and evaluation in the provision of consultation, liaison, evaluation, outreach, and prevention services.
- Interns will demonstrate the ability to design and implement a multicultural project.
Outcome Measures:
• Outreach section of intern evaluation form
• Interns will provide a minimum of six outreach services during the year, with attention placed on underserved populations. At least five outreach programs must be events other than tabling.
• Input from supervisors, Coordinator of Training, multicultural mentors, and any staff involved in providing outreach services with the intern

ASSESSMENT

Interns participate in assessment activities consistent with services provided at CAPS and thereby learn general strategies and issues in assessment. Clinical interviewing skills are developed and honed through provision of triage interviews and more in-depth intake assessments. Consistent with CAPS guidelines, interns will be expected to write brief triage summaries and to write more in depth intake reports. Information contained in intake assessment reports includes, but is not limited to, identifying information, presenting concerns and symptoms and relevant history, relevant family history, personal and family psychological treatment history, mental status, working diagnosis, impression, and treatment recommendations. We place particular emphasis on helping interns develop proficiency in conducting safety assessments and suicide prevention. Interns will learn to assess clients presenting with concerning thoughts and/or high risk behaviors and make appropriate treatment decisions and attend to risk management. In addition interns will develop some skills in assessment for substance abuse and integrate these skills into triage and intake assessments. Interns will abide by the APA ethics code and maintain cultural sensitivity and competency throughout the assessment process. Triage and intake assessments are supervised by and co-signed by the triage and individual supervisors, respectively. Other training in these skills is provided in orientation, seminar, case conference and multicultural mentoring.

CAPS sometimes provides input to the academic deans who make decisions about whether a student will be able to modify their current academic load or their past record due to psychological factors. This process is referred to as “Academic Interventions” or A.I.’s. Such modifications, including dropping a course or withdrawing from the semester, are granted when a student has a diagnosable psychological disorder leading to symptoms too significant for them to complete their work. Interns are trained in relevant skills and participate in providing A.I. assessments. Interns will conduct interviews to determine whether there is a diagnosable psychological disorder and the degree that the problem is interfering with academic functions. These A.I. assessments provide interns the experience of serving as a consultant and using clinical interviews to assess a particular issue or answer a particular question.

CAPS provides assessments of students who have come to public attention for disturbed or disruptive behavior and are being reviewed by the Emergency Evaluation and Action Committee. We are asked to assess the student in order to make recommendations regarding the advisability and safety of the student remaining on campus, other concerns and treatment recommendations. There may be limited possibility for interns to participate in this process which involves utilizing record review, clinical interviews, and psychological testing to assess the student and write a detailed report.
Competencies Expected:
• Interns will demonstrate ability to utilize clinical interviewing techniques to determine diagnosis and treatment needs.
• Interns will demonstrate knowledge of characteristics and risk factors associated with substance abuse.
• Interns will demonstrate ability to determine diagnosis and extent to which psychological symptoms impair academic functioning.
• Interns will effectively use measurement tools when indicated.
• Interns will effectively communicate assessment results in writing and to their clients and/or University committees as appropriate.
• Interns will understand and apply ethical guidelines in performing assessments and using test results.
• Interns will be aware of diversity issues and culturally sensitive services in assessment and interpretations of results.

Outcome Measures:
Interns will be evaluated for their assessment skills based on the following:
• Evaluation from individual supervisors
• Evaluation from triage supervisors or other assessment supervisors
• Competently completing any assessment reports

TRAINING STRATEGIES

Orientation
The first few weeks of the internship are dedicated to an extensive full time orientation which introduces the interns to the organization and training program. Orientation provides an overview of services offered by CAPS and the skills required to perform these services. Some aspects of the orientation are designed to help interns become more aware of themselves as they make the transition into the intern role and phase of training. The experiences, goals and training strategies of the internship program are discussed and interns define their own personal goals. Other activities are designed to help the interns get to know the agency and the staff and to become part of the CAPS organization; these sessions involve interactions with other staff, trainees, and key campus agencies and colleagues.

Supervision: General
Supervision at CAPS is based on a developmental model. Interns participate in developmentally targeted experiences with supervision that is designed to facilitate interns functioning at increasingly higher levels of competence, sophistication, autonomy, responsibility, and complexity over the internship year. Supervision assists interns to identify their strengths and growth edges and supports and encourages them in the process of moving from areas of comfort to maximal growth.

Individual Supervision
Each intern receives two hours of individual supervision per week from two different licensed psychologists. Individual supervisors are initially assigned by the Coordinator of Training with
the input of the training committee and the interns. Interns’ preferences of one of their supervisors for the second half of the year will be accommodated as possible. Video and audio recordings are used as a tool in supervision.

**Supervision of Triage and Crisis Counseling**
Interns participate on a triage team with increasing levels of responsibility, autonomy and independence through the year and as their competence and confidence develops. Interns are on a triage team with three staff members who will provide immediate assistance and consultation, as needed. In addition, interns as a group will participate in an hour per week of additional supervision of triage and crisis counseling with two staff supervisors.

**Supervision of Group Therapy**
Interns participate in a one-hour weekly group case conference. The facilitator(s) of the CAPS groups program provide this supervision, and other staff members may attend the case conference as well. The case conference is designed to address developmental stages of the group process through the use of articles and case examples. In addition to group case conference, interns will receive supervision from staff co-facilitators. When interns participate in the Bounce Back Program, they will receive a one-hour weekly Bounce Back supervision group. If two interns provide a group second semester, the Coordinator of Training will work with the group facilitators to identify appropriate staff supervision.

**Supervision of Supervision**
Interns meet weekly as a group with two staff members for one hour per week of supervision of their work supervising practicum students. These sessions provide a theoretical and conceptual framework for supervision, a format to receive feedback and increase awareness of their own supervision styles and an opportunity to develop supervisory skills and technique. Video recordings of interns’ supervision with practicum students are viewed and discussed as part of supervision.

**Multicultural Mentoring**
Throughout the year, interns meet weekly as a group with two staff psychologists for multicultural mentoring and supervision. The purpose of these meetings is to assist interns to look more closely at their own attitudes, awareness, sensitivity and issues related to multicultural competency and the ability to work with diverse populations. These sessions provide a format for interns to acquire familiarity with models of diverse identity development, to process other prior multicultural training experiences, to receive supervision on how multicultural factors are impacting their clinical work and to receive feedback on their multicultural projects. During multicultural mentoring, interns have the opportunity to engage in a multi-cultural “journey” where they explore how their personal identities influence their work as a therapist.

**Professional Development Supervision/Coordinator of Training Meetings**
Interns meet as a group with the Coordinator of Training for one hour bi-weekly. The purpose of these meetings is to facilitate interns in processing their training experiences as a whole. There will be particular focus on encouraging interns to identify the changes that they are undergoing as they move from the graduate student to intern role and then again as they anticipate completing internship and moving forward into the role of a professional psychologist. Early in
the year, sessions will focus on assisting interns in actively setting goals for their internship year; later sessions will focus more on professional identity development, job search, terminating from internship and entering the professional role. These meetings will also provide oversight of the training experience and will serve to help interns monitor their schedules, identify resources and opportunities and ensure that the internship experience is meeting intern and program goals and requirements.

**Multicultural Project**
Interns will each implement a multicultural project designed to assess the needs of, and/or provide services for a minority or underserved population or in some way contribute to the diversity initiatives of the agency. Examples of projects might include: designing a group or outreach targeted to a minority population, creating a liaison relationship with campus organization or division that serves a minority population, or creating psycho-educational materials that address some specific concerns of an underserved group.

**Didactic Seminar**
Interns meet weekly for one hour with various staff members who have expertise on the designated topics. The hour provides in depth discussion of the topic in terms of the interns’ development and clinical experiences and is specific to the intern cohort. Seminar topics include multicultural competence, aspects of therapy provision, ethics, specific populations, concerns prevalent in a college population, and professional identity development. Given staff’s commitment to lifelong learning, there may be a few seminars that staff are invited to.

**Staff Professional Development Activities**
Interns have the opportunity to participate in continuing education activities designed for our staff. Some examples from past years include treating anxiety disorders, a conference on PTSD treatment, autism spectrum disorder, interpersonal violence and sexual assault, and ethics in a campus university center.

**Research**
Interns are allowed two hours per week to work on their dissertations and/or other research or professional activities. Near the end of the year, interns are asked to present their research to staff. Interns’ research presentations enhance the professional development of staff and provide the interns with an opportunity to practice a presentation that may be requested during a job interview and/or dissertation defense.

**Staff Meeting**
CAPS staff meets for one hour weekly to discuss administrative and professional issues relevant to the functioning of CAPS. Through observation of administrative functioning and participation in discussion of current administrative issues, interns have the opportunity to develop a sense of how they interact with organizational structure. There is approximately one staff meeting per month that is for senior staff only, and not attended by interns.

**Other Administrative Meetings**
Interns participate in occasional staff retreats. Further, interns have opportunities to serve on committees or participate in administrative functions linking CAPS to the larger Campus Health Services or campus community.

**STRUCTURE OF THE INTERNSHIP TRAINING PROGRAM**

**Overall Structure**

The CAPS Internship Program is directed by the Coordinator of Training. The Coordinator of Training assumes overall responsibility for the design, implementation and administration of the Internship Program. Responsibilities include, but are not limited to: setting and prioritizing of goals, objectives and competencies addressed by the program, program design, implementation and evaluation, resource allocation and program development, growth and improvement. The Coordinator of Training is also responsible for: assigning supervisors and overseeing supervision, intern selection, evaluation and feedback, and ensuring interns’ readiness for internship completion. The Coordinator of Training serves as the chair of the Training Committee.

The Training Committee assists the Coordinator of Training in directing, administering and implementing the pre-doctoral psychology training program. The Internship Training Committee consists of CAPS staff psychologists who have expressed a particular interest in training and have been licensed for a minimum of two years. Responsibilities of the committee include: contributing ideas to program design and development, implementation of the program design, evaluating and modifying the program to accommodate to feedback, evaluating and providing feedback to interns, selection of new interns and contributing to self-studies and annual reports. Training Committee members also serve as supervisors and seminar presenters.

Supervisors (both individual and group) are an important part of the internship structure. Some, but not all intern supervisors, are also on the Training Committee. Supervisors meet weekly with the Coordinator of Training for a supervision meeting, in order to ensure a consistently high level of supervision, to process supervision issues, to communicate information about the internship program and to share input about training needs of particular interns. Supervisors also provide input and feedback used to improve the program.

There are other CAPS staff who are less directly involved with the internship program, but who still participate by providing orientation and seminar sessions, working directly with interns in service provision, consulting with interns and serving as resources in their areas of expertise. Communication with other staff, who are involved in the internship program, occurs in the weekly staff meeting or on an individual basis, as needed.

**SUPERVISORS’ RESPONSIBILITIES**

**General Responsibilities:**
Trainees at CAPS are supervised by several staff at any given time for different functions. Regardless of the kind of supervision being provided, each supervisor has the following general responsibilities:

1. Clearly establish parameters of your own role as supervisor (i.e. style, issues covered, and negotiable areas).
2. Assess level of competence and modify supervision to the appropriate level, given our developmental model of training.
3. Establish, in conjunction with the supervisee, training goals for supervision within the time frame allotted.
4. Delineate expectations for supervision.
5. Provide ongoing feedback on the supervisee’s skills, style, dynamics, etc., in a manner that is facilitative and constructive.
6. Integrate ethical and multicultural considerations into supervision.
7. Provide early feedback to the supervisee and the Coordinator of Training in the case of a concern about the trainees’ progress, professionalism, or competence.
8. Complete the six month and twelve month evaluations of the supervisee and process the evaluations within supervision. This may include evaluations for the supervisee’s department as well.
9. Modify the nature of input and process of supervision in response to supervisee needs and developmental level.
10. Receive and process evaluations by the supervisee of the supervisor during supervision.
11. Participate in the relevant supervisor’s meetings on a regular basis.
12. Serve as a professional role model for supervisees in accordance with ethical and professional guidelines as noted by APA or ASWB.
13. Demonstrate respect for trainees as one would other colleagues, acknowledging diversity in values, culture and experience.
14. Protect the supervision session from unnecessary interruptions within the hour and over time (i.e. phone calls, frequent schedule changes, etc.).
15. Take primary responsibility for the supervisory relationship and, when there are difficulties, take responsibility to address or resolve those difficulties either directly or through consultation.
16. Arrange adequate supervisory coverage if absent.
17. Keep records of supervision sessions in accord with APA or ASWB requirements.
18. Integrate relevant research, clinical literature and a scholarly approach into input about clinical practice.

**Responsibilities of Individual Clinical Supervisors:**

Clinical supervision in our model of training provides opportunities for the following: 1) to deepen connections among empirical and theoretical knowledge and clinical experience; 2) increase awareness of issues of difference and of how to integrate multicultural models and interventions into practice; 3) apply ethical constructs to clinical practice; 4) strengthen clinical skills; and promote the comprehensive growth, self-awareness and development of the trainee into a competent psychologist or social worker. Specifically, supervision will help promote the
development of the competencies specified under the goals section of this manual. The focus of supervision will be:

1. Accurate assessment and understanding of clinical situations
2. The ability to conceptualize and elaborate hypotheses about what is going on with the client
3. Awareness of clinical decision-making and choice points in therapy
4. Sensitivity to dynamics and interpersonal process in the room
5. Awareness of a supervisee’s reactions and feelings as a useful source of clinical information
6. Awareness of when a supervisee’s reactions are hindering treatment
7. Identifying supervisee’s strengths and areas of growth, providing feedback about these areas, and helping supervisee’s integrate competencies
8. Awareness of own limitations in knowledge, skills, and experience when working with diverse populations, as well as trying to improve on these skills

By facilitating the above skills, supervision will promote the trainee’s ability to make appropriate technical interventions and to build working alliances. Our philosophy of training and supervision is based on the developmental perspective that trainees at different levels of training and experience have different needs for challenge and support. In response to developmental needs, the focus of supervision may shift over time from facilitating concrete skill development to deepening self-knowledge, awareness of counter-transference concerns, and confidence in one’s theoretical orientation and therapeutic style. In response to a supervisee’s growing autonomy and assumption of responsibility, the supervisor’s role will shift. Initially the supervisor will take more responsibility for initiating discussion, defining issues, and providing direction and structure. Eventually, as a trainee matures, a supervisor will serve more as a consultant, stepping into the former role when needed to address challenging clinical situations.

Individual Clinical supervisors are expected to do the following:

• Provide supervision that involves both the training of the supervisee and monitoring the welfare of the client
• Review audio and video tape material of client sessions
• Monitor the supervisee’s record keeping including intake assessments and progress notes
• Monitor the appropriateness and diversity of the client case load according to the supervisee’s ability level, time commitments, and training needs
• Facilitate the professional growth of the supervisee by attending to professional issues, career issues, and transition issues concerning development from trainee to professional staff
• Assist the supervisee in balancing agency demands

**Responsibilities of Group Supervisors:**

Group supervisors are often co-leaders with their supervisees, and may also be responsible for the supervision of a process observer. If trainees co-facilitate a group together or with a peer coach (as in Bounce Back), supervision will be provided by a designated staff member. In either case, the following guidelines will apply:

• Clearly establish parameters of your role as supervisor (i.e. style, issues covered, negotiable
areas, and evaluation)
- Clearly establish parameters of trainee roles for the group (process observer, assistant leader, co-leader), of expectations for attendance at group and at pre-group screenings
- Clearly establish responsibilities for record keeping (case notes, process notes, closing reports) and sign off on any supervisee records
- Establish training goals with the trainee appropriate to the role agreed upon (process observer, assistant leader, and co-leader) and the level of clinical skill
- Take primary responsibility for monitoring the overall group (client welfare, procedures and process) and the monitoring of the co-leadership relationship
- In case of absence, discusses the appropriateness of the supervisee leading the group alone with both the supervisee and the appropriate counseling staff. Supervision for this supervisee must be arranged and available both during and after the session
- Facilitate discussion of the group process, group members, and related issues with trainees

**Responsibilities of Staff Providing Supervision of Supervision:**

Doctoral psychology interns will supervise a psychology practicum student either in the fall or the spring semester. Supervision of this work takes place in a group format. Supervisor responsibilities include:

- Supervise the intern’s supervision, which involves the training of the intern, the welfare of the practicum student, and monitoring the welfare of the client
- Review video-tape material of supervision sessions regularly
- Monitor intern knowledge of the developmental model of supervision
- Be available to practicum students as needed regarding the supervisory relationship
- Be attentive to own training needs as a supervisor and address these needs in staff supervisors meetings

**Responsibilities of Interns Supervising Practicum Students**

Interns supervise psychology practicum students and participate in a weekly Supervision of Supervision seminar. This seminar has a combined focus on the practicum students’ growth and clinical work and the interns’ development as supervisors. Intern supervisors have the responsibilities of individual clinical supervisors as previously described. Additionally, they are expected to:

- Explain to their supervisee their role as an intern supervisor and their participation in Supervision of Supervision, and have the permission to record form signed at the beginning of the supervisory relationship
- Participate in weekly Supervision of Supervision in which they discuss the supervision process and show tape of their supervision sessions
- In a timely manner, review their supervisee’s notes, provide feedback as appropriate, and assign the supervisee’s notes to the staff member providing Supervision of Supervision for signature
- Promptly seek consultation from staff around safety concerns should they occur
- Intern supervisors may at times consult with other staff supervisors of the practicum student,
and are expected to bring this information into Supervision of Supervision discussions or individual discussions with the staff providing Supervision of Supervision

- Complete an evaluation of the practicum student near the end of the semester, and show and discuss this evaluation to the staff providing Supervision of Supervision before submitting the evaluation or sharing it with the practicum student
- Complete a supervision note after every supervision session, and keep them in a locked drawer until the period of supervision ends, at which point notes should be given to the staff providing Supervision of Supervision

It is expected that any supervision information can be shared in Supervision of Supervision. If a practicum student shares personal information that the intern is reluctant to share in Supervision of Supervision, they should discuss it individually with one or both staff providing Supervision of Supervision, or with the Coordinator of Training.

**SUPERVISEE RESPONSIBILITIES**

In order to develop the skills and characteristics necessary to becoming an effective psychotherapist, the trainee needs to be an active and responsible participant in the learning process. And because being an effective therapist involves interpersonal skills, self-knowledge and intense self-reflection, trainees need to be open to learning about themselves. The self-growth that occurs is often at an intense pace and involves personal vulnerability. While supervisors and staff are available to provide structure and support throughout this development, it is incumbent on the intern to engage in the process in a manner that facilitates success. The following guidelines are meant to clarify expectations, as well as provide some structure for how to be active and reflective in supervision.

- Be on time and prepared for client and supervision sessions.
- Establish, in conjunction with the supervisor, training goals for supervision within the time frame allotted.
- Actively work on processing and conceptualizing what has occurred in therapy sessions.
- Accurately and appropriately document clinical services. Provide progress notes for weekly review. Notes are to be completed as specified in the staff manual and should be written with an appreciation of their purpose in mind. They should track the course of evaluation and treatment, communicate with other providers and provide a legally sound document.
- Participate actively in supervision by being prepared and organized with video/audiotapes, progress notes, and questions and concerns about case management.
- Provide audio/video tapes as requested for supervision. We are committed to your development as a therapist and listening to or viewing tapes of your work is an important way of assisting you in this process. As supervisors, we are also legally liable for the welfare of your clients and need to know how you are working with them. The expectations for video/audiotapes are to remain open to feedback, be willing to engage in dialogue in order to promote understanding of feedback, be open to making changes in response to feedback and supervisory suggestions, and take initiative to discuss results of suggested changes.
- Take responsibility for your own development by being forthcoming about needs and challenges in your work.
- Be aware of your own level of competence and follow ethical guidelines by consulting
appropriately and asking for assistance, even if this means exposing mistakes or areas of inadequacy.

• In situations where responsibility for a service is shared (e.g. group, some workshops, consultations, some crisis interventions) the trainee takes on leadership tasks appropriate to the role and level of clinical skill. This is decided through discussions with co-leaders.

• Be aware of and follow ethical guidelines.

• Strive to be aware of your own biases and prejudices in approaching clients, clinical information, colleagues and organizational systems.

• Work to actively identify and own your areas of strength, as well as those areas that need development.

• Complete evaluations of the supervisor and process them within supervision.

• Complete self-evaluations as scheduled and process the supervisor’s written evaluations of the supervisee's work within supervision.

• Participate actively in the supervisory relationship, and take increasing responsibility for the working relationship as the year proceeds.

• In the event of any concern about the supervisory relationship, we encourage direct communication with the supervisor. Trainees may also discuss concerns with the Coordinators of Training.

PROFESSIONAL STANDARDS AND GUIDELINES

Policies and Procedures (adapted from Northern Illinois University)

Standards of professional conduct (adapted from University of California Santa Barbara)

STANDARDS OF PROFESSIONAL CONDUCT FOR INTERNS

All interns are expected to comply with Campus Health Services (CHS) and University policies that apply to all other staff. These policies are listed on the CHS website. Policies include but are not limited to: non-discrimination and non-harassment, confidentiality, HR policies, requirements for on-line training and testing required by the Environment of Health and Safety, and Joint Commission specified regulations. Interns are expected to conduct themselves ethically, responsibly and professionally and to follow the same standards of behavior required of all CAPS professional staff. It is our intent at CAPS to provide effective services in a competent, respectful and ethically informed manner. Thus it is expected that interns are aware of and maintain behavior within the scope of APA ethical guidelines and HIPAA standards, especially around issues of practicing within one’s competence level, confidentiality, disclosure of information, maintaining appropriate boundaries and multicultural competence. In order to work together as an effective team, we have to treat one another with respect and strive to communicate effectively. Interns and other trainees are expected to behave in a manner that promotes professional interaction within CAPS and is in accordance with the standards and expectations of the center. This would include treating all staff, fellow trainees and clients in a considerate, respectful and professional manner at all times, including when working out disagreements or conflicts. Furthermore, conveying respect requires the earnest effort to become aware, and considerate of values/beliefs based upon cultural, ethnic, racial, gender, sexual orientation, age, ability, religious, etc.
In addition to the professional behavior expected of all staff, there are certain expectations of interns, commensurate with their roles and needs, as participants in a training program. At CAPS, we view training as an active process that requires interns to take responsibility and actively participate in defining and communicating their own training needs. In addition, the following expectations are also geared to maximize the gains trainees are likely to derive from the program.

• Attend, be on time and be prepared for supervision and other training activities and clinical responsibilities
• Advise appropriate staff if unable to attend training activities or other responsibilities
• Be cognizant of and meet specified deadlines
• Fill out requested evaluations in a timely manner
• Follow appropriate and professional guidelines if problems are encountered
• Maintain appropriate boundaries and negotiate multiple roles within the training program, staff and University
• Be aware of and follow all responsibilities delineated in the training manual
• Take initiative and contribute your skills as part of the CAPS team
• Use good judgment in choice of attire in order to appear professional

Conflict is a natural part of teams of people working together. However, the atmosphere in the organization is directly impacted by the manner in which conflict is addressed and managed. Thus, it is important to maintain responsible and professional behavior in attempting to resolve interpersonal conflicts, differences and disagreements. It is also recognized that power differentials within the organization may sometimes make it difficult to resolve a conflict directly, especially if the person with whom you are having difficulty has authority over you and is in a position to evaluate you.

Positive steps towards resolving a conflict could include any of the following:
Attempt to discuss the situation/disagreement directly with the person involved. It is always appropriate, but not necessarily required, to seek consultation regarding a disagreement from one’s supervisor, or the Coordinator of Training. If the conflict involves these people, other resources for consultation might include CAPS’ Associate Director or Director, as appropriate. One of the purposes of consultations is to try to slow down the process of conflict resolution in order to sort out and clarify assumptions, expectations, and misunderstandings. If consultation is sought, discuss the outcome with one’s supervisor, the Coordinator of Training or the Director. Give direct feedback, after appropriate consultation and preparation, rather than talking about the person in question to others. While an intern would be encouraged to initiate resolution of a conflict, to the extent that staff members are aware of a conflict, it is expected that staff would initiate and model conflict resolution by taking the steps outlined above. Defining and initiating resolution of a conflict should never lead to punitive or retaliatory behavior.

Trainee/staff relationship guidelines (adapted from University of California, Davis-1992)
CAPS is committed to promoting the personal and professional development of all trainees. This process of development is fostered by respect for each trainee as an individual and with an atmosphere of openness and honesty in communication. Our goal is to create an environment conducive to learning where trainees feel safe and respected. We strive to foster positive
mentoring relationships while not compromising our ability to adequately maintain objectivity and serve in an evaluative role. Staff is encouraged to form strong, authentic, supportive relationships with trainees in which they can serve as positive role models, supervisors, and mentors while also maintaining appropriate and clear boundaries and operating within the ethical guidelines specified by APA.

**INTERN SELECTION PROCEDURES**

**General Criteria**
The CAPS intern selection process is designed to choose interns who are well suited to the training opportunities we offer and who evidence interest in and/or potential for development in the areas emphasized by our program. In our selection procedures we are attempting to seek out those applicants who evidence the following characteristics:

1) Show particular interest through their past experience and/or future career goals in working in a counseling center setting.
2) Are well-trained in the field of psychology and able to expand their knowledge base (including scholarly thinking and evidence-based practice) and apply their knowledge to their clinical practice.
3) Value diversity and have sought experiences that evidence a commitment to becoming multiculturally competent, and have a strong interest in developing in this area during internship year.
4) Are committed to understanding the ethical guidelines of our field and applying them to ethical practice and have sufficiently good judgment to behave in an ethical and professional manner.
5) Demonstrate ability for self-reflection and openness to feedback to learn and grow.
6) Have the interpersonal skills to successfully relate to clients and other staff.
7) Have demonstrated a past history of success in their academic and practicum experiences.
8) Possess clinical skills indicating readiness for internship.
9) Can grow and develop from, actively engage in, and take initiative in their own training.

**Practica and Academic Preparation Requirements**

All formal academic coursework, accepted dissertation proposal, and practicum training requirements should be completed prior to the beginning of internship. Applicants are expected to have participated in at least one practicum experience in a counseling center or which in some way indicates interest in areas consistent with the work and goals of our center and/or our training program. Furthermore, there should be evidence in the strength of the application, nature and sophistication of responses to interview questions, and qualities alluded to in recommendations that the applicant has benefited and developed as a result of their experiences and coursework (in addition to accumulated the hours and course credits).

**Non-Discrimination Policy**

Consistent with the University’s non-discrimination policy, CAPS’ internship program does not discriminate against individuals on the basis of: race/ethnicity, gender/sexual identification,
sexual orientation, religion, age, ability status, or any other factor unrelated to ability to participate in the internship program. The University of North Carolina, Chapel Hill’s policy statement on non-discrimination reads as follows:

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals’ abilities and qualifications. Consistent with this principle and applicable laws, it is therefore the University's policy not to discriminate in offering access to its educational programs and activities or with respect to employment terms and conditions on the basis of race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity or gender expression [1] Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied. A copy of the University's EPA and SPA Equal Opportunity Plans are available on the University's website http://www.unc.edu/depts/eooada/.

CAPS is committed to ensuring that the program is accessible to all interns. On the most basic level, we comply with our agency and University’s non-discrimination policies. We also work to hold in mind more subtle factors that could inadvertent ly restrict access. For example, we have chosen to only use phone interviews instead of in-person interviews to ensure that any interested applicant could apply, regardless of financial means to travel. Finally, the training program seeks out feedback from current and past interns in order to make any necessary modifications regarding restricting program access.

**INTERN APPOINTMENTS**

**Stipend and Benefits**
Interns receive one year appointments as a pre-doctoral psychology interns at Counseling and Psychological Services at the University of North Carolina, Chapel Hill, Campus Health Services. The appointment is effective from the beginning of August to the end of July. The annual salary is $23,666, paid in increments on a monthly basis. Appointments are offered conditional to satisfactorily passing the required criminal background check. Interns are provided individual health insurance and professional liability (malpractice) insurance for the scope of their practice within Campus Health Services during their employment here.

**Vacation and Sick Days**
Interns are provided two days of paid vacation per month, to be used at agreed upon times during the year. Interns are required to save adequate vacation days in order to take off the last week of July. In addition, sufficient vacation days must be saved to be used for dissertation and job-seeking. Interns also earn one sick day per month. Interns are not paid at the end of the internship for any unused sick or vacation days. In addition, interns are given the same holidays that CAPS staff receive. This is typically 12 days per year.

**Professional Development, Dissertation, and Job Search**
Interns are allowed three professional development days during the internship year. These days may be used for conferences, trainings outside CAPS, and dissertation defenses.
Intern job search and other dissertation activities that occur beyond the two hours per week allotted for professional development must be taken as vacation days; time taken from vacation does not count towards the 2000 hours.

**Intern Work Schedule**
CAPS is open Monday through Friday, 8:00 a.m. to 5:00 p.m. Interns are expected to work during those hours unless other arrangements are made with the Coordinator of Training. In addition, interns may sometimes be required to work outside of typical work hours. Clients must be scheduled between 8:00 am and 5:00 pm. The CAPS internship is a yearlong program which requires interns to accrue a minimum of 2000 total hours, with at least 500 of these hours in direct service. Interns must work throughout the year to meet this requirement.

Vacation days, sick days and holidays do not count towards the 2000 hours required to complete the internship. If an intern uses all of their possible vacation days and holidays, there will be 44.8 weeks remaining in which to meet the internship hours requirement. If interns choose to use all their allotted days off, they may be required to work an average of 45 hours per week for the remaining weeks. This requirement can be fulfilled by after-hours outreach activities, interns staying late because of triage requirements, or to catch up on documentation or other demands. Service demand is highest in the fall and spring semester, with lesser demand in the summer. As a result, direct service hours will not be spread evenly throughout the year and interns will need to plan to accrue more direct service hours during the fall and spring semesters (approximately 30 weeks).

**Tracking Hours**
It is the responsibility of the interns to keep track of their hours on an ongoing basis and provide updates upon request to the Coordinator of Training.

**Licensure**
States vary in their requirements for licensure in terms of hours, credentials of supervisors and required paperwork. Interns are responsible to learn about licensure requirements of states in which they are interested in obtaining licensure and providing required forms to the Coordinator of Training.

**Professional Attire**
Interns are expected to dress in a professional manner, in accordance with attire of CAPS professional staff. Interns are encouraged to be cognizant of what their dress may communicate to others and to consult with their supervisors or the Coordinator of Training regarding questions of appropriate dress.

**Office Space**
Each intern is assigned an individual office space, for their use throughout the year. Interns are encouraged to create a comfortable space for their own use as well as one that is a welcoming and professional office space for clients, parents, colleagues, and other visitors. Interns are encouraged to be cognizant of what their office décor may communicate to others.

**Computers**
Computers are provided to interns for their professional use. Interns are expected to be intentional and thoughtful about their computer use, including what is downloaded and what is sent or forwarded to staff. Each intern has a Titanium account and E-clinical account and is listed as a resource on the CHS system. Each intern also has an e-mail account on the UNC server and is listed on the CAPS providers list serve, the Division of Student Affairs list serve and has access to the CHS intranet. However, e-mail is not a secure or confidential form of communication. What is sent over e-mail may be accessed by persons for whom the message was not intended. Secure e-mails may be sent to clients through the e-clinical system.

Administrative Assistance
During orientation, interns receive information about administrative processes at CAPS including expectations for turning in their schedules and making schedule changes. They also receive office keys, learn about our phone system and photocopy procedures, and receive passwords for each system. Additional administrative support comes through Campus Health Services Information and Technology (IT) staff. Interns meet IT staff during orientation. There are several aspects to technology orientation. First, each intern is assigned a computer which is configured for them prior to their arrival. A University e-mail account and an account on e-clinical works is also established for each intern. Each intern also has an external hard drive and camera and accompanying software installed in their office. Technology orientation introduces the interns to each of these systems.

Taping Sessions
Interns are required to audio or video tape all therapy sessions. Interns have a camera and hard drive in their offices with accompanying software installed in their desktop computers. Observation of trainee counseling sessions is an essential part of supervision, as it provides accurate information to both trainees and supervisors about clinical activities.

The following guidelines are designed to facilitate the proper use of taping methods and to ensure appropriate safeguards for clients:

1. Familiarize yourself with the technical equipment prior to use.
2. It is your responsibility to make sure that the hard drive is delivered to your supervisor or viewing upon request.
3. Staff should discuss the recording requirement when they refer a client to a trainee for therapy.
4. However, trainees should also discuss this requirement when first starting to work with a client and make sure that they have clients sign the form giving permission to tape.
5. Do not apologize to the client for needing to record or make it seem like an imposition on her/him. Simply ask in a straightforward manner. The client is much more likely to accept observation if you are comfortable with it yourself and convey this to her/him by your manner.
6. Be prepared to respond to any client questions as to how the recording will occur, who will be viewing it, the purpose of the recording and confidentiality concerns. Be sure to provide the client your supervisor’s name.
7. Client materials should at all times be treated with the utmost confidentiality.
8. Under no circumstances may any of the recording equipment or client materials be removed from CAPS or utilized for other than training or educational purposes.
SUPERVISOR ASSIGNMENT PROCEDURES

Each intern receives two hours of individual supervision per week from two different licensed senior psychologists. Based on intern need and training goals, sometimes interns maintain continuity with one of these supervisors throughout the entire year and switch their second supervisor in January. Other times, both supervisors are changed in January. We believe that there is value in multiple supervisory perspectives throughout the year and our program is designed so that interns have exposure to a variety of staff members in supervision.

Individual supervisors are initially assigned by the Coordinator of Training with the input of the training committee and the interns. Interns are sent a questionnaire prior to beginning the internship year that addresses the interns’ supervision goals, prior experiences and preferences for particular theoretical orientations and areas of expertise. Supervision needs for each prospective intern are assessed based on review of these questionnaires, as well as from information from applications and interviews. The characteristics, strengths, and experience levels of available supervisors are considered in matching supervisors to the needs of each intern. Interns have the opportunity to share their goals for supervision in spring semester, which are used in making supervision assignments, along with consideration of staff availability.

COMMUNICATION WITH HOME DEPARTMENTS

CAPS may communicate with interns’ home departments during the internship year. This may include sharing CAPS evaluations and/or providing feedback as requested by home departments.

PROGRAM EVALUATION

CAPS is committed to developing and improving our internship program. Regular input from interns about their experiences and perceptions of the program is essential to our being able to make necessary modifications and improvements. Interns formally evaluate the training program at the end of the year. Interns meet regularly with the Coordinator of Training and are encouraged to raise concerns and/or provide input during these meetings. CAPS is responsive to trainee concerns, and has used trainee feedback to make changes in the content, structure and processes of the program. Supervisors and training staff are also involved in proposing changes. Both supervisors and the Training Committee meet regularly and as a result, can be identify and rapidly respond to individual trainee needs, needs of the training cohort or programmatic concerns. Finally, the Training Committee reviews the program and plan for the upcoming year; this planning process incorporates prior intern evaluations as well as incoming intern needs assessments.

INTERN EVALUATION

Overview:
Our training program has specific goals, objectives and competencies that were delineated above. Evaluations of interns assess how well interns have performed relative to these specific criteria. The major purpose of assessment is to provide the intern feedback in order to facilitate professional growth and development. Feedback to interns throughout the year maximizes the
benefit of the internship training and guides them in assessing their progress as they move through the program. Helping interns to identify areas of strength, as well as growth edges, can assist them to focus and prioritize their efforts during internship year. Interns are still in training and it will sometimes be the case that evaluations reveal areas in which the intern needs to make improvements in order to achieve the competency expected by the program. This is usually accomplished by defining the problematic area, focusing on growth and development in this area, and reassessing to determine improvement and whether the intern has overcome the deficit.

**The Evaluation Process:**

In the context of their supervisory relationships, interns receive ongoing feedback to provide validation of their strengths and to target areas/skills for further growth and in need of improvement. Formal evaluation primarily occurs at two distinct points during the year at six months and at twelve months, and informally at three months. At the three-month evaluation, the procedure is less formal with feedback from the staff being conveyed to the intern by the Coordinator of Training and individual supervisors. For the formal evaluations, training staff pool input regarding the performance of the trainees in all aspects of their training. On the basis of both the information presented and on the evaluation forms completed by the individual supervisors, the Coordinator of Training and the individual supervisors schedule a time with the intern to provide feedback and discuss the evaluation. Individual supervisors then have opportunity to follow up with the intern regarding expanded goal-setting, questions that may have come up for the intern, etc. However, it is the expectation at CAPS that individual supervisors will be providing the intern ongoing feedback throughout the course of the semester so that the intern is able to set appropriate training goals and is not surprised by the formal evaluations.

Interns also meet bi-weekly in a group setting with the Coordinator of Training to discuss any matters of concern, including those related to feedback and evaluation. During this meeting, discussion revolves around how the internship experience is progressing, and the trainee is provided with the opportunity to discuss the quality of supervision and other aspects of the training experience. Interns are also invited to schedule any additional meetings as needed with the Coordinator of Training, or their individual supervisors, should they have any concerns, questions, or reactions they would like to discuss.

**Overview of Internship Evaluation Requirements**

We consider that there are some abilities, qualities and areas of competency that are essential to achieve if an intern is going to be able to function adequately as a professional psychologist. If an intern does not meet a minimum threshold in any of these areas, he/she should not precede further in his/her professional career unless these inadequacies are overcome. Overarching goals of the internship program address competencies that underlie many areas of functioning required in the program. Thus, meeting certain objectives within these goals may be essential in viewing a trainee as ready to move forward from internship to a professional role.
CAPS INTERNSHIP PROGRAM GUIDELINES FOR ADDRESSING UNSATISFACTORY PERFORMANCE AND/OR PROBLEMATIC BEHAVIORS

Guidelines for feedback ensure that decisions made by the CAPS internship program about interns are not arbitrary or personally based, and are consistent with the accreditation standards provided by the American Psychological Association (APA). At the beginning of the academic year, interns are presented in writing with the CAPS internship program goals and objectives for their learning. This information can be found on the CAPS internship website available at: https://campushealth.unc.edu/services/counseling-and-psychological-services/caps-doctoral-psychology-internship-program

Interns will be given copies of the evaluation forms which are utilized to assess their skills and professional functioning. Generally, these evaluations are completed in January/February and June/July of their internship year. Interns also have an informal feedback session, typically held in the fall semester. Communication with the intern’s graduate program about any suspected difficulties with the intern may also occur. CAPS, in its discretion, may seek input and knowledge from the intern’s graduate program in order to create a remediation plan for identified skill deficiencies and/or problematic behaviors, including a time frame for expected remediation and consequences of not rectifying the areas of concern. CAPS may use input from multiple professional sources (e.g., CAPS training staff, intern’s graduate program staff, etc.), as it deems appropriate, when making decisions or recommendations regarding the intern’s performance. Generally, the action taken by the CAPS training program and its rationale will also be documented in writing.

Interns are expected to meet the specific goals, objectives and competencies that are delineated in the UNC Counseling and Psychological Services Psychology Internship Program Training Manual (the “Training Manual”). In addition, interns are expected to abide by the APA professional and ethical guidelines and any other relevant, professional documents, standards and laws which address psychologists’ ethical and legal responsibilities.

REMEDIATION GUIDELINES

The remediation guidelines below are intended to address an intern’s unsatisfactory performance and/or other problematic behaviors. CAPS reserves the right, in its sole discretion, to determine the appropriate remedial action, up to and including immediate dismissal from the internship program, as are necessitated by the individual facts of a particular case.

At any time during the year, a CAPS staff member may designate some aspect(s) of an intern’s progress, performance, and/or behavior as “unsatisfactory for an intern in training” and “needs remediation.” One or more of the following guidelines will be initiated according to the level of unsatisfactory progress and/or problematic behavior. The Coordinator of Training and training committee, in consultation with relevant supervisor(s), will make a decision as to the appropriate response. In addition, as noted above, CAPS may also communicate with the intern’s graduate program regarding any unsatisfactory/problematic behavior and remediation procedures implemented by CAPS. The following interventions are listed in ascending order of severity, but the process may begin and end at any point.
A. **Verbal Warning**: Direct communication and verbal warning to the intern identifying the unsatisfactory behavior and/or the need to discontinue the problematic behavior.

   Examples: A meeting is scheduled with the intern, Coordinator of Training and/or training committee to discuss the intern’s failure to submit progress notes in a timely manner, or the intern’s tardiness to meetings or work.

B. **Initial Written Acknowledgement**: Written acknowledgement to the intern formally stating:

1. That the Coordinator of Training and supervisors are aware of and concerned about unsatisfactory progress and/or problematic behavior;
2. That the concerns have been brought to the intern;
3. That the Coordinator of Training will work with the intern to rectify the skill deficit and/or problem behavior and;
4. That the skill deficit and/or problem behaviors are not significant enough to warrant more serious action at that time, but that if the deficit and/or behavior continues, or if additional performance or behavioral issues arise, additional action may be warranted, up to and including dismissal from the internship program.

   An example: Three months into the training year, an intern demonstrates an ongoing skill deficit in determining appropriate level of care during triage. A plan is agreed upon that requires additional reading and focus in supervision so that the intern can “catch up” to a level of competency consistent with her/his level of training.

C. **Written Warning**: Written warning to the intern indicates the ongoing need to address unsatisfactory progress and/or discontinue problematic behavior. The written warning will contain:

1. A description of the intern’s unsatisfactory progress and/or problematic behavior;
2. Specific actions required by the intern to address unsatisfactory progress and/or correct problematic behavior;
3. The time line for addressing the area of concern; and
4. What action will be taken if the unsatisfactory progress and/or problematic behavior is not corrected.

   An example: An intern consistently violates a specific CAPS policy or procedure or does not adequately address areas of unsatisfactory progress and/or problematic behavior specified in Procedure B above.

D. **Schedule Modification**: Schedule modification is a time-limited, remediation-oriented, closely supervised period of training used to assist the intern in overcoming unsatisfactory progress and/or problematic behavior, often associated with personal reactions to environmental stress, with the full expectation that the intern will complete the internship. Any element of the training program is subject to schedule modification. Schedule modification may include, but is not limited to:

1. Increasing the amount of supervision, either with the same or other supervisors;
2. Changing the format, emphasis and/or focus of supervision;
3. Recommending personal and/or professional development, as deemed appropriate;
4. Reducing or otherwise modifying the intern's clinical or other workload;
5. Requiring specific didactic activities.

The Coordinator of Training, in consultation with the training committee, and/or individual supervisor(s) will determine the length of the schedule modification period. Generally, the documentation will include the reasons for the schedule modification, the actions taken, and the basis for a decision to return to a normal schedule.

E. **Probation:** Probation is also a time limited, remediation-oriented, closely supervised training period. Typically, probation is a response to unsatisfactory progress and/or problematic behavior that requires the training staff to assess the ability of the intern to successfully complete the internship. The purpose of probation is to clearly identify and define the problem area and to specify what needs to be done to improve the intern’s performance or behavior. During probation, the Coordinator of Training, in consultation with appropriate supervisor(s), systematically monitors for a specific length of time the degree to which the intern addresses, changes, or otherwise improves the unsatisfactory progress and/or problematic behavior. Generally, the intern is informed in a written statement that includes:

1. The specific skill deficits and/or problematic behaviors that need remediating;
2. The recommendation for rectifying the problem, including any recommendations for personal and/or professional development, as deemed appropriate;
3. The time frame for the probation during which the problem is expected to be ameliorated;
4. The procedure to ascertain whether the problem has been appropriately rectified; and
5. The consequences of not ameliorating the identified performance or behavior issues.

Examples: Supervisor evaluations in one or more of the major competency areas reflect significant skill deficits inconsistent with level of training and/or expected level of development, supervisor(s’) reports indicate consistent significant lapses in ethical or professional judgment, or client care is jeopardized based on the decisions and/or behaviors of the trainee.

F. **Notice of Insufficient Improvement:** If the Coordinator of Training determines, in consultation with the appropriate supervisor(s), that there has not been sufficient improvement in the intern’s progress and/or behavior to remove either the schedule modification or probation, the Coordinator of Training and the training committee will discuss possible courses of action to be taken. The Coordinator of Training will communicate in writing to the intern that the conditions for revoking the probation or modified schedule have not been met. This notice will include the course of action the Coordinator of Training has decided to implement. These may include, but are not limited to:

1. Continuation of the remediation efforts for a specified time period;
2. Suspension of direct service activities for a specified time period;
3. Paid administrative leave, which involves the temporary withdrawal of all responsibilities; or
4. Dismissal from the internship, which involves the termination of all CAPS internship program responsibilities and privileges.

G. **Dismissal:** Generally, the above guidelines are intended to aid the intern achieving expected competencies for their level of development and their training goals. However, staff may feel that in spite of adequate feedback and remediation, the intern is still unable to make sufficient gains in areas addressed, or that immediate dismissal from the program is warranted without
implementing any of the remediation efforts identified above. The Coordinator of Training, training committee, and/or the appropriate supervisor(s) will meet to determine the intern’s progress. One outcome may be that the intern is dismissed from the internship, which involves the termination of all CAPS internship program responsibilities and privileges. Interns who are dismissed prior to their completion of the program as a result of unsatisfactory progress and/or other problematic behaviors will receive a written dismissal notice, which will include the actions resulting in the dismissal and, if applicable, any previous attempts to address the concerns.

GUIDELINES FOR INTERN RESPONSE TO TRAINING PROGRAM CONCERNS

A. Interns who have a concern with a CAPS staff member are first encouraged to raise the issue through direct communication with the staff member if possible and appropriate. If direct communication with the CAPS staff member is not possible or appropriate, the intern is encouraged to bring the issue to the Coordinator of Training or Director.

B. Interns may respond in writing to an initial decision to be given a written warning, schedule modification, probation, notice of insufficient improvement or dismissal. In addition, interns may challenge a written warning, schedule modification, probation, notice of insufficient improvement or dismissal through the review committee procedures described below. Interns may also use the review committee procedures if they have general work-related concerns about the CAPS training program or staff.

C. If the intern challenges an action taken by the Coordinator of Training or other CAPS staff, s/he must, within 5 working days of receipt of the written decision, inform the Coordinator of Training in writing and explain the grounds for the challenge.

D. The intern will then meet with a review committee, typically consisting of the Assistant Coordinator of Training for Doctoral Internships, the Associate Director and the Clinical Coordinator. The intern retains the right to hear the relevant facts and/or concerns with the opportunity to respond and/or explain his/her behavior. The Coordinator of Training (or other relevant CAPS staff) may also provide relevant information to the review committee. The review committee will then submit written recommendations for further action to the CAPS Director.

E. The CAPS Director makes a final decision regarding what action is to be taken regarding the intern’s status. Once a final decision has been made, the intern, the intern’s graduate program, and other appropriate individuals are informed in writing of the final action taken.

OTHER UNIVERSITY RESOURCES FOR ADDRESSING TRAINING PROGRAM CONCERNS

A. Another University resource to address work or training-related complaints is the University Ombuds Office. The Ombuds Office listens to complaints from employees, provides information, facilitates communication, and helps arrange mediation or conflict resolution between or among members of the University’s faculty, staff and Postdocs. More information
about the Ombuds Office and additional resources are available at: http://www.ombuds.unc.edu/about.html.

B. Interns are also invited to openly discuss and resolve any workplace issues through the University’s facilitated conversations program, which is available at http://hr.unc.edu/policies-procedures-systems/spa-employee-policies/employee-relations/mediation-policy/.

C. Interns who believe that they may have been discriminated against or harassed based on their age, color, creed, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status (their “protected status”) should contact the University’s Equal Opportunity and Compliance Office (http://eoc.unc.edu/about-eoc/) or the University’s Title IX Compliance Coordinator (http://sexualassaultanddiscriminationpolicy.unc.edu/procedures/title-ix-coordinator/). In addition to prohibiting all forms of discrimination and harassment based on an individual’s protected status, the University’s Policy on Prohibited Discrimination, Harassment and Related Misconduct also prohibits related misconduct, including interpersonal violence, stalking, complicity, and retaliation. Further information about the University’s Policy on Prohibited Discrimination, Harassment, and Related Misconduct can be found at the following website: http://sexualassaultanddiscriminationpolicy.unc.edu/.

**INTERN EXIT CRITERIA AND GRADUATION**

Interns must meet required standards and finish required tasks as follows, in order to successfully complete the internship program:

1) Interns must responsibly complete all tasks associated with their internship responsibilities, especially termination with all clients and documentation of all clinical work.
2) Intern evaluations are expected to reflect an overall level of competence and growth throughout the year.
3) Interns must complete and turn in to the Coordinator of Training the Interns Responsibility checklist and show that they have satisfied all listed experiential requirements.
4) Interns must turn in to the Coordinator of Training an accounting that shows that they have met total and direct service hour requirements.
5) Interns must turn in to the Coordinator of Training all supervisor and program evaluations.
6) Interns must provide the Coordinator of Training with a list of documentation/evaluations required by their departments and contact information where the information is to be sent.
7) Interns must provide the Coordinator of Training with contact information.
8) Interns must turn in to the Coordinator of Training all keys and complete all required forms/tasks for human resources.