



STUDENT HEALTH AND COUNSELING SERVICES

2023-2024 Training Year
POSTDOCTORAL RESIDENCY IN PSYCHOLOGY
An APPIC Postdoctoral Training Program



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(530) 752-0871 <https://shcs.ucdavis.edu/about/employment-caps-training>

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POSTDOCTORAL RESIDENCY PROGRAM

Postdoctoral Residency Program Overview

The overarching objective of the Postdoctoral Residency Program, an integral element of Counseling Services, a department of Student Health and Counseling Services (SHCS), 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.

We are committed to the social justice values listed on the websites of our campus and our Counseling Service mission statements:

<https://shcs.ucdavis.edu/services/counseling-services>

<https://diversity.ucdavis.edu/principles-community>

To that end, we regularly engage in reflective processes about socialization of ourselves and our clients. We strive to be aware of our biases and assumptions, challenge each other's growth, and actively disrupt and repair the many ways oppression exists.

The educational philosophy and training model of our residency 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 and mentorship of a senior staff professional.** Such "learning by doing" is guided, enriched and deepened through seminars, consultations and in-service staff development activities.

The core service areas provided by SHCS include: Intake Assessment, Crisis Intervention, Brief Psychotherapy, Career Counseling, Consultation to Campus Units and Departments, Program Development and Outreach. The program is designed to provide generalist clinical training which will prepare a Resident for licensure/independent practice, as well as for employment at a busy university counseling center serving a very diverse student population.

<https://shcs.ucdavis.edu/about/employment-caps-training>

In addition, each Resident works within one of our training focus areas. For the 2023-24 training year we will be offering specialized training and clinical experience in six areas: Eating Disorders; Sport Psychology; Campus Outreach; Working with AB540/ Undocumented Students; Working with Veterinary Medicine Students, and a Generalist Clinical track, with or without a focus on Training. **Each Focus Area has its own entry in the APPA CAS portal, to facilitate application to a specific focus area track. If you are applying to the program, please be sure to indicate in your cover letter which of these focus areas you have are applying for, and describe what education and experience you have in that area.**

APPIC Psychology Postdoctoral Application (APPA CAS) Applicant Portal and Information: <https://www.appic.org/Postdocs/APPA-CAS-Postdoc-Application-Information> (APPA CAS WebAdMIT Names for the UC Davis SCHS Postdoctoral positions are listed below under the specific descriptions of each Focus Area.)

During orientation, the Coordinator of Postdoctoral Training and each Resident meet and review professional interests and training objectives to develop individualized training plans for the year and for the focus area that the Resident will be working in.

Applicants are expected to have completed an academic program accredited by the American Psychological Association or Canadian Psychological Association, and to have completed ALL requirements for the doctoral degree by the start date of the Residency. Only applicants from an APA/CPA accredited academic program who have completed, or are in the process of completing, an APA/CPA accredited pre-doctoral internship will be considered. Applicants need to have had ample experience with diverse populations. It is desirable that an applicant already have strong experience in one of the aforementioned focus areas or in another area that could augment the Counseling Services current offerings.

The program is designed to allow a Resident to accrue 2,000 hours of supervised professional experience by the completion of the year and be eligible for licensure in any state. Accrual of 2,000 hours is based on a 44-hour work-week for the 12-month contract. (40 scheduled hours, plus up to 4 optional flex hours per week). The expected salary is **\$55,400** per year, with paid sick leave, paid vacation days, 5 professional development days, 13 paid holidays, and eligibility to purchase health insurance from the menu of UCD staff/faculty health benefit plans. The training year ordinarily begins on August 1 and ends on July 31. (2023 start date is 08/01/2023.)

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, Management, Medicine, Veterinary Medicine, and the Betty Irene Moore School of Nursing. UCD offers more than 100 undergraduate majors in 16 disciplines (groups of related majors) and 94 graduate degree programs in 8 broad fields of study. You can learn more about UC Davis, by visiting the UCD website at: <http://www.ucdavis.edu/>

With an enrollment of 40,000+ students, it is the third largest campus in the University of California system. There is a commitment to the continued growth and improvement of the campus environment to foster cooperation and understanding among an increasingly diverse student population.

The Davis campus lies adjacent to the City of Davis (<http://cityofdavis.org/>). 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 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 Student Health and Counseling Services (SHCS)

Overview – Counseling Services at UCD is a department of Student Health and Counseling Services (SHCS), a comprehensive student health service. The Counseling Services programs 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 provide referral information, consultation, and educational programs. Counseling Services also offers specific services in Eating Disorders and Sport Psychology. Students in need of evaluation for psychiatric medication can be referred to psychiatrists within SHCS.

Staff - The Counseling Services professional staff consists of a multidisciplinary and culturally diverse group of psychologists, marriage and family therapists, professional clinical counselors, and licensed clinical social workers. A variety of psychotherapeutic orientations are represented including psychodynamic, interpersonal, family systems, cognitive-behavioral, relational-cultural, feminist, Gestalt, narrative, and organizational development approaches. Most of the staff is 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 residents are provided Apple computers, video cameras, and email and internet access. Counseling Services has a small resource library and Residents also have access to one of the largest libraries in the UC System.

Clientele - During the 2021-2022 academic year, more than 5150 students received counseling services, which represents about 13% of the approximately 40,000 enrolled undergraduate, graduate, and professional students. The demographics of the campus are generally proportionally reflected in the population of students who receive services across. Students seeking services presented a variety of symptoms, syndromes, and disorders including affective 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 concerns, and developmental problems typical of a university student population.

Through our psycho-educational programs and outreach efforts, staff annually provide information and training to a broad swath of students, faculty, and staff. We receive requests from a wide variety of communities and units within the University community. Primary recipients of Counseling Services programming efforts include: the Cross Cultural Center; Lesbian Gay Bisexual Transgender Queer Intersex Asexual Resource Center; Women's Resource and Research Center; Educational Opportunity Program; Student Recruitment and Retention Services; Transfer, Reentry and Veteran Center; Center for Chicana and Latinx Academic Student Success; Center for African Diaspora Student Success, Services for International Students and Scholars; Student Housing; Asian American Studies Department; African American and African Studies; Department of Chicana and Chicano Studies; Native American Studies Department; Middle East/South Asia Studies; the four undergraduate Colleges Deans' offices; Graduate Studies; School of Law; School of Medicine; Betty Irene Moore School of Nursing; School of Veterinary Medicine; 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.

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 program's internship 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

Goals of the Postdoctoral Training Program

Goal #1: Commitment to mentoring and the practitioner-scholar model

The training staff believes that mentor relationships are essential methods to transmit knowledge and appropriate professional, ethical behavior. Thus, the training staff emphasizes the development of supportive, challenging collegial relationships with their Residents. In addition, the Residency emphasizes training in the area of applied practice. Our model stresses the development of knowledge, skills and attitudes that encourage a scientific approach to practice.

Goal #2: Commitment to developing a broad range of competencies

The training year is designed to offer supervised experiences to Residents who wish to develop and enhance competencies in providing the varied services offered through a university counseling center. These services include assessment, psycho-diagnostics, individual and group counseling, crisis intervention, consultation, outreach and program development. The core of the Residency is intensive supervision in short-term psychotherapy.

Goal #3: Commitment to training Residents to provide services to a diverse clientele

Integral to the functioning of a psychologist is the ability to understand and competently provide clinical and counseling services to a pluralistic clientele. This function is particularly relevant in the state of California where the changing demographics bring a richness of diversity in our student population. Our program aims to weave training in cultural competence into all training experiences. The goals of diversity training emphasize, but are not limited to improving ethnic and cultural sensitivity, increasing awareness of students' multiple identities (e.g. gender identity, sexual orientation, physical ability status, non-traditional student age, veteran status), and developing competence in multicultural counseling. Intermittent all-staff CEU trainings, monthly staff diversity dialogues, weekly postdoctoral training seminars, weekly supervision and daily interactions with a diverse staff, and the richness of the diverse client population provide numerous opportunities for Residents to examine their own reactions to differences and the effects of their own

backgrounds or privilege on their attitudes, biases and behaviors when providing services to students.

Goal #4: Commitment to facilitating personal growth and professional identity

The Residency is viewed as a period of deepening the integration of academic learning and applied experiences that occurred during internship. 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 that this is a developmental process with individual variability and therefore work to provide support and meet each Resident's needs as he/she progresses through this process.

Goal #5: Commitment to flexibility in developing each Resident's training program

The Residency program provides a series of structured activities that take into account the needs, interests and backgrounds of each individual Resident. Residents select their objectives and areas of emphasis to meet their own goals. Individualized plans are established in consultation with the Coordinator of Postdoctoral Training. Plans are reviewed and revised as necessary on a quarterly basis. The primary supervisors, Postdoctoral Coordinator, and Director of Training meet regularly to discuss aspects of each Resident's specific program as well as aspects of the Residency program generally.

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, Residents are encouraged to explore historical influences and personal data that may affect subsequent clinical practice. Our staff use a consultative model of supervision and supervisors may consult with one another about trainees when relevant. The training program functions in a manner consistent with the American Psychological Association's Ethical Standard 7.04 (Student Disclosure of Personal Information), as contained in the Revised Ethical Principles of Psychologists and Code of Conduct (APA 2017).

UC Davis SHCS Values Statement Addressing Diversity

Respect for diversity and for values different from one's own is a central value of counseling psychology training programs. The valuing of diversity is also consistent with the profession of psychology as mandated by the APA's Ethical Principles and Code of Conduct (revised 2017) and as discussed in the Guidelines and Principles of Programs in Professional Psychology (APA, 2005). More recently there has been a call for counseling psychologists to actively work and advocate for social justice and prevent further oppression in society.

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 than them as well

as acceptance of others. We recognize that no individual is completely free from all forms of bias and prejudice and acknowledge that SHCS will evidence a range of attitudes, beliefs, and behaviors.

Expectations of Trainers and Trainees

Trainers and trainees:

- ✓ Agree to work together to create a training environment that is characterized by respect, safety, and trust and are expected to be supportive of all individuals
- ✓ Are committed the social values of respect for diversity, inclusion, and equity
- ✓ Are committed to 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 regardless of their beliefs, attitudes, and values

Expectations Specific to Trainers

Trainers agree to:

- ✓ Engage trainees in a manner that is inclusive and respectful of their multiple cultural identities
- ✓ Examine their own biases and prejudices in the course of their interactions with trainees as a way to model and facilitate this process for their trainees (can include discussions about personal life experiences, attitudes, beliefs, opinions, feelings, and personal histories)
- ✓ Assume that no one is free from biases and prejudices and will remain open to appropriate challenges from trainees to their held biases and prejudices
- ✓ Be committed to lifelong learning relative to multicultural competence
- ✓ Examine and engage in exploration of multiple intersecting identities as they relate to nuances of power and privilege within the supervisory relationship.

Expectations Specific to Trainees

Trainees agree to:

- ✓ Engage in self-reflection and introspection of attitudes, beliefs, opinions, feelings, personal history
- ✓ Examine and attempt to resolve any of the above to eliminate potential negative impact on their 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. 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.

Components and Sequence of Training Program

A. Elements of the postdoctoral training program:

Supervisory 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 Residents over the course of the training year.

In addition to the experiences described below, in which all postdoctoral Residents participate, there is an individualized aspect of the training. The Residents program planning begins during the selection process when applicants describe their goals for training. Once an offer has been made and accepted, the Coordinator of Postdoctoral Training has a number of additional contacts with each future Resident. During this time initial goals are explored more fully, tentative plans are made, and schedules are set for the fall quarter. The process of self-evaluation and program planning continues during the orientation period as Residents are asked to identify their skill levels and to articulate objectives and individual areas of interest, which are then developed into the final fall plan. Each subsequent quarter, each Resident meets with the Postdoctoral Coordinator who provides guidelines for development of the upcoming quarter's schedule.

B. A description of the 7 components of the postdoctoral training program:

Note: Subsequent to the COVID-19 pandemic and necessary precautions to protect public health, some of what follows describing the program may be adjusted and delivered through remote means. Appropriate training in telemental health services and supervision, as well as tech support for providing the services, is provided to all Residents. Currently SHCS is providing counseling and consultation services through a hybrid model with both in-person and remote services being offered. All Residents have private offices on-campus for their use when in-person. For more information about UC Davis' measures to ensure the health and safety of all our campus members, please see our website at [Campus Ready](#).

1. **Orientation.** The postdoctoral training year begins the first week of August. This training is designed to familiarize incoming Residents with SHCS' operation and facilitate their transition to the University of California, Davis community. Residents attend several orientation sessions which cover the SHCS Counseling Services' clinical, administrative and personnel policies and procedures. Residents are familiarized with the essential aspects of the Counseling Services' Clinical Plan that includes assessment, crisis intervention, hospitalization, brief therapy and clinical consultation and outreach. Residents learn about other campus agencies including the Student Academic Success Center, Internship and Career Center, Cross-Cultural Center, LGBTQIA+ Resource Center, Student Recruitment and Retention Center, and Women's Research and Resource Center. Residents meet with the Management Team, Counseling Services' program coordinators and the postdoctoral training staff, who are the postdoctoral Residents' potential supervisors. A service plan and schedule are developed in consultation with the Coordinator of Postdoctoral Training.

2. Postdoctoral Retreats. At the conclusion of orientation, Residents and the postdoctoral coordinator have a one-day retreat. The purpose of this meeting is to promote group cohesion, provide follow-up and review of orientation experiences, develop personal goals and finalize each Residents contract. This is followed by a half-day mid-year retreat before the winter break to review progress and refine goals. And finally, near the end of the training year there is a final one-day retreat with a primary goal of reviewing the contributions the program has made to each Resident's personal and professional development and each Resident's contributions to the program.

3. Consultation.

a) Group Supervision/Peer Psychological Consultation Team. SHCS postdoctoral residents and pre-doctoral psychology interns meet in mixed teams for weekly group consultation meetings led by senior professional staff. Residents prepare and present case consultations and are encouraged to provide feedback to fellow trainees about case conceptualization, intervention and management.

b) Psychiatric Consultation. SHCS psychiatrists are available to discuss issues of psychiatric case management, differential diagnosis and medication on an as needed basis.

c) Professional Interactions. One of the particular strengths of our training program is the availability of staff members for consultation. Staff members are available as needed for consultation about particularly difficult cases/crisis situations when the primary supervisor, Coordinator of Postdoctoral Training, Clinical Director and Director of Training are not available. Residents are encouraged to seek out staff members who have expertise in treating particular disorders/problems that are relevant to their caseloads. The essence of staff collaboration is evident in the collegial interactions and mentorship provided by the training staff.

d) Eating Disorder Management Team (EDMT). The multi-disciplinary EDMT consists of the Eating Disorder Coordinator from Counseling Services, the Eating Disorder Focus Area Resident and Intern, 2-4 physicians and nurse practitioners, and 1-2 registered dietitians. Other Residents are invited to attend the EDMT when they have an eating-disordered client case which requires consultation with the team.

4. Supervision. Residents receive two hours individual clinical supervision per week. Each Resident also receives an additional hour of individual supervision in their chosen focus area. While California's Board of Psychology has recently passed legislation to allow all supervision to be provided through secure remote means, in order to satisfy other states' supervision requirements which may require in-person supervision, at least 1 hour per week of individual supervision and 1 hour of group supervisions are provided face-to-face in-person.

5. Training Seminar. The Residents meet in a weekly 2-hour postdoctoral training seminar. The seminar is a core training experience and reflects the primary objectives of the postdoctoral program. The purpose of the seminar is two-fold: 1) To provide advanced training in selected areas of clinical practice; 2) To provide education and exposure to other aspects of psychology practice such as consulting, alternative careers, service to the profession, business management and agency management.

6. Team Meeting. The Residents and the Coordinator of Postdoctoral Training meet weekly for one hour to provide a forum for collegial support, discussion of training/professional identity issues, and to address any workload/organizational issues that come up through the year.

7. **Supervised Experiences.** Residents gain experience in a wide variety of activities including the following:

Experiences for ALL Postdoctoral Residents

a) Individual Counseling and Psychotherapy. Residents primarily provide short-term, individual personal counseling. They provide approximately 14 follow-up clinical hours per week, depending on their individual contracts (approximately 40% of their contract). Clients typically receive about 3 to 5 sessions, approx. 20% can be carried to 10 sessions and one client can be seen on a longer-term basis. By virtue of the makeup the UC Davis student population, each Resident's clinical caseload is ethnically and culturally diverse.

b) Group Counseling and Psychotherapy. SHCS offers a variety of groups, including Undergraduate Process Groups, and specific population groups such as: Eating Disorders, Graduate Students, LGBTQIA+, Men, Women, and Grief Groups. Some groups run for the entire year and Residents co-lead for the life of the group, while other groups are short-term, structured groups and workshop series. For those who seek a group experience, every effort is made to have Residents lead or co-lead a counseling group.

c) Initial Assessment, Triage, Crisis Intervention: SHCS' first contact systems provide Residents the opportunity to perform initial assessments, crisis intervention and brief triage appointments. Residents identify client concerns, assess level of functioning, diagnose disorders, and determine the appropriateness of agency services. After orientation, Residents provide scheduled initial consultations (intake appointments) and drop-in urgent care services with licensed staff available for back-up and consultation. Drop-in services are generally provided at the Acute Care department of the Student Health and Wellness Center, the main health facility for students on campus. Residents contract for approximately five first contact hours per week (12.5% of their training contract). If there is a specific clinical focus area that the Resident is pursuing, then one of the intakes is organized to coincide with this area (e.g., one intake per week is reserved for student athletes for the Resident in the Sport Psychology area).

d) Consultation and Programming: SHCS staff provides psychological consultation and programming services to the University community. Opportunities exist for experience in presenting programs to the campus community and Residents are expected to offer at least 6 programs during the year. There are a number of campus units that welcome training and consultation from SHCS. Residents may also collaborate in establishing liaison relationships with other campus offices, depending on their interests. The liaison relationships become the foundation for consultation and outreach programs.

e) Trainee Special Project Guidelines (TSP): The TSP hours are intended to provide trainees with the opportunity to reach a supervised hour total of 2,000 hours. In addition to the 40 contracted hours, the TSP is 3-4 hours per week that are devoted to working on a project to further their professional/career goals. These hours are included in the quarterly plan and approved by the Training Coordinator at the start of each new quarter. This project is intended to further Residents' professional development during the training year. As these hours are in addition to your 40 hours, they can be completed off-site if needed. While many Residents focus on studying for the licensing exams or job hunting as part of their TSP hours, Residents may do a joint or individual research project if desired. The goal of the TSP is to help the residents 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.

f) Mentoring Program. During the training year, each Resident is matched with one of

the predoctoral psychology Interns here at SHCS's APA-accredited internship program to spend one planned hour per month in mentoring activity. When possible, in the first half of the year they are matched with the Intern who shares the same special interest area, and then midway through the year, matched with a different Intern. During Orientation, Residents have a seminar in which they read and discuss relevant literature on peer mentoring, and then practice applying this knowledge as they support the Interns in their professional development.

Optional Activities:

a. Committee Service

Residents will have the opportunity to serve on one of the standing CS committees: Quality Assurance, Clinical Operations, Cross Cultural, Staff Wellness. On these committees they will work alongside senior staff members to address operational concerns of the service and participate in the activities involved in running a large university counseling center.

b. Couples Therapy

Residents, depending on prior experience and interest in providing couples therapy, and current availability of couple clients and qualified supervisors, may have the opportunity to further develop their skills and expertise in providing short-term couples therapy to students and their partners.

c. Supervision and Training

Residents may have the opportunity to provide training and/or supervision in several ways: 1) Co-lead one of the counseling groups with a pre-doctoral psychology intern; 2) Facilitate an intern seminar with one of the licensed staff; 3) Develop a special project with a training component that is then presented or provided to staff and trainees. The Coordinator of Postdoctoral Training, the Training Director and the Resident's supervisors provide ongoing consultation about supervision issues.

d. Psychological Testing. Residents' skills in the administration and interpretation of psychological tests can be enhanced during the training year. Although SHCS does not provide extensive testing opportunities, Residents can gain experience in personality inventories, projectives, intelligence tests, and measures of interests and values frequently used in career counseling. The individual supervisors are available for consultation regarding psychological testing.

e. Development of Research. Although this is not an expected experience of the postdoctoral year, a Resident may work with a staff member to develop and conduct an individual research project during the training year. This project may be submitted for publication and/or presentation at the American Psychological Association Convention.

C. Descriptions of the Focus Area Experiences

Depending on a postdoctoral Resident's areas of interest, previous experiences, training goals, and SHCS' needs, and in consultation with the Coordinator of Postdoctoral Training, a Resident will work in one of the areas listed below as their Focus Area for their

postdoctoral year. The postdoctoral year will be focused on one of these areas, with approximately 10-15% of the time worked at SHCS focused on enhancing and developing skills within this area, depending on the area and Counseling Services' current needs. Each area has 4 hours of program/prep time set aside each week and a percentage of weekly clinical responsibilities also devoted to the area. There are currently 5 Focus Areas with clinical focus on specific individuals, populations or disorders. The remaining Focus Area is intended to be General Clinical in nature, though in recent years it has offered opportunities to assist with the Intern Training Program through providing training seminars and working closely with the Training Director during the Intern Recruitment and Selection Process (i.e., the Internship Match). **Note: the following descriptions are approximate. Exact responsibilities/activities/hours may change in response to agency and Resident needs.**

1. Sport Psychology Focus Area: (APPA CAS WebAdMIT name: UCD SHCS Sport)

This area provides a Resident with an opportunity to work with student-athletes, coaches, and athletic department staff through 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). Counseling with athletes will assist, educate, and support student-athletes to enhance positive performance within and outside of their given sport. A Resident will interact with the Intercollegiate Athletic Department and with various campus resources associated with Intercollegiate Athletics. A Resident whose focus is the Sport Psychology program receives weekly supervision to discuss organizational and clinical issues in working with student-athletes. The Resident may also have the opportunity to mentor a pre-doctoral intern within the Sport Psychology program area.

Responsibilities (hours per week indicated in parenthesis):

- Dedicate 35% of individual clinical appts to counseling student-athletes (5 hours per week)
- Dedicate one intake hour a week to student-athletes (1 hour per week)
- Co-lead 1-2 Sport Psychology groups (e.g., HEAL for Athletes, SHAPE, Leadership) (2-4 hours per week)
- Attend 5-6 Weekly meetings Fall and Winter quarters with the Director of Sports Psychology
- Maintain contact with training room staff and student trainers
- Recommend areas for group development
- Add contributions to the Sport Psychology group notebook
- Develop a relationship with ICA coaches and staff (3 hours per week)
 - Include time in the contract to network with ICA staff
 - Identify and work with 1-3 teams
 - Develop your areas of interest
 - Develop your areas of limited competence/comfort
- Develop presentations to ICA coaches and student-athletes (as needed)
- Monitor/Record hours of time spent with ICA issues
- Make suggestions for psychology Residency development opportunities
- Complete a 1 Year Review of time spent with ICA issues

Additional Opportunities

Contribute to the Sport Consulting & Psychological Counseling Newsletter
 Research within an area(s) of interest and/or UCD ICA program development

Teach Life Skills courses

Provide classroom presentations in PE 8 Life Skills, or Sport Psychology courses

2. Eating Disorder Focus Area: (APPA CAS WebAdMIT name: UCS SHCS ED)

This area provides a Resident with specific training and experience in individual and group therapy; consultation; and community programming in the area of eating disorders. The treatment approach at SHCS for Eating Disorders is a multi-disciplinary team approach (the APA recommended approach for treating eating disorders) and involves collaboration on the Eating Disorder Management Team (EDMT). The EDTM is comprised of 2-4 medical physicians from Student Health Services, 2 Registered Dietitians, a psychiatrist, and 3 therapists from Counseling Services (the Eating Disorder Coordinator; the post-doctoral Resident and the pre-doctoral intern who are specializing in eating disorders).

For direct clinical experiences, the Resident working in this interest area will facilitate at least one counseling group in the eating disorders treatment area (SHCS typically offers both a DBT-informed skills training group focused on body image and a process-oriented group in this area), and will devote 50% of their clinical caseload to seeing eating disordered clients, as well as have one of their intakes reserved for students with eating disorder/body image concerns. Committee work and collaboration with other campus entities may include working with The Body Project campus student group, attendance and participation on the eating disorders management team (EDMT) at the Student Health and Wellness Center (SHWC), and participation in the Yolo County Eating Disorders Network by attending monthly meetings. Programming and outreach are done throughout the year and the Resident may provide consultation to the health advocates and peer counselors in athletics at the SHWC, as well as pre-planned consultations and presentations for the Women's Research and Resource Center.

In the past the Resident has had key involvement in developing and implementing programs for Celebrate Your Body Week on campus (which has been suspended during the pandemic response, TBD in the coming year.) There is the opportunity to co-teach the Eating Disorder Seminar for pre-doctoral interns, in addition to guest-lecturing in the pre-doctoral Assessment Seminar on various Eating Disorder assessments. The Resident will receive supervision from the Eating Disorder Program Coordinator. Other training experiences will be provided throughout the year, and may include attendance at a local training conference provided by a local outpatient eating disorder program.

Responsibilities (hours per week indicated in parentheses):

- Eating Disorders Management Team (Multi-disciplinary consultation meeting) (1)
- Providing clinical services: intake, group & 7 individual appts. on average (10-12)
- Seminar lectures for pre-doctoral interns (1- Fall quarter only)
- Program development/case management (3)
- Outreach & Consultation responsibilities (1-2 each month)

3. Campus Outreach Focus Area: (APPA CAS WebAdMIT name: UCD SHCS CO)

This interest area is designed to offer supervised experiences to Residents who wish to develop and enhance their skills in developing and delivering programmatic and clinical services to one or more campus communities that have been historically underrepresented and/or marginalized on college campuses. All SHCS Residents carry a multicultural caseload, by virtue of the fact that UC Davis has a very diverse student population, but the Resident working in the Campus Outreach (CO) Focus Area will gain more in-depth experience in providing culturally sensitive and responsive services to a particular population of the Resident's choice. The Resident will be asked to identify in their application material the campus population(s) they wish to work with, based on the Resident's interest as well prior experience, education and/or training. See our Community Advising Network webpage for a listing of the campus units SHCS already closely partners with in delivering student services.

<https://shcs.ucdavis.edu/services/can>

The CO Resident will work the SHCS Director of Multicultural Services and/or a delegated supervisor who specializes in their area to create and provide a combination of activities designed to expand the Resident's skills and serve the needs of students. This combination may include a needs assessment; relationship-building with the particular community; outreach programming; drop-in, support, or therapy groups; providing individual therapy to members of the community; and providing consultation to student groups and faculty/staff on student mental health needs. The Resident may also provide consultation and education to the SHCS staff and undergraduate peer educators as appropriate. Given that some campus student groups meet in the evenings or have weekend retreats, there may be occasional evening and/or weekend work hours required in this focus area. The Resident's schedule at SHCS will flex as needed.

Responsibilities (possible hours per week indicated in parentheses):

Duties in this area will vary depending on the program designed by the Resident.

Typically, it may include:

- Consultation with campus staff and faculty who serve this area (.5-1)
- Provide drop-in consultation/relationship-building activities for students (1-2)
- Co-lead a support or therapy group for the community (2)
- Provide intake appointments reserved for members of this community, and follow-up appointments as appropriate (4-5)
- Develop and provide outreach programming (1-3).

4. Working with AB540/Undocumented Students at UC Davis Focus Area (APPA CAS WebAdMIT: UCD SHCS UNDOC)

UC Davis is proud to have resources dedicated to supporting AB540/Undocumented Students and their families as they pursue their education on our campus. The Resident working in this focus area will meet with the Coordinator of Postdoctoral Training and their Focus Area supervisor to create and provide a combination of activities designed to expand the Resident's skills and to serve the needs of the students on our campus who fall under the umbrella of the California state AB540 designation and/or are undocumented. These activities may include a needs assessment; relationship-building with the particular community; outreach programming; drop-in, support, or therapy groups; providing individual therapy to members of the community; and providing

consultation to student groups and faculty/staff on student mental health needs. The Resident may also provide consultation and education to the SHCS staff and undergraduate peer educators as appropriate. Given that some campus student groups meet in the evenings or have weekend retreats, there may be evening and/or weekend work hours required in this focus area a few times per month. The Resident's schedule at SHCS will flex as needed.

Responsibilities (hours per week indicated in parentheses):

Duties in this area will vary depending on the program designed by the Resident.

Typically, it may include:

- Consultation with campus staff and faculty who serve this area (.5-1)
- Provide drop-in consultation/relationship-building activities for students (e.g., Coffee Talks, Mellow Monday arts and crafts for stress reduction) (1-2)
- Co-lead a support or therapy group for the community (2)
- Provide intake appointments reserved for members of this community, and follow-up appointments as appropriate (4-5)
- Develop and provide outreach programming (1-3).

5. General Clinical Residency With or Without a Focus on Training: (APPA CAS WebAdMIT name: UCD SHCS GC)

This focus area is designed to offer supervised experiences to Residents who wish to develop and enhance their skills in the broad areas of service commonly offered by psychologists working within university counseling centers. These services include clinical assessment, crisis intervention, psychodiagnostics, individual and group counseling and psychotherapy, undergraduate or graduate student career counseling, consultation, program development, and research. The core of this Residency opportunity is intensive supervision in short-term psychotherapy.

General Clinical Residency Without a Training Focus. A General Clinical Resident may contract for a slightly larger clinical caseload than the other Residents in their training cohort, with the opportunity to see a few student clients for more sessions than the typical brief model offered by Counseling Services. A Resident in the General Clinical focus area can choose to devote their clinical time to primarily individual sessions, or can diversify and choose to run a second therapy or psychoeducation group.

Responsibilities (hours per week indicated in parentheses):

- Co-lead an additional therapy group (2)
- Carry a few clients longer than the typical brief model (2-3)
- Develop and facilitate an outreach or psychoeducation group to meet the needs of students with a particular clinical presentation (1-3).

General Clinical Residency With a Training Focus The General Clinical Resident with a Training focus will work with the SHCS Training Director to create and facilitate a seminar, or series of seminars, for the postdoctoral interns at our center. The Resident in this area also works closely with the Training Director to assist during the Internship application screening, interviewing, and Match-ranking process. Due to the nature of the Internship Selection process, hours per week in this focus area are quite variable across the year, but outside of the selection process period (November-February), the hours and

responsibilities in the focus area will be very similar to those of a General Clinical Resident without a Training Focus (above).

6. Working with Veterinary Medicine Students (APPA CAS WebAdMIT name: UCD SHCS VETMED)

SHCS is excited to be partnering with the UCD School of Veterinary Medicine to create a new Focus Area position within the Postdoctoral Residency program. In recognition of the high incidence of mental health concerns among practicing veterinarians, the School of Veterinary Medicine is funding this position to address the need for psychologists who are trained in the unique challenges faced by members of their field. This position will differ slightly from the other Focus Areas, in that the Resident in this area will provide the bulk of their clinical services to students pursuing their Doctor of Veterinary Medicine (DVM) degree. The Resident will receive their supervision from licensed SHCS psychologists currently embedded in the UCD School of Veterinary Medicine, with particular attention to specialized topics such as ethical practice within small communities and supporting students as they encounter the topic of animal euthanasia.

Given that the UCD School of Veterinary Medicine is frequently ranked the top school in its field nationally and internationally, the Resident will also gain in-depth experience in helping students cope with concerns that are common across many highly competitive academic environments. These include coping with Imposter Syndrome, perfectionism, anxiety, depression, eating disorder concerns, and substance use concerns. With more and more universities moving to embed psychological services within professional schools, this new position will not only prepare the Resident to provide competent clinical services to the broader veterinary medicine community, but also position the Resident for employment after licensure in an embedded position within other professional schools such as nursing, medicine, dentistry, and law.

To ensure that the Resident receives a well-rounded experience, in addition to serving DVM students they will staff some shifts in the Acute Care Department at the Student Health and Wellness Center, providing drop-in crisis intervention/triage care to the general UCD student population. The Resident will also participate in the same seminars, group supervision meetings and staff meetings as other Residents in their cohort, to allow for additional exposure to general university counseling center work.

Responsibilities (hours per week indicated in parentheses):

Duties in this area will be determined in consultation with the clinical supervisor working at the School of Veterinary Medicine, and the Coordinator of Postdoctoral Training. It is expected they will include:

- Consultation with campus staff and faculty who serve this area (1)
- Co-lead a support or therapy group for the community (2)
- Provide intake appointments for Veterinary Medicine students (4-5)
and follow-up appointments as appropriate (14-15)
- Develop and provide outreach programming (2-3).

D. Evaluation of Postdoctoral Psychology Residents

Formal evaluations are provided in written and oral formats and provided by the Residents' individual Clinical supervisors and by their Focus Area supervisors at 3, 6 and 12 months. The supervisors may also contact other staff who have been involved in the Resident's training (e.g., seminar leaders, outreach co- presenters) to gain a broad picture of the Resident'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 Resident's staff co-facilitators or group supervisors. The formal evaluation process considers both the Resident's objectives and goals as well gives feedback in areas that reflect domains of professional competence. The broad competency areas included in the clinical evaluations are:

- ☐ Ethical and Legal Matters
- ☐ Working with Individual and Cultural Diversity
- ☐ Professional Values, Attitudes and Behaviors
- ☐ Communication and Interpersonal Skills
- ☐ Assessment Skills
- ☐ Intervention Skills
- ☐ Consultation, Outreach and Interdisciplinary Skills
- ☐ Supervision

Focus Area evaluations also address knowledge, skills, and behaviors utilized in each area. At the end of the first two evaluation periods, 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, formative feedback is given prior to a formal evaluation period. The Coordinator of Postdoctoral Training receives copies of all evaluation forms and monitors each Resident's progress.

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

Note: The first day of the postdoctoral training year, all Residents are provided a copy of "Due Process In Action: The Identification and Management of Trainee Problems/Grievances", a document which outlines our policies and procedures for addressing and managing trainee problems and concerns.

