

TRAINING MANUAL

FORTHE20232024DOCTORAINTERNSHIP
IN HEALTHSERVICEPSYCHOLOGY

ATCLEVELANDSTATEUNIVERSITYCOUNSELINGCENTER

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Cleveland, Ohio44115
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Setting and Mission

CLEVELAND STATE UNIVERSITY

(CSU) is an urban, commuter university established in 1964. There are seven colleges within the university as well as the Cleveland Marshall College of Law. Recent statistics show enrollment of approximately 11,000 undergraduate students and 5,000 graduate and law students. Twenty seven percent of these students belong to ethnic minorities and fifty five percent are women. The University has over 1,400 international students representing at least 45 countries, with significant numbers from Saudi Arabia and India. The CSU campus is just east of downtown and includes 41 buildings ranging from the historical Mather Mansion to the 2017 Washkewicz College of Engineering building. The Cleveland Metropolitan area is the 32nd

1964.

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psychiatrists on site for 1.5 days each week. During most years, these psychiatrists supervise medical residents who also provide psychiatric services. The psychiatrists also provide some training and consultation. We currently have full time front desk staff.

The Counseling

STATEMENT OF TRAINING

At the CSU Counseling Center, the aim of our training program is: "to prepare interns to function competently and independently as health service psychologists." Our mission statement explicitly states that we are "committed to providing high quality experiential training to graduate students to support their development as aspiring mental health professionals." It is well recognized that experiential training is necessary for interns to become more fully competent. Our core values which are part of our mission statement further articulate that training is done in a "caring and easily accessible" manner in an environment which supports "mutual collaboration" and growing independence. Our training also emphasizes early, clear, and direct feedback, both critical and supportive, to help trainees meet or exceed professional standards of competency. Finally, we state that we value provision of high quality psychological training that meets or exceed professional standards in training.

Our training is based on the premise value provir0(resp001500046(03,7e(1s)ij/ing4 1755201100030

Seminars, diversity discussions and in service trainings. Our Intern Seminars incorporate empirically based practice, discussions of ethics and diversity, and experiential components. The topics of our Intern seminars derive from our staff expertise in diversity, individual, group and couples therapy, assessment, and the profession wide competencies. Modeling and

practicum counselors. By the beginning of fall semester, they are able to perform therapy, screenings, and crisis sessions while continuing to hone their assessment skills.

~~crisis sessions~~

developing initial relationships with outside groups and departments to help facilitate this consultation.

SUPERVISION AND TRAINING ACTIVITIES are designed to provide interns with practical training and a variety of supervisory styles in a supportive environment. Interns are matched with individual supervisors and are also encouraged to consult with any member of the senior

crisis challenges, professional development, and multicultural issues. During the summer and breaks between semesters, group supervision occurs twice weekly.

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7. Intervention
8. Supervision
9. Consultation and Interprofessional/Interdisciplinary Skills

Each of these competencies has associated elements represented by questions on the quarterly comprehensive evaluation form (see Appendix A). This form was adapted for our use from the Competency Benchmarks in Professional Psychology: Rating Form, developed by the APA Education Directorate; see http://www.apa.org/ed/graduate/benchmarks_evaluation_rsystem.aspx

Before the spring semester begins (about half way through the internship year) and at the end of internship, the intern's individual supervisor completes the Performance Evaluation form with input from other staff. In order to ensure that evaluation is based on observed behaviors, specific observed behaviors are rated by staff (e.g., formal case presentation, outreach, etc.), and these ratings are provided to the individual supervisor for consideration in the overall evaluation. Supervisors also provide an informal evaluation each quarter to misD0Tc@003Fj/TT61Tf.0011Tc(ove

- 1 Does not demonstrate competent performance at this time; needs further training and/or close supervision (approximate ~~only~~ performance)

2 hours Individual Supervision
1 8 hours Group Supervision
1 hour Supervision of Supervision (during spring)
0 1 hour Additional Supervision (as needed)

Professional Service Activities:

6. Assessment
7. Intervention
8. Supervision
9. Consultation and Interprofessional/Interdisciplinary Skills

Interns who meet these meet

7. Please consider the following when conducting Outreach presentations: Confirm the location, time and that you will be facilitating well in advance with the sponsor; confirm any AV needs; try to print out handouts the day before; arrive early to be sure doors are unlocked, computer and projector are working; have a back up plan for your presentation (e.g., on a jump drive and emailed to yourself, etc.).
8. Before vacation or sick leave can be approved ahead of time, you must arrange for your own coverage if you need to be away from the office on the day you have crisis coverage or screening times. Please arrange for

sessions, interns should consult immediately with any senior staff member who is available (this should be the intern's supervisor if they are available). As soon as possible, an intern's supervisor should be informed of the situation or concern.

2. Interns will follow the ethical guidelines of the American Psychological Association and adhere to the laws of the State of Ohio governing psychological practice.
3. Confidential information (clients' files, case notes, reports, assessment measures, etc.) is to be kept at the Counseling Center. Any papers with identifying information must be locked in your named file in the yellow file cabinet (file room) at night. This ensures that we are complying with ethical and legal standards for confidentiality.
4. Assessment instruments are not to leave the Counseling Center without permission and due caution about the integrity and security of test materials must be used.
5. All signed consent forms for supervision/digital recording ~~standards~~ materials ~~for~~

12. Maintain appropriate privacy settings on Facebook, Instagram, Twitter, and other social media. As an Intern at CSU Counseling Center, your public image reflects on us and on our profession. We do not friend or follow clients or potential supervisees or supervisors.
13. As you will likely be supervising a practicum counselor or Graduate Assistant in the spring, please refrain from personal socializing or becoming too close with these trainees until you know that you will not have an evaluative role with them.
14. Be mindful that other people may be in session when you converse with colleagues in the hallway or kitchen area.

Training

1. Test all equipment (e.g., your digital camera) before your first initial assessment/therapy session.
2. Be conscious of your time management starting/ending sessions on time, coming to meetings and supervision on time, communicating with other providers (e.g., a referring physician, etc.) in a timely manner. Generally, sessions and meetings should end around 10 minutes before the hour so that the next session or meeting can begin on time.
3. The staff at the Counseling Center is committed to your training and professional development. Critical feedback is provided to assist in your growth. We also welcome feedback on our supervision and training seminars and rely on your critical feedback to improve our skills and training program each year.
4. Let your Training Director know, in a timely manner, if there is an issue with another member of your cohort and/or staff after your attempts to resolve it informally have not been successful.
5. Each week prior to supervision, designate at least one recording of a counseling session for your supervisor to review. Interns will seek out supervisors at the appointed time for supervision and come to supervision prepared.

The APA Standards of Accreditation (SOA I.C.4.a) require a permanent record of intern Performance, and (SOA I.C.4.b) requires a permanent record of intern Complaints and Grievances. For the CSU Counseling Center, the Training Director will maintain an electronic record which includes

For each internship year

- o Schedule of Orientation and Trainings
- o Training Manual
- o Any records of Intern complaints or grievances

For each Intern

- o Mid year and Final Performance Evaluations
- o Any records related to remediation plans
- o Certificate of Completion
- o Report of Hours from Titanium, signed by the Training Director

PROCEDURES FOR REMEDIATION OF PERFORMANCE CONCERNS FOR INTERNS

Suspend Guidelines

During orientation, Interns will receive the Procedures for Remediation of Performance Concerns as part of the Training Manual. Performance Concerns may include (1) lack of mastery of required competencies and/or (2) failure to achieve program expectations. Both required competencies and program expectations will be discussed in detail with Interns during orientation.

While concerns about an Intern's performance can often be addressed through remediation and skill building, the Counseling Center Director reserves the right to immediately suspend or dismiss an Intern from the internship for conduct which constitutes a gross ethical violation of the counselor client relationship, endangers or has the potential to endanger a client, or other serious misconduct. An Intern who is suspended or dismissed may seek review of that decision (see below).

Informal (see

The Supervisor will inform the Training Director when (a) the informal process does not result in improvement of an Intern's performance and/or (b) the Supervisor believes the Intern may not improve performance enough to satisfactorily complete the Internship. If the Training Director, with input from the Supervisor (and possibly the Training Committee), believes that the Intern is below competency on three or more items of the Intern Performance Evaluation (i.e., a score of "2" on three or more items) or substantially below competency on one or more items of the Intern Performance Evaluation (i.e., a score of "1" on one or more items), at any time during the Internship, the Training Director will initiate a Remediation Plan. Likewise, if the Training Director believes that the intern may not meet the requirements of the Internship (e.g., may not obtain 500 direct hours, etc.), the Training Director will initiate a Remediation Plan. Upon initiation of a Remediation Plan, the Training Director will document the decision and the basis for it.

Formal Remediation

The Training Director and the Intern's Supervisor will meet within seven business days of the Training Director's decision to place the Intern on a Remediation Plan to identify performance concerns which may include: the required competencies that the Intern has not mastered, the program expectations which the Intern has failed to achieve, and/or the basis for concern that the Intern may not successfully complete Internship. The Training Director will document the content, date, and attendees of this meeting.

When an Intern is placed on a Remediation Plan, the Training Director will inform the Intern's Home Academic Program. The Training Director will provide the specific performance concerns and will seek input from the Home Academic Program in developing a Remediation Plan for the Intern.

The Training Director and the Intern's Supervisor will meet with the Intern within seven business days of the Training Director's previous meeting to discuss the specific performance concerns with the Intern. At this time, the Intern will have the opportunity to provide input about the content and structure of the Remediation Plan. However, the content and structure of the Remediation Plan is ultimately the decision of the Training Director.

The Training Director and Supervisor will present the Remediation Plan to the Intern within fourteen business days of the meeting above. The Remediation Plan will identify the performance concerns, including required competencies which the Intern has not mastered, the program expectations which the Intern has failed to achieve, and/or the basis for concern that the Intern may not successfully complete Internship. The Remediation Plan will also specify the period for remediation and any conditions to be placed on the Internship during the remediation period.

The Intern will acknowledge receipt of the Remediation Plan in writing by signing the Remediation Plan.

the Intern failed to successfully complete the Remediation Period is correct. At the Review Panel Meeting, the Intern may question the Training Director and/or the Supervisor, and respond to their statements and the information presented.

The Review Panel may set reasonable limits on the Review Panel Meeting, including, without limitation, the duration of the Review Panel Meeting, the method or duration of the presentation or questions by the Intern, and whether any other witnesses may be called to provide information. The Review Panel will apply reasonable limitations equally to both sides. Each party may bring a support person but the support person may not actively participate in the Review Panel Meeting.

Within seven business days following the Review Panel Meeting, the Review Panel will determine whether to uphold the Training Director's decision or reverse it. The Review Panel may recommend modifications or extensions to the Remediation Plan as part of a determination to reverse the Training Director's decision that the Intern failed to successfully complete the e

extens

If the informal process does not lead to a satisfactory resolution of the concern, or the Intern does not elect to address the concern through the informal process, the Intern may initiate the Formal Process by notifying the Intern's Supervisor.

Within seven business days following

APPOINTMENT DETAILS

Positions Available: The Counseling Center offers two intern positions each year.

Term of Service: Interns begin working on August 4th each year (or the first weekday after August 4th). Interns must complete their 2000 internship hours by August 3rd of the following year.

Stipend, Benefits, and Support: The stipend is \$32,000. Interns are provided benefits of full time staff including: vacation and sick time, health insurance, dental insurance, life insurance and retirement contributions. Interns are able to purchase a university parking pass and a Viking I.D. card for access to the university library and computer system. Interns are also able to use the university's Health Services for routine medical services. Interns have private offices with windows, a computer in their office (with technical support from CSU's Information Services and Technology department), recording equipment, and furniture. Interns have access to the Counseling Center's book and DVD library as well as kitchen appliances. The Counseling Center has one full time front desk staff that assist with administrative tasks. We ask that interns provide their own professional liability insurance and interns who wish to park on campus will need to pay for parking.

Accreditation Status of the Internship Program

The doctoral internship program at the CSU Counseling Center is accredited by the American Psychological Association (APA) <http://www.apa.org/ed/accreditation/index.aspx>. Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation American Psychological Association

750 1st Street, NE, Washington, DC 20002

Phone: (202) 336 5979 / E mail: apaaccred@apa.org Web: www.apa.org/ed/accreditation

Admissions:

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

Internship Program Admissions

Date Program Tables were updated: 10/26/2022

Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on intern selection and practicum and academic preparation requirements:

The counseling center prefers internship applicants who are genuinely interested in and passionate about

reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?		
Other Benefits (please describe): Dental, Vision, Retirement (intern must contribute)		

*Note: Programs are not required by the Commission on Accreditation to provide all benefits listed in this table

Initial Post-internship Positions

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

	2015	2018
Total # of interns who were in the 3 cohorts		6
Total # of interns who did not seek employment because they returned to their doctoral program/are		

~~2019~~2020 Ahmed Adetola (Marywood University) and Ashley Dandridge (Chatham University)

~~2018~~2019 Erin Kotkowski (The American School of Professional Psychology at Argosy University) and Alicia Width (The Michigan School of Professional Psychology)

~~2017~~2018 Chris Bober (The Michigan School of Professional Psychology)

~~2016~~2017 Fabienne Leaf (Loma Linda University) and Brittany Sommers (Andrews University)

~~2015~~2016 Angela Harrington (Carlow University) and Heather Spence (Antioch University – Seattle)

~~2014~~2015 Stephanie Marasti Georg (Carlow University) and Brittany Tutena (Chatham University)

~~2013~~2014 Preston Elder (Georgia Southern University) and Brooke Sanderson (Carlow University)

~~2012~~2013 Kristen Knepp (Virginia Polytechnic Institute) and Reena Patel (Argosy University, Orange County)

The internship at CSU Counseling Center dates back to the 2005 ~~2006~~ academic year. The date of our initial accreditation by the American Psychological Association was the summer of 2018.

Contact information information

Appendix A: Intern Evaluation Form

ClevelandStateUniversityCounselingCenter
Intern PerformanceEvaluation

Trainee Name:

Date Evaluation Completed:

Supervisor:

Rate each item by responding to the following question using the scale below:

- 1 Does not demonstrate competent performance at this time; needs further training and/or close supervision (early practicum level or below)
- 2 Performs at a competent level some or most of the time with some supervision (advanced practicum level)
- 3 Performs consistently at or above a competent level with minimal supervision (intern level)
- 4 Performs consistently above a competent level with little to no supervision (post r Doctoral level)
- 5 Performs consistently well above competent level with no supervision, using consultation as appropriate (independent practice)
- N/O No opportunity to observe

FOUNDATIONAL COMPETENCIES

I. PROFESSIONALISM

1. Professionalism as evidenced in behavior and comporment that reflects the values and attitudes of psychology.
1A. Integrity and Accountability #onesty, personal responsibility and adherence to professional values
<p>Monitors and resolves situations that challenge professional values and integrity; Independently accepts personal responsibility</p> <p>Examples:</p> <ul style="list-style-type: none"> Takes action to correct situations that are in conflict with professional values Addresses situations that challenge professional values Enhances own professional productivity Holds self accountable for and submits to external review of quality service provision
<p>1 2 3 4 5 N/O</p>

1B. Deportment

Conducts self in a professional manner across settings and situations

Examples:

Verbal and nonverbal communications are appropriate to the professional context, including in challenging interactions

Flexibly shifts demeanor to effectively meet requirements of professional situation and enhance outcomes

1 2 3 4 5 N/O

1C. Concern for the welfare of others

Independently acts to safeguard the welfare of others

Examples:

Communications and actions convey sensitivity to individual experience and needs while

<p>Examples:</p> <ul style="list-style-type: none"> Uses knowledge of self to monitor and improve effectiveness as a professional Seeks consultation or supervision when uncertain about diversity issues 						
2B. Others as Shaped by Individual and Cultural Diversity and Context						
<p>Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation</p> <p>Examples:</p> <ul style="list-style-type: none"> Uses knowledge of others to monitor and improve effectiveness as a professional Seeks consultation or supervision when uncertain about diversity issues with others 	1	2	3	4	5	N/O
2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context						
<p>Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation</p> <p>Examples:</p> <ul style="list-style-type: none"> Uses knowledge the role of culture in interactions to monitor and improve effectiveness as a professional Seeks consultation or supervision when uncertain about diversity issues in interactions with others 	1	2	3	4	5	N/O
2D. Applications based on Individual and Cultural Context						
<p>Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work</p> <p>Examples:</p> <ul style="list-style-type: none"> Adapts professional behavior in a manner that is sensitive and appropriate to the needs of diverse others Articulates and uses alternative and culturally appropriate repertoire of skills and techniques and behaviors Seeks consultation regarding addressing individual and cultural diversity as needed Uses culturally relevant best practices 	1	2	3	4	5	N/O

3. Ethical, Legal, Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.
3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines

Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards and guidelines

Examples:

- Addresses complex ethical and legal issues
- Articulates potential conflicts in complex ethical and legal issues.
- Seeks to prevent problems and unprofessional

4. ReflectivePractice/SelfCare: Practice conducted with personal and professional self r awareness and reflection; with awareness of competencies; with appropriate self care.
4A. ReflectivePractice Demonstrates reflectivity in context of professional practice (reflection in action); acts upon reflection; uses self as a

II. RELATIONAL

5. Relationships Relate effectively and meaningfully with individuals, groups, and/or communities.						
5A. Interpersonal Relationships						
Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities						
Examples:						
Effectively negotiates conflictual, difficult and complex relationships including those with individuals and groups that differ significantly from oneself						
Maintains satisfactory interpersonal relationships with clients, peers, faculty, allied professionals, and the public						
	1	2	3	4	5	N/O
5B. Affective Skills						

Manages difficult communication; possesses advanced interpersonal skills

Examples:

Accepts, evaluates and implements feedback from others

Uses affective reactions in the service of resolving disagreements or fostering growth in others

Tolerates patient's feelings, attitudes, and wishes, particularly as they are expressed toward the therapist, so as to maintain and/or promote therapeutic dialogue

Allows, enables, and facilitates the patient's exploration and expression of affectively difficult

reactions

or evaluates

reactions

Examples:

Uses findings from CCAPS to alter intervention strategies as indicated
Participates in program evaluation

Comments on Science Competencies:

FUNCTIONAL

Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity

Examples:

Treatment plans incorporate relevant developmental features and clinical symptoms as applied to presenting problem

Demonstrates awareness of DSM and relation to ICD codes

Independently identifies problem areas and makes a diagnosis

1 2 3 4 5 N/O

7C. Conceptualization and Recommendations

Accurately conceptualizes the multiple dimensions of the case based on the results of assessment, including client strengths and psychopathology

Examples:

Prepares reports based on case material

Accurately administers, scores and interprets test results

Formulates case conceptualizations incorporating theory and case material

1 2 3 4 5 N/O

7D. Communication of Assessment Findings

Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner

Examples:

Writes an effective, comprehensive report

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preferences

Examples:

Writes a case summary incorporating evidence based practice
Presents

Independently recognizes and manages special
circumstances
Terminates treatment

Demonstrates ability to gather information necessary to answer referral question
 Provides clear verbal feedback and offers appropriate recommendations

Comments on Assessment, Intervention, Consultation:

V. EDUCATION

<p>10. Supervision Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.</p>						
<p>10A. Knowledge of Supervision</p>						
<p>Understands the ethical, legal, and contextual issues of the supervisor role; Demonstrates knowledge of supervision models and practices</p> <p>Examples:</p> <ul style="list-style-type: none"> Articulates a model of supervision and reflects on how this model is applied in practice Integrates contextual, legal, and ethical perspectives in supervision 						
	1	2	3	4	5	N/O
<p>10B. Supervisory Practices</p>						
<p>Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting</p> <p>Examples:</p> <ul style="list-style-type: none"> Helps supervisee develop evidence based treatment plans Provides supervision input according to developmental level of supervisee Encourages supervisee to discuss reactions and helps supervisee develop strategies to use reactions in service of clients Presents supervisor of supervision with accurate account of case material and supervisory 						

relationship, seeks input, and utilizes feedback to

x Supports and utilizes the perspectives of other team members						
12. Advocacy: Action targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or system level.						
12A. Empowerment						
Examples:						
x Promotes client self advocacy	1	2	3	4	5	N/O
12B. Systems Change						
Demonstrates beginning/basic ability to promote change at the level of institutions, community, or society						
Examples:						
x Develops alliances with relevant individuals and groups						
x Engages with groups with differing viewpoints around issues to promote change	1	2	3	4	5	N/O

