

University of Missouri Kansas City
COUNSELING SERVICES



**DOCTORAL INTERNSHIP TRAINING
MANUAL**

Revised October 2023

Dear Interns:

The UMKC Counseling Services staff cordially welcome you for your doctoral internship year. We are enthusiastically delighted to have you with us for this portion of your training experience, and we hope to make the year an outstanding and memorable one for you.

Our program first received APA reaccreditation in 1988. It has been continuously accredited since that time with the most recent reaccreditation and site visit occurring in 2023. In 2001, Student Health and Wellness was opened at UMKC, providing additional services and training opportunities. This training year we have two doctoral interns and five doctoral level practicum students. As you might imagine, this is a lively, busy place, and we look forward to your suggestions, your help, and your training experience.

This training manual is intended to assist you with basic information and guidelines. It is not all-inclusive, and we are sure you will have many questions. Please do not hesitate to ask any of us for assistance at any time. Again, welcome and our best wishes for a good year. We are looking forward to it!

Sincerely,

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INTRODUCTION

Welcome to Counseling Services at the University of Missouri Kansas City (UMKC). Counseling Services offers a broad range of therapeutic and personal development services to the students, faculty, and staff of this urban university. Counseling Services' mission is to foster the psychological well-being, personal development, and educational potential of our diverse student, faculty, staff, and campus community. This is accomplished by providing a broad range of therapeutic and personal development services. We are committed to supporting students' development of social, emotional, academic and life-planning skills, as well as the health and well-being of the university community. Thus, while Counseling Services provides therapeutic assistance for personal and interpersonal issues and concerns, many efforts focus on enhancing personal health and effectiveness through preventive and developmental outreach and consultative activities.

Counseling Services is a component of UMKC Counseling, Health, and Disability (CHD). The mission of the CHD is to provide high quality, comprehensive psychological, health, testing and disability services which support the personal and academic potential of individuals and programs in a diverse campus community. These comprehensive services, work in collaboration to serve UMKC students, staff, faculty and the Kansas City community. CHD staff provide a holistic, developmental model of service to clients, and a venue for high quality training for allied professionals. Emotional well-being, wellness and health, personal/social life skills, organizational consultation, academic skills enhancement and assessment are provided in a culturally sensitive environment.

APA Accredited Doctoral Psychology Internship in Health Psychology

Counseling Services also offers a substantive, high-quality doctoral internship training program to doctoral interns from counseling or clinical psychology programs. In addition, practicum programs in counseling and assessment are offered. The doctoral internship program is fully accredited by the [American Psychological Association](#) (APA). Counseling Services is a member of the [Association of Psychology Postdoctoral and Internship Centers](#) (APPIC) and the [Association of Counseling Center Training Agencies](#) (ACCTA).

The doctoral internship program at the University of Missouri Kansas City Counseling Services is accredited by the American Psychological Association Commission on Accreditation (CoA). Inquiries about the accreditation of our site can be directed to the CoA which can be contacted at:

Office of Program Consultation and Accreditation
Commission On Accreditation
American Psychological Association
750 First Street NE
Washington, DC 20002-4242

Phone: 202-336-5979

TDD/TTY: 202-336-6123.

Web: www.apa.org/ed/accreditation

Email: apaaccred@apa.org

Our site was last reaccredited in 2013 and we are currently in the reaccreditation process for 2023.

About UMKC

Founded in 1929 as the University of Kansas City, UMKC has since expanded to two campuses, housing 11 different schools and colleges. We are a great university in one of America's "most charming cities," according to Travel + Leisure magazine. Today, UMKC is Kansas City's 24th-largest employer, with over 3,500 staff and faculty supporting our students.

UMKC is one of four campuses of the University of Missouri system. It is located in the cultural heart of Kansas City, a metropolitan area of some 1.5 million people. UMKC is Kansas City's leading source of advanced graduate and professional study. It has a total enrollment of more than 16,000 undergraduate and graduate students. Ten percent of the students live on campus. The University of Missouri-Kansas City has a broad and inclusive educational mission with specific emphasis in three areas: visual and performing arts, health and life sciences, and urban affairs. UMKC's unique profile includes the College of Arts and Sciences, University College, and Schools of Education, Nursing and Health Studies, Henry W. Bloch School of Management, Medicine, Law, Computing and Engineering, Biological Sciences, Dentistry, Pharmacy, and the Conservatory of Music and Dance.

UMKC's 85-acre main campus is surrounded by parks, tennis and golf clubs, fine restaurants and shopping. Nearby is the Linda Hall Library of Science and Technology, one of the largest and most prestigious libraries of its kind; the Nelson-Atkins Museum of Art, which is among the seven leading art galleries in the United States; Midwest Research Institute and several other educational institutions; and the unique Country Club Plaza with its inspirational architecture, fountains and fine shopping.

Along with the over 49.9% of our alumni living in the KC area, the university also continually strives to support the surrounding community and the greater Kansas City area. [Kansas City](#) truly is a great place to call home and a wonderful location for UMKC.

Current Staff

Arnold Abels, Ph.D.

Licensed Psychologist & Clinical Coordinator

Phone: (816) 235-1218; E-mail: abelsa@umkc.edu

Dr. Abels received his Ph.D. in Counseling Psychology from the University of Missouri-Kansas City in 2001. He is a licensed psychologist in Missouri and Kansas. He has worked extensively

with traditional and non-traditional age college students, international students, students of color, students with disabilities and other under-represented populations. He is trained as a generalist and works with a wide range of psychological concerns. His experiences include working with issues of abuse and trauma, academic skills development, career development, depression and other mood disorders, issues related to physical disability, family of origin problems, grief and loss, identity development, relationship issues, spirituality and stress management. He works from a holistic framework that incorporates person-centered, interpersonal, cognitive-behavioral and insight-oriented theories with the goal of identifying and developing individual strengths that will empower individuals to more effectively deal with their presenting concerns. In his spare time he enjoys exploring nature and the healing and calming splendor that it offers.

Teresa Huff-Pomstra, Ph.D.

Training Director & Staff Psychologist

Phone: 816-235-5248 Email: huffpomstrat@umkc.edu

Dr. Teresa Huff-Pomstra (she/her) completed her doctorate in Counseling Psychology through the University of North Dakota. Teresa's areas of clinical interest include anxiety, depression, grief, assessment, couples' issues, interpersonal skill-building, family of origin and attachment issues, spiritual concerns, including religious trauma, and identity development, particularly with LGBTQIA students who identify as religious or spiritual. Beyond her clinical work, Dr. Huff-Pomstra serves as the Training Director, overseeing the APA-accredited internship program and advanced doctoral and master's level trainees. Teresa works from an interpersonal, attachment lens while incorporating CBT, ACT, and solutions-focused interventions. She emphasizes the importance of the therapist-client relationship and prioritizes developing warmth and trust while considering each individual's unique cultural identity. When not working with students, Teresa spends time with her wife and their adorable puppy, Sophie, exploring local eateries, bookstores, and coffee shops.

Alex Hemmer, PsyD

Psychological Resident & Eating Disorder Coordinator

Phone: 816-235-5352 Email: anhfd3@umkc.edu

Dr. Alex Hemmer (she/her/hers) completed her doctorate in Clinical Psychology at The Chicago School of Professional Psychology in Chicago, Illinois. She completed her pre-doctoral internship with Counseling and Psychological Services at the University of Kansas. Alex's areas of clinical interest include disordered eating, body image concerns, anxiety, and sports psychology. She works from an interpersonal therapy perspective, while also incorporating cognitive behavioral approaches to help clients understand themselves better and work toward a more well-rounded sense of self. She values a collaborative approach with clients, working together to build trust and confidence while helping clients achieve their goals in therapy. Alex serves as the Eating Disorder Coordinator for Counseling services. She has experience working with a range of presenting concerns, with experience in hospital, intensive outpatient, and college counseling settings. In her free time, Alex enjoys watching and playing sports, spending time outdoors, and hanging out with her family.

Clarie Koehn, PhD

Staff Psychologist & Group Coordinator

Phone: 816-235-5186 Email: cjkn9d@umkc.edu

Dr. Clarie Koehn (they/she) earned their master's in clinical psychology from Emporia State University and doctorate in counseling psychology from the University of Memphis, completing internship at the University of Puget Sound's Counseling, Health, & Wellness Services in Tacoma, WA. Clarie's approach is integrative, including Relational Cultural Therapy, Feminist Therapy, Emotion-Focused Therapy, and Dialectical Behavior Therapy, and emphasizes that powerful healing occurs in a therapeutic relationship that is authentic and real. Clarie enjoys helping clients of diverse backgrounds navigate anxiety, depression, family and relationship concerns, identity transitions, ADHD, and trauma (including religious and intergenerational trauma), and particularly appreciates working with queer-identified folk. In their spare time, Clarie likes to painting, weightlifting, listening to all the music and podcasts, drinking coffee, eating dessert, learning new hobbies, and hanging out with their dog Bo and cat Stanley.

Jenna Engler, MA, NCC

Trauma-focused Counselor

Phone: 816-235-5185 Email: jjetk8@umkc.edu

Jenna Engler completed her M.A. in Counseling, Specializing in School Counseling at the University of San Diego. Her clinical interests include a holistic approach of mind, body, and spirit connection utilizing self-compassion and mindfulness practices. She is a rostered Trauma-Focused Cognitive Behavioral Therapy Clinician while utilizing an eclectic and person-centered approach. She has experience working with an array of presenting concerns and populations including complex trauma, grief/loss, children and adolescents in state care, family therapy, and group therapy. In her free time, she enjoys running with her dog, travelling, exploring antique and thrift shops with family and friends, crafting, and inventing recipes with a healthy twist.

T'Keaya Gaines, M. Ed

Provisionally-licensed Professional Counselor

Phone: 816-235-1256 Email: gainestl@umsystem.edu

T'Keaya Gaines completed her M.Ed. in Counseling Psychology from the University of Missouri-Columbia. During undergrad she studied Biochemistry and Psychology, as well as was a research assistant within the area of Nutrition and Physiology at the University of Missouri-Columbia. T'Keaya has worked as a Psychometrician at the Thompson Center for Autism and Neurodevelopmental Disorders and completed her practicum at the MU Career Center. She works with a wide range of presenting concerns, including anxiety, depression, racial identity, past and current trauma, career/major concerns, ADHD, interpersonal issues and adjustment issues. T'Keaya works from an eclectic framework that integrates person-centered, psychodynamic, cognitive-behavior therapy and acceptance commitment therapy. She believes that building a strong therapeutic alliance with her clients is the foundation to help clients foster change. Additionally, by utilizing these approaches, T'Keaya helps guides clients to develop insight and skills that aids to alleviate their challenges. In her free time, T'Keaya enjoys

spending time with family and friends, trying new restaurants and recipes, binge watching tv shows and traveling.

Administrative Assistance

UMKC Counseling Services has one Administrative Associate who assists in orienting doctoral interns to the front desk procedures, schedules initial consultation and crisis walk in consultation appointments, helps with scanning documents, copying, record management and other tasks. The Administrative Associate helps with generating intern background checks, navigating the hiring process, and is also responsible for ordering needed supplies, financial reimbursement and time keeping, along with distributing keys, computer set up, HR processes, etc. UMKC's Information Services is also available to provide technological and computer assistance. Individuals from this office assist with setting up interns' email and computer access. Their staff also house and maintain the Titanium Record Keeping System and assist with technical issues.

Post-Doctoral Training

Counseling Services may offer supervised training for one or more post-doctoral residents as available. Post-doctoral residents provide a wide range of services to the UMKC community that assist in their process of obtaining licensure in the states of Missouri and/or Kansas. Frequently the post-doctoral residents have an affiliation with the University of Missouri Kansas City or University of Kansas.

Ethical Guidelines for Titles

Interns are expected to list their highest completed degree in a mental health field on their professional UMKC materials, such as business cards, email signatures, and door signs. Because interns are practicing under the supervision of staff licensed as clinical psychologists, they are not practicing under any current or previous professional license that they may have the credentials for (such as but not limited to Licensed Professional Counselor, Licensed Clinical Professional Counselor, Licensed Social Worker, or Licensed Clinical Social Worker). Interns are not allowed to list any current or previous professional license on their UMKC materials. Interns' official job titles are "Psychological Intern." Interns should note that they will not have completed their doctoral programs until they have successfully completed the internship and all other degree requirements.

DOCTORAL PSYCHOLOGY INTERNSHIP PROGRAM

Counseling Services has been serving students for over fifty years. Training of doctoral interns and master's-level counselors has been a central part of the Counseling Services for more than thirty-five years. UMKC's [mission](#) is to be a model urban research university characterized by signature graduate and professional programs, a dynamic undergraduate population, a highly diverse student body, and active engagement with its city and region. The training of psychologists in an APA-accredited internship supports the University's dedication to the development of professionals.

Doctoral interns have regularly commented on the personal, collegial quality of the training experience here. They have expressed appreciation for the variety of learning opportunities and the diversity of clients' concerns. Interns have also shared that they enjoy working with all of the staff members, each of whom are active in the training program and who represent a broad base of interest and areas of expertise. We truly value our role as trainers of future psychologists, and all members of our professional staff are active participants in the doctoral training program.

Training Philosophy, Values, and Goal

The UMKC Counseling Services doctoral internship program utilizes the Developmental-Apprentice-Practitioner (DAP) model. It is our belief that professional development and competency for entry into the practice of psychology are derived from purposeful, developmental, challenging hands-on experiences in recognized areas of professional service, guided by skilled clinicians as mentors and supervisors, and tailored to the individual, developmental needs of the Doctoral intern.

We value...

- ...the *use of self* in training and in therapy.
-training that focuses on *reciprocal learning* and relationships.
- ...training in *clinical thinking that bridges theory and science to practice* and vice-versa in a "local clinical scientist" (i.e. Stricker & Trierweiler, 1995) philosophy.
- ...training to *create treatment fitting to the uniqueness of the client* by integration of research and theory, the dynamics of the specific therapy relationship, and the unique life circumstances and individual differences of the clients.

The overall goal of the internship at UMKC Counseling Services is to prepare clinically competent, multiculturally sensitive and informed, ethical, practicing psychologists with knowledge, skills, and competencies necessary for successful employment in entry level professional positions in outpatient mental health settings. The evidence of our achievement of this goal is that our interns have found careers in private practice, university counseling centers, mental health agencies, organizational consultation, and academia. In a follow-up survey of our interns, they have reported that they were very well prepared for their entry-level positions.

Ethical Guidelines

Counseling Services adheres to the ethical standards of the American Psychological Association, and the Missouri Practice Act and Rules for the licensure of Psychologists. Given that we train masters level counselors, we adhere to the American Counseling Association Code of Ethics, except as superseded by APA.

On August 21, 2002, the APA Council of Representatives adopted a new Ethical Code. The Code is effective June 1, 2003. Presently, it includes the 2010 and 2016 Amendments. It can be accessed directly on-line through the APA website at:

<http://www.apa.org/ethics/code/index.aspx>.

Rules and statutes for licensed Missouri psychologists are available from the Missouri State Committee of Psychologists website:

<http://pr.mo.gov/psychologists.asp>

Specifically, the statutes (see Chapter 337) are available at:

<http://pr.mo.gov/psychologists-rules-statutes.asp>

Below you will find links to a variety of other ethical codes and resources:

American Association for Marriage and Family Therapy: Code of Ethics

https://www.aamft.org/imis15/Content/Legal_Ethics/Code_of_Ethics.aspx

American College Personnel Association: Statement of Ethical Principles and Standards

<http://www.acpa.nche.edu/ethics>

American Counseling Association: Code of Ethics and Standards of Practice

<http://www.counseling.org/knowledge-center/ethics>

American Group Psychotherapy Association: Guidelines for Ethics

<http://www.agpa.org/home/practice-resources/ethics-in-group-therapy>

American Psychological Association: APA Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations

<http://www.apa.org/pi/oema/resources/policy/provider-guidelines.aspx>

American Psychological Association: Guidelines for Psychotherapy with Lesbian, Gay, & Bisexual Clients

<http://www.apa.org/pi/lgbt/resources/guidelines.aspx>

American Psychological Association: Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists

<http://www.apa.org/pi/oema/resources/policy/multicultural-guidelines.aspx>

American Psychological Association: Record Keeping Guidelines

<https://www.apa.org/practice/guidelines/record-keeping.pdf>

American Psychological Association: Resolution on Appropriate Therapeutic Responses to Sexual Orientation

<http://www.apa.org/pi/lgbt/resources/sexual-orientation.aspx>

American Psychological Association: Rights and Responsibilities of Test Takers: Guidelines and Expectations

<http://www.apa.org/science/programs/testing/rights.aspx>

American Psychological Association: Statement on Services by Telephone, Teleconferencing, & Internet

<http://www.apa.org/ethics/education/telephone-statement.aspx>

Association for Specialists in Group Work Best Practice Guidelines: Best Practice Guidelines

http://www.asgw.org/pdf/Best_Practices.pdf

Association for Specialists in Group Work: Principles for Diversity-Competent Group Workers

http://www.asgw.org/pdf/ASGW_MC_SJ_Principles_Final_ASGW.pdf

Association for Specialists in Group Work: Professional Standards for the Training of Group Workers

http://www.asgw.org/pdf/training_standards.pdf

Association of State & Provincial Psychology Boards: Code of Conduct

<http://asppb.org/publications/model/conduct.aspx>

Association of State & Provincial Psychology Boards: Supervision Guidelines

<http://supp.apa.org/books/Essential-Ethics-for-Psychologists/ASPPB.pdf>

Joint Committee on Testing Practices: Code of Fair Testing Practices in Education

<http://www.apa.org/science/programs/testing/fair-code.aspx>

Mental Health Patient's Bill of Rights

<http://www.mhaging.org/help/bill-of-rights.html>

National Board for Certified Counselors: Code of Ethics

<http://www.nbcc.org/assets/ethics/nbcc-codeofethics.pdf>

North American Association of Masters in Psychology: Code of Ethics

<http://www.enamp.org/PDF/Ethics.pdf>

Counseling Services Non-Discrimination Statement

UMKC is an equal access, equal opportunity, affirmative action employer that is fully committed to achieving a diverse faculty and staff. Equal Opportunity is and shall be provided for all employees and applicants for employment on the basis of their demonstrated ability and competence without unlawful discrimination on the basis of their race, color, national origin, ancestry, religion, sex, sexual orientation, gender identity, gender expression, age, genetic information, disability, or protected veteran status. See https://www.umsystem.edu/ums/rules/collected_rules/equal_employment_educational_opportunity/ch600/600.010_equal_employment_educational_opportunity_policy. For more information, call the Vice Chancellor – Human Resources at 816-235-1621. View the UMKC [Diversity at a Glance](#) page to see our University's current diversity statistics.

The University has an institution-wide commitment to diversity and multiculturalism and strives to create a welcoming environment where faculty and staff feel valued for their contribution. A successful candidate will have a genuine enthusiasm for students and the university, as the focus on student success is central to our mission and provides direction in our daily actions at UMKC.

Counseling Psychology Model Training Values Statement Addressing Diversity ¹

Respect for diversity and for values different from one's own is a central value of counseling psychology training programs. The valuing of diversity is also consistent with the profession of psychology as mandated by the American Psychological Association's Ethical Principles and Code of Conduct (2002) and as discussed in the Guidelines and Principles of Programs in Professional Psychology (APA, 2005). More recently there has been a call for counseling psychologists to actively work and advocate for social justice and prevent further oppression in society. Counseling psychologists provide services, teach, and/or engage in research with or pertaining to members of social groups that have often been devalued, viewed as deficient, or otherwise marginalized in the larger society.

Academic training programs, internships that employ counseling psychologists and espouse counseling values, and post-doc training programs (herein "training programs") in counseling psychology exist within multicultural communities that contain people of diverse racial, ethnic, and class backgrounds; national origins; religious, spiritual and political beliefs; physical abilities; ages; genders; gender identities, sexual orientations, and physical appearance. Counseling psychologists believe that training communities are enriched by members' openness to learning about others who are different than them as well as acceptance of others. Internship trainers, professors, practicum supervisors (herein "trainers") and students and interns (herein "Doctoral interns") agree to work together to create training environments that are characterized by respect, safety, and trust. Further, trainers and Doctoral interns are expected to be respectful and supportive of all individuals, including, but not limited to clients, staff, peers, and research participants.

Trainers recognize that no individual is completely free from all forms of bias and prejudice. Furthermore, it is expected that each training community will evidence a range of attitudes, beliefs, and behaviors. Nonetheless, Doctoral interns and trainers in counseling psychology training programs are expected to be committed to the social values of respect for diversity, inclusion, and equity. Further, Doctoral interns and trainers are expected to be committed to critical thinking and the process of self-examination so that such prejudices or biases (and the assumptions on which they are based) may be evaluated in the light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect. Thus, Doctoral interns and trainers are asked to demonstrate a genuine desire to examine their own attitudes, assumptions, behaviors, and values and to learn to work effectively with "cultural, individual, and role differences including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status" (APA Ethics Code, 2002, Principle E, p. 1063). Stated simply, both trainers and Doctoral interns are expected to demonstrate a willingness to examine their personal values, and to acquire and utilize professionally relevant knowledge and skills regardless of their beliefs, attitudes, and values.

Trainers will engage Doctoral interns in a manner inclusive and respectful of their multiple cultural identities. Trainers will examine their own biases and prejudices in the course of their interactions with Doctoral interns so as to model and facilitate this process for their Doctoral interns. Trainers will provide equal access, opportunity, and encouragement for

Doctoral interns inclusive of their multiple cultural identities. Where appropriate, trainers will also model the processes of personal introspection in which they desire Doctoral interns to engage. As such, trainers will engage in and model appropriate self-disclosure and introspection with their Doctoral interns. This can include discussions about personal life experiences, attitudes, beliefs, opinions, feelings, and personal histories. Assuming no one is free from biases and prejudices, trainers will remain open to appropriate challenges from Doctoral interns to their held biases and prejudices. Trainers are committed to lifelong learning relative to multicultural competence.

Counseling psychology training programs believe providing experiences that call for Doctoral interns to self-disclose and personally introspect about personal life experiences is an essential component of the training program. Specifically, while in the program Doctoral interns will be expected to engage in self-reflection and introspection on their attitudes, beliefs, opinions, feelings and personal history. Doctoral interns will be expected to examine and attempt to resolve any of the above to eliminate potential negative impact on their ability to perform the functions of a psychologist, including but not limited to providing effective services to individuals from cultures and with beliefs different from their own and in accordance with APA guidelines and principles.

Members of the training community are committed to educating each other on the existence and effects of racism, sexism, ageism, heterosexism, religious intolerance, and other forms of invidious prejudice. Evidence of bias, stereotyped thinking, and prejudicial beliefs and attitudes will not go unchallenged, even when such behavior is rationalized as being a function of ignorance, joking, cultural differences, or substance abuse. When these actions result in physical or psychological abuse, harassment, intimidation, substandard psychological services or research, or violence against persons or property, members of the training community will intervene appropriately.

In summary, all members of counseling psychology training communities are committed to a training process that facilitates the development of professionally relevant knowledge and skills focused on working effectively with all individuals inclusive of demographics, beliefs, attitudes, and values. Members agree to engage in a mutually supportive process that examines the effects of one's beliefs, attitudes, and values on one's work with all clients. Such training processes are consistent with counseling psychology's core values, respect for diversity and for values similar and different from one's own.

¹This document was endorsed by the American Counseling Center Training Agencies (ACCTA), the Council of Counseling Psychology Training Programs (CCPTP), and the Society for Counseling Psychology (SCP) in August of 2006. The joint writing team for this document consisted of members from ACCTA, CCPTP, and SCP, including Kathleen J. Bieschke, Ph.D., Chair, (SCP), Arnie Abels, Ph. D., (ACCTA), Eve Adams, Ph.D., (CCPTP), Marie Miville, Ph.D., (CCPTP), and Barry Schreier, Ph.D., (ACCTA). This document is intended to serve as a model statement for counseling psychology training communities and we encourage sites to adapt the CPMTVSD to reflect their particular environment. The writing team for this document would like to acknowledge Laurie Mintz, Ph.D. and her colleagues at the University of Missouri-Columbia; the values statement for their program served as the starting point for the current document. Correspondence regarding this document should be directed to Kathleen J. Bieschke, Ph.D., 306 CEDAR Building, University Park, PA, 16802 or to kbieschke@psu.edu.

Guidelines for Multicultural Conversations

The following guidelines define multicultural identities on the basis of sex, gender, gender identity and expression, sexual orientation, race, ethnicity, national origin, socioeconomic status, ability status, veteran status, age, religion, spiritual preference, and others as well as the intersectionality of any and all of these identities.

In an effort to live by our values of social justice and cultural humility, we developed a set of guidelines to promote constructive conversations about diversity, privilege, oppression, racism, and White supremacy at Counseling Services. As mental health professionals from a wide range of clinical backgrounds, we are committed to our ethical obligation of expanding our multicultural awareness, and we acknowledge that this is a life-long process that involves discomfort, self-assessment, holding others accountable, and engaging in reparative efforts when harm is inflicted. These guidelines are meant to support healthy conversations for our professional and personal growth, and provide guidance as to how to navigate an often-neglected conversation.

1. **Engage in Active Listening:** We ask that every person in the room participate in some capacity. When folks share painful or difficult experiences of discrimination and adversity, they want to feel seen, heard, and understood. When individuals choose to “take a back seat” in the conversation, they are allowing space for others to talk and express themselves freely, but it’s imperative to jump in at times and let the person know that their feelings are valid, and that you are committed to supporting their struggle.
2. **Participate:** Beyond active listening when others are speaking, challenge yourself to share your thoughts in order to reap the most benefit of the conversation. We normalize feelings of discomfort or hesitation to participate, but we also believe that growth can only take place in humility and vulnerability (after all, these are the same essential healing components that we ask from our clients in therapy). Every person in the room will participate; from trainees to senior staff. Senior staff will set the stage by initiating difficult conversations or allowing room for those conversations to take place in the moment, by modeling appropriate self-disclosure, vulnerability, and giving/receiving feedback.
3. **Be Receptive to Feedback:** Learn how your body feels when your defensiveness kicks in. Take a deep breath, and honor the feedback from your peers. As human beings, we have been conditioned to react and defend our opinions from the start. Practicing cultural humility reminds us that our perceptions and opinions are not always right, and if we intend to grow we must be receptive to feedback with a simple “Thank you for calling me in/out on my comments. I will think more about what you said.” Also, anticipate the desire to come out in defense of others. While well intentioned, this doesn’t allow for a learning experience to occur. It is important to recognize the relationship between intention and impact. Having “good intentions” does not negate the fact that those intentions can, and often do, impact in hurtful ways.
4. **Engage in Self-Reflection:** We encourage you to share your findings, discomfort, or insights during a conversation, and to focus on yourself throughout the conversation. While you are welcome to point out other’s biases or misunderstandings, self-reflection must come first.

5. **Read the Room:** Notice who is and is not participating. Encourage others to speak up or share their experiences, particularly those who hold the most privilege in the room.
6. **Take Care of the Marginalized Individuals in the Room:** When holding conversations about identities, oppression, privilege and/or power, we cannot assume that a person holding a marginalized status in the room will do the work for the group. For example, in conversations about race, while we wish to invite BIPOC individuals to be a part of the conversation, they are given the option to participate to the extent that they wish, and to remove themselves, without judgment, if they feel unsafe or uncomfortable in the room.
7. **Always Finish a Conversation:** This may require following up with an individual afterward and resolving any conflict with them directly. Again, it is imperative that such private conversations follow the guidelines as well. In the context of Counseling Services as a whole, we are committed to checking in regularly following group conversations, to provide intentional time and space for further reflection and ongoing engagement in these critical issues.
8. **Accountability and Reparative Justice:** We cannot change what we do not see, or what we refuse to see. One of the powerful benefits of engaging in community conversations around difficult topics is it provides opportunities to confront our own biases in a way that we cannot do on our own. Be ready to make mistakes in the process, and be ready to find ways to remedy the situation. We will enact principles of reparative justice, as opposed to retributive justice, in order to promote reparations where due, and to create an environment conducive of moral growth.

INTERNSHIP PROGRAM STRUCTURE

The 2000-hour doctoral internship appointment is a 12-month full-time position based on an eight-hour day for five days a week. Internships begin in early to mid-August. The current stipend is \$31,200. Stipends are subject to federal, state and social security taxes.

Doctoral interns are considered full-time employees of the University and as such, are eligible for the following benefits: partially paid medical, dental, group life and disability insurance benefits, 20 days of leave time, and university holidays, membership to the university recreation center is available at the staff rate, access to the UMKC Libraries system. Each doctoral intern has a private office with telephone and voicemail, LAN-connected computer and access to a shared printer/scanner. Paid parking is available through the University.

To achieve the goal of the internship experience, doctoral interns participate in all services of Counseling Services and a variety of training activities. The activities comprising the internship training program are detailed in the next section. Please note that this is an approximation of doctoral interns' schedules throughout the training year.

DIRECT SERVICE ACTIVITIES

Individual Counseling

Counseling and psychotherapy activities include individual, couples and group sessions. Although the primary emphasis is on short-term treatment, interns also carry long-term cases. Caseloads average 12 client contact hours per week. Video- and audio-taping are used. Students seek assistance with a variety of problems ranging from normal developmental issues to more severe personality disturbances. Typical presenting concerns include stress, anxiety, depression, relationship problems, grief/loss, loneliness, academic challenges, identity development, self-esteem issues, career indecision, adjustment problems, work problems, and trauma recovery. Doctoral interns are welcome to identify areas of professional expertise and/or clinical issues and populations with which they would like to have more experience.

Relationship/Couple's Counseling

Counseling Services offers relationship and couple's counseling to students. The only requirement for relationship counseling is that one member of the relationship be affiliated with UMKC in some capacity. We welcome all types of relationships and/or couples for this service. Frequent issues addressed in couple's counseling include communication problems, clarification of relationship direction, parenting issues, how to deal with conflict fairly, understanding and appreciating cultural differences, and more. The member of the relationship affiliated with UMKC can participate concurrently in other services offered, while in couple's counseling.

Group Counseling

Counseling Services supports group counseling as a primary treatment modality. Groups may be formed by diagnosis, common presenting concerns or be geared for psycho-education or especially common, interpersonal process. Counseling Services has offered groups for test anxiety, mindfulness, trauma sensitive yoga, body wellness, women and relationships, interpersonal skills, international student support groups, and more. Doctoral interns are

welcome to develop other groups of their own interest. Groups will typically be co-led with a staff psychologist as one of the co-facilitators. Process observers may be part of a team leading interpersonal process groups. Supervision is provided by a licensed psychologist. Points of entry to group include a referral from counselors' current clients or a referral immediately after the Initial Consultation session. Counselors are encouraged to consider referral to the groups when doing Crisis Walk-In Consultation and especially when they have worked long enough with a client on an individual basis that the client would be able to participate in and benefit from a group. Clients may participate in group and individual counseling concurrently, or they may choose to participate only in group depending on the nature of their concern and the treatment recommended by the Initial Consultation counselor. There is no charge for group counseling. There is no limit to the number of group therapy sessions offered to clients as long as they are appropriate for group. All potential members for a group will be screened by the group leaders for appropriateness following the referral. All potential group members will be informed of the nature of the group, confidentiality limits, expectations of group members, and the use of any taping during the individual group screening. Potential members should be scheduled to meet with one or both of the group leaders for a group screening prior to the first group meeting.

Doctoral interns typically co-lead process groups with senior staff. Our policy is that doctoral interns do not normally lead process group counseling sessions alone, except in special circumstances where the staff counselor and intern have agreed that s/he is ready and willing to facilitate a group session independently. If this is not the case and the senior staff leader must be absent, the session for that week may be cancelled. Doctoral interns may independently lead psycho-educational workshops and groups when the intern and supervisor feel that it is appropriate.

Workshops

Counseling Services currently offers a three-week sequential workshop series called Mind Over Mood multiple times throughout the semester. This workshop is often the initial treatment modality for students that helps them build skills to effectively cope with a wide range of presenting concerns including stress, anxiety, depression, etc. It includes didactic, guided experiential, and participatory components. Doctoral interns are responsible for conducting at least one round of the 3-week series per semester.

Initial Consultation

Counseling Services provides Initial Consultation sessions for clients to access counseling services. Doctoral interns maintain regular weekly openings for 2-3 initial consultations. Interviewing skills, diagnostic impressions, and appropriate disposition are all considered to be necessary aspects of the initial consultation process.

Crisis Walk-In Consultation

Counseling Services provides Crisis Walk-In Consultation services to members of the UMKC community. Crisis Walk-In Consultations are scheduled in designated crisis times at 10 a.m. or 2 p.m. every morning and afternoon. Interns are responsible for a consistent weekly crisis walk-in consultation time. When possible, clients will be scheduled in the designated crisis times; however, a client is never turned away when in crisis and other staff may be called upon to assist when individuals in crisis access our services. Crisis contact may occur in our office,

over the telephone, or in situations where staff are asked to assist with a crisis elsewhere on campus, e.g. Student Health and Wellness.

The walk-in hours are reserved for two purposes:

1. Clinical emergencies, which can be referrals from other departments, faculty, staff or administrators, or clients who are in need of urgent care, or
2. Openings for Student Health and Wellness to refer students who, in their judgment, could benefit from services and need to be seen quickly. These students may or may not be “emergencies.” Sometimes it is best for Student Health to make a direct referral when the student is actually in the building and can be persuaded to come and access counseling services. In the event that Student Health is referring a person who is in an emergency situation, one of the staff will call to let us know the status of the case.

Assessment

Interns will be trained in providing assessment in various ways, including conducting weekly initial consultations with disposition assigned; providing risk assessment for crisis appointments; and ongoing assessment of clients’ clinical progress. Assessment seminars will center around the use of diagnostic and risk assessments and incorporation of a range of evidence-based screeners into clinical practice, including mood and eating disorders. Special focus will be given to training on the use of College Center Assessment of Psychological Symptoms (CCAPS).

Outreach

Outreach training and experience are emphasized in the internship. Throughout the year all doctoral interns participate in structured workshops, event tabling, and presentations for residential life, academic departments, student groups and other organizations on campus. There is an optional rotation in outreach and there are occasionally requests for consultation and teambuilding with university departments.

Supervision of Practicum Students

Every semester each intern supervises one of the advanced doctoral practicum/masters-level trainees. Supervision is taped and supervised in a one-hour group seminar that meets every week. An additional one hour of supervision, provided by the intern's primary supervisor, focuses on the practicum counselor's cases and provides additional supervision of the intern's supervision activities. There is didactic training and a time to informally discuss the supervisory experience.

TRAINING ACTIVITIES

Individual Supervision

Quality supervision is viewed as the cornerstone of the training program and is highly valued by the staff. Interns receive two hours of individual supervision weekly for clinical cases and one hour for supervision of the intern's supervisee by a licensed psychologist. Interns also receive a minimum of 30 minutes of individual supervision for the intern's group therapy experiences and special focus rotations. Regular ongoing supervision is also provided for outreach work conducted by interns. Staff are always available for assistance. Supervisory assignments rotate by semester. The following are expectations for clinical supervision:

- Prepare for supervisory sessions by having questions and samples of therapy, by being open to feedback and by making available up-to-date files including initial consultations, progress notes, treatment plans, release(s) of information, and any test data.
- Video- or audiotape all counseling sessions and have them available to the supervisor.
- Prepare and review audio or videotapes of counseling sessions during each supervisory rotation.
- Reflectively consider one's clinical work, including one's own theoretical orientation, clinical strengths and areas for growth, reactions to clients, and client treatment goals.

Group Supervision/Case Conference

This meeting is devoted to case consultation of cases brought to the group forum, with the goal of enhancing conceptualization, interventions and application of research to practice. All staff rotate in presenting their cases at case conference, providing opportunities for modeling case presentations and giving and receiving feedback on challenging clinical issues. Interns present at least two cases per semester, along with conducting formal presentations of their supervision of a practicum student and a multiculturally-focused case presentation.

Professional Development Training Seminars

Doctoral interns attend weekly training seminars conducted by staff and visiting presenters. The seminars are designed to offer perspectives in a number of areas of importance to emerging psychologists. Examples of past seminar modules include time-limited therapy, psychological assessment, ethics and legal issues, developmental issues, cross-cultural counseling, organizational consultation, crisis intervention, psychopharmacology, DSM-5 criteria, couples therapy, managed health care, visits to local treatment facilities and cultural attractions, and professional development issues. Interns may also request topics of special interest to them. *Toward the end of the internship year, interns will conceptualize, design, and deliver a PD seminar on a topic of their choice.* Typically, interns opt to prepare a seminar based on their dissertation topic, but they are free to choose any topic.

Supervision of Supervision Seminar

Doctoral interns attend this seminar biweekly. This seminar will provide different didactic and experiential experiences to doctoral psychology interns in the domain of supervision. It will provide opportunities to discuss guidelines for supervision and recommended competencies in different areas. Interpersonal experiences will be tailored to address critical incidents in supervision that are not usually addressed in introductory courses of supervision, such as how to address supervisee's skill difficulties/deficits, working through

countertransference, and negotiating role conflicts. All supervision activities will use a multicultural lens. Interns will demonstrate basic knowledge and skills in providing clinical supervision; demonstrate awareness of and ability to attend to self and dyad within the supervisory relationship including completing formal evaluations; consider and attend to issues of diversity in supervision; learn how to provide and receive effective feedback to supervisees; and discuss their experience providing supervision and apply knowledge through experiential exercises. Interns will videotape supervision sessions with their practicum student and provide segments for discussion and feedback associated with their supervision process.

Multicultural Seminar

UMKC Counseling Services actively participates in the training of Doctoral Interns in an effort to facilitate the development of each intern's self-awareness around issues of racial and diverse identities, and the ways in which diversity intersects with other variables essential to providing effective mental health services. This seminar is intended to be both experiential and didactic in format. The seminar will provide advanced level discourse about issues of diversity, with the goal of increasing critical thinking about these issues.

Assessment Seminar

Doctoral interns are introduced to the supervised use of a comprehensive collection of tests to address a wide range of presenting questions. The Assessment program helps UMKC students with academic performance issues by providing a cost-effective assessment service targeted to individual needs and is designed for students who may be experiencing difficulties due to study skills, unique learning styles, test anxiety, learning disabilities, or attention and focus issues. Among the assessment instruments utilized, the following are currently offered (with other instruments introduced during the internship training year as needed): Wechsler Adult Intelligence Scale-IV (WAIS-IV), Woodcock Johnson-IV (WJ-IV), Nelson Denny Reading Test, Wechsler Memory Scale-IV (WMS-IV), Minnesota Multiphasic Personality Inventory-2 (MMPI-2), Test of Variables of Attention (TOVA), checklists specific to ADHD symptoms, and instruments to explore an individual's unique approach to learning. A minimum of five assessment batteries with integrated reports is required during the internship year. In addition to academic performance testing, occasionally needs arise for testing for diagnostic clarity; these requests typically are generated by Counseling Services staff and interns will have the opportunity to conduct these batteries as well. Additionally, a required two-hour group seminar in assessment meets bi-weekly and includes didactic instruction, training in test administration, scoring, and interpretation, supervision, and assessment report writing.

Special Focus Rotations

Doctoral interns select a special focus area each semester to achieve their own training goals and to broaden their exposure to activities relevant to psychological practice. Two to three hours per week are allocated to the focus area, and a staff member supervises each area. Commonly selected special focus areas include trauma, eating disorders, assessment, group, couples, outreach, diversity, administration, specific diagnoses, and alcohol and substance use. Interns may develop other areas and/or tailor activities within these areas.

Training Director Meeting

The Training Director conducts a weekly group meeting with interns during which interns are encouraged to discuss openly any aspect of their internship, and to share their perceptions of their training experience. The Training Director responds to any issues and works for resolution if a problem area should arise.

Example Weekly Schedule

The internship experience consists of the following weekly schedule:

Activity	Hours per week
Clinical services (Individual and couples therapy; assessment)	12
Initial Consultation	1.5
Group	1.5
Crisis Walk In Consultation	1
Supervision of a practicum student	1.5
Clinical supervision (Intern's clinical work)	2
Clinical supervision (Supervisee's clinical work)	1
Group supervision/case conference	1
Outreach/consultation	1
Supervision of group therapy	0.5
Special focus rotation	3
Supervision of special focus rotation	0.5
Assessment seminar	1
Multicultural seminar (every other week)	2
Supervision seminar	1
Professional development seminar	1.5
Training Director meeting	1
Supervision preparation	2
Administrative activities (including clinical notes)	5

Evaluation

Doctoral interns and their supervisors participate in evaluation at the end of each of the three semester time frames (December, May & August), as well as engage in ongoing mutual feedback throughout their work together. Formally, the students in training fill out evaluation forms on their supervisors, and in turn, they receive forms filled out on a number of performance criteria. Additionally, interns give feedback to staff on the many seminars they attend. Interns

meet individually with the Training Director to review their training needs, progress and evaluation of the program each semester.

Procedures

Evaluation is a global process that monitors an intern's performance with clients, staff and other interns as well as their compliance with the responsibilities outlined above and their professionalism.

- A. At the end of each clinical supervision experience (generally each semester), each Doctoral intern completes the Supervisor Evaluation Form for giving feedback to the supervisor.

All Doctoral intern's clinical supervisor(s) complete an Evaluation for the intern for the domains they have provided supervision. Other Counseling Services staff may also be asked to provide additional feedback.

At a meeting held specifically for sharing feedback, both intern and clinical supervisor(s) mutually discuss their evaluations of the work done during that clinical experience.

The formal evaluations are not seen as replacements for informal verbal feedback carried on throughout the internship. It is expected that the intern should have been presented with his/her areas of deficiency or misconduct and an opportunity to ameliorate them before any request for a special review.

Copies of all sets of evaluation forms are forwarded to the Training Director, who may use these as a basis for feedback to the academic institution describing the intern's progress to date.

- B. At the end of each training year, each intern completes the Training Experience Evaluation, and forwards it to the Training Director. In addition, each intern meets with the Training Director and is given the opportunity to provide input and suggest changes and modifications regarding the program and his/her professional development and training needs. Relative strengths and limitations of both the training program and the intern are addressed, as well as feedback specific to ongoing supervisory activities. The Training Director also uses this occasion to share overall observations, feedback and evaluations of the intern gleaned from supervisors and staff evaluations, and to mutually discuss reactions to the internship placement.
- C. Doctoral interns meet weekly as a group with the Training Director to discuss internship-related issues. This enables the Training Director to maintain awareness of the progress and problems confronted by interns, to provide a vehicle for the interns to have direct access to Counseling Services administration, and to process developmental tasks and issues of interns. When appropriate, problem solving with each other and with staff members may be facilitated.

Maintenance of Doctoral Intern Records

Counseling Services permanently maintains all records of Doctoral interns, including but not limited to the APPI internship application, intern evaluations, Supervision Contracts, Certificate of Completion, and Summary of Hours. Doctoral intern records are kept in either paper or electronic form.

Profession Wide Competencies

The training at our site focuses on the nine profession wide competencies:

1. Research
2. Ethical and legal standards
3. Individual and cultural diversity
4. Professional values, attitudes, and behaviors
5. Communication and interpersonal skills
6. Assessment
7. Intervention
8. Supervision
9. Consultation and interprofessional/interdisciplinary skills

Doctoral Internship Requirements 2000 Hour Internship

Five Hundred (500) Hours of Direct Service

- Assessments administered
- Relationship/Couple Counseling
- Crisis Coverage scheduled
- Group Counseling
- Individual Therapy
- Initial Consultations (individual and couple)
- Outreach provided (including MindBody Connection)
- Supervision Provided
- Workshops

Initial Consultation

- Sign up for two-three per week on Titanium

Individual Therapy

- Maintain a weekly caseload of approximately ten to twelve (10-12) individual/couple clients

Group Counseling

- Co-facilitate one (1) process or psycho-education group each semester

- Facilitate one (1) workshop each semester

Assessment

- In addition to CCAPS, utilize at least two (2) other assessment screeners/instruments per semester with a designated client and incorporate into treatment.

Crisis Walk-In Consultation Coverage

- Responsible for 1 morning (10 AM) or 1 afternoon (2 PM) crisis coverage time

Meetings

- Group Supervision Case Conference
- Individual meeting with Training Director at least once each semester
- Weekly Training Director meeting

Outreach

- Complete a minimum of one (1) hour of outreach on average per week
- Create at minimum of one (1) outreach presentation to add to our outreach library

Seminars

- Assessment Seminar
- Professional Development Seminar
- Multicultural Seminar
- Supervision of Supervision Seminar

Seminar Presentation

- Conduct a minimum of one (1) seminar presentation during internship (end of spring semester)

Special Focus Rotation

- Participate in a Special Focus Rotation in the fall, spring and summer semester.

Supervision Contract

- Complete supervision contracts with each of your supervisees
- Complete supervision contract with each of your primary clinical supervisors

Supervision Provided

- Provide 1.5 hours of supervision to a MA or PhD student Fall, Winter/Spring and possibly Summer semester

Supervision Received

- 1 hour per week of group supervision case conference
- 2 hours per week of your individual clinical work
- 1 hour per week of your supervision of a supervisee
- .5 hour per week of your group counseling work
- .5 hour per week of your Special Focus Rotation

- Minimum .5 hour per month of your Outreach activities

Biography

- Complete a short biography for our website

Ethical/Legal

- Complete UMKC HIPAA tutorial and print out certificate for Training Director
- Comply with all APA Ethical Code and legal statutes of Missouri
- Read APA Ethical Code and confirm with Training Director
- Complete University Harassment and all other required Trainings, and confirm with Training Director

Evaluations

- Complete at Beginning of internship
 - Self-Evaluation and email to Training Director and Supervisor
- Complete Mid-Semester of Fall, Winter/Spring & Summer Semesters
 - Evaluation of Supervisee
- Complete Final Fall, Winter/Spring & Summer Semester Intern Evaluations

GENERAL ADMINISTRATIVE PROCEDURES FOR INTERNS

Counseling Services Hours

UMKC Counseling Services is generally open from 8:00 a.m. to 5:00 p.m., Monday through Friday. Interns are expected to be on the premises during these times, on the days for which they are scheduled, with an hour for lunch, even if they have no appointments on their schedule. Requests for exceptions to this policy are made through the Training Director and Clinic Director. Interns are expected to work an average of 40 hours a week. Any major change in the schedule must be arranged with the primary supervisor and the Training Director.

Usually in the Fall and Spring semesters, we explore the possibility of maintaining a few late appointment hours (5-7 p.m.) on a designated day of the week, depending on staffing availability and client need for this service. Groups are sometimes scheduled later than normal business hours, as well, and occasional evening and weekend availability is required to fulfill some outreach requirements. Doctoral interns must receive prior approval to schedule a client appointment later than 5 p.m. when outside normal business or scheduled late hours and make arrangements for a permanent staff person to be on site at Counseling Services. **Staff and doctoral interns should NEVER be alone with a client at the agency after hours.**

Safety is important. We encourage you to use wise judgment and common sense for your well-being. The UMKC Police Department can be reached at extension 1515. Given the layout of our facility, there are times when individuals get lost and wander through our area. You are encouraged to ask individuals you do not recognize who they are and if you can help them find what they are looking for. These steps will add to our security and privacy.

Weekly Schedules and Absences

All Doctoral interns are required to maintain a planned schedule for their activities and are responsible for monitoring and updating their schedules in Titanium on a weekly basis to accurately reflect all scheduled appointments, supervision, and other activities. Planned absences (e.g. vacation, doctor appointments, conferences, etc.) should be identified on Titanium well in advance so that double bookings do not occur. This is particularly relevant for intake and crisis times. Doctoral interns are also responsible for finding someone to cover their Crisis Walk-In Consultation times when they knowingly will be away from Counseling Services.

When Doctoral interns are ill, they are responsible for contacting front desk staff for assistance and/or their clients to cancel scheduled appointments. Especially in emergency situations, the intern can contact the front desk to request assistance with this process. Doctoral interns who are ill should contact the Counseling Services front desk staff, the Training Director, and the primary clinical supervisor by phone or email that they will be out of the office. If the intern who is ill was scheduled to be the Crisis Walk-In Consultation counselor, the primary supervisor, Training Director, or other licensed staff will arrange coverage for that time slot.

Leave Time Policies

The leave time guidelines outlined below were developed to ensure Doctoral Interns a minimum of 2000 hours of training and equitable fulfillment of the service commitment to Counseling Services. Therefore, this is a policy to provide parameters of expectations and benefits across the two arenas of training and employment commitments with regard to leave time. Below are parameters and implementation of paid leave time.

Parameters of Paid Leave Time

- All University holidays (9 days)
- 20 days of leave time for vacation, sick time, job search, professional development, etc.
- Interns are encouraged to use some of the remaining leave time at the end of the internship to allow a break between each intern group.
- Interns will make requests in advance for leave time and discuss release time plans with the Training Director. Any special needs may be discussed with the Training Director. Advance, planned leave time requests (eg, week-long vacation) should be made by email to the Director with Training Director copied, who will confirm approval or denial in an email response. Time will be entered accordingly into the UMKC Time/Labor System for leave time taken.
- Interns will inform their primary supervisor, Training Director, and Counseling Services front desk staff when they are ill.

Other Release Time Needs

Counseling Services recognizes that there might be other occasions when release time is needed for unplanned circumstances (e.g. bereavement, extended illness, etc.). The agency will try to be supportive of an individual's needs, and such circumstances will be addressed on an individual basis. Please talk with the Training Director if this type of need arises.

Scheduling, Messages, and Client Records

The scheduling of therapy appointments, handling of telephone messages, and record management must follow the guidelines and procedures set by the administrative staff and conform to the policies and procedures of Counseling Services. Doctoral interns are responsible for scheduling their on-going clients in Titanium. This is often done while meeting with the client for a session. Interns use the schedule in Titanium, blocking off the appropriate amount of time for meeting with a client (usually an hour, though it may be longer in cases such as assessment). Interns need to select the appropriate appointment code in Titanium to reflect the scheduled session, e.g. Therapy (Individual), Therapy (Couples), etc. Some clients may prefer scheduling week-by-week, while others may schedule sessions well in advance. Many clients at Counseling Services do not need to be seen on a weekly basis to make the most effective use of the therapy process.

Doctoral interns are responsible for keeping their schedules up to date and accurate for all appointment types in Titanium. The front desk staff can then confirm future appointments with clients. If for any reason an intern gets “double booked,” it is their responsibility to clarify who is to be seen and who is to be rescheduled, making sure clients are appropriately notified. Interns are also responsible for making timely contact with clients who are assigned to their care, for scheduling ongoing appointments, notifying the client when the intern needs to cancel, and following up with clients after missed or cancelled appointments. If interns unexpectedly need to be away from Counseling Services, it is their responsibility to inform the front desk staff, their primary supervisor, and the Training Director. In such a case, if at all possible, the intern should also follow-up with clients to reschedule. If not, front desk staff should be informed that assistance is needed for canceling missed appointments.

Clinical Documentation

Clinical documentation is required for all clinical service appointments with clients as well as for clinical supervision of supervisee’s clinical work. Following Initial Consultation appointments, an initial draft must be completed in Titanium within one week of the initial session. Crisis Walk-In Consultation notes need to be recorded in Titanium within 24 hours of the appointment. Prior to completing the Initial Consultation summary, any notes the intern has written by hand should remain in a secure place, such as a filing cabinet that is locked each night. After appointment notes have been entered into Titanium, any interview/handwritten notes should be shredded. For individual therapy appointments, progress notes should be entered into Titanium within seven (7) days of that appointment or other contact. All records documenting supervision are maintained securely in accordance with ethical guidelines and standards by the supervisor through the time spent working with the doctoral intern. Once the supervision has ended, all records will be given to the Training Director to be filed and maintained at Counseling Services, on an ongoing and secure basis.

Because client records are legal documents, all documentation outside of Titanium (e.g. release of information forms, requested letters for various needs, etc.) should be typed or written in black ink. Errors should be indicated with a single cross-out line and initialed by the counselor. Such documents are then given to administrative staff to be scanned into Titanium, unless they are already of an electronic format that can be attached or pasted into a note. If at any point in your documentation you use the client's language, place the client's words in quotation marks. For all documentation, anyone receiving supervision at any level at Counseling Services is REQUIRED to obtain all appropriate supervision signatures whether in Titanium or in situations where hard copies are generated (e.g. letters).

Paper files and information from client/supervision records should NEVER leave Counseling Services. Doing this is a breach of policy and poses particular risk to confidentiality. Disciplinary action will be taken if it is found that you have taken portions or entire files from the agency. Doctoral interns should monitor their files and their contents when working at Counseling Services. Counseling Services is now video-recording sessions, if not audio-recording, in most cases. We have a web cam system that will be demonstrated during orientation. The video is stored on a secure server along with our Titanium electronic record

keeping and scheduling system. In no circumstances recordings of sessions may leave Counseling Services for classroom purposes.

Failure to Meet Required Timely Documentation

If a doctoral intern is found to be delinquent in completing documentation in the required time-frame (except under approved situations such as illness, issues of bereavement, etc.), the following policies will be implemented:

1. At the time of the first observed delinquent documentation, the primary supervisor will discuss the outstanding documentation with the intern and will document this, via written email, with the staff member and copy the Training Director in the correspondence.
2. At the time of the second observed delinquent documentation, the primary supervisor will discuss the outstanding documentation with the intern and will document this, via written email, with the staff member and copy the Training Director and Director in the correspondence. The primary supervisor and Training Director will meet with the intern to explore barriers and/or additional training to address any skill deficiencies.
3. If a third violation occurs in delayed documentation, the Training Director and/or Director will meet with the intern and document the meeting in writing with the intern and also inform the intern's educational department of the violation, additionally noting that any further delinquent documentation will result in dismissal from the agency.
4. The consequence of a fourth violation will result in dismissal from the agency.

Client Termination, Transfers, and Referrals

Any student enrolled at the University of Missouri-Kansas City is eligible for services. Students are eligible for one Initial Consultation and eight free individual counseling sessions per academic year (with additional sessions costing \$15 each), with a maximum of 12 individual or couple sessions per year (August 1-July 31). Upon supervisory approval, a small proportion of intern's individual clients may be seen for longer-term treatment, though the majority of cases are resolved in briefer treatments. Additionally, workshops and group counseling are available for UMKC students, and these sessions are unlimited and free to students. Interns should seek to complete their therapeutic services with clients within the training period, in which Termination Summaries should be completed in Titanium. Termination Summaries are also required in the case when a client chooses to prematurely terminate counseling. Generally, when doctoral interns complete their training at Counseling Services, several of their cases may need to be transferred to new counselors if the service has not been completed and the client is still eligible for further therapy at the Counseling Services. For clients that will be transferred, the intern needs to complete the Termination Summary form. Although UMKC students are eligible for services, our staff reserve the right to make clinical judgments based upon whether UMKC Counseling Services is appropriate and can meet the potential client's needs. If our resources are not sufficient, an appropriate referral will be made. Examples of cases requiring an outside referral may include persons requesting or needing a specialized psychological assessment

battery or those exhibiting symptoms of a serious psychiatric illness. In other cases, such as graduation or withdrawing from UMKC, on-going clients may need to be referred out due to ineligibility for additional services. Specific referrals can be provided at any time under the guidance of a supervisor, the Clinical Coordinator, or within the context of other staff consultations. A list of local referral options is available, on our N drive.

General Office Facilities and Equipment

Computer

Counseling Services expects all staff and Doctoral interns to engage in responsible computer use. To safeguard your PC we have a policy that requires you to set a screen password when the screensaver is invoked. You can manually configure these settings by following these steps:

- a. Click on the Start menu.
- b. Go to Control Panel.
- c. Click on Personalization.
- d. Click on Screen Saver (toward the bottom).
- e. Select a screen saver.
- f. Select a numerical value next to Wait. Choose a value of one minute.
- g. Check box that states, "On resume, display logon screen."
- h. Click Apply, and then click on OK.

This will ensure that if you leave your PC unattended, it will be locked from use by others in the area. You can also manually lock your PC when you leave it by conjointly holding down Ctrl-Alt-Del and clicking "Lock this computer."

The password invoked from locking it is the one of the current user. In those locations where there are multiple users e.g. practicum office, a Doctoral intern leaving a computer should log off entirely from the system in order to allow other persons to log on. It is against university policy to work under the logon of another account.

The university permits use of computers for personal business—web searches, email, etc.-- but these uses are expected to be done on the employee's own time (i.e. before or after work, lunchtime). Staff and Doctoral interns are expected to abide by all other Missouri system and university policies regarding university computer use. Please see the following links for specific details:

1. http://www.umsystem.edu/ums/rules/collected_rules/facilities/ch110/110.005_acceptable_use_policy
2. <http://www.umsystem.edu/ums/departments/gc/rules/>
3. http://www.umsystem.edu/ums/rules/collected_rules/facilities

Copy Machine

The copy machine is available for making copies. The cost is incurred by Counseling Services. Projects of multiple pages should be routed through the administrative assistant. The copier is

not for personal use. If you experience problems with the copier, please inform administrative staff as soon as possible.

Front Desk

The front desk is a professional workspace (and the only work space) for the office staff. It is important for clinical staff to be mindful of respecting this space. Permission should be requested before utilizing the front desk area for any activities beyond making certain types of appointments or checking schedules. Confidential information should never be discussed in this area. Please respect the space of our administrative personnel.

Keys Issued

Staff are given keys they need for the period of time they work here. All keys are given only with the approval of the Director and must be signed out with the administrative assistant. Masters interns and doctoral practicum students will not be issued keys to the building or the office front door. Lost keys, especially to cabinets with confidential information, may require re-keying. In that case, determined by the Director and/or University Policy, the party who lost the key (s) may be responsible for the cost of replacing the lock and keys. Building keys belonging to UMKC that are lost or stolen will be subject to university policies and accompanying charges for replacement.

Mailboxes

All staff have mailboxes located in the front desk area, or inside the Masters Intern/Doctoral Practicum office. They should be checked at least daily and usually several times a day when on the premises. Only non-confidential material is kept in these boxes. All confidential material, such as client notes, tapes, correspondence to and about clients, etc., are handled and stored in a manner that protects confidentiality.

Office Supplies

A variety of office supplies are available. Staff and doctoral interns are welcome to use these supplies as needed. We appreciate your conscientious and conservative use of these items, as well as the understanding that certain items can be recycled and used over. Please assist the administrative assistant in making known when supplies begin to run low so that they can be replaced and refilled as such purchases are only made periodically. If you have a specific need that is not currently available in our supply cabinet please make your request known to the administrative assistant.

Phone/Fax Machine Use

Phone and Fax resources are meant for your work within our office.

Rooms

It is important rooms be scheduled in advance. A sign up process for rooms on Titanium will be provided during orientation. Also remember to turn the "IN SESSION" sign around while a room is in use. Be sure doors are locked at the end of the day when you are finished. Check with an administrative assistant if you need help.

Library/Resources

Counseling Services has a variety of books, testing manuals and other resource materials located in the copy room, assessment cabinet, and in various staff members' offices. Staff and Doctoral interns are welcomed and encouraged to utilize these materials to assist with professional development, treatment planning, and client care. Returning materials as soon as you are finished with them helps cut down loss. If materials are lost, the person who checked them out is responsible for their replacement.

Video Equipment

The UMKC CS uses a web cam system that is available in most offices, and videos can be viewed on any computer in our office; however, privacy and confidentiality efforts should be highly maintained. One should only access videos that you are allowed to view. If you find that you are able to access others' videos, please notify the Training Director.

E-mail and Phone Messages

Staff and Doctoral interns are provided an e-mail account through UMKC. Staff and Doctoral interns are expected to utilize the e-mail account provided for their activities associated with Counseling Services. Doctoral interns will need to inform the Training Director and Administrative Associate of their correct UMKC e-mail addresses for inclusion on Counseling Services e-mail groups. This is particularly important for practicum students because of UMKC's recent efforts to protect the privacy of students when generating e-mail accounts (i.e. your e-mail address may not be straightforward).

Counseling Services also provides voicemail services for staff and Doctoral interns. Individuals will either have a private phone line or shared phone line with individual, private, and confidential voicemail boxes.

Doctoral Intern and Training Program Rights and Responsibilities

The applied training at the graduate level in psychology is an essential component in the transition from student to professional. The CS Training Program has certain general expectations of all Doctoral interns regarding their professional behavior and performance. Likewise, there are general responsibilities that the Doctoral intern may expect from the program to assist him/her in attaining an acceptable level of professional competency. Each of these sets of expectations and responsibilities are identified below.

Training Program Expectations of Doctoral Interns

Professional Standards. Doctoral interns are expected to:

1. Know and abide by the guidelines and requirements as stated in the APA Ethical Principles of Psychologists and Code of Conduct (2002; 2010 and 2016 amendments), and other relevant professional documents or standards which address psychologists' ethical and personal responsibilities
2. Know and abide by the laws and regulations governing the practice of psychology, including the Missouri State Statutes
3. Be familiar with and abide by UMKC CS administrative Policies and Procedures
4. Be familiar with and abide by UMKC CS training program Policies and Procedures
5. Know and abide by the policies and procedures for employees of the University of Missouri Kansas City as outlined in the Human Resources orientation and website

The Training Program recognizes that knowledge of the above guidelines and principles is not always sufficient. Doctoral interns need to demonstrate the ability to integrate appropriate standards into their own repertoire of professional conduct. They should demonstrate awareness of ethical issues that arise in work with clients, carry out appropriate decision-making in other professional situations, and demonstrate awareness of ethical considerations in their own and others' professional work. Doctoral interns should demonstrate the ability to appropriately and readily consult with permanent staff for any concerns or questions that arise regarding professional practice.

Professional Competency. By the end of the training year, Doctoral interns are expected to demonstrate competencies at the appropriate level of professional development in the following areas:

1. Knowledge and skills in individual psychotherapy/counseling as required for the successful maintenance of the required clinical caseload at the agency (with Doctoral interns performing at a significantly higher level in terms of the quantity, diversity, severity and urgency of their caseloads), including theoretical conceptualization, treatment planning, and therapeutic interventions
2. Psychodiagnostic assessment skills conducted through initial consultation interviews, assessments, and diagnostic testing.

3. Case management and crisis intervention skills as required with initial consultations, ongoing clients, and other emergency situations; this would include any follow-up as needed for case management, especially for clients at risk, and (for Doctoral interns) providing crisis walk-in consultation services.
4. Knowledge and skills in group psychotherapy
5. Research, evaluation, and proficiency in special focus assignments as required for the successful completion of contracted activities at UMKC CS
6. Skills in psychoeducational workshop and outreach and education planning, implementation, and evaluation
7. Consultation with individuals and systems
8. Demonstrate competencies in psychotherapy supervision
9. Demonstrate the ability to communicate clearly and precisely in both oral and written formats.
10. Participate in the training, service, and continuing education activities of the agency with the internship-end goal of being able to provide services across a range of activities and with a frequency and quality relevant to that of a staff psychologist at UMKC CS.

The expectations for competency require that Doctoral interns make adequate progress in the above areas (as assessed by periodic evaluations) and achieve satisfactory degrees of skill by the completion of training, enabling a Doctoral intern to begin functioning at an entry level as a general professional psychologist within the scope of the state's licensure of practice.

Personal and Interpersonal Functioning. The Training Program recognizes there are relationships among the level of one's personal functioning, one's interpersonal working relationships with colleagues, and one's general effectiveness as a professional psychologist, when fulfilling the role of a clinician delivering professional services in a counseling center. Physical, emotional and/or situational complications may interfere with the quality of a Doctoral intern's professional performance. Such problems include, but are not limited to:

1. Educational deficits or learning difficulties;
2. Difficulties with psychological adjustment and/or inappropriate emotional responses;
3. Inappropriate management of personal stress;
4. Inadequate level of self-directed professional development;
5. Disregard of training and service responsibilities;
6. Conflictual or disrespectful patterns of interaction with clients, peers or staff; and
7. Inappropriate use of and/or response to supervision.

When such problems appear to seriously compromise clinical effectiveness and potential for growth, the training concerns will be discussed with the Doctoral intern and may be formally conveyed in writing to the Doctoral intern, generally by the Primary Supervisor after consultation with the Training Director and possibly the training staff. The program, in conjunction with the Doctoral intern, will then attempt to formulate strategies and procedures to ameliorate such problems. If such efforts do not eventuate in an improved and acceptable level of

performance within a set, reasonable period of time, more severe consequences, up to termination from the program, may result. Specific procedures for due process are described in more detail in subsequent sections.

General Responsibilities of the Training Program

Corresponding to the expectations of Doctoral interns by the program, the following obligations are assumed by the CS Training Program in its commitment to Doctoral interns:

1. The Training Program will provide reasonably sufficient opportunities for learning, via supervised practice and related seminars, to enable Doctoral interns to develop and refine basic clinical competencies, appropriate to their level of training and advancing over the course of the training year.
2. The Training Program will provide necessary guidelines, professional standards and administrative requirements in its Policies and Procedures Handbook as well as in ongoing supervision and seminars to inform Doctoral interns of what is expected of them.
3. The Training Program will delineate the general criteria and procedures by which the performance of Doctoral interns is to be evaluated, including mechanisms by which inappropriate Doctoral intern behavior affecting professional functioning is brought to the attention of the Doctoral intern. The Training Program will also maintain guidelines for due process as well as grievances, to address and remediate perceived problems as they relate to professional standards, professional competency, and/or professional functioning. These guidelines shall include the means by which an evaluation can be appealed for review and reconsideration.
4. Formal written evaluations of a Doctoral intern's progress will be provided at set intervals designed to facilitate their professional development; evaluations will incorporate the collective perspectives of all members of the training staff who work with the Doctoral intern, and offer guidance and recommendations regarding areas identified as in need of improvement. Evaluations will address Doctoral interns' knowledge of and adherence to professional standards, their professional skill competency, and their personal functioning as it relates to the delivery of professional services.
5. The Training Program will solicit formal feedback from Doctoral interns regarding all principal aspects and components of training, in order to implement corrective adjustments where indicated in the areas of supervision, seminars, or delivery of services.
6. The Training Program will maintain communication with the Doctoral intern's graduate department regarding the Doctoral intern's progress during the training year. At the minimum, the Training Director or designee will communicate with the Doctoral intern's academic program to verify satisfactory performance or coordinate recommendations as needed for improvement or remediation in areas of concern

In addition to the acquisition and refinement of knowledge and skills, a major focus of Doctoral internship is to facilitate the consolidation of a professional identity by assisting Doctoral interns in integrating their personal values, attitudes and functioning as individuals with their professional functioning. The CS Training Program believes that self-awareness plays an

essential role in the development of professional skills. The program is committed to promoting a learning environment where each Doctoral intern can meaningfully explore personal issues which relate to his/her clinical work and professional development, including consideration of personal qualities, dynamics and/or history that the Doctoral intern brings to the professional encounter. Supervisors and trainers support Doctoral interns in such self-examination only as it serves as an avenue for the development of personal characteristics that will contribute to greater effectiveness as a professional. The supervisory or training relationship must be characterized by trust, safety and respect to foster this process. Supervision is never viewed as psychotherapy, and the supervisor or trainer bears the responsibility to maintain an appropriate boundary so that Doctoral intern self-exploration and disclosure is voluntary and is not perceived as coerced. A Doctoral intern always determines how much or how little to disclose in the course of self-examination, and always maintains the right to refuse to disclose personal information. Expectations related to Doctoral intern self-exploration and self-disclosure are consistent with the American Psychological Association's Revised Ethical Principles of Psychologists and Code of Conduct (2002), Ethical Standard 7.04 (Student Disclosure of Personal Information).

Accommodation of Disabilities

The university is committed to providing equal opportunity to all qualified applicants and employees. To that end, UMKC will provide reasonable accommodations for the known disability of a qualified applicant or employee with a disability, unless the accommodation would impose an undue hardship. A reasonable accommodation is a modification or adjustment to a job, employment practice or the work environment that makes it possible for a qualified individual with a disability to enjoy an equal employment opportunity. Steps for obtaining accommodations are handled by the UMKC ADA Coordinator in conjunction with Counseling Services (<https://info.umkc.edu/hr/affirmative-action/>).

DUE PROCESS: DOCTORAL INTERN EVALUATION AND PROGRAM RESPONSE¹

Due Process: General Guidelines

Due process ensures that decisions made by the Training Program regarding Doctoral interns are not arbitrary, subjectively biased, or otherwise unfair. It requires that the program establish evaluative procedures which are applied equally to all Doctoral interns, with appropriate appeal procedures available to review the program's actions. CS follows the general guidelines for due process generated by Lamb et al (1987); these include:

1. Presenting Doctoral interns, in writing, with the program's general performance requirements;
2. Stipulating the procedures for evaluation of Doctoral interns, including when and how evaluations will be conducted; such evaluations should occur at appropriate and set intervals, during the training year and at its conclusion;
3. Articulating in writing the procedures and guidelines involved in making decisions regarding skill deficits and competency problems [these appear below];
4. Communicating with Academic Programs about observed difficulties with Doctoral interns, to coordinate with them about how to address such issues;
5. Instituting, in conjunction with the Academic Program when needed, a remediation plan for identified deficits, including a time frame for required improvement and consequences if the difficulty is not rectified;
6. Providing the program's Policy and Procedures at the outset of the training year to the Doctoral intern, including the description of Due Process and Grievance mechanisms;
7. Ensuring that Doctoral interns have sufficient time to respond to any action taken by the program;
8. Using input from multiple training sources when making decisions or recommendations regarding the Doctoral intern's performance; and
9. Documenting, in writing and to all relevant parties, actions taken by the program and the rationale.

The Evaluation Process

Doctoral interns are evaluated and given feedback throughout the year by their individual supervisors as well as by other staff involved with their training. Feedback facilitates Doctoral intern professional growth by acknowledging strengths as well as identifying areas of focus for further skill development; it can also serve to identify performance or conduct areas that need improvement. Each supervisor provides the Doctoral intern and the Training Director with formal written evaluations at the end of the fall, spring and summer semesters for Doctoral interns. The evaluations cover three major areas: (a) the awareness and incorporation of relevant professional standards, (b) the acquisition and demonstration of expected professional skills and abilities, and (c) the appropriate management of personal concerns and interpersonal conduct as they relate to professional functioning in Counseling Services.

At least once per month the training staff meets for a comprehensive review of the progress of CS Doctoral interns. Information is gathered from clinical supervisors, seminar leaders, and other training staff who have had significant contact with the Doctoral intern. After the review, the supervisors integrate all evaluations and meet with the Doctoral intern to provide him/her with a summary evaluation and comprehensive feedback. Both Doctoral intern and supervisor discuss how the training experience is proceeding, and the Doctoral intern has the opportunity to give his/her reactions to the feedback and offer critiques of the training experience. The Primary Supervisor and the Doctoral intern may negotiate for a modification of the training program to address particular needs and recommendations for development; however, any significant deviations from the training program structure should be negotiated with the Training Director. Discrepancies between the training staff's evaluation and that of the Doctoral intern should be addressed and where possible, resolved. Procedures for addressing unresolved differences are described below.

When formal, written evaluations have been completed and discussed, both the supervisor and Doctoral intern sign the evaluations indicating that they have been reviewed by both parties, and the Doctoral intern appends any comments he/she/they wishes to note. A copy of the evaluation is then provided to the Training Director for the Doctoral intern's permanent training file.

Communication with the Doctoral Intern's Academic Program

The Training Director is responsible for ensuring that the Doctoral intern's sponsoring academic program is kept apprised of the Doctoral intern's progress and performance. The Training Director communicates with the Doctoral intern's academic program as needed, and at a minimum, provides a mid-year and year-end summative evaluation from the Doctoral intern's supervisor(s). In the event that problems arise in the training experience of a Doctoral intern, the Training Director may initiate consultation with the Doctoral intern's academic program to convey any concerns or modifications of the Doctoral intern's training contract with CS.

Problems with Doctoral intern Performance: Definitions

The Training Program recognizes that problems arise for a variety of reasons, and that most are perceived to be not unexpected or not excessive for professionals in training. However, Doctoral intern behaviors may become problematic when they cause interference in professional functioning. Supervisors and/or trainers may perceive that a Doctoral intern's behaviors, attitudes, or characteristics are disrupting the quality of his/her/their clinical services, relationships with peers and trainers, or his/her/their ability to comply with appropriate standards of professional behavior. If not adequately assessed and remediated, such behavior may compromise the welfare of a client, the welfare of a Doctoral intern, and/or the goals of the training program. Ethical guidelines set by the American Psychological Association (2002) and the American Counseling Association (ACES, 1993) assert the importance of protecting the rights of both clients and Doctoral interns; CS upholds this responsibility by instituting relevant policies and procedures for these reasons. To address these issues, policies and procedures related to problematic Doctoral intern behavior/performance are outlined below.

In reviewing the literature on trainee impairment and problematic behavior, Forrest, Elman, Gizara, and Vacha-Haase (1999) concluded that there is confusion in the field over

terminology and definitions of problematic behaviors and recommended that trainers develop clearer definitions which would then lead to “more accurate assessments, more appropriately designed remediation plans, and more defensible decisions to dismiss” (p. 665). For example, a distressed condition may not necessarily impact directly on a trainee’s professional performance and so it would not in itself constitute problematic behavior. However, when it does adversely and significantly affect professional performance, it is considered problematic. When difficulties are noted, evaluative criteria should address particular professional behaviors, through clear feedback by the supervisors at set intervals during training.

For the purposes of this document, Doctoral intern behavior becomes a serious concern when it interferes in professional functioning in one or more of the following ways:

- *Unethical behavior or violation of policies.* An inability and/or unwillingness to acquire and integrate essential professional standards into one’s repertoire of behavior
- *Inadequate performance.* An inability to acquire professional skills in order to reach an acceptable level of competency for the Doctoral intern’s stage of development (as operationalized by designated levels on CS evaluations)
- *Problematic performance or conduct.* An inability to control personal stress, psychological dysfunctions, and/or inappropriate emotional reactions which disrupt professional functioning

In general, it is a matter of professional judgment as to when difficulties in a Doctoral intern’s behavior reach the level of **problematic performance or conduct**. Behaviors typically become identified as problematic performance or conduct when they include one or more of the following characteristics:

1. The Doctoral intern does not acknowledge, understand, or address the problem when it is identified
2. The problem is not merely a reflection of a skill deficit which can be rectified by didactic training and/or further supervised practice
3. The quality of services delivered by the Doctoral intern are significantly affected in negative ways
4. The problem is not restricted to one area of professional functioning
5. A disproportionate amount of attention by training personnel is required to attempt to contain and/or ameliorate the consequences
6. The Doctoral intern’s behavior does not change as a function of feedback, remediation effort, other corrective experience, and/or time
7. The problematic behavior has potential for ethical or legal ramifications if not addressed
8. The Doctoral intern’s behavior negatively impacts the public view of the agency
9. The problematic behavior negatively impacts peer and/or professional relationships

Procedures for Responding to Problematic Performance or Conduct

The procedures for due process at CS are intended to promote fair, balanced and thorough discussions of concerns regarding Doctoral intern performance in the effort to achieve remediation and/or resolution; they follow a sequential path with the possibility of resolution at any step but identify a subsequent step if resolution is not achieved.

All discussions regarding Doctoral intern performance begin in the individual supervision meetings; it is the responsibility of the supervisor to bring to the Doctoral intern's attention skills, behaviors, or other actions which are evaluated as inadequate or problematic and to discuss strategies for skill acquisition or ways to improve Doctoral intern performance. If a Doctoral intern's behavior or performance continues and is evaluated at the formal evaluation period as seriously problematic or inadequate, the supervisor will discuss the areas of concern with the Doctoral intern and subsequently notify him/her/them and the Training Director of the basis and rationale for the evaluative rating of the behaviors of concern. The Doctoral intern will be afforded the opportunity to respond formally through written response to the evaluation and may provide any additional information with reference to the identified problems. The Training Director, in consultation with the Training Committee and the CS Director, would then review the rating, its rationale and any response to it from the Doctoral intern, to determine what subsequent action should be taken to address the problems identified. Possible actions include:

1. **Informal Intervention:** In many cases the concern may be addressed informally through re-negotiation of the Doctoral intern's training goals. The Training Director may make recommendations regarding supervisory interventions or training changes or may choose to bring the matter to the Training Committee for further discussion and recommendations.
2. **Acknowledgement Notice:** The Training Director, in conjunction with the Training Committee, may choose to issue an "Acknowledgment Notice" that formally acknowledges awareness of and serious concern with the Doctoral intern's performance as evaluated by the supervisor and training staff. Its intent would be to identify specific areas or behaviors of concern, expectations regarding behavior change, and emphasize how relevant training staff will work with the Doctoral intern to rectify the problem. In this situation, the behaviors associated with the rating are not considered significant enough at that point to warrant more serious action
3. **Probation Notice:** In more serious instances, the Training Director and Training Committee may issue a "Probation Notice," which establishes a process for a set period of time in which the Committee will actively and systematically monitor, through the Doctoral intern's supervisors, the Doctoral intern's efforts to address, change, and/or improve the problem behaviors. The probation statement should include:
 - a. The specific behaviors associated with the evaluative rating
 - b. The Committee's recommendations for rectifying the problem, including any immediate action that should be taken
 - c. The time frame for the probation during which the problem is expected to be ameliorated

- d. The procedures designed to ascertain whether the problem has been appropriately rectified.

The Training Director or designee will then meet with the Doctoral intern and the Doctoral intern's supervisors to review the probationary conditions. The Doctoral intern may choose to accept the conditions or may choose to appeal the action. The procedures for appeal are presented in a later section.

The Doctoral intern's Academic Program will be informed if an Acknowledgment Notice or a Probation Notice is issued. Notification will indicate the nature of the evaluative rating, its rationale, and the action taken by the Training Program; a copy of the formal supervisory evaluations raising the concerns would be included. The Doctoral intern shall receive a copy of any letter sent to the Academic Program.

Once an Acknowledgment or Probation Notice is issued, it is expected that the status of the evaluated behavior(s) will be reviewed no later than the next formal evaluation period or, in the case of probation, no later than the time limits identified in the probation statement. If the performance has been rectified to the satisfaction of the Training Director and the Training Committee, the Doctoral intern, the Academic Program and other appropriate individuals will be informed, and no further action will be taken.

Types of Remediation Recommendations

When formal actions are taken, a group meeting is held with the Doctoral intern and his/her/their supervisors to discuss the evaluative concerns and to establish specific expectations regarding Doctoral intern improvement/change. Expectations are negotiated amongst all parties, and subsequently documented in written form as a revised training contract. It is important to clearly establish the appropriate means to address a condition of inadequate performance or problematic performance/conduct once it has been identified. Several possible, and perhaps concurrent, courses of intervention designed to remediate problems may include but are not limited to:

1. Increasing supervision either with the same or another supervisor
2. Changing the format, emphasis, and/or focus of supervision
3. Requiring specific readings or coursework
4. Recommending personal therapy with a clear statement about the manner in which such therapy contacts will be used in the evaluation process
5. Reducing the Doctoral intern's clinical or other workload
6. recommending, when appropriate, a leave of absence and/or a second Doctoral internship
7. Collaborating with the Doctoral intern's academic department on the remediation plan

Monitoring of progress and evaluative feedback would occur on an ongoing, active basis in the Doctoral intern's individual supervision meetings. The Training Director would be kept informed of progress made in meeting the revised training goals.

Failure to Demonstrate Sufficient Improvement

When a combination of interventions does not rectify the problematic performance or conduct within a reasonable period of time under the conditions stipulated, or when the Doctoral intern seems unable or unwilling to alter his/her behavior, the Training Program may need to take more formal action. The Training Director will meet with the Training Committee to discuss the Doctoral intern's status in the Training Program. Any of the following actions may be taken:

1. A continuation of the probation for a specified time period
2. A suspension, whereby the Doctoral intern is prohibited from engaging in certain professional activities until there is evidence that the problem behaviors in question have improved
3. The Doctoral intern may voluntarily withdraw from the CS Training Program
4. A recommendation to the Director of CS that the Doctoral intern be terminated from the program

If the determination of insufficient improvement is made at the end of a training year, the Committee may:

1. Give the Doctoral intern a limited endorsement, including the specification of those settings or roles in which s/he/they could function adequately
2. Determine that the Doctoral intern has not successfully completed the Training Program, with the recommendation of a subsequent Doctoral internship
3. When the Training Committee and Training Director conclude that the Doctoral intern is not suited for a career in professional clinical practice, recommend a career shift for the Doctoral intern and facilitate this if possible

The Training Program decision will be given to the Doctoral intern in writing. Within one week of the receipt of the Program's determination, the Doctoral intern may respond by either accepting or appealing the action. A lack of response by the Doctoral intern to the Training Program's decision will be interpreted as accepting the action. If an appeal is made the Doctoral intern must, within one week, provide in writing to the Training Director and the Training Committee the reasons why the Doctoral intern maintains that the action is unwarranted. If the Doctoral intern appeals the Program's action, the procedures outlined in the section below on "Doctoral intern Appeal" will be implemented. Whatever actions are taken, it is important that the steps are appropriately documented. The Doctoral intern's Academic Program will be notified in writing of the Training Program's determination.

Violations Meriting Immediate Suspension

Some violations of policy or procedure are serious enough to warrant immediate action. Should the Doctoral intern commit a felony, have sexual or romantic contact with a client, or perform any other serious violation of ethical conduct or the university policy, he or she will be placed on immediate suspension. Further disposition will be determined by the Director in consultation with the Training Director, the Training Committee, and/or other training staff and with Human

Resources in accordance with relevant university policies and procedures. The Doctoral intern's Academic Program will be notified of the violation and actions taken by CS.

Procedures for Doctoral Intern Appeal

If the Doctoral intern appeals an action taken by the Training Program as described above, he/she/they must inform the Training Director in writing within one week of the receipt of notification of the action. A Review Panel will then be convened, consisting of the Training Director as chair, one staff member selected by the Director, and one staff member selected by the Doctoral intern. A review hearing will be conducted in which the appeal is heard, and the evidence presented. The Doctoral intern retains the right to be present and hear all facts with the opportunity to dispute or explain his or her behavior, prior to discussion by the Review Panel. Decisions by the Review Panel will be made by majority vote. Within one week of the completion of the review hearing, the Review Panel will submit a report to the Director of CS, with a copy to the Doctoral intern, including any recommendations for further action.

Within one week of receipt of the Panel's report, the Director of CS will either accept the Review Panel's recommendation for action, reject it and provide an alternative, or refer the matter back to the Review Panel for further deliberation. In the latter instance, the Panel would then report the results for further deliberation. The Director then will make a final decision regarding what action is to be taken. When the final decision has been reached, the Doctoral intern, the Academic Program, and other appropriate individuals are informed in writing.

Due Process Procedures: Complaint by Staff Member

When a staff member of CS has a concern with a Doctoral intern regarding a perceived violation of ethical or legal standards, serious professional incompetence or negligence, or major infringement on the rights of others, the staff member should discuss the concern directly with the Doctoral intern and the Doctoral intern's supervisors for reasons of education and enlightenment. If this discussion should be unsatisfactory in resolving the concern, and/or the Doctoral intern behavior is serious enough to warrant it, the staff member may submit a complaint, in writing, to the Training Director. The Training Director will notify the Doctoral intern and the Doctoral intern's supervisor of the allegation and convene a subcommittee with the Doctoral intern's Primary Supervisor and when appropriate the Clinical Coordinator, unless one of them is the individual filing the grievance. If so, a different staff person will be appointed to the subcommittee. The subcommittee will review the complaint to determine if there is reason to proceed with an investigation or whether the behavior in question is in the process of being rectified and without negative consequence.

If the subcommittee determines that the alleged behavior is not substantiated or would not constitute a serious violation, the Training Director shall inform the Doctoral intern and the staff member, who may be allowed to renew the complaint if additional information is provided. When a decision has been made by the subcommittee that there is probable cause, the procedures for responding to problematic performance/conduct outlined above will be implemented.

Grievance Procedures: Concerns Regarding a Staff Member

Complaint Against a CS Staff Member

There may be situations in which a Doctoral intern has a complaint (e.g. poor supervision, unavailability of supervisor, evaluations perceived as unfair, personality clashes, workload issues, other conflicts) regarding a supervisor, another member of the CS training staff, or with the program itself. The recommended steps would be:

1. The Doctoral intern should attempt to discuss the concern directly with the individual involved in an effort to informally resolve the problem.
2. If this is insufficient to resolve the problematic situation, or it is inappropriate to raise the issue directly with the individual concerned, the Doctoral intern should raise the issue with a supervisor (or the Training Director if the concern is regarding a supervisor) for consultation and guidance. Following this consultation, the Doctoral intern:
 - a. May then personally discuss the matter with the staff member involved
 - b. Accompanied by a supervisor, may meet and talk with the staff member involved in an effort to seek resolution
 - c. Possibly with a supervisor, may meet with the Training Director to discuss the concerns and efforts made to date to seek resolution
3. When the Training Director becomes involved, any of the following steps may be taken to seek resolution:
 - a. The Training Director may talk privately with the staff member involved
 - b. The Training Director may talk with the staff member and Doctoral intern together to seek resolution of concerns
 - c. The Training Director, Doctoral intern, Doctoral intern's supervisor(s), and the staff member involved may meet to seek resolution
4. If these steps fail to resolve the matter, the Training Director will consult with the CS Director to develop appropriate procedures to review and investigate the complaint.

If the Training Director is the object of the complaint or grievance, the Doctoral intern should consult with a supervisor and together consider the following sequence of steps:

1. The Doctoral intern may meet privately with the Training Director to raise concerns and seek resolution
2. The Doctoral intern and a supervisor together may meet with the Training Director to seek resolution
3. The Doctoral intern and supervisor may raise the issue with the CS Director, who would then advise on the appropriate steps to be taken, including but not limited to mediation by another party. If resolution is not achieved, the CS Director or his/her designee would assume administrative responsibilities for the Doctoral intern in the Training Director's stead. An outside professional determined by the CS Director may be offered as a

consultant to the process, to provide independent support and guidance related to the complaint or grievance.

4. If the Training Director is one of the Doctoral intern's supervisors and the matter cannot be resolved:
 - a. The Doctoral intern and Training Director may agree to continue with supervision under stipulated conditions (e.g. the focus of supervision remains on specific tasks or areas)
 - b. Another senior staff member may be assigned to assume supervisory responsibilities for the Doctoral intern in the Training Director's stead; responsibilities would include formal evaluations of the Doctoral intern's performance

If the Doctoral intern wishes to file a more formal complaint, this should be in writing and submitted to the Training Director and/or the Director of CS. The Director will then establish a procedure to review and investigate the complaint. This does not preclude attempts at resolution made at the university/institution level.

It is the policy of UMKC to provide an avenue for individuals who may have a complaint regarding the behavior(s) of any university employee. 380.010 Grievance Procedure for Administrative, Services, and Support Staff https://www.umsystem.edu/ums/rules/collected_rules/grievance/ch380/380.010_grievance_procedure_administrative_service_support_staff is the mechanism for employees to pursue a complaint as outlined in the policy. UMKC Human Resources has a mechanism for confidential Employee Consultation through Employee Relations (<https://info.umkc.edu/hr/employee-relations/>) as well as an Ombudsperson (<https://info.umkc.edu/help/ombuds/>) available to talk with staff.

In addition to university policy, Doctoral interns may be guided by APA Ethical Principles which suggest that individuals concerned about a possible ethical violation "attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved" (Ethical Standard 1.04, APA, 2002).

University of Missouri Kansas City's Policy on Discrimination and Harassment

This University of Missouri policy aims for an increased awareness regarding sexual harassment (330.060) by making available information, education and guidance on the subject for the University community.

- A. **Policy Statement** - It is the policy of the University of Missouri, in accord with providing a positive discrimination-free environment, that sexual harassment in the work place or the educational environment is unacceptable conduct. Sexual harassment is subject to discipline, up to and including separation from the institution.
- B. **Definition** -- Sexual harassment is defined for this policy as either:
 - 1. Unwelcome sexual advances or requests for sexual activity by a University employee in a position of power or authority to a University employee or a member of the student body, or
 - 2. Other unwelcome verbal or physical conduct of a sexual nature by a University employee or a member of the student body to a University employee or a member of the student body, when:
 - a. Submission to or rejection of such conduct is used explicitly or implicitly as a condition for academic or employment decisions; or
 - b. The purpose or effect of such conduct is to interfere unreasonably with the work or academic performance of the person being harassed; or
 - c. The purpose or effect of such conduct to a reasonable person is, to create an intimidating, hostile, or offensive environment.
- C. **Non-Retaliation** -- This policy also prohibits retaliation against any person who brings an accusation of discrimination or sexual harassment or who assists with the investigation or resolution of sexual harassment. Notwithstanding this provision, the University may discipline an employee or student who has been determined to have brought an accusation of sexual harassment in bad faith.
- D. **Redress Procedures** -- Members of the University community who believe they have been sexually harassed may seek redress, using the following options:
 - 1. Pursue appropriate informal resolution procedures as defined by the individual campuses. These procedures are available from the campus Affirmative Action/Equal Opportunity Officer.
 - 2. Initiate a complaint or grievance within the period of time prescribed by the applicable grievance procedure. Faculty are referred to Section 370.010, "Academic Grievance Procedures"; staff to Section 380.010, "Grievance Procedure for Administrative, Service and Support Staff" and students to Section 390.010, "Discrimination Grievance Procedure for Students".
Pursuing a complaint or informal resolution procedure does not compromise one's rights to initiate a grievance or seek redress under state or federal laws.
- E. **Discipline** -- Upon receiving an accusation of sexual harassment against a member of the faculty, staff, or student body, the University will investigate and, if substantiated, will initiate the appropriate disciplinary procedures. There is a five-year limitation period from the date of occurrence for filing a charge that may lead to discipline.
An individual who makes an accusation of sexual harassment will be informed:

1. at the close of the investigation, whether or not disciplinary procedures will be initiated; and
2. at the end of any disciplinary procedures, of the discipline imposed, if any.