

# **Doctoral Psychology Internship Manual 2023-2024**

Southern Utah University  
Counseling & Psychological Services

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## Internship Program Overview

Doctoral psychology interns are an integral part of Counseling & Psychological Services (CAPS) at Southern Utah University. Interns are encouraged to actively participate in various aspects of CAPS' functioning and to assume a major role in the delivery of services. CAPS is committed to maintaining an internship program that facilitates learning and professional development for interns. Our staff places a high premium on creating an environment that is professionally stimulating, open to change, and sufficiently flexible to accommodate individual training needs. Through the internship program, CAPS supports the mission of Southern Utah University to "engage students in a personalized and rigorous experiential education."

### Philosophy Of Training

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The internship program at CAPS employs a **developmental-mentorship-practitioner** training model. The guiding principal is that learning is a **developmental** process that is dependent on support, challenge, feedback, and role modeling. The training model is supported by the following principles that are infused into all aspects of the training curriculum:

- Developmental perspective on all training activities
- A sequential learning environment that encourages professional growth and development
- Emphasis on mentoring, role-modeling, and supervision
- A learning environment that is collaborative and collegial
- Focus on clinical service delivery within a university setting
- Interdependence within the university community
- Respect for diversity and uniqueness of the individual

The internship program's **mentorship** focus emphasizes the relationships that interns develop with CAPS staff members over the course of the internship year. Staff members serve as role models, resources, and advocates as interns cultivate and consolidate their identity as professional psychologists. The internship program facilitates maximum interaction among interns and staff members through a variety of clinical, training, supervisory, and outreach/consultation activities. The **practitioner** orientation of the internship program emphasizes the importance of applying existing knowledge and skills. Learning is continual, and accumulates through reflective clinical practice during the internship year. Intern development occurs through both didactic and experiential learning activities, which are informed by relevant scholarly literature.

## Internship Aims & Competencies

The overarching aim of SUU's doctoral psychology internship program is to prepare interns for competent, generalist entry-level psychological practice. Upon completion of the internship, many SUU interns pursue positions in university counseling centers. The internship program at CAPS also prepares interns well for a variety of positions, especially in outpatient mental health settings.

The internship program focuses on preparation in terms of the following aims and their associated competencies, as defined by the Standards of Accreditation in Health Service Psychology (SoA).

### **Aim 1: Conceptualization & Intervention**

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Interns will acquire intermediate to advanced skills in case conceptualization and clinical interventions, and demonstrate the use of these skills with clients with a variety of presenting concerns in a variety of modalities (i.e. individual, group, and couples therapy).

**Case Conceptualization** – the ability to accurately conceptualize the multiple dimensions of the case, incorporating theory and case material.

**Intervention** – the ability to use interventions designed to alleviate suffering and to promote health and well-being in a variety of modalities (i.e. individual, group, and couples therapy).

**Scientific Thinking** – the ability to use and understand scientific methods in applied practice. The ability to understand the scientific foundations of Evidence Based Practices and their limitations.

### **Aim 2: Ethical, Professional, & Reflective Practice**

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Interns will cultivate the attitudes, knowledge, skills, and self-awareness needed for ethical, professional, and reflective practice as a psychologist.

**Ethical and Legal Standards** – the possession of knowledge of ethical and legal standards of the profession and the ability to engage in ethical decision-making and behavior.

**Professionalism** - the ability to behave consistently with professional values and ethics, including integrity, responsibility, and concern for the welfare of others. The ability to behave professionally across various settings and to maintain a professional identity as a psychologist.

**Reflective Practice** – the ability to self-assess competence, to seek out and learn from feedback, to practice self-care, and to commit to one's professional development.

**Relationships** – the ability to develop and maintain effective relationships with a wide range of clients, colleagues, organizations, and communities.

**Interdisciplinary Systems** – the possession of knowledge of the shared and distinctive contributions of other professions and the ability to effectively function in interdisciplinary settings.

### **Aim 3: Individual-Cultural Diversity**

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Interns will cultivate the awareness, sensitivity, and skill needed to provide competent professional psychological services to individuals, groups, and communities representing various dimensions of diversity, broadly defined. This includes the ability to acquire cultural knowledge of oneself and to understand complex dimensions of culture in others and to use that knowledge effectively in psychological work.

#### **Aim 4: Assessment**

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Interns will acquire intermediate to advanced skills in a variety of assessment types, with an emphasis on educational assessment (i.e. Learning Disability, ADHD) and outcome assessment.

**Assessment & Diagnosis** – the ability to assess and diagnose problems, capabilities, and issues. The ability to assess using a variety of methods and to communicate findings clearly and constructively.

**Outcome Evaluation** - the ability to evaluate the progress of one's own activities and to use this information to improve one's own clinical effectiveness.

#### **Aim 5: Outreach & Consultation**

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Interns will acquire the knowledge and skill needed to perform consultation and outreach functions in a university setting. This includes the ability to disseminate knowledge in professional psychology using a variety of strategies and methods and to provide expert guidance or professional assistance in response to a client's needs/goals, to a colleague, or within an organization or community.

#### **Aim 6: Supervision**

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Interns will develop a beginning knowledge regarding the provision of clinical supervision, including developing a personal philosophy or model of supervision that is informed by relevant theory and literature. This includes the ability to understand the complexity of the supervisor role and knowledge of the procedures and practices of supervision.

## Internship Program Elements

### Supervision

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Interns work with supervisors who oversee their clinical caseloads, groups, assessment, and elective rotations. Assigned supervisors provide mentoring and facilitate professional development through support and challenge. Interns are required to work with a minimum of two individual supervisors over the course of the internship year. Interns need to receive an average of four hours of supervision with a psychologist every week, totaling 200 hours by the end of internship. In order to qualify, the psychologist must have been licensed for a minimum of two years and currently be licensed in Utah (This is designated in Titanium as U2LP [Utah/2-Year Licensed Psychologist]). Interns will also receive supervisory support from other members on staff who partner with psychologists to provide supervision in areas such as group and assessment. Interns may also receive additional supervision from their group co-leader. Consultation with other staff members is done on an informal and/or as-needed basis.

200 U2LP Supervision hours are acquired through:

- Weekly Individual Supervision with Primary Supervisor (50 hours total)
- Weekly Individual Supervision with Secondary Supervisor (50 hours total)
- Weekly Group Supervision of Group Therapy (50 hours total)
- Assessment Supervision weekly during Fall Semester and bimonthly during Spring Semester (25-30 hours total, depending on the year)
- Supervision of Supervision bimonthly during Spring Semester and weekly during Summer Semester (20-25 hours total, depending on the year)

Since it is inevitable that the above-mentioned supervision will be cancelled some weeks (due to supervisor or intern vacation, illness, or other unforeseeable circumstances), the following 16.5 hours of U2LP Supervision is also scheduled to make sure interns meet the goal of 200 supervision hours. Though 16.5 extra hours might seem like a lot, it is strongly advised that interns not rely on these hours, but rather reschedule any missed individual supervision to ensure that your goal is met.

- Case conference on the week an intern presents counts as U2LP Individual for that intern only (5 hours total)
- Monthly 30 min individual internship check-in meetings with the Training Director count as U2LP Individual (5.5 hours total)
- Bi-monthly 1hr group internship check-in meetings with the Training Director count as U2LP Group (6 hours total)

### Individual Counseling

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Interns develop a caseload of clients whose presenting concerns and demographics fit their individual training needs and experience. By working with diverse individuals, interns increase their proficiency in the area of individual-cultural diversity. Interns are given priority when selecting clients, in order to facilitate maintenance of a caseload that allows for both depth and breadth of experience. Please coordinate with the Clinical Director to ensure that your caseload meets your training goals. Interns should have a maximum of 25-30 clients on their caseloads.



## **Group Counseling**

Interns co-lead or process-observe one Understanding Self and Others (USO) group each semester. Interns may co-lead additional group(s) as part of an elective rotation in group therapy. Groups are co-led with a senior staff member during Fall and Spring Semesters. If the staff co-leader anticipates being absent for a group session, interns often have enough advanced training to lead the group alone. Prior to an intern running a group alone, the staff member co-leader consults with the intern and the intern's primary supervisor.

During Summer Semester, interns may request to co-lead a USO group together. The Group Coordinator and Director of Training consider this request in the context of available summer groups, as well as intern readiness to co-lead without a senior staff member. Interns may be allowed to co-lead a psychoeducational group together earlier in the year, dependent on readiness as assessed by supervisors and group coordinator.

## **Couples Counseling**

Interns are expected to work with at least two couples over the course of the internship year. Interns may elect to work with more couples, depending on availability.

## **Crisis Services**

At the beginning of each semester, each CAPS staff member is assigned to be the "Counselor on Duty" (COD) for a certain number of days (divided evenly among staff). Based on demand for services, the Clinical Director will instruct staff on how much time should be blocked off for crisis work on COD days (typically 1-3 hours). Placeholders must be entered in Titanium according to the Clinical Director's instruction and should not be covered with other appointments. The COD's primary responsibility that day is to be available to provide crisis services. It is wise to assume that anything else scheduled on a COD day may need to be moved (e.g., if a crisis appointment runs long, a student needs to be hospitalized, etc.). Therefore, try to schedule low-acuity clients, supervision, or non-essential meetings on COD days. Also allow an extra hour for Notes & Reports at the end of the day, as crisis documentation is time-consuming.

Interns gain crisis service experience by:

- 1) Observing at least two crisis appointments conducted by any senior staff member.
- 2) After observing the required number of appointments, interns provide a minimum of at least two crisis appointments under the observation of their individual supervisors. The Training Committee then consults together to determine whether the intern is ready to independently serve as the COD. An intern may benefit from the opportunity to provide additional observed crisis appointments before providing these services independently.

After completing the above requirements (typically during Fall Semester), interns are ready to independently serve as the COD (typically during Spring and Summer Semesters). When providing independent COD services, interns are still paired with a licensed staff member who is available for consultation during the hours set aside for crisis services.

## **Assessment**

Interns receive training and supervision in the area of clinical interviewing. All CAPS clients take the Counseling Center Assessment of Psychological Symptoms (CCAPS) at intake and prior to each subsequent session. Interns receive training in outcome assessment and the use of CCAPS data in treatment planning. Interns also receive training in the ongoing assessment of the therapeutic alliance using the Session Rating Scale (SRS). Interns are trained to use the SRS on a weekly basis and to incorporate SRS feedback into treatment planning.

During the internship year, interns develop additional skill in the use of psychological tests related to a university counseling center population. Interns are expected to complete 4 total assessments over the course of the year. The first two assessments should be completed during Fall Semester. Out of the 4 required assessments, 2-3 must be Educational Assessments (assess for the presence of learning disabilities and/or ADHD). These typically facilitate the student's ability to receive formal academic accommodations through SUU's Disability Resource Center. The other 1-2 assessments should be Psychological Assessments in an area of the intern's choice. Possible tests include personality inventories (MMPI-2, PAI), trauma inventories (TSI-2, DES) eating disorder assessments (EDI-III & Structured Interview), substance use assessments (YAAPST, SASSI-3, ASI) and inventories of career interests and skills (SDS, SII-II).

Interns attend Assessment Supervision during Fall and Spring Semesters, where they receive supervision of their assessment work as well as training in the use of various psychological tests. Interns may also receive ongoing supervision in assessment from their individual supervisors.

Interns are required to block a continuous 3-4 hours/week for assessment work (testing and/or report-writing).

## **Outreach**

Interns lead outreach presentations based on their training needs and experience. The Outreach Coordinator presents opportunities to participate in outreach throughout the internship year. Common topics include: stress management, study skills, coping with depression/anxiety. Interns independently develop at least one outreach presentation during the internship. A copy of this presentation is kept in the intern's portfolio. Interns conduct three or more outreach presentations during Fall Semester and three or more outreach presentations during Spring Semester.

## **Case Conference**

Case Conference is held on a weekly basis and provides staff members and interns the opportunity to present and consult on a clinical case. During case conference presentations, presenters gain feedback and insight in areas including case conceptualization, interventions, cultural considerations, resources and referrals, and ethical concerns. Presenters prepare in advance using the Case Conference Presentation Format (see Appendix B), and by selecting a brief video clip that illustrates the client/therapist relationship and interactional style.

Interns present in Case Conference twice each semester (Fall, Spring); once on a clinical case and once on an assessment case. For the summer semester they will present once on either a clinical or an assessment case. The first clinical case presentation should occur prior to Mid-October. Notes from clinical case conference presentations and de-identified assessment reports are submitted to the Director of Training. This material is included in the intern file and meets part of the Internship Completion Requirements (see Appendix D). Interns are evaluated and provided with feedback on

their Case Conference presentations. A copy of the completed evaluations is provided to the intern and a copy is kept in the intern's file.

### **Professional Development and Training**

During the first 2 weeks of internship, interns are oriented to Counseling & Psychological Services and SUU. By participating in orientation, interns have opportunities to become acquainted with each other, as well as the staff, and to become acclimated to CAPS prior to beginning their clinical work.

Following orientation, internship incorporates a variety of professional development and training opportunities, which interns are expected to attend regularly. Training Seminar and Diversity Seminar are primarily didactic in nature and sometimes include guest presenters from SUU or the local community. Assessment Supervision, Supervision Seminar, and Group Supervision of Group Psychotherapy are primarily supervisory in nature with specific didactic elements included to aid in interns' development of skill.

| <b>Activity</b>                          | <b>Fall Semester</b> | <b>Spring Semester</b> | <b>Summer Semester</b> |
|--|----------------------|------------------------|------------------------|
| Training Seminar                         | Weekly               | Weekly                 | Weekly                 |
| Diversity Seminar                        | Every other week     | Every other week       | Every other week       |
| Assessment Supervision                   | Weekly               | Every other week       | --                     |
| Supervision Seminar                      | --                   | Every other week       | Weekly                 |
| Group Supervision of Group Psychotherapy | Weekly               | Weekly                 | Weekly                 |
| Professional Development                 | Every other week     | Every other week       | --                     |
| Case Conference                          | Weekly               | Weekly                 | Every other week       |

Clinical Staff take turns presenting for Professional Development on topics which they have expertise or interest in. Clinical Staff also take turns presenting on a client at Case Conference. During the summer, Clinical Staff join interns for Diversity Seminar, providing opportunity to learn and reflect as a team about relevant diversity-related topics.

Interns lead:

- 1) Case Conference twice during Fall Semester, twice during Spring Semester, and once during Summer Semester
- 2) Professional Development once during Fall Semester and once during Spring Semester
- 3) Diversity Seminar once during Summer Semester

Interns typically have opportunities to attend local conferences (e.g., the Utah University and College Counseling Centers Conference) for professional development and networking. A small conference fund is available for interns to defray some of the cost. Interns may also choose to use this conference fund to support their attendance at a national conference of their choice.

### **Elective Rotations**

At the beginning of each semester, interns, in conjunction with their supervisor and the Director of Training, develop a particular area where they would like to gain more training and experience. Interns are encouraged to develop goals for this area, and to seek out training opportunities during the semester. Examples of elective rotations include group therapy, assessment, biofeedback, career counseling, or collaborating with a specific office on campus (e.g., center for diversity & inclusion,

athletics, housing, etc.). Elective rotations are supervised by the intern's primary or secondary supervisor, dependent on expertise. Thus, the elective rotation you choose can heavily influence which supervisors you work with each semester.

### **Research**

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Interns may use up to two hours each week to work on their dissertation, research, or applications for post-docs or jobs. This time may be "banked;" for example, an intern may elect to take one day during a month rather than two hours each week. Banked time may also be used to attend professional conferences. Interns are permitted to schedule this time on the weekends or evenings. Interns are required to present a poster or lead a breakout session at the Utah University Counseling Center Conference in the fall held in Park City/Salt Lake City. All CAPS staff attend this conference and this is an opportunity for interns to engage in presenting scholarly research in a conference setting.

## Intern Schedules

Interns develop a schedule each semester that incorporates direct service delivery (typically accounting for about 40 - 45% of time at CAPS), training, supervision, and other professional activities (e.g., staff meetings, notes and reports, managing their caseload). Interns are encouraged to develop a schedule that reflects their unique training needs and goals. The Director of Training is available for consultation regarding schedules and approves interns' proposed schedules.

### Sample Schedule

The following sample schedule provides a guide that may be used by interns, while acknowledging that there is an ebb and flow to university counseling center work that requires flexibility (e.g. an intern may spend 3 hours on outreach one week followed by two weeks with no outreach-related activities).

|  | Fall Semester | Spring Semester | Summer Semester |
|--|---------------|-----------------|-----------------|
| <b>Direct Service Delivery</b>                       |               |                 |                 |
| Individual & couples therapy*                        | 11-13         | 11-13           | 11-13           |
| Group therapy*                                       | 1.5-3         | 1.5-3           | 1.5-3           |
| Crisis/urgent care appointments                      | 2             | 2               | 2               |
| Assessment   | 2-3           | 2-3             | 0-3             |
| <b>Professional Activities</b>                       |               |                 |                 |
| Outreach   | 1             | 1               | 0               |
| Elective Rotation(s)                                 | 3-4           | 3-4             | 4-7             |
| <b>Training &amp; Supervision</b>                    |               |                 |                 |
| Individual supe of clinical work & elective rotation | 2             | 2               | 2               |
| Group Supervision of Group Psychotherapy             | 1             | 1               | 1               |
| Assessment Supervision                               | 1             | .5              | 0               |
| Supervision of Supervision Seminar                   | 0             | .5              | 1               |
| Supervision with group co-leader(s)                  | .5-1          | .5-1            | .5-1.5          |
| Staff Professional Development Meeting               | .5            | .5              | 0               |
| Training Seminar                                     | 1             | 1               | 1               |
| Diversity Seminar                                    | .5            | .5              | .5              |
| <b>Other</b>   |               |                 |                 |
| Staff/Clinical meetings                              | 1             | 1               | 1               |
| Notes and reports                                    | 5             | 5               | 5               |
| Supervision preparation                              | 1             | 1               | 1               |
| Exercise   | 1             | 1               | 2.5             |
| Research   | 2             | 2               | 2               |
| Other (e.g., Intern Selection Committee)             | 0             | 1               | 0               |
| <b>Weekly Total Hours</b>                            | <b>40</b>     | <b>40</b>       | <b>40</b>       |

\* Required minimum for combined individual, couples & group therapy hours = 12 hours

At the beginning of each semester, interns complete a *Weekly Time Distribution* (see Appendix A) that outlines their schedule and articulates goals for the semester. At the conclusion of the semester, interns complete the “Outcomes” and “Internship Completion Criteria” sections of the *Weekly Time Distribution* form. Interns meet with the Director of Training to discuss this form at the beginning and end of each semester.

## Administrative Policies & Procedures

### Attendance

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Internship is a 12-month, 40-hour-per-week commitment. Interns can expect to work 8am-5pm, Monday-Friday with a one-hour lunch break midday.

CAPS will employ a hybrid model for the 2023-24 academic year, utilizing HIPAA Compliant Zoom for all telehealth and remote supervision appointments. Except in the event of quarantine, interns will spend a minimum of 3 days per week working in their CAPS office and may be able to spend a maximum of 2 days per week working from home (dependent on caseload and schedule limitations).

Days and times spent on-site vs. at-home will be arranged in collaboration with the Clinical Director and Training Director. Interns are expected to attend most seminars and group supervision meetings in-person. Exceptions can be made for emergency situations (e.g., quarantine), with advance permission from the trainer/supervisor (please give at least 48 hours' notice), or in cases where the trainer/supervisor grants on-going permission for interns to attend remotely.

Within a hybrid model, it is important to see clients in the format they selected when scheduling the appointment (in-person vs. telehealth). Clinicians should not switch formats except in emergency situations or where client and therapist have collaborated and agree that the change is in the best interest of the client. Titanium should be updated immediately to reflect the appointment (in-person vs. tele-) before the appointment begins. Client preference for in-person vs. tele- should be respected even if this limits an intern's ability to work from home (e.g., if every client on an intern's caseload prefers in-person, working from home two days per week is not realistic).

Interns use leave time if they are not working on CAPS-related activities. Travel to/from work occurs on the intern's personal time (i.e., interns are expected to be at work at 8am, so travel must occur before then). If an intern works a half day at CAPS and a half day at home, any travel time between offices occurs on the intern's lunch break.

### Vacation, Sick Leave, and Holidays

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Please talk with the Training Director when you need to take time off on a one-time basis (e.g., taking a week of vacation, leaving early one day, etc.). Please talk with both the Training Director and Clinical Director about recurring needs to take time off (e.g., needing to come in late every Wednesday). We will collaborate with you to ensure that you use your university leave time in a way that works for you.

Interns have the following vacation, sick leave, and holidays over the course of the internship year:

**Vacation** – 15 days (accrued 5 hours per pay period)

**Sick Leave** – 12 days (accrued 4 hours per pay period)

**Holidays** – 12 official university holidays

(the holiday schedule is available at <https://www.suu.edu/hr/holidays.html>)

**Professional Development** – 3 days

### ***Vacation***

Interns should use all vacation days during the internship year. Unused vacation may not be “cashed out” at the end of the year. Interns are required to use 5 days of vacation during the last week of internship (July 31- August 6, 2024). Tuesday July 30, 2024 is the last day of attendance of internship.

Please e-mail vacation requests to the Director of Training for approval, preferably a month or more before the vacation is to be taken. Once approved, interns are responsible to schedule the vacation time in Titanium and to manage their schedule (e.g. rescheduling supervision, making plans with group co-leaders, and ensuring client needs are met).

### ***Sick Leave***

According to SUU policy, accrued sick leave may be used for personal illness, injury, or incapacity. Up to 8 days of accrued sick leave may be used for the illness, injury, or incapacity of a spouse, dependent children, parent, and parent-in-law. Vacation is used for other absences.

In the event of illness, interns call or e-mail the front desk for help blocking out the sick leave in Titanium and rescheduling clients. They will need to contact the Director of Training as well. If able, please call or e-mail group co-leaders, supervisors, or other staff with whom the intern may have been scheduled to work that day. If too ill to do this, please ask the front desk to communicate with everyone.

### ***Professional Development***

Interns have three days for personal professional development during the internship year. This time may be used for conference attendance or travel related to dissertation and post-doc/job interviews. Up to two hours per week of research time may also be banked and used for these purposes. Interns inevitably spend time in the evenings and on weekends doing professional reading and/or working on dissertation. Interns can count up to 4 hours of these professional activities (outside of their 40 hour work week) towards their 2,000 hours.

### ***Informal Flex Time***

While SUU does not offer formal comp time or flex time, interns may use informal flex time at CAPS. For every hour worked on campus beyond 40 hours per week, interns may use an hour of “flex time” that does not require using leave time. It is expected that flex time will be planned ahead of time and that requests will be submitted to the Director of Training for approval. Flex time needs to be used in the same week as the after-hours service.

### ***Exercise***

Interns are allowed to schedule two 30 minute sessions of exercise each week in the Fall and Spring semester. They can use more exercise time if they are caught up on all of their clinical work. In the summer they may schedule more exercise time if they are caught up on other internship requirements. Consult with the Director of Training regarding requests for more scheduled exercise.

### ***Lunch***

Interns are required to take a lunch each day. Most days interns will need to take lunch during the middle of the day. On rare occasions, interns may put lunch at the beginning or end of the day; or save up lunch for the end of the week. This requires approval from the Director of Training.

### ***Professional Attire***

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CAPS does not enforce a “dress code.” We expect that all staff, including interns, will dress in a manner that they feel represents themselves and their profession well.

### ***Liability Insurance***

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Interns are required to maintain student liability insurance throughout the internship year. In some cases, a student’s counseling/clinical psychology program will pay for this. If an intern has trouble acquiring liability insurance due to financial burden, they should speak with the Training Director and Director. CAPS staff are happy to consult about their preferred insurance providers. Please give the Training Director proof of liability insurance before meeting with your first client at CAPS.

### ***Maternity/Paternity Leave***

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Doctoral interns (trainees) are not eligible for FMLA, as SUU requires one year of employment prior to its implementation. When the need for maternity/paternity leave arises, CAPS administration works proactively with the trainee, their academic program, and APPIC to arrange alternatives, including the use of all leave time and/or extending internship. Interns may also have the option of requesting unpaid sick leave. However, this may prevent them from completing necessary hours for internship completion so they will need to coordinate with the Director of Training about all of their options.

### ***Documentation***

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Interns are expected to keep accurate and timely clinical documentation according to the following schedule:

- Within **24 hours**, complete: Crisis/Urgent Care appointment notes
- Send a draft of all other notes to your primary supervisor by Friday when you leave (Intake Notes, Progress Notes, Group Notes, Consultation Notes, Termination Summaries)

Please document all communication that you have with a client. Phone calls can be summarized. Most emails can be copy/pasted because we discourage clients from sending sensitive information via email. If the client does write an email that contains more detail than you would typically include in a progress note, please consult with your supervisor.

### ***Closing Client Files***

Close client files within **30 days** of the last appointment by completing the following steps in Titanium:

- 1) Complete the Termination Summary and forward to supervisor.
- 2) If the client is no longer participating in any services at CAPS, complete the Case Closed Note and forward to the Clinical Director. This is done after all other notes have been signed.



- 3) The Clinical Director will remove your name on the “Client Security” screen. Please do not do this yourself.
- 4) If the client is no longer participating in any services at CAPS, the Clinical Director will uncheck the “Active” box on the “Contact Information” screen. Please do not do this yourself.

### ***Zoom Appointments***

At the beginning of all Zoom Intake Appointments, verify the client’s identity by asking name and date of birth (which you can compare to their Titanium record). In addition, and in all subsequent appointments, ask for the client’s phone number and the physical address where they are located. This is in case of emergency and also to confirm that the client is local. Except in situations pre-approved by the Clinical Director, clients must be local (Cedar City and close vicinity). If a client reports that they are in another town or out-of-state, the appointment must be rescheduled. If, in your clinical judgement, an exception should be made, consult with a supervisor before continuing the Zoom appointment.

### ***Confidentiality***

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Confidentiality is an ongoing process and a part of the professional identity of a therapist. CAPS expects all staff to think critically at all times about how they can increase measures to protect the confidentiality of those whom they serve. Below are some general guidelines to begin with.

#### ***Make It Personal***

When in doubt about whether your behavior is confidential, imagine your most embarrassing secret and how you would expect your own therapist to handle that information. Would you want them to email your secret to a supervisor, write it down on a sticky note and leave it on their desk, transport it in their car, keep it in an unlocked filing cabinet, gossip about it with their colleagues over lunch? Also, remember that pieces of client data which may seem benign or common to you, are incredibly private to the client. It is best to assume that all client details are sacred; to be entrusted with them is a great privilege.

#### ***Rural De-Identification***

Confidentiality requires additional consideration in a rural community like Cedar City. When de-identifying, it will likely be necessary to remove more details and demographics than you would in an urban setting. This requires therapists to think deeply about their clients and how their identities and stories may differentiate them from others in this community. For example, simply listing a client’s demographics as “black” and “lesbian,” which would not compromise the client’s identity in most urban settings, could pose problems in SUU’s dominantly white, heteronormative environment. If you add other details, such as a club that the student leads or that the student has a little brother on campus, the student’s identity will become even easier to guess. Thus, content that might be considered de-identified elsewhere, will be considered identifiable here.

#### ***The Two Locks Rule***

Confidential information should be behind two locks unless in the physical presence of the therapist. This is a simple rule that can guide professional behavior at all times. For example, when a therapist leaves their office (even just for a quick break), all confidential data should be behind two locks. “Locks” include passwords on documents, the password on your computer, the password on an encrypted flash drive, the lock on your office door, the lock on a bag or filing cabinet. You can

choose the combination of locks that work for you in different situations, provided the two locks rule is being followed.

### ***Devices***

Interns will be supplied with a PC desktop computer and an Apple laptop. Interns should use these devices for all confidential CAPS-related work. These devices are meant to be used at CAPS or in your personal home office only. They are not to be taken on trips without express permission from the Director.

Confidential information should never be created on or copied to a personal device. It is permissible to use a personal device for certain activities (e.g., joining a Zoom call when you are out-of-town). But do not use that device to record a session, take notes on a client etc..

In general, it is wise to not be logged in to your work email after hours or on weekends. Clients should be informed that you do not maintain 24/7 access to email and that urgent matters should never be sent via email. There are 24/7 resources that clients can access instead.

### ***Videorecording***

Interns videorecord all of their individual therapy and some of their group therapy. Videorecording should be done using HIPAA Compliant Zoom on the Apple laptops provided by SUU CAPS (not on PC desktops or personal devices). Videos should be stored on an encrypted USB flash drive, never on the intern's laptop. It is often necessary to record onto the laptop, but the intern must move the video file to their flash drive before leaving work for the day.

### ***Passwords***

Situations will arise throughout the year that require interns to password-protect documents before sharing them with their supervisor (e.g., assessment reports that are shared digitally). Passwords should be committed to memory or stored in an encrypted manner (e.g., a password organization program that only the therapist has access to). Passwords should be exchanged verbally or in a manner that can be destroyed immediately. Passwords should never be shared through email. Interns are also encouraged to keep documents de-identified whenever possible.

### ***Flash Drives***

Interns will each be assigned two hardware-encrypted USB flash drives. These drives require a password to gain access to the enclosed files, which the Training Director will share with you. To use the flash drive, insert it into your computer and run the IronKey program for either Mac or PC. After entering the password, a drive will mount titled Kingston. This is where you can place files. The IronKey manual is on the flash drive for reference purposes.

All confidential files should be stored on an encrypted thumb drive and kept in a locked bag or locked filing cabinet. All confidential data (even if it is de-identified) should be shared only in print form or via an encrypted thumb drive.

### ***Locked Bags***

Please avoid transporting confidential material outside of CAPS whenever possible. When it is unavoidable, flash drives and other confidential material should only be transported to/from CAPS

in a HIPAA-compliant locked bag. It is also recommended that laptops be transported in a locked bag. Interns will receive one large locked bag and two small locked bags.

- The large bag requires a key, which interns should keep on their CAPS keyring, separate from the bag. These large bags are used by the intern to transport confidential material to/from their CAPS office and home office. When transporting confidential material, interns should travel directly from CAPS to their home (or vice-versa), not making any side trips or errands along the way.
- Interns will receive two small bags with combination locks. These are for storing and transporting USB flash drives. When not in use, flash drives should always be stored in their accompanying bag, in the locked position. Both intern and supervisor will know the combination to the bag so that interns can share videotape of their sessions with their supervisors.

### ***Online Data Storage and Transmission***

SUU CAPS does not have a Business Associate Agreement with Google, therefore Google is not HIPAA compliant. Additionally, IT scans SUU Gmail accounts for the purpose of protecting employees from scams and identity theft, which means we cannot guarantee the confidentiality of anything sent via email. Nothing confidential should ever be written in or stored in Gmail, Google Drive, One Drive, or any other cloud service. The CAPS shared drive is also not confidential. All online transmission of confidential data is discouraged. If you experience a situation which you believe to be an exception to this rule, consult with your supervisor and the Clinical Director.

### ***Assessment Data & Reports***

All raw assessment data should have the client's initials and date of testing on it. Do not use full client names on any raw data. Unless in use, assessment data should be stored in the CAPS filing cabinet drawers labeled Client Testing Results. Raw data and test kits are never to be taken outside of CAPS.

When working with your supervisor to edit an assessment report, pass the report back and forth via encrypted thumb drive or print copy. A digital Word document should be password-protected and a print copy should be passed back and forth in a locked bag. In either case, refrain from putting the client's name, date of birth, T-number and other unique identifiers on the document until the very last moment. A stand-in like "Student" or "Client" can easily be swapped out for a name using Word's Find & Replace feature once the report is ready to be finalized.

After finishing an assessment report, a digital copy should be uploaded to the client's Titanium file. Collaborate with your supervisor to digitally sign and upload this. Do not use the "Scan & Send" feature on the copy machine, as this compromises the confidentiality of the report by sending it to your email. Before uploading to Titanium, turn the assessment report into a PDF and remove the password so that future CAPS staff will be able to open the report.

### ***Case Conference Presentations***

Though it is completely acceptable to use client names in your consultation with other CAPS staff, in your written and verbal case conference presentations, please practice the skill of de-identification. Many interns use their case conference presentations in postdoc/job interviews, so de-identifying the case when you present it to CAPS decreases the likelihood that you will breach client confidentiality when you present the case outside of CAPS.

## Relationships Between Permanent Staff and Trainees

### Definitions

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**Staff:** Anyone who is employed by CAPS whether on a renewable or temporary contract.

**Permanent Staff:** Anyone who is employed by CAPS on a renewable contract, and thus could continue working at CAPS in an ongoing capacity.

**Trainee:** A person engaging in the training required to become a mental health professional within their field (counseling, psychology, social work). These individuals are typically on temporary contracts and work at the university for the purpose of meeting an educational goal such as completing graduate school.

**Clinical Staff:** Any staff member who provides therapy at CAPS. This includes interns and other trainees.

**Senior Clinical Staff:** Permanent staff who provide therapy at CAPS.

**Administrative Assistants:** Individuals who work in reception and assist in administrative tasks.

**Directors:** CAPS has three director positions: Director, Clinical Director, and Training Director. People in these roles inherently carry more power because they oversee/manage other staff.

**Doctoral Psychology Intern (“Intern” for short):** Current-year trainees in CAPS’s APA-Accredited Doctoral Psychology Internship Program.

**Evaluation:** The process of assessing someone’s performance, both informally and formally. Interns complete evaluations of their internship experience and of their supervisors. While this feedback is important and used to make changes to the internship program, it inherently has fewer consequences than the evaluations that the internship does of the intern. The internship’s evaluation of an intern has the power to halt or delay the intern’s progress toward becoming a psychologist. All permanent staff may be involved in an evaluative capacity with interns. It cannot be assumed that only direct clinical supervisors or the Training Committee have evaluative power and responsibility for trainees. All clinical staff are considered trainers and therefore supervisors. Administrative assistants often contribute evaluative data about interns’ professional behavior, which they have opportunity to observe in ways that clinical supervisors do not.

**Workplace Social Interactions:** Informal exchanges that inevitably occur between people at work (e.g. casual conversation in the hallway, eating together in the common area at CAPS, outings that the entire staff is invited to). These interactions rarely extend beyond the workday/workweek.

**Personal Relationships:** Ongoing non-professional interactions that do not include the entire intern cohort or the entire CAPS staff. These relationships can be problematic if occurring between staff with different levels of power. For example, a senior clinical staff member and intern repeatedly going out to dinner where other staff are not invited or having repeated private conversations that are not professionally motivated.

**Mentorship relationship:** A personally engaging relationship with an explicit professional function – to benefit the professional growth of a trainee. Mentor and mentee understand and can communicate openly about the power dynamics and hierarchical structures of the relationship.

**Multiple Role Relationships:** Relationships in which two people are engaged in two or more professional roles, or in a professional role and a non-professional role with each other. These relationships are often unavoidable (e.g., group co-facilitators/supervisor-supervisee; Director/intern’s mentor; permanent staff and interns attending an outing together) but should be entered into with thoughtfulness for the potential impact on those with less power.

## Recommendations/Guidelines

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The responsibility for creating and maintaining professional relationships lies with the person who has more power. Interns, by the nature of their professional roles, have less power than permanent staff. Research by Eliz Yarris indicates that interns are less likely to recognize boundary violations while in the role of intern than they are later in their career (i.e., when they reflect back on their internship, they identify coercive, unethical, or harmful behaviors that they did not identify at the time). The following reasons might contribute to this phenomenon.

- Interns are under constant scrutiny and need to please their internship site in order to become a psychologist
- Interns have less experience working in the field of mental health
- Interns may idealize a given permanent staff member
- Permanent staff and intern may be engaged in mutual idealization
- Interns may identify with a given permanent staff member
- Interns may be lonely in a new and unfamiliar social environment

Thus, even when a personal relationship is initiated by an intern, because of the power dynamics involved, it is always the permanent staff member's responsibility to be mindful of potential risks to the intern and act in accordance with the intern's best interests. The following guidelines are a starting place for professional behavior, which interns can expect CAPS staff to abide by. Additionally, interns can expect the CAPS staff to approach this topic, not just as a list of rules to be followed, but as a part of their professional identity.

- It is never permissible for senior clinical staff or administrative assistants to engage in a romantic, dating, or sexual relationship with a current trainee.
- Senior clinical staff and administrative assistants are strongly discouraged from entering into a personal relationship with a current trainee.
- Professional mentorship relationships are acceptable, and at times recommended for the purpose of supporting and assisting in a trainee's professional growth. The mentor is responsible for maintaining the professionalism of the relationship.
- When a permanent staff member suspects a potentially unethical relationship between another permanent staff member and a trainee, professional ethics for psychologists, counselors, and social workers dictate that the staff member takes responsibility to protect the trainee from possible harm or exploitation. The permanent staff member should:
  - Address the issue with the colleague involved
  - Encourage the colleague to discuss the situation with a Director(s), and
  - Inform a Director(s)
- When the potential for a personal relationship between a permanent staff member and a trainee becomes evident, the permanent staff member should:
  - Consult their professional ethics codes and professional literature
  - Consult with colleagues and/or a Director(s)
  - Consider the potential short-term and long-term, positive and negative consequences to the trainee
  - Prioritize the well-being of the trainee. Such a decision should not be based on the self-interests of the permanent staff member (e.g. permanent staff member enjoys

- hanging out with the trainee; the trainee is a ready and willing support; permanent staff member feels lonely, etc.).
- Take any practical steps possible to ensure that the relationship will not negatively impact the trainee or the professional functioning of either party
  - Should a multiple role relationship occur, the Director and Training Director have the discretion to initiate a discussion with the staff member and/or trainee to explore the issue further and potentially request that those involved take particular action to minimize the potential for negative short-term or long-term consequences to the trainee, permanent staff member, and the center.

### ***Social Support While on Internship***

Interns are encouraged to develop social networks within the intern cohort and with SUU faculty & staff who do not work at CAPS. SUU has a variety of networks, organizations, and functions which can help interns connect with potential social supports. Interns are also encouraged to actively seek out social opportunities in the Cedar City community.

### ***Following Completion of Internship***

To respect each person's autonomy and right to conduct their personal lives and relationships, there is no specific policy regarding relationships with former interns. Once an intern has fully completed training at CAPS, and there is a reasonable assumption that they will not be resuming training again at CAPS, personal relationships may be less problematic, since the evaluative component will no longer be in place.

However, power dynamics may continue to be in place to some extent even after completion of internship. Permanent staff members (especially direct supervisors, the Training Director, or those who coordinate specific parts of the training program) may be asked to write letters of recommendations in the future. Furthermore, there may linger idealization of the permanent staff member that affords the staff member ongoing interpersonal power in relation to the former intern. Hence, CAPS staff are encouraged to maintain thoughtfulness, and carefully consider the potential pros and cons to the former intern of entering into a personal relationship even after completion of training.

### ***Additional Information***

As this is a complicated, multi-faceted issue, you are encouraged to review Appendix E, which provides a summary of potential issues and recommendations offered by other Counseling Center Training Directors. Another useful resource for this type of self-reflection and consultation, *Social Dual-Role Relationships During Internship: A Decision-Making Model* can be found on the CAPS shared drive.

## **Intern Rights & Responsibilities**

### **Intern Rights**

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1. The right to a clear statement of general rights and responsibilities upon entry into the internship, including:
  - Goals of the internship experience
  - Expectations related to professional functioning
  - Procedures for evaluation, including when and how evaluations will be conducted
  - Due process policies and guidelines
2. The right to be trained by professionals who behave in accordance with the APA ethical guidelines and the laws and regulations of the State of Utah Board of Licensure for Psychologists.
3. The right to be treated with professional respect and with recognition of the training and experience attained prior to this internship.
4. The right to ongoing evaluation that is specific, respectful, and relevant.
5. The right to engage in an ongoing evaluation of the training experience and internship program.
6. The right to initiate an informal resolution of problems that might arise in the training experience through request to the individual(s) concerned, the Director of Training, and/or the Training Committee.
7. The right to due process if informal resolution is unsuccessful (see the Due Process Procedures section in this manual, pp. 20-26).
8. The right to privacy and respect of one's personal life, within the context of Section 7.04 of the APA Ethics Code on Student Disclosure of Personal Information. Because we believe that professional growth occurs within the context of self-reflection and personal exploration, our various training activities will, at times, ask interns to disclose personal information. CAPS staff members take very seriously the responsibility to foster and maintain a safe, trusting, and supportive environment that will allow such disclosures to occur in accordance with the goals and objectives of our training model. And we respect an intern's right to decline to disclose.
9. The right to have one's personal and cultural worldview respected.
10. The right to ask for reasonable accommodations that will enable performance of essential job functions, in accordance with the Americans with Disabilities Act.
11. The right to a certificate of internship completion upon successful completion of internship requirements.

### **Intern Responsibilities**

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1. To behave within the bounds of ethical principles and guidelines including:
  - APA Ethical Principles of Psychologists and Code of Conduct
  - APA Guidelines for Practitioners
  - Other relevant and applicable codes, standards, or guidelines
2. To behave within the bounds of the laws and regulations of the State of Utah Board of Licensure for Psychologists (<https://www.dopl.utah.gov/psychology/laws-and-rules/>).
3. To behave in a manner that conforms to the professional standards of Counseling & Psychological Services and Southern Utah University (<https://www.suu.edu/policies/>).
4. To integrate relevant professional and ethical standards into one's repertoire of behaviors.

5. To demonstrate interpersonal and professional competence; self-awareness, self-reflection, self-evaluation; and openness to processes of supervision. To resolve issues or problems that interfere with professional development or functioning in a satisfactory manner.
6. To read, understand, and seek clarification (if needed) of the Internship Manual and the Due Process Procedures, by the end of the orientation period (see Appendix F for the Internship Manual & Due Process Signature Sheet, which is signed and submitted by the end of the orientation period).
7. To meet training expectations responsibly by developing competencies in the skill areas outlined in Internship Goals, as well as in the specific behaviors outlined in the Comprehensive Evaluation of Intern form (see Appendix C).
8. To conduct oneself in a professionally appropriate manner.
9. To actively participate in training, service, administrative meetings, and other activities at Counseling & Psychological Services.
10. To make appropriate use of supervision and other training activities through behaviors such as arriving on time, arriving prepared, maintaining openness to learning, and accepting and using constructive feedback effectively.
11. To provide professional feedback to peers and staff regarding their work, as well as the impact of their behavior. To provide the internship program feedback regarding training activities and the impact of the training experience.
12. To manage personal stress, which includes tending to personal needs and seeking personal and/or professional help if necessary.
13. To participate in the creation of a multiculturally sensitive workplace, which includes respecting and working to understand others' worldviews.



## Evaluation

### Evaluation of Intern

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Interns receive ongoing informal feedback from their supervisors and group therapy co-leaders with respect to their strengths and areas for continued growth and development. Interns are expected to be thoughtful about their knowledge, skills, and competencies at the beginning of each semester in order to facilitate setting semester training goals.

Formal evaluations are completed in terms of the goals and competencies that contribute to the overall internship goal of preparing interns for competent entry-level psychological practice. The Comprehensive Evaluation of Intern form is found in Appendix C. The Comprehensive Evaluation of Intern form is completed by the primary supervisor, in collaboration with the Training Committee, who meet prior to each evaluation period. Feedback is also included from any other staff members who have had opportunity to observe the intern's work directly (e.g., co-leading group, attending/co-presenting outreach).

The following schedule guides the evaluation process over the course of the internship year:

**October** – preliminary review, areas of significant concern communicated to academic DCT

**January** – formal evaluation, copy forwarded to the academic DCT

**April** – informal evaluation that addresses areas of concern and may include written feedback, areas of significant concern communicated to academic DCT

**July** – formal evaluation, copy forwarded to the academic DCT

Interns are also evaluated and provided with both quantitative and narrative feedback on their Case Conference presentations.

### Evaluation of Internship

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Interns are invited to provide informal feedback to the internship site throughout the year. Interns complete formal written evaluations three times: 1) at the end of Orientation, 2) at Midyear, and 3) at End-of-Year. Evaluations include both quantitative and narrative feedback. Midyear evaluations include questions about seminars, group supervision meetings, the Training Director, and supervisors. End-of-Year evaluations are similar to midyear evaluations with the addition of a section about Program Aims and Competencies. This gives interns the opportunity to reflect on how well the training provided prepared them in the areas needed for entry-level practice.

## Internship Completion

### Internship Hours

The total number of hours to complete the internship at SUU CAPS is 2,000, with a minimum of 25% of those hours (or 500) as direct service and a minimum of 200 U2LP supervision hours. This is the “gold standard” in the field and getting 2,000 hours on internship is a great way to ensure licensure in almost any state. The number of hours needed for licensure in each state may vary. It is up to the Intern to investigate the requirements for the states in which they may wish to receive licensure. If a difference exists between that state’s requirements and those of SUU CAPS, this should be discussed with the Director of Training immediately.

In order to complete 500 direct service hours, interns are encouraged to take advantage of higher student demand for services during Fall and Spring semesters. Thus, activities that do not provide an intern with direct hours might be best delayed until Summer semester.

### *Included and Unincluded Hours*

Vacation, holiday, and sick leave hours are not included, but other hours outside of the regular work week are. We know that interns engage in professional reading or dissertation work in the evenings or on weekends and the internship honors this by including up to 4 hrs/week (208 hrs total) toward the intern’s goal of graduation. Even with this, interns will likely need to forego using 24 hrs of sick leave in order to meet the goal of 2,000. If an intern ends up needing to use all of their sick leave during the year, they can work with the Training Director to make sure that this time is made up in a way that works for the intern.

| <b>Hours Calculation</b>            |        |
|-------------------------------------|--------|
| 40hrs/week x 52 weeks               | = 2080 |
| Vacation hours                      | -120   |
| Holiday hours                       | -96    |
| Sick leave hours                    | -96    |
|                                     | = 1768 |
| After-hours professional activities | +208   |
|                                     | = 1976 |

### *Estimated Goals for Each Semester*

The following outlines approximate ranges of hours that interns should achieve each semester to stay on track for successful internship completion. We encourage interns to aim for somewhere in between the minimum and maximum of each range. Interns should not aim to achieve above the maximum, as this could result in burnout.

#### Fall Semester

August 7-December 31 = 21 weeks

- Direct goal: 210-230
- U2LP Supervision goal: 84-95
- Total goal: 840-870

### Spring Semester

January 1-April 30 = 17 weeks

- Direct goal: 220-240 (including Fall: 430-470)
- U2LP Supervision goal: 64-70 (including Fall: 148-165)
- Total goal: 680-710 (including Fall: 1,520-1,580)

### Summer Semester

May 1-August 6 = 14 weeks (must take vacation for the last week)

- Direct goal: 30-70 (including Fall and Spring: 500)
- U2LP Supervision goal: 35-52 (including Fall and Spring: 200)
- Total goal: 420-480 (including Fall and Spring: 2,000)

### ***Tracking Hours***

Interns track their hours using Titanium and a Google Spreadsheet that is shared with the Director of Training so that the Director of Training can track their progress throughout the year. This spreadsheet should be updated every Friday afternoon. CAPS requires interns to track three pieces of information: Direct Hours, U2LP Supervision Hours, and Total Hours. If other data is needed for the state that the intern plans to be licensed in, it is the intern's responsibility to track this. Reports can be generated through Titanium to track hours, but due to frequent changes to Titanium, it is recommended that interns not rely on this feature.

### **Internship Completion Requirements**

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Interns must meet the requirements outlined below in order to complete the internship program. The internship is designed to support and facilitate successful completion of these program elements; however, interns also assume personal responsibility to track their progress throughout the internship year to ensure that the requirements are met. Should an intern recognize difficulty making timely progress in any area, please address the area of concern proactively and seek consultation with supervisors and/or the Director of Training.

- Be rated as meeting the minimal level of achievement (6 or higher) on all items of the Comprehensive Evaluation of Intern by the end of the internship year. An intern with ratings falling below the minimal level of achievement earlier in the year will need to raise those ratings by the end of the internship year.
- Complete at least 2000 total hours. Total hours in Titanium can be calculated by taking the total number of hours worked and subtracting the areas that do not count towards total hours (e.g. vacation, sick, holiday, lunch, etc...).
- Complete at least 500 direct, face-to-face psychological service hours. Direct service includes:
  - Intakes
  - Individual Therapy
  - Couples Therapy
  - Group Therapy
  - Group Orientations
  - Crisis
  - Assessment & Testing
  - Elective Rotation hours with a clinical focus (e.g. Career Counseling, Biofeedback, etc...)

- Outreach (engaging with students, parents or SUU staff/faculty)
- Consultations with students, parents, or SUU staff/faculty
- Complete the following:
  - **Groups:** Co-lead or process-observe 1 USO group per semester (Fall, Spring, Summer), co-leading a minimum of two semesters
  - **Couples:** 2 per year
  - **Crisis Appointments:**
    - Observe 2 senior staff crisis appointments
    - Complete at least 2 observed crisis appointments
  - **Psychological Assessment/Testing (4 total required)**
    - 2-3 educational assessments per year
    - 2-3 assessments/psychological evaluations of choice per year
  - **Outreach:** 3 outreach presentations per semester (Fall, Spring), 6 presentations per year
  - **Individual Supervision** with a licensed psychologist: 2 hours per week, 100 hours per year.
  - **Additional Supervision** (usually in group format) with a licensed psychologist: 2 hours per week, 100 hours per year.
  - **Case Conference:** 2-3 clinical case presentations per year, 2-3 assessment presentations per year (5 total)
  - **Professional Development:** 2 professional development presentations per year
- Submit required **evaluations** of Orientation, Seminars, Supervision, the Director of Training, and the Internship Program.
- Satisfactory **attendance and participation** in Staff/Clinical Meetings, Case Conference, Professional Development, Assessment Supervision/Seminar, Diversity Seminar, Group Supervision of Group Psychotherapy, Supervision of Supervision Seminar, and Training Seminar.

Please see Appendix D for the Internship Completion Requirement Checklist, a form that interns complete and submit at the end of the internship year.

## Due Process

### **Due Process Guidelines**

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Due process procedures offer protection to interns to assure, as much as possible, that decisions are not arbitrary or personally biased. They require that the Internship Program identify specific evaluative procedures that are applied to all interns and provide appropriate appeal procedures. All steps need to be appropriately documented and implemented. General due process guidelines include:

1. Information about the program's expectations related to professional functioning is available on the Internship Program's website. During the orientation period, interns review these expectations, which are provided in writing and are discussed with the interns.
2. The procedures for evaluation, including when and how evaluations will be conducted, are provided to the interns.
3. The various procedures and actions involved in making decisions regarding inadequate performance or problematic behavior are provided.
4. When intern performance or behavior is not responsive to informal feedback, written feedback is provided. Interns provide their perspective and response in writing.
5. The Internship Program communicates early and often with the academic program about any suspected difficulties regarding intern performance or behavior. When necessary, the internship program seeks input from the academic program about how to address these difficulties.
6. The Internship Program institutes, when appropriate, a remediation plan for identified inadequate performance or problematic behavior, including a time frame for expected remediation and consequences of not rectifying the inadequate performance or problematic behavior.
7. The Internship Program provides a written procedure to the intern which describes how the intern may appeal actions taken by the program.
8. The Internship Program uses input from multiple senior staff members when making decisions or recommendations regarding the intern's performance.
9. The rationale for and actions taken by the program are documented in writing and shared with all relevant parties.

### **Due Process Procedures**

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#### ***Informal Procedure***

If a CAPS staff member is concerned about an intern's behavior or performance, the staff member addresses the concern informally by:

1. Discussing the issue with the intern who is involved.
2. Consulting with the Director of Training, as needed.
3. If the issue is not resolved informally, the staff member may seek resolution using the following formal procedures.

#### ***Formal Procedure***

If concern about intern behavior or performance is not resolved informally, or if an intern's behavior compromises client care, the situation is addressed formally by:

1. Submitting a written request, with all supporting documents, to the Director of Training for review.
2. If the staff member who brings the concern is not the intern's primary supervisor, the Director of Training will discuss the concern with the intern's primary supervisor.
3. The Director of Training will inform the intern of the concern in writing and request the intern's perspective on the matter in writing.
4. The Director of Training will meet with the primary supervisor and the Training Committee to discuss the concern, and to determine the internship program's response to the concern. This discussion includes the intern's written perspective, and may include consultation with other staff members, as necessary.
5. The Director of Training informs the intern of the outcome of the meeting in writing and meets with the intern to review this information. The Director of Training will review the internship program's assessment of the concern, whether or not any action will be taken and what those actions would be, as well as any expectations for change. This meeting may include the intern's primary supervisor, or other staff members as appropriate.
6. If the intern accepts the decision, any formal action taken by the Internship Program may be communicated in writing to the intern's academic department. This notification will include, but is not limited to, the nature of the concern and the specific actions implemented to address the concern.
7. The intern may choose to accept the decision and recommended actions or may choose to challenge the action. The procedures for challenging the action are described under "Review Panel."

### **Actions to Advise and Assist Interns**

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If an intern is NOT performing at the Program's expected level of competence, possible actions to remediate skill deficits or inadequate performance may include:

1. Increasing supervision, shifting the focus of supervision, or modifying the format of supervision with either the same or a different supervisor;
2. Reducing the intern's caseload or responsibilities;
3. Recommending or requiring a psychological assessment and/or personal therapy, and clarifying to all parties involved whether or not the assessment and therapy contacts will be used in the intern evaluation process, and if so, how they will be used.
4. Implementing a remediation plan. Remediation plans are designed by the Director of Training with input from the Training Committee. Remediation plans are implemented for a specified period of time and include regular evaluation and supervision. The remediation plan includes information about the actions and behavior required to successfully complete the remediation plan.
5. Suspending the intern. Interns may be temporarily suspended from engaging in any/or all counseling or direct services. Such suspensions can be initiated by the Director of Training or Director of Counseling & Psychological Services. All temporary suspensions become effective immediately upon written and oral notification of the intern. The written notification, which includes the reasons for the suspension, will be provided to the intern within one working day.
6. Dismissal from the internship program.

When a combination of interventions does not rectify the problem or when the intern seems unable or unwilling to alter his/her problematic behavior, attitudes, or characteristics, the Training Committee may elect to take any of the following actions:

1. Give the intern a limited endorsement, specifying settings in which she/he could function adequately;
2. Inform the intern and the academic program that the intern has not successfully completed the internship;
3. Recommend and assist in implementing a career shift for the intern, and/or
4. Dismiss the intern from the Internship Program.

### **Problematic Behavior, Attitudes, or Characteristics**

Interns are expected “to demonstrate interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and to resolve issues or problems that interfere with professional development or functioning in a satisfactory manner,” (guidelines from Council of Chairs of Training Councils in psychology). In contrast, problematic behavior, attitudes, or characteristics are defined broadly as interferences in professional functioning which are exhibited in one or more of the following ways:

- An inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
- An inability to acquire professional skills in order to reach an acceptable level of competency; and/or
- An inability to control personal stress, strong emotional reactions, and/or psychological dysfunction such that they interfere with professional functioning.

Problematic intern behavior, attitudes, or characteristics typically include one or more of the following:

1. The intern does not acknowledge, understand, or address the problem when it is identified;
2. The problem is not merely a reflection of a skill deficit, which can be rectified by academic, didactic, or experiential training;
3. The quality of services delivered by the intern is sufficiently affected in a negative way;
4. The problem is not restricted to one area of professional functioning;
5. A disproportionate amount of time and attention is required by staff members, supervisors, and the Training Committee;
6. The intern's behavior does not change as a function of feedback, remediation efforts, and/or time.

### **Grievance Procedures**

If an intern encounters significant difficulties or problems (e.g., poor supervision, unavailability of a supervisor, evaluations perceived as unfair, workload issues, personality clashes, other staff conflict) during the training experience, the intern may resolve the concern using the following procedures.

### ***Informal Procedure***

1. Discuss the issue with the staff member(s) involved.
2. Consulting with the Director of Training, as needed.
3. If the issue is not resolved informally, the staff member may seek resolution using the following formal procedures.

### ***Formal Procedure***

1. If the issue cannot be resolved informally, the intern should discuss the concern with the Director of Training or Director of Counseling & Psychological Services.
2. If the Director of Training or Director cannot resolve the issue, the intern can formally challenge any action or decision taken by the Director of Training, a supervisor, or any member of the training staff by following this procedure:
  - a. The intern should file a formal complaint in writing and with all supporting documents with the Director of Training. If the intern is challenging a formal evaluation, the intern must do so within 5 days of receipt of the evaluation.
  - b. Within 3 days of receiving a formal complaint, the Director of Training must consult with the Director and implement Review Panel procedures (see page 25).

### **Review Panel**

1. When required by these policies, a Review Panel of three members, at least two of whom are mental health professionals, will be formed by the Director of Counseling & Psychological Services (or the Director of Training, if the Director is involved in the complaint or challenge) with recommendations from the Training Committee and the intern involved in the dispute. Review Panel members may be drawn from CAPS staff, other campus professionals, or community mental health professionals. The intern has the right to hear all facts with the opportunity to dispute or explain the behavior of concern.
2. Within ten business days of receipt of the request for appeal, a meeting will be conducted in which the intern's formal complaint or challenge to a formal evaluation is heard and relevant material presented.
3. Within five business days of the completion of the review, the Review Panel submits a written report to the Director (or Director of Training, as appropriate), including any recommendation for further action.
4. Within five business days of receiving the recommendation, the Director (or Director of Training, if needed) will either accept or reject the Review Panel's recommendations. If the Director (or Director of Training) rejects the panel's recommendations due to an incomplete or inadequate evaluation of the dispute, the Director (or Director of Training) may refer the matter back to the Review Panel for further deliberation and revised recommendations or may make a final decision.
5. If referred back to the panel, they will report back to the Director (or Director of Training) within five working days of the receipt of the Director's (or Director of Training's) request of further deliberation. If the Director has overseen the review panel process, the Director makes a final decision regarding what action is to be taken and informs the Director of Training.
6. The Director of Training informs the intern, staff members involved, and if necessary members of the training staff, of the decision and any action taken or to be taken.
7. The decision of the Director (or Director of Training, if needed) is final.