

UCDAVIS

STUDENT HEALTH AND COUNSELING SERVICES

Counseling and Psychological Services (CAPS)

2012-2013 DOCTORAL INTERNSHIP

An APA Accredited Training Program



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University of California, Davis Student Health and Counseling Services: (530) 752-0871 or <http://shcs.ucdavis.edu>

UNIVERSITY OF CALIFORNIA, DAVIS

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THE UNIVERSITY AND SURROUNDING COMMUNITY

The University of California, Davis (UCD) is noted for its academic excellence, pastoral setting and friendly small town atmosphere. It encompasses a complex aggregation of people, programs and facilities united by a shared desire to learn. The University is organized into three undergraduate colleges, a graduate division and four professional schools--Law, Medicine, Veterinary Medicine, and School of Management. UCD offers more than 100 undergraduate majors in 18 disciplines (groups of related majors) and 75 graduate majors in 10 disciplines. You can learn more about UC Davis, by visiting the UCD website at: <http://www.ucdavis.edu/>.

With an enrollment of approximately 30,000 students, it is the third largest campus in the University of California system. Reflecting recent demographic changes throughout the state, the proportion of ethnic students at Davis has increased significantly: from 17% in 1980 to about 54% in 2010. African American students comprise about 2.7% of the student body, Asian/Pacific Islander 34.5%; Chicano/Latino 11.8%; Native-American 1.0%; and White/Caucasian 37.8%. There is a commitment to the continued growth and improvement of the campus environment to foster cooperation and understanding between an increasingly diverse student population.

The Davis campus lies adjacent to the City of Davis (<http://cityofdavis.org/>). Sacramento, with all its resources as the state capital, is only 20 minutes away, yet Davis is surrounded on all sides by open spaces. Within a 70-mile radius are several lakes, the famed Napa Valley wine country, San Francisco, and the foothills of the Sierra Nevada mountains. Within 150 miles are the Pacific Ocean coastal areas to the west and Lake Tahoe in the Sierra Mountains to the east.

Winters in Davis are mild with rain and the temperatures rarely go below freezing. Summers are sunny, hot and dry. Davis weather in the spring and fall is among the most pleasant in the state. Davis is very much a bicycling town. More than 40 miles of bike paths and 30,000 bicycles have given Davis the title of "City of Bicycles". A local bus line links Davis with nearby cities of Sacramento and Woodland. A Greyhound bus terminal and Amtrak station are also located in town and the Sacramento Metropolitan Airport is a 20-minute drive from Davis.

ABOUT CAPS, a department of the Student Health and Counseling Service (SHCS)

Overview – Counseling and Psychological Services, a department of the SHCS, is a comprehensive service facility. CAPS programs and services are designed to enhance the personal, social, educational and career development of the students of University of

California Davis. These services and programs include individual counseling and psychotherapy, group counseling and psychotherapy, couples counseling, psychological assessment, crisis intervention, and career counseling and testing. Staff also provide referral information, psychiatric evaluation and intervention, consultation and educational programs, participate in the Multicultural Immersion Program, and provide training and supervision for peer counselors. In addition, CAPS is associated with The House peer counseling program. Finally, CAPS offers specific services in the following areas: Behavioral Health, Eating Disorders, Stress & Wellness and Sport Psychology.

Staff - The professional staff consists of a multidisciplinary and culturally diverse group of psychologists, psychiatrists, marriage and family therapists, and social workers. A variety of psychotherapeutic orientations are represented including self-psychology, object relations, psychodynamic, interpersonal, family systems, cognitive-behavioral, relational-cultural, feminist, and organizational development approaches. Most of the staff are integrative in the ways they work with students and they share a commitment to a developmental point of view. Staff members are active in professional organizations and some have served in leadership roles within in these national organizations.

Resources - There is a variety of technological support available. All interns are provided Apple computers, video cameras, and e-mail and Internet access. CAPS has a small resource library and Interns also have access to one of the largest libraries in the UC System. In addition, CAPS has available EPPP study materials (workbooks and cd's) to use as a resource when preparing to take the national licensure exam.

Clientele - During the 2010-11 academic year, approximately 3900 students received counseling services, which represents about 13.4% of the approximately 30,000 enrolled undergraduate, graduate, and professional students. Approximately 50% of the clients seeking counseling services are ethnic minority students. Students seeking service presented a variety of symptoms, syndromes, and disorders including affective disorders, anxiety disorders, relationship problems, eating disorders, and personality disorders. A few students present with schizophrenic disorders or psychotic symptoms. The majority of clients, however, present with adjustment reactions, mood and anxiety disorders, and developmental problems typical of a college student population.

Through our psycho-educational programs and outreach efforts, staff provided information and training to over 10,000 students, faculty, and staff annually. Primary recipients of CAPS programming efforts included the Student Health Services, Health Education Program, Medical School, Cross Cultural Center, Student Housing, Activities and Recreation Center (ARC), Sociology Department, Services for International Student Services, various ethnic student groups (through Student Programs and Activities), and Exercise Science/Intercollegiate Athletics. Topics included cross cultural communication, and adjustment, drug and alcohol abuse, eating disorders, body image, communication skills, career decision making, counseling skills, stress management, stress & wellness, assertiveness training, managing critical situations and making referrals, dealing with distressed students, among others. CAPS consultation services responded to requests from various units of the University community.

Accreditation - CAPS is accredited by the International Association of Counseling Services (IACS). The Internship Program is accredited by the American Psychological Association (APA) and is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and the Association of Counseling Center Training Agencies (ACCTA). The Postdoctoral Program is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC).

THE TRAINING PROGRAM

The following information describes the APA Accredited Predoctoral Internship Program at UC Davis - CAPS. Information about APA Accreditation is available through The Commission on Accreditation (CoA).

Office of Program Consultation and Accreditation
Education Directorate
American Psychological Association
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EDUCATIONAL MODEL AND TRAINING GOALS

The overarching objective of the internship training program, an integral element of CAPS organization, is to train ethical, competent psychologists who are capable of functioning independently and will contribute both to the welfare of society and to the profession. The educational philosophy and training model of our internship program is to provide training grounded in core competencies and the scientific principles of our profession, which emphasize the area of applied practice. The training staff realizes that the most important learning occurs through providing service under the direct supervision of a senior staff professional. Such “learning by doing” is guided, enriched and deepened through seminars, consultations and in-service staff development activities. The internship program is defined by a commitment to the following goals:

Goals

1. Commitment to Mentoring and the Science-Practitioner Model - The training staff believes that mentor relationships with interns are essential methods of transmitting knowledge and appropriate professional, ethical behavior. Thus, the training staff emphasizes the development of supportive, challenging, collegial relationships with interns. The internship subscribes to the scientist-practitioner model and emphasizes training in the area of applied practice. This model stresses the development of knowledge, skills and attitudes that encourages a scientific approach to practice. Interns receive training and experience in the development and undertaking of a research project that is submitted for presentation at the American Psychological Association Convention and for publication.

2. Commitment to a Broad Range of Skill Development - The internship is designed to offer supervised experiences to interns who wish to develop and enhance skills in providing the varied services offered through a university counseling center. These services include intake, assessment, individual and group counseling and psychotherapy, crisis intervention, supervision of trainees, consultation, outreach programming, psychological testing, and research. The core of the internship is intensive supervision in short-term psychotherapy.

3. Commitment to Training in Providing Services to a Diverse Clientele - Integral to the functioning of a psychologist is the ability to understand and competently provide a breadth of psychological services to a pluralistic clientele. Training seminars, weekly supervision and the richness of a diverse client population provide opportunities for interns to examine their own reactions to differences as well as the effects of their own background on their attitudes, biases, and behaviors when providing service to clients. Due to the changing demographics in the state of California, and the resulting increase in the ethnic diversity of the student population, the internship emphasizes training and experiences in providing services to an ethnically diverse group of students. The goals of diversity training emphasize, but are not limited to improving ethnic and cultural sensitivity, increasing awareness of differences (e.g. sexual orientation, physical challenge, non-traditional age), and developing competence in multicultural counseling.

4. Commitment to Facilitating Personal Growth and Professional Identity - The internship is viewed as a period of integration of academic learning and applied experiences. This is a time for each intern to transition from student to professional psychologist. Emphasis is placed on the development of professional identity and facilitating personal growth. This process incorporates gaining self-knowledge, having confidence in the ability to make sound, ethical, clinical, and personal judgments, being comfortable with multicultural settings, and experiencing a sense of responsibility to oneself, the profession, and society. As a training faculty, we facilitate this process through mentoring, supervision, consultation, modeling and professional interaction. We also recognize the developmental aspect of professional identity and as such over the course of the training year, interns experience a shift in their roles, relationships and responsibilities from that of trainee to colleague.

5. Commitment to Flexibility in Developing each Intern's Training Program - The internship program provides a series of structured activities that take into account the needs, interests and backgrounds of each individual intern. Interns select their objectives and areas of emphasis to meet their own goals. Individualized contracts are established in consultation with the Director of Training and are reviewed and revised as necessary on a quarterly basis.

***Self-Disclosure** - Given our training program's goal to train ethical, competent psychologists who are capable of functioning independently, opportunities for personal exploration and self-reflection occur throughout the year. When appropriate, interns are encouraged to explore historical influences and personal data that may affect professional practice. Our staff use a consultative model of supervision and supervisors*

will consult with one another about trainees when relevant. The internship training program functions in a manner consistent with the American Psychological Association's 2002 Ethical Standard 7.04 (Student Disclosure of Personal Information) as contained in the Revised Ethical Principles of Psychologists and Code of Conduct (APA 2002).

UC Davis CAPS Training Values Statement Addressing Multiculturalism (adapted from the Counseling Psychology Values Statement Addressing Multiculturalism)

Background - Respect for diversity and for values different from one's own is a central value of CAPS. The valuing of diversity is also consistent with the profession of psychology as mandated by the APA's Ethical Principles and Code of Conduct (2002) and as discussed in the Guidelines and Principles of Programs in Professional Psychology (APA, 2005).

UC Davis CAPS - Our internship, postdoctoral training programs exist within a multicultural community which contains people of diverse racial, ethnic, and class backgrounds; national origins; religious, spiritual and political beliefs; physical abilities; ages; genders; gender identities, sexual orientations, and physical appearance. We believe that our training community is enriched by members' openness to learning about others who are different from them as well as not only acceptance of but support for others. We recognize that no individual is completely free from all forms of bias and acknowledge that CAPS will evidence a range of attitudes, beliefs, and behaviors.

Members of our training community are committed to educating each other on the existence and effects of racism, sexism, ageism, heterosexism, religious intolerance, and other forms of prejudice. Evidence of bias, stereotyped thinking, and prejudicial beliefs and attitudes will not go unchallenged, even when such behavior is rationalized as being a function of ignorance, joking, cultural differences, or substance abuse. As a result we, as a training program, have committed ourselves to:

Expectations of Trainers and Trainees

- Agree to work together to create a training environment that is characterized by respect,
safety, trust and support.
- The social values of respect for diversity, inclusion, and equity.
- Critical thinking and the process of self-examination so that prejudices or biases (and the assumptions on which they are based) may be evaluated.
- Acquire and utilize professionally relevant knowledge and skills to enhance our ability to provide competent, effective services.

Expectations Specific to Trainers

- Engage trainees in a manner inclusive and respectful of their multiple cultural identities.
- Examine our own biases and prejudices in the course of our interactions with trainees to model and facilitate this process for trainees, which can include discussions about personal life experiences, attitudes, beliefs, opinions, feelings, and personal

histories.

- Remain open to appropriate challenges from trainees to held biases and prejudices.
- Examine of multiple intersecting identities as they relate to nuances of power and privilege within the supervisory relationship.
- Lifelong learning relative to competent practice including multicultural competence.

We expect our trainees to:

- Engage in self-reflection and introspection of attitudes, beliefs, opinions, feelings, and personal history.
- Examine and attempt to understand attitudes, beliefs, opinions, feelings, and personal history to eliminate potential negative impact on trainees' ability to perform the functions of a psychologist, including but not limited to providing effective services to individuals from cultures and with beliefs different from their own.

In summary, CAPS staff are committed to a training process that facilitates the development of professionally relevant knowledge and skills focused on working effectively with all individuals inclusive of demographics, beliefs, attitudes, and values. Staff members have agreed to engage in a mutually supportive process to examine the effects of one's beliefs, attitudes, and values on one's work with clients.

COMPONENTS AND SEQUENCE OF TRAINING EXPERIENCES

Overview - The internship training program contains the following elements: Supervisory experiences, didactic/educational experiences, consultative experiences and professional interactions. Each aspect has been scheduled and planned in such a way that is intended to maximize the professional development of the interns over the course of the training year. All interns participate in certain training activities and supervision; however, our site also takes an individualized approach for each intern's training experience. The elements below form the aspects of our internship program that are standard for every intern:

Orientation - The few weeks of orientation are designed to familiarize interns with the operation of CAPS and facilitate their transition to the University of California, Davis and the Davis community. During this time, interns meet with CAPS program coordinators, training and support staff and supervisors. Interns attend a variety of training seminars, learn about the policies and procedures of CAPS, and learn about other campus agencies. A service contract and schedule for each intern for fall quarter is developed in consultation with the Director of Training. Overall, orientation is a time for the interns and staff to get to know each other so that they will be well prepared for the start of the year.

Intern Retreats - The interns go on an overnight, two-day retreat with the Training Director during the orientation period and attend another two-day end of the year retreat. This coming year, it is likely the intern retreats will be held at a cabin in the Sierra Nevada Mountains near the beautiful and pristine Lake Tahoe. Interns are asked to pay for the cost of meals (approx. \$50) during the retreats. The goals of the first retreat are team building and goal setting as well as discussing the focus on the research project.

The major goal for the end of the year retreat is to review the contributions the internship has made to each intern's personal and professional development. In February, the interns also have a one-day midyear retreat to review progress on their individual goals and to evaluate the first six months of their training experience.

Consultation - There are numerous opportunities for CAPS trainees to consult with clinical staff and fellow trainees about cases and administrative functions.

Psychiatric Consultation: During the academic year, the interns meet as a group on a monthly basis with our chief psychiatrist, to discuss issues of psychiatric case management, differential diagnosis and medication.

Professional Interactions: One of the particular strengths of our internship is the availability of staff members for consultation. Staff members are available as needed for consultation about particularly difficult cases/crisis situations when the intern's clinical and emphasis supervisors, Clinical Director, Director of Training are not available. Interns are encouraged to seek out staff members who have expertise in treating particular disorders/problems that are relevant to the interns' caseloads. The essence of staff collaboration is evident in the collegial interactions and supportive mentorship provided by the training staff.

EXPERIENCES FOR ALL INTERNS

Individual Counseling and Psychotherapy - Interns primarily provide short-term, individual personal counseling and psychotherapy. They carry approximately 14 clients depending on their individual contracts (approximately 35% of their contract). Clients are typically seen up to 6 sessions, about 20% of their clients can be carried to 10 sessions and one client can be seen on a long-term basis. Each intern's clinical caseload is ethnically and culturally diverse. Interns are prepared for individual counseling and psychotherapy through seminars in orientation, seminars held throughout the year, individual and group supervision, and weekly clinical staff consultation team meetings (case conferences). We expect that interns, through their academic coursework and practicum experiences, will have the basic preparation for their counseling experiences.

Group Counseling and Psychotherapy - CAPS offers a variety of psychotherapy, support, and psychoeducational groups, including psychotherapy groups for undergraduate and graduate/professional students and specific population/topical groups such as: Eating Disorders, Graduate Students, Women, Men, Asian American and Pacific Islander Students, Lesbian, Gay, Bisexual, Transgender, Questioning, and Queer Students, and Survivors of Sexual Abuse/Assault. Some groups run for the entire year, while other groups are short-term, structured groups. Many of the psychoeducational groups are associated with the CAPS Stress & Wellness Clinic, which is designed to address student needs specific to stress and anxiety. These short-term, structured groups are based in cognitive-behavioral, relaxation, and mindfulness-based treatments. Some examples of these groups include: Breaking Free of Stress & Anxiety, Mindfulness Meditation, Yoga for Stress Reduction & Health, Mindfulness Therapy,

Stop Worry From Stopping You, Relaxation for Stress Reduction, and Biofeedback.

Interns are expected to co-lead at least two groups including a psychotherapy group AND either one structured group or a second psychotherapy group with a staff member or postdoctoral fellow. Additional opportunities to create and facilitate groups are available, depending upon the intern's interests and experience, as well as CAPS and student needs. It is our observation that academic and practicum experiences to prepare students for group therapy and counseling experiences are limited. As a result, interns are prepared for and receive supervision on group counseling and psychotherapy in the group psychotherapy seminar during orientation and receive ongoing individual supervision with their staff group co-facilitators. Interns co-facilitate therapy/process groups with senior staff, but may co-facilitate structured or psychoeducational groups with other trainees. For more information, please see our group services website: <http://SHCS.CAPS.ucdavis.edu/services/group/index.htm>

Initial Assessment and Crisis Intervention - CAPS first contact systems provide interns the opportunity to perform initial assessments and crisis intervention. Interns identify client concerns, assess level of functioning, diagnose disorders, and determine the appropriateness of agency services. Interns are prepared for initial assessments and crisis intervention services early in the year through orientation and training seminars. After the initial period of training, interns provide intake and urgent care services, with staff available for back up and consultation. Interns provide five hours per week (12.5% of training contract) of intake (scheduled appointments) / urgent care (walk-in/crisis services).

Psychological Testing - Interns' skills in the administration and interpretation of psychological tests relevant to the work of a university counseling center psychologist are enhanced during the internship year. Training resources available in this area include personality inventories (MMPI, MCMI, PAI), brief screening measures (BDI, BAI, BHI, BSS, SCL-90-R), projective assessments (TAT, H-T-P, Sentence Completion), an eating disorder inventory (EDI-III), and inventories of career interests and skills (MBTI, SII-II). Interns are required to administer psychological tests and provide feedback to a minimum of four different individuals throughout the year. Interns are provided a seminar during orientation and receive ongoing supervision on testing from their clinical supervisors. Interns will complete at least one assessment each quarter totaling four for the internship year.

Consultation - CAPS staff provides professional consultation services to the University community. While serving as the urgent care counselor, interns will often consult with faculty, staff, students, and parents about psychological issues. In addition, each intern may develop liaison relationships with campus units, and as a result would naturally become the identified staff member contacted when that particular office needs consultation. Interns are prepared for consultation activities during an orientation seminar and staff offer consultation in an ongoing basis.

Programming - CAPS staff provides programming and outreach services to the

University community. Interns are required to do at least 10 outreach programs during the training year. There are a number of campus units that welcome training from CAPS staff. Interns may establish liaison relationships with other campus offices, depending on the intern's interests, and these liaison relationships become the foundation for outreach programs with students. Interns are prepared for programming activities during an orientation seminar. Additionally, interns may work with the Director of Consultation, Outreach, Peer Education Services (COPE) or with other senior staff who provide psychoeducational programs on specific topics or for specific members of the university community. Interns may also develop a formal liaison relationship with a campus department depending upon intern interest and unit need, which may involve programming to that department.

Multicultural Immersion Program (MIP) - During the Winter Quarter, ALL interns co-facilitate a dialogue group for MIP (Academic Experience). This undergraduate course is focused on providing a psychological perspective of diversity, with an emphasis on racial and cultural identity development and current applied research on cultural competency issues. Interns' knowledge of current psychological issues in diversity will be enhanced and they will learn skills in facilitating small group discussions and intercultural dialogues. Interns have a unique opportunity to experience the growth and development of the students within the context of cultural understanding, acceptance and racial/cultural identity development. Additionally, interns' own self-knowledge, attitudes, and skills related to diversity issues are enhanced.

Trainee Research Project (TSP) – The Trainee Research Project (TRP) allows the interns to work as a group to pick a topic to investigate and then spend the year working on the development of the project. The Training Director provides training and guidance on the implementation of the research project. Typically the interns submit their research projects for presentation at the APA Convention and/or for publication. The goal of the project is to help the interns to integrate science into their practice of psychology. An additional benefit of the project is that it allows the interns to accrue 2,000 hours of supervised experience. The interns will each work an additional 3 hours per week over their 40 contracted hours, giving each intern a total of 43 hours per week. At the end of the year, during a staff meeting, the interns will present their research project. This presentation will be during an All-Staff meeting during the summer quarter.

Almost all previous research projects, since 1989 have been presented at the APA Convention and the projects have been published in *Professional Psychology: Research and Practice*, *Journal of College Student Personnel*, *Journal of Multicultural Counseling and Development*, and *Training and Education in Professional Psychology*.

Emphasis Areas - Interns are chosen in part, based on a training emphasis experience in which they express a desire to work throughout the year. Emphasis areas reflect specific functions of a university counseling center psychologist. Specific goals for each emphasis area are developed at the beginning of the training period. Interns may spend between 4-6 hours per week in activities specifically related to the emphasis area. When additional time is required for an emphasis area, the clinical service hours are reduced an equal

amount. The Emphasis areas are described below:

Multicultural Immersion Program (MIP)

Two interns are selected for this emphasis area (MIP Academic and MIP Internship), which focuses on knowledge of multicultural and social justice issues, cross-cultural communication, and intercultural dialogues. Interns' learning includes strategies of being a social change agent on campus and in the world through teaching and applied practical skills.. For more information about MIP, visit this website: <http://mip.ucdavis.edu/> .

(1) MIP - Academic

The MIP Academic position allows a predoctoral intern to work over two quarters with undergraduate students who enroll in Sociology 30A and 30B (multicultural courses). The intern actively participates in the first part (Academic) of the Multicultural Immersion Program (MIP). The intern participating in the MIP Academic Experience (Building the Foundation for Cross-Cultural Understanding) attends the lecture and co-facilitates a discussion and intercultural dialogue group for the undergraduate students enrolled during fall and winter quarters. The first course provides the knowledge, context, and perspective. The second course focuses on a psychological perspective of diversity with an emphasis on racial and cultural identity development and current applied research on cultural competency issues. The intern assists with administrative aspects of the program during fall and winter and may be asked to be a guest lecturer in the course.

(2) MIP - Internship Experience

The MIP Internship position allows a second predoctoral intern to work with undergraduate UC-Davis students, who have completed either Soc 30a or Soc 30b and one other multicultural course and have applied to be MIP student interns for a year-long, paid experience. The predoctoral intern who works with these students guides them in developing and implementing workshops that address intercultural relations on campus and in the greater Davis community. The intern educates and trains MIP “graduates” (students who have completed academic courses described above) who are interested in gaining skills in workshop design and in promoting positive intercultural relations, and social justice. The intern co-teaches the year-long internship course, as well as trains and supervises the undergraduate student interns on workshop development, implementation, and facilitation in the areas of intercultural awareness and race relations.

(3) Eating Disorders

This emphasis offers training in individual and group therapy, consultation, and community programming in the area of eating disorders. The intern co-leads an eating disorders group, participates in the campus committee on body image and eating disorders, attends the eating disorders clinical meeting at Student Health Services, and participates in the Yolo County Eating Disorders Network. Programming and outreach on eating disorders is done throughout the year and the intern provides consultation to the health providers, health educators and peer educators at Student Health Services. See the Eating Disorders website for more information. <http://SHCS CAPS.ucdavis.edu/>

(4) Sport Psychology

This emphasis area provides the intern with an opportunity to work with student-athletes, coaches, and athletic department staff in the two areas of consultation and counseling. Sport consulting with student-athletes and coaches entails (a) performance enhancement skills training, (b) life skills training, (c) coach, athlete, and team relationship development, and (d) psycho-educational groups (e.g., goal setting, concentration, motivation, stress management, team cohesion, dealing with sport injury). The intern will co-facilitate a skills development group to enhance student-athletes' performance. Counseling to athletes will assist, educate, and support student-athletes to enhance positive performance within and outside of their given sport. The intern meets weekly with this emphasis supervisor to discuss organizational and clinical issues in working with student-athletes. The intern will also have an opportunity to teach and conduct research on or with intercollegiate student-athletes and coaches. See the Sports Psychology website for more information. <http://SHCS.CAPS.ucdavis.edu/consultationoutreach/sport/index.html>

(5) Stress & Wellness

The intern in this emphasis area has an opportunity to be involved in both the clinical and programmatic efforts of the Stress & Wellness Clinic (SWC), which is designed to address student needs specific to stress and anxiety. The intern treats individual clients presenting with anxiety and stress related concerns and facilitates/co-facilitates several Stress & Wellness groups throughout the year. Current groups include: Breaking Free of Stress & Anxiety, Mindfulness Meditation, Yoga for Stress Reduction & Health, Mindfulness Therapy, Stop Worry From Stopping You, Relaxation for Stress Reduction, and Biofeedback. New groups may be developed as needed and as resources allow. The intern may also be involved in developing programming for and coordinating the Wednesday Wellness Workshops, an outreach component of the Stress & Wellness Clinic. Over 20 different workshops were offered this past year including The Art of Sleeping, Guided Imagery, Reducing Stress Using Breathing & Muscle Relaxation, and Cultivating Your Intuition. The intern also participates in the SWC staff meetings and may also be involved in the assessment and screening of students for the SWC groups. See the Stress and Wellness website for more information. <http://SHCS.CAPS.ucdavis.edu/stress/>

(6) Behavioral Health

The intern in this specialty will primarily evaluate and treat normally high functioning individuals who do not have a psychiatric illness but who manifest stress-related physiologic problems in response to situational and developmental stress and individuals whose psychological problems manifest primarily in physical complaints. This intern will have a rotation at CAPS Clinic at the Student Health and Wellness Center. CAPS and Student Health providers work collaboratively and consult regularly to provide students effective services. The Behavioral Health Clinic website is under construction.

Supervision

Individual Clinical Supervision

Intense individual supervision is viewed as central to the internship experience. Interns

receive two hours of clinical supervision per week and are assigned to a clinical supervisor for approximately six months. The initial clinical supervisor is assigned by the Director of Training based on the match of needs and interests of intern and supervisor. In making the match, the Director of Training considers the intern's skill level, theoretical preferences, training needs, interests and personal characteristics, as well as the supervisory style and preferences of the supervisors. Intern - clinical supervisor pairs change at mid-year. Both interns and supervisors have input into the decisions about the new matches that begin during the second half of the year. The functions of the supervisory relationship include monitoring client welfare, enhancing intern skills, promoting personal and professional growth and evaluating the intern's skills and professional development on a continuous basis.

Emphasis Supervision

Interns meet regularly with the staff member supervising their emphasis area experiences. This supervision provides in-depth training, exploration, mentoring, and development of expertise in the chosen area. Specific goals for the particular emphasis area are developed in consultation with the emphasis supervisor at the beginning of the training period. Evaluation of an intern's performance is based on the attainment of the goals developed as well as the competencies needed to provide service in the emphasis area.

Supervision of Group Therapy

When co-facilitating a group with a staff member, interns receive 1/2-hour weekly individual supervision from his or her group staff co-facilitator. Each intern has an opportunity for in-depth discussion and training in the elements of group therapy with the group co-facilitator. In addition, interns are welcome to consult about their group experiences with their individual supervisors and may also use Supervised Case Consultation Team or group supervision and consultation (see below).

Supervised Case Consultation Team

Interns participate in weekly consultation groups consisting of interns and postdoctoral residents that is facilitated by a licensed staff psychologist. Trainees will be able to consult about their individual, couples or group counseling experiences. CAPS group coordinator will facilitate this meeting once a month to provide consultation and supervision regarding psychotherapy group experiences.

Seminars - These didactic training experiences provide a forum for interns to discuss professional topics relevant to their work as a psychologist. The majority of training occurs in module formats over a period of five to ten weeks, which provides the opportunity for in-depth exploration of the topics under discussion. The following seminars are currently being offered:

ORIENTATION SEMINARS

- Short-Term Therapy***
- ***Assessment and Testing***
- Diversity Introduction: (Self-Awareness)***
- Intake Training***

- Eating Disorder Introduction*
- Group Therapy Introduction*
- AOD / Behavioral Health Introduction*
- Clinical Services Introduction*
- Sports Psychology Introduction*
- Disability Introduction*
- Consultation Outreach Peer Education (COPE)*
- Boundaries*
- Ethics*
- Stress and Wellness Clinic (SWC) Introduction*
- Career Assessment Self-Testing*
- Psychiatry Introduction*
- *Treating Axis II in a Short-Term Model*
- Crisis Intervention and Urgent Care Services*

YEAR LONG SEMINARS (FALL, WINTER, SPRING QUARTERS)

- Clinical Issues in a Multicultural Context*
- Intern Team Meeting*
- Clinical Seminar*

FALL SEMINARS

- Clinical Issues in a Multicultural Context*
 - a. *Lesbian, Gay, Bisexual, and Transgender Issues*
 - b. *Multicultural Case Conference - Examining Cultural Factors in Assessment and Treatment*
- Topical Seminar*
 - a. *Eating Disorders*
 - b. *Overcoming Social Anxiety*
 - c. *Psychiatric Consultation*
 - d. *Assessment and Testing*
 - e. *COPE Issues and Concerns*
 - f. *Licensure and Job Search*
- Clinical Topics*
 - a. *Brief Therapy*
 - b. *Crisis Assessment and Intervention*
 - c. *Assessment and Brief Therapy with Personality Disorders*
- Trainee Consult Team*
- Intern Team Meeting*
- Other Clinical Topics*
 - a. *AOD/Behavioral Health: Intervention, Motivational Interviewing*

WINTER SEMINARS

- Clinical Issues in a Multicultural Context*
 - a. *Exploration of Self, Culture, & Race from a Relational-Cultural Theory Perspective*

- **Topical Seminar**
 - a. *Professional Balance and Self-Care*
 - b. *Crisis Intervention*
 - c. *Psychiatric Consultation*
 - d. *Assessment and Testing*
- **Intern Team Meeting**
- **Trainee Consult Team**
- **Diversity: MIP Staff Meeting**

SPRING SEMINARS

- **Clinical Issues in a Multicultural Context**
 - a. *Group Counseling*
 - b. *Examining Power and Privilege: Clinical Implications*
 - c. *Spirituality*
 - d. *Transgender and Intersex students*
 - e. *Veterans*
- **Topical Seminar**
 - a. *Professional Balance and Self-Care*
 - b. *Self-Injury*
 - c. *Assessment and Testing Case*
 - d. *Psychiatric Consultation*
 - e. *Individuals Counseling*
 - f. *Client Suicide*
- **Intern Team Meeting**
- **Trainee Consult Team**

SUMMER SEMINARS

- **Topical Seminar**
 - a. *Professional Balance and Self-Care*
 - b. *Assessment and Testing Case*
- **Intern Team Meeting**
- **Trainee Consult Team**
- **Formal Case Conference**

EXPERIENCES INTERNS MAY PARTICIPATE IN

Depending on an intern's areas of interest, previous experiences, training goals, and CAPS' needs, it's possible an intern may be able to have some level of involvement in the following activities and services.

Diversity/Population Specific Services

An intern may provide clinical and professional services to an identified population. Activities might involve doing outreach programs and consultation services and providing individual and/or group therapy with a specific population. An intern may work closely with a staff member who has expertise with the specific population of interest and could participate as a workshop facilitator in one of the leadership retreats for specific groups of diverse students. Recent populations that interns have worked with

include gay, lesbian bisexual clients, and transgender, Asian American clients, Chicano/Latino clients, African American clients, men, and international students.

Clinical Focus

If an intern has an interest in gaining experience working with a specific clinical issue, he/she may provide services addressing that issue. An intern could request to see clients presenting with a specific problem, concern or disorder, as well as co-facilitate a group focused on the issue. In addition, the intern could develop a liaison relationship with other campus units providing related services. Finally, the intern may provide consultation and outreach services on the topic. Examples of clinical issues are: depression, substance abuse, trauma, sexual assault, acculturation, and adjustment issues etc.

Couples Counseling

A small part of CAPS workload involves couples counseling. Interns with no or limited experience working with couples are expected initially to co-counsel with a staff member. In some cases, interns may counsel couples without a co-counselor if they have previous experience, and their supervisors approve. Interns receive supervision of their couples work with their staff co-facilitator or their clinical supervisor.

Career Counseling

An intern may carry a small caseload of students seeking career counseling. Online career assessments are available to facilitate career exploration. Referral to and collaboration with the Internship and Career Center facilitates these services. Although rare, interns may provide career programs/workshops or groups.

Program Development and Consultation

An intern may be able to work closely with the Director of Consultation, Outreach, Peer, Education (COPE) and develop and conduct an additional number of programs and outreach activities, beyond the 10 required of all interns. The activities can be in the form of presentations, lectures, workshops, consultations, and/or committee work.

Peer Counseling Training

Another unit of CAPS is The House, which is a student run, peer-counseling program that provides confidential support, information and referrals regarding personal or social problems to students. An intern could assist in training these student volunteers.
<http://thehouse.ucdavis.edu>

Individual Research Project

In addition to the intern team research project, interns may work on a research project designed to evaluate a CAPS program, or may work on a project with a staff member should the intern have an interest in gaining experience doing research.

ADMINISTRATIVE ACTIVITIES

Committee and Work Groups

Interns are invited to participate on administrative or programmatic work groups,

however this is not a requirement. This activity provides interns with experience in the operation of a mental health organization.

Center committees that interns regularly participate on are cross-cultural, intern selection, staff wellness, and other ad hoc committees that may form during the year. Interns receive supervision of their committee activities from the committee chairperson or their emphasis supervisor.

Case Management

Approximately five hours each week are reserved for paperwork, reviewing videotapes, preparing for programs, and performing administrative tasks.

Professional Development

In addition to the ongoing training that interns receive through seminars, supervision, consultation, etc., they also participate in the Continuing Education Units (CEU's) that CAPS sponsors for the licensed professional staff. Eighteen hours of CEU programs are presented each year on mental health topics of interest to the staff. Traditionally experts in the field provide these trainings. Recent issues covered have included: Legal and Ethical Issues; Supervision; Anxiety Disorders; Eating Disorders; Dialectical Behavioral Therapy (DBT); Evidence-based Interventions for Ethnic Populations; Group Psychotherapy; Clinical Considerations for Clients who Identify as Lesbian, Gay, Bisexual, or Queer; and Multicultural Counseling. Interns also attend the Northern California University Counseling Center Training Conference in the fall. Because interns receive three weeks of vacation, additional professional development time (e.g., for job interviews, dissertation defense) is not provided.

TRAINING CONTRACT

In general, interns contract for about 60% of their 40 hour work week providing direct service (clinical, consultative and supervisory), 20% receiving training and supervision, and 20% in case management or center management activities. In order to ensure that our interns are eligible for licensure in any state our site has an expectation that interns accrue 2,000 hours by the completion of the internship year. Interns contract for an additional 3 hours of research experience per week (beyond the 40 hours) in order to ensure that they reach their final 2000 hours by the end of the internship year.

Additionally, consistent with requirements of the Board of Psychology for the State of California, interns must keep a weekly log of their service hours. The total number of hours signed off at the conclusion of the predoctoral internship year comes directly from the number of hours logged. For an example of the training contract for Fall quarter is provided below.

Sample Intern Contract
Fall Quarter

Name: _____
Supervisor: _____

	Hours Per Week	% Of Time	Your Hours
Psychological Services			
Individual Counseling and Psychotherapy	15	35	_____
First Contact (Intake=2, UrC=3)	5	12.5	_____
Group Counseling/Psychotherapy	1.5	3.75	_____
Name(s): _____			
<i>*If you don't have a group, change these hours into individual counseling. If you are doing more than one group, decrease your individual counseling hours by the same amount.</i>			
Psychological Services SUB-TOTAL	21.5	53.75	_____

Program Development/COPE
Presentations/Workshops - Minimally 10 Per Year

Psychological Testing
Administrations/Reports - Minimally 4 Individuals Tested Per Year (1 person/qtr)

Emphasis Area Activities and Supervision Provided			
Emphasis Area Activities (outside of clinical work)	3	7.5	_____
(e.g., MIP Lecture, Consult w/ Athletes; Prac Seminar; Eating Disorder ABIDE Meetings)			
What: _____			
<i>*If your area requires more time, see the Training Director about how to adjust your schedule.</i>			
Consultation and Supervision SUB-TOTAL	3	7.5	_____
DIRECT SERVICE SUB TOTAL	24.5	61.25	_____

Training Activities & Supervision Received			
Individual Clinical Supervision	2	5	_____
Emphasis Supervision	1	2.5	_____
Group Supervision: .5/group (coded "group" on 4D)	.5	1.25	_____
Psychological Case Consultation Team Tue 9am	1	2.5	_____
Topical Issues Seminar - Mon 8am	1	2.5	_____
Eating Disorders/Self-Care/Testing/Psychiatric Consult			
Clinical Issues in Multicultural Context - Wed 8am	1	2.5	_____
LGBT/Multicultural Case Conference			
Intern Team Meeting - Tue 8am	1	2.5	_____
Clinical Topics - Thu 8am	1	2.5	_____
Brief Therapy/Crisis Intervention/Licensure & Job Search			
Alcohol & Other Drugs* - Fri 8am	1	2.5	_____
<i>*Change to clinical hour when seminar is over</i>			
TRAINING SUB-TOTAL	9.5	23.75	_____

Program Support			
CAPS Committee Meeting	1	2.5	_____
<i>*If you are not on a committee add 1 hour to your individual clinical time</i>			
Prep Time/Admin (1 hour Wed 9am)	5	12.5	_____
PROGRAM SUPPORT SUB-TOTAL	6.0	15.0	_____

GRAND TOTAL	40	100.0	_____
OTHER RESPONSIBILITIES			
Trainee Research Project	3 Hours		_____

EVALUATION PROCEDURES

Overview - Evaluation procedures at CAPS are based on current, professional models for competency-based evaluation (Rodolfa, Bent, Eisman, Nelson, Rehm, & Ritchie, 2005; Spruill, Rozensky, Stigall, Vasquez, Bingham, Olvey, 2004).

Clinical, emphasis, and group supervisors provide interns with formal verbal and written feedback. The evaluation process consists of a review of the intern's objectives and goals and feedback in areas that reflect current domains of professional competence. These areas included in the clinical evaluation are:

- Assessment/Diagnosis/Case Conceptualization
- Intervention
- Crisis Intervention
- Consultation and Outreach
- Personal Characteristics
- Relationships and interpersonal issues
- Use of supervision
- Provision of supervision and mentorship
- Management and administration
- Diversity: individual and cultural differences
- Legal and ethical standards.

At the end of the first evaluation session, new goals and priorities can be set to facilitate the future supervisory contacts in particular and future training in general. Throughout the supervision process, it is expected that feedback and discussion are continuous; thus if goals are not being sufficiently met, such feedback would be given prior to the formal evaluation. The Director of Training receives copies of all evaluation forms and monitors each intern's progress.

Formal clinical evaluations are provided in written and oral formats and provided by the interns' individual clinical supervisors and by interns' emphasis supervisors at 3, 6, 9, and 12 months. The clinical supervisor may also contact other staff who have been involved in the intern's training (e.g., seminar leaders, outreach co-presenters) to gain a broad picture of the intern's participation, involvement, interests, skill level, professionalism, etc. of group facilitation are provided at the end of each term. Group evaluations will be completed by the interns' staff co-facilitators.

Graduate schools for each intern are contacted early in the year with a letter of formal introduction from the Training Director. At this point, the interns' graduate advisors are informed of our internship program's evaluation procedures and they are requested to send departmental evaluation forms they wish to have our staff complete. Upon completion of each evaluation period, the intern's home program receives copies of the completed evaluations. The home program is invited to comment on and ask questions about the intern's evaluation. Our goal is to keep open the channels of communication

between the academic departments and our training program.

Recognizing that evaluation is a two way street, interns evaluate their supervisory relationships during each evaluation period. They complete evaluations on their internship program experiences on a quarterly basis and an evaluation of the entire program at the end of the year. All evaluation materials are reviewed by the Director of Training and training supervisors to assist in the development of each intern's program and in the development of the internship program overall. We seek feedback and ask for honest evaluations so that we can provide interns with a program responsive to their training needs.

References for Competency-Based Evaluations

Rodolfa, E., Bent, R., Eisman, E., Nelson, P., Remh, L., Ritchie, P., (2005). A Cube Model for Competency Development. Implications for Psychology Educators and Regulators, *Professional Psychology: Research & Practice*, 36, 347-354

Spruill, J., Rozensky, R., Stigall, T., Vasquez, M., Bingham, R. P., Olvey, C. D., (2004). Becoming a Competent Clinician: Basic Competencies in Intervention. *Journal of Clinical Psychology*, 60, 741-754.

APPOINTMENT, STIPEND, BENEFITS

Appointment: The internship begins on August 1, 2012 and concludes on July 31, 2013. This is a full time, 12 month, minimum 40-hour per week appointment.

Stipend: The stipend for 2011-2012 is \$27,300. Applicable Federal and State taxes and a social security deduction are withheld.

Vacation: Accrues at approximately 10 hours per month (15 days total - 5 of these days are reserved to be taken during the last week of the internship year).

Sick Leave: Accrues at approximately 8 hours per month (12 days).

Professional Development: Interns receive time and funding to attend the Northern California University Counseling Center Training Conference and attend the quarterly onsite CEU's offered by CAPS each year

Medical Insurance: Is provided at a reasonable cost, which varies depending on the plan selected.

Paid Holidays: 13 paid university holidays.

Location: The pleasure of living 75 miles from San Francisco, 20 miles from Sacramento, and 115 miles from Lake Tahoe/Reno.

Other: As university staff members, interns have library privileges, access to university recreational facilities and can purchase parking permits

APPLICATION

Eligibility: Applicants must be currently enrolled in a doctoral program in counseling or clinical psychology and advanced to candidacy by the start of internship. Applicant's dissertation proposal should also be accepted before the start of internship. Applicants must have counseling and psychotherapy experience and appropriate supervision. Although not a requirement, the vast majority of the applicants selected for interview and eventually offered a position have had practicum experience in a university counseling center. A minimum of 500 hours of Intervention and Assessment Hours is required.

Selection Process: We received about 150 applications during the 2011-2012 Intern Selection Process. We encourage applications from all doctoral students who believe that our training would match their needs. The selection of interns is made by a committee comprised of the Director of Training, senior staff members, and current interns. Applicants are rated on the basis of their background information and stated goals for internship. Those candidates assessed by the committee to hold goals most closely matching the availability of training options in our Center will be asked to participate in a phone interview. We emphasize fit between intern goals and site opportunities in our selection process and the cover letter and AAPI essays are used to initially determine this fit. The summary of emphasis area interests will provide us information about the areas in which applicants are seeking training. For the past few years, most of the applicants we have selected for an interview have had practicum experience in a university counseling center. In addition, as you can see from our list of former interns, the majority of graduates from our internship program accept staff or postdoc positions at university counseling centers or faculty positions, although a few enter private practice or community mental health centers. As a result, we also assess future career goals when choosing interns and seek those applicants interested in working in the university environment.

The training program follows the Association of Psychology, Postdoctoral and Internship Centers' policies regarding internship offers and acceptances. The APPIC selection policies are readily available through the APPIC web page, and are listed in the APPIC Directory. Our internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

Additional Information About Our Training Program: Applicants who are interested in learning more about our program are encouraged to contact the Director of Training, other CAPS staff members, and current interns to discuss any aspect of the internship program. The best way to contact the Director of Training is through e-mail at errodolfa@ucdavis.edu. You can also contact him by phone at (530) 752-0871 ext 23. You can contact other staff members and current interns by phone at (530) 752-0871 (press 0 when you get the automated system and the receptionist can connect you with the appropriate person). When you call please let the receptionist know you are an intern applicant and would like to speak with any

current intern who is available, or you may ask for a specific person if you have someone in particular you'd like to talk with. You can also access our staff members and interns via email, if you prefer (see the our staff page for each staff member's email addresses). You are also welcome to visit CAPS in person. If you are interested in scheduling a visit to our site, please contact the Director of Training to arrange the visit.

If you have general questions about the status of your application prior to the application deadline, please e-mail errodolfa@ucdavis.edu.

Within two weeks of the application deadline, the Director of Training will send an email to all applicants confirming receipt of their application. We will also send a notification of Interview Status e-mail by December 16, 2011. This email will also include information regarding our timeline for notification of phone interviews.

APPLICATION PROCEDURES

APPIC Match Code Number

The University of California, Davis Counseling and Psychological Services

*APPIC Member Number: 1117

*APPIC Match Number for NMS: 111711

Applicants must:

COMPLETE the AAPI (APPIC Application Psychology Internship). This application can be accessed through the Applicant Portal on the APPIC web page. For more details, instructions, and links:

http://www.appic.org/match/5_3_match_application.html

PROVIDE THE FOLLOWING

- 1. A ONE PAGE COVER LETTER.** In your cover letter, provide a summary of how your goals match with the opportunities available at our site. Also provide a list of the emphasis areas you are interested in working in, as well as any relevant training and experience you have in those areas. You can refer to information contained in your vita and the AAPI. **Please submit only a one page cover letter.** Through this information, we would like to learn about how you believe you “fit” with our site. As we attempt to choose interns to fill needed areas of service, we use emphasis areas as one element of our selection process. The emphasis areas are described in the section titled “Emphasis Areas”, under “Experiences for All Interns” in this brochure. Only one application is necessary regardless of the number of emphasis areas you endorse in your cover letter. Please only list those area you truly have interest in, have some experience in and would like to gain further experience in.
- 2. Internship Eligibility and Readiness** - This is to be completed by your Doctoral Program Training Director within the DCT Portal of the AAPI.
- 3. Current Vita**

4. **Official Transcripts** - All doctoral and masters academic work. Unofficial transcripts of masters level work are acceptable if not part of your current doctoral program. Our program does not review undergraduate transcripts.
5. **Three Letters of Recommendation** - At least two letters must be from supervisors who have direct knowledge of your clinical or counseling work. Please include ONLY three letters. We want to be fair to all applicants. If you include more than three letters of recommendation, we will only review the first three letters posted.

IMPORTANT NOTES:

1. **Application Deadline:** October 28, 2011
2. **Do not print or send any paper copies of your application materials. Submit your application materials electronically through the AAPI Online service.**
3. **Background Check** - In Accordance with University Policy, candidates who match with CAPS at UC Davis must successfully complete a background check (including fingerprinting) prior to being appointed for internship. Final hiring for the internship is contingent upon clearing the background check.
4. **CAPS at UC Davis is committed** to building a more diverse faculty, staff, and student body as it responds to the changing population and educational needs of California and the nation. CAPS and the University of California are committed to quality, diversity, and service.
5. **APPIC Policy: Internship Offers and Acceptance**
Adherence to these policies is a condition of membership in APPIC
The APPIC POLICY: Internship Offers and Acceptances can be retrieved by accessing www.APPIC.org. If you encounter violations of APPIC policy, please consider discussing it with your training director and reporting the violation to APPIC. All reported violations of APPIC policies will be reviewed by the APPIC Standards and Review Committee (ASARC). ASARC policies are described on the APPIC Website. APPIC policy violations should be reported to the Chair of ASARC.