



Counseling and Psychological Services

Training Program



Training, Mission & Model

The mission of Counseling and Psychological Services (CAPS) at Gallaudet University is to train mental health practitioners, provide clinical services to the deaf population, and to increase public awareness of the unique cultures, issues, and requirements of deaf persons. As such, the training program is a significant aspect of the CAPS mission.

CAPS provides mental health services for Gallaudet University students, as well as psychological assessment services for deaf and hard of hearing individuals and their families from the greater Washington D.C. area. The training experience emphasizes the development of the multiple skills required to meet both the communication and cultural needs of such clients.

CAPS has established practicum, externship training, internship, and other training for masters, doctoral, and post-doctoral level students, in the disciplines of social work, counseling, psychology, and psychiatry. It is a training site for Gallaudet University graduate students from the departments of social work, counseling and psychology. CAPS, additionally, through liaisons with Howard University Medical School and George Washington University Hospital Psychiatric Residency Program provides training opportunities for medical students and psychiatric residents.

CAPS employs licensed staff and faculty supervisors who use American Sign Language (ASL), as well as in other modes of communication, to train mental health professionals to serve deaf and hard of hearing populations. Graduate students from other universities may also obtain practica, externships, or internships and may conduct research at CAPS. In addition, CAPS provides opportunities for continuing professional education and advanced research for practicing mental health care professionals and scholars nationally and internationally.

The CAPS model of training is a practitioner-scholar model, based on the belief that professional competence is developed through direct service contact with clients, and through in-depth supportive supervision and analysis of that contact as well as scholarly inquiry through the literature. To provide this support and to increase supervisory effectiveness, all therapy sessions performed by trainees are recorded and/or, in some instances, observed in vivo. Trainees not only have the advantage of supervision with the use of recordings of their therapy, counseling and assessment work, they also have the opportunity to observe experienced clinicians at work, using CAPS's video and live observation facilities.

Trainees are responsible for completing the requirements of their respective departments or university for practicum, externship, or internship as well as CAPS requirements. CAPS provides a variety of activities that combine with individual supervision to form the CAPS training program.

Description of Services

Counseling and Psychological Services offers a comprehensive array of services to Gallaudet students. Through its assessment training program CAPS serves a small number of deaf, hard of hearing and hearing clients from the off campus. Clients represent a range of ethnic groups and socio-economic classes. CAPS does not provide ongoing services to Gallaudet staff and faculty

members. Rather, CAPS provides consultation, free of charge, to university employees when referral information is given for mental health services off campus.

In line with Gallaudet University's Mission and the Strategic Objectives of its Vision Statement, whereby students are able to participate fully in all aspects of campus life and thereby acquire the comprehensive education and experience that are the goals of a liberal arts education, CAPS's goal for students includes assistance with retention by offering prevention and early treatment or referral for developmental, emotional, or interpersonal difficulties that arise during the educational process. Toward this goal, CAPS provides prevention-oriented psychoeducational offerings, and timely and confidential supportive psychological services and referral for such services. Services are provided by supervised trainees and staff who use American Sign Language and other modes of communication used by deaf and hard of hearing people in order to render effective diagnostic and therapeutic services. The trainees are graduate students from the departments of counseling, psychology, and social work at Gallaudet University. Training opportunities for practicing health care providers and graduate students from outside Gallaudet University are also available.

Therapeutic Services:

- Individual counseling / psychotherapy
- Couples and marital counseling / psychotherapy
- Family counseling / psychotherapy
- Group counseling / psychotherapy
- Sand Tray therapy
- Alcohol and substance abuse counseling
- Court referred counseling
- Crisis intervention

Psychiatric Services

- Medication management
- Psychiatric evaluations
- Consultation

Assessment Services:

- Psychological
- Psychoeducational
- Neuropsychological
- Forensic

Advocacy, Outreach & Prevention Services:

- Conference presentations
- National screening day activities
- Mental health workshops
- Consultation
- Referrals
- Paraprofessional training
- Mental health and deafness advocacy

Overview of Training Program

CAPS provides supervised clinical experience and research opportunities for graduate students from the departments of counseling, psychology, and social work at Gallaudet University: the training program provides comprehensive supervised clinical experiences working with deaf and hard-of-hearing clients. Trainees gain valuable clinical skills through various didactics and close supervision.

Description of the CAPS Training Program

Training Activities

Professional Issues Seminar (One hour, first semester)

CAPS clinical staff provide a seminar on relevant issues to the provision of mental health services. Topics include documentation, ethics, diagnostic or intake interviewing, culturally affirmative psychotherapy, termination, treatment planning, and so forth. The seminar meets one hour per week in the first semester of a trainee's tenure.

Case Conference (One hour bi-weekly)

Trainees, CAPS staff, and the psychiatric resident from George Washington University Medical School prepare case presentations for discussion of diagnosis, technique, and treatment planning.

Team Supervision (One hour, second semester)

Trainees meet in a small group with a staff supervisor, to have the experience of providing peer supervision with on-going cases through viewing of DVDs and discussion and/or in vivo observation and supervision.

Individual Supervision

Individual supervision is provided for each trainee by an on-site supervisor for at least one hour per week. This supervisor is the primary clinical supervisor, and is (or works under) a licensed professional in social work, counseling or psychology. All trainees will also have additional supervision for group and assessments as needed. Psychology interns who are full time will have two hours per week of individual supervision for therapy and assessment. Psychiatric residents (from George Washington University Medical School) doing their community rotation during PGY3 or PGY4 (Post-graduate year 3 or 4) are supervised on their clinical work (medication management) by George Washington University Medical School faculty. The coordinator of training provides administrative supervision to the psychiatric resident.

All trainees are asked to sign a supervision agreement at the beginning of the supervisory relationship. This contract includes a standard format used by all disciplines within CAPS, and additional sections specific to departmental requirements, individual training goals and the supervisor's style. Supervisors are required to set specific training goals with their supervisees.

All therapy or counseling sessions are recorded, with at least one video reviewed each week by the supervisor. Supervisors are encouraged to select one case for weekly video review to allow supervision continuity. However, trainees may substitute a taped session from another client in

the event of clinical questions or need. Trainees are required to submit their video for review immediately after the session in order to provide the supervisor adequate time to review the recording before the next supervision session.

In addition, **Pre-doctoral full time psychology interns**, participate in the following:

Intern Seminar (One hour)

Pre-doctoral psychology interns and post-doctoral fellows attend this seminar that is comprised of lectures by CAPS staff or guests and journal article discussions. The lectures and journal article discussions require a greater amount of reading than other training activities and topics in general are more advanced than other training activities.

Professional Development Group (One hour - twice per month)

Pre-doctoral psychology interns and CAPS staff attend professional development meetings with the staff. Recent topics have included exploring the interface of cultural identity and clinical work, and models of supervision. Participants in this group are provided with relevant readings.

Other Professional Development activities are scheduled throughout the year. These might include workshops or training at Counseling and Psychological Services by other mental health professionals and other training on or off campus.

Introduction to Clinical Supervision (Spring Semester)

This seminar is offered by Gallaudet's doctoral program in clinical psychology and is focused on the intern's development as a clinical supervisor. In conjunction with this seminar, the intern will provide supervision to a clinical psychology practicum student at CAPS under the supervision of the coordinator of training or other CAPS licensed psychologists.

**Sample Part-time Trainee Schedule
(Counseling Practicum/Interns and Psychology Externs)**

TUESDAYS

10:00 a.m. -- 11:00 p.m.

Case Conference (All trainees attend)

1:00 p.m. -- 2:00 p.m.

Team Supervision (All trainees attend)

TBA

Individual Supervision

THURSDAYS

10:00 a.m. -- 11:00 a.m.

Professional Issues (Spring Semester)

Tuesdays and Thursdays are required training days due to didactic scheduling. On occasion, trainees may need to work additional hours on other days in order to meet client scheduling needs.

Training Requirements & Responsibilities

Sign Language Competency

CAPS recognizes that effective communication is fundamental to the successful achievement of our mission, and the CAPS policy requires that staff and trainee work toward proficiency in American Sign Language (ASL) and other visual communication methods of communication.

Consequently, all trainee applicants accepted at CAPS are expected to have achieved at least a score of 3 on the Gallaudet University American Sign Language Proficiency Interview (GU-ASLPI). Graduate students from other universities interested in applying to CAPS are expected to have achieved a comparable level of sign communication proficiency.

Stipends

When funds are available, pre-doctoral psychology interns receive a stipend for the full-time temporary one-year position. Benefits include social security taxes, workers compensation and unemployment. Interns are also covered under the Counseling and Psychological Services liability insurance, and CAPS will cover interns' parking fees for the year. Interns are not eligible for health or dental insurance through the university.

Trainee Work Schedules and Leave Time

Trainees from the departments of counseling and psychology are required to do 16 hours per week for their training experience. Psychology externs begin their training experience at the end of August during the first week of classes and continue through final exam week. Winter break is generally three weeks; however, clients' needs should be reviewed with supervisors in the event that there might be a need to see a client during that time period. Counseling trainees begin their training experience in May and continue through final exam week in December. Social work trainees train for one semester in the spring for four days per week. All trainee vacation requests should be made in writing to the primary supervisor. The supervisor should clear the dates with the coordinator of training prior to approval. Counseling trainees are required to participate in training for paraprofessionals during July and August and are, therefore, not to schedule vacation at that time. All trainees are required to participate in specified training activities and some evening workshops.

Pre-doctoral psychology interns are generally full-time, one-year, special-pay employees of Gallaudet University. The internship begins in late August and ends the following August. The intern will have two weeks of annual leave, 6 days of sick leave, 12 paid holidays and 3 days of professional leave. Some evening hours may also be required for workshops. The interns are also expected to participate in the training for paraprofessionals in July and August, and are asked not to schedule vacation during these times. Interns are responsible to turn in time cards to the support staff consistent with the payroll schedule.

Clinical Case Load and Outreach Activities

Part-time trainees (counseling practicum/interns and psychology externs) generally have a caseload of seven clients for therapy. As applicable, clinical psychology externs may have one to two assessment cases for the year. Social work trainees generally have a caseload of ten clients for therapy. The Foundations of Psychotherapy practicum generally involves two therapy cases.

Clinical psychology assessment practicum students will complete four assessments. Pre-doctoral psychology interns will generally have a caseload of approximately 12 clients for therapy and will complete approximately five to eight psychological assessments.

All trainees (except psychology practicum students) will schedule one intake hour each week after they have completed the appropriate training and observations. They may co-lead a group by the second semester of their training tenure. Outreach and workshop activities are variable. There may be opportunity to do outreach on campus or off campus. Trainees are required to conduct workshops in the fall semester.

Recording Policy & Guidelines

All trainee therapy sessions are recorded. Trainees use DVDs to review their work. Supervisors review DVDs of the trainees' work with their clients prior to and/or during their scheduled supervision. Trainees may obtain blank DVDs from the support staff. All DVDs are to be secured in the locked video file cabinet in the Control Room. DVDs of client sessions are not to leave CAPS under any circumstances. They are erased weekly unless permission is obtained in advance for specific CAPS-approved research projects. Clients are informed of the recording policy at the time of the intake session.

Evaluation Procedures

Trainees are provided feedback on an ongoing basis throughout the year via weekly supervision sessions. A written evaluation is completed mid-semester and at the end of each semester (December, May, August). The primary supervisor completes a written evaluation form from the trainee's academic department with input from the entire Counseling and Psychological Services staff. Evaluation forms are reviewed by the training committee prior to review with the trainee. All written evaluations are then reviewed with the trainee in a supervisory session with the primary supervisor to provide a forum for discussion and recommendations. The written evaluation is also sent to the trainee's graduate department. The trainees participate in the evaluation of the training program through the completion of written evaluations of their supervision and of the program.

The pre-doctoral psychology interns are formally evaluated at mid-year and at the end of the year. The evaluation form for these trainees involves an assessment of each intern's individual goals and the programs identified competency areas on a Likert scale from 1 to 7. A score of 7 is "Outstanding", 4 is "Average" and 1 is "Poor". Scores on the individual objectives within each competency area are averaged and then must meet the criteria of 4 or better in that competency area. For example, within the clinical skills competency area, there are seven objective categories. The average score across the seven objectives for clinical skills must be 4 or better.

Counseling and Psychological Services follows the American Psychological Association's (APA's) Ethical Principles of Psychologists and Code of Conduct including the Resolution of Ethical Violations as well as Gallaudet University's Standards of Conduct and Dispute Resolution Procedures. The Policy and Procedures manual outlines the responsibilities of the Counseling and Psychological Services training program and trainees, the expected competencies, the evaluation process, remediation actions, due process procedures, and grievance procedures.

Training Goals & Objectives

The training program at CAPS is designed to facilitate the professional growth of graduate students in the fields of social work, counseling and psychology who seek to become practicing mental health service providers. There are specific competency requirements for all trainees. At the end of their training experience, trainees should have accomplished the following objectives at a level appropriate to the year and discipline of their practicum, externship or internship.

Goal 1 - To Develop Clinical Skills

Objective 1 - Intake assessment and diagnosis

- Perform comprehensive intake sessions (demonstrate ability to gather all significant intake data, clearly explain rules of confidentiality, and assure informed consent of client.)
- Be able to assess suicidality/dangerousness and to competently employ necessary interventions
- Write a comprehensive intake summary including a DSM diagnosis
- Make appropriate treatment recommendations or referrals

Objective 2 - Establishment of therapeutic alliance

- Demonstrate basic skills of empathy and active listening
- Maintain appropriate boundaries with clients
- Build and foster effective relationships with clients
- Show ability to identify and work with transference, countertransference, and resistance in the therapeutic alliance

Objective 3 - Case formulation and treatment planning

- Show ability to use different theoretical models to conceptualize cases
- Demonstrate flexibility in theoretical perspective and ability to change formulation as a case evolves
- Work with clients in a collaborative manner to establish and update treatment goals
- Apply theoretical models in the development of case conceptualization and interventions
- Present clear case formulation and treatment plan details at case conference meetings
- Document case formulation and treatment planning in clinical notes

Objective 4 - Use of supervisory process

- Prepare for supervision meetings
- Present case material in a clear, organized, and accurate manner
- Be open to constructive feedback and/or suggestions of supervisor
- Use input from supervisor effectively

Objective 5 - Group and family therapy (when available)

- Co-lead a psychotherapy group
- Develop a clear understanding of and be able to implement at least one theory of group psychotherapy
- Display group clinical skills in co-leadership of group
- When family/couple clients are available, see clients or serve as part of a live consultation team

Objective 6 - Psychological assessment (For psychology practicum students, externs, and interns)

- Develop competency in administration of a variety of intelligence, achievement, projective, and personality assessment tools
- Become knowledgeable in the use and misuse of these tools with a deaf and hard of hearing population (e.g., understand the limitation of tests normed on a hearing population)
- Perform complete psychological batteries and abbreviated evaluations for Attention Deficit/Hyperactivity Disorder
- Score and interpret test results
- Write complete assessment reports
- Make appropriate recommendations in response to the referral question
- Give feedback to client on assessment findings
- Work with client's academic advisor, the Office of Students with Disabilities, or other agencies/individuals in assuring adequate academic accommodations for the client

Goal 2 - To Develop Skills in Outreach and Consultation

Objective 1 - Outreach activities on campus and in the community

- Exhibit skills in providing educational workshops on topics related to mental health
- Organize and present workshops for undergraduate students
- Provide training for incoming Student Affairs and Academic Support paraprofessionals

Objective 2 - Networking in the larger metropolitan D.C. area and national deaf community (as available)

- Attend area meetings of professionals in the deaf community
- Attend periodic professional development activities at area universities
- Consult with other mental health professionals working with deaf clients nationwide in establishing a referral network

Goal 3 - To Provide Culturally Affirmative Clinical Work

Objective 1 - Language and communication

- Before beginning training, obtain a score of 3 or higher on the Gallaudet University American Sign Language Proficiency Interview (GU-ASLPI)
- Present in American Sign Language in all group supervision settings
- Demonstrate ability to conduct psychotherapy in a range of communication modes (i.e. ASL, signing with voice, signed English)
- If necessary, attend language classes offered at Gallaudet University

Objective 2 - Knowledge of Deaf Culture

- Demonstrate cultural sensitivity in work with all clients and in case consultation
- Participate in seminars and lectures on topics related to deaf culture

Objective 3 - Respect for diversity in all areas of clinical work

- Attend center activities and lectures on culturally affirmative therapy
- Demonstrate culturally affirmative work in case presentations and in supervision
- Participate in campus-wide diversity events and workshops

Goal 4 -To Develop a Professional Identity

Objective 1 - Professional conduct

- Become fully integrated into the CAPS office system by completing all paperwork and record keeping in a timely manner
- Relate to colleagues, staff, and other trainees in a courteous and professionally appropriate manner

Objective 2 - Multi-disciplinary teamwork

- Work collaboratively with trainees and staff from other disciplines
- Display an awareness of when and how to seek consultation from appropriate consultants (ex. medical, legal)
- Appropriately collaborate with campus faculty and staff

Objective 3 - Personal and interpersonal functioning

- Manage personal life and stressors so that difficulties do not interfere with professional responsibilities
- Display an awareness of personal strengths, weaknesses and biases and an understanding of how these impact clinical work

Objective 4 - Ethical and legal issues

- Possess a clear understanding of the ethical and legal guidelines as outlined in the District of Columbia laws and the APA Ethical Principles of Psychologists and Code of Conduct, and the ethical standards of the trainee's profession (ACA, NASW)
- Demonstrate ability to seek supervision or consultation if faced with an ethical dilemma
- Display an awareness of the ethical issues pertinent to the size of the deaf community, such as dual roles and confidentiality

Objective 5 - Transition from intern to professional

- Display confidence in skill level and an awareness of limits
- Function with appropriate autonomy
- Articulate goals for direction of future work
- Initiate next step in meeting licensure requirements

Goal 5 - To Provide Supervision (For pre-doctoral psychology interns and post-doctoral fellows only)

Objective 1 - Knowledge of supervisory theories

- Actively participate in supervision course (when available) and demonstrate knowledge of theories of supervision studied
- Demonstrate theoretical knowledge through integration of theory into supervisory work with practicum level trainees

Objective 2 - Supervisory alliance

- Demonstrate basic skills of empathy and active listening
- Clearly articulate goals and expectations of supervision
- Adhere to appropriate supervisory boundaries
- Establish a safe environment for supervisees to examine their strengths and weaknesses
- Adhere to limits of confidentiality
- Show ability to both respect and challenge supervisees' perspectives

Objective 3 - Multiple supervisory modalities

- Use case consultation
- Use recorded supervision
- Use live supervision and/or partake in live consultation of family cases
- Use supervision of written case summaries and notes
- Provide consultative feedback to other trainees and staff in team supervision and in case consultation meetings

Application and Interview Process

Trainees (with the exception of psychology internship and social work applicants) from the graduate departments at Gallaudet University (counseling and psychology) apply for a training position in the semester prior to the training experience. For the application process, the graduate student must submit a cover letter indicating interest in the position, a resume or curriculum vita, a 10-15 minute video recording of a mock (or real) counseling or therapy session, and two letters of recommendation (with at least one from the department). Qualified applicants will then be selected for an interview with the interviewing committee. Two applicants from the Department of Counseling and the Psychology Department and one from the Department of Social Work could potentially be offered a position.

Application Requirements:

1. A cover letter indicating your interest in the position;
2. A resume or curriculum vita;
3. Two letters of recommendation with at least one letter from your department;
4. A 10-15 minute videotape of a mock counseling session (with a volunteer "client") that is conducted in American Sign Language;
5. Copy of ASLPI results from Gallaudet University showing a 3 or better rating.

Candidates for the pre-doctoral psychology internship, submit an application according to APPIC (Association of Psychology Postdoctoral and Internship Centers) procedures. Gallaudet University participates in the match program under APPIC.

Please Note: Because of ethical concerns, applicants cannot have multiple relationships with CAPS or the Gallaudet student population. **Thus, applicants cannot be current or previous clients of CAPS nor are they eligible to receive services as a client in the future.** Some jobs on campus, such as in the residence halls or other part-time positions on campus, can create dual relationships. Therefore, it is possible that trainees would not be able to hold certain positions on campus while in training at CAPS. Applicants are expected to discuss jobs that they have or concerns about multiple relationships with the coordinator of training.

Contact the coordinator of training if you have any questions about the application process:

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