TRAINEESHIP HANDBOOK:

FOR ALL TRAINEES AND CLINICAL COUNSELOR GRADUATE ASSISTANTS

OHIO UNIVERSITY
COUNSELING AND PSYCHOLOGICAL SERVICES

2016-2017
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Introduction

Welcome to the Traineeship at Counseling and Psychological Services (CPS) at Ohio University. Our goal is to provide quality and diverse clinical training and supervision to graduate students on the road to becoming competent counselors and psychologists. You will have the opportunity to receive a wide variety of training experiences that will fulfill your requirements for practicum/internship/graduate assistantship, and help you prepare ultimately for full time clinical work. Training opportunities have been offered for now 50 years, since the opening of CPS; as of 2016, this translates into about 300 students trained at this agency.

This handbook is designed to help you become familiar with the organization and functioning of CPS at Ohio University, specifically its training of students in the Clinical Psychology, Counselor Education, and Social Work graduate programs at OU (practicum, internship, and graduate assistants); and to help you understand its role in the life of the University.

CPS functions under the auspices of the Division of Student Affairs. Other offices in this Division are the Career Leadership and Development center, The Dean of Students Office, Campus Involvement Center, Community Standards and Student Responsibility, Event Services, and Residential Housing.

CPS is located in Hudson Health Center, which is also home to Campus Care, the student health center at Ohio University. Although CPS works closely with Campus Care and is located in the same building, they are administratively separate. CPS offices are located primarily on the third floor of Hudson Health Center, with psychiatry and some part-time offices located on the second floor.

Our staff consists of 8 psychologists, 2 counselors, 1 certified medical assistant, 1 full-time psychiatrist, and 1 part-time psychiatrist. We have 3 clerical support staff (2 full-time, 1 part-time) who operate the front desk, schedule clients, manage files, coordinate meetings and communications, and provide a wide variety of support tasks for staff. We also have a business and technology manager who helps with front desk responsibilities in addition to matters related to our budget, supplies, technology, and other support at CPS. We provide training for typically 5-9 graduate student trainees from Ohio University’s Psychology department, the Counselor Education program, and the Social Work Program each year. These graduate students serve as
trainees and clinical counselor graduate assistants. We also have a doctoral psychology internship program at CPS (adheres to APPIC policies; three new interns every year). Additionally, CPS manages a BASICS program with about three advanced graduate students and a Counselor-in-Residence program with three advanced graduate students, all of whom are supervised by licensed CPS senior staff.

Meet the Staff

Our staff is a culturally and theoretically diverse group of professionals devoted to providing exceptional training and supervision.

Fred Weiner, Ph.D. - Director
Fred has been at CPS for over 45 years and became the director in 2011. He is a licensed psychologist who received his doctorate in Clinical Psychology from the University of Massachusetts after completing his undergraduate education at Brooklyn College. Prior to being appointed Director of Counseling and Psychological Services, Dr. Weiner served as Associate Director and Clinical Director of the Center. He has coordinated a group on coping skills based on Dialectical Behavior Treatment. Although his primary interests continue to be the counseling work he does with students and supervising counselors in training, he is also the author of a series of self-help pamphlets dealing with issues students may face at some time during their college career or thereafter. These are now widely available at about one hundred major university and small college counseling centers around the country.

Paul Castelino, Ph.D. – Associate Director and Clinical Director
Paul received his doctoral degree in counseling psychology at Loyola University Chicago. He is a licensed psychologist and a licensed professional clinical counselor. He came to Ohio University in 2005 as a staff psychologist and in 2009 he went to West Virginia University to serve as the Training Director at their counseling center. He returned to Ohio University fall of 2012 as an Associate/Clinic Director and Clinical Coordinator. In 2007, he was the recipient of the Diversity Leadership Mentoring Award presented by the Association for University and College Counseling
Centers Directors (AUCCCD). In 2009, he was also the recipient of the Diversity Scholar Award presented by the Association of Counseling Center Training Agencies (ACCTA). His initial clinical work and training included working with patients with acute and severe psychiatric disorders in Chicago area hospitals (Cook County Hospital, Northwestern Memorial Hospital, and Veterans Affairs - Hines, IL). In the past 10 years, he has worked in university counseling centers. His clinical orientation and emphasis is on developmental and integrative models. His clinical interests include working with college students who present adjustment, academic, career, relational, emotional and developmental issues, relationship counseling, multicultural and diversity issues, and clinical training and supervision. He is an active member of American Psychological Association.

**Michelle Pride, Ph.D. – Training Director**
Michelle completed her counseling psychology doctoral program at Michigan State University and a psychology internship at Colorado State University counseling center. Before coming to Ohio University she worked at the Louisiana Tech University counseling center. She is a multicultural, feminist therapist who has specialized in working in a university setting. Her interests and expertise include women's issues, gender and sexual orientation issues, working with student athletes and students with identified learning disabilities and ADD/ADHD, peer mentoring, and clinical training and supervision. She co-leads the sexual assault survivor's group. She worked as the group therapy coordinator for 4 years at CPS before becoming the training director.

**Barry Brady, Ph.D. – Staff Psychologist**
Barry completed his clinical psychology doctoral program at Wright State University and his psychology internship at The University of Akron. Before coming to work at Ohio University he completed his post-doctoral training at the University of Georgia. Barry views therapy as a collaborative process. He incorporates cognitive behavioral theory, interpersonal theory, and mindfulness into his work with students. He also maintains a heavy emphasis on multiculturalism and works to understand how issues of social inequality impact students’ distress. It is not uncommon to hear Barry speak about the benefits of finding balance in life, and that losing balance is a natural part of the journey. Barry is also a huge advocate for group therapy and views that treatment option as a truly unique experience that can help foster a lot
of personal growth for the group members. Outside of work you can find him rock climbing, paddling, or just enjoying the outdoors.

**Kathryn Conaway, Ph.D. – Staff Psychologist**
Dr. Conaway is a licensed psychologist in the State of Ohio. She received her doctoral degree in Clinical Psychology from Miami University’s APA Accredited Program. She completed an APA Accredited Predoctoral Internship at Washington State University Counseling and Testing Services, and a two-year Postdoctoral Residency at Palouse River Counseling community mental health center in Pullman, WA. Dr. Conaway primarily conceptualizes from a multicultural, constructivist perspective, seeking to understand the ways people make meaning at multiple levels of awareness and how these meanings explicitly and tacitly influence actions. Her approach varies according to clients’ needs; however, she frequently incorporates Evidence-Based Interventions from Dialectical Behavior Therapy, Cognitive Behavioral Therapy, Interpersonal Therapy, Solution-Focused Therapy as well as integrating Mindfulness-based techniques. Areas of particular interest include: Multicultural Counseling, Anxiety Management, Understanding and Coping with Depression, Life Transitions, Grief/Loss, Relationship Difficulties, and Traumatic Experiences. She enjoys working in individual and group formats.

**Rebecca Conrad Davenport, Ph.D. – Staff Psychologist**
Becky received her doctorate in Counseling Psychology from the University of Illinois at Urbana-Champaign in 2000 after completing her internship at the University of Tennessee in Knoxville. Becky is a licensed psychologist in the State of Ohio and has provided counseling services to students at five different university settings over the last fifteen years. Some areas of particular interest for Becky include grief and loss, multicultural counseling, the impact of oppression on well-being, identity issues including LGBT identities, relationships with self and others, sexual assault, peer abuse and other child abuse traumas, and spirituality. She also enjoys providing group therapy, training, and multicultural supervision. Becky has been part of the National Coalition Building Institute and is a certified SIDE (Summer Institute for Diversity Education) trainer.

**Rinda Gould, M.Ed., LPCC-S – Staff Therapist and Outreach and Consultation Coordinator**
Rinda received a Master's Degree in Counselor Education, with a focus on community mental health, from Ohio University’s Counselor Education Program in 2010. She is licensed with the
Ohio Counselor, Social Worker, Marriage and Family Therapist Board as a Professional Clinical Counselor with a supervising credential. She has also been licensed with the Ohio Chemical Dependency Professionals Board as a Licensed Independent Chemical Dependency Counselor with a supervising credential. She is excited about the opportunity to return to the Ohio University campus to serve its students. Most recently, she served as the Substance Abuse Coordinator and Counselor at Marietta College. While at Marietta College she was accompanied by her certified therapy dog, Buddy. Her areas of interest include substance abuse, major life changes, student athletes, dual diagnosis, trauma, and mood and anxiety disorders. Her therapeutic style includes aspects of cognitive-behavioral, person-centered, motivational interviewing, and emotional support pet therapy.

**Angela Harris, Psy.D. – Staff Psychologist and Group Coordinator**

Angela received her doctorate degree in Clinical Psychology from Wright State University School of Professional Psychology in Dayton, Ohio. She completed her APA accredited internship at the University of South Carolina - Counseling and Human Development Center (CHDC) in Columbia, SC. Angela also received her Masters degree in Counselor Education from McDaniel College (formerly Western Maryland College) in Westminster, Maryland and her undergraduate degree in Communications from Cheyney University in Cheyney, Pennsylvania. Her primary clinical areas of interests include: group psychotherapy, group assessment, interpersonal and relationship issues, multicultural counseling, identity issues (which includes Black identity development and biracial identity development), adjustment/life transition issues, grief/loss, depression/anxiety, and supervision of trainees. Angela utilizes a collaborative and brief model approach to psychotherapy. Her therapeutic style/orientation is primarily interpersonal and often includes solution-focused, multicultural/Afrocentric/spiritual, stages of change, and cognitive-behavioral strategies.

**Ashley Holt, M.Ed. – Staff Therapist, Assistant Training Director, and BASICS Coordinator**

Ashley received a Master's Degree in Counselor Education, with a focus on community mental health and rehabilitation, from Ohio University's Counselor Education Program in 2008. She is licensed with the Ohio Counselor, Social Worker, Marriage and Family Therapist Board as a Professional Clinical Counselor with a supervising credential. She has also been licensed with the Ohio Chemical Dependancy Professionals Board for eight years. She had her first experience with Counseling and Psychological Services when she completed an assistantship with the BASICS
program during her graduate training. She is excited about the opportunity to return to the Ohio University campus to serve its students. Most recently, she served as the Clinical Coordinator of the Rural Women's Recovery Program in, a gender-specific, dual-diagnosis, residential program. Her areas of interest include substance abuse, dual diagnosis, women's issues, trauma, personality disorders, and mood and anxiety disorders. She has received specialized training in the Seeking Safety model, Community Reinforcement Approach, and Motivational Interviewing. Her therapeutic style includes aspects of cognitive-behavioral, person-centered, motivational interviewing, and trauma-informed approaches. She is the Assistant Training Director and BASICS Coordinator for Counseling and Psychological Services.

**Kadian Sinclair-Miracle, Ph.D. – Staff Psychologist**
Dr. Sinclair-Miracle received her doctorate in Clinical Health Psychology from Ohio University’s APA Accredited Program. She completed both an APA Accredited Predoctoral Internship as well as a Postdoctoral Clinical Fellowship at The Ohio State University Counseling and Consultation Service. Dr. Sinclair-Miracle’s therapy style is emotion-focused and integrative, utilizing interpersonal process, multicultural, feminist and cognitive behavioral theories. She works collaboratively with clients to empower them, while incorporating aspects of their identity, culture, and context into treatment planning and brings health specific interventions, such as mindfulness to the counseling process. Her areas of interest include multicultural counseling, identity development, issues related to the cultural adjustment of immigrant students of color, women’s issues, trauma, mood and anxiety disorders, adjustment issues, chronic illness management and the supervision of trainees.

**Heidi Jache, M.D. – Staff Psychiatrist**
Dr. Jache is a board certified child, adolescent, and adult psychiatrist. She graduated from the Medical College of Wisconsin. She completed her psychiatry residency followed by her child psychiatry fellowship at the Medical College of Wisconsin Affiliated Hospitals. She has worked in private practice and community mental health centers in WV and Ohio prior to coming to Ohio University. She has special interests including Attention-Deficit/Hyperactivity Disorders, Depression, Bipolar disorder, Anxiety disorders, Psychosis, and teens transitioning into young adults. She evaluates students at CPS to clarify diagnosis and to assess need for medication.
Patricia Mickunas, M.D. -- Part-Time Psychiatrist

Mitzi Trentacoste – Business and Technology Manager
Inez Stanley-Linscott – Administrative Associate
Amanda Uribe – Administrative Assistant
Maeve Hinze – Part Time Administrative Assistant
Buddy – Therapy Dog
Mission of the Division of Student Affairs

The Division of Student Affairs at Ohio University prepares students to be responsible and contributing members of a diverse, global society by providing learning-centered environments, meaningful out-of-class opportunities, and professional support services that help them learn through their experience and achieve academic success. In seeking to accomplish our mission, we are committed to:

- Encouraging the development of the whole student and involving all students in the life of the University.
- Cultivating a caring and civil campus community that values responsible and ethical behavior, open and free exchange of ideas, and respect for all people.
- Maximizing our effectiveness through responsible stewardship of resources, support of innovation, and creativity in problem solving.
- Working collaboratively and forming partnerships with each other, with our colleagues across campus and with the community.
- Fostering a participative work environment for our staff which encourages continuous improvement, collaboration, professional development, and a balanced lifestyle.
Insert DOSA ORG Chart
Mission of Counseling and Psychological Services at Ohio University

Counseling and Psychological Services facilitates and supports the educational mission of Ohio University and the strategic plan of the Division of Student Affairs. Our aim is to enhance the personal development and academic success of students by providing quality clinical, consultation, and training services.

In seeking to accomplish our mission, we are committed to:

- Excellence in all of the counseling, psychiatric services, crisis intervention, outreach, consultation, training, and referral services we provide to the Ohio University community
- Respect for differences and continual work toward creating a safe, affirming, and inclusive environment for all individuals
- Collaboration to sustain our high standards of productivity and wellness

Counseling and Psychological Services provides mental health services to students and consultation to faculty, administrators, and parents of students. Our services are designed to help students understand themselves and their difficulties, and ultimately make healthy choices for their lives. We offer developmental, preventative, and remedial services. We also provide programs that promote the intellectual, emotional, cultural, and social development of Ohio University students.

We advocate a philosophy of acceptance, compassion, and support for those we serve, as well as for each other. We consistently strive to integrate multiculturalism into the everyday functioning and structure of our agency, including the individual, service, training, organization, and administrative levels.
Mission and Philosophy of Training at Counseling and Psychological Services at Ohio University

The mission of the traineeship program at Counseling and Psychological Services (CPS) at Ohio University is to provide generalist practitioner training in the areas of psychological counseling, education, and consultation to the Ohio University community. We strive to offer services that promote the emotional, physical and social well-being for Ohio University students facing adjustment, developmental, and other psychological challenges while respecting and appreciating all cultural identities of our student population. Further, our goal is to prepare generalist practitioners with the knowledge, skills, and competencies necessary for advanced practica, internship, and additional training experiences as developing counselors and psychologists. We focus on the developmental process and transitions of trainees as they move toward advanced clinical practice and professional development.

Practicum, internship, and graduate assistant training for graduate student trainees focuses on gaining experience in providing time-limited psychotherapy/counseling. Our traineeship and graduate assistantship emphasizes three general areas: 1) psychotherapy/counseling experience, 2) supervision and training, and 3) additional professional development, as well as 4) consultation and outreach experience, when applicable. In order to address these areas of clinical experience and development, trainees and graduate assistants will participate in the following throughout their year at CPS:

Unless noted otherwise, “trainees” refer to both practicum/internship trainees and graduate assistants.

Psychotherapy/Counseling Experience

- **Intake Assessment**: Formally known as “Drop-In/Initial Contact & Referral” (IC&R). CPS maintains a regular Drop-In/IC&R schedule where students can see a counselor/therapist for immediate support/crisis intervention or to initiate counseling services, and do so without a scheduled appointment.
- **Individual Counseling/Psychotherapy**: Primarily time-limited, with a few long-term cases.
- **Group Therapy**: Optional experience for trainees and GAs, in consultation with supervisor(s) and after prerequisites are met. Supervision of group, which will
occur in a weekly group format with the Group Coordinator, will be provided for those who serve as a process observer or co-facilitator.

- **Crisis Management:** Crisis intervention and consultation for Drop-In/IC&R and ongoing clients, faculty/staff, and parents

**Supervision and Training**

- **Individual Supervision:** Trainees receive 2 hours of weekly individual supervision from a licensed psychologist or counselor, a senior staff clinician in the process of licensure (in which case they are supervised by an umbrella, licensed psychologist), and/or a doctoral psychology intern (who is supervised by an umbrella, licensed psychologist). Supervision assignments differ depending on the respective graduate department/field and availability of supervisors. Other senior staff members are available for additional consultation, as needed. Trainees are required to videotape or audiotape all clinical work (unless otherwise approved by one’s supervisor), and videos are reviewed outside of and within supervision.

- **Graduate Professional Seminar:** Trainees (not GAs) are required to attend a weekly, 1.5-hour seminar. This seminar (GPS) assumes a group supervision as well as didactic training format. The seminar is facilitated by the Assistant Training Director and a range of clinical, professional, and ethical issues are discussed - including theoretical orientations and evidence-based treatments for college students, ethical dilemmas, and developing and maintaining treatment plans and caseloads. Cases are discussed regularly, and trainees are expected to present cases both informally and formally. Readings and assignments also comprise seminar requirements. Trainees will also have opportunities to hear from and consult with senior staff members and a psychiatrist during seminar time throughout the year. This seminar meets for the duration of one’s traineeship.

- **Evaluation:** Ongoing feedback and communication among staff/supervisors and trainees is highly valued at CPS. Trainees develop goals at the beginning of the contract year, and these goals are attended to and adjusted, as needed, throughout the traineeship year. Progress is discussed both during mid-semesters and mid-year. Trainees are formally evaluated at the end of each semester, and given opportunities to provide feedback to their supervisor(s), the Assistant Training Director, and the Training Director throughout the year.
Additional Professional Development

- Trainees are invited and strongly encouraged to attend a monthly Diversity Series that is offered at CPS, and incorporates expertise and emerging theory and research from both in-house staff as well as professionals from within and outside of the university setting. These Brown Bags generally occur on Thursday mornings.
- Trainees will receive SafeZone Training during their traineeship at CPS, which is a program designed to “raise awareness about the dynamics of gender and sexual orientation while exploring different ways to embody inclusive allyship for people of all orientations, genders, sexualities, identities, and levels of being out” (http://www.ohio.edu/lgbt/programs/safezone.cfm).
- Trainees are invited to attend additional meetings that provide clinical consultation (e.g., Eating Disorder Support Team), and professional development (e.g., Division of Student Affairs activities) and training as it is scheduled throughout the year.

Consultation and Outreach Experience

- Outreach programs are an optional experience for trainees and GAs, with the exception of Social Work trainees, for whom outreach is a required component of traineeship.
- Trainees may facilitate a variety of programs, including tabling events, psychoeducational workshops, trainings, and other presentations and activities as requested by faculty, staff, and students. They may work with their supervisor(s) and Outreach Coordinator to pursue such opportunities.
Traineeship Criteria and Application Procedures

Please refer to the Training Policies and Procedures Manual for detailed information about entrance and exit criteria for all trainee positions.

Roger Drive → CPS → TRAINING → Training Policies & Procedures
Contracts

Please refer to the Roger Drive for copies of all training contracts (trainees in Clinical Psychology, Counselor Education, Social Work; Clinical Counselor GAs; group seminar contract).

Roger Drive ➔ CPS ➔ TRAINING ➔ Training Contracts
Evaluations

Please refer to the Roger Drive for copies of all evaluations (Clinical Psychology, Counselor Education, Social Work; Clinical Counselor GAs; Graduate Professional Seminar – GPS; Group Seminar and Co-Leader; evaluation of supervisor).

Roger Drive → CPS → TRAINING → Evaluation Forms
Due Process and Grievance Policy

The basic meaning of due process is to inform and provide a framework to respond, act, or dispute. Due process ensures that the decisions about clinicians-in-training are not arbitrarily or personally based. It requires that the training program identify specific evaluative procedures which are applied to all clinicians-in-training, and provide appropriate appeal procedures to the trainee/GA. All steps need to be appropriately documented and implemented. In the event that a training issue cannot be resolved between the Training Director and the clinician-in-training, the clinician-in-training may choose to file a grievance.

A "grievance" is a dispute concerning terms and conditions of training arising from any administrative decision which the clinician-in-training claims is in violation of their rights under established University and/or counseling center personnel regulations, policies, or practices. For a full description of Ohio University Counseling and Psychological Services Due Process and Grievance Policy, see Section 8 of the Policies and Procedures for Training. A hard copy of the Policies and Procedures for Training will be made available to you. You can also access electronic copies on the CPS/DoSA shared drive and on the CPS training website.
**Ethical Standards**

A copy of ethical standards and guidelines respective to the trainee’s field (i.e., psychology, counseling, social work) is included in the trainee’s Training Binder provided to them at the beginning of their traineeship. Copies are also available via the Roger Drive (Roger Drive → CPS → TRAINING → Ethics Codes).

Trainees are also required to review the ethical guidelines outlined in the Training Policies and Procedures Manual.
Self-Disclosure in Training

Given our Training program’s goal to prepare effective psychologists/counselors/social workers 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 the 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 Principals of Psychologists and Code of Conduct (APA, 2002). Additionally, the American Counseling Association’s 2014 Code of Ethics (F.8 Student Welfare) details that counselor faculty provide prospective and current students with expectations, including details about training components that encourage self-growth or self-disclosure.

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 of our training activities is the skill of “awareness and use of self.” A positive working alliance is essential for effective counseling or supervision and requires 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 a trainee’s personal qualities and history by a supervisor must focus on enhancing a 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 a single significant incident or pattern in behavior that suggests 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 the remediation, counseling/therapy may be recommended.

Within the context of these examples, trainee’s 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 psychologist/counselor/social worker. As such, these behaviors are consistent with the responsible and ethical practice of psychology.
Mental Health Resources in the Community

Jeanne Heaton, Ph.D.
3 West Stimpson Ave.
Athens, OH 45701
740.707.1201

Leah Jaquith, Ph.D.
Clinical Psychologist
3 West Stimpson Ave.
Athens, OH 45701
740.591.0284

Beverly Williams
3 West Stimpson Ave.
Athens OH 45701
740.707.1269
Statement on Professional Relationships

Fair Treatment
Even minor considerations accorded to one trainee and not another can be perceived as differential treatment. Therefore, any opportunity for training should be offered to all equivalent level trainees and should be routed through the Assistant Training Director and the Training Director before final arrangements are made.

Socialization
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 cohort. Senior staff should not socialize individually with trainees (including doctoral psychology interns). Socialization that is centered around the consumption of alcohol or exchange of money (i.e., socializing at a bar or cocktail party, playing cards for money, borrowing money from one another) is strongly discouraged and staff members should seek peer consultation and inform the Assistant Training Director and Training Director should unforeseen situations arise. Preventative discussions regarding navigating relationships with multiple roles are encouraged.
**Business Casual Dress Guidelines**

The following are guidelines for dress and hygiene. They are to be applied equally to all employees, regardless of gender. The guidelines are meant to be flexible and cultural and religious beliefs that apply to dress and hygiene will always be honored. Business casual attire is acceptable, employees must appear neat and professional at all times, whether they are scheduled to meet with clients or not. When conducting formal presentations, meeting with administrative officials, or attending other campus meetings, more formal and traditional business attire may be required.

<table>
<thead>
<tr>
<th>Appropriate</th>
<th>Inappropriate</th>
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<tr>
<td><strong>Slacks/Skirts</strong></td>
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<tr>
<td>- Khakis, corduroys, slacks, capris</td>
<td>- Sweatpants, leggings, exercise wear</td>
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<tr>
<td>- Jeans (must be clean, free of rips, tears, fraying and may not be excessively tight or revealing)</td>
<td>- Shorts, low rise or hip hugger pants or jeans, mini-skirts</td>
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<td>- Skirts/skorts that are no shorter than one hand length above the knee</td>
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<tr>
<td><strong>Shirts</strong></td>
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<tr>
<td>- Polo collar knit or golf shirts</td>
<td>- Shirts with writing/logos (other than OU logo)</td>
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<tr>
<td>- Oxford shirts</td>
<td>- Sporty/unfittedT-shirts or sweatshirts</td>
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<tr>
<td>- Short-sleeve blouses or shirts</td>
<td>- Crop Tops, Midriffs, spaghetti straps</td>
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<tr>
<td>- Company Logo Wear (OU)</td>
<td>- Exercise wear, beachwear, thermals</td>
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<tr>
<td>- Turtlenecks, sweaters, knit tops</td>
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<tr>
<td>- Blazers or sport coats, or jackets</td>
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<tr>
<td>- Dressy/fitted T-shirts</td>
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<tr>
<td><strong>Shoes</strong></td>
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<tr>
<td>- Boating or deck shoes</td>
<td>- Moccasins, thongs or flip flops that old, stained, dirty</td>
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<tr>
<td>- Sandals, open toe shoes are</td>
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<tr>
<td>- Casual, low heel, open back shoes (i.e. mules, sling backs)</td>
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<tr>
<td><strong>General</strong></td>
<td></td>
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<tr>
<td>- Clothing that is clean and pressed</td>
<td>- Stained, wrinkled, torn, dirty clothing</td>
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Clothing that reveals your underwear, stomach, lower back, or cleavage is not appropriate. Perfume, cologne, and aftershave lotion should be used in moderation, as some individuals may be sensitive to strong fragrances.

Any clothing, jewelry, or tattoo that conveys a negative statement toward a race, gender, sexual orientation, age, religion, disability, or is otherwise considered harassing or offensive is forbidden.
Social Networking and Communication Statement

Trainees who use social networking sites (e.g., Facebook, MySpace, Snap Chat, Instagram, Pinterest, Twitter, Tumblr, LinkedIn, etc.) and other forms of electronic communication should be mindful of how their communication may be perceived by clients, colleagues, faculty, and other mental health professionals. Trainees should make every effort to minimize visual or printed material that may be deemed inappropriate for a professional psychologist. To this end, trainees should set all security settings to “private” and should avoid posting information/photos that may convey a negative view of psychology, their training site, mental health issues, or their colleagues and they should avoid using any language that could jeopardize their professional image. Trainees should consider limiting the amount of personal information posted on these sites and should never include clients, undergraduate or graduate students (for whom they currently serve as an instructor or supervisor) as part of their social network, because doing so constitutes a boundary violation. Additionally, any information that might lead to the identification of a client or represent a violation of client confidentiality is a breach of the ethical standards that govern the practice of psychologists and other mental health professionals in training. Engaging in these types of actions could result in the trainee being disciplined and/or dismissed from the program.