

Postdoctoral Program Brochure

Training Model

The educational philosophy and training model of the Counseling and Psychological Services (CAPS) fellowship program is to provide training grounded in the scientific principles of our profession that emphasize the area of applied practice. The overarching objective of the fellowship training program, an integral element of CAPS, 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.

Each Full-Time Fellow will accrue 2000 hours of supervised experience, which will meet the postdoctoral professional experience requirements for licensure in all licensing jurisdictions. Accrual of 2,000 hours is based on a 43-hour work week for the 12 month contract.

The training staff realizes that the most important learning occurs through providing service under the direct supervision and mentorship of a senior staff professional. Such "learning by doing" is guided, enriched and deepened through the postdoctoral seminar, emphasis area activities, clinical work, consultations, and in-service staff development activities. The fellowship program is defined by a commitment to the following goals:

Goal #1: Commitment to mentoring and the scientist-practitioner model

The training staff believes that mentor relationships are essential methods to transmit knowledge and appropriate professional, ethical behavior. Thus, the training staff emphasizes the development of supportive, challenging collegial relationships with their fellows.

The fellowship subscribes to the scientist-practitioner model, but emphasizes training in the area of applied practice. Our model stresses the development of knowledge, skills and attitudes that encourages a scientific approach to practice.

Goal #2: Commitment to developing a broad range of competencies

The fellowship is designed to offer supervised experiences to fellows who wish to develop and enhance competencies in providing the varied services offered through a university counseling center. These services include assessment, psychodiagnostics, individual, couples and group counseling and psychotherapy, crisis intervention, consultation, outreach and program development, and opportunities to collaborate on research projects. The core of the fellowship is intensive supervision in short-term psychotherapy.

Goal #3: Commitment to training fellows to provide services to a diverse clientele

Integral to the functioning of a psychologist is the ability to understand and competently provide clinical and counseling services to a pluralistic clientele. This function is particularly relevant in the state of California where the changing demographics brings a richness of diversity in student population. This mandates an even greater emphasis on training experienced in providing services to a culturally diverse group of students. The goals of diversity training emphasize, but are not limited to improving ethnic and cultural sensitivity, increasing awareness of different lifestyles (e.g. sexual orientation, physical challenge, non-traditional age), and developing competence in multicultural counseling.

Quarterly CEU's, monthly staff diversity dialogues, weekly postdoctoral training seminars, as well as weekly supervision and daily interactions with the diverse staff, and

the richness of a diverse client population provide numerous opportunities for fellows to examine their own reactions to differences as well as the effects of their own backgrounds on their attitudes, biases and behaviors when providing services to students.

Goal #4: Commitment to facilitating personal growth and professional identity

The fellowship is viewed as a period of deepening the integration of academic learning and applied experiences that occurred during internship. 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 multi-cultural 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 that this is a developmental process with individual variability and therefore work to provide support and meet each fellow's needs as he/she progresses through this process.

Goal #5: Commitment to flexibility in developing each fellow's training program

The fellowship program provides a series of structured activities that take into account the needs, interests and backgrounds of each individual fellow. Fellows select their objectives and areas of emphasis to meet their own goals. Individualized contracts are established in consultation with the Coordinator of Postdoctoral Training. Contracts are reviewed and revised as necessary on a quarterly basis. The primary supervisors, Postdoctoral Coordinator, and Director of Training meet regularly to discuss aspects of each fellow's specific program as well as aspects of the fellowship program generally.

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, fellows are encouraged to explore historical influences and personal data that may affect subsequent clinical practice. Our staff use a consultative model of supervision and supervisors may 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 Model Training Values Statement Addressing Diversity

(Counseling Psychology Statement Revised 9/20/06 KH)

Background - Respect for diversity and for values different from one's own is a central value of counseling psychology training programs. 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). More recently there has been a call for counseling psychologists to actively work and advocate for social justice and prevent further oppression in society.

UC Davis CAPS - Our practicum, 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 than them as well

as acceptance of others. We recognize that no individual is completely free from all forms of bias and prejudice and acknowledge that CAPS will evidence a range of attitudes, beliefs, and behaviors.

Expectations of Trainers and Trainees - Agree to work together to create a training environment that is characterized by respect, safety, and trust and are expected to be supportive of all individuals.

Committed to the social values of respect for diversity, inclusion, and equity. Committed to 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 regardless of their beliefs, attitudes, and values.

Expectations of Trainers and Trainees

Engage trainees in a manner inclusive and respectful of their multiple cultural identities.

Examine own biases and prejudices in the course of their interactions with trainees so as to model and facilitate this process for their trainees (can include discussions about personal life experiences, attitudes, beliefs, opinions, feelings, and personal histories).

Assuming no one is free from biases and prejudices, trainers will remain open to appropriate challenges from trainees to their held biases and prejudices.

Committed to lifelong learning relative to multicultural competence.

Expectations Specific to Trainees

Engage in self-reflection and introspection of attitudes, beliefs, opinions, feelings, personal history.

Examine and attempt to resolve any of the above to eliminate potential negative impact on their 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.

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.

In summary, all members of CAPS 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. Members agree to engage in a mutually supportive process that examines the effects of one's beliefs, attitudes, and values on one's work with all clients.

Expected Competencies

By the end of the training year, fellows are expected to display competence in the following areas:

Competency #1: Fellows will display a broad range of competency

Objectives:

- 1) Fellows will display competence in psychological assessments using clinical interviewing skills.
- 2) Fellows will display competence in short-term individual psychotherapy and counseling.
- 3) Fellows will display competence in longer-term individual psychotherapy.
- 4) Fellows will display competence in group facilitation and co-facilitation.
- 5) Fellows will display competence in crisis assessment and intervention.
- 6) Fellows will display competence in consultation skills when contacted by other campus units seeking assistance.
- 7) Fellows will display competence in providing outreach and psychoeducational programs.
- 8) Fellows will display competence in the use of research to inform clinical practice.
- 9) Fellows will display competence in ethical decision making.

Competency #2: Fellows will display proficiency in providing services to a diverse clientele

Objectives:

- 1) Fellows will display competence in the provision of services to a range of diverse clients from ethnic, cultural, physical ability, sexual orientation diversity to diversity within the variety of diagnoses.
- 2) Fellows will display personal awareness and understanding when in professional relationships with individuals from different genders, ethnic groups, sexual orientations, clinical diagnoses, and physical challenges.
- 3) Fellows will display comfort when working with diverse individuals, when providing outreach to a diverse student community, and in exploring aspects of diversity and diversity work.

Competency #3: Fellows will display personal and professional growth

Objectives:

- 1) Fellows will display awareness of their personal reactions to situations encountered during the fellowship.
- 2) Fellows will exhibit professional growth by displaying over the course of the fellowship increased autonomy and enhanced ability to make sound, ethical decisions in their services to others.
- 3) Fellows will display professionalism relevant to their identity as a psychologist.
- 4) Fellows will interact with providers from other specialty areas (e.g. psychiatrists, other mental health specialties, health providers, student affair providers, faculty) in a manner that conveys their own sense of professionalism.
- 5) Fellows will utilize staff supervision and consultation in an increasingly collegial manner.

COMPONENTS AND SEQUENCE OF TRAINING EXPERIENCES. The postdoctoral 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 fellows over the course of the training year.

In addition to the experiences described below, in which all postdoctoral fellows participate, there is an individualized aspect of the training. The fellows program planning begins during the selection process when applicants describe their goals for training. Once selected, the Coordinator of Postdoctoral Training has a number of additional contacts with each future fellow. During this time initial goals are explored

more fully, tentative plans are made, and schedules are set for the fall quarter. The process of self-evaluation and program planning continues during the orientation period as fellows are asked to identify their skill levels and to articulate objectives and individual areas of interest, which are then developed into the final fall contract. Each subsequent quarter, each fellow meets with the Postdoctoral Coordinator who provides guidelines for development of the upcoming quarter's schedule.

The postdoctoral program contains the following elements:

1. Orientation. The postdoctoral training year begins the first week of September. This week is designed to familiarize fellows with CAPS' operation and facilitate their transition to the University of California, Davis community. Fellows attend several orientation sessions which cover the Center's clinical, administrative and personnel policies and procedures. Fellows are familiarized with the essential aspects of the Center's Clinical Plan that includes assessment, crisis intervention, hospitalization, brief therapy and clinical consultation and outreach. Fellows learn about other campus agencies including the Student Health Center, the Learning Skills Center, the Internship and Career Center, the Cross-Cultural Center, the Lesbian, Gay, Bisexual and Transgender Resource Center and the Women's Resource Center. During this first week, fellows meet with the Management Team, CAPS' program coordinators and the postdoctoral training staff, who are the postdoctoral fellows potential supervisors. A service contract and schedule is developed in consultation with the Coordinator of Postdoctoral Training.

2. Postdoctoral Retreats. At the conclusion of the orientation week, fellows and the postdoctoral coordinator have a one-day retreat. The purpose of this meeting is to promote group cohesion, provide follow-up and review of orientation experiences, develop personal goals and finalize each fellows contract. There is a year end retreat that occurs at the end of the training year with a primary goal of reviewing the contributions the program has made to each fellow's personal and professional development and each fellow's contributions to the program.

3. Consultation.

A. Psychological Consultation Team. CAPS' staff is divided into three teams. Fellows attend the weekly team meetings and are actively involved in the clinical discussions and administration functions. Fellows are encouraged to provide feedback to each other and staff about case conceptualization, intervention and management.

B. Psychiatric Consultation. CAPS' psychiatrists are available to discuss issues of psychiatric case management, differential diagnosis and medication on an as needed basis.

C. Professional Interactions. One of the particular strengths of our training program is the availability of staff members for consultation. Staff members are available as needed for consultation about particularly difficult cases/crisis situations when the primary supervisor, Coordinator of Postdoctoral Training, Clinical Director and Director of Training are not available. Fellows are encouraged to seek out staff members who have expertise in treating particular disorders/problems that are relevant to their caseloads. The essence of staff collaboration is evident in the collegial interactions and mentorship provided by the training staff.

D. Multi-Disciplinary Eating Disorder Team Consultation. There is a Multi-Disciplinary Eating Disorder Management Team that meets every week, which consists of the Eating Disorder Coordinator from CAPS, the Eating Disorder Specialty Fellow and Intern, 2-4 physicians and the nutritionist from Cowell Student Health Center. This

is one of 3 consultation meetings that the Eating Disorder Emphasis Area Fellow attends as part of their contract. Other fellows are invited to attend when they have an eating disorder client that requires consultation with the team.

4. Supervision. Fellows receive two hours individual clinical supervision per week. The fellow also receives an additional hour of either individual or group supervision for the chosen emphasis area.

5. Training Seminar. The fellows meet in a weekly 2-hour postdoctoral training seminar. The seminar is a core training experience and reflects the primary objectives of the postdoctoral program. The purpose of the seminar is three fold: 1) To provide a forum for collegial support, discussion of training/professional identity issues, and monitor workload/organizational issues; 2) To provide advanced training in selected areas of clinical practice; 3) To provide education and exposure to other aspects of psychology practice such as consulting, alternative careers, service to the profession, business management and agency management.

6. Supervised Experiences. Fellows gain experience in a wide variety of activities including the following:

Experiences for ALL Postdoctoral Fellows

A. Individual Counseling and Psychotherapy. Fellows primarily provide short-term, individual personal counseling. They carry approximately 16 clients depending on their individual contracts (approximately 40% of their contract). Clients typically receive about 5 to 6 sessions, about 20% can be carried to 10 sessions and one client can be seen on a long-term basis. Each fellow's clinical caseload is ethnically and culturally diverse.

B. Couples Counseling. A small but significant part of the CAPS total workload involves couples counseling. Fellows with no or limited experience working with couples initially co-counsel with a staff member.

C. Group Counseling and Psychotherapy. CAPS offers a variety of groups, including Undergraduate Psychotherapy, and specific population groups such as: Eating Disorders, Men, Graduate Students, Women, Exploring Sexuality, Breaking Free of Stress & Anxiety, First-Generation College Students, and Grief Groups. Some groups run for the entire year and fellows co-lead for the life of the group, while other groups are short-term, structured groups. For those who seek a group experience, every effort is made to have fellows lead or co-lead a counseling group. Participation in a weekly group supervision seminar will occur for those who co-lead a process group with another trainee.

D. Initial Assessment and Crisis Intervention. CAPS' first contact systems provide fellows the opportunity to perform initial assessments and crisis intervention. Fellows identify client concerns, assess level of functioning, diagnose disorders, and determine the appropriateness of agency services. After orientation, fellows provide intake and urgent care services with staff available for back-up and consultation. Fellows contract for approximately five first contact hours per quarter (12.5% of their training contract). If there is a specific clinical emphasis area that the Fellow is pursuing, then one of the intakes is organized to coincide with this area (i.e., one intake is reserved for student athletes or eating disorder clients).

E. Consultation and Programming. CAPS staff provides psychological consultation and programming services to the University community. Opportunities exist for experience in presenting programs to the campus community and fellows are expected to offer at least 6 programs during the year. There are a number of campus units that welcome

training and consultation from CAPS. Fellows may also collaborate in establishing liaison relationships with other campus offices, depending on their interests. The liaison relationships become the foundation for consultation and outreach programs.

F. Multicultural Immersion Program (MIP): The MIP is an academic class where students explore their feelings and attitudes toward multiculturalism, pluralism, diversity, and racism on an individual as well as interpersonal level to help deepen fellows own experience with diversity issues. All fellows facilitate a discussion group for this class during Fall quarter. For more information, see the [MIP Website](http://mip.ucdavis.edu) at <http://mip.ucdavis.edu>.

Optional Activities:

G. Supervision and Training: Fellows may have the opportunity to provide training and/or supervision in several ways: 1) Co-lead one of the counseling groups with a pre-doctoral psychology intern or practicum student. Practicum students are primarily doctoral students from regional schools of psychology; 2) Co-lead couples therapy with an intern; 3) Facilitate an intern seminar with one of the licensed staff; 4) Develop a special project with a training component that is then presented or provided to staff and trainees. The Coordinator of Practicum Training, Coordinator of Postdoctoral Training, Training Director and the fellow's supervisors are available for ongoing consultation about supervision issues.

H. Psychological Testing. Fellows' skills in the administration and interpretation of psychological tests can be enhanced during the training year. Although CAPS does not provide extensive testing opportunities, fellows can gain experience in personality inventories, projectives, intelligence tests, and measures of interests and values. The individual supervisors are available for consultation regarding psychological testing.

I. Development of Research. Although this is not an expected experience of the postdoctoral year, a fellow may work with a staff member to develop and conduct a research project during the training year. This project may be submitted for publication and/or presentation at the American Psychological Association Convention.

Emphasis Area Experiences

Depending on a postdoctoral fellow's areas of interest, previous experiences, training goals, and CAPS' needs, and in consultation with the Coordinator of Postdoctoral Training, a fellow will work in one of the areas listed below as their Emphasis Area for their postdoctoral year. The postdoctoral year will be focused on one of these emphasis areas, with approximately 40-50% of the time worked at CAPS being completely devoted to enhancing and developing skills within this area. Each emphasis area has at least 7 hours of programmatic responsibilities each week and a percentage of clinical responsibilities also devoted to the area. There are 4 emphasis area with clinical focus on specific individuals, populations or disorders. The remaining emphasis area is intended to be General Clinical in nature, and could include a specific diagnostic or interest area (i.e., General Clinical with Specialty Interest in Group Work, or General Clinical with Specialty Interest in Sexual Trauma).

Sports Psychology Emphasis Area: This area provides a fellow with an opportunity to work with student-athletes, coaches, and athletic department staff through sport consultation and psychological counseling. Sport consulting with student-athletes and coaches entails (a) providing performance enhancement interventions to teams, (b) facilitating team building workshops and activities, (c) developing relationships with coaches, athletes, and athletic department staff, and (d) facilitating psycho-educational

groups for athletes. The psychological counseling component includes (a) one intake hour per week specifically for ICA student-athletes (b) individual counseling with student-athletes to address personal, academic, and performance related concerns and (c) the fellow may have the opportunity to facilitate a therapy group specifically for athletes with clinical concerns. In addition, the fellow will provide outreach presentations for the athletic department and staff, and may be able to interact with various campus resources associated with Intercollegiate Athletics. A fellow who works in the Sport Psychology Emphasis program receives weekly individual supervision to discuss organizational and clinical issues in working with student-athletes. The fellow will also have the opportunity to mentor a pre-doctoral intern within the sport psychology emphasis area.

<http://caps.ucdavis.edu/consultationoutreach/sport/index.htm>

Responsibilities (hours per week indicated in parenthesis):

- Dedicate 35% of individual clinical appts to counseling student-athletes (5 hours per week)
- Dedicate one intake hour a week to student-athletes (1 hour per week)
- Mentor a pre-doctoral intern within the sport psychology emphasis area (1 hour bi-weekly)
- Co-lead 2 Sport Psychology groups (SHAPE, Leadership) (4 hours per week)
- Attend 5-6 Weekly meetings Fall and Winter quarters with the Director of Sports Psychology and the pre-doctoral intern.
- Maintain contact with training room and student trainers
- Recommend areas for group development
- Add your contributions to the group notebook

Develop a relationship with ICA coaches and staff (3 hours per week)

- Include time in the contract to network with ICA staff
- Identify and work with 2-3 teams
- Develop your areas of interest
- Develop your areas of limited competence/ comfort

Develop presentations to ICA coaches and student-athletes (as needed)

Monitor/Record hours of time spent with ICA issues

Make suggestions for psychology fellowship development opportunities

Complete a 1 Year Review of time spent with ICA issues

Additional Opportunities

Contribute to the Sport Consulting & Psychological Counseling Newsletter

Research within an area(s) of interest and/or UCD ICA program development

Teach Life Skills courses

Provide classroom presentations in PE 8 Life Skills, or Sport Psychology courses

Total Hours: Programmatic 8 hours; Clinical 10. {18}

- A. **Eating Disorder Emphasis Area:** This area provides a fellow with specific training and experience in individual and group therapy; consultation; and community programming in the area of eating disorders. The treatment approach at CAPS for Eating Disorders is a multi-disciplinary team approach (the APA recommended approach for treating eating disorders) and involves weekly collaboration on the EDMT (Eating Disorder Management Team). The EDMT is comprised of 2-4 medical physicians from Cowell Student Health Center, a nutritionist, a psychiatrist, and 3 therapists from CAPS (the Eating Disorder Coordinator; the post-doctoral fellow and the pre-doctoral intern who are specializing in eating disorders). For direct clinical experiences, the fellow working in this emphasis area may facilitate an eating disorders group and will devote 50% of their clinical caseload to seeing eating disordered clients, as well

as devoting one of their intakes to eating disorder clients only. Committee work and collaboration with other campus entities includes participation on the campus Association for Body Image and Disordered Eating (ABIDE), attendance and participation on the eating disorders management team at Cowell Student Health Center (EDMT), and participation in the Yolo County Eating Disorders Network by attending monthly meetings. Major programming and outreach is done throughout the year and the fellow may provide consultation to the health advocates and peer counselors in athletics at Cowell Student Health Center, as well as pre-planned consultations and presentations for the Women's Resource Center. The fellow will have a key involvement in developing and implementing programs for Celebrate Your Body Week on campus. There is the opportunity to co-teach the Eating Disorder Seminar for pre-doctoral interns, in addition to guest-lecturing in the pre-doctoral Assessment Seminar on various Eating Disorder Assessments. The fellow will receive supervision from the Eating Disorder Program Coordinator. Other training experiences will be provided throughout the year, with bi-weekly participation in the Eating Disorder Posse meetings (a training meeting for the CAPS clinicians who work with eating disordered clients) and attendance at one local training conference provided by SUMMIT outpatient eating disorder program. The fellow will additionally assist in planning, coordinating and facilitating our 5-week Body Esteem Boot Camp series.

<http://caps.ucdavis.edu/services/eatingdisorder/index.htm>

Responsibilities (hours per week indicated in parentheses):

- Multi-disciplinary staff meeting with Cowell Student Health Center (1)
 - ABIDE meetings / Eating Disorder Posse Meetings (1)
 - Yolo County Eating Disorder Network (1 hour a month)
 - Providing clinical services: intake, group & 7 individual appts. on average (10-Clinical)
 - Seminar lectures for pre-doctoral interns (1- Fall quarter only)
 - Program development (Coordinating Body Esteem Boot Camp) (3)
 - Outreach & Consultation responsibilities (1-2 each month)
- Total Hours: Programmatic 7 hours; Clinical 10. {17}**

- B. **Multicultural Immersion Program (MIP) Emphasis Area:** The fellow is responsible for day-to-day running of the MIP internship program. The MIP Internship provides an opportunity for MIP undergraduate student interns to develop and present workshops that aim to facilitate dialogue between and within different groups in order to promote understanding of gender, race, ethnicity, class, sexual orientation, physical ability, religion, physical attributes, as well as other personal and social facets of identity. The fellow will work with and mentor a psychology pre-doctoral intern who is working in the MIP Internship emphasis area, to teach and enhance their awareness, knowledge and skills at facilitating intergroup dialogues. The fellow will also be responsible for coordinating workshop requests from the campus community. For more information on the MIP program itself, please see our website: <http://mip.ucdavis.edu>.

Responsibilities (hours per week indicated in parentheses):

- Co-Teach (with MIP doctoral intern) MIP class for current MIP undergraduate interns (2 – Fall through Spring quarters only)
- Facilitate team meeting for one of the MIP teams (1)
- Receive supervision from the MIP Coordinator (1)

- Provide mentoring and consultation to an MIP pre-doctoral intern (1)
- Prep time to liaison between people / departments requesting programs and MIP interns, prepare for class and team meeting (2)

Other Responsibilities:

In addition to those programmatic responsibilities, at least 30% of the clinical caseload (4-5 hours) is devoted to clients who represent diversity. Two of these hours can be offered in a group therapy experience for underserved or diverse students.

The fellow is expected to act as a liaison between CAPS and the Cross-Cultural Center on campus.

Outreach and campus community planning centered on diversity and appreciation of diversity is expected, with at least one program a month being offered to a minority group or an underserved population.

The fellow has the option to co-teach the pre-doctoral intern Multi-Cultural Seminar for with the senior staff Coordinator (Fall Quarter orientation only).

Total Hours: Programmatic 7-9; Clinical 5-7 (if including Group Therapy) {12-16}

D. Stress & Wellness Clinic Emphasis Area:

CAPS Stress and Wellness Clinic is designed to address student needs specific to stress and anxiety. The clinic offers a number of workshops, groups, and one-on-one counseling sessions that the fellow would be implementing and that provide students with strategies and information to help decrease symptoms of stress and increase overall sense of wellness. Students first meet with a Stress & Wellness Clinic counselor (the fellow, pre-doctoral intern or fellow) for a screening appointment to assess their stress symptoms and triggers, impact of stress on daily functioning, and utilization of stress management techniques. The student is then assigned to a treatment protocol tailored to their individual needs. Group and individual treatment modalities use empirically supported cognitive-behavioral, relaxation, and mindfulness-based treatments. The fellow would be trained in these treatments. Students begin with introductory groups on basic stress reduction and coping techniques. They are then given the opportunity to advance to groups that build upon their stress reduction skill set and more directly integrate principles of mindfulness and mind-body wellness.

Responsibilities (hours per week indicated in parentheses):

- Facilitating stress reduction and anxiety management groups. (6 - Clinical)
- Developing group curricula in response to student needs around stress & anxiety. (2)
- Screening assessments and group assignments / case management of referrals. (3 – clinical, one clinical intake is also devoted to screenings)
- Providing direct clinical services to individual clients from the S&W clinic. (3-5)
- Providing outreach and consultation to the university community. (1)
- Coordinating the Wellness Wednesday program. (.5)
- Assessments and evaluations of the group programs. (.5)
- Supervising and planning meeting with the pre-doctoral intern and overseeing Coordinator of the program (2)

Total Hours: Programmatic 6; Clinical ~12 {~18}.

E. General Clinical Emphasis Area With / Without Specialty Focus on Diagnostic Issue:

These two examples of emphasis areas described below are designed to offer supervised experiences to fellows who wish to develop and enhance skills in

providing the varied clinical services offered through a university counseling center, and in becoming a skilled generalist who is marketable broadly and prepared for a career in a university counseling center environment. These services include assessment, psychodiagnostics, individual and group counseling and psychotherapy, crisis intervention, supervision of trainees, consultation, program development, and research. The core of this fellowship opportunity is intensive supervision in short-term psychotherapy.

The fellow in **General Clinical with a Specialty Focus** will provide clinical services for at least 50% of their contracted clinical hours to the diagnostic issue that they choose to specialize in. In addition to devoting 50% of their caseload, a fellow with this emphasis area would contract for a larger clinical caseload in general, carrying 20 clinical hours instead of 16 – resulting in one additional intake a week. Having a specialty focus additionally provides the fellow the opportunity to co-lead a process group that specifically addresses this clinical population. Examples of diagnostic issues that could be a specialty focus: Addictions; Anxiety; Childhood Trauma; Relationship Issues (Couple Therapy Focus); Sexual Abuse/Assault; Sexual Issues or Sexual Health. The fellow would receive emphasis area supervision from a staff member who has specialized clinical experience in the area.

There is also the option that a fellow could focus on a **General Clinical Emphasis** without a specialty focus. A fellow with an emphasis area of General Clinical would contract for a larger clinical caseload, carrying 20 individual clinical hours instead of 16, including one additional intake each week. A fellow in the General Clinical focus could choose to devote their clinical time to primarily individual sessions, or could additionally choose to run a general process group for graduate or undergraduate students.

Responsibilities (hours per week indicated in parentheses):

- Co-lead a specialty focus group (2 – clinical)
- Mentor trainees in their group co-leader role in this specialty focus group (1)
- Devote 50% of clinical student hours to seeing/treating this diagnostic issue and provide an additional intake (9-11 clinical).
- Develop and facilitate an outreach or special project to meet the needs of these students (within the specialty focus) on campus (1-3).

Total Hours: Programmatic 2-5; Clinical 11-13. {13-18}

Training Resources

Professional Staff

The professional staff consists of a multidisciplinary and culturally diverse group of individuals – twelve psychologists, three psychiatrists, a marriage family therapist, and two licensed clinical social workers. A variety of psychotherapeutic orientations are represented including self-psychology, object relations, psychodynamic, interpersonal, family systems, cognitive-behavioral, and organizational development approaches. Most of the staff are integrative in the manner they provide clinical services and they share a commitment to a developmental point of view. All are competent, ethical, collegial, collaborative mental health professionals.

All supervising psychologists work on site at minimum 20 hour per week and their primary responsibility is direct service activities on campus. Most supervisors are full

time staff members. The primary individual clinical supervisors are all licensed psychologists. By California law and APA ethics, supervisors are responsible for their fellow's caseload. The strength of our fellowship program rests on our highly competent, experienced staff.

As previously mentioned our site is committed to a scientist-practitioner model and thus relevant scientific information is integrated into various aspects of the fellows training. Relevant scientific and empirical information is often discussed in individual and group supervision, and the training seminar.

Given one of the main goals of the fellowship is our commitment to mentoring, it is clear that our staff takes pride in being professional role models to fellows. The training staff believes that mentor relationships are essential methods of transmitting knowledge as well as appropriate professional and ethical behavior.

Evaluation Procedures

Evaluation is structured to be an integral part of planning, setting objectives and organizing the training process itself. The evaluation process begins during the orientation period when fellows are asked to identify their skill levels and to articulate objectives and individual areas of interest. Clinical evaluation and feedback for each fellow is provided by the individual supervisor, at the end of the winter (approximately 6 months after start of fellowship year) and summer quarters (approximately at the end of the fellowship year). This written and verbal evaluation consists of a review of the fellow's objectives and goals and feedback in the areas of assessment and conceptualization skills, psychotherapy/ counseling skills, professional standards and behavior, use of supervision, and personal characteristics. At the end of the evaluation session, new goals and priorities can be developed to facilitate the future supervisory contacts and training. Throughout the supervision process, it is expected that feedback is continuous; thus if goals are not being met, feedback would be provided prior to the formal evaluation.

In the process of the supervisor's preparation for the formal evaluation, the supervisor contacts other staff who have been involved in the fellow's training to gain a broad picture of the fellow's participation, involvement, interests, skill level, professionalism, etc.

Recognizing that evaluation is a two way street, fellows evaluate their supervisory relationships and the fellowship program on a quarterly basis. All evaluation materials are reviewed by the Coordinator of Postdoctoral Training and the Training Director to assist in the development of each fellow's program and in the development of the fellowship generally. The goal of the feedback and evaluation procedures are to provide fellows with a program that is responsive to their training needs.

Due Process and Grievance Procedures

The basic meaning of due process is to inform and to provide a framework to respond, act or dispute. Due process ensures that decisions about trainees are not arbitrary or personally based. It requires that the Training Program identify specific procedures, which are applied to all trainees' complaints, concerns and appeals. The Due Process document and guidelines will be discussed in entirety at the start of the fellowship year. The following are a list of the general guidelines:

Due Process Guidelines

1. During the orientation period, trainees will receive in writing CAPS' expectations related to professional functioning. The Postdoctoral Coordinator will discuss these expectations in both group and individual settings.
2. The procedures for evaluation, including when and how evaluations will be conducted will be described. Such evaluations will occur at meaningful intervals.
3. The various procedures and actions involved in decision-making regarding the problem behavior or trainee concerns will be described.
4. CAPS will communicate early and often with the trainee and when needed the trainee's home program if any suspected difficulties that are significantly interfering with performance are identified.
5. The Postdoctoral Coordinator will institute, when appropriate, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies.
6. If a trainee wants to institute an appeal process, the due process document (provided to Fellows at start of year) describes the steps of how a trainee may officially appeal this program's action.
7. CAPS due process procedures will ensure that trainees have sufficient time to respond to any action taken by the program before the programs implementation.
8. When evaluating or making decisions about a trainee's performance, CAPS staff will use input from multiple professional sources.
9. The Postdoctoral Coordinator will document in writing and provide to all relevant parties, the actions taken by the program and the rationale for all actions.

Program Evaluation

Our site strives to integrate feedback about the program from all of its participants to enhance it each year. Fellows provide written feedback about the program twice a year. The supervisors meet on a regular basis during the year and the entire training staff meets for a retreat near the end of each training year, to review all fellow evaluation material and to do program planning regarding the fellowship.

Financial Support

As an integral element of CAPS, the fellowship training program is supported financially within the Center's budget. We have been fortunate enough to have funding such that we have had 5 or 6 postdoctoral fellows for the past three years. CAPS funds presenters for quarterly continuing education programs, in which the fellows' participate. The fellows also have the opportunity to attend the Northern California Training Conference, which is held each fall.

Physical Facilities and Training Settings

CAPS provides professional clinical services in two buildings: North Hall and Cowell Student Health Center (Psychiatry/Behavioral Medicine). In North Hall (main site), CAPS occupies the second and third floors. In Cowell Student Health Center, CAPS services are offered on the second floor and the staff have access to the conference room on the first floor. The House, a CAPS peer counseling program, is a separate facility located near Cowell Student Health and the Residence Halls. All CAPS facilities are accessible to handicapped individuals and are designed to provide clients with a comfortable environment.

At North Hall, there are individual offices available for fellows. These offices contain a desk, three chairs, a bookcase, a TV/video monitor, a file cabinet and an Apple Macintosh computer with internet access. Fellows' computers are upgraded every three to four years, as are staff computers. The fellows have access to the use of three group

rooms. The Sumner Morris Library in North Hall, named after the first Counseling Center Director, provides a space for staff to gather formally and informally. The fellow seminar is offered in the Morris Library.

Clerical and Technical Support

A total of seven support staff and one Management Services Officer provide a variety of support services to the staff. CAPS has one secretary/receptionist at Psychiatry in Cowell Student Health Center and at North Hall there are two receptionists, two administrative assistants, one computer resource specialist supervisor, one computer resource specialist and a Management Services Officer who oversees all aspects of the day-to-day administrative functioning of CAPS services.

The fellows' interactions with the support personnel begin before they arrive on site as the administrative assistant prepares their University employment documents. Then after their arrival, the support staff assists them in becoming acclimated to the various administrative aspects of CAPS, such as typing letters and other paperwork as necessary, scheduling clients, taking messages, etc. During the fellow's orientation period, the Management Services Officer, the administrative assistant, and the receptionist meet with the fellows to discuss the variety of office procedures and mechanics.

On an as needed basis, members of the support staff are asked to provide their observations regarding the fellow's interactions with them as part of the fellow's evaluation. Support staff provide additional information on an fellow's ability to communicate and to function professionally.

Training Materials and Equipment

Each fellows' office comes equipped with a computer that has digital recording capabilities. Additionally, there are audiotape recorders, an overhead projector, a slide projector and a PowerPoint projector that may be checked out. All supervisors have electronic access to their supervisee's clinical records and recordings.

The North Hall site has a small library for professional use. Every year, specific funds are earmarked for enhancement of the library holdings.

APPLICATION

Eligibility: Applicants must have graduated from an APA or CPA accredited doctoral program in counseling or clinical psychology. Applicants must have completed an APA accredited or APPIC Member internship. Additionally, although not a requirement, the majority of the applicants selected have had an internship in a university counseling center.

Selection: The selection of fellows is made by a committee comprised of the Director of Training, the Coordinator of Postdoctoral Training, and other staff as needed. Applicants are rated on the basis of their background information and stated goals for the fellowship. Those candidates assessed by the committee to hold goals most closely matching the availability of training options at CAPS will be asked to participate in a phone interview.

More Information: Applicants who are interested in learning more about our program are encouraged to contact the Coordinator of Postdoctoral Training, Dr. Katie Cougevan at kpcougevan@ucdavis.edu or any staff or current postdoctoral fellows.

Application Procedures

Applications must include:

1. A cover letter of interest (no longer than two pages) which provides us information about your future professional goals, your goals for training at our site and information about who you are as a person and a professional. Please indicate in your letter the specific Emphasis Area(s) that you are applying for and the experience that you have attained in the emphasis area(s). Additionally, indicate in your cover letter your expected graduation / dissertation defense date.
2. Current vita.
3. Graduate school transcripts (can be unofficial). If you have not graduated at time of application, you must submit an official transcript indicating date graduated prior to beginning the fellowship. You cannot begin the fellowship if you have not received your doctoral degree.
4. Three letters of recommendation—one must be from your internship training director and two from supervisors who have direct knowledge of your clinical or counseling work.

SEND HARDCOPIES OF ALL REQUESTED MATERIALS. E-mail attachments will not be accepted. It is best if the application materials are enclosed in one envelope, although they can be mailed separately if necessary.

Application deadline for the Postdoctoral Fellowship: **February 6th, 2009.**

Send all application materials to:

Katie Cougevan, Ph.D.
Coordinator of Postdoctoral Training
Counseling and Psychological Services
University of California, Davis
One Shields Avenue, 219 North Hall
Davis, CA 95616-8568

(530) 752-0871 ext #14
Fax: (530) 752-9923
kpcougevan@ucdavis.edu