

**Ohio University
Counseling and Psychological Services**

**Policies and Procedures
for Training and Supervision**

Guiding Principles

The training program will have a mission and a philosophy of training that will provide the guiding “roadmap” of the program. These items are outlined in the Training Handbook for review by staff, trainees, interns, and the public. The training philosophy and information about the training program will be posted on the OU CPS webpage as well as available upon request to the Training Director via e-mail.

Structure

Role of Training Director

The Training Director oversees implementation of the pre-doctoral internship and training program philosophy and goals, determines priorities and resource allocation, and carries out future planning activities. The role sometimes involves scheduling full staff involvement in training activities. The Training Director chairs the training committee.

Function of the Training Committee

The responsibilities of the training committee include developing and reviewing policies, procedures, and training activities for the internship and the training program and addressing supervisory issues as well as coordinating the intern selection process. Members of the training committee are licensed and unlicensed senior staff who directly participate in the training of interns and trainees. These members are appointed on a yearly basis by the Training Director in coordination with the Director of CPS.

Expectations of Predoctoral Interns/Counseling Interns/Trainees

With regard to behavior and performance, the general expectations of the Training Program are that trainees will:

1. Behave within the bounds of the ethical principles of their professional disciplines. These include the APA Ethical Principles of Psychologists, Standards for Providers of Psychological Services, and Specialty Guidelines for the Delivery of Services.
2. Behave within the bounds of the laws and regulations of the State of Ohio Boards of Psychology and Mental Health Counselors and Social Workers.
3. Behave in a manner that conforms to the policies and procedures of the Ohio University Counseling and Psychological Services.
4. Demonstrate proficiency in counseling and therapeutic skills as required to successfully carry out assigned tasks at CPS.
5. Demonstrate proficiency in relevant assessment and evaluative procedures as required to successfully carry out tasks at CPS.
6. Demonstrate proficiency in program development and implementation as required to successfully carry out tasks at CPS.
7. Demonstrate the ability to communicate clearly and precisely in both oral and written formats.
8. Demonstrate the ability to integrate relevant professional and ethical standards as a professional psychologist or mental health counselor into one’s repertoire of behaviors.
9. Participate in the training, service, and continuing education activities of CPS.

Supervisory Disclosure Form Policy

Anyone being supervised for their counseling work should complete the Supervisory Disclosure Form during the first session of counseling. A first session, by definition, will include an intake interview or an emergency walk-in contact if this is the first time contact with that client by that supervisee. The purpose of the form is to prevent dual role relationships between clients and supervisors and to give the client information about who to contact if there are concerns. Supervisees should write in the name of their individual supervisor(s). A trainee may have two supervisors listed on this form if the direct supervisor is a pre-doctoral intern.

Entrance Criteria for All Trainees and Interns at CPS

Entrance Criteria for Psychology Trainees:

1. Approval of the Director of Clinical Training (DCT) from the Ohio University Psychology Department
2. Feedback from the DCT to the Training Director at CPS regarding readiness, strengths and weaknesses, and growth needs of the trainee
3. Satisfactory completion of first two years of required coursework within the Psychology Department's curriculum, including practicum requirements

Entrance Criteria for Counseling Interns

1. Approval to apply from the Internship Coordinator from the Ohio University Counselor Education Program
2. Submission of a completed Counseling Intern Application Packet or by arrangement through the BASICs program at CPS.
3. Satisfactory completion of the required coursework before beginning CPS placement as listed in the Application Packet
4. Satisfactory completion of practicum prior to placement.
5. Satisfactory completion of an interview with the Training Director together with the staff member serving as liaison to the counseling program.

A completed Internship Application Packet includes the application form, permission from your department to apply, the academic worksheet, a vita, and an unofficial transcript.

Entrance Criteria for Predoctoral Psychology Interns

Interns are selected who have a solid foundation of professional knowledge and experience in the field of psychology. Toward this goal, all candidates must meet the following criteria in order to be considered as qualified candidates for the Ohio University predoctoral psychology internship:

1. Be a registered student, in good standing, at or beyond the third year in a doctoral level program in clinical, counseling, or professional psychology
2. Have successfully completed all preliminary or qualifying exams required by the home program before accepting the internship offer in February. Note: candidates indicating that they will not have completed these exams before the date of acceptance of the internship offer will be disqualified from consideration.

3. Have completed all predoctoral expectations from the home program by July 1 of the entering internship year, including all coursework, passing of comprehensive exams, and defense of the dissertation proposal (if a dissertation is required) with the exception of completion of the dissertation (**note:** some academic programs now require that the dissertation be completed as well)
4. Have completed supervised practicum and clinical placement experience to a minimum of 1000 total practicum hours (including individual, group, supervision hrs., etc.)
5. Have and provide three letters of reference, at least two of which must be from recent clinical supervisors
6. Have and provide a signed Certificate of Readiness from the home program's Clinical Training Director (the AAPI part 2 fulfills this requirement), indicating intern candidate's readiness to enroll in the internship, and attesting to the intern candidate's match with the above mentioned criteria
7. Be willing and able to commit to a full-time, twelve month internship
8. Demonstrate substantive consistency between candidate's interests and the goals and philosophy of the Ohio University CPS predoctoral psychology internship.

Exit Criteria for Pre-doctoral Psychology Interns

In order to be granted a Certificate of Completion of the Ohio University predoctoral psychology internship, interns must have completed the following:

1. Attendance at a minimum of 80% of individual supervision meetings
2. Attendance at a minimum of 80% of group supervision meetings
3. At minimum, satisfactory design and presentation of at least one outreach/preventive/psychoeducational program to the university community per quarter (two per quarter are required by contract)
4. At minimum, completion of 80% of contracted time in direct clinical hours during the year meaning at least 400 of the 500 contracted hours (includes individual and group client hrs. scheduled, emergency hrs. and on-call crisis interventions.).
5. Satisfactory completion of all described responsibilities of the full-time, twelve-month internship, comprised of 2000 hours (with allowable holidays, vacation days, and sick days off), with minimum average ratings for each competency area of Intermediate (4) on all six month evaluations.

SPEAK Test Policy

According to Ohio University policy and state law, all students who have been offered a graduate teaching assistantship must be certified as proficient in oral English. This includes graduate students who have responsibility for laboratory in addition to classroom instruction. CPS policy is now reflective of these policies, in that we require trainees to be proficient in oral English before they can be accepted for training at CPS. Non-native speakers of English can demonstrate proficiency by taking the free Ohio University SPEAK test prior to the start of their training here. Clearance for clinical training is granted once they have achieved a 250 on the SPEAK test.

Note: Practice tests can be obtained in the OPIE office in Gordy 155B. Questions about SPEAK test times/location/procedure should be addressed to Dr. Dawn Bikowski at bikowski@ohio.edu or 593-0201.

Internship Selection Policies and Procedures

Application Process: As it states on our website, the CPS Internship Program agrees to abide by the APPIC policy that no person at this training facility will solicit, accept or use any ranking-related information from any intern applicant. As a member of APPIC and the National Matching Service, CPS abides by the policies and procedures set forth by these organizations. All internship applications are considered to be confidential information and are kept in a locked file cabinet for a period of seven years. Furthermore, CPS follows the anti-discrimination policies of Ohio University and does not discriminate on the basis of race, color, age, religion, national origin, sexual orientation, gender identity, sex, marital status, disability, or status as a U.S. veteran. Candidates must meet Entrance Criteria as outlined in this document. Completion of Comprehensive Examinations by Selection Day is strongly preferred.

We use the APPIC Application for Psychology Internship form (AAPI). These forms can be downloaded from the APPIC website, <http://www.appic.org>.

Completed applications can be sent via e-mail or post and will include:

- AAPI Part I (front and back copying is okay-save the trees if sending a hard copy) Please keep your responses to the open ended questions within 500 words.
- Academic Program's Verification of Internship Eligibility and Readiness form (AAPI Part 2). It must be completed by your home program's Clinical Training Director.
- A cover letter should accompany your application in which you specifically state why you are considering our internship site.
- Current vita
- Three letters of recommendation from persons with direct knowledge of your academic and clinical performance, with two being supervisors of recent clinical work.
- Official transcripts of all graduate work

Please submit all application materials together in one mailing or e-mail by our deadline of November 30 of the fall before the year in which you expect to be considered. In the event that APPIC has gone to an online centralized application system, we will coordinate review of applications accordingly, using the same deadline of November 30th.

Screening Process: Completed applications are evaluated on a variety of factors including "goodness of fit" with our site to identify a pool of applicants to interview. You will be notified if you are no longer under consideration. We will notify all applicants of their application status via e-mail. Please be sure to provide your correct address. We will make every attempt to notify applicants of interview status by December 15.

Interview: A telephone interview is required of applicants who have passed our initial paperwork evaluation. We do not conduct on-site interviews. Interviews usually extend from the middle of December through the third week of January.

Computer Match Program: Our site is registered to participate in the Computer Match Program. To be considered at our site, you will also have to be registered with the computer match company, too. The link to the Request for Applicant Agreement Package form is at <http://www.natmatch.com/psychint>. There you will find information on how to register on line, deadlines, and the fee. Our program code number is 2028. If you have questions about this, please contact the Director of Training, Susan Young at 2 Health Center Drive, Athens OH 45701, call 740-593-1616, or e-mail at youngs2@ohio.edu

APPIC: We follow APPIC match policies for the internship selection process. These guidelines are available at <http://www.appic.org>. Please review these guidelines.

This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

Supervision of Predoctoral Psychology Interns Providing Crisis and Walk-in Service

Crisis intervention services are not predictable and can present high-risk situations. Psychology trainees and counseling interns will not be responsible for crisis or walk-in services unless there are extenuating circumstances and only with consent of their supervisor in consultation with the Training Director.

Supervision Responsibility:

- The primary individual supervisor of record is responsible for supervising crisis and walk-in services provided by psychology interns.
- Any senior staff member can advise the intern about a crisis or walk-in contact and any unresolved questions can be shared with the primary supervisor for follow-up supervision.
- If a supervisor is unavailable for signature on documents that must be delivered quickly (e.g., medical referral, memo) due to the emergency nature of a situation, then only licensed senior staff may sign in lieu of supervisor on this documentation.

Intern Responsibility:

- Interns must ensure that walk-in clients have received information disclosing their licensure status and supervision. For this purpose, they must ensure that clients sign the supervision disclosure section on the walk-in form for the agency.
- Interns are responsible for ensuring that all unsigned walk-in documentation is seen by their individual supervisor for signing.

General Letter Signature Policy for Those in Training

Letters, memos, and other documents with clinical information must be reviewed and co-signed by the trainee's primary supervisor before being sent out of the agency. If the primary

supervisor is not available, and it is urgent that the communication occur rapidly, the trainee can seek out the review and signature of another senior staff member in the following order:

1. The Secondary Supervisor
2. Training Director
3. Any Licensed Senior Staff Member

The substitute should make a comment or note to the primary supervisor to let them know they stepped in to help.

Letters or e-mails sent to clients only about scheduling should be reviewed by the regular supervisor. The format of such letters or e-mails should be anticipated and discussed in supervision early in a trainee's or intern's experience in CPS.

Differential Expectations of Senior Staff Backup for Trainees

1. Predoctoral Psychology Interns are trainees, yet our expectations are that psychology interns will be more autonomous than graduate student trainees since interns have more prior training and are full time employees. Our expectations of interns with crisis work come out of our developmental training model. In the beginning, in an ideal situation, the intern will have a senior staff member to co-facilitate or back-up a crisis intervention. Over time, as the interns gain experience, they may need to only consult. Toward the end of their experience, they will need no consultation in most situations.
2. All trainees including predoctoral psychology interns need to consult with an administrator when a crisis situation may have political ramifications on campus.

Supervisory Assignments

Supervisory Assignments

Supervisory assignments are made each six months for interns, every quarter for psychology trainees and counseling interns, once a year for post-doctoral or counseling fellows and as convenient and needed for unlicensed or part-time staff. The senior staff as a whole consults as to the overall supervisory needs across all training/supervision situations. This information is given to the Training Director who also collects information about possible supervisory matches based on input from trainees, recommendations of previous supervisors, recommendations from home training programs, and licensure requirements. This information is assessed by the training committee in order to determine assignments.

The criteria for supervisory assignments in the order of priority are: needs of trainee as assessed by training committee, trainee preferences, contractual load of supervisory staff, preferences and experience level of supervisory staff. The steps to be followed when making supervisory assignments:

1. The Training Director gathers rank ordered preferences from interns and trainees for the upcoming supervisory periods.
2. The training committee discusses with the Training Director total supervision resources and possible matches for (in the following order): psychology interns, trainees and counseling interns, postdoctoral and counseling fellows, unlicensed staff. All supervisory assignments are tentative.

3. The Training Director consults with the Director concerning contractual obligations and reserves the right to make changes in the supervisory assignments. The supervisory assignments are final when announced by the Training Director.
4. Supervisory assignments are final for each supervisory period unless a change is deemed appropriate by the Training Director. Supervisees or supervisors who are dissatisfied with the assignment express their concerns to the Training Director. If the conflict cannot be resolved, the Training Director may decide to either change the assignment or for the supervision team to remain intact. This decision will usually be made in consultation with members of the training committee.

Trainee and Counseling Intern Assignment for Group Facilitation

By September 5 for fall quarter, November 20 for winter quarter, or March 1 for spring quarter, graduate student trainees may notify the group coordinator of their interest in facilitating a group, preferred topics, and available days and times. They should also inform the group coordinator of groups already led or observed, specialized practica completed, and when they took or plan to take the group class in their respective programs. The group coordinator will bring the information to training committee for decisions to be made. Preference will be given to students who have successfully completed the group class. Factors considered for assignments would include prior opportunity, clinical needs of the groups, year in school, clinical skills, observation of an ongoing group, and participation in specialized training. Interns are usually given preference before other students in training. The group coordinator arranges supervision of group experience for trainees, in consultation with the training committee.

Process Observation of Groups

Students may observe therapy groups for training purposes if a student has interest in doing so. This is the only option for students who want group experience and have not taken a course and/or specialized practica in group treatment. Students interested in observing should contact the group coordinator, who will communicate with the training committee and group co-leaders in making assignments.

Oversight for Supervision of Graduate Students by Predoctoral Psychology Interns and other unlicensed staff

Due to the need to ensure quality service to clients and the liability risks incurred by senior staff supervising trainees, licensed staff overseeing psychology intern supervision of graduate students may seek more direct involvement with graduate student trainees for whose clients they are responsible. While seeking more direct oversight, senior staff do not want to take away from the primacy of the supervision relationship between the intern and graduate student trainee. That staff person's consultation with that graduate trainee should be limited to case management tasks such as monitoring the following: client assignment appropriateness, risk levels, case notes, adherence to policies and procedures, ethical/professional behavior, and overall student functioning. In addition, Licensed staff who are supervising the supervision of unlicensed staff (e.g. senior staff member supervising a predoctoral intern who is supervising a graduate student) generally meet with that therapist in training at least twice a quarter. The licensed supervisor must document that meeting in a general supervision note, maintained separately as part of supervision of supervision, including any questions or concerns that arose. If the behavior of a supervisee of an unlicensed staff becomes problematic, the licensed supervisor should document

in writing that s/he is providing additional oversight, document process-level supervision information, and consider weekly signing off on the unlicensed staff member's supervision notes.

Supervisory Responsibilities

Graduate Student in Training (Trainees and Counseling Interns) -- Review and Evaluation

1. Formal reviews are held once per quarter for each quarter that the graduate student is in training, with each supervisor. To prepare the trainee for this process, an informal feedback session will be given at around the halfway period in the quarter.
2. Once a year, in June, the clinical psychology program requires a competency review form to be completed by the primary supervisor of that psychology trainee, to be forwarded to their department. In addition, they require a practicum evaluation form to be completed and forwarded to the department each quarter.
3. Once a year, in June, the counselor education program requires that an internship evaluation form is completed by the primary supervisor and forwarded to their department.
4. Twice a year, in the early fall and late spring, supervisors and a departmental representative from clinical psychology and counselor education meet together to discuss each trainee's progress, developmental needs, and any concerns that need to be addressed. For the end of the year meeting (late spring) primary supervisors are responsible for taking notes and organizing the information from this meeting and presenting it to their supervisees, unless it is deemed necessary to have another staff present the feedback. Each supervisor should inform their supervisees of the meeting before it occurs and share with them a summary of the material that they plan to share in the meeting.
5. At the end of each evaluation period, both the trainees and their primary supervisors complete respective evaluation forms. Supervisors of trainees will seek out feedback and signatures from staff supervising areas outside of their purview, such as outreach, substance abuse and eating disorder assessment and special emphasis work. At meetings held specifically for the purpose of sharing feedback, both trainees and their primary supervisors have the opportunity to mutually discuss their evaluations of the work done during that training period. Both sets of evaluations are signed by both parties. The signatures on these documents do not necessarily reflect agreement with their content but rather indicate that the documents have been presented and discussed with the respective individuals. Trainees may keep a copy of their evaluation. Evaluations of trainees are then forwarded to the appropriate administrative office manager who will place them in a permanent file. As mentioned above, appropriate evaluations are also forwarded to the respective departments of each graduate student.
6. The formal reviews are not considered to be replacements for informal verbal feedback which the staff are encouraged to give throughout the year. It is expected that trainees should have been presented with any areas of deficiency or misconduct and an opportunity to ameliorate them prior to any request for a special review.

Trainee Self-disclosure Policy

Given our training program's goal to prepare effective psychotherapists with a consolidated professional identity, opportunities for personal exploration and reflection occur throughout the year. When appropriate, trainees are encouraged, but not required, to explore historical influences and personal data which may affect subsequent clinical practice. The protection from being required to share information is in accordance 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).

A trainee's willingness to address personal issues that affect the provision of professional services can be very helpful in resolving difficulties and in promoting professional growth. A primary "thread" running through all our training activities is the skill of "Awareness and Use of Self". A positive working alliance is essential for effective counseling or supervision and those require effective use of self by the counselor. We want trainees to recognize, improve, and employ personal qualities that will assist in forming effective working relationships with clients, peers, other center staff, and other members of the university community.

The trainee makes a choice about how much to share in supervision and trainees are not penalized for choosing not to share personal information that does not directly impact their work with clients. We expect that our supervisory relationships will be characterized by safety, trust, and respect. Any exploration of trainee's personal qualities and history by a supervisor must focus on enhancing the trainee's effectiveness in a helping relationship, as opposed to attempting to conduct therapy or for some other inappropriate purpose.

Self-disclosure in supervision may occur in a variety of different ways. The following are offered as example situations that illustrate this concept in action.

- The trainee, with awareness that their professional activities may be impacted by personal experiences, may choose to disclose such experiences. Trainees are welcome and encouraged to share personal information they determine may have bearing on their professional functioning.
- A supervisor may notice single significant incidents or patterns in behavior that suggest that a trainee's professional behavior may be influenced by personal issues. The supervisor may ask the trainee to reflect on this in the context of encouraging professional growth.
- A trainee may manifest difficulties that have a severe enough impact on competent professional functioning to cause the initiation of the formal due process procedures. As part of remediation, therapy may be recommended.

Within the context of these examples, trainee self-disclosure in supervision would be for the purpose of providing the best possible services to clients as well as fostering the trainee's development as a counselor. As such, these behaviors are consistent with the responsible and ethical practice of psychology.

Documentation of Supervision

State law in Ohio and the training committee requires that supervisors keep weekly notes of their supervision. These notes entail several areas of content: 1) the supervision plan or

agreement/contract; (2) dates of supervision; (3) specific clients/cases reviewed; and (4) documentation of the supervisee's skills and progress in the training experience. These notes also provide the basis for writing evaluations and recommendation letters.

For the purpose of documenting supervision regularly, a form is provided for trainees to use that has summary clinical information. In using the form, trainees need to leave space for supervisors to add comments about their supervision interventions and the supervisee's progress. Only client initials shall be used, since multiple clients are reviewed on one form. Trainees shall bring this form to supervision each week with information regarding each client supervised by that supervisor. Supervisors should make notations regarding check-ins, discussions, and tape viewing on these sheets each time the client is discussed in supervision. If the trainee has two supervisors, each should get a copy of the form with the respective clients listed.

In the case of a client who has an issue regarding risk, this risk and the suggestion given by the supervisor should be directly documented on the supervision form.

During ongoing supervision, supervisors may store supervision notes in their office, in a secure location known to the front desk staff. At the end of each academic year, all supervision notes are stored in a secure location as designated by the agency. These notes would be stored for five years and then destroyed.

Clinical Documentation Reviews

An important role of any supervisor is oversight of both clinical work and clinical documentation. CPS supervisors are expected to read and sign off with a full signature on all entries in the case notes for the supervisee they are directly supervising. It is expected that each supervisor will review their supervisee's case notes weekly so as to be current with documentation. If the supervisee is a trainee student with an intern supervisor, the intern would sign off on each case note and then the licensed staff would also sign it. Periodically, administrative staff will do a spot check on randomly selected files

When the supervisee closes a file (folder), the supervisor must review the file and termination summary. The supervisor must sign the termination summary. Supervisees typically also notify the supervisor that there is a file to be reviewed. The supervisee has ten working days to write the summary after the last contact. The supervisor will have five working days to review the file and approve or have the supervisee take corrective action. After the senior staff supervisor completes the supervisory review, the file should be placed in the Terminated file drawer in the copy room, after which the secretary will archive the folder.

Employees- and Trainees-As-Clients Policy

Counseling for Student Employees

Due to dual role conflicts and access to clinical files, current undergraduate student employees (peer assistants and clerical assistants) are not eligible for concurrent counseling at CPS. CPS staff will be available to assist the student employee with referrals within the Athens Ohio

community, including Porter Hall. Former undergraduate employees may choose to seek counseling at CPS after employment, but are encouraged to look elsewhere for such support. The CPS will not hire former clients for employment due to the desire to avoid providing an evaluative relationship after having provided a therapeutic relationship.

Services for Graduate Students of Departments Training in Psychotherapy and Counseling

The issue of providing counseling for Psychology and Counseling graduate students is one that the Counseling and Psychological Services have discussed at length because of the ethical implications involved. Of specific concern is the ethical issue related to dual relationships if Counseling Psychology students are seen for counseling/therapy by one of the agency staff and also wish to do a part of their required clinical training (internship, practicum, or graduate assistantship) at the Counseling and Psychological Services. To avoid this dual relationship issue, the following policy is in place:

1. Seeking counseling while employed or in training at CPS

Those students who have been accepted for internship, practicum, contract work, or a graduate assistantship internship at Counseling and Psychological Services will not be eligible for clinical services at the agency while in training at CPS.

2. Seeking counseling at CPS after receiving training or employment

If after completing training, the student chooses to seek counseling at Counseling and Psychological Services, the clinical issue cannot be related to the trainees or CPS staff. The file folder of that client will be stored in the Special File drawer that is in the clerical office. The therapist will give that file directly back to the clerical staff rather than placing it into the main “to be filed” location. CPS will make an effort to avoid dual role relationships in counselor assignment. However, the counselor has the right to consult with other staff and the student will be informed of the name of the staff with whom the counselor consults. Every effort will be made to protect the file information both in the actual folder and in the clinical database, but full protection cannot be guaranteed. When counseling ends, the paper folder will be stored in the “terminated” section of the Special File drawer in the clerical office.

3. Anticipating future training and employment opportunities

If any master’s or doctoral degree student in the Counseling or Psychology program wishes to be seen for counseling at CPS, **the intake therapist must anticipate and discuss the possibility of any subsequent internship, practicum, contract, or graduate assistantship placement at CPS.** If training or employment is desired at CPS, therapeutic assistance should be sought elsewhere. However, if due to financial or other constraints, graduate students from training programs are unable to secure treatment elsewhere, the utmost care should be taken to secure their future possible training opportunities in CPS. Assignment of these students can NOT be to another graduate student trainee, either in their program or in another training program. The Training Director will NOT see these students in therapy, to avoid the future possibility of an automatic dual role. Other clinicians responsible for recruiting and hiring graduate students should NOT see graduate students in Counseling or Psychology departments as therapy clients. The clinician responsible for supervision of supervision should take care not to provide supervision over predoctoral intern’s cases involving these graduate students – those cases can be supervised by the other supervisor. Graduate students in the

Counseling and Psychology programs are advised to consult their advisor, major professor, or CPS staff for referrals should they wish to pursue therapy off campus.

4. For undergraduate clients who later seek training opportunities as clinicians
If a student has been seen for counseling at CPS as an undergraduate, they will be eligible to apply for clinical training or employment placement.
5. In this same vein, no trainees shall see graduate students/professional students with a special eye toward avoiding a conflict of interest with any peer student therapists, social friends/colleagues, etc. in the future.

If any former client decides to pursue and is accepted for a training or work placement at CPS, he or she will be expected to follow these guidelines:

- a) Agree that it is necessary for the CPS Training Director to know that you've been seen at CPS and have a conversation with the Training Director in order to effectively avoid or minimize any dual role issues.
 - b) Understand that the CPS Training Director does not require any additional information about the nature of your counseling experience and that she or he will not attempt to obtain additional information from other sources.
 - c) Understand that the CPS Training Director will not provide this information to other faculty members, CPS staff members, or students.
 - d) Understand that you will be strongly encouraged to approach your former counselor and discuss the fact that you are planning on working at CPS in some capacity. That conversation should be focused on how to negotiate any overlap of roles in CPS, so that you will feel comfortable working there.
 - e) Understand that your client file (if it is not already) will be moved and stored in a secure location that will preclude staff access to maximize privacy and confidentiality. Complete security cannot be guaranteed.
 - f) Be aware that it is possible that some other staff members may know of your prior contact with the agency and have some limited information about your presenting problem through their own memory of the CPS disposition system, supervision processes, or consultation processes.
 - g) Be aware that your former counselor will not be assigned as your individual supervisor.
 - h) While your former counselor(s) will not be assigned as your individual supervisor, there is a possibility that he or she may be an assigned seminar leader for some aspect of the training program (you will be informed). You may also specify additional conditions provided they are agreed upon by all parties.
4. A statement of such policy is included in our informed consent form that all clients

read and sign. It reads:

If you are considering or currently attending a graduate program in psychology or counseling at OU, or if you may consider employment at CPS at some time in the future, please discuss these issues with your screening therapist.

Recorded Session Policies

Recording of Sessions for Supervision

1. All psychology trainees and counseling interns are required to record every client session. Clients have the option to sign for permission to record on their intake forms, but if they have not signed, trainees and interns must engage them in a conversation about recording to ascertain whether there was a misunderstanding as to the nature of recording and how it is used. Occasionally, for intake sessions and for a few clients, permission for recording is not possible. In these instances, at the discretion of the supervisor, the trainee or intern may have an unrecorded session. This option should be discussed by supervisors and their supervisees in the very first supervision meeting and/or before the student-in-training conducts their first “solo” intake or counseling session.
2. Predoctoral interns must record a majority of their sessions, excluding most emergency walk-in contacts and including intakes, individual therapy clients, and group therapy sessions. They must discuss any obstacles to recording clients with their supervisors. In some cases, especially with problematic or complex clients, the supervisor might intervene and directly observe that client if they have declined recorded observation. The key issue is that the supervisor has to have some way to obtain direct knowledge of each client supervised. Recording is the easiest and least intrusive method.
3. Postdoctoral Psychology or Counseling Fellows must record at least a portion of their sessions, so that the supervisor of their clinical work at CPS can have a good sample of their therapeutic style and client progress. This should be worked out with the supervisor and regularly re-visited. Again, the clinical supervisor of postdoctoral, clinical, or counseling fellows must have direct knowledge of each client seen by someone under supervision.
4. All recordings must be digital whenever possible. This is because the quality of picture and sound are much better than audiotaped recordings. All recording will include video whenever possible and use a digital microphone. This can be done with the use of training laptop computers (which contain a digital camera) or with offices that are equipped with computers and the use of a training webcam. These recordings can never leave CPS offices and must always be secured at the end of a workday. Each digital file is saved to a jump drive, erased from the hard drive of the computer used, the “trash” on that hard drive emptied, and the jumpdrive locked in a specially marked drawer in the records/copy room. When the recordings have been viewed and supervised, they must be erased regularly from the jump drive unless otherwise directed by the supervisor. CPS does not allow the maintaining of a “library” or collection of past recordings of clients. This is expressly addressed in the client’s consent to be recorded on their intake form.

5. To the degree that it is possible, all recordings should include an image of both the trainee and the client. This is to maximize the supervisor's understanding of the dynamics in the session. If this is impossible (as webcams have limited scope and range in their lenses), the client should be the focus of the camera, with at least part of the trainee visible.

Viewing of Recorded Sessions

All individual supervisors are required to watch at least **3 full sessions** outside of the supervision time during the training period. Supervisors must document that this review occurred.

Session 1: at the beginning of the training period

Session 2: before the half-way supervision evaluation meeting

Session 3: at the end of the training period before writing the final evaluation.

Additional sessions can be viewed at the supervisor's discretion or as required by a remediation plan. When negotiating supervision contracts, supervisors should be mindful of time needs based on the number and level of supervisees they have.

Additionally, all individual supervisors are required to watch portions of recorded sessions weekly as preparation for their supervision with a trainee. They should set aside preparation time for completing this task. Portions of recordings should also be viewed within a supervision session as needed for adequate supervision.

All trainees (psychology trainees, counseling interns, and predoctoral psychology interns) are required to watch a minimum of **3 full sessions** of their own per designated training period, one at the beginning of their training, one sometime around the half-way evaluation, and one before final evaluation. Trainees and interns should complete at least one full or two partial session transcript(s), with process and intervention notes to look over with their supervisor.

Handling of Client Files

Each day, the files of scheduled clients are pulled by administrative staff. The charts are placed in the mailboxes of each clinician. For emergency walk-ins, charts are located when the client makes contact and handed to the clinician with their walk-in forms. Following an appointment, the clinical note (whether it be a consultation, intake, or regular session) must be completed and placed in the chart within 24 hours. No-shows do not require a note, but all contacts including no-shows must be charted on the contact sheet (inside right side of the chart).

Because all supervisees must have their note signed by at least one supervisor and because each supervisor is required by law to have clear, thorough background information about the client, the entire chart that needs review and signature should be either:

1. placed in the mailbox of the supervisor responsible for that case (for SHORT periods), or
2. brought physically to each supervision session for review and signature.

Each supervisee is responsible for working out the details of communication with their supervisors. Client files should NOT stay in the mailboxes for more than a day. Unsigned drafts of a clinical note must go into the chart while awaiting signature, so that in an emergency, another clinician has ready access to all documentation of clinical contact. If a note needs changes upon review by the supervisor, the supervisor gives feedback for editing to the clinician (either written or verbal) and the clinician under supervision then rewrites the note for signature.

by the supervisor. The edited note needs to be in the chart, signed, as quickly as possible – preferably within 48 hours. The unsigned “draft” of the note must stay in the chart until replaced by the corrected, signed note. Other policies regarding clinical notation and files are to be found in the clinical sections of the agency’s Policies and Procedures Manual.

Staff/Trainee Relations

Guidelines for Staff Relations with Trainees

Supervised Environment

Trainees are not to be left alone at CPS in situations where they are scheduled to or likely to (as in crisis walk-in or late group) see clients without another licensed person. Because of this, clients of supervisees should be scheduled/seen during the time period (8 a.m. to 5:00 p.m.) when CPS is open. This does not include support groups offered at other places on campus or in evening hours. If an exceptional situation happens (e.g., a supervisee is with a crisis appointment that runs after 5:00 p.m.), senior staff should be aware of the situation and agreed on a person to stay at CPS until the client(s) leaves.

Fair Treatment

Even minor considerations accorded to one trainee can be perceived as differential treatment by other trainees. Therefore, any opportunity for training should be offered to all equivalent level trainees and should be routed through the Training Director before arrangements are made.

Socializing

As a training team, we value developing positive collegiality with trainees and regard warm relationships as an asset to the training experience. We expect that individual trainees may eventually develop closer relationships with some staff and not others. However, invitations for social events should attempt to include all members of a training group, excluding only those who choose not to attend. Senior staff should not socialize individually with predoctoral interns. Staff should never socialize with any trainee in a venue where alcohol is consumed or money exchanged (i.e., betting during a card game, borrowing money from each other. Preventive discussions with predoctoral interns regarding relationships with multiple roles are encouraged.

General Approaches to Conflict with a Staff Member

The CPS staff strives to create a warm and collegial working environment for all staff members. One component of this effort involves dealing with conflict in an open, direct, and timely fashion. We strongly recommend that when a conflict occurs, staff members approach each other directly to resolve the conflict. Thus, if a trainee has a conflict with a staff member, which includes interns, or concerns regarding a staff member’s behavior, the best course of action is to discuss it directly with that staff member. However, the training staff acknowledges that the power differential between trainees and supervising staff can make this process difficult and anxiety provoking for the trainee. In those situations where the trainee feels that he/she needs consultation and support in order to deal with the conflict, the following steps are recommended:

1. If the conflict is with the trainee’s primary supervisor, the trainee should seek consultation with the Training Director.
2. If the conflict is with any staff member other than the trainee’s primary supervisor, the trainee should consult with his/her supervisor.

Grievance Procedures for Psychology Trainees and Counseling Interns

In those rare instances where informal means are unsuccessful in rectifying the issue, the Training Director is the final arbiter; if the Training Director is involved in the conflict, the CPS Director will be the final arbiter.

In the case of legal or harassment concerns, psychology trainees and counseling interns are entitled to pursue Ohio University's reporting procedures available through the Office of Institutional Equity and/or reporting procedures of the State of Ohio Board of Psychology or the Board of Counseling and Social Work.

Predoctoral Interns Evaluation, Disciplinary Actions, Appeals and Grievances Procedures

The following section contains a description of the predoctoral intern evaluation procedures, disciplinary actions, grounds for termination, definition of impairment, and appeals and grievance procedures. These policies serve as the internship policies but also operate within the context of the employment policies of the participating agencies. If an intern is terminated through these procedures then the termination procedures of the agency that that intern is employed by will take effect.

Procedures for Evaluation

1. Every three months throughout the year, interns are given verbal and written feedback about their progress in the competency areas listed under the objectives of the internship program. Quarterly evaluation periods include feedback from seminars, group supervisions, and individual clinical supervision. In addition, interns give their seminar facilitators, supervisors, and the training director feedback about the program, their training experiences, and their supervision. Beside the specific evaluation forms designed for the separate seminar areas (see Appendix ???, pp. ???), an overall Quarterly Intern Performance Evaluation form is completed by individual clinical supervisors. This form covers primary areas of competency that are appropriate for clinical work including professional and ethical conduct, therapy, assessment, multicultural skills, etc. (see Appendix ???, pp. ??? for copy of this form). Just before this evaluation is due, the training faculty meet to discuss their experiences with each intern, including the strengths and weakness, growth areas and goals that they would suggest to the intern, in order for the staff to clarify their feedback and catch any potential areas that might need more attention. Information from that meeting and from all evaluations is shared with the intern by the relevant supervisor or seminar facilitator.

2. The next level of evaluation occurs at each six month period. These evaluations are identical to the quarterly evaluations in most ways, including the meeting with all training staff. The purpose of this meeting is to integrate feedback on intern performance from as many sources as possible in order for the Six-Month Intern Evaluation to be completed. The primary clinical supervisor is responsible for completing this Six-Month Intern Evaluation following the meeting and after reviewing any written evaluation material from seminars and other sources. The primary clinical supervisor meets with the intern to go over the evaluation form and review the process. Following that meeting, the primary supervisor, the Training Director, and the intern then meet together to go over the evaluation form in order to

ensure that everyone is comfortable and clear with how the evaluation has proceeded and has been able to voice any concerns they might have. A copy of the Six-Month Intern Evaluation is sent to the home department of each intern after it has been signed and a copy placed in the intern's personnel file. Copies of all written evaluative material are placed in the file as well, throughout the year.

3. The six month evaluation form that is sent to the home department will be accompanied by an overview letter to the Director of Clinical Training of that department from the Training Director with a cover letter. See example cover letter in Appendix ???, pp ???

Any concern about an intern's progress through the program is first discussed with the intern, then if a supervisor feels that a concern is not being addressed adequately, he or she approaches the Training Director who then determines the next action – whether it be more intensive supervision, consultation with the training committee or other experienced supervisory staff, the Director. We make this process as transparent as possible to the intern, while also protecting the intern's confidentiality.

3. The supervisor and intern discuss written evaluations prior to their submission to the Training Director and before inclusion in the intern's file. Any evaluation report must be signed by the individual supervisor and the intern. The intern's signature on the document **does not** necessarily reflect agreement with the content, but rather that the document has been presented to the intern. The intern may provide a written reaction to the evaluation report. The evaluation report and any additional material must be submitted to the Training Director for inclusion in the intern's file.

4. Interns are expected to evaluate their individual supervisors and seminar instructors at the end of each quarter (See Evaluation of Internship Supervision form, Appendix ???, pp. ???). A two-hour luncheon is scheduled at the end of the year for interns and professional staff members where interns have the opportunity to express feedback about the strengths and weaknesses of the internship program itself. In addition, each intern meets individually with the training director who reviews areas of the internship in conducting an exit interview. This data is recorded and used to improve the program for the following year.

5. Within 60 days after interns exit our program, they are sent a final exit survey (Appendix ???, pp. ???) so that written information can be shared after they've left the agency. This exit information is also recorded and used to improve our program.

Disciplinary Actions

Definitions and Overview

1. *Lack of competence* is defined as interference in professional functioning that is reflected in one or more of the following ways:
 - a) an inability or unwillingness to acquire and integrate professional standards and ethics into one's repertoire of professional behavior;

- b) an inability to acquire professional skills and reach an acceptable level of competency;
 - c) an inability or unwillingness to control personal stress, psychological dysfunction or emotional reactions which interfere with professional functioning;
2. *Impairment* is defined as interference in professional functioning that, as it's primary genesis involves:
- a) a health problem, family or relationship concerns, or an unexpected life event which interferes with the delivery of clinical service, or leads to an extended work leave that jeopardizes the fulfillment of the minimum time requirements a stated in the Internship Contract.
3. *Distinguishing problematic behavior from lack of competence*: It is a matter of professional judgment as to when an intern's behavior is considered a long-term competence problem rather than just problematic or in need of improvement. For this internship the latter refers to behaviors, attitudes or characteristics, which, while of concern, are not unexpected or excessive for professionals in training. Long-term lack of competence, on the other hand, typically includes one or more of the following characteristics:
- a) The intern does not acknowledge, understand, or address the problem when it is identified.
 - b) The problem or area of concern is not merely a reflection of a skill deficit which can be improved with academic or didactic training.
 - c) The quality of services delivered by the intern is negatively affected to a significant degree; or, as a result of the problem, the quantity of services falls short of the minimum required in the Internship Contract.
 - d) The problem is likely to be manifested in more than one area of professional functioning.
 - e) A disproportionate amount of attention by training staff is required by the intern.
 - f) The intern's behavior does not change as a function of feedback, setting of individual training goals, application of a remediation program, and/or time.
 - g) The problematic behavior has potential for ethical or legal ramifications if not addressed.
4. In the event there are serious problems as the result of an intern's violation of ethical standards or inability to perform his/her internship duties, the training director will notify the intern's doctoral training program of the problems and the actions being taken by Ohio University CPS Psychology Internship Program. This notification will take place within ten (10) business days of the determination of a serious problem with any intern. A copy of any report or letter sent to the home university on behalf of the training program will be placed in the intern's permanent file maintained by the Training Director.

5. In the event of egregious behavior (e.g., a report of sexual impropriety with a client) on the part of an intern, and/or behavior that creates high risk liability for the university (e.g., intern refuses to follow required safety procedures in an emergency situation), immediate suspension and/or termination can be initiated by the Training Director in consultation with the Director. s

Verbal Warning/Discussion

A discussion between the primary supervisor and the intern will emphasize the need to discontinue the inappropriate behavior under discussion. The outcome of this discussion will be documented in the supervision notes of the supervisor. No formal record of this action will be added to the intern's file.

Probation

In the event an intern fails to meet or make satisfactory progress toward meeting the general expectations of the training program, she or he may be placed on probation. This action would ordinarily occur in the context of a regularly or a specially scheduled evaluation session. Probationary status is defined as a situation where the intern is actively and systematically monitored by supervisors and the Training Director for a specified period of time, in regard to the necessary and expected changes in problematic behavior. The intern will be given a written statement notifying him/her of the probationary status and specifying the behaviors that need to be changed, recommendations for a remediation program, the time period of the probation, and the procedures designed to ascertain whether the problem has been appropriately rectified. The intern may choose to accept or to challenge the probation through the procedures outlined in this document. Probation will be terminated by action of the Training Director following a special review session. The intern will be notified in writing when the probationary period has ended. If the intern does not sufficiently meet the conditions of probation a second probationary period can be set following the above-mentioned procedures or the intern can be temporarily suspended.

Temporary Suspension

If there is reason to believe that the welfare of a client or consultee has been jeopardized she or he may be temporarily suspended from engaging in direct service activities associated with the internship. Such suspension can be ordered by the Training Director in consultation with the Chief Psychologist and CPS Director (the Administrative Council). Temporary Suspension will go into effect immediately upon informing the intern of the suspension in writing. The written notification, including the reasons for suspension, is expected to be sent to the intern, the intern's primary supervisor, and the intern's Clinical Training Director at their home department within one working day. The Training Director is required to call a special meeting with the Chief Psychologist, Director, and primary supervisor within five working days of the Temporary Suspension. The attendees at that meeting will assess the intern's capacity for effective functioning and determine when direct service can be resumed.

Administrative Leave

This involves the suspension of all responsibilities and privileges in the agency. Such leave can be ordered by the Training Director in consultation with the Chief Psychologist and CPS Director (the Administrative Council). Administrative Leave will go into effect immediately upon informing the intern of the leave in writing. The written notification, including the reasons for being put on leave, is expected to be sent to the intern as well as the intern's Clinical Training Director from their home department within one working day. The Training Director is required to call a special meeting with the Chief Psychologist, Director, and primary supervisor within five working days of the Administrative Leave. The attendees at that meeting will assess the intern's capacity for effective functioning and determine when the intern's experience at CPS can be resumed.

Termination

In the event the Training Director, in consultation with other members of the professional staff determines that an intern lacks competence to the extent he or she is not able to meet the minimal standards of the training program during the internship year, s/he may be terminated from the program. If the intern is terminated from the internship he or she is also terminated as employee of Ohio University.

Appeals

The appeals process may be used by an intern when she/he is in disagreement with an evaluation and/or disciplinary action. There are three possible steps in the appeals procedure, designated as first, second, and third review, as follows:

First Review

1. In the event that an intern disagrees with his or her overall evaluation report, she or he may initiate the appeals process. A written request for a review must be submitted to the Training Director within 10 working days of receipt of the supervisor's written evaluation report.
2. A meeting will be scheduled in which the Administrative Council and the primary supervisor will meet in a closed session to review the written evaluation report and any letters of addendum submitted by the intern or others. The intern is not present in this session.
3. Based on their review, the Training Director may take any action deemed appropriate. Such action is not limited to, but may take the form of the following:
 - a) Accept the supervisor's evaluation report of problems and recommended program of remediation.
 - b) Amend the supervisor's evaluation report to include specified changes in the statement of deficits or program of remediation. This may include a reversal of the need for a program of remediation or it may specify additional activities required for remediation.
 - c) Place the intern on probation for a specified period of time during which changes in the intern's behavior, according to the remediation program, are to be expected.
 - d) Suspend or terminate the intern from the program.

4. Following the review meeting, the Training Director will communicate in writing to the intern the decision of the Administrative Council, including any amendments or changes to the evaluation report.

Second Review

1. In the event that an intern is not satisfied with the outcome of the first review, a second appeal may be initiated by the intern, in a written request to the Training Director within 10 working days from notification first review decision.
2. The intern and his/her primary supervisor will be notified in writing by the Training Director that a second review meeting will be held. The intern may submit to the Training Director any written statements he or she feels appropriate and/or request that the Training Director interview other individuals who might have relevant information. The Training Director may then request the presence of and/or written statements from individuals as deemed appropriate.
3. The Administrative Council, the intern, and the intern's primary supervisor will be present at the second review meeting. The intern has the option of having an advocate present. The advocate may be a faculty member from the intern's home department, a past clinical supervisor who is familiar with the intern's work, or another professional staff member.
4. Following the second review meeting, the Administrative Council may take any action it deems appropriate. Such action is not limited to, but may take the form of the following:
 - a) Accept the supervisor's evaluation report of problems and recommended program of remediation.
 - b) Amend the supervisor's evaluation report to include specified changes in the statement of deficits or program of remediation. This may include a reversal of the need for a program of remediation or it may specify additional activities required for remediation.
 - c) Place the intern on probation for a specified period of time during which changes in the intern's behavior, according to the remediation program, are to be expected.
 - d) Suspend or terminate the intern from the program.
5. Following the review meeting, the Training Director will communicate in writing to the intern the decision of the Council, including any amendments or changes to the evaluation report, if any. The second appeal and review will be completed within 30 working days of the receipt of the written request for appeal.

Third Review

1. If an intern is dissatisfied with the decision of the Council in the second appeal, she or he may request a third and final review. The request for a third review must be submitted to the Training Director in writing within 10 working days from the date of notification of the second review decision.

2. An Appeals Panel will be convened, comprising three people: the Ohio University Associate Dean of Students, a faculty member of the Clinical Psychology Doctoral Program at Ohio University, and the Vice President of Student Affairs.
3. The intern will be notified in writing that a third review meeting will be held. The intern may submit to the Appeals Panel any additional written statements s/he feels appropriate and/or request that the Appeals Panel interview other individuals who might have relevant information. The Appeals Panel may request the presence of and/or written statements from individuals as it deems appropriate, including the individual supervisor and/or the Training Director.
4. The intern will be present at the hearing. The intern has the option of having an advocate present. The advocate may be a faculty member from the intern's home department or may be a past clinical supervisor who is familiar with the intern's work.
5. Following the third review meeting, the Appeals Panel may take any action it deems appropriate. Such action is not limited to, but may take the form of the following:
 - a) Accept the evaluation report of problems and recommended program of remediation.
 - b) Amend the evaluation report to include specified changes in the statement of deficits or program of remediation. This may include a reversal of the need for a program of remediation or it may specify additional activities required for remediation.
 - c) Place the intern on probation for a specified period of time during which changes in the intern's behavior, according to the remediation program, are to be expected.
 - d) Suspend or terminate the intern from the program.
6. Following the third review meeting, the decision of the Appeals Panel will be communicated to the intern in writing. Copies of the decision will be sent to the Training Director of the internship, the intern's Clinical Training Director from his/her home department and the primary supervisor. The report will be placed in the intern's file. The third review will be completed within 30 working days of the receipt of the written request for the appeal. The decision of this Appeals Panel (the third review) is final.

Grievance Procedures

If an intern experiences difficulty with a supervisor or has complaints about some aspect of training the following steps can be taken by the intern:

1. As with all trainees, the intern should discuss their concerns directly with their primary supervisor. The primary supervisor should listen to the intern's concerns, attempt to rectify the concerns, and remind them of their other avenues of redress if they are not satisfied with the outcome. If the intern is not satisfied with the outcome of the first step the intern can proceed to the second step.

2. The intern can next discuss their concerns with the Training Director. The Training Director will make every effort to respond to the interns concerns. If the concerns involve a conflict with a primary supervisor the Training Director will assist in mediating the conflict. If the concern involves a deficiency in the seminars or some other aspect of training in the internship the Training Director will do their best to correct the situation if at all possible. If the intern is still not satisfied with the outcome they can file a formal written grievance with the Training Director and proceed to the third step.
3. The intern can next ask to present their formal written grievance to the Administrative Council. The Council will listen to the intern's concerns and suggestions as well as the concerns and suggestions of all other parties involved and then vote on how to proceed. When the Council reaches a decision, the intern who filed the grievance will be given a written response by the Council informing the intern of that decision.
4. If the intern, at any point, is dissatisfied with the grievance process, she or he can contact the Association of Psychology Postdoctoral and Internship Centers (APPPIC) and ask for help. The current officer in charge of Informal Problem Resolution is Stephen McCutcheon, Ph.D. (Stephen.McCutcheon@va.gov). APPIC has an excellent "track record" for handling conflicts informally and satisfactorily.
5. In the case of legal or harassment concerns, predoctoral psychology interns, similar to all trainees, are entitled to pursue Ohio University's reporting procedures available through the Office of Institutional Equity.

STATEMENT REGARDING OUTSIDE EMPLOYMENT FOR PREDOCTORAL PSYCHOLOGY INTERNS

Because of the intensity of the internship year, we discourage interns from seeking or maintaining outside employment. If an intern chooses to work outside of the internship, we have the following requirements:

- 1) Outside employment may not interfere with the intern's ability to perform required duties.
- 2) Outside employment may not conflict with the requirements and schedule of the training program.
- 3) CPS maintains an 8-5 schedule, Monday through Friday, with flexible hours for after-hours groups or consultations.
- 4) The internship requires a 40+-hour-per-week time commitment.
- 5) Interns are expected to make significant progress toward the completion of their dissertation during the training year.