



University of Cincinnati Counseling and Psychological Services

Clinical Fellow

Training Handbook 2025-2026

Counseling & Psychological Services
225 Calhoun Street
University of Cincinnati
Cincinnati, Ohio 45219

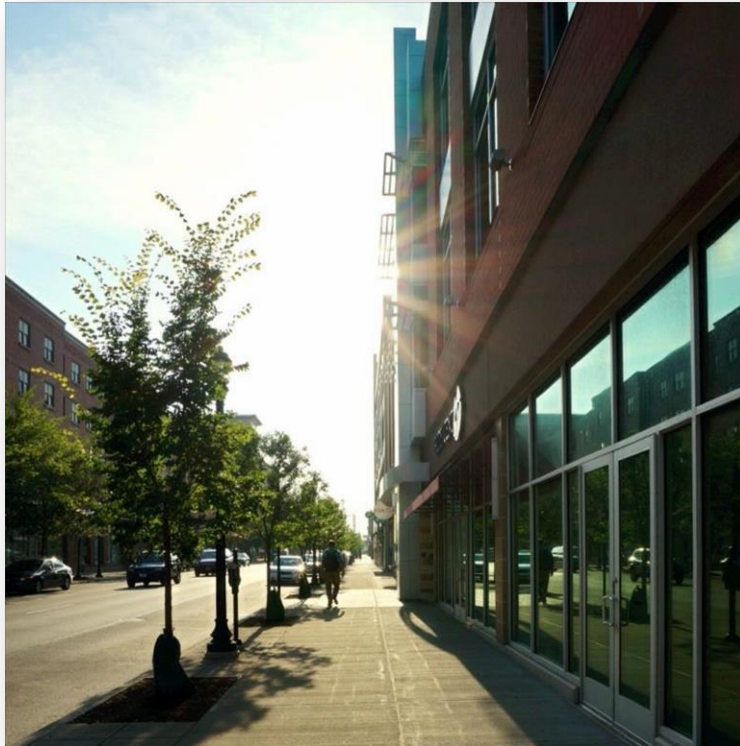
University of Cincinnati Counseling & Psychological Services

Clinical Fellowship



Hello! Thank you for your interest in the Clinical Fellowship at the University of Cincinnati's Counseling & Psychological Services! Please read through our website and if you have any questions, please contact Kea Brown, Psy.D., Training Director at brownkz@ucmail.uc.edu or 513-556-0648.





CLINICAL FELLOWSHIP

The clinical fellowship at University of Cincinnati Counseling and Psychological Services (CAPS) involves becoming a part of our energetic and collaborative team of mental health professionals and providing therapeutic support to a diverse student body. Our clinical fellowship program provides an opportunity for individuals to integrate therapeutic skills and solidify their identity as mental health professionals. Fellows will be involved in all aspects of our services, including providing individual and group counseling, crisis response services, outreach, consulting with students, parents, faculty, and staff, and building relationships with campus partners. CAPS values its fellows, welcoming them as fully functioning members of our team who enrich our center with their strengths, knowledge, and experiences.

MISSION AND VALUES OF THE COUNSELING CENTER

Mission

The mission of UC CAPS is to achieve excellence through a community-based, integrated care approach to psychological services and training that creates an optimal healthy environment for students to grow. We focus on psychological, relational, and intellectual growth, as well as students' ability to achieve wellness and academic success. CAPS encourages students to engage in relationships and experiences that add to their positive growth and promote contributions to our campus and community. We seek to support holistic well-being through psycho-education, community outreach & consultation, and direct clinical services. UC CAPS is committed to personal growth, human development, and promoting understanding and respect for individual,

cultural, and role differences.

Vision

CAPS strives to be a system that encourages emotional, psychological and relational health, and builds a responsible and compassionate community that supports the holistic development and academic success of students. As such, we have identified the following values of our center:

Values

1. Organized Teamwork: We rely on teamwork and collaboration which values diverse ideas, actively engaged communication and organized action between CAPS staff, the UC community and most importantly students
2. Care and respect in all our relationships: we value all experiences and respect and value all individuals, groups and ideas with compassion and care. We value openness, honesty, and genuine care and concern for each other
3. Student-centered: We meet students where they are and respond to their needs with open communication and respect. We encourage autonomy and informed choice
1. Community & Belonging: We contribute to a welcoming campus that values student belonging in programming, service provision, recruitment, curriculum involvement, and advocacy.
- 4.
5. High Quality Accessible Services: dedicated to reducing stigma and barriers to create high quality accessible services
6. Data-informed: we encourage innovation, creativity, and quality services that are always informed by data, research, and best practice
7. Contemplative Practice: We value presence in our work and a focus on joy, mindfulness and meaningful interaction
8. Graduate Training: CAPS is focused on contributing to quality, multi-disciplinary graduate training focused on integrative practice and inter-professional education

Commitment to Privacy and Confidentiality

CAPS is compliant with FERPA and the Ohio Revised Code (ORC) regarding our approach to confidential information. All trainees will receive training on FERPA at the start of their fellowship, and are expected to comply with the provided guidelines for handling confidential and private information. In addition to FERPA and ORC regulations, we request that fellows do not share any passwords that they may have for their computers, emails, trainings, etc., as a way to promote confidential handling of confidential and sensitive information. Fellow information, including a description of the training year and a copy of all evaluations and certificates are maintained indefinitely in a confidential file that is accessible to the Training Director, Associate Directors, and Executive Director of CAPS.

Commitment to Serving a Diverse Student Population

Continuing to develop multicultural competency is highly valued at CAPS by all staff and is at the core of our training. Knowledge and skills in issues of culturally-informed care are essential in providing competent and ethical services to our campus community. Individual and cultural diversity is a profession-wide competency identified by the American Psychological Association (APA). Skill-building in this competency area is an emphasis on our clinical fellowship program and is infused into all aspects of training. Clinical fellows will be exposed to ways in which to expand their knowledge, skills, and awareness of cultural diversity, broadly defined. Additionally,

all staff at CAPS will participate in regular discussions and trainings to demonstrate our commitment to learning and teaching in a competent manner. Supervision will provide a safe environment for clinical fellows to process reactions to and reflections of taking an ecological approach to building multicultural competency. Finally, clinical fellows will evaluate staff and the training program, in informal and formal ways, on how well we meet our training goals so we can make continual improvements to the program.

Each CAPS staff member is committed to providing services that are culturally-informed and affirming to our diverse clientele. We take a stance against discrimination and oppression in any form and we strive to create an atmosphere of openness, trust, and safety where all attitudes, beliefs, values, and behaviors can be openly shared and explored.

The UC CAPS Clinical Fellowship's commitment to serving a diverse student population is reflective of the mission of the University of Cincinnati as a whole, as reflected in the university's Notice of Non-Discrimination. An excerpt of that notice is included below:

"The University of Cincinnati does not discriminate on the basis of disability, race, color, religion, national origin, ancestry, medical condition, genetic information, marital status, sex, age, sexual orientation, veteran status or gender identity and expression in its programs and activities.

The university does not tolerate discrimination, harassment, or retaliation on these bases and takes steps to ensure that students, employees, and third parties are not subject to a hostile environment in University programs or activities."

TRAINING PHILOSOPHY AND MODEL

The clinical fellowship has its foundation in a generalist, practitioner-scholar model, which is a refinement of the traditional scientist-practitioner model and incorporates a developmental learning model. The primary mission of CAPS is direct service to the University of Cincinnati community. The fellowship is designed to maximize quality service to that community and provide a challenging and supportive learning environment for fellows. Our developmental, practitioner-scholar model views learning as cumulative and sequential with an emphasis on providing a level of support for each fellow based on his/her/their individual learning needs and style. We assist our fellows with the advancement of their clinical skills and professional identity by offering supportive collaboration, consultation, and modeling with our senior staff clinicians.

OUR CENTER

CAPS services take place at 225 Calhoun St, Suite 200, Cincinnati, OH, 45219. We are a large university counseling center with multiple offices, two group rooms, and a meditation room. Fellows have access to all of these rooms. CAPS is staffed by a multidisciplinary team of staff clinicians that come from psychology, clinical counseling, marriage and family therapy, and social work backgrounds. We have support staff team and an office manager who help us with administrative tasks and facilitate insurance and check-in duties, managing insurance, and financial matters.

RESOURCES

Clinical fellows have access to offices where they conduct individual therapy sessions. The clinical fellow office space is complete with a computer, telephone, bookshelf, desk chair, and two counseling chairs. Fellows are encouraged to personalize their office(s) with items of their choice. Each office is equipped with a computer that includes a camera to record counseling sessions. Recordings are saved to an encrypted file within our network, accessible only to fellows, their supervisors, the training director, the associate director and executive director of UC CAPS. Fellows are also provided with a unique user ID for the University of Cincinnati system, which requires that they create a password. Fellows are not to give this password out to anyone else, and it is their responsibility to keep it confidential.

Fellows have two office mailboxes, one for regular correspondence and one for confidential information. The UC CAPS mailroom also has a printer and a fax machine available for fellows to use. UC CAPS also has a refrigerator in the central break room, and fellows have access to that refrigerator and microwaves located in the central break room.. The UC CAPS file room has one large storage room for basic office supplies; the fellows have access to these materials. If fellows need supplies that are not in inventory, they can place a special order request with the Program Manager.

CAPS has purchased several books and videos for training purposes. They are kept in the trainee suite which houses offices for practicum students, and part-time counseling and social work interns. Clinical fellows may borrow these books at any time. Fellows also have access to all of the resources available to anyone who works at the University of Cincinnati, most notably, library resources and access to the extensive online journal database.

COVID-19-RELATED CHANGES

Due to the COVID-19 pandemic some elements of the fellowship will be altered so that they are consistent with university requirements for safety, as well as CAPS's prioritization of student and CAPS staff safety during this time. All of CAPS staff, as well as any individuals in training will be required to follow UC's COVID Careful guidelines for safety while on campus. The content of activities will not be altered by the pandemic, although some meetings, supervision, and client interactions can occur virtually if necessary. We will do our best to support our students, our fellows, and each other as we navigate changes amidst a pandemic. CAPS will take into account fellow development and skills, Ohio guidelines, OPA guidelines, guidelines from the University of Cincinnati, when making decisions about any changes to our programs or COVID-related policies.



OVERVIEW OF DIRECT SERVICES AND FELLOW ACTIVITIES

OVERVIEW

The interdisciplinary staff at CAPS provides fellows the opportunity to work with mental health and wellness professionals from a wide array of theoretical backgrounds and professional interests. CAPS uses a stepped care model of treatment that presents client with a variety of therapeutic support options to meet the level of their needs. This model includes, but is not limited to, access to meditation resources, participation in group therapy, and short-term individual therapy. We offer fellows opportunities to participate in all of these modalities of treatment. In addition to providing therapeutic interventions, fellows are heavily involved in professional activities and programs in the university community via outreach and liaison relationships.

RAPID ACCESS CONSULTATIONS (RACS)

RACs are intended to be a brief assessment of client risk factors as well as a short-term problem solving session in which CAPS clinicians work with clients to clarify presenting concerns and provide brief interventions. Fellows begin observing RACs during their first weeks post-orientation, and have the opportunity to both see how other staff members conduct these appointments, as well as be observed by staff members when they conduct their first RACs. After completing their observation period, fellows conduct up to 10 RACs per week.

INTAKES/INITIAL ASSESSMENTS

In cases where therapists need diagnostic clarification or more thorough history, fellows may provide thorough intakes/initial assessments prior to the start of therapy. Fellows may observe initial assessment appointments early in their fellowship year, and complete a process of observing and being observed conducting intakes prior to completing them on their own. Fellows always have senior staff members available to them for consultation during these initial assessment appointments (as well as all other appointments).

BRIEF INDIVIDUAL COUNSELING

Fellows spend majority of their time conducting individual counseling. Individual client

appointments includes RACs, ongoing individual counseling sessions, as well as all follow-up interventions, such as brief case-management appointments. CAPS follows a brief-therapy model of treatment that allows for flexibility in services including services as short as a single session, as well as ongoing therapy appointments to address short-term concerns. Although CAPS does not have a session limit for UC students, generally, individual therapy occurs with about six sessions or fewer. With consultation from their supervisors, fellows will have the opportunity to hone their initial assessment skills, their clinical decision making about a client's appropriateness for our center, and their individual therapy skills. All individual therapy is videotaped as part of the training program.

GROUP COUNSELING

Groups typically run during Fall and Spring semesters. Fellows may co-facilitate groups with other senior staff members; however, they may also have the opportunity to solo-facilitate a group. A clinical fellow may solo-facilitate a group if they 1) have previous group therapy experience, 2) have discussed this with their individual supervisor, 3) have their group and solo-facilitation plan approved by the CAPS Group coordinator.

For a current listing of groups, please use the following link: . All group therapy is videotaped as part of the training program. All group therapy facilitated without live supervision is videotaped as part of the training program.

COUNSELOR ON DUTY COVERAGE

Fellows participate in providing Counselor on Duty (CoD) coverage. CoD coverage includes providing on-call crisis care for students who walk in to CAPS during the on-call hours, as well as conducting phone consultations with students, staff, family members, etc. who call for support. All on-call coverage takes place during regular business hours, and fellows will always have senior staff members with whom they may consult during this experience. No on-call hours occur outside of business hours because CAPS contracts with an outside counseling agency to address crises that are reported during evenings, overnight, and on weekends.

OUTREACH

All fellows will conduct outreach presentations to the greater UC community as part of their fellowship program. Fellows typically participate in at least three outreach presentations each semester, along with all of the large-scale outreach activities that CAPS participates in as a whole staff. Common outreach topics have included: overview of CAPS services, stress management or identifying students in distress. Part of the clinical fellow's experience may include a rotation at a UC CAPS embedded location; and thus, may involve a liaison relationship with another part of the greater UC community. In this case, outreach may also include collaborating with those campus partners to facilitate an event.

CLINICAL SUPERVISION

A key element to training at CAPS is the supervisory process. Our staff regards supervision as a vital component in becoming a competent professional. The Training Team makes supervisory assignments. Trainees and their supervisors set specific learning goals that assist in monitoring progress. A Supervision Plan/Written Agreement includes individualized goals and is developed by the fellow and supervisor at the beginning of each supervisory rotation.

The licensed supervisor for your clinical cases is professionally and legally responsible for client

welfare. Thus, it is important that you are in regular communication with your supervisor about events occurring in a case. Supervision time is reserved each week and is regulated by the state licensing acts; you are required to have 1 hour of supervision for every 20 hours you are on-site. There may also be situations when you need to meet with your supervisor outside of your weekly meeting. Please check with your supervisor to discuss how to reach each other for these purposes. During supervision, videotapes are routinely used to view the therapy process, discuss interventions, and provide feedback. Supervision modalities vary depending on the style and orientation of the staff. Fellows are expected to be open to new ideas and new clinical behavior, all part of the learning process. Supervision will also include reflection on your own thoughts, feelings, and reactions related to your clients. Supervision can be a time to process your therapeutic relationships and also the supervisory relationship.

Individual supervision includes one hour with your individual supervisor for every 20 hours of direct clinical service provided. If a fellow facilitates a group, group supervision includes 0.5-1 hours per week with the group supervisor. In many cases, your supervisor of group therapy is also your group therapy co-facilitator.

Although you have assigned supervisors for cases, we encourage you to interact with other supervisors and staff. Working in a multidisciplinary center offers many benefits in your professional development. We hope you use your time to learn how each discipline contributes to the important functions of our growing center.

Telesupervision Policy

The training staff at University of Cincinnati Counseling and Psychological Services (CAPS) uses both in-person and telesupervision as ways to support individuals in training. Telesupervision allows individuals in training to receive supervision so that they may continue to provide high quality clinical services even when their supervisors are not present in-person. It also allows for regular professional socialization and consultation via telehealth means. In order to participate in telesupervision, all individuals in training must complete a telemental health training designated by us at CAPS and/or show evidence of having completed a previous telemental health training.

The provision of telesupervision is consistent with our training aims of facilitating growth from reliance on supervisors to a position of readiness to enter the field of psychology and provide clinical services to a diverse population of clients. Telesupervision allows our individuals in training to continue their growth and development during this time. Also, their increased familiarity with telehealth platforms increases their flexibility and competence to provide both in-person and virtual services to a diverse clientele in the future. Telementalhealth services are particularly supportive of individuals who are unable to attend traditional therapy appointments due to financial reasons (inability to take time off work), reasons related to ability status, or geographic reasons (i.e. individuals in rural areas). Because of this, telesupervision also helps to support individuals in training with their growth toward providing services to a diverse population of clients.

We view supervision as essential to the professional growth and development of all trainees and we place importance on relationship building within this process. Because CAPS is a small center, all trainees interact with all members of CAPS, including supervisors, early on throughout their orientation to our center. They also encounter multiple opportunities for informal relationship building via their mutual participation in Circle Questions, meetings, and through

staff chats via Microsoft Teams. Formally, supervisors and supervisees also solidify their relationship by beginning supervision with a discussion of supervisee goals for the year, as well as identifying areas of strength and the ways in which supervisees would like to grow. These conversations are facilitated via the completion of the Supervision Agreement and TeleSupervision Agreement, which clarify expectations and formalize goals.

Supervisors have full professional responsibility for all of their supervisees' clinical cases in this telementalhealth format. They are responsible for reviewing the TeleSupervision Agreement with their supervisees, and ensuring adherence to telementalhealth best practices. All CAPS members, including supervisees, must never discuss confidential information with their supervisors or clients without being connected to the UC Virtual Private Network (VPN), and also using our HIPAA-compliant version of Zoom available through Therapy Assistance Online (TAO). All recordings that occur within the context of clinical work must be saved to the supervisees' folder within our encrypted and secure M: drive and must not be saved anywhere else. Supervisors viewing those videos access them from the encrypted and secure M: drive, and do not save the videos anywhere else.

OTHER LEARNING ACTIVITIES:

Fellowship Project: Fellows will also have the opportunity to complete a fellowship project. This project allows fellows to exercise creativity and pursue a project in an area of interest as it relates to informing or contributing to enhancing CAPS services. This project allows fellows to exercise creativity and pursue a project in an area of interest as it relates to informing or contributing to enhancing CAPS services. Projects will be grounded in research/extant literature and will be supervised and evaluated by the fellow's direct supervisor. Refer to Appendix E for additional guidance.

Final projects may be presented to CAPS staff, in a Health and Wellness Meeting, or in a didactic seminar with other trainees. Some project examples: new clinical groups at CAPS, CAPS workshops, outreach presentations, literature review of clinical topics relevant to college mental health/counseling. The expectation of the clinical fellowship is for the fellow to complete one project/complete training year.

Staff Meetings: Fellows participate in bi-weekly staff meetings, during which time all members of UC CAPS come together to check in on how we are feeling, discuss news related to CAPS and the greater UC community, introduce and discuss new policies and procedures, discuss ways that we are collaborating with campus partners, and recognize positive actions taken by fellow CAPS members. All CAPS members, including permanent staff, training staff, and support staff are included in this meeting.

Clinical Team Meetings: Clinical team meetings occur weekly. They are a part of fellows' supervision hours, given that the content of these meetings includes presentation and discussion of complex, challenging, or high-risk cases that clinicians have encounters. In these meetings, trainees and staff members consult with each other and give feedback to each other. The entire clinical staff is broken into two separate groups to facilitate small-group discussion.

Fellow/Training Director Check-In: This meeting is discussion based, and intended to be a way that fellows have regular, formal contact with the Training Director. The content includes

exploring how fellows are feeling with their transition to UC CAPS, discussing their goals for themselves during the year, as well as progress they are making, processing challenges that arise, as well as providing space for professional development concerns or other topics that arise.

Participation in Trainings: Although most of their time is spent in clinical duties, fellows may participate in training provided by CAPS to the whole staff to aid in the honing of their skills and knowledge. These occur sporadically, and are generally center-wide trainings that trainees are welcome to attend.

Self-Care/Connection time: Fellows are provided one hour every 2 weeks to spend time together (this can include connection time with full-time psychology interns), share more of themselves with each other, and form trusting bonds with each other and support each other during this unique and intense time of training in their lives. If fellows prefer, they may spend this time separately focusing on self-care activities.

REQUIRED HOURS

The CAPS fellowship is a full-time, paid, year-long experience. Because disciplines and state laws vary, you are responsible for ascertaining the requirements of the specific states and discipline in which you wish you practice in the future, and for meeting all of those requirements. When planning your hours, it is best to plan to accumulate the majority of these clinical hours during Fall and Spring semesters, because CAPS typically sees fewer clients in the summer. Additionally, with annual August orientation, no-show appointments, semester breaks, University holidays, and vacations, it is important for fellows to accumulate their required clinical and total hours in a deliberate, planned manner.

Additionally, fellows are encouraged to check the licensure supervisory requirements of the state/province in which they plan practice. Some states require that doctoral clinical hours are completed under the supervision of someone licensed for a certain number of years. At CAPS, OH licensure requirements are prioritized; there currently is no stipulation about post-licensure years of experience for supervisors. CAPS will try to accommodate special requests for working with a particular supervisor but there are no guarantees. For more information on licensure supervisory requirements, consult with the state board for your area of discipline.

CAPS hours of operation are usually Monday to Friday 8:00am-5:00pm. However, there is a rotating late day by semester basis that will be 10:00am-7:00pm.

SAMPLE WEEKLY SCHEDULE: APPROXIMATE

** Pending supervision and space availability, clinical fellows may be required to work in a UC CAPS embedded location during their training year. In the past, fellows have worked in an embedded space 1-2 days/week; at the CAPS Calhoun location 2-3 days/week; and remotely 1 day/week (if deemed appropriate for telework).

Direct Service (65%)

- Rapid Access Consultations and Intakes (~10 hours)
- Individual Therapy Clients and Group Services (20.0 hours)

- On Call Coverage or case management (4 hours monthly, by semester rotation)
- Let's Talk (2 hours, by semester rotation)

Supervision

- Individual Supervision (2 hours)
- Clinical Team Meeting/Case Conference (1 hour)
- Group Therapy Supervision (.5-1 hour)
- Group Clinical Team (1 hour monthly)

Non-Direct Service

- Clinical Documentation, Clinical Preparation, Fellowship Project (6.5 hours)
- Staff Meeting (1 hour, bi-weekly)
- All Staff Trainings (periodically)
- Check in with Training Director (.25 hr/1 hr monthly)
- Outreach (<1 hour): approximately 3 per semester
- Lunch (5 hrs, not counted as part of fellowship)

** Approximate Total: 45 hours, with 5 hours set aside for lunch break each week

** Clinical Fellows may be required to work until 7:00 pm one evening per week during the fall and spring semesters.

SALARY AND BENEFITS

SALARY

The Clinical Fellowship is a 12-month program that receives \$19.23/hour (approximately \$40,000 if the fellow completes 52 weeks and 40 hours/wk). At UC, fellows are classified as full-time staff with the designation of clinical fellow as their professional title while working at UC.

Benefits:

- Medical health insurance
- Vacation: In addition to university holidays, fellows accrue 6.16 hours of vacation/month
- Sick Leave: Fellows accrue 10 hours/month
- 5 days Professional Development/ Negotiate leave time for dissertation work, job search and graduation
- Technologically-equipped office
- University library privileges
- *** Reduced rate for UC Metro Program (transit system):
<http://www.uc.edu/af/facilities/services/ucmetro.html>

A minimum of 5 vacation days must be used at the very end of a fellows training at UC CAPS to facilitate ease of job search and transition time.

** No vacation, holiday time, or sick leave is eligible for cash payout if unused.

*** Subject to change.

Vacation Policy, Leave, & Holidays

Vacation

You need to request vacation time in advance by sending your supervisor, the Training Director, and the Program Manager, an e-mail listing the particular dates for approval. An official request must be submitted through UCFlex (<https://www.ucflex.uc.edu>) for final approval. Once approved, you are responsible for marking yourself out in Titanium and for managing your client schedule, so that clinical needs of clients can be covered in your absence. You are required to save at least 5 vacation days to be used at the end of your fellowship experience to facilitate ease of job search and transition. For more information please visit this link: [Vacation and Accrual Schedule \(sharepoint.com\)](#).

Leave

If you are ill, you are encouraged to call off. However, it is to your advantage to work as many days as possible in order to accumulate the hours of clinical and training experience that you need for your fellowship. In the event that you are out of the office due to an unplanned need, such as illness or an emergency, it is your responsibility to call/text your supervisor and directors, as well as call and leave a message for the administrative staff (513-556-0648) before 8:00 am to inform them of your absence and ask that they inform your clients, and anyone with whom you had a meeting that day. The administrative staff will cancel your appointments for the day, so please be sure to keep your client contact information and other appointments updated regularly in Titanium. Please be sure when you contact the administrative staff that you inform them of any higher risk clients on your schedule that day so that they can offer services with the Counselor On Duty, if needed. This leave must be requested through UCFlex (<https://www.ucflex.uc.edu>) to obtain your Sick Time if available. For more information please visit this link: [Sick Leave \(Time\) \(sharepoint.com\)](#).

Holidays

You are required to take all 14 official University holidays.

As mentioned above, in order to compensate for vacation time and official University holidays, and to complete your fellowship hours, you can and should:

1. Document time that you happen to be working on fellow-related tasks outside of your regular work hours;
2. Count professional development time (e.g., professional conferences or workshops, dissertation defense, job interviewing) toward your total fellowship hours

EVALUATION AND FELLOW RIGHTS

Fellows have the right to expect a fair and regularly scheduled evaluation process. Fellows are evaluated throughout the entire fellowship and will receive formal, written evaluations twice per year. Additionally, you will receive informal, verbal feedback from all staff and your supervisor throughout the year. Fellows are expected to provide a written evaluation of their supervisor twice per year and will be asked to provide feedback about the fellowship experience at the end of their fellowship.

CAPS staff are expected to interact with fellows with the upmost respect and professionalism

and, in turn, fellows are asked to treat CAPS staff in that same manner. However, if concerns about a fellow's clinical performance or interpersonal interactions arise or if fellows raise concerns about interactions with CAPS staff, CAPS has developed formal steps regarding Due Process and Grievance Procedures to attempt to resolve these concerns. See those in the following Appendices:

APPENDIX A SUPERVISOR EVALUATION OF FELLOW PERFORMANCE



Counseling & Psychological Services

225 Calhoun St Suite 200
Cincinnati, Ohio 45219

Phone (513) 556-0648
Fax (513) 556-2302

Supervisor Evaluation of Fellow Performance

Trainee: _____ Supervisor: _____

Evaluation Period: _____ Date of Evaluation: _____

The purpose of this form is to provide feedback to both the trainee and the Training Director regarding the trainee's performance at Counseling & Psychological Services. The form is to be filled out by the supervisor and reviewed with the trainee. Upon completion, return the signed original to the Training Director, and retain a copy for your records.

RATINGS OF TRAINEE PERFORMANCE: Please indicate whether the trainee is performing above and beyond expectations, at adequate and expected level, or insufficiently using the scale below:

- 5 = Superior** – above expectations, understands nuances and complexities of this area
- 4 = Above Average**– above expectations, solid understanding of the area and consistent in application
- 3 = Average** – adequate and expected level, good understanding and usually able to apply it
- 2 = Below Average** – less than expected level, general understanding but inconsistent in application
- 1 = Unacceptable** – performed insufficiently, well below expected performance in this area

*Please remember that scores given should be reflective of performance level at that time; however, be mindful to leave room to continue to show improved ratings as the trainee progresses through the academic year and continues to make improvements. This does not mean the rater

cannot give a score of 5 at first evaluation, but if a 5 is given early in the year, be sure it is only given if the rater feels confident the trainee has mastered this skill and there is no room for continued growth. By the end of the training year (Summer Evaluation) the trainee should not have an overall average score in any competence area that is a 2 or below.

Goal 1: Prepare trainees for practice as mental health practitioners by developing competency in the theory and practice of clinical skills.

Objective #1.1:

To develop and expand clinical skills and theoretical knowledge required to provide intakes and brief therapy in individual counseling.

1	Demonstrates ability to conduct effective intakes	1	2	3	4	5
2	Connects with diverse clients	1	2	3	4	5
3	Identifies presenting concerns, obtains thorough history, and identifies appropriate disposition	1	2	3	4	5
4	Displays increased confidence in appropriate diagnostic formulation and treatment planning	1	2	3	4	5
5	Consistently informs practice with relevant theory and research	1	2	3	4	5
6	Able to maintain positive, ongoing therapeutic relationship with clients	1	2	3	4	5
7	Actively participates in supervision, builds trust in supervisory relationship	1	2	3	4	5
8	Uses supervisory feedback effectively with clients	1	2	3	4	5
9	Uses clinical team weekly meetings effectively in that trainee identifies when they need consultation	1	2	3	4	5
10	Presents cases in clinical team regularly and as needed, is open to group feedback, and is able to engage in team conversation regarding trainee's client	1	2	3	4	5
Please comment on overall strengths and areas for growth regarding this objective including comments to further explain any rating of 1 or 5 that is given:						

Objective #1.2:

To develop and expand clinical skills in triage, crisis intervention and response services.

11	Demonstrates ability to apply crisis intervention models	1	2	3	4	5
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To develop evidence-based practices and diversity issues in counseling and psychotherapy with diverse populations.

Goal 3: Develop effective group therapy skills
(May use Appendices C and D to supplement this section)

To develop and expand clinical skills and theoretical knowledge required to provide group therapy.

23	Assesses client appropriateness for group therapy (e.g., recruits and screens potential group members)	1	2	3	4	5
24	Understands and uses group process to facilitate client growth	1	2	3	4	5
25	Incorporates group theory, research, and feedback from group therapy supervisor into clinical Practice	1	2	3	4	5
26	Attends to multicultural issues in group	1	2	3	4	5
27	Form a collaborative co-therapy relationship	1	2	3	4	5
28	Effectively times interventions	1	2	3	4	5
29	Demonstrates sensitivity to and appropriate use of nonverbal communication	1	2	3	4	5
30	Effectively manages termination	1	2	3	4	5
Please comment on overall strengths and areas for growth regarding this objective including comments to further explain any rating of 1 or 5 that is given:						

Objective #3.2

To demonstrate professionalism in group interactions and co-facilitator tasks

31	Fellow demonstrates awareness of confidentiality (e.g., avoids disclosing information about other clients in group, confidential materials appropriately filed)	1	2	3	4	5
32	Fellow was prompt and thorough in completing case notes	1	2	3	4	5
33	Fellow was prompt in arriving for group and took an active role in preparing for group each week	1	2	3	4	5
Please comment on overall strengths and areas for growth regarding this objective including comments to further explain any rating of 1 or 5 that is given:						

Goal 4: Develop and promote professional identity as a mental health clinician.**Objective #4.1**

To engage in ethical practice in a professional setting.

34	Consistently informs practice with relevant theory, research, and clinical experience as appropriate	1	2	3	4	5
35	Exhibits knowledge of ethical principles relative to, area of discipline, Ohio state laws, and agency policies that govern their clinical practice and utilizes knowledge in ethical decision-making.	1	2	3	4	5
36	Maintains appropriate professional boundaries by demonstrating an understanding of professional relationships with interdisciplinary staff, support staff, and clients	1	2	3	4	5
Please comment on overall strengths and areas for growth regarding this objective including comments to further explain any rating of 1 or 5 that is given:						

Objective #4.2

To begin the process of consolidating a professional identity within their discipline of practice.

37	Demonstrates awareness of personal and professional strengths, limitations, and growing edges	1	2	3	4	5
38	Explores actions and activities to achieve personal and professional balance	1	2	3	4	5
39	Demonstrates professional behaviors and demeanor while interacting with university staff, faculty, and clients	1	2	3	4	5
Please comment on overall strengths and areas for growth regarding this objective including comments to further explain any rating of 1 or 5 that is given:						

SUPERVISOR'S SUMMARY EVALUATION: Provide a brief summary of your perception of the fellow. Identify strengths and areas for growth, describe progress to date, and make recommendations for future growth/training.

Signature of Supervisor: _____ **Date:** _____

Signature of Trainee: _____ **Date:** _____

APPENDIX B FELLOW EVALUATION OF SUPERVISOR

Fellow Evaluation of Individual Supervisor's Performance

Fellow Name:

Supervisor:

Evaluation Period:

Year:

Date of Evaluation:

1. Attention Needed: Below expected standards
2. Improvement Needed: This is an area of growth for supervisor
3. Appropriate: Supervisor is on target for expectations
4. Strength Area: Supervisor is providing advanced level of supervision in this area.
5. Expert Area: Supervisor has exceeded expectations and is providing uniquely strong supervision in this area.

The purpose of this form is to provide feedback to both the supervisor and the Director of Training regarding the supervisor's performance at the Counseling Center. The form is to be filled out by the trainee and reviewed with the supervisor. Upon completion, return the signed original to the Director of Training and retain a copy for your records

My Supervisor...

Creates and maintains a safe, supportive environment for me to grow and learn.	
Provides guidance in the use of a variety of effective interventions (e.g., listening skills, interpretations, therapeutic relationship building, etc.).	
Encourages me to examine myself and how my perceptions/behavior may impact clients.	
Readily shares conceptual understanding as influenced by theoretical orientation and provides space for me to develop a theoretical orientation.	
Regularly reviews videotaped sessions during supervision and provides constructive feedback.	
Is helpful in discussing and assisting in treatment planning.	

Demonstrates awareness and increased consciousness regarding issues of multicultural competence (e.g., multi-ethnic/cross-cultural, gender, LGBTQ, age, disability status, religion/spirituality, socio-economic status, etc.).	
Applies diversity awareness in a meaningful way in working with clients, trainees, and colleagues.	
Provides timely review and feedback regarding clinical records.	
Provides guidance in resolving crises, making appropriate referrals, and dealing with difficult client issues.	
Is receptive to feedback and actively applies it to our supervision.	
Maintains professional behavior and interacts in a positive manner with colleagues and trainees.	
Understands, behaves, and provides guidance in accordance with the APA Ethical Principles, State Law, and prevailing standards for professional conduct.	
Assists in meeting supervision goals.	
Is accessible to me and available for unscheduled consultation/supervision.	
Actively encourages the timely and successful completion of my internship.	
Serves as a role model to me and other trainees.	
Supports me in navigating individual and cultural diversity issues.	
AVERAGE SCORE:	
TRAINEE'S SUMMARY EVALUATION: Provide a brief summary of your evaluation of the supervisor. Identify strengths and areas for growth.	

Fellow and supervisor have reviewed this evaluation and discussed feedback:

Fellow Signature _____ Date _____

Supervisor Signature _____ Date _____

APPENDIX C

Group Therapy Evaluation Form

Group Co-Facilitator Feedback Form

(Group Co-Facilitator Feedback for Fellow)

Fellow:

Supervisor:

Semester:

Year:

Please evaluate the fellow's performance as a co-facilitator this semester according to the following scale. Provide elaborating comments whenever appropriate. If a category was not covered this semester, indicate this by marking the N/A category. Please use the expected developmental level of a "typical" fellow as the basis for designating strength and improvement areas.

1 Remedial	Close supervision required on most cases. Significant skill development required; remediation necessary
2 Beginning/ Developing Competence	Expected level of competence; pre-fellowship; routine supervision required on most cases
3 Proficient competence	Expected level of competence for the fellow at completion of training program; ready for entry level independent practice
4 Advanced competence	Fellow is able to function autonomously and excel beyond what is expected for entry level independent practice. Indicates an area of strength
5 Area of expertise	Rare rating for fellowship; fellow has honed an area of expertise with a skill level representing which is expected beyond the conclusion of fellowship program training
N/A Not applicable at this time	

I. Supervision Considerations (My Supervisee...)

	1	appeared prepared and on time for our supervision meetings
	2	completed and submitted group notes in a timely way
	3	attended to issues of confidentiality and security
	4	participated in setting developmentally appropriate goals for themselves
	5	effectively gave and received feedback in supervision

	6	addressed and worked through any disagreements or conflicts that occurred in supervision
	7	showed awareness of group ethics, including consideration of diverse clientele

II. Group Therapy Skills (My supervisee demonstrated strong skills in...)

	1	actively engaged in planning and processing group interactions.
	2	assessing clients for group readiness and fit during group screenings.
	3	facilitating the group in establishing norms to promote a safe climate and group interaction
	4	demonstrating knowledge of group stages and therapeutic factors
	5	opening group sessions in a manner that promoted interaction and disclosure.
	6	timing interventions to promote group development.
	7	dealing effectively with silence.
	8	intervening appropriate to the topic and overall group themes.
	9	determining the appropriate developmental approach for each client in the group.
	10	understanding and following individual and group process dynamics.
	11	intervening effectively to stop counterproductive behavior in the group .
	12	facilitating deeper levels of group interaction and emotion (advice-giving, surface discussion)
	13	retaining the appropriate level of objectivity and distance, keeping good boundaries.
	14	increasing involvement and leadership as a co-facilitator in the group.
	15	closed groups in a manner that helped members summarize and integrate their learning.
	16	identifying and working effectively with diversity issues as part of the group process.

III. Please note strengths and growth areas; providing evidence based rationales for any 1, 2, or 5 scores

--

IV. Please identify specific future goals for the trainee regarding group co-facilitation and group work.

--

Fellow's signature:

Date:

Cofacilitator's signature:

Date:

APPENDIX D
Group Therapy Evaluation Form: Fellow Evaluation of Supervisor
Group Therapy Evaluation Form: Fellow Evaluation of Supervisor
(Fellow Feedback for Staff Co-facilitator)

Fellow:

Supervisor:

Semester:

Year:

Please rate your supervisor and supervision experience using the following scale. Provide elaborating comments whenever appropriate. If a category was not covered this semester, indicate this by marking the N/A category. Please use the expected developmental level for supervising a “typical” fellow as the basis for designating strength and improvement areas.

- A attention needed (below expected standards)
- M improvement needed/growth area
- T on target for expectations**
- S strength area (beyond level of expectations)
- N/A not applicable at this time

I. Supervision Considerations (My supervisor...)

	1. scheduled an ongoing time for supervision meetings and was available to me for consultation.
	2. set up an effective system to write and receive group notes in a timely way.
	3. clarified issues of confidentiality and security.
	4. helped me set developmentally appropriate goals.
	5. effectively gave a balance of support and challenging feedback in supervision.
	6. addressed and worked through any disagreements or conflicts that occurred in supervision.
	7. showed awareness of group ethics, including consideration of diverse clientele.
	8. helped me to understand the evaluation process in supervision.

II. Group Therapy Skills (My supervision and co-facilitation experience helped me to gain stronger skills in...)

	1. better understanding how to plan and process group interactions.
	2. assessing clients for group readiness and fit during group screenings.
	3. facilitating the group in establishing norms to promote a safe climate and group interaction.
	4. demonstrating knowledge of group stages and therapeutic factors.

	5. opening group sessions in a manner that promotes interaction and disclosure.
	6. timing interventions to promote group development.
	7. dealing effectively with silence.
	8. intervening appropriate to the topic and overall group themes.
	9. determining the appropriate developmental approach for each client in the group.
	10. understanding and following individual and group process dynamics.
	11. intervening effectively to stop counterproductive behavior in the group .
	12. facilitating deeper group interaction and emotion (avoided advice-giving, surface discussion).
	13. retaining the appropriate level of objectivity and distance, keeping good boundaries.
	14. increasing involvement and leadership as a co-facilitator in the group.
	15. closed sessions in a manner that helped members summarize and integrate their learning.
	16. identifying and working effectively with diversity issues as part of the group process.

III. Please note strengths and growth areas; providing evidence based rationales for any “A, M, or S” scores.

--

IV. Progress on goals/continued areas of growth/comments:

--

Fellow’s signature:

Date:

Cofacilitator’s signature:

Date:

APPENDIX E: Fellowship Project

Fellowship Project Completion Form

Fellowship Project Title:

Brief Project Description:

Describe how your project informs or contributes to enhancing CAPS services:

References (include at least 3 scholarly references):

Project Presentation Feedback Forms were discussed between fellow and their direct supervisor:
(circle **Yes** or **No**)

- Please include all feedback forms received when submitting this Fellowship Project Completion Form to the Training Director

The following signatures verify completion of the fellowship project:

Clinical Fellow Name (printed): _____

Signature of Fellow: _____ **Date:** _____

Supervisor Name (printed): _____

Signature of Supervisor: _____ **Date:** _____

Project Presentation Feedback Form (administered to presentation attendees)

Clinical Fellow Name:

Date of Presentation:

Please indicate your score for the following statements:	Score: (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree)
Fellow demonstrated knowledge of their project topic	
My knowledge of the topic/practice issue addressed has increased as a result of the fellow's project	
Please comment on strengths of the fellowship project:	
Please comment on any growth areas of the fellowship project:	

APPENDIX F

DUE PROCESS PROCEDURES

The clinical training program at the University of Cincinnati's Counseling & Psychological Services (CAPS) is designed with professional and personal growth and development in mind. As a center, we understand the developmental nature of the training process and we expect that there will be some challenges that create problems that need to be addressed, either through an informal or formal process. Due Process provides a framework to respond, act, or dispute in these instances, thereby ensuring that decisions made are not arbitrary or personally based. Our Due Process procedure occurs in a step-wise fashion, such that, as problems increase in persistence, complexity, or disruption to our program, the Due Process procedures involve greater levels of intervention.

DUE PROCESS RIGHTS AND RESPONSIBILITIES

Due process protects the rights of both trainees and the UC CAPS training program, while also carrying responsibilities for both. Due Process procedures are not intended to punish trainees; these procedures are intended to support trainees and the UC CAPS training program by giving guidelines and assistance on how to remediate concerns that arise.

Trainees have the right to:

- 1) Be treated in ethical, respectful, and professional ways.
- 2) Receive constructive and timely feedback about their performance.
- 3) Address concerns prior to, during, and after the formal evaluation period.
- 4) Be given every reasonable opportunity to remediate problems.
- 5) Participate in Due Process procedures
- 6) Appeal decisions that the trainee disagrees with, within the limits of this policy.
- 7) Enlist the support of the Ombuds office at any point in time during due process, appeal, or grievance procedures. Contact information for the UC Ombuds office can be found here: <https://www.uc.edu/campus-life/ombuds-office.html>
- 8) As members of the UC community you are entitled to a workplace free from Gender Equity and Inclusion (Title IX) violations. That includes a workplace free from discrimination on the basis of your actual or perceived sex, gender, gender identity, gender expression, or sexual orientation, as well as free from sexual violence, dating or domestic violence, and stalking.

Trainees have the responsibility to:

- 1) Engage with UC CAPS in a way that is ethical, respectful, and professional.
- 2) To be alert to personal problems that may interfere with professional functioning.
- 3) Make every reasonable attempt to remediate concerns regarding their behavior and competency.
- 4) Endeavor to meet the aims and objectives of the training program.
- 5) Create and contribute to a workplace that is free from Title IX violations. That includes a workplace free from discrimination on the basis of actual or perceived sex, gender, gender identity, gender expression, or sexual orientation, as well as free from sexual violence, dating or domestic violence, and stalking.

UC CAPS training program has the right to:

- 1) Be treated in ethical, respectful, and professional ways.

- 2) Implement Due Process procedures in the manner ascribed below.
- 3) Make decisions related to remediation for a trainee, including probation, suspension, and termination, within the limits of this policy.

UC CAPS training program has the responsibility to:

- 1) Treat all trainees in ethical, respectful, and professional ways.
- 2) Uphold the integrity of the training program and its commitment to providing quality training to trainees by requiring standards of practice and behavior that meet competency benchmarks.
- 3) Make every reasonable attempt to support trainees in remediating behavioral and competency concerns.
- 4) Support trainees to the extent possible in successfully completing the UC CAPS training program.

UNSATISFACTORY PROGRESS DURING TRAINING YEAR

When a trainee's progress is considered "unsatisfactory", it typically falls into one or both of two areas.

- 1) Trainee problem behavior
- 2) Skill deficiency

Definition of Problem Behavior

Behaviors are identified as problem behaviors if they include one or more of the following characteristics:

- 1) The trainee does not acknowledge, understand, or address the problem when it is identified.
- 2) The problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training.
- 3) The quality of services delivered by the trainee is sufficiently negatively affected.
- 4) The problem is not restricted to one area of professional functioning.
- 5) A disproportionate amount of attention by training personnel is required.
- 6) The trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.
- 7) The trainee's behavior negatively impacts the public view of the agency.
- 8) The problematic behavior negatively impacts other trainees.
- 9) The problematic behavior potentially causes harm to a client.
- 10) The problematic behavior violates appropriate interpersonal communication with agency staff.

Definition of a Skill Deficiency

Skill deficiencies may be identified at any point in time in the training year, including, but not limited to times of formal evaluation. If, during the process of formal evaluation, a trainee receives a rating of "1" (Remedial) or "2" (Beginning/Developing Competence) in a competency area, then due process procedures are triggered to ensure that a trainee receives adequate support to improve their skills.

Procedures for Responding to Skill Deficiency or Problem Behaviors

When supervisors or other faculty/staff members believe that a trainee's behavior is becoming problematic or that a trainee is having difficulty consistently demonstrating the expected level of competence, the first step in addressing the concern should be to raise the concern with the trainee directly and as soon as feasible in an attempt to informally resolve the problem. This may include increased supervision, didactic training and/or structured readings. The supervisor or faculty/staff member should inform the Training Director of the action/plan taken so that proper documentation can be kept and to assure that the trainee is receiving the adequate support needed. The supervisor or faculty/staff member who raises the concern will monitor the outcome. If the person who raised the concern is *not* the supervisor of the trainee, then they will monitor the outcome in conjunction with the trainee's supervisor. The monitoring of the concern raised should be accompanied by utilization of the evaluation form on Appendix B to track trainees progress. The supervisor is also encouraged to bring the concern to the Supervisor's Meetings so as to identify additional clarity of thought and consultation regarding the concern. Most concerns that occur during the training year are typically resolved through informal intervention; however, if the problem behavior or skill deficiency persists following an attempt to resolve the issue informally, the supervisor will meet with the Training Director and through discussion they must both agree that a more formal process is needed. If the supervisor *is* the Training Director, then the supervisor will meet with the associate director and through discussion they both must agree that a more formal process is needed. In the case of all steps of Due Process, if a faculty/staff member involved in the Due Process procedures is unavailable, then that person, or the Executive Director may name a person to serve the role of the unavailable person. If a more formal process is needed, then the faculty/staff member, or another person named by the Executive Director will contact the Labor and Employees Relations Division and the following procedure will be followed:

- 1) **Notice:** The trainee will be notified that the concern has been raised to a formal level of review, and that a Hearing will be held.
- 2) **Hearing:** The supervisor or faculty/staff member will hold a Hearing with the Training Director and trainee within 10 working days of issuing a notice of Formal Review to discuss the problem and determine what action needs to be taken to address the issue. If the Training Director is the supervisor who is raising the issue, an additional faculty member who works directly with the trainee will be included at the Hearing. The trainee will have the opportunity to present their perspective at the Hearing, and/or to provide a written statement related to their response to the problem.
- 3) **Outcome and Next Steps:** The result of the Hearing will be any of the following potential action steps listed below, to be determined by the Training Director and other faculty/staff member who were present at the Hearing. This outcome will be communicated to the trainee in writing within 5 working days of the Hearing.

Potential Action Steps as a Result of a Hearing

One or more of the following responses will be made following a Hearing.

- 1) **Acknowledgement Notice** – the trainee is given formal acknowledgement that a skill deficiency or problem behavior exists. This notice
 - a. Informs that UC CAPS is aware of and concerned with the problem.
 - b. Describes the unsatisfactory behavior or skill deficiency.
 - c. Informs that UC CAPS will work with the trainee to specify the steps necessary to

- rectify the problem or skill deficits
 - d. Includes a statement that the problem is not significant enough to require further remedial action at this time.
 - e. This step does not include or necessitate notifying the trainee's home graduate program.
- 2) Remediation Plan – the trainee is given formal acknowledgement that a skill deficiency or problem behavior exists and that the trainee will be placed on a Remediation Plan. The Remediation Plan requires that the supervisors and Training Director will actively and systematically monitor, for a specific length of time, the degree to which the trainee addresses, changes, and/or otherwise improves the problematic behavior or skill deficit. The implementation of a Remediation Plan will represent a probationary status for the trainee. The length of the probation period will depend upon the nature of the problem, and will be determined by the trainee's supervisor and the Training Director. A written Remediation Plan will be shared with the trainee and the trainee's supervisor including:
- a. Notification that the trainee is on a remediation plan for a problem behavior or skill deficiency.
 - b. Description of the behavior or skills associated with the problem
 - c. Description of the actions required to correct the behavior or skill deficiency
 - d. Time frame during which the problem behavior or skill deficiency is expected to be ameliorated
 - e. The procedures that will be used to identify whether the problem has been appropriately remediated.
 - f. Possible consequences if the problem is not corrected.
 - g. Remediation Plans may (but are not required to) include Schedule Modification as described below:
 - i. Schedule Modification occurs when the trainee's schedule is modified to allow the trainee to focus on remediation of the area of concern. It may occur at any time during the Due Process Procedures, but is most likely to occur as part of a remediation plan. Examples of possible modifications include:
 - 1. Increasing the amount of supervision, either with the same or other supervisors
 - 2. Changing the format, emphasis, or focus of supervision
 - 3. Recommending personal therapy
 - 4. Reducing the trainee's clinical or other workload.

Within 5 working days after the end of the time frame identified by "d" above, the Training Director will solicit input from the trainee and will hold a meeting with the supervisor to determine whether or not the problem has been ameliorated. The training director will then provide a written statement to the trainee indicating whether or not the problem has been remediated. This statement will become a part of the trainee's permanent file, and will be shared with the trainee's supervisor. If the problem has not been remediated, the Training Director may choose to move to one of the higher levels of intervention listed below, or may choose to extend the Remediation Plan. The extended Remediation Plan will include all of the information mentioned above, and the extended time frame will be specified clearly.

- 3) Clinical Privileges Suspension – the trainee is suspended from all clinical service for a designated period of time. During that time the program may support the trainee in obtaining additional didactic training, close mentorship or engage in another form of remediation. The length of the suspension period will depend upon the nature of the problem and will be determined by the trainee’s supervisor and the Training Director, in consultation with the Labor and Employees Relations division. The trainee will be given a letter specifying the suspension plan, which will include the following:
 - a. Description of the unsatisfactory behavior
 - i. Actions required to correct the unsatisfactory behavior
 - ii. Timeline during which the problem is expected to be ameliorated
 - iii. Explanation of the procedure that will be used to determine whether satisfactory progress has been made
 - iv. Possible consequences if the problem is not corrected within 5 working days after the end of the suspension period, as designated by the timeline identified in “2)” above, the Training Director will provide to the trainee and the trainee’s supervisor a written statement indicating whether the problem has been remediated to a level that indicates the suspension of clinical activities can be lifted. The statement may include a recommendation to place the trainee on probationary status with a remediation plan. In this case, the process in #2 above would be followed. This statement will become part of the trainee’s permanent file.
- 4) Termination - If the problem is not rectified through the above processes, or if the problem represents gross misconduct or ethical violations that have the potential to cause harm, the trainee’s placement within the training program may be terminated. The decision to terminate a trainee’s position would be made by the Training Committee in consultation with the University of Cincinnati’s Labor and Employee Relation’s Division. It would represent a discontinuation of the trainee’s participation in all aspects of the training program. The Training Committee would make this determination within 10 working days or at the next soonest Training Committee meeting, whichever occurs first. The Training Director may decide to suspend a trainee’s clinical activities during this period prior to a final decision being made, if warranted. The training program will notify the trainee of the decision.

All time limits mentioned above may be extended by mutual consent within a reasonable limit.

Appeal Procedures

If a trainee does not agree with a decision made at any step during the Due Process procedures, the trainee may request an Appeals Hearing before the Training Committee. This request must be made in writing to the Training Director within 5 working days of notification regarding the decision with which the trainee is dissatisfied. If requested, the Appeals Hearing will be conducted by a review panel convened by the Training Director (or designee) and consisting of him/her/themselves and at least two other members of training faculty who work directly with the trainee. The trainee may request a specific member of the training faculty to serve on the review panel. The Appeals Hearing will be held within 10 working days after the trainee’s request. The trainee may submit to the committee any written statements deemed appropriate. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel may uphold the decisions

made previously or may modify them. Decisions made by the review panel will be shared with the trainee within 5 working days after the Appeals Hearing.

If the trainee is dissatisfied with the decision of the review panel, he/she/they may appeal the decision, in writing, to the Executive Director. The trainee must make this request to the Executive Director within 5 working days after they were informed of the decision made by the review panel in the Appeals Hearing. The Executive Director has final discretion regarding outcome. He/she/they will interview the parties involved and any individuals with relevant information, and will make a decision within 5 working days after receiving the appeal request from the trainee. Decisions made during these appeal processes will be shared with the trainee.

Racial or Sexual Harassment Procedures

The training program is committed to maintaining an atmosphere conducive to personal and professional development. This requires an environment in which each trainee feels safe and respected. All complaints related to racial or sexual harassment that involves trainees, whether the trainee is the alleged victim or perpetrator, will be handled in strict compliance with college procedures described in the University of Cincinnati's Discriminatory Harassment Policy located here:

https://www.uc.edu/content/dam/uc/hr/labor_and_employee_relations/policies/11_02_discriminatory_harassment.pdf or the University of Cincinnati's Policy Statement on Sexual Harassment, located here: [Policy Statement on Sexual Harassment.1.pdf](#) . The university's procedures take precedence over the conflict resolution steps mentioned previously. If you would like to know more about your rights and resources on campus you can consult the UC Notice of Non-Discrimination at <http://www.uc.edu/about/policies/non-discrimination.html> or you can consult the Office of Equal Opportunity (Title IX office) at [Office of Equal Opportunity | University of Cincinnati](#).

Storage

All due process documentation is maintained indefinitely by the Training Director and stored with the fellow's training documents in a secure, digital file at UC CAPS.

APPENDIX G GRIEVANCE PROCESS

As a center, we expect that there may be some conflict or challenges that create problems that need to be addressed, either through an informal or formal process. We encourage trainees to discuss conflicts with the associated parties and resolve conflicts informally when possible, seeking consultation as needed. When informal discussion and resolution is not possible or insufficient, this document provides a formal mechanism for the counseling center to respond to issues of concern. Trainees may raise concerns about supervisors, other faculty members, other trainees, or any other aspect of the training program. Trainees pursuing grievances should know that no negative repercussions from CAPS will result when their claims are made in good faith. In the case of all steps of the Grievance Process, if a faculty/staff member involved in the Grievance Process is unavailable, then that person, or the Executive Director may name a person to serve to role of the unavailable person. Trainees are expected to follow these guidelines in addressing any grievance:

Formal Review:

- A. If a trainee has a complaint regarding the training program, the training environment, a training decision, their supervisor, another staff member, or a fellow trainee that cannot be resolved using informal means, they may submit a letter of complaint to the Training Director. In the event that the complaint is regarding the Training Director, this letter should be submitted to the Executive Director.
- B. Within 5 working days after receiving the letter, the Training Director or Executive Director will call a meeting with the leadership team (Training Director, Executive Director, and Associate Director) to determine whether it is appropriate for CAPS to follow up on the grievance. Examples of times when CAPS may not follow up on a grievance include: the grievance has no merit or the grievance must be handled through the Office of Equal Opportunity and Access because it deals with racial or sexual harassment.
- C. Within 5 working days after the meeting, the Training Director will inform the trainee whether or not CAPS will be following up on the grievance and will inform of next steps, if any. If CAPS is not following up on the grievance, the Training Director will inform the trainee why.
- D. If CAPS will be following up on the grievance, then the Training Director will inform the grieved person (also within 5 working days after the meeting of the leadership team) that they have a grievance brought up about them, and that they will have 5 working days to submit a response in writing.
- E. After the grieved person has submitted their response, or after 5 working days pass, whichever occurs first, The Training Director (or Executive Director, if appropriate) will have 10 working days within which to meet with the trainee and the individual being grieved. In some cases, the Training Director or Executive Director may wish to meet with the trainee and the individual being grieved separately first. The goal of any of these meetings is to develop a plan of action to resolve the matter. The plan of action will

include:

- a. The Behavior/issue associated with the grievance.
 - b. The specific steps to rectify the problem.
 - c. Timeframe during which the problem will be rectified.
 - d. Procedures designed to ascertain whether the problem has been appropriately rectified.
- F. The Training Director or Executive Director will document the process and outcome of the meeting. The trainee and the individual being grieved, if applicable, will be asked to report back to the Training Director or the Executive Director in writing within 10 working days regarding whether the issue has been adequately resolved.
- G. If the trainee is dissatisfied with the decision of the Training Director and/or the plan of action fails, the Training Director or Executive Director will convene a review panel consisting of him/her/themselves and at least two other members of the training faculty within 10 working days. The trainee may request a certain member of the training faculty to serve on the review panel. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel has final discretion regarding outcome.
- H. If the trainee remains dissatisfied or the review panel determines that the grievance cannot be resolved internally or is not appropriate to be resolved internally, then the issue will be turned over to Human Resources to initiate the university's due process procedures.

Racial or Sexual Harassment Procedures

The training program is committed to maintaining an atmosphere conducive to personal and professional development. This requires an environment in which each trainee feels safe and respected. All complaints related to racial or sexual harassment that involves trainees, whether the trainee is the alleged victim or perpetrator, will be handled in strict compliance with college procedures described in the University of Cincinnati's Discriminatory Harassment Policy located here:

https://www.uc.edu/content/dam/uc/hr/labor_and_employee_relations/policies/11_02_discriminatory_harassment.pdf or the University of Cincinnati's Policy Statement on Sexual Harassment, located here: [Policy Statement on Sexual Harassment.1.pdf](#) . The university's procedures take precedence over the conflict resolution steps mentioned previously. If you would like to know more about your rights and resources on campus you can consult the UC Notice of Non-Discrimination at <http://www.uc.edu/about/policies/non-discrimination.html> or you can consult the Office of Equal Opportunity (Title IX office) at [Office of Equal Opportunity | University of Cincinnati](#).

Storage

All grievance documentation is maintained indefinitely by the Training Director and stored separately from the fellow's training documents in a secure, digital file at UC CAPS.

Appendix H

Trainee Eligibility for CAPS Services and Multiple Relationships Policy University of Cincinnati's Counseling & Psychological Services (CAPS)

Training of counselors is an area particularly vulnerable to multiple relationship issues. Consultation with the Training Director and/or Training Committee should be sought when there is a question about a potentially problematic multiple relationship involving trainees or potential trainees. The mental health graduate departments at the University of Cincinnati (e.g., Clinical Psychology, Social Work, Counselor Education, Mental Health Counseling) have been informed of our policy below which prohibits the involvement of their students in the CAPS training program should their students seek counseling services at CAPS. Faculty members in those departments have been asked to communicate this information to their current and incoming students to help ensure that their students can make informed decisions about pursuing counseling services. The following guidelines will be used in the determination of applicant eligibility:

- Relinquishing future training opportunities: UC students, including graduate students from any of the University of Cincinnati's mental health graduate departments, who engage in CAPS clinical services (beyond an intake session or crisis services) will not be eligible to apply for a future practicum, internship, or fellowship position at CAPS.
- Seeking counseling after receiving training: Any practicum student, intern, or fellow at CAPS is not eligible for any current/future clinical services at CAPS.
- Referrals: A list of community referrals will be provided to any current/past trainee if they are in need of mental health services.
- Changes to this policy: CAPS reserves the right to identify additional academic programs that apply to this policy in the future, given the potential for other types of training experiences that may create problematic dual relationships, or changes in names of academic programs.

Some additional standards to minimize or prevent problematic relationships are listed below:

- It is unethical and prohibited for a professional CAPS staff member to engage in a sexual relationship with a CAPS trainee.
- CAPS trainees must not provide services (e.g., counseling, teaching, workshops/ outreach) to graduate students from their own training program/academic department or students from related departments with whom they may share courses.
- CAPS counselors should not provide therapy to UC students enrolled in a class they are currently teaching.

Developed April, 2014



**Counseling & Psychological Services
(CAPS)**

Division of Student Affairs

225 Calhoun Street, Suite 200

Cincinnati, OH 45219

Phone: (513) 556-0648

Fax: (513) 556-2302

Verification of Completed Review of CAPS Fellowship Program Training Material

I, _____, attest that I have read and understand the UC CAPS Fellowship Program Training Manual. I agree to follow the procedures, rules, and policies located in the manual during my training year at the UC Counseling & Psychological Services.

In addition, my signature denotes my understanding of the importance CAPS places on multicultural competence and meeting the needs of all students that seek services at CAPS. I agree to maintain a willingness to provide therapeutic services to any student that is scheduled at CAPS. If I have concern about providing services to a particular student, I agree to communicate this to my supervisor and to be open to processing this concern and determining the best resolve in conjunction with my supervisor and if needed with the Training Director.

If I have any additional questions or concerns, I agree to consult with the Training Director, Associate Director or Executive Director to clarify how to handle or resolve a question or concern.

Clinical Fellow

Date

Kea Brown, PsyD
Training Director

Date