



**COUNSELING & PSYCHOLOGICAL SERVICES (C&PS)  
PRE-DOCTORAL INTERNSHIP TRAINING BROCHURE**

**2017-2018**



Adopted November 2016

## INTERNSHIP TRAINING BROCHURE

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Dear Prospective Pre-Doctoral Intern Candidate:

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 pre-doctoral internship training year. We have a wealth of training experiences for you throughout the year that will expose you to the various roles and responsibilities of a college counseling center psychologist and facilitate your professional growth. 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 interns 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, and the University of Hartford. We are eager to be embarking on the process to receive APA accreditation for our pre-doctoral internship program. 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 internship at a university counseling center. We look forward to commence our internship program in the Fall 2017!

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, which accredits schools and colleges in the 6 New England states. Accreditation by 1 of the 6 regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

### 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*

### **THE PRE-DOCTORAL 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 and the International Association of Counseling Services and the ethical codes of individual clinician's discipline.

### 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. Interns are encouraged to participate in all activities of the center which exposes interns 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 internship is to facilitate the personal and professional growth of strong scientist-practitioner clinicians proficient at providing ethical and multicultural competent services of a psychologist at a university setting. It is the goal of the training year to facilitate the intern'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 an intern-oriented philosophy that is respectful of diversity and is committed to the development of the intern as an integrated individual. Supervisees are important members of the professional team. They actively participate in many aspects of C&PS and assume major roles in the delivery of services. The training staff believes that support of supervisees' personal growth is integral to all parts of the training experience.

The C&PS professional staff offers a variety of theoretical models under the umbrella of affording brief individual counseling. The staff focuses on three broad areas of responsibility: supervision

and instruction, support of the intern's personal and professional growth, and evaluation of competencies.

Interns will have their regular schedule for being on site approved by their supervisor. Interns will participate in all areas of service delivery including but not limited to individual and group counseling, outreach, consultation, and crisis intervention during regular business hours. In addition, interns will attend weekly group supervision/consultation and weekly staff meetings. Interns will meet weekly with their primary supervisor for one hour of individual supervision and weekly with their secondary supervisor for one hour of supervision. As part of the training program at Fairfield University, interns are expected to video tape their individual sessions after they received consent from the client. Additionally, interns are encouraged to observe their supervisors during triage and intakes.

### TRAINING GOALS

In accordance with the above mentioned goals and mission of C&PS, the pre-doctoral training program has adopted the following goals that are designed to facilitate and support the growth of trainees to become professional clinical psychologists.

- 1) **Clinical/Supervision Competence** – Includes individual therapy, group therapy, assessment and treatment of alcohol and drug related difficulties, crisis evaluation, and case management. Includes developing the necessary knowledge, skills, and ethics required as a supervisee, evaluation of supervisees, utilizing supervision effectively to present a case during the C&PS weekly case conference, and case management.
- 2) **Outreach and Consultation** – Includes monthly community outreach initiatives, development of a community outreach doctoral project that meets the current needs of the student body, ability to provide clinical consultation to various campus departments (i.e, Health Center, Dean of Students, Athletics Department)
- 3) **Professionalism/Professional Identify** - Applying current scientific research and best practices within the therapy, utilizing clinical supervision effectively to enhance one's clinical skills and professional identity, and demonstrate scholarly inquiry.
- 4) **Ethical & Legal Practice** – Includes the development and application of the APA Ethical Principals and Code of Conduct in conjunction with the legal standards to the practice of clinical psychology.
- 5) **Individual/Cultural Diversity** – Includes an increase in self-awareness of one's own assumptions about human behavior, values, biases, preconceived notions, and personal limitations. Enhance one's understanding of specific cultural groups and the incorporation of the client's cultural influences into the therapeutic intervention. Developed increased knowledge of culturally competent intervention strategies and research.

### 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.

*For more information regarding IACS standards and the accreditation process can be found on their website (<http://iacsinc.org/home.html>)*

We plan to submit for APPIC membership during the summer of 2017 and then later for American Psychological Association (APA) accreditation. Currently, C&PS is a non-APPIC member and is not accredited by the APA. However, it is the goal of C&PS to be an APPIC member and to pursue APA accreditation shortly thereafter.

### INTERN SELECTION PROCESS, ACADEMIC PREPARATION , & STIPEND

Fairfield University Pre-Doctoral Internship in Psychology currently offers two full-time positions. All interested applicants can apply by submitting an application directly to the Director of Clinical Training.

A completed application includes:

1. A completed AAPI, the standard application for APPIC
2. A cover letter stating your goals for internship and explaining your interests in training at Fairfield University
3. A current curriculum vitae
4. Three letters of recommendation: it is preferred that at least two letters are submitted from direct supervisors of your clinical work
5. Official transcripts of all graduate work

All application materials must be submitted by **December 15, 2016** as we will begin interviews during the second and third week of January. A number of applicants will be invited for on-site interviews for the next stage of the selection process. These interviews will be conducted at the Counseling & Psychological Services, and interviewees are encouraged to be a part of this full-day interview process, as it allows the best evaluation of fit between interviewee and site.

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:

1. A minimum of 300 intervention hours prior to the application process (not including training during the year of application, though those hours are considered as well)
2. Enrollment and good standing in an APA-accredited academic program
3. Completed dissertation proposal
4. Completion of at least one year of practicum clinical training at the pre-doctoral level
5. Interest in training in a university counseling setting

**Our application deadline is December 15, 2016**  
**National Matching Services Code # 240811**

Currently we are a *non-member* of Association of Psychology Postdoctoral and Internship Centers (APPIC). However, the Counseling & Psychological Services Pre-Doctoral Internship Program participates in the National Matching Services Internship Matching Program. You must be registered for the Match in order to be eligible to match to our program. You can obtain instructions and download the Applicant Agreement required to register for the Match from the Matching Program web site at [www.natmatch.com/psychint/](http://www.natmatch.com/psychint/)

This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant. Applicants are required to follow the guidelines developed by APPIC, which may be found on the APPIC web site ([www.appic.org](http://www.appic.org)).

The internship program is *not* currently accredited by the American Psychological Association (APA). However, the program plans to submit a self-study for initial APA accreditation. While this is an important step in the process, please be advised that there is no assurance the program will successfully achieve accreditation.

*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](mailto:apaaccred@apa.org)

Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

### Stipend and Resources

Fairfield University Pre-Doctoral Internship Training Program offers two full-time 12-month intern positions (2,000 hours). The stipend for the 2017-18 training year is \$25,000, and the training year runs from August 14, 2017 through August 10, 2018. Stipend includes the following:

- Sick Leave
- Holidays recognized by the University
- Time off to attend professional conferences
- Schedule flexibility for dissertation and post-doctoral position search
- Free parking

Each intern is provided an office equipped with telephone and computer with a web camera for video taping and observation. Interns have clerical support from the operational assistant 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 center funding with approval of the Director of Counseling & Psychological Services.

### 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 Pre-Doctoral Internship Program strongly values diversity and is committed to supporting an educational community that is inclusive, diverse and equitable. At Counseling & Psychological Services, 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.*

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 intern's professional identity and practice through the examination of one's own identities and related values, beliefs, and bias in relation to those we treat. Additionally, the staff from counseling services actively advocate for policies and procedures that advance an inclusive and equitable environment for all the diverse members of the campus community.

\* Preparing Professional Psychologists to Serve a Diverse Public: A Core Requirement in Doctoral Education and Training A Pedagogical Statement. (2015). *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 interns will have other direct contact hours through walk-in hours and providing group therapy). Begin practicing independently only with approval from one's supervisor. To note, during the first couple of weeks of training, interns should observe as many initial appointments conducted by licensed clinical staff as possible to obtain exposure to a variety of clinical styles. Once approved to begin seeing clients, supervisees should frequently consult with their supervisor regarding the number of individual sessions to schedule each week to maintain a manageable caseload. Supervisors should observe supervisee's initial walk-in and intake appointments.
- 2) Co-facilitate a structured or process group with supervisor or staff member (2 hr/wk).
- 3) Present two formal case presentations. A case presentation will be provided each semester that includes diagnostic impressions, theoretical conceptualization, challenges, treatment plan, and course of treatment. The focus of the case presentation Fall semester will be a short-term case and the case presentation Spring semester will be a long-term case. Interns will collaborate with their supervisors regarding the case conceptualization and format of the presentation.
- 4) Ongoing Doctoral Project that entails providing three campus outreach programs per semester in the form of tabling, psychoeducational presentations, trainings and/or workshops.
- 5) Once during each semester a meeting will be scheduled with the Director to review and discuss the overall experience at C&PS.

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

<b>Training Activity</b>	<b>Hours Per Week</b>
Individual Therapy	16
Group Therapy	2
Walk-In/Crisis Intervention	2
Substance Abuse Evaluation	2
Individual Supervision	2
Group Supervision	1
Didactic/Case Conceptualization	2
Notes/Reports	5
Case Management/Consultation	3
Community Outreach/Doctoral Project	3
Program Evaluation/Quality Assurance	1
Staff Meetings/University Committees	2
<b>Total Number of Hours:</b>	<b>40</b>

### **CLINICAL SERVICES**

#### *Initial Clinical Contact/Walk in Appointments:*

Interns will have time slotted in their schedules (one hour 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 could 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 supervisee 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 supervisee 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 supervisee’s caseload is full and the supervisee cannot take on any additional students, the supervisee 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 internship 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. Interns 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 15-18 client hours per week.

#### Case Management:

In addition to short-term and long-term psychotherapy skills, interns 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 interns' effective management of their caseload in a small but busy counseling center. Interns 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. Interns will develop, recruit, screen, and lead groups with a licensed mental health professional. The intern 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: LGBTQ issues, eating-related issues, women's/men's issues, stress reduction, grief, etc. Interns may co-facilitate a group with a staff member.

#### Sports Psychology:

Interns will have the opportunity to collaborate with Fairfield University's sports psychologist and maintain a weekly office hours within the Athletic Department to meet the needs of our student-athletes. In addition to providing mental skills training, interns 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 supervisee 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 supervisee should also coordinate and work with their supervisor for crisis management cases.

*Substance Abuse Assessment & Treatment:*

Interns will have the opportunity to observe mandated substance abuse assessment by the Dean of Students Office by a licensed mental health professional. After the intern has observed a sufficient number of substance abuse assessments, the intern 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, interns will then participate in the orientation for first-year students, which includes presentations about substance abuse, healthy choices and campus resources. Interns will also have the ability to provide therapy 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 (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 wellness and determine the appropriate level of care.

*Administration of Psychometric Measures:*

Opportunities exist for interns to administer psychometric measures to selected clients. While the C&PS does not engage in extensive testing, testing is deemed useful for clients who present special problems, symptoms, or concerns. Psychometric instruments are used to augment the clinician’s clinical 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:*

Interns 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.

Interns 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 & DOCTORAL PROJECT**

Community wellness is a core value of the Counseling & Psychological Services and is an important skill for psychologists working on a college campus. Each intern's community-based culminates in a community action project matching a particular area of interest or expertise for the intern with an assessed need within the campus community through some type of action/intervention.

#### *Outreach Programming:*

Interns will be expected to conduct a minimum of two to three outreach programs per semester. At the beginning of the year, interns participate in C&PS training for Resident Assistants and workshops for New Student Orientation. Over the course of the year, each intern develops and conducts a Community Action Project, addressing an assessed area of need on campus that also fits with the each intern's interests and/or areas of expertise with some community-based intervention.

#### *Community Outreach Doctoral Project:*

Each intern is expected to develop a community outreach initiative that meets the needs of the Fairfield University students. Depending on the intern's initiative and interest, outreach could involve psychoeducational workshops on a particular theme or targeting a particular group, needs assessment with follow-up programming, or programs designed collaboration with other staff or student groups.

#### *Program Administration and Evaluation:*

Interns will have extensive opportunities to engage in training administration activities. Interns will have the opportunity to participate in quality assurance, chart review, and satisfaction planning. Additionally, interns will be part of the intern selection committee and participate on campus wide committees. Interns will have the opportunity to evaluate and help to improve elements of the training program as well as other programs and systems on campus. Interns 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 interns. 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, interns 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 required and case notes are routinely reviewed 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 provide all forms and documentation required for their placements by their respective programs and off-site administrators.
- 2) To maintain appropriate malpractice insurance throughout their term of placement.
- 3) 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.
- 4) 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.
- 5) 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).
- 6) 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.
- 7) To be on time and available for clinical duties and to take all responsibility with professionalism.
- 8) To ensure that one's a schedule conforms to that of Fairfield University's academic schedule rather than that of one's own institution.
- 9) 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.

- 10) To inform the Director of Clinical Training if there is an unplanned absence due to illness so that the clients may be rescheduled for the day.
- 11) To maintain all records in a timely and professional manner.
- 12) 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.
- 13) 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.
- 14) To meet all the requirements outlined for the supervisee as well as any additional requirements specified by one's supervisor or academic internship supervisor.
- 15) To keep regular schedule hours with their clients during the operating hours of C&PS and entering all activities into the electronic medical records (Titanium) appropriately.
- 16) 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 student with information that is relevant, useful, and timely (e.g. by reviewing submitted case activity/session notes within three business days), as well as specific feedback regarding how the student is progressing in a timely and appropriate fashion, particularly with respect to the supervisee's academic training program. 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 Affairs, 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 once a semester with the criteria discussed with the supervisee 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 internship 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 with the supervisee program administrators, and the C&PS Director as needed, including but not limited to bi-weekly Supervisors' meetings.
- 15) 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 intern will receive two hours of individual supervision each week from licensed clinical psychologists on staff. The two hours, focused on individual clinical work and general

professional development, are conducted by two different psychologists offering interns a breadth of perspective and mentorship. Each intern is assigned a primary supervisor and a secondary supervisor. The primary supervisor is responsible for the supervision of the majority of the intern's caseload while the secondary supervisor is responsible for the remainder of the intern's caseload. Supervision encourages the development of critical thinking skills to determine the most appropriate therapeutic modality and orientation to apply to each individual client. Interns will increase in their ability to track the effectiveness of their interventions. Supervision will assist interns in developing the skills necessary to use themselves as an important instrument of change in the counseling relationship. Interns will be encouraged to focus on their personal growth and increasing self-awareness. Interns are expected to be prepared to present and discuss video recordings of therapy sessions during supervision.

### Group Supervision

The one hour weekly group supervision occurs with the licensed clinical psychologist on staff. Interns 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 interns in developing the skills necessary to use themselves as an important instrument of change in the counseling relationship. Interns 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.

### Case Consultation Seminar

The one hour weekly case conference within the clinical team meeting is designed to complement the intern'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:

Intern will have the opportunity to consult twice a week for 30-minutes with one of two psychiatrists on staff at C&PS. The goal of the psychiatric consultation is to promote multidisciplinary interaction, facilitate treatment planning, and gain an increase understanding of the effects of psychotropic medication for the college population. Additionally, interns will have the opportunity to develop a greater understanding of the role of psychiatrists on college campuses.

## **DIDACTIC TRAININGS**

The Fairfield University pre-doctoral training program strongly believes in the application of current best practices within mental health. Interns will participate in didactic trainings throughout the year along with the C&PS staff clinicians. The didactic seminar is 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 are offered throughout the training year. It is important to note that not all didactic trainings are offered every year.

*Multicultural Seminar:*

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

*Professional Development Seminar:*

Interns 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, obtaining a post- doctoral training experience, networking, etc. This meeting also allows students 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, interns will have the opportunity to participate in "Journal Club." The "Club" meets once a month and a staff clinician or an intern 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, interns will have the opportunity to learn the most recent information regarding psychotropic medication and the emerging adult population.

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.

Additionally, we are eager to be embarking on the process to receive APA accreditation for our pre-doctoral internship program. 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 internship at a university counseling center. We look forward to commence our internship program in the Fall 2017!

Please feel free to contact myself, Dena Kedra, Ph.D at [dkedra@fairfield.edu](mailto:dkedra@fairfield.edu), or Matthew Love, Psy.D at [matthew.love@fairfield.edu](mailto:matthew.love@fairfield.edu) if you have any questions.

Sincerely,

Dena Kedra, Ph.D

*Training Director/Licensed Clinical Psychologist*

Matthew Love, Psy.D

*Mental Health Clinician*