

TRAINEESHIP HANDBOOK:

**FOR ALL TRAINEES AND CLINICAL
COUNSELOR GRADUATE ASSISTANTS**

**OHIO UNIVERSITY
COUNSELING AND PSYCHOLOGICAL SERVICES**

2018-2019

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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 over 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.

We have a multidisciplinary staff comprised of psychologists, counselors, a certified medical assistant, and psychiatrists. Our clerical support staff 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 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.

Senior Staff

Paul Castelino, Ph.D.

Interim Director and Clinical Director

Dr. Castelino is a licensed psychologist and a licensed professional clinical counselor. He received his doctoral degree in counseling psychology at Loyola University Chicago. 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. In 2007, he was the recipient of the Diversity Leadership Mentoring Award presented by the Association for University and College Counseling Centers Directors (AUCCCD) and in 2009, he received the Diversity Scholar Award presented by the Association of Counseling Center Training Agencies (ACCTA). His initial clinical work and training included working in Chicago area hospitals (Cook County Hospital, Northwestern Memorial Hospital, and Veterans Affairs - Hines, IL). Since 2003, he has worked in university counseling centers. His clinical orientation and emphasis is on developmental and multicultural/empowerment models. His clinical interests include working with college students who present with depression, anxiety,

interpersonal, emotional, and spiritual concerns. He is an active member of American Psychological Association.

Rebecca Conrad Davenport, Ph.D.

Assistant Director and Training Director

Dr. Conrad Davenport 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 twenty 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.

Barry Brady, Psy.D.

Group Coordinator

Dr. Brady 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.

Susan Folger, Ph.D.

Dr. Folger received her doctorate in Clinical Psychology from Miami University after completing her internship at the Pennsylvania State University's Counseling and Psychological Services. Before coming to work at Ohio University, Susan completed her postdoctoral training at the University of Delaware's Center for Counseling and Student Development. She is passionate about working with college students to help promote their growth and well-being. Susan's approach to her work is relationally-based and from a feminist perspective, and she incorporates interpersonal process and dialectical and cognitive behavioral techniques in therapy. Primary areas of interest include women's issues, interpersonal violence, identity development, grief and loss, social justice, and group counseling.

Bradford Meyers, Psy.D.

Outreach Coordinator

Dr. Meyers received his doctorate in Clinical Psychology from the Illinois School of Professional Psychology. After completing his internship at Ohio University's Counseling & Psychological Services in 2016, he went on to work as a Post-doctoral Fellow at a community mental health agency in Southeastern Ohio. Brad returned to Ohio University in 2017 as a staff therapist. His approach to clinical work incorporates relational, feminist, multicultural, and psychodynamic perspectives. Professional interests include relational challenges, trauma & abuse, group therapy, training & supervision, community outreach, empowerment, and social justice engagement.

Kristyn Neckles, Psy.D.

Dr. Neckles is a native of Grenada in the Caribbean and has a doctorate in Clinical Psychology from an APA accredited program in Miami, Florida; Carlos Albizu University. She also holds a Master's degree in Organizational Management and Leadership from Springfield College in Boston, Massachusetts. She is particularly interested in understanding the role of culture and issues of privilege and power in the context of mental well-being. She also strives to understand these factors in ways that help to facilitate the provision of effective counseling and psychotherapy. Particularly, she considers the interconnectedness of ourselves to each other and our environment and the importance of values and balance in living a healthy life.

Kristyn's approach to therapy is integrative, drawing from Cognitive-Behavioral therapies and Acceptance and Commitment therapy together with elements of Dialectical Behavioral Techniques. Her clinical interests, in no particular order, include: diversity/multicultural issues, trauma, identity and woman issues, as well as, learning disorders, and ADHD. As a member of the CPS team, Kristyn is committed to providing the necessary support to clients so that they experience effective change in their lives.

Outside of work Kristyn enjoys spending time with her family and friends, learning about different cultures, traveling, outdoor activities such as hiking, gardening and stained glass art.

Michelle Pride, Ph.D.

Dr. Pride 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, LGBTIQ+ issues, trans affirmative therapy, group therapy, trauma work, working with student athletes and students with identified learning disabilities and ADD/ADHD, peer mentoring, and clinical training and supervision. She co-led the sexual assault survivor's group for 10 years and has co-led Spectrum since 2016. She worked as the group therapy coordinator for 4 years at CPS before becoming the training director. Michelle was the training director for 8 years. Currently, Michelle is a staff member working on balancing her passions for clinical work, supervision, advocacy and social justice, and self-care. When she's not at work, you

can find Michelle hiking, kayaking, doing yoga, knitting, gardening, crafting, or listening to esoteric podcasts.

Rinda Scoggan, LPCC-S, LICDC-CS

Assistant Training Director

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.

Rachel Siegel, LPCC-S

Rachel is a licensed professional clinical counselor and holds a Master's of Education degree in Clinical Mental Health Counseling from Cleveland State University. She completed clinical residency at The Cleveland Clinic's Neurological Institute training in both the Department of Psychiatry and Psychology and in the Chronic Pain Rehabilitation Program. Prior to working at Ohio University, she worked with diverse clients facing a variety of mood, traumatic experiences, chronic illness, loss, substance use, identity development and relational issues in community-based, medical, and multidisciplinary settings throughout Ohio. Rachel's approach is strength based and relational drawing from a variety of evidenced based models including, Internal Family Systems (IFS), Cognitive behavioral (CBT), mindfulness and acceptance based therapies; taking into consideration the social inequities and multicultural issues clients experience. She utilizes art

and nature-based interventions as an adjunct to traditional talk therapy to help clients develop awareness and tap into their potential for resiliency.

Alex Reed, LPCC-S

BASICS Coordinator

*Bio needed

L. Justin Wheeler, LISW-S

Bobcats Who Care Coordinator

Justin obtained a Master of Social Work degree with a focus in clinical practice from Ohio University in 2009 after an internship in the Psychology and Social Work Clinic. Prior to this he was enrolled in a graduate theology program. Following graduation, Justin worked primarily with adolescents and adults in community-based, crisis, and private practice settings in Maryland and Ohio. Areas of clinical interest and experience include short-term/brief integrative treatment models, gender and sexuality, military families, managing chronic conditions, group work, Appalachian and rural culture, couples counseling, and compassion- and acceptance-focused behavioral therapies, especially dialectical behavior therapy. Justin is also an adjunct instructor in the social work program at Ohio University and is excited to work with students in a variety of capacities to help promote their growth and development.

Psychiatry

Heidi Jache, MD

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. She recommends that many students be connected to another provider in addition to Dr. Jache to maintain continuity in summers and when the student graduates.

Patricia Mickunas, MD

Dr. Mickunas is licensed by the State Medical Board of Ohio, specializing in general adult psychiatry. She earned her M.D. at Boonshoft School of Medicine at Wright State University in Dayton, Ohio. She then completed her psychiatric residency at Wright State Department of Psychiatry which encompassed both civilian and military experiences. Prior to working at Ohio University, she worked at Appalachian Behavioral Healthcare as an inpatient psychiatrist, at several community mental health centers and as a contractor with Ohio Department of Rehabilitation and Corrections. Her areas of interests include Attention-Deficit/Hyperactivity Disorders, Depression, Anxiety disorders, Bipolar Affective Disorder and Thought Disorders. Per department policy, Dr. Mickunas recommends that her patients be connected to another provider to maintain continuity of care when on academic break and upon graduation.

Staci L. Gambill CMA, AAMA, AAS

Certified Medical Assistant

Staci graduated with an Associate Degree in Applied Science with her major being Medical Assisting, from Hocking College, Nelsonville, Ohio. Staci received her certification from the American Association of Medical Assistants (AAMA) June 2008. Staci joined the staff at CPS June 2013 after being employed for a Internal Medicine Doctor in Private Practice for 4 years and raising 3 wonderful children. Staci is a Certified Medical Assistant and assists the Psychiatrists at CPS.

Katie O'Rourke CMA

Certified Medical Assistant

Katie graduated in 2007 from Hocking College with an Associate's Degree in Applied Science. She joined CPS in September 2017 as a Certified Medical Assistant for the Psychiatrists. Prior to joining CPS, Katie worked for University Medical Associates in the Geriatric department for 7 years. In her spare time, she enjoys camping and spending time with her husband, son and dogs.

Central Staff

Mitzi Trentacoste, M.A.

Business and Technology Manager

Mitzi graduated in spring 2017 with her MA in Organizational Communication through Ohio University's Scripps College of Communication. In addition, Mitzi holds a BS degree in English Education from Indiana University of Pennsylvania. After several years of teaching, Mitzi joined the CPS staff in the fall of 2012. Mitzi is a third year mentor for Ohio University's First Scholars' Program for first generation college students. When she finds time, Mitzi loves to get on her running shoes and train for races as well as spend time with her husband and three children.

Inez Stanley-Linscott

Administrative Services Specialist

Inez obtained an Associate of Arts degree from Lees McRae College and a Bachelor of Specialized Studies from Ohio University. She joined Ohio University in 1992 and has worked at the College of Osteopathic Medicine Clinic and the Registrar's Office prior to joining CPS in 2009.

Amanda Uribe

Administrative Services Associate

As an administrative associate at Counseling and Psychological Services for the last 3 years, Amanda has become more passionate about working in the wellness community. She has had experience working in the mental health and addiction field for 12 years and finds that she is interested in pursuing further education in this area of work. In her time away from CPS, Amanda enjoys spending time with her family, assisting her her son's extracurricular activities, and relaxing at her family campsite.

Maeve Hinze

Administrative Services Associate

Maeve completed her Bachelors of Arts in Social Work at Ohio University in 2014 and worked in the mental health field as a social worker for two years before coming to CPS. She is excited to continue serve the students at Ohio University at CPS. In addition to work at CPS, she now enjoys work with youth through Wyldlife at Athens Middle School and the surrounding area. When she's not at CPS or with middle school students, you can find Maeve on the bikepath training for half marathons or walking her dog Carl.

Emily Brunton

PT Administrative Services Assistant

*Bio needed

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-semester 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 Diversity Dialogues 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 Principles 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

Jason Weber, M.Ed.

3 West Stimpson Ave.

Athens, OH 45701

740.856.1463

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

The Offices at Blue Line Drive
17 Blue Line Dr.
Athens, OH 45701
740.592.5689

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.

Appropriate

- Khakis, corduroys, slacks, capris
- Jeans (must be clean, free of rips, tears, fraying and may not be excessively tight or revealing)
- Skirts/skorts that are no shorter than one hand length above the knee

Slacks/Skirts

Shirts

- Polo collar knit or golf shirts
- Oxford shirts
- Short-sleeve blouses or shirts
- Company Logo Wear (OU)

Inappropriate

- Sweatpants, leggings, exercise wear
- Shorts, low rise or hip hugger pants or jeans, mini-skirts

- Shirts with writing/logos (other than OU logo)
- Sporty/unfitted T-shirts or sweatshirts

- Turtlenecks, sweaters, knit tops
- Blazers or sport coats, or jackets
- Dressy/fitted T-shirts

- Crop Tops, Midriffs, spaghetti straps
- Exercise wear, beachwear, thermals

Shoes

- Boating or deck shoes
- Sandals, open toe shoes are
- Casual, low heel, open back shoes (i.e. mules, sling backs)

- Moccasins, thongs or flip flops that old, stained, dirty

General

- Clothing that is clean and pressed

- Stained, wrinkled, torn, dirty clothing

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 mental health provider. 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.