



COUNSELING & PSYCHOLOGICAL SERVICES (C&PS)
POSTDOCTORAL FELLOWSHIP IN CLINICAL PSYCHOLOGY

2019-2020



**POSTDOCTORAL FELLOWSHIP IN CLINICAL PSYCHOLOGY
TRAINING BROCHURE**

Table of Contents

| | |
|---|----|
| Welcome | 3 |
| Introduction | 4 |
| Diversity & Nondiscrimination Policy | 6 |
| | |
| Training Program | 7 |
| Counseling & Psychological Services Mission | 7 |
| Training Philosophy | 7 |
| Training Aims | 8 |
| Accreditation | 9 |
| Fellow Selection Process, Academic Preparation, and Stipend | 10 |
| Application Procedure | 11 |
| | |
| Training Activities | 13 |
| Clinical Service | 14 |
| Initial Clinical Contact/Walk-in Appointments | 14 |
| Individual and Couples Psychotherapy | 15 |
| Case Management | 15 |
| Group Psychotherapy | 15 |
| Sports Psychology | 15 |
| Crisis Intervention | 15 |
| Substance Abuse Evaluation and Treatment | 16 |
| Eating Disorder Treatment Team | 16 |
| Administration of Psychometric Measures | 16 |
| Consultation | 16 |
| Outreach and Consultation | 16 |
| Outreach Programming | 16 |
| Program Administration and Evaluation | 17 |
| Training and Supervision | 17 |
| Supervisee Responsibilities | 17 |
| Supervisor Responsibilities | 19 |
| Individual Supervision | 20 |
| Group Supervision | 20 |
| Case Consultation Seminar | 20 |
| Psychiatric Consultation Supervision | 21 |
| Didactic Trainings | 21 |

Dear Prospective Postdoctoral Fellow:

Welcome to Fairfield University's Counseling & Psychological Services! We are excited to have you as a member of our team and look forward to working with you during your postdoctoral fellowship training year. We have a wealth of training experiences for you throughout the year that will assist you in honing your clinical skills as a college mental health center counselor, developing your emerging professional identity as an independent psychologist, and in facilitating your professional growth and development. These include providing individual and group counseling as well as affording outreach and consultation to the campus community. You will also have the opportunity to engage in crisis management, receive individual and group supervision, didactic seminars, and program evaluation.

The following brochure outlines the goals, expectations, policies, and clinical training activities for postdoctoral fellows at Counseling & Psychological Services. We hope this brochure will provide you with a sense as to the role within Counseling & Psychological Services, along with answering questions about policies/procedures of our agency that you might have for us.

The Counseling & Psychological Services clinical training program was developed over fifteen years ago, and since that time we have trained individuals from Columbia University, New York University, the University of Hartford, and Fairfield University. We designed our training program to be consistent with the Standards of Accreditation for Health Service Psychology outlined by the APA. This ensures that you receive high quality, generalized training in health service psychology. We recognize that both in Connecticut and in the NYC metropolitan area, there is a dearth of training opportunities for doctoral students to complete their postdoctoral fellowship at a university counseling center. We look forward to commence our fellowship program in the Fall 2020!

Our overall hope is that you experience the maximum benefits of the training that is offered at Counseling & Psychological Services, and that we have a productive and positive year.

Sincerely,

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INTRODUCTION

History of Fairfield University:

Fairfield University is a comprehensive Jesuit institution that prepares students for leadership and service in a constantly changing world. Founded in 1942 after the purchase of the adjoining estates of Jennings and Lashar off North Benson Road in Fairfield, the University has grown from an initial class of 303 undergraduate male students admitted to the College of Arts and Sciences in 1947 into a coeducational university of more than 5,000 undergraduate and graduate students. Along the way, the University has awarded more than 45,000 degrees since 1951, and has developed a reputation for educational excellence both regionally and nationally.

Accreditation

Fairfield University is fully accredited by the New England Association of Schools and Colleges (NEASC), which accredits schools and colleges in the 6 New England states. Founded in 1885, the NEASC has been working to establish and maintain high standards for all levels of education longer than any other accreditation agency in the United States. A globally recognized standard of excellence, NEASC accreditation attests to a school's high quality and integrity.

Fairfield University Mission Statement:

Fairfield University, founded by the Society of Jesus, is a coeducational institution of higher learning whose primary objectives are to develop the creative intellectual potential of its students and to foster in them ethical and religious values and a sense of social responsibility. Jesuit Education, which began in 1547, is committed today to the service of faith, of which the promotion of justice is an absolute requirement.



Fairfield is Catholic in both tradition and spirit. It celebrates the God-given dignity of every human person. As a Catholic university it welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth and freedom, and it values the diversity which their membership brings to the university community.

Fairfield educates its students through a variety of scholarly and professional disciplines. All of its schools share a liberal and humanistic perspective and a commitment to excellence. Fairfield encourages a respect for all the disciplines – their similarities, their differences, and their interrelationships. In particular, in its undergraduate schools it provides all students with a broadly based general education curriculum with a special emphasis on the traditional humanities as a complement to the more specialized preparation in disciplines and professions provided by the major programs. Fairfield is also committed to the needs of society for liberally educated professionals. It meets the needs of its students to assume positions in this society through its undergraduate and graduate professional schools and programs.

A Fairfield education is a liberal education, characterized by its breadth and depth. It offers opportunities for individual and common reflection, and it provides training in such essential

human skills as analysis, synthesis, and communication. The liberally educated person is able to assimilate and organize facts, to evaluate knowledge, to identify issues, to use appropriate methods of reasoning and to convey conclusions persuasively in written and spoken word. Equally essential to liberal education is the development of the esthetic dimension of human nature, the power to imagine, to intuit, to create, and to appreciate. In its fullest sense liberal education initiates students at a mature level into their culture, its past, its present and its future.

Fairfield recognizes that learning is a life-long process and sees the education which it provides as the foundation upon which its students may continue to build within their chosen areas of scholarly study or professional development. It also seeks to foster in its students a continuing intellectual curiosity and a desire for self-education which will extend to the broad range of areas to which they have been introduced in their studies.

As a community of scholars, Fairfield gladly joins in the broader task of expanding human knowledge and deepening human understanding, and to this end it encourages and supports the scholarly research and artistic production of its faculty and students.

Fairfield has a further obligation to the wider community of which it is a part, to share with its neighbors its resources and its special expertise for the betterment of the community as a whole. Faculty and students are encouraged to participate in the larger community through service and academic activities. But most of all, Fairfield serves the wider community by educating its students to be socially aware and morally responsible persons.

Fairfield University values each of its students as an individual with unique abilities and potentials, and it respects the personal and academic freedom of all its members. At the same time it seeks to develop a greater sense of community within itself, a sense that all of its members belong to and are involved in the University, sharing common goals and a common commitment to truth and justice, and manifesting in their lives the common concern for others which is the obligation of all educated, mature human beings.*

**History of Fairfield and the Mission Statement adapted from the Fairfield University website*

DIVERSITY & NON-DISCRIMINATION POLICY

As a Jesuit and Catholic institution, Fairfield University strives to be a diverse learning community of culturally conscious individuals. The Fairfield community seeks to create an environment that fosters a deep understanding of cultural and human diversity. This diversity enriches its members, both as individuals and as a community committed to social justice. In concert with Fairfield University's commitment to diversity and social justice, the Postdoctoral Fellowship Program strongly values diversity and is committed to supporting an educational community that is inclusive, diverse and equitable. We embrace these values as being critical to an individual's development, learning, and success. Counseling & Psychological Services' policies, procedures, activities, relationships, and interactions with each other and individuals and groups in the campus community are consistent with these values. As a staff, we are committed to celebrating the diversity that gender, gender identity, gender expression, race, ethnicity, culture, sexual orientation, age, religious orientation, social class, appearance, abilities, and other differences bring. Furthermore, we are committed to confronting prejudice, discrimination and oppression through our commitment of social justice and advocacy. The University similarly is committed to supporting and promoting respect for diversity and preventing any discrimination towards students, faculty or staff, as demonstrated in the official non-discrimination policy provided by the Office of Human Resources at Fairfield University:

It is the policy and practice of Fairfield University to provide equal opportunity in employment for all qualified persons, to prohibit discrimination because of race, sex, sexual orientation, color, marital status, veteran status, religion, age, disability (physical, emotional, or mental), national origin or ancestry, and to promote the full realization of equal employment opportunity through a positive, continuing program in each division or department of the University.

THE POSTDOCTORAL FELLOWSHIP TRAINING PROGRAM AT FAIRFIELD UNIVERSITY

Fairfield University Counseling & Psychological Services is charged with delivering quality mental health services to full-time undergraduate students. We also provide graduate students a single session in order to triage and refer to a counselor in the community. In addition to short-term individual psychotherapy, the department also provides group counseling; crisis management; mental health screenings; consultation to faculty, staff and parents; referral coordination; psycho-educational programming; and training to residence life staff and student leaders. Within the department is a Collegiate Recovery Program for students in recovery from alcohol and addiction.

COUNSELING & PSYCHOLOGICAL SERVICES MISSION

The general mission of the Counseling & Psychological Services is to facilitate each student's fulfillment of his/her fullest potential. Mindful of the Jesuit tradition which emphasizes respect for the individual both as a unique person and as a member of the university community, Counseling & Psychological Services commits to the following goals:

1. The provision of services of superior quality to students who may be experiencing psychological, emotional or behavioral difficulties.
2. The provision of programming addressing the developmental needs of students to benefit from the academic and social environment of the university community.
3. The provision of consultation to faculty members, administrators and/or other university staff persons concerning the psychological health needs of students.
4. The provision of consultative services to the university community at large to maximize the potential of the university environment as beneficial to the intellectual, spiritual, physical, and social development of students while respecting and supporting cultural pluralism.
5. The maintenance of appropriate knowledge of legal, ethical, developmental and clinical issues and standards as applied to a university mental health setting.
6. The maintenance of professional standards of practice consistent with those set forth by the American Psychological Association, the International Association of Counseling Services, and the ethical and professional codes of the individual clinician's discipline, as well as those specified by the appropriate licensing board in the state of Connecticut.

TRAINING PHILOSOPHY

C&PS has established a Supervisee Training Philosophy and several specific Statements of Responsibilities for both supervisors and supervisees, which are in accordance with departmental policies, ethical principles and guidelines, and applicable law. Fellows are encouraged to participate in all activities of the center which exposes them to modeling of professional values including respect for diversity, concern for ethics, and the importance of continued growth and professional development. The primary goal of our fellowship program is to facilitate the personal and professional growth of strong *scientist-practitioner* clinicians proficient at providing ethical and multiculturally competent services of a psychologist at a university setting. It is the goal of the training year to facilitate the fellow's ability to function competently and independently as a

psychologist. To achieve this goal, we provide closely supervised experience in a college counseling center setting consistent with APA profession-wide competencies for psychologists.

Our training program advances a focus on a trainee-oriented philosophy that is respectful of diversity and is committed to the development of the fellow as an integrated individual. The training staff believes that support of supervisees' personal and professional growth is integral to all parts of the training experience. Because of this emphasis on individual trainees' growth, the program may look slightly different for every fellow, as the needs and goals of each fellow will be incorporated into the content and structure of the training year. At C&PS supervisees are seen as important members of the professional team. They actively participate in many aspects of C&PS and assume major roles in the delivery of services. On site trainees are not only benefitted by the supervision and training they receive, but C&PS firmly believes that the rest of the supervisory staff and department are benefitted by the trainees. An on-site training program ensures that supervisory staff remain up-to-date with psychological research, changes to state and federal laws, and overall professional-wide competencies and best practices in order to model and instruct trainees on such matters.

The C&PS supervisory staff subscribe to a variety of theoretical models under the umbrella of affording brief individual counseling, including but not necessarily limited to Brief Psychodynamic Psychotherapy, Cognitive-Behavioral Therapy, Dialectical Behavior Therapy, Motivational Interviewing, Solution Focused approaches, and Interpersonal Therapy. The training staff focuses on three broad areas of responsibility: supervision and instruction, support of the postdoctoral fellow's personal and professional growth, and evaluation of competencies.

Fellows will have their regular schedule for being on site approved by their supervisor. Fellows will participate in all areas of service delivery including but not limited to individual and group counseling, outreach/programming, consultation, supervision, and crisis intervention during regular business hours. In addition, fellows will attend weekly group supervision/consultation and weekly staff meetings. Fellows will meet weekly with their primary supervisor for two hours of individual supervision, as well as attend at least two hours of additional training activities (e.g., group supervision, case consultation, psychiatric consultation, journal club, in-services). As part of the training program at Fairfield University, fellows may at times be encouraged to video tape individual sessions after they received consent from the client or to observe their supervisors during triage and intakes. The need for and frequency of videotaping or observation of sessions will be determined by the primary supervisor of the fellow.

TRAINING AIMS

In accordance with the above mentioned goals and mission of C&PS, the postdoctoral fellowship training program has adopted the following Aims that are designed to facilitate and support the growth and development of fellows into license-eligible, independent clinical psychologists capable of performing proficiently and to the highest professional standard:

1. Refinement of core clinical and counseling skills,
2. Further development of self-knowledge and professional attitudes and behaviors,
3. Development and promotion of competence in individual and cultural diversity.

This is accomplished through focus on the following 9 specific competency areas:

1. **Intervention:** Demonstrates appropriate knowledge, skills, and attitudes in the selection, implementation, and evaluation of interventions that are based on the best scientific research evidence; respectful of clients' values/preferences; and relevant expert guidance.
2. **Assessment:** Demonstrates appropriate knowledge, skills, and attitudes in the selection, administration, and interpretation of assessments consistent with the best scientific research evidence and relevant expert guidance.
3. **Ethical and legal standards:** Demonstrates appropriate ethical and legal knowledge, skills, and attitudes in all professional roles.
4. **Individual and cultural diversity:** Demonstrates appropriate knowledge, skills, and attitudes about cultural and individual differences in all professional roles.
5. **Research:** Demonstrates appropriate knowledge, skills, and attitudes to produce and disseminate scientific research and to make appropriate use of scientific methods and findings in all professional roles.
6. **Professional values and attitudes:** Demonstrates character and engages in behaviors that reflect the values and attitudes of the psychology profession, in all professional roles.
7. **Communication and interpersonal skills:** Demonstrates ability to communicate effectively, to interact appropriately, and to develop meaningful and helpful relationships in all professional roles.
8. **Consultation and inter-professional/interdisciplinary skills:** Demonstrates appropriate knowledge, skills, and attitudes regarding inter-professional and interdisciplinary collaboration in relevant professional roles.
9. **Supervision:** Demonstrates appropriate knowledge, skills, and attitudes regarding the instruction and oversight of trainees and other professionals.

Development of the above competencies is specifically addressed by training in the skill areas located under Clinical Services section (see below).

ACCREDITATION

Fairfield University's Counseling & Psychological Services maintains "Full Accreditation" status by the International Association of Counseling Services, Inc. (IACS). IACS is the accreditation body for counseling centers both nationally and internationally. As an accrediting body, IACS' primary objectives are to encourage and aid counseling services throughout the United States and internationally to meet high standards of professional performance and conduct, to inform the public about those which are competent and reliable, and to foster professional cooperation and communication among counseling services operating in a variety of settings. Thus, the department meets the high professional standards and guidelines as defined by IACS.

More information regarding IACS standards and the accreditation process can be found on their website at <http://iacsinc.org/home.html>.

Currently we are a *non-member* of the Association of Psychology Postdoctoral and Internship Centers (APPIC), although we do follow the APPIC Postdoctoral Selection Guidelines (<https://www.appic.org/Postdocs/Postdoctoral-Selection/Postdoctoral-Selection-Guidelines>), and our postdoctoral fellowship training program strives to meet the APPIC Postdoctoral Membership Criteria whenever possible (<https://www.appic.org/About-APPIC/APPIC-Policies/Postdoc>).

The fellowship program is *not* currently accredited by the American Psychological Association (APA).

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and
Accreditation American Psychological
Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979 / E-mail:
apaaccred@apa.org
Web: www.apa.org/ed/accreditation

FELLOW SELECTION PROCESS, ACADEMIC PREPARATION, & STIPEND

Fairfield University Postdoctoral Fellowship in Clinical Psychology currently offers one full-time position. The training program strives to develop a holistic picture of each applicant and the potential fit between the training program and an applicant's experience, goals, and interests. However, applicants with the following qualifications are strongly preferred:

MINIMAL ELIGIBILITY AND QUALIFICATIONS

Eligible applicants for the postdoctoral fellowship will have met the following required qualifications, with preference being given to applicants who also meet the preferred qualifications:

Required Qualifications

1. Earned a doctoral degree (Ph.D. or Psy.D.) from a regionally or APA-accredited Counseling or Clinical psychology program.
2. Completion of a full-time doctoral psychology internship that included counseling/psychotherapy as a main component of the training program.
3. Prior experience working with developmental issues of late adolescence, college students, and with diverse populations.

Preferred Qualifications

1. Completion of a doctoral degree and predoctoral internship from APA-accredited institutions.
2. Completion of doctoral psychology internship at a university counseling center.

3. Prior experience working with “high-risk” clients (e.g., emotional dysregulation, suicidality, substance use, self-harm)

Stipend and Resources

Fairfield University Postdoctoral Fellowship Program offers one full-time 12-month fellow position (approximately 2,000 hours). The stipend for the 2019-20 training year is \$50,000, and the training year runs from August 13, 2019 through August 12, 2020 (start and end dates can be flexible if applicant’s internship experience prohibits an August 13th start). Stipend includes the following:

- Employer-subsidized health insurance, including options for medical, dental, and vision coverage
- Sick Leave
- Holidays recognized by the University
- Time off to attend professional conferences
- Free parking

Each fellow is provided an office equipped with telephone and computer with a web camera for videotaping and observation. Fellows have clerical support from the operational assistants for counseling services and support developing outreach programming from student employees and peer educators. All assessment instruments and necessary training materials are provided and additional materials necessary for outreach programming or other projects can be purchased with C&PS funding with approval of the Director of Counseling & Psychological Services.

APPLICATION PROCEDURES

Please submit a cover letter and *curriculum vitae* to the Director of Training, Mark Celano, Ph.D. via email: mcelano@fairfield.edu. Please note: three letters of reference will be requested if granted an interview, including at least two from current or former clinical supervisors who can speak to your clinical abilities (at least one of whom is located at your current internship training site).

Application materials should be received no later than **Tuesday, January 15, 2019**.

Application Instructions Specific to C&PS

C&PS requests all of the aforementioned information for the purpose of processing your application for fellowship. This information is kept confidential and is not provided to anyone without your prior written consent. Responses to all items are required to have your application considered complete. Failure to complete any items will mean your application is not complete and it will not be considered by the C&PS Postdoctoral Fellowship Selection Committee.

Fellow Selection Process

Completed applications arriving by the deadline are carefully reviewed for degree of fit with our postdoctoral fellowship training program. Applicants being given serious consideration are contacted no later 1/25/19.

Postdoctoral fellow selection is based on a combination of the following factors:

- Fulfillment of minimum eligibility and qualifications for candidates.
- Degree of fit between applicant's stated goals for training with the C&PS training mission/goals/philosophy.
- Degree of support for candidate qualifications and fit with postdoctoral training program from recommendation letters.
- Demonstrated clinical acumen based on the interview.
- Previous university counseling center experience.
- Knowledge of the research and theoretical underpinnings of counseling center practices.
- Demonstrated sensitivity during interview to the unique needs of multicultural populations.

Consistent with the American Psychological Association's aspiration that "*psychology training programs strive to ensure that psychology trainees demonstrate acceptable levels of knowledge, skills, and awareness to work effectively with diverse individuals**," one of the core goals of the training program is the development of respect and understanding of all types of human diversity. This competency requires a strong awareness of oneself as a cultural being. The training program strives to create and sustain a safe and supportive environment that facilitates the development of the fellow's professional identity and practice through the examination of one's own identities and related values, beliefs, and biases in relation to those we treat. Additionally, the staff from counseling services actively advocates for policies and procedures that advance an inclusive and equitable environment for all the diverse members of the campus community.

* (2015). Preparing professional psychologists to serve a diverse public: a core requirement in doctoral education and training - a pedagogical statement. *Training and Education in Professional Psychology*, 9, 4, 269-270

TRAINING ACTIVITIES

The following training activities satisfy the 2,000 hour training requirement where 25% (500 hours) of your time is dedicated to direct clinical hours.

1. Within the framework of a 40 hour week, maintain a caseload of approximately 16 ongoing individual clients (as fellows will have other direct contact hours through walk-in hours and providing group therapy). Of note, during the first of week of training, fellows will be asked to observe several initial appointments conducted by licensed clinical staff to obtain exposure to a variety of clinical styles and to learn procedures specific to this counseling center. Once approved to begin seeing clients independently, fellows should frequently consult with their supervisor regarding the number of individual sessions to schedule each week to maintain a manageable caseload.
2. The training curriculum is designed to provide the most structure during the initial phase of fellowship. As the fellow progresses through the program, he/she will gain more autonomy while still receiving *up to* four hours of weekly supervision. Weekly supervision is divided into 1-2 hours of individual supervision (depending on need and anticipated state of licensure), and two hours of other learning activities (e.g., group supervision, case consultation, didactics, psychiatric consultation).
3. The fellow will gain experience with urgent care visits through once a week walk-in hours, allowing the fellow to develop or further hone the clinical skills needed to effectively triage new clients and determine the most appropriate level of care. In addition, postdoctoral fellows will join full-time staff in a rotation of after-hours on-call services and will respond to calls (typically by phone and rarely in-person) concerning emergent needs, such as suicidality, homicidality, acute emotionality, or other safety issues warranting diagnosis and assessment from C&PS staff. Supervisory staff will serve as backups to postdoctoral fellows for consultation when needed.
4. At the end of the triage sessions, fellows will (sometimes in consultation with their supervisors) recommend whether the student would benefit from individual therapy, group therapy, or psychiatric services. Following the initial contact, the fellow will conduct a full biopsychosocial diagnostic assessment where they will begin to formulate rule out diagnoses.
5. Co-facilitate a structured or process group with supervisor, staff member, or predoctoral intern (2 hr/wk).
6. Present two formal case presentations that include diagnostic impressions, theoretical conceptualization, challenges, treatment plan, and course of treatment. Fellows will collaborate with their supervisors regarding the case conceptualization and format of the presentation.
7. Campus outreach projects. Postdoctoral fellows will be expected to join full time clinical staff in outreach efforts to the wider university community. Fellows will assist with at least one larger outreach event (e.g., Suicide Awareness Day) and will lead at least three smaller outreach events during the postdoctoral training year.

9. Attend a variety of other departmental learning activities, including a weekly case consultation meeting, psychiatric consultation, and periodic didactic seminars and in-services hosted by C&PS staff and occasionally outside presenters. The content of seminars will be determined by a combination of departmental needs and expertise, as well as area of growth for the fellow.

Below you will find an outline of a typical work week for an Fellow at C&PS. Hours are subject to change depending on the week.

| Training Activity | Hours Per Week |
|--------------------------------------|-----------------------|
| Individual Therapy | 18 |
| Group Therapy | 2 |
| Walk-In/Crisis Intervention | 2 |
| Individual Supervision | 2 |
| Other Learning Activities | 2 |
| Notes/Reports | 5 |
| Case Management/Consultation | 3 |
| Community Outreach | 3 |
| Program Evaluation/Quality Assurance | 1 |
| Staff Meetings/University Committees | 2 |
| Total Number of Hours: | 40 |

CLINICAL SERVICES

Initial Clinical Contact/Walk in Appointments:

Fellows will have time slotted in their schedules (approximately 3 hours per week) to meet with students who present without an appointment. If the student presenting has never been in treatment at C&PS before, they will be deemed an “Initial Client Contact,” and the appropriate document will be completed. The corresponding template is to be used for documenting the contact. If the contact is an emergency, the “Crisis Intervention” template should be used for documentation.

All new clients will undergo an initial assessment to determine their presenting issue and apply appropriate treatment interventions. This meeting may include scheduling ongoing counseling sessions, referral to an outside agency, referral to the Health Center, or simply providing information. At the initial counseling session, the policies and procedures of C&PS will be reviewed, along with limitations to confidentiality. The student will fill out an online CCAPS/SDS form, which requires approval prior to meeting the student. All completed mental health assessment instruments should be scanned into the client’s records in Titanium. The originals should be shredded. The fellow will review the CCAPS before the appointment, paying particular attention to the critical items reflecting danger to self or others. If critical items are endorsed, the fellow will consult with supervisor or other available licensed staff prior to meeting with the student.

Once the clinician has conducted the session and it is determined that the C&PS can provide assistance, he or she will schedule that student with him/herself. If the fellow’s caseload is full

and the fellow cannot take on any additional students, the fellow will inform his or her supervisor to aid in a referral. It is always best to communicate first before scheduling the client with another clinician.

Individual and Couples Psychotherapy:

Training in the provision of individual psychotherapy is the primary emphasis of the fellowship program. C&PS strives to help undergraduate students explore and learn different ways of coping with stressful situations, identify and resolve interpersonal conflicts, obtain support during difficult life events, develop and enhance academic performance, and improve personal relationships through more effective communication. Opportunities to provide couples counseling may present during the training year. Fellows will gain experience with a variety of psychological disorders requiring different interventions. C&PS typically utilizes brief models of treatment, though trainees are able to conduct longer-term treatment with clients as well. The client caseload is in the range of 16-18 individual client hours per week.

Case Management:

In addition to short-term and long-term psychotherapy skills, fellows will have the opportunity to develop case management skills essential to practice in a college counseling context. Case management may include follow up appointments with students initially presenting in crisis, with a structured focus on safety planning, application of coping skills and connection to other resources. Case management also involves fellows' effective management of their caseload in a small but busy counseling center. Fellows will learn to distinguish between short-term, long-term, and group therapy dispositions for cases and build skills in communicating with clients about treatment plans, referrals and termination.

Group Psychotherapy:

Counseling & Psychological Services offers a variety of group programs each year. Fellows will develop, recruit, screen, and lead groups, most often with another staff member or predoctoral intern. The fellow is encouraged to obtain experience in co-leading process groups which foster interpersonal growth, the resolution of emotional issues, and/or deal with skill attainment. Groups may be time-unlimited interpersonal groups or structured and time-limited psychoeducational groups. Topics in this area include: LGBTQIA issues, eating-related issues, women's/men's issues, stress reduction, grief, etc.

Sports Psychology:

If desired fellows may have the opportunity to collaborate with Fairfield University's sports psychologist and maintain weekly office hours within the Athletic Department to meet the needs of our student-athletes. In addition to providing mental skills training, fellows will learn about the mental health needs of student-athletes on college campuses and how to best assist them as they navigate their college experiences. Typical issues include sports performance enhancement, depression, anxiety, self-esteem, eating disorders, self-harm, and return-to-play following a sports related injury.

Crisis Intervention:

The purpose of crisis intervention is to assess risk and help the student through the crisis - not necessarily to gather information as in initial clinical assessment. If the student presents with imminent risk, the fellow will immediately contact his or her supervisor or available licensed staff. Any emergency counseling appointment should be documented using the "Crisis

Intervention” note and template in Titanium, and should be completed the same day as the appointment but no later than 24 hours after seeing the client. Crisis intervention appointments may or may not lead to additional counseling appointments. However, any client seen for an emergency should be scheduled for at least one follow-up appointment. It is important to note that fellows should also coordinate and work with their supervisor for crisis management cases.

In addition to crisis intervention during normal hours of operation, C&PS is available for immediate crisis intervention for Fairfield University students during evenings and weekends via on-call services. After a short period of training, postdoctoral fellows will join the on-call rotation of full-time clinicians. Fellows will receive training as to the nature of anticipated calls and the protocol and best practices for responding. When fellows receive an after-hours call that they do not feel comfortable managing on their own, they will be encouraged to call their back up for consultation. We feel strongly that including the fellow in this on-call rotation is a positive training experience for the fellow and necessary for assisting that person build more competence and autonomy in this area of work.

Substance Abuse Assessment & Treatment:

Fellows will have the opportunity to observe mandated substance abuse assessments by the Dean of Students Office by a licensed mental health professional. After the fellow has observed a sufficient number of substance abuse assessments, the fellow will have the opportunity to conduct assessments while being observed by a licensed member of the C&PS staff. In addition to conducting the mandated substance abuse assessments, fellows can participate in the orientation for first-year students, which includes presentations about substance abuse, healthy choices, and campus resources. Fellows will also have the ability to co-facilitate groups for students who reside in one of two Recovery Houses. Our recovery program includes support groups, meetings, dinners, and organized activities such as attendance at sporting and campus events, rock climbing trips, and other fun outings. Housing is not a requirement to participate in the Recovery Program, but students may find it to be extremely valuable in supporting their recovery.

Eating Disorder Treatment Team:

Clients that meet criteria for an eating disorder according to DSM 5 criteria, and who have had a “wellness check” at the Health Center are referred to the Eating Disorders Treatment Team (consisting of the Director of C&PS, the Director of the Health Center, Nurse Practitioners, and C&PS clinical staff). The Eating Disorders Treatment Team meets twice per month to review cases. The team’s goal is to facilitate a collaborative approach to the individual’s physical and emotional wellbeing and determine the appropriate level of care.

Administration of Psychometric Measures:

Opportunities exist for fellows to administer psychometric measures to select clients. While C&PS does not engage in extensive testing, testing is deemed useful for clients who present with special problems, symptoms, or concerns. Psychometric instruments are used to augment the clinician’s diagnostic assessment of the client’s presenting symptoms. Emphasis is placed on the therapeutic use of the testing instruments and an assessment experience that emphasizes a collaborative process between client and assessor.

Consultation:

Fellows will have the opportunity to provide consultation to staff, faculty, and students on a range of topics. Consultation can focus on assessment of the needs of a student and/or support for the consultee in best supporting the student. Also included might be general psychoeducation for individuals or groups on campus to support effective intervention with students in distress. Fellows will also have the opportunity to present on areas of expertise to Student Affairs colleagues and other faculty and staff. Consultation with family members and outside providers is also often an important element of psychotherapy or case management with clients.

COMMUNITY OUTREACH

Community wellness is a core value of the Counseling & Psychological Services and is an important skill for psychologists working on a college campus.

Fellows will be expected to conduct a minimum of two to three outreach programs per semester. At the beginning of the year, fellows participate in C&PS training for Resident Assistants and workshops for New Student Orientation. Over the course of the year, fellows will be expected to assist in one larger outreach event (e.g., Suicide Prevention Awareness Day, Opioid Overdose Awareness Day) along with other staff members and also to initiate, coordinate, and run several smaller outreach projects with other campus partners. The focus of such projects will depend on campus need and the expertise/interest of the fellow.

Program Administration and Evaluation:

Fellows will have extensive opportunities to engage in training administration activities. Fellows will have the opportunity to participate in quality assurance, chart review, and satisfaction planning. Additionally, fellows will be part of the fellow selection committee and participate on campus wide committees. Fellows will have the opportunity to evaluate and help to improve elements of the training program as well as other programs and systems on campus. Fellows will also learn skills in evaluating their own community-based programming.

TRAINING & SUPERVISION

Supervision, didactic seminars, and other informal training experiences are integral aspects to the training of postdoctoral fellows. Close and intensive supervision with ongoing evaluation and feedback are seen as the backbone of the training experience. We believe that in preparing to be professional psychologists, fellows should systematically increase their ability and skill in providing a range of interventions to clients presenting with a variety of concerns. This goal is pursued through collaborative work with clinically skilled staff and intensively supervised clinical practice. Video recording of sessions is encouraged (and may be required) and case notes are routinely reviewed and co-signed to ensure that feedback is timely, specific, and detailed.

Supervisee Responsibilities

The goal of the training program is to provide the site, resources, and supervision to assist the supervisee to continue their professional development. In order to accomplish this goal, the supervisee has certain responsibilities:

1. To communicate their understandings of departmental policies and procedures, ethical practice adherence, and knowledge of relevant law in the provision of services and other activities within the placement.
2. To review with the student that therapy may be video or audio recorded, or observed live, for the purpose of training and supervision. This process better enables the supervisor to monitor and oversee the quality of counseling provided by the center. These tapes may be heard or viewed only by staff at Counseling & Psychological Services and by clinical supervisors at the university where the supervisee is pursuing his/her degree. The recordings are treated confidentially and reviewed by licensed clinicians. All recordings are deleted after use. Supervisee will address any concerns with the student about video or audio recording, and reinforce that the student has the freedom to rescind recording at any time.
3. To most effectively utilize supervisory time, the supervisee is expected to be fully prepared, including complete documentation beforehand of all service activities provided since the most recent supervision meeting. It is the supervisee's responsibility to provide to his or her supervisor by email the initials of the students to discuss and cue up the portion of the web video (this should be completed 48 hours before supervision).
4. To practice in a professional manner consistent with the guidelines and requirement of their supervisors, departmental policies, professional organization guidelines, academic program guidelines, and law. To keep an ongoing log of all activities for supervision review as per requirements of one's program.
5. To be on time and available for clinical duties and to take all responsibility with professionalism.
6. To ensure that one's a schedule conforms to that of Fairfield University's academic schedule rather than that of one's own institution.
7. To obtain permission of the supervisor in advance and securing coverage for clients if planning to be absent. Securing coverage includes making sure clients in crisis have access to another counselor that day and rescheduling clients when possible. Clients and supervisors should also be informed of a planned absence and the absence should be documented in Titanium.
8. To inform the Director of Training if there is an unplanned absence due to illness so that the clients may be rescheduled for the day.
9. To maintain all records in a timely and professional manner.
10. To consult with one's supervisor in a timely manner if a situation arises that is beyond one's skill and knowledge to handle, especially if the situation involves a risk to the client or another party. If the supervisor is not available, the student should seek assistance from other licensed staff. If and when those are not available, the student should seek help from the C&PS Director.
11. To practice within the ethical guidelines of the American Psychological Association (APA) and Connecticut State law as a framework for one's work with clients.
12. To meet all the requirements outlined for the supervisee as well as any additional requirements specified by one's supervisor or academic fellowship supervisor.
13. To keep regular scheduled hours with their clients during the operating hours of C&PS and entering all activities into the electronic medical records (Titanium) appropriately.
14. To provide feedback as to the performance of their supervisor(s), with respect to their respective fulfillment of their duties and obligations to the supervisee in the provision of the training placement.

Supervisees are responsible for maintaining case files in accordance with C&PS policies. All clinically related notes are to be entered into C&PS's electronic medical records system, Titanium. After writing any notes in Titanium, supervisees must electronically forward their notes to their supervisor for review and signature. No confidential information should be saved on the hard drive or any other media (e.g., flash drives) without supervisor approval. Additionally, no paper records are to be kept, all notes and confidential documents are to be shredded.

The following paperwork should be included in each case file:

1. Signed Informed Consent Form in Web Intake
2. Signed consent to be treated by supervisee student and record sessions
3. Initial Client Contact Note
4. Intake
5. Progress Notes for each client contact completed
6. Termination summary
7. Other communications (e.g., health center referral, release of records, emails, calls, consulting, case management etc.)

Supervisor Responsibilities

The goal of supervision is to help the supervisee deliver effective and ethical service to clients and to foster their development as clinicians and emerging professionals. Thus, the supervisor should ensure the following:

1. To create an environment that facilitates the supervisee's learning and development.
2. To provide supervisee's a copy of this document for collaborative review
3. To construct expectations as to supervisee's client case-load, group work, case notes, case presentations, departmental committees and relationship with the supervisor.
4. Provide the supervisee with information that is relevant, useful, and timely (e.g. by reviewing submitted session notes within one business day), as well as specific feedback regarding how the supervisee is progressing in a timely and appropriate fashion. To raise any issues of concern or point that needs clarification in the notes during supervision sessions.
5. To encourage knowledge and valuation of diversity within the University, the Division of Student Life, our clinic, and the surrounding community via informing supervisees of the availability of departments and programs devoted to inclusion, pluralism, and fairness.
6. To provide clear and specific feedback to the supervisee on an ongoing basis concerning the quality of their work as compared to that expected of a supervisee at that level. In addition, provide the supervisee with a formal evaluation three times throughout the training year, with the criteria to be evaluated communicated to the fellow in advance.
7. Respect the supervisee's individuality and do not attempt to make the supervisee a "carbon copy" of the supervisor. Encourage the supervisee to express their opinions, ask questions, and express disagreement.
8. Be consistent in attendance and maintain full attention during supervision times. Reschedule missed supervision time or find an appropriate backup supervisor when absent. Provide supervisee with relevant information and resources to provide effective treatment to clients.
9. Model open and direct communication in dealing with issues with a supervisee and seek to create an atmosphere of care and support even when giving critical feedback.

10. Monitor the supervisee's fulfillment of requirements and ensure all fellowship requirements are completed, according to the forms and other documentation provided by supervisees.
11. Avoid dual relationships that have potential for harm to the supervisee and maintain an awareness of the power differential that exists in the supervisory relationship and do not exploit this power for personal gain.
12. Adhere to, as well as expect the supervisee to adhere to, the norms of professional conduct outlined in the professional code of ethics and the licensure code of the student's professional discipline.
13. Be cognizant of the supervisee's training needs and assist the supervisee to obtain training opportunities that foster the student's development and serve as a resource for encouragement and advice to help the student gain confidence and skills to face new challenges.
14. Afford responsive and timely communication and feedback to the C&PS Director as needed, including but not limited to bi-weekly Supervisors' meetings.
15. The Supervisor will maintain documentation of each case discussed in supervision.
16. Provide backup and support during a supervisee's work with clients in crisis. Treat the situation as a training opportunity and debrief the supervisee afterward*

*Adopted and expanded upon: "Expectations and Responsibilities of the Supervisor," Ann Q. Holzer, Ph.D. and Kathy Kerr-Smith, Ph.D. California School of Professional Psychology, 1985.

Individual Supervision

Each fellow will receive 1-2 hours of individual supervision each week from licensed clinical psychologists on staff and which will focus on individual clinical work and general professional development. Supervision encourages the development of critical thinking skills to determine the most appropriate therapeutic modality and orientation to apply to each individual client. Fellows will increase in their ability to track the effectiveness of their interventions. Supervision will assist fellows in developing the skills necessary to use themselves as an important instrument of change in the counseling relationship. Fellows will be encouraged to focus on their personal growth and increasing self-awareness. Fellows are expected to be prepared to present and discuss video recordings of therapy sessions during supervision. Supervisors may change throughout the training year at predetermined times to expose fellows to a wider breath of supervisory styles and clinical orientations.

Group Supervision

Bi-monthly group supervision occurs with the licensed clinical psychologist on staff. Fellows are expected to be prepared at group supervision with a case to present to receive feedback from a collaborative team perspective. In addition to presenting cases, group supervision will assist fellows in developing the skills necessary to use themselves as an important instrument of change in the counseling relationship. Fellows will be encouraged to focus on their personal growth, increase self-awareness, and provide support to one another as they navigate the end of their doctoral training.

Supervision-of-Supervision

The supervision-of-supervision group meeting is designed to develop fellows into competent supervisors. Initially the supervision meetings will focus on enhancing an understanding of the theoretical underpinnings of psychological supervision. Fellows are encouraged to engage in self-reflection within the group meeting on their development as supervisors. This supervision

is led by a licensed psychologist on staff who will facilitate development, growth, and applied understanding of supervision.

Case Consultation Supervision

The one hour weekly case conference within the clinical team meeting is designed to complement the fellow's individual supervision, by providing group supervision of counseling and psychotherapy, fostering a dialogue about professional growth and interpersonal and professional relationships.

Psychiatric Consultation Supervision:

Fellows will have the opportunity to consult once/week for 30-minutes with the psychiatric provider at C&PS. The goal of the psychiatric consultation is to promote multidisciplinary interaction, facilitate treatment planning, and gain an increased understanding of the effects of psychotropic medication for the college population. Additionally, fellows will have the opportunity to develop a greater understanding of the role of psychiatrists on college campuses.

DIDACTIC TRAININGS

The C&PS postdoctoral training staff strongly believe in the professional and ethical obligation to provide counseling services in line with best practices supported by professional agreement and scientific research. Fellows will participate in didactic trainings throughout the year along with the C&PS staff clinicians. Didactic seminars are designed to explore key theoretical, technical, ethical, multicultural, and diagnostic issues as they relate to the delivery of clinical services in a college setting. To that end, both didactic readings and case materials are used to facilitate trainees' understanding of theory and research and their applications to practice. Below you will find a selection of the didactic trainings that may be offered throughout the training year. It is important to note that not all didactic trainings are offered every year.

Multicultural Seminar:

In this seminar, fellows will increase their awareness and knowledge of diversity issues in their clinical work and their personal development. Fellows will have the opportunity to broaden their worldview through reading and case presentations. Fellows will develop a case presentation regarding a client with some aspect of diversity during the course of the year.

Professional Development Seminar:

Fellows will engage in a process of developing their identity as psychologists through this seminar. Topics will include developing a clinical specialty, job search tips, licensure, networking, etc. This meeting also allows trainees an opportunity to discuss and work on their professional development goals.

Community Action Seminar:

This seminar is designed to explore key theoretical, technical, ethical, and multicultural issues as they relate to the delivery of community-based interventions on a college campus. We evaluate community issues and projects using the principles of community psychology, social

justice, and health promotion. Trainees will also receive guidance and support in developing their community action projects in this bi-weekly seminar.

Integrated Health and Wellness Seminar:

This monthly seminar provides trainees the unique opportunity to consult with professionals from Health Services regarding conceptualization of and attention to the unique needs of students with disabilities and other complex health issues. Consultation will focus on overlapping psychological and medical diagnoses, treatment and assessment approaches, and collaborative service delivery.

Journal Club Seminar:

In an effort to promote continued professional development and the integration of current research into clinical practice, fellows will have the opportunity to participate in “Journal Club.” The “Club” meets once a month and a staff clinician or a fellow will present a current journal article relevant to the college age population. Whoever presents an article also facilitates a discussion with the attending clinicians in an effort to determine how applicable the findings in the article are to the college population.

Psychopharmacology Seminar:

In an effort to develop a stronger understanding of the adjunctive nature of psychopharmacology within therapy, fellows will have the opportunity to learn the most recent information regarding psychotropic medication and the emerging adult population.

Critical Trends in College Mental Health Seminar:

This seminar focuses on emerging trends in college mental health. Taught by the clinicians at C&PS, the seminar touches on attachment and adjusting to college, the impact of technology and the undergraduate student, and other pertinent issues that pertain to college mental health.

We at C&PS hope you found this training brochure to be informative and provided you with some information regarding the wealth of experience afforded to you as a prospective applicant. We look forward to receiving your application and answering any questions you may have.

We recognize that both in Connecticut and in the NYC metropolitan area, there is a dearth of training opportunities for individual to complete their postdoctoral fellowship a university counseling center. We look forward to commence our fellowship program in the Fall 2020!

Please feel free to contact myself, Mark Celano, Ph.D. at mcelano@fairfield.edu.

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