The Post-doctoral Fellowship Personnel Policies has been reviewed and is approved by the following:

Dr. Chris Marrero-Howieson
Training Director of Counseling Services

Dr. Geneva Reynaga-Abiko
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Dr. Kathleen Enz Finken
Provost
Post-doctoral Fellowship
Personnel Policies
2014 – 2015

Counseling Services
Student Affairs
OVERVIEW OF THE TRAINING PROGRAM

Training Program Mission Statement
To train ethical and highly competent psychologists who are adequately prepared to serve a demographically and clinically diverse clientele.

Professional Activities
Fellows participate in all Counseling Services activities, including staff meetings, trainings, case conferences, retreats and other events that may occur throughout the year. Fellows also provide community prevention and outreach interventions and individual, couples, and group psychotherapy throughout the training year. This includes intake evaluations, crisis sessions, and provision of the BASICS program (BASICS is a brief, mandated intervention for students in violation of campus alcohol and other drug policies). The total number of clinical hours scheduled will depend on demand for services at CS but should not exceed 26 hours per week (i.e., 65% of the fellow’s total weekly work time as required by the CSU Executive Order No. 1053).

Supervised Professional Experience (SPE)
As outlined by the California Board of Psychology, all internship- and fellowship-level trainees receive supervision for 10% of the time worked each week, which translates into a minimum of 4 hours per 40-hour work week. This will include at least one (1) hour of individual supervision each week by currently licensed staff psychologists who work at CS full time. The other hours of supervision may include 1 hour of individual supervision with a secondary supervisor, 2 hours of case conference, and didactic/experiential trainings. Additional individual supervision may occur as necessary, such as in the event of a client crisis or need for additional consultation.

Fellows are non-exempt employees and are expected to complete all assigned duties in the 40-hour work week as defined by his/her individual annual plan and training goals. According to the California Board of Psychology, fellows may accrue up to 44 hours per week in SPE. Due to labor laws and CFA mandates for counseling professionals in the CSU system, any hours worked over 40 are completely voluntary, unpaid, and will not be assigned by CS. Fellows interested in accruing more than 40 hours per week may discuss this with the Training Director and will sign an agreement outlining the details of volunteering for additional time.

Training Model
CS staff subscribe to a multicultural, developmental apprenticeship model of training. This means that fellows are supported throughout training so that they may meet their personal goals for the training year as well as the required competencies and objectives supported by the American Psychological Association’s cube model for entry into the field of professional psychology.
Fellows are expected to systematically progress toward meeting training goals throughout the entire year. Therefore, it is expected that fellows progressively develop from recent graduates with postdoctoral level training in the field of psychology to entry level professionals who are able to practice independently. In this way, supervisors also serve as mentors to help the fellow develop a professional identity and be socialized into the field of professional psychology.

**Core Competencies & Objectives of Training**
The overarching goals of the fellowship program are outlined. Informed by the cube model, CS utilizes the following competency benchmarks:

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<th>Science &amp; Application:</th>
<th>Professionalism:</th>
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<tr>
<td>• Scientific Knowledge and Methods</td>
<td>• Professional Values and Attitudes</td>
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<td>• Research/Evaluation</td>
<td>• Individual and Cultural Diversity</td>
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<td>• Evidence-based Practice</td>
<td>• Ethical, Legal Standards and Policy</td>
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<td>• Assessment</td>
<td>• Reflective Practice/Self-Assessment/Self-Care</td>
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<td>• Intervention</td>
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<th>Relationships:</th>
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<td>• Interpersonal Skills</td>
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<td>• Interdisciplinary Systems</td>
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**EVALUATION PROCEDURES**

**Fellow Evaluations**
Each fellow will receive a formal evaluation at the end of Fall Quarter and at the end of the training experience (see Appendix A for a sample evaluation). The evaluations will be completed by the fellow’s primary supervisor with input from each of the fellow’s other supervisors (i.e., group, secondary, etc.). For the final evaluation, the primary supervisor will synthesize the feedback into the evaluation and give this to the Training Director before the end of the Academic Year. The Training Director will resume the role of primary supervisor for the final 6 weeks of fellowship and be responsible for monitoring professional development during this time.

After each formal evaluation, both the supervisor and the fellow will sign the written evaluation. Fellows have a fourteen (14) day period to provide additional documentation in response to his/her evaluation or request a meeting with the primary supervisor and/or Training Director to discuss the evaluation in more depth. Copies of the written evaluation, including any additional documentation, will be provided to the fellow with the originals placed in the fellow’s permanent file at CS.

Evaluations are designed to be comprehensive and will measure progress of the training goals so that modifications may be made as necessary to ensure all goals are met by the end of the training year. Evaluations may occur more frequently in the attempt to realize training goals and/or remediate recognized areas of deficiency. **In order to “pass” the fellowship, the fellow must receive a score of 6 or higher on each main competency area, and complete all outreach requirements (i.e., at least 10 throughout the year).**

Informal feedback will occur regularly throughout the year in the form of discussion during supervision, training seminars, and other personal interactions with CS clinical staff members. Fellows are invited to speak with their supervisors if they have additional questions about their performance.

**Criteria for Evaluation Scale**
The postdoctoral year is the transition year between being a student and an independent psychologist. The postdoctoral year is often a time of consolidating general skill sets, specializing in a particular area, shifting into a role of greater autonomy, and solidifying a new professional identity. CS uses a developmental scale to rate fellow competence to provide clear feedback throughout the training year. In general, postdocs are expected to perform at an entry postdoc level (i.e., 6) and grow throughout the year. The target scores for this area typically range from 6-8 with occasional scores of 9 or 10. Fellows must earn a score of **6 or higher** on each core competency [on the final evaluation] in order to successfully complete the fellowship. Note that it is possible to pass a core competency with a score of 6 or higher even if a particular objective is rated lower than 6 within that competency area, depending on the scores of the other objectives.

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### Evaluation

**COMPETENCY 1: SCIENCE & APPLICATION**

**TO DEVELOP CLINICAL COMPETENCE FOR ENTRY INTO THE FIELD OF PROFESSIONAL PSYCHOLOGY INFORMED BY PREEMINENT, CURRENT, AND RELEVANT SCIENTIFIC KNOWLEDGE, RESEARCH, AND SUPERVISION**

**Objective 1.1 To develop and demonstrate understanding of preeminent, current, and relevant scientific principles that inform**

A. Regularly seeks out, applies, and evaluates theoretical knowledge and research relevant to the practice of professional psychology

B. Demonstrates an understanding of scientific research, biological/cognitive/affective bases of behaviors, and human development

C. Applies various scientific methods throughout professional activities, adjusting as needed

**Objective 1.2 To develop and demonstrate competence in the assessment and diagnosis of psychological functioning**

A. Conducts intake assessments relevant to the presenting concern(s)

B. Conducts a mental status exam relevant to the clinical situation

C. Provides DSM-V Diagnoses

D. Develops case conceptualizations according to established theoretical orientation(s)

E. Uses diagnosis and case conceptualization to create effective treatment plans

F. Provides appropriate referrals

**Objective 1.3 To develop and demonstrate competence in short-term individual psychotherapy**

A. Demonstrates knowledge of scientific, theoretical, empirical and contextual bases of intervention (including theory, research, and practice)

B. Demonstrates empathy

C. Establishes and maintains a therapeutic alliance

D. Collaboratively establishes treatment goals that are applicable to the clients’ needs and goals and short-term in nature

E. Monitors, attends to, and reflects client ideation and affect

F. Establishes and maintains appropriate boundaries with clients

G. Recognizes and utilizes relationship dynamics in the therapeutic alliance to deepen the alliance

H. Recognizes and utilizes relationship dynamics in the therapeutic alliance to increase accuracy of case

I. Demonstrates flexibility in interventions used

J. Monitors progress and modifies treatment planning as indicated

K. Provides expert guidance or professional assistance in response to client needs and/or goals

**Objective 1.4 To develop and demonstrate competence in group psychotherapy**

A. Develops and implements psychotherapy groups using evidence-based theories and interventions

B. Effectively intervenes at the group level
C. Effectively works with a co-leader, including processing interactions with the co-leader in a constructive and non-defensive manner

D. Develops and demonstrates competence with psychoeducational/experiential/structured group therapy

E. Develops and demonstrates competence with general process/semi-structured group therapy

**Objective 1.5 To develop and demonstrate competence in crisis intervention**

A. Recognizes emergent or crisis situations

B. Conducts a mental status examination during crisis situations

C. Maintains sound clinical judgment during crises

D. Provides appropriate intervention(s) based on the nature of the crisis

E. Provides and facilitates appropriate referrals based on the nature of the crisis

F. Seeks consultation with CS staff and other professionals as indicated during and after crisis situations

G. Recognizes and appropriately responds to HIV disclosure, child/dependent adult/elder abuse, sexual relationships with current/past therapists, grave disability, danger to self, danger to other(s), and destruction of property as governed by California state laws

**Objective 1.6 To develop and demonstrate the ability to verbally and/or orally present clinical information**

A. Communicates diagnoses, treatment plans, and recommendations to clients as appropriate

B. Presents relevant clinical information during case conferences and consultations

C. Uses language that is respectful of diverse groups and consistent with how the clients or groups self-identify

**COMPETENCY 2: PROFESSIONALISM**

**TO DEVELOP PROFESSIONAL VALUES AND ETHICS AS EVIDENCED BY BEHAVIOR AND COMPORTMENT**

**Objective 2.1 To develop and demonstrate professional values and attitudes**

A. Demonstrates honesty, personal responsibility, and adherence to established professional standards

B. Demonstrates professionally appropriate and respectful communication and physical conduct (including attire) throughout all aspects of professional role

C. Completes clinical documentation accurately and according to established policies and timeframes

D. Demonstrates accountability

E. Demonstrates concern for the welfare of others

F. Demonstrates emerging understanding of role as a professional psychologist

**Objective 2.2 To develop and demonstrate personal and professional self-awareness, self-reflection, and appropriate self-care**

A. Demonstrates ability to manage time and workload effectively

B. Engages in reflective practice (reflection-on-action)

C. Accurately and regularly engages in self-assessment of competence

D. Integrates self-assessment into practice, consulting and obtaining additional training as necessary
E. Consistently attends to personal health and well-being to assure effective professional functioning

**Objective 2.3 To develop and demonstrate awareness, knowledge, and skills in working professionally with diverse individuals, groups, and communities of various cultural backgrounds (defined broadly)**

| A. | Is able to articulate one’s own cultural background(s) and how this impacts one’s own development (including power and privilege) |
| B. | Is able to articulate various perspectives and biases resulting from own cultural background(s) and socialization processes |
| C. | Demonstrates willingness and openness to obtaining working knowledge about various cultural groups |
| D. | Uses inclusive and respectful language when referring to people from various cultural backgrounds |
| E. | Demonstrates working knowledge of the impact of power, privilege, and discrimination on client functioning |
| F. | Demonstrates working knowledge of cultural factors that influence assessment, diagnosis, and treatment, including beliefs about counseling and the therapeutic relationship |
| G. | Communicates effectively with clients from various cultural backgrounds, including use of an interpreter when necessary |
| H. | Provides culturally congruent clinical services including assessment, diagnosis, and treatment |

**Objective 2.4 To develop and demonstrate professional ethical concepts, awareness of legal issues, and understanding of the policies of Cal Poly Counseling Services**

| A. | Demonstrates knowledge and application of a sound ethical decision-making model |
| B. | Applies relevant elements of ethical decision making to professional situations |
| C. | Demonstrates working knowledge of the APA Ethical Principles and Code of Conduct, California’s Laws and Regulations Relating to the Practice of Psychology, and other relevant ethical/professional codes, standards, and guidelines |
| D. | Complies with all policies and procedures of Cal Poly Counseling Services |

**Objective 2.5 To develop and demonstrate the ability to utilize clinical supervision**

| A. | Arrives to supervision on time, is attentive to meeting for all necessary weekly hours, and is prepared to engage in the supervisory hour |
| B. | Receives feedback openly and nonjudgmentally |
| C. | Incorporates feedback into performance |
| D. | Establishes and maintains professional boundaries with supervisor |
| E. | Demonstrates openness to discuss worldview and multiple diversity identities **between supervisee and clients**, and how these impact assumptions, attitudes towards, and interventions between the supervisee and clients |
| F. | Demonstrates openness to discuss worldview and multiple identities **between supervisor and supervisee**, and how these impact assumptions, attitudes towards, and interactions between the supervisee and supervisor |
G. Demonstrates openness to discuss relationship dynamics in the **therapeutic relationship** that may deepen the alliance, increase accuracy of case conceptualization and diagnosis, and promote therapeutic change

H. Demonstrates openness to discuss relationship dynamics in the **supervisory relationship** that may deepen the alliance and promote professional growth

I. Demonstrates willingness to provide honest feedback to supervisors in the service of promoting professional growth and increasing the effectiveness of the supervisory dyad to the extent possible, acknowledging the power differential

**COMPETENCY 3: RELATIONSHIPS**
**To relate effectively and meaningfully with individuals, groups, and/or communities**

**Objective 3.1 To develop and demonstrate advanced interpersonal skills**
A. Demonstrates ability to tolerate uncertainty and ambiguity
B. Demonstrates awareness of internal emotional experience
C. Demonstrates ability to tolerate strong affect
D. Demonstrates ability to negotiate differences, successfully handle conflict, and acknowledge own role in challenging situations
E. Demonstrates active problem-solving
F. Provides clear and relevant feedback to others
G. Accepts, evaluates, and implements feedback from others (e.g., from supervisor) non-defensively

**Objective 3.2 To develop and demonstrate awareness of differing roles and professional standards among professionals on interdisciplinary teams**
A. Demonstrates basic knowledge of the roles of other professions involved in client care on a large polytechnic state university campus
B. Demonstrates respect for and value of contributions from related professions involved in client care
C. Actively participates in a manner consistent with own professional role and standards in staff, committee, university, or community meetings

**Objective 3.3 To develop and demonstrate the formation and maintenance of respectful relationships that are consistent with boundaries and expectations in the field of professional psychology**
A. Demonstrates ability to communicate clearly and professionally verbally, nonverbally, and in writing
B. Demonstrates ability to form and maintain effective working alliance with clients
C. Demonstrates ability to form and maintain effective working relationships with supervisors
D. Demonstrates ability to form and maintain effective working relationships with peers and colleagues
E. Demonstrates ability to form and maintain effective working relationships with other departmental, university, or community entities (as applicable)
COMPETENCY 4: EDUCATION AND SYSTEMS
TO DEVELOP AND DEMONSTRATE EFFECTIVE DISSEMINATION OF INFORMATION, NAVIGATION OF COMPLEX SYSTEMS, AND ADVOCACY

Objective 4.1 To develop and demonstrate competence in provision of prevention, outreach, advocacy, and other community education-based activities

A. Successfully completes all assigned community/prevention/outreach activities
B. Plans activities based on a demonstrated need in the community and tailored to the target audience in collaboration with the Community Prevention and Intervention Coordinator
C. Demonstrates a flexible and creative approach in presenting style, location, language, content, etc. in order to reach a broad audience
D. Promotes empowerment, advocacy, and social justice at individual, institutional, and/or systemic levels

Objective 4.2 To develop and demonstrate professional competence while working within complex systems

A. Demonstrates understanding of fellow role at Counseling Services, within Student Affairs, and at Cal Poly
B. Demonstrates awareness, knowledge, and skills in navigating the unique academic, social, and emotional responsibilities and identities of student-clients
C. Demonstrates working knowledge of the distinctive milieu of a large polytechnic state university

PROGRESSIVE DISCIPLINE PROCESS

Depending on the egregiousness of the case, some steps may be omitted. All steps of the process must occur in close collaboration with the Training Director who, in turn, will work closely with the Director. The Director will work closely with the Academic Personnel Office throughout the process.

1. Oral Reminder
   a. Is not considered discipline; nothing in writing is given to the employee.
   c. Generally used prior to oral counseling or written reprimand, depending on the situation.
   d. Refers to specific problem area(s) needing improvement, emphasizing future expectations.

2. Oral Counseling
   a. Is not considered discipline; nothing in writing is given to the employee.
   b. Refers to a formal discussion intended to assist employee in improving performance by correcting the problem(s).
   c. May serve to clarify standards, evaluate strengths and weaknesses, and/or solve problems.
   d. If appropriate (i.e., if the behavior has not been resolved), document the problem(s) in the next performance evaluation.

3. Written Reprimand
   a. Usually written in Memo form; must be written by the Director
   b. Refers to problem(s) and possible prior actions taken.
   c. States expectations of change/follow-up.
   d. States consequences for failure to improve.
e. If formal disciplinary action will be pursued, must state in the Memo that the matter is being further reviewed for formal disciplinary action, up to and including dismissal.
f. Written record to department/official file. Give appropriate notice per CBA, Article 11.4.
   i. Written reprimands can be removed from the personnel file at the discretion of the custodian of the file. Per Art 18.7, after 3 years, if no further incidents occur, upon request the reprimand will be removed from the file.
g. If appropriate, reference problem in next performance evaluation.

4. Suspension Without Pay
   a. Suspensions usually occur after oral counseling and/or written reprimand has been tried and failed to correct the problem.
   b. Requires employee be served with a Notice of Suspension drafted by Academic Personnel or University Legal Counsel.
   c. Use due process (Skelly) for suspension.
   d. Written record to department/official file.

5. Dismissal for Cause
   a. Dismissals usually occur after oral counseling, written reprimand, and/or suspension without pay has been tried and failed to correct the problem.
   b. Requires employee be served with a Notice of Dismissal drafted by University Legal Counsel.
   c. Written record to department/official file.