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University of California, Davis Student Health and Counseling Services (530) 752-0871
http://shcs.ucdavis.edu/about/employment-caps-training.html

*Questions related to the program’s accredited status should be directed to the Commission on Accreditation:
Office of Program Consultations and Accreditation, American Psychological Association,
750 1st Street, NE, Washington, DC 20002; Phone (202) 336-5979
apaaccred@apa.org www.apa.org/ed/accreditation
THE UNIVERSITY AND SURROUNDING COMMUNITY

The University of California, Davis (UCD) is noted for its academic excellence, pastoral setting and friendly small town atmosphere. It encompasses a complex aggregation of people, programs and facilities united by a shared desire to learn. The University is organized into four undergraduate colleges, a graduate division and six professional schools—Education, Law, Nursing, Medicine, Veterinary Medicine, and Management. UCD offers more than 100 undergraduate majors and 96 graduate majors. You can learn more about UC Davis by visiting the UCD website at: [http://www.ucdavis.edu/](http://www.ucdavis.edu/).

With an enrollment of approximately 35,000 students, it is the third largest campus in the University of California system. Reflecting demographic changes throughout the state, the proportion of ethnic students at Davis has increased significantly: from 17% in 1980 to over 60% in 2014. African American students comprise about 3% of the student body, Asian/Pacific Islander 39%; Chicano/Latino 19%; Native-American 1%; White/Caucasian 29%; and international students 7%. There is a commitment to the continued growth and improvement of the campus environment to foster cooperation and understanding between an increasingly diverse student population.

The Davis campus is in the college town of Davis ([http://cityofdavis.org/](http://cityofdavis.org/)) and the population is approximately 70,000. Sacramento, with all its resources as the state capital, is only 20 minutes away, yet Davis is surrounded on all sides by open spaces. Within a 70-mile radius are several lakes, the famed Napa Valley wine country, San Francisco, and the foothills of the Sierra Nevada mountains. Within 150 miles are the Pacific Ocean coastal areas to the west and Lake Tahoe in the Sierra Mountains to the east.

Winters in Davis are mild with rain and the temperatures rarely go below freezing. Summers are sunny, hot and dry. Davis weather in the spring and fall is among the most pleasant in the state. Davis is very much a bicycling town. More than 40 miles of bike paths and 30,000 bicycles have given Davis the title of “City of Bicycles”. A local bus line links Davis with nearby cities of Sacramento and Woodland. A Greyhound bus terminal and Amtrak station are also located in town and the Sacramento Metropolitan Airport is a 20-minute drive from Davis.

ABOUT Counseling Services, within Student Health and Counseling Services (SHCS)

Overview – Counseling Services (CS), a department of the SHCS, is a comprehensive service facility. Counseling Services programs and services are designed to enhance the personal, social, educational and career development of the students of University of California Davis. These
services and programs include individual counseling and psychotherapy, group counseling and psychotherapy, couples counseling, psychological assessment, crisis intervention, and career counseling and testing. Staff also work closely with medical colleagues for integrated care, provide referral information, consultation and educational programs, participate in the Multicultural Immersion Program, and provide training and mentoring for peer counselors.

**Staff** - The professional staff consists of a multidisciplinary and culturally diverse group of psychologists, marriage and family therapists, professional counselors and social workers. A variety of psychotherapeutic orientations are represented including psychodynamic, interpersonal, family systems, cognitive-behavioral (including third-wave), and feminist approaches. Most of the staff are integrative in the ways they work with students and they share a commitment to a developmental point of view. Staff members are active in professional organizations and some have served in leadership roles within these national organizations.

**Resources** - There is a variety of technological support available. All interns are provided Apple computers, video cameras, and e-mail and Internet access. Interns also have access to one of the largest libraries in the UC System. In addition, Counseling Services has available EPPP study materials (workbooks and cd’s) to use as a resource when preparing to take the national licensure exam.

**Clientele** - During the 2015-16 academic year, more than 4,500 students received counseling services, which represents about 13% of the approximately 34,500 enrolled undergraduate, graduate, and professional students. Approximately 63% of the clients seeking counseling services are ethnic minority students. Students seeking service presented a variety of symptoms, syndromes, and disorders including mood disorders, anxiety disorders, relationship problems, eating disorders, and personality disorders. A few students present with schizophrenic disorders or psychotic symptoms. The majority of clients, however, present with adjustment reactions, mood and anxiety disorders, and developmental problems typical of a college student population.

Through our psycho-educational programs and outreach efforts, staff provided information and training to over 10,000 students, faculty, and staff annually. Primary recipients of Counseling Services programming efforts included the Cross Cultural Center, Lesbian Gay Bisexual Transgender Queer Intersex Asexual Resource Center, Women Resource and Research Center, Educational Opportunity Program, Student Recruitment and Retention Services, Transfer, Reentry and Veteran Center, Services for International Students and Scholars, Student Housing, Asian American Studies Department, African American and African Studies, Department Chicana and Chicano Studies, Native American Studies Department, Middle East/South Asia Studies, the four undergraduate Colleges dean’s offices, Graduate Studies, Medical School, Veterinary School and Intercollegiate Athletics. Topics included cross cultural communication, adjustment, stress management, drug and alcohol abuse, eating disorders, body image, communication skills, career decision making, stress & wellness, assertiveness training, managing critical situations and making referrals, dealing with distressed students, among others. Counseling Services consultation services responded to requests from various units of the University community.

**Accreditation** – Student Health and Counseling Services is accredited by the Accreditation
Association for Ambulatory Health Care (AAAHC). Counseling Services is accredited by the International Association of Counseling Services (IACS). The Internship Program is accredited by the American Psychological Association (APA) and is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and the Association of Counseling Center Training Agencies (ACCTA). The Postdoctoral Program is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC).

Questions related to the internship program’s accredited status should be directed to the APA Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street NE
Washington, DC 20002
Phone: (202) 336-5979
Email: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

THE TRAINING PROGRAM

EDUCATIONAL MODEL AND TRAINING GOALS

The overarching objective of the internship training program, an integral element of Counseling Services, is to train ethical, competent psychologists who are capable of functioning independently and will contribute both to the welfare of society and to the profession. The educational philosophy and training model of our internship program is to provide training grounded in core competencies and the scientific principles of our profession, which emphasize the area of applied practice. The training staff realizes that the most important learning occurs through providing service under the direct supervision of a senior staff professional. Such “learning by doing” is guided, enriched and deepened through seminars, consultations and in-service staff development activities. The internship program is defined by a commitment to the following goals:

Goals
1. Commitment to Teaching Proficiencies across Foundational and Functional Competencies- The internship is designed to offer supervised experiences to interns who wish to develop and enhance skills in providing the varied services offered through a university counseling center. These services include initial consultation, assessment, individual and group counseling, crisis intervention, consultation, outreach programming and psychological testing. The core of the internship is intensive supervision in short-term psychotherapy.

2. Commitment to Training in Providing Services to a Diverse Clientele - Integral to the functioning of a psychologist is the ability to understand and competently provide a breadth of psychological services to a pluralistic clientele. Training seminars, weekly supervision and the richness of a diverse client population provide opportunities for interns to examine their own reactions to differences as well as the effects of their own background on their attitudes, biases, and behaviors when providing service to clients. Due to the changing demographics in the state of California, and the resulting increase in the ethnic diversity of the student population, the
The internship emphasizes training and experiences in providing services to an ethnically diverse group of students. The goal is to train interns to provide competent psychological services to all students. We emphasize, but are not limited to improving ethnic and cultural sensitivity, increasing awareness of differences (e.g. sexual orientation, physical challenge, non-traditional age), and developing competence in multicultural counseling.

3. Commitment to Facilitating Personal Growth and Professional Identity - The internship is viewed as a period of integration of academic learning and applied experiences. This is a time for each intern to transition from student to professional psychologist. Emphasis is placed on the development of professional identity and facilitating personal growth. This process incorporates gaining self-knowledge, having confidence in the ability to make sound, ethical, clinical, and personal judgments, being comfortable with multicultural settings, and experiencing a sense of responsibility to oneself, the profession, and society. As a training faculty, we facilitate this process through mentoring, supervision, consultation, modeling and professional interaction. We also recognize the developmental aspect of professional identity and as such over the course of the training year, interns experience a shift in their roles, relationships and responsibilities as they progress through this process.

Self-Disclosure - Given our training program’s goal to train ethical, competent psychologists who are capable of functioning independently, opportunities for personal exploration and self-reflection occur throughout the year. When appropriate, interns are encouraged to explore historical influences and personal data that may affect professional practice. Our staff use a consultative model of supervision and supervisors will consult with one another about trainees when relevant. The internship training program functions in a manner consistent 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).

UC Davis Counseling Services Training Values Statement Addressing Multiculturalism
(adapted from the Counseling Psychology Values Statement Addressing Multiculturalism)

Background - Respect for diversity and for values different from one’s own is a central value of Counseling Services. The valuing of diversity is also consistent with the profession of psychology as mandated by the APA’s Ethical Principles and Code of Conduct (2010).

Our internship and postdoctoral training programs exist within a multicultural community which contains people of diverse racial, ethnic, and class backgrounds; national origins; religious, spiritual and political beliefs; physical abilities; ages; genders; gender identities, sexual orientations, and physical appearance. We believe that our training community is enriched by members’ openness to learning about others who are different from them as well as support (not just acceptance) for others. We recognize that no individual is completely free from all forms of bias and acknowledge that SHCS will evidence a range of attitudes, beliefs, and behaviors.

Members of our training community are committed to educating each other on the existence and effects of racism, sexism, ageism, heterosexism, religious intolerance, and other forms of
prejudice. Evidence of bias, stereotyped thinking, and prejudicial beliefs and attitudes will not go
unchallenged, even when such behavior is rationalized as being a function of ignorance, joking,
cultural differences, or substance abuse. As a result we, as a training program, have committed
ourselves to:

**Expectations of Trainers and Trainees**

Agree to work together to create a training environment that is characterized by respect,
safety, trust and support.
The social values of respect for diversity, inclusion, and equity.
Critical thinking and the process of self-examination so that prejudices or biases (and the
assumptions on which they are based) may be evaluated.
Acquire and utilize professionally relevant knowledge and skills to enhance our ability to
provide competent, effective services.

**Expectations Specific to Trainers**

Engage trainees in a manner inclusive and respectful of their multiple cultural identities.
Examine our own biases and prejudices in the course of our interactions with trainees to
model and facilitate this process for trainees, which can include discussions about personal
life experiences, attitudes, beliefs, opinions, feelings, and personal histories.
Remain open to appropriate challenges from trainees to hold biases and prejudices.
Examine of multiple intersecting identities as they relate to nuances of power and privilege
within the supervisory relationship.
Lifelong learning relative to competent practice including multicultural competence.

We expect our trainees to:

Engage in self-reflection and introspection of attitudes, beliefs, opinions, feelings, and
personal history.
Examine and attempt to understand attitudes, beliefs, opinions, feelings, and personal history
to eliminate potential negative impact on trainees’ ability to perform the functions of a
psychologist, including but not limited to providing effective services to individuals from
cultures and with beliefs different from their own.

In summary, Counseling Services staff are committed to a training process that facilitates the
development of professionally relevant knowledge and skills focused on working effectively
with all individuals inclusive of demographics, beliefs, attitudes, and values. Staff members have
agreed to engage in a mutually supportive process to examine the effects of one’s beliefs,
attitudes, and values on one’s work with clients.

**COMPONENTS AND SEQUENCE OF TRAINING EXPERIENCES**

**Overview** - The internship training program contains the following elements: supervised clinical
experiences, didactic/educational experiences, consultative experiences and professional
interactions. Each aspect has been scheduled and planned in such a way that is intended to
maximize the professional development of the interns over the course of the training year. All
interns participate in clinical and training activities so they can provide generalist services within
a university counseling center. The elements below form the aspects of our internship program
that are standard for every intern:
Orientation - The few weeks of orientation are designed to familiarize interns with the operation of SHCS and facilitate their transition to the University of California, Davis. During this time, interns meet with Counseling Services program coordinators, training and support staff and supervisors. Interns attend a variety of training seminars, learn about SHCS policies and procedures, and learn about other campus agencies. A schedule for each intern is developed in consultation with the Director of Training for each of the academic quarters. Overall, orientation is a time for the interns to learn how we provide clinical and outreach services at SHCS, and for the interns and staff to get to know each other so that they will be well prepared for the start of the year.

Goal-setting – During the orientation period, the interns meet with the Training Director as a cohort to create individual goals for the year. We then revisit their progress on these goals (and modify them as needed) at mid-year and at the end of the year. The overarching goals of these meetings is to allow for purposeful goal-setting, reflection on the intern's personal and professional development and team-building.

Consultation - There are numerous opportunities for Counseling Services trainees to consult with clinical staff and fellow trainees about cases and administrative functions.

Psychiatric Consultation: During the academic year, ongoing consultation with psychiatrists about shared clients is encouraged and easily accessible through shared charts, phone and secure messaging.

Professional Interactions: One of the particular strengths of our internship is the availability of staff members for consultation. Staff members are available as needed for consultation about particularly difficult cases/crisis situations when the intern's supervisors, Clinical Director, Director of Training are not available. Interns are encouraged to seek out staff members who have expertise in treating particular disorders/problems/populations that are relevant to the interns' caseloads.

EXPERIENCES FOR ALL INTERNS

Individual Counseling and Psychotherapy - Interns primarily provide short-term, individual personal counseling and psychotherapy. They carry approximately 25+ clients depending on their individual schedules (approximately 60-65% of their scheduled hours). Clients are typically seen 3 to 6 sessions. A portion of their clients can be carried to 10 sessions and one client can be seen on a longer-term basis. Each intern's clinical caseload is ethnically and culturally diverse. Interns are prepared for individual counseling and psychotherapy through seminars in orientation, seminars held throughout the year, individual and group supervision, including weekly case conferences. We expect that interns, through their academic coursework and practicum experiences, will have the basic preparation for their counseling experiences.

Initial Assessment and Crisis Intervention – Counseling Services same-day first appointment system provide interns the opportunity to perform initial assessments and crisis intervention. Interns identify client concerns, assess level of functioning, provide diagnoses, and determine the
appropriateness of agency services. Interns are prepared for initial assessments and crisis intervention services early in the year through orientation and training seminars. After the initial period of training, interns provide initial consultation, with staff available for back up and consultation. Interns provide five hours per week (12.5% of scheduled hours) of initial consultation.

**Group Counseling and Psychotherapy** – Counseling Services offer a variety of psychotherapy, support and psychoeducational groups, including general psychotherapy groups for and specific population/topical groups such as: Eating Disorders, Career, Graduate Students, Undergraduate Students, Women, Lesbian, Gay, Bisexual, Transgender, Questioning, and Queer Students, and Survivors of Sexual Abuse/Assault. Some groups run for the entire year, while other groups are short-term, structured groups. The short-term, structured groups are based in cognitive-behavioral, relaxation, and mindfulness-based treatments. Some examples of these groups include H.E.A.L. (dialectical behavior therapy skills for disordered eating) and Mindfulness Meditation.

Interns are expected to co-lead one group, which may be a psychotherapy group or a structured group with a staff member or postdoctoral fellow. In addition, all interns will facilitate a career group, with a career staff, fellow intern or alone, depending on their level of experience. Interns receive supervision on group counseling and psychotherapy in the group psychotherapy seminar during orientation and receive ongoing individual supervision, usually with their staff group co-facilitators. For more information, please see our group services website: http://shcs.ucdavis.edu/services/groups/

**Psychological Testing** - Interns' skills in the administration and interpretation of psychological tests relevant to the work of a university counseling center, including the use of the CCAPS. Interns will participate in two CS testing programs: brief ADHD screening and career testing. The career testing is often done in the context of a career group. Additional testing resources available include personality inventories (MMPI, MCMI, PAI), brief screening measures (BDI, BAI, BHI, BSS, SCL-90-R), projective assessments (TAT, H-T-P, Sentence Completion), an eating disorder inventory (EDI-III), and inventories of career interests and skills (MBTI, SII-II, Skills Scan, Values Assessment). Interns are provided a seminar during orientation and receive monthly supervision for ADHD screenings, and weekly group supervision during the quarter that they provide a career group.

**Consultation** - CAPS staff provides professional consultation services to the University community. Interns may consult with faculty, staff, students, and parents about psychological issues. In addition, each intern may choose to develop relationships with campus units, and as a result would naturally become the identified staff member contacted when that particular office needs consultation. Interns are prepared for consultation activities during an orientation seminar and can consult with our staff on an ongoing basis.

**Programming** - CAPS staff provides programming and outreach services to the University community. Interns are required to do at least 10 outreach programs during the training year. There are a number of campus units that welcome training from CAPS staff. Interns may choose to establish relationships with other campus offices, depending on the intern's interests, and these
liaison relationships become the foundation for outreach programs with students. Interns are prepared for programming activities during an orientation seminar. Additionally, interns may work with the outreach coordinator or with other senior staff who provide psychoeducational programs on specific topics or for specific members of the university community.

**Interest Areas** - Interns are chosen in part, based on a training emphasis experience in which they express a desire to work throughout the year. Interest areas reflect specific functions of a university counseling center psychologist. Specific goals for each interest area are developed at the beginning of the training period. Interns may spend between 1-6 hours per week in clinical and other activities specifically related to the interest area, depending on how many clients they see as part of their emphasis area. The interest areas that may be available during 2017-18 are described below:

(1) **Clinical**
This interest area is designed to offer supervised experiences to Interns who wish to develop and enhance skills in providing the varied clinical services offered through a university counseling center, and in becoming a skilled generalist who is marketable broadly and prepared for a career in a university counseling center, and in an integrated medical and mental health environment. These services include clinical assessment, individual and group counseling and psychotherapy, crisis intervention, consultation, and program development. The core of this opportunity is intensive supervision in short-term psychotherapy. Compared to interest areas with an outreach focus (such as sport psychology), the interns in the Clinical interest area would carry a larger clinical load.

(2) **Eating Disorders**
This interest area offers training in individual and group therapy, consultation, and community programming in the area of eating disorders. The intern co-leads an eating disorders group, participates in the campus committee on body image and eating disorders, attends the eating disorders clinical meeting at Student Health Services, and participates in the Greater Sacramento Eating Disorders consult team. Programming and outreach on eating disorders is done throughout the year and the intern provides consultation to the health providers, health educators and peer educators at Student Health Services. See the Eating Disorders website for more information: [http://shcs.ucdavis.edu/topics/eating-disorders.html](http://shcs.ucdavis.edu/topics/eating-disorders.html)
(3) **Multicultural**

This interest area is designed to offer supervised experiences to Interns who wish to develop and enhance multicultural and social justice awareness, knowledge and skills in providing the varied clinical services offered through a university counseling center. The core of this opportunity focuses on using a multicultural lens when counseling and outreaching to diverse clients. The intern may choose a specific population for a portion of their clinical services and outreach. There may be an opportunity to provide brief trainings with a multicultural approach to undergraduate peers.

(4) **Sport Psychology**

This interest area provides the intern with an opportunity to work with student-athletes, coaches, and athletic department staff in the two areas of consultation and counseling. Sport consulting with student-athletes and coaches entails (a) performance enhancement skills training, (b) life skills training, (c) coach, athlete, and team relationship development, and (d) psycho-educational groups (e.g., goal setting, concentration, motivation, stress management, team cohesion, dealing with sport injury). The intern may co-facilitate a skills development group to enhance student-athletes’ performance. Counseling athletes includes educating and supporting student-athletes to enhance positive performance within and outside of their given sport, as well as other needs they have as a student. The intern meets weekly with this interest area supervisor to discuss organizational and clinical issues in working with student-athletes. See the Sports Psychology website for more information: [http://shcs.ucdavis.edu/services/sport-psychology.html](http://shcs.ucdavis.edu/services/sport-psychology.html)

(5) **Undocumented and AB 540 Students**

This interest area offers training in individual and group therapy, consultation, and community programming when serving undocumented students. The intern conducts outreach that focuses on the needs of undocumented students groups, provides clinical services to undocumented students, builds relationship with the Undocumented and AB540 Center, participates in campus cross-disciplinary efforts (e.g., committees) to serve this population. The intern provides consultation to the Student Health and Counseling Services staff and peer educators as needed.

**Supervision**

**Individual Clinical Supervision**

Intense individual supervision is viewed as central to the internship experience. Interns receive two hours of clinical supervision per week and are assigned to a clinical supervisor for approximately six months. The initial clinical supervisor is assigned by the Director of Training based on the match of needs and interests of intern and supervisor. In making the match, the Director of Training considers the intern's skill level, theoretical preferences, training needs, interests and personal characteristics, as well as the supervisory style and preferences of the supervisors. Intern - clinical supervisor pairs change at mid-year. Both interns and supervisors have input into the decisions about the new matches that begin during the second half of the year. The functions of the supervisory relationship include monitoring client welfare, enhancing intern skills, promoting personal and professional growth and evaluating the intern's skills and professional development on a continuous basis.
**Interest Area Supervision**
Interns meet regularly with the staff member supervising their interest area experiences (typically, one hour of supervision per week). This supervision provides in-depth training, exploration, mentoring, and development of expertise in the chosen area. Specific goals for the particular interest area are developed in consultation with the interest area supervisor at the beginning of the training period. Evaluation of an intern's performance is based on the attainment of the goals developed as well as the competencies needed to provide service in the interest area.

**Supervision of Group Therapy**
When co-facilitating a group with a staff member, interns receive half-hour weekly individual supervision from his or her group staff co-facilitator. Each intern has an opportunity for discussion and training in the elements of group therapy with the group co-facilitator. If an intern is facilitating a structured career group on their own, they will receive weekly group supervision. In addition, interns are welcome to consult about their group experiences with their individual supervisors and may also use Supervised Case Consultation Team.

**Supervised Case Consultation Team**
Interns participate in weekly consultation groups consisting of interns and postdoctoral residents, facilitated by a licensed staff therapist. Trainees will be able to consult about their individual, couples or group counseling experiences. Approximately once a quarter, we have a psychiatrist facilitate this consultation team to discuss inter-disciplinary clinical care.

**Seminars** - These didactic training experiences provide a forum for interns to discuss professional topics relevant to their work as a psychologist. Some of the training occurs in module formats over a period of five to ten weeks, which provides the opportunity for in-depth exploration of the topics under discussion. Some of the training occurs in topical seminar. The following seminars provide a sample of what the seminar experience can look like over the course of the year:

**ORIENTATION SEMINARS**
- Initial Consultation Training
- Short-Term Therapy
- Utilizing Shared Electronic Health Records
- Clinical Services Introduction
- Assessment and Testing
- SHCS Resources and Interdisciplinary Collaboration
- Diversity Introduction: (Self-Awareness)
- Eating Disorder Introduction
- Group Therapy Introduction
- Career Group – Experiential and Didactic
- Sports Psychology Introduction
- Outreach and Consultation
- Boundaries
- Ethics
Crisis Intervention

FALL SEMINARS
Clinical Issues in a Multicultural Context
a. Lesbian, Gay, Bisexual, and Transgender Issues
b. Multicultural Case Conference - Examining Cultural Factors in Assessment and Treatment

Topical Seminar
a. Eating Disorders
b. Licensure and Job Search
c. Professional Balance and Self-Care
d. AOD/Behavioral Health: Intervention, Motivational Interviewing

Clinical Topics
a. Brief Therapy
b. Crisis Assessment and Intervention

Trainee Consult Team
Intern Team Meeting
Monthly ADHD Screening Supervision

WINTER SEMINARS
Clinical Issues in a Multicultural Context
a. Transgender and Intersex Students
b. Examining Power and Privilege: Clinical Implications

Topical Seminar
a. Professional Balance and Self-Care
b. Crisis Intervention

Intern Team Meeting
Trainee Consult Team
Monthly ADHD Screening Supervision

SPRING SEMINARS
Topical Seminar
a. Professional Balance and Self-Care
b. Self-Injury
c. Client Suicide

Intern Team Meeting
Trainee Consult Team
Monthly ADHD Screening Supervision

SUMMER SEMINARS
Topical Seminar
a. Professional Balance and Self-Care
b. Licensure and EPPP preparation

Intern Team Meeting
Trainee Consult Team
EXPERIENCES INTERNS MAY PARTICIPATE IN
Depending on an intern's areas of interest, previous experiences, training goals, and SHCS needs, it is possible an intern may be able to have some level of involvement in the following activities and services.

**Diversity/Population Specific Services**
An intern may provide clinical and professional services to an identified population. Activities might involve doing outreach programs and consultation services and providing individual and/or group therapy with a specific population. An intern may work closely with a staff member who has expertise with the specific population of interest and could participate as a workshop facilitator in one of the leadership retreats for specific groups of diverse students. Recent populations that interns have worked with include gay, lesbian bisexual and transgender clients, Asian American clients, Chicano/Latino clients, African American clients, men, and international students.

**Clinical Focus**
If an intern has an interest in gaining experience working with a specific clinical issue, the intern may provide services addressing that issue. An intern could request to see clients presenting with a specific problem, concern or disorder, as well as co-facilitate a group focused on the issue. In addition, the intern could develop a liaison relationship with other campus units providing related services. Finally, the intern may provide consultation and outreach services on the topic. Examples of clinical issues are: depression, substance abuse, trauma, sexual assault, acculturation, and adjustment issues etc.

**Couples Counseling**
A small part of Counseling Services workload involves couples counseling. Only Interns with past couples counseling training and experience will be able to provide couples therapy, and this is contingent on their supervisor’s ability to supervise couples counseling. Interns receive supervision of their couples work from their clinical supervisor.

**Career Individual Counseling**
In addition to the career groups that the interns will facilitate during the year, an intern may carry a small caseload of students seeking career counseling. Online career assessments are available to facilitate career exploration. Referral to and collaboration with the Internship and Career Center facilitates holistic career services. Interns may provide career programs/workshops or groups.

**Trainee Special/Research Project Guidelines (TSRP):** The TSRP is intended to provide trainees with the opportunity to reach a supervised hour total of 2,000 hours. In addition to the 40 contracted hours it is 3 hours a week that is devoted to working on a project. These hours will be on Intern’s contracts and approved by the Training Director at the start of each new quarter, when determining their schedules. This project is intended to further your professional development during your training year. As these 3 hours are in addition to your 40 hours, they can be completed off-site if needed. At the end of the year each trainee will provide staff with a presentation on how they used their TRSP hours. The Interns may do a joint research project.
The goal of the project is to help the Interns integrate science into their practice of psychology. An additional benefit of the project is that it allows the interns to accrue 2,000 hours of supervised experience.

**Program Development and Consultation**
An intern may be able to work closely with the outreach coordinator or their interest area supervisor to develop and conduct programs and outreach activities, beyond the 10 required of all interns. The activities can be in the form of presentations, lectures, workshops, consultations, and/or committee work.

**ADMINISTRATIVE ACTIVITIES**

**Committee and Work Groups**
Interns are invited to participate on administrative or programmatic work groups, however this is not a requirement. This activity provides interns with experience in the operation of a mental health organization.

Center committees that interns regularly participate on are cross-cultural, intern selection, staff wellness, and other ad hoc committees that may form during the year. Interns receive supervision of their committee activities from the committee chairperson or their emphasis supervisor.

**Case Management**
Approximately six hours each week are reserved for paperwork, reviewing videotapes, preparing for programs, and performing administrative tasks.

**Professional Development**
In addition to the ongoing training that interns receive through seminars, supervision, consultation, etc., they also participate in the Continuing Education Units (CEU’s) that Counseling Services sponsors for the licensed professional staff. Traditionally experts in the field provide these trainings. Interns also attend the Northern California University Counseling Center Training Conference in the fall. Interns receive one day of professional development per year (e.g., dissertation defense, conference). Because interns receive three weeks of vacation, additional professional development time (e.g., for job interviews, dissertation defense) is not provided.

**SCHEDULED HOURS**
In general, interns contract for about 60-70% of their 40 hour work week providing direct service (clinical and outreach), 12-20% receiving direct training and supervision, and about 18% in case management or center management activities. In order to ensure that our interns are eligible for licensure in any state, our site has an expectation that interns accrue 2,000 hours by the completion of the internship year. Interns contract for an additional 3 hours of research experience or special project per week (beyond the 40 hours) in order to ensure that they reach
their final 2000 hours by the end of the internship year. Additionally, consistent with requirements of the Board of Psychology for the State of California, interns must keep a weekly log of their service hours. The total number of hours signed off at the conclusion of the predoctoral internship year comes directly from the number of hours logged. An example of the scheduled hours for Fall quarter is provided below.

**Sample Intern Work Schedule**

**Fall Quarter**

<table>
<thead>
<tr>
<th>Psychological Services</th>
<th>Hours Per Week</th>
<th>% Of Time</th>
<th>Your Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health Follow-ups</td>
<td>15-18</td>
<td>37.5-45</td>
<td></td>
</tr>
<tr>
<td>Initial Consultation</td>
<td>5</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td>Group Counseling/Psychotherapy</td>
<td>1.5</td>
<td>3.75</td>
<td></td>
</tr>
</tbody>
</table>

Name: ____________________________

*If you don’t have a group, change these hours into individual counseling. If you are doing more than one group, decrease your individual counseling hours by the same amount.

**Psychological Testing**

Interpretations – .5 hr interpretation ADHD screenings made available per week
1 Career Group/yr

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
<th>% Of</th>
<th>Your Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.5-2</td>
<td>1.25</td>
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**Psychological Services SUB-TOTAL**

22-27 55-67.5

**Program Development/Outreach**

Presentations/Workshops - Minimally 10 Per Year

**Interest Area Activities**

Interest Area Activities (interest area clinical work included above) 0-2 0-2.5
(e.g., Consult w/ Athletes; Eating Disorder ABIDE Meetings)

What:

*If your area requires more time, see the Training Director about how to adjust your schedule.

**DIRECT SERVICE SUB TOTAL**

22-27 55-67.5

**Training Activities & Supervision Received**

Individual Clinical Supervision 2 5
Interest Area Supervision 1 2.5
Group Supervision: .5/group .5 1.25
Group Supervision-Trainee Consult Team Tue 9am 1 2.5
Intern Seminars – Mon, Wed, Thur 8am 3-4 7.5-10

**TRAINING SUB-TOTAL**

7.5-8 18.75-20

**Program Support**

Staff Meetings .5 1.25
Prep Time/Admin 6-7 15-17.5

**PROGRAM SUPPORT SUB-TOTAL**

7-8 17.5-20

**GRAND TOTAL**

40 100.0

**OTHER RESPONSIBILITIES**

Trainee Research/Special Project 3 Hours
EVALUATION PROCEDURES

Overview - Evaluation procedures at Counseling Services are based on current, professional models for competency-based evaluation (Rodolfa, Bent, Eisman, Nelson, Rehm, & Ritchie, 2005: Spruill, Rozensky, Stigall, Vasquez, Bingham, Olvey, 2004).

Clinical, interest area, and group supervisors provide interns with formal verbal and written feedback. The evaluation process consists of a review of the intern's objectives and goals and feedback in areas that reflect current domains of professional competence. The areas included in the clinical evaluation are:

- Assessment/Diagnosis/Case Conceptualization
- Intervention
- Crisis Intervention
- Consultation and Outreach
- Personal Characteristics
- Relationships and interpersonal issues
- Use of supervision
- Provision of mentorship to undergraduate peers if relevant
- Management and administration
- Diversity: individual and cultural differences
- Legal and ethical standards.

At the end of the first evaluation session, new goals and priorities can be set to facilitate the future supervisory contacts in particular and future training in general. Throughout the supervision process, it is expected that feedback and discussion are continuous; thus if goals are not being sufficiently met, such feedback would be given prior to the formal evaluation. The Director of Training receives copies of all evaluation forms and monitors each intern's progress.

Formal clinical evaluations are provided in written and oral formats and provided by the interns’ individual clinical supervisors and by interns’ emphasis supervisors at 6 and 12 months. The clinical supervisor may also contact other staff who have been involved in the intern's training (e.g., seminar leaders, outreach co-presenters) to gain a broad picture of the intern's participation, involvement, interests, skill level, professionalism, etc. Evaluation of group facilitation are provided at the end of each term. Group evaluations will be completed by the interns’ staff co-facilitators or group supervisors.

Graduate schools for each intern are contacted early in the year with a letter of formal introduction from the Training Director. At this point, the interns' graduate advisors are informed of our internship program's evaluation procedures. Upon completion of each evaluation period, the intern's home program receives copies of the completed evaluations. The home program is invited to comment on and ask questions about the intern's evaluation. Our goal is to keep open the channels of communication between the academic departments and our training program.

Recognizing that evaluation is a two way street, interns evaluate their supervisory relationships
during each evaluation period. They complete evaluations on their internship program experiences on a quarterly basis and an evaluation of the entire program at the end of the year. All evaluation materials are reviewed by the Director of Training and training supervisors to assist in the development of each intern's program and in the development of the internship program overall. We seek feedback and ask for honest evaluations so that we can provide interns with a program responsive to their training needs.

References for Competency-Based Evaluations


**APPOINTMENT, STIPEND, BENEFITS**

**Appointment:** The internship begins on August 1, 2017 and concludes on July 31, 2018. This is a full time, 12 month, minimum 40-hour per week appointment. Office hours are 8AM to 5PM, Monday through Friday, with occasional evening and weekend hours based on outreach needs.

**Stipend:** The stipend for 2017-2018 is $30,000. Applicable Federal and State taxes and a social security deduction are withheld.

**Vacation:** Accrues at approximately 10 hours per month (15 days total – we request that you take 5 of these days during the last week of the internship year if possible).

**Sick Leave:** Accrues at approximately 8 hours per month (12 days).

**Professional Development:** Interns have five professional development days per year, usually to defend their dissertation or attend a conference, particularly those where they are presenting.

**Medical Insurance:** Is provided at a reasonable cost, which varies depending on the plan selected.

**Paid Holidays:** 13 paid university holidays.

**Location:** The pleasure of living in a bicycle-friendly college town, 75 miles from San Francisco, 20 miles from Sacramento, and 115 miles from Lake Tahoe/Reno.

**Other:** As university staff members, interns have library privileges, access to university recreational facilities and can purchase parking permits.
APPLICATION

Eligibility: Applicants must be currently enrolled in a doctoral program in counseling or clinical psychology and advanced to candidacy by the start of internship. Applicant's dissertation proposal should also be accepted before the start of internship. Applicants must have counseling and psychotherapy experience under appropriate supervision. Although not a requirement, the vast majority of the applicants selected for interview and eventually offered a position have had practicum experience in a university counseling center. A minimum of 500 hours of Intervention and Assessment Hours is required.

Selection Process: We received about 150 applications and interview 30 applicants during the Intern Selection Process. We encourage applications from all doctoral students who believe that our training would match their needs. The selection of interns is made by a committee comprised of the Director of Training, senior staff members, and current trainees. Applicants are rated on the basis of their background information, clinical experiences and stated goals for internship. Those candidates assessed by the committee to hold goals most closely matching the availability of training options in our Center will be asked to participate in a phone interview. Our choice to offer phone interviews is based on social justice values, recognizing that applicants may not have the financial means to travel for interviews. We emphasize fit between intern goals and site opportunities in our selection process and the cover letter and AAPI essays are used to initially determine this fit. The summary of interest area interests will provide us information about the areas in which applicants are seeking training. For the past few years, most of the applicants we have selected for an interview have had practicum experience in a university counseling center. In addition, the majority of graduates from our internship program accept staff or postdoc positions at university counseling centers or faculty positions, although a few enter private practice, hospitals and community mental health centers. As a result, we also assess future career goals when choosing interns and seek those applicants interested in working in the university environment.

We hold an optional open house to provide an in-person introduction to our site for applicants who find it helpful. Whether an applicant attends the open house is not taken into consideration during the ranking process. However, we want to be upfront that we will use all information available to us in the ranking process.

The training program follows the Association of Psychology Postdoctoral and Internship Centers' policies regarding internship offers and acceptances. The APPIC selection policies are readily available through the APPIC web page, and are listed in the APPIC Directory. 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.

Note: Due to workload, our staff only complete the Counseling Services evaluation forms for the interns and will not fill out additional evaluation measures from doctoral programs.
Additional Information About Our Training Program: Applicants who are interested in learning more about our program are encouraged to contact the Director of Training, other Counseling Services staff members, and current interns to discuss any aspect of the internship program. The best way to contact the Director of Training is through e-mail at lgeiken@shcs.ucdavis.edu. You can also contact her by phone at (530) 752-0871. You can contact other staff members and current interns by phone at (530) 752-0871 (press 0 when you get the automated system and the receptionist can connect you with the appropriate person). When you call, you can let the receptionist know you are an intern applicant and would like to speak with any current intern who is available, or you may ask for a specific person if you have someone in particular you would like to talk with. You can also access our staff members and interns via email, if you prefer (see the our staff page for each staff member’s email addresses). If you are interested in joining us for an open house visit, please contact the Director of Training to arrange the visit.

If you have general questions prior to the application deadline, please e-mail lgeiken@shcs.ucdavis.edu or call 530-752-0871.

Within two weeks of the application deadline, the Director of Training will send an email to all applicants confirming receipt of their application. We will also send a notification of Interview Status e-mail by December 19, 2016. This email will also include information regarding our timeline for notification of phone interviews.

APPLICATION PROCEDURES

APPIC Match Code Number
The University of California, Davis  Student Health and Counseling and Services
*APPIC Member Number: 1117
*APPIC Match Number for NMS: 111711

Applicants must:
COMPLETE the AAPI (APPIC Application Psychology Internship). This application can be accessed through the Applicant Portal on the APPIC web page. For more details, instructions, and links: http://www.appic.org/AAPI

PROVIDE THE FOLLOWING

1. A ONE PAGE COVER LETTER. In your cover letter, provide a summary of how your goals match with the opportunities available at our site. Also list and bold the interest area(s) you are interested in working in, as well as any relevant training and experience you have in the area(s). You can refer to information contained in your vita and the AAPI. Please submit only a one page cover letter. Through this information, we would like to learn about how you believe you “fit”
with our site. As we attempt to choose interns to fill needed areas of service, we use interest areas as one element of our selection process. The interest areas are described in the section titled “Interest Areas”, starting on page 9 in this brochure. Only one application is necessary regardless of the number of interest areas you endorse in your cover letter. Please only list those areas you truly have interest in, have some experience in, and would like to gain further experience in.

2. **Internship Eligibility and Readiness** - This is to be completed by your Doctoral Program Training Director within the DCT Portal of the AAPI.

3. **Current Vita**

4. **Official Transcripts** - All doctoral and masters academic work. Unofficial transcripts of masters level work are acceptable if not part of your current doctoral program. Our program does not review undergraduate transcripts.

5. **Three Letters of Recommendation** - At least two letters must be from supervisors who have direct knowledge of your clinical or counseling work. Please include ONLY three letters. We want to be fair to all applicants. If you include more than three letters of recommendation, we will only review the first three letters posted.

**IMPORTANT NOTES:**

1. **Application Deadline:** November 4, 2016

2. **Submit your application materials electronically through the AAPI Online service.**

3. **Background Check** - In Accordance with University Policy, candidates who match with SHCS at UC Davis must successfully complete a background check (including fingerprinting) prior to being appointed for internship. Final hiring for the internship is contingent upon clearing the background check.

4. **SHCS at UC Davis is committed** to building a more diverse faculty, staff, and student body as it responds to the changing population and educational needs of California and the nation. SHCS and the University of California are committed to quality, diversity, and service.

5. **APPIC Policy: Internship Offers and Acceptance.** Adherence to these policies is a condition of membership in APPIC. The APPIC POLICY: Internship Offers and Acceptances can be retrieved by accessing [www.APPIC.org](http://www.APPIC.org). If you encounter violations of APPIC policy, please consider discussing it with your training director and reporting the violation to APPIC. All reported violations of APPIC policies will be reviewed by the APPIC Standards and Review Committee (ASARC). ASARC policies are described on the APPIC Website. APPIC policy violations should be reported to the Chair of ASARC.