

**POST-DOCTORAL TRAINING IN
CLINICAL/COUNSELING PSYCHOLOGY**

Georgia State University
Counseling and Testing Center

INTRODUCTION

The Georgia State University Counseling and Testing Center post-doctoral program is designed for individuals who have completed an APA accredited doctoral program in psychology as well as an APA accredited doctoral internship, who are interested in meeting the requirements for licensure and working in *an academic setting which combines clinical work with training, teaching and scholarship*. The 2000 hour postdoctoral program meets all requirements for licensure in the State of Georgia, including a minimum of 500 direct clinical contact hours. Full-time, one year postdoctoral fellows are awarded 2 hours a week of individual face-to-face supervision with senior psychologists who have been licensed for more than 3 years as well as two hours of small group supervision with senior psychologists who have been licensed for more than 3 years.

The training program focuses on developing advanced practice skills necessary to function as a Counseling and Testing Center clinician and/or clinical faculty and staff. Full-time fellows schedule approximately 15-19 hours a week in individual, group and couples therapy, 1 hour a week in psycho-educational programming, 8 hours a week for walk in coverage of initial consultations, as well as triages and emergencies.

Post-doctoral fellows work in close collaboration with the staff of the Counseling and Testing Center and function as a professional with many of the same responsibilities as the clinical staff at the Center. Fellows attend all weekly clinical services, training and professional development meetings and case conferences.

PHILOSOPHY OF TRAINING

Postdoctoral programming and training processes are based upon a training model that values integration of science and practice, appreciation of diversity, experientially-based learning, in addition to a developmentally-sequenced approach to learning. Specifically, guided by these values, the postdoctoral program focuses on the development of the postdoctoral fellow as an increasingly effective generalist practitioner by identifying and building upon professional strengths and refining and expanding: (1) clinical and supervisory practice skills, (2) professional identity, (3) psycho-educational programming and delivery skills, and (4) staff development, case conferences, modeling and mentoring/apprenticeship.

The supervision model embraced by postdoctoral supervisors focuses on learning by doing and receiving feedback, recognizing and building on individual strengths, and use of a developmental approach to learning and practice. Following a developmental approach, postdoctoral fellows contract for more structured learning experiences where and when needed to reach independent competence.

Clinical supervisors attend to many levels of the fellow's development, including adjustment to the agency or role transition, clinical skills, relationship to colleagues, and career development.

Transitions are viewed as critical growth periods for the fellow, which need to be explored, understood and integrated into the evolving professional identity of the fellow. Supervisors formally and informally consult with each other on a regular basis to exchange insights and feedback regarding the fellow's needs and progress in the training program.

Integration is reflected in the underlying assumption that different theoretical orientations are needed and valued for their varying contributions to the effective treatment of different psychosocial problems. Furthermore, all training processes and programming (as all clinical practices) are guided by the science of psychology while the science of psychology, reflected in the research and scholarly pursuits of the faculty and staff, is influenced by practice. In addition, all programming is intended to integrate an appreciation for the dignity and worth of the individual.

CLINICAL TRAINING EXPERIENCES

A full-time fellow schedules approximately 17 hours a week in individual, group and couples therapy, and 8 hours a week in walk-in coverage for initial consultation/triage emergency coverage. In addition, fellows conduct a variety of outreach or psycho-educational programs over the year. Opportunities to participate in research and scholarly publication may be available in cooperation with staff mentors who will provide ongoing supervision. The postdoctoral training program includes individual supervision from at least two experienced psychologists as well as group supervision. Commitments to the training experiences below will be tailored to the interests, needs and qualifications of the fellow:

1. Clinical Services at the University Counseling and Testing Center

The individual clinical services activities of the Counseling and Testing Center function similarly to an outpatient clinic, providing initial consultation interviews (intakes), individual psychotherapy, psychological testing, AOD intervention, crisis intervention services, and supervision. Couples and group therapy are also available. Previous groups have included general growth groups and specialty groups (e.g., for graduate students, international students, LGBT students, ACoAs, women, men, African-American women). The post-doctoral program offers the fellow training in advanced psychotherapy, assessment and consultation skills.

2. Professional Development

The fellow will be able to formulate and clearly articulate his/her own theoretical orientation and conceptualization of cases. The fellow will also become aware of his/her own level of professional development and career path. These goals will be accomplished by engaging in professional development activities, such as staff meetings, case conferences, professional conferences and presentations (e.g. involvement with GPA), administrative functions, committee work, peer supervision, and advanced work on clinical skills. This post-doctoral program is designed to meet licensing requirements while providing supervised academic experiences.

Socialization and mentoring experiences are also designed to facilitate the fellow's professional identification process and provide meaningful professional contact with those who are active in both clinical and academic activities.

3. Educational and Preventative Services - Stress Management.

Fellows will participate with mentors, interns and practicum students in developing, implementing, and evaluating time-limited psycho-educational and preventative programs as well as developmental skill enhancement workshops. The fellow may participate with senior staff in any number of psycho-educational programs including stress management, depression and anxiety, counseling services, and cultural diversity as well as trainings for the Resident Assistants in University Housing in such areas as crisis intervention and suicide prevention.

GOALS OF THE POST-DOCTORAL FELLOW PROGRAM

1. To provide advanced, in-depth training in the planning, delivery and evaluation of professional and comprehensive psychological services to urban university and general outpatient populations, with a focus on developing and refining skills for culturally competent intervention.
2. To develop a project based on the fellows strengths and interests as well as the university's needs that will demonstrate a culturally sound systemic intervention for the GSU population. This will be negotiated with the Director and implemented with CTC support during the fellowship year.
3. To provide the fellow with those specific experiences that will prepare him or her to function in a university as a clinical faculty and staff or an academic clinician. The post-doctoral fellow who graduates from this program will have advanced general clinical training with a specialty in culturally competent assessment and treatment. The fellow may also work with staff mentors/supervisors on a research project for publication and /or presentation during the year. The fellow may be involved in other academic activities such as grant writing with staff. Each fellow will develop and present a professional development workshop for the clinicians of the CTC during this fellowship year, based on his or her clinical expertise.
4. To provide professional socialization experiences to help prepare the fellow to function in either an academic or clinical setting. Individual clinical supervision, preparation for the national licensing examination, instructional and administrative mentoring, and other professional development experiences are designed to realize this goal.

The training goals and objectives for the fellow are based on the competencies expected of postdoctoral level graduates in order to reach entry-level, independent professional activity in a university counseling center. These competencies are represented by proficiencies in ethical conduct, multicultural sensitivity, and expertise in the areas of clinical intervention at the

individual and group level with personal and AOD issues, clinical supervision, psycho-educational programming, consultation, teaching and scholarly pursuits. These competencies are consistent with the university's mission and the training program's philosophy of encouraging life-long learning as well as integrative and developmental approaches to training based on the values of mutuality, respect and appreciation for individual and cultural diversity. The ultimate training goal is to facilitate the skill acquisition and professional maturity needed to function as a self-regulating, ethical, competent, and effective licensed psychologist.

Goal 1: To Advance Proficiency in Clinical Interventions and Use of Self with Diverse Clients

- Objective 1: To advance the fellow's proficiency in the effective use of a broad range of interventions.
- Objective 2: To advance the fellow's effective use of interventions with a broad range of client populations found in an urban setting, including clients who represent diversity in age, ethnicity, gender, race, and lifestyle.
- Objective 3: To advance the fellow's use of effective assessment and treatment of AOD issues in a university population.
- Objective 4: To advance the fellow's use of effective psychological crisis interventions.
- Objective 5: To advance the fellow's use of effective group therapy interventions

Goal 2: To Advance Proficiency in Assessment

- Objective 1: To advance the fellow's initial and ongoing skills in assessment and conceptualization through diagnostic interviewing
- Objective 2: To advance the fellow's skills in the use of psychological testing to aid in the clinical assessment and diagnostic process

Goal 3: To Advance Development as a Professional Psychologist

- Objective 1: To advance the fellow's ethical decision-making skills
- Objective 2: To further develop the fellow's professional identity, including increased appreciation and understanding of the fellow's cultural identity and impact
- Objective 3: To provide opportunities for the fellow to interact with other professionals and fellows on professional topics of interest (e.g., through introduction to the Georgia Psychological Association, staff development with invited guest speakers, case conferences)

Goal 4: To Advance Development of a multi-cultural perspective, appreciation of diversity, and skill acquisition across ethnic, racial, gender and class categories.

- Objective 1: To provide opportunities for the fellow to work with clients of diverse cultural backgrounds
- Objective 2: To provide opportunities for the fellow to further understand the socio-political psychological influences that impinge upon the lives of racial and ethnic individuals such as issues of integration, poverty, racism, stereotyping, and powerlessness
- Objective 3: To provide opportunities for the fellow to become more comfortable with the differences that exist between him or herself and clients with regards to race, ethnicity, religion, gender, and sexual orientation
- Objective 4: To provide opportunities for the fellow to become aware of how his or her own cultural background, experiences, attitudes, values, and biases influence the clinical processes with clients
- Objective 5: To help the fellow become more proficient at using cultural self as instrument to further the therapeutic process with diverse clients

Goal 5: To Advance development of fellow's skills in consultation, outreach, and psycho-educational programming and implementations

- Objective 1: To further familiarize the fellow with the basic principles and concepts, consultation, outreach and psycho-educational programming services typically needed on a university campus
- Objective 2: To provide the fellow with opportunities to provide consultation, outreach and psycho-educational services to individuals, groups, departments and organizations on campus and in the surrounding Atlanta community

Goal 7: To Provide opportunities for the fellow to refine and expand his or her scholarly skills.

- Objective 1: To provide the opportunity to attend or present at a national, regional or local conference
- Objective 2: The fellow is encouraged to work with senior staff on completing his or her licensure study and scheduling a licensure test date.

Goal 8: To Provide appropriate opportunities for the fellow to tailor his or her

supervision contracting and training experiences to meet his or her individual needs based on experience, expertise, interests, and readings

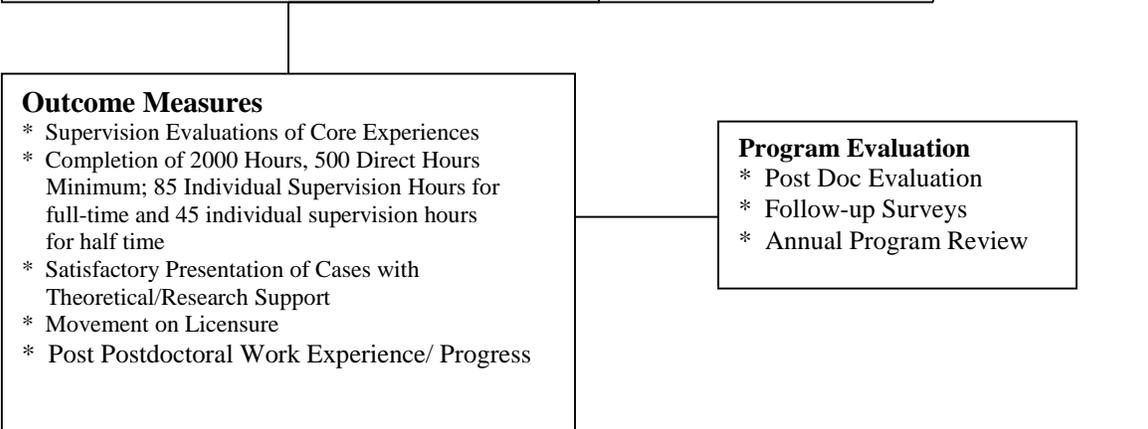
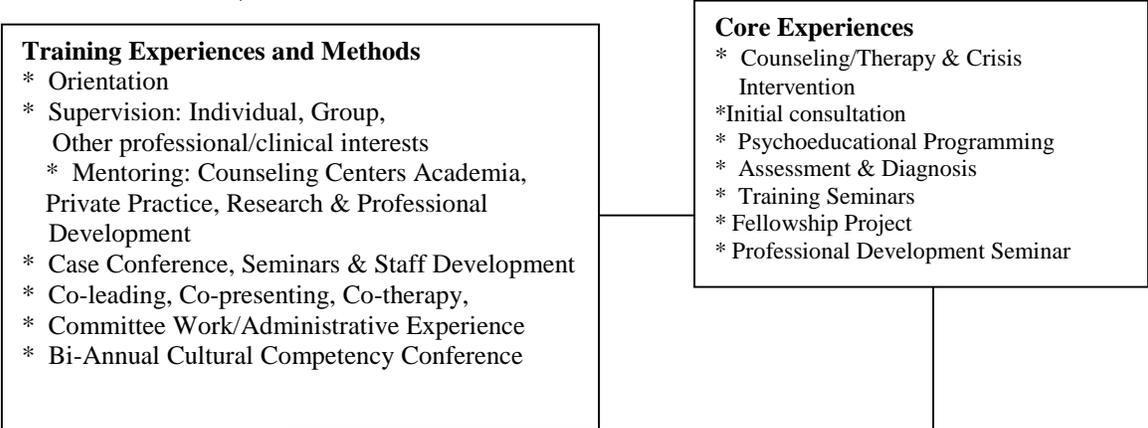
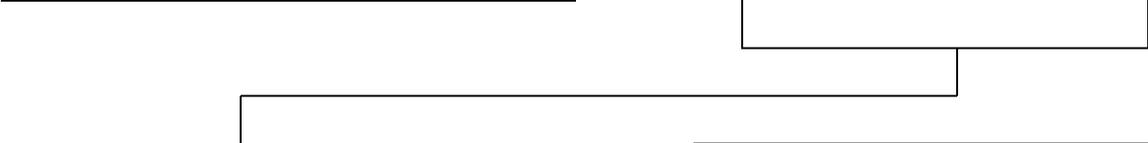
MAJOR PROGRAMMATIC COMPONENTS

Major programmatic components (e.g., goals, selection criteria, need assessment of interns, core experiences, training experience and methods, outcome measures and program evaluation) of the post-doctoral training model are illustrated in Diagram 1. Mutuality and integration are woven throughout with the assumption that psychological practice is based on the science of psychology which is, in turn, influenced by the professional practice of psychology.

TABLE I: GSU Counseling & Testing Center Post Doc Program

GOALS OF POST DOC PROGRAM

- Advanced proficiency in clinical assessment/conceptualization and intervention skills
- Continued development as an emerging independent professional: identity, ethics, job search strategies, collegiality
- Integrating multicultural and ethical awareness into development of the above competencies
- Continued development of skills in clinical supervision
- Continued development of consultation and outreach skills
- Development of primary specialty in culturally competent assessment and treatment within a University Counseling Center setting
- Development of individualized goals



Need Assessment of Post Doc

- * Experience Questionnaire
- * Goal Setting
- * Development of specialization interests

Selection Criteria

- * Ethical Awareness
- * Diversity Experience
- * Clinical Expertise
- * Outreach Expertise

Training Experiences and Methods

- * Orientation
- * Supervision: Individual, Group, Other professional/clinical interests
- * Mentoring: Counseling Centers Academia, Private Practice, Research & Professional Development
- * Case Conference, Seminars & Staff Development
- * Co-leading, Co-presenting, Co-therapy,
- * Committee Work/Administrative Experience
- * Bi-Annual Cultural Competency Conference

Core Experiences

- * Counseling/Therapy & Crisis Intervention
- * Initial consultation
- * Psychoeducational Programming
- * Assessment & Diagnosis
- * Training Seminars
- * Fellowship Project
- * Professional Development Seminar

Outcome Measures

- * Supervision Evaluations of Core Experiences
- * Completion of 2000 Hours, 500 Direct Hours Minimum; 85 Individual Supervision Hours for full-time and 45 individual supervision hours for half time
- * Satisfactory Presentation of Cases with Theoretical/Research Support
- * Movement on Licensure
- * Post Postdoctoral Work Experience/ Progress

Program Evaluation

- * Post Doc Evaluation
- * Follow-up Surveys
- * Annual Program Review

Fellows are provided with a written clinical evaluation mid-year and end of the year by individual supervisors and by the Training Director with regard to administrative feedback. Fellows will also meet individually with the Postdoctoral Training Director mid-year and end of the year to verbally exchange mutual evaluative and general feedback. The Postdoctoral Training Director will also meet with fellows monthly as a group to discuss administrative issues. The fellow is given the opportunity to provide feedback about the Postdoctoral training experience and supervision to individual supervisors and the Postdoctoral Training Director both verbally as well as in written form.

Training Program Resources:

The Counseling & Testing Center is housed in a spacious office suite on the second floor of 75 Piedmont, the historic Citizens Trust Bank Building, in the heart of the Georgia State University campus, adjacent to residence & dining halls, as well as administrative offices. The Counseling & Testing Center is located directly on the path between students' residence halls and classroom buildings.

The Counseling & Testing Center also has an extensive array of computerized tests available including symptom inventories, interest tests, personality tests and psycho-educational screening batteries. The Mind Body Clinic, embedded in the CTC, includes a relaxation room where students can practice meditation as taught by Mind Body Clinic staff, a nutritionist, as well as biofeedback equipment and an audio, video, and digital library of mindfulness resources. Psychiatric services are available in the Counseling & Testing Center.

PSYCHOLOGIST SUPERVISORS

Jill Lee-Barber, Ph.D., Director of Psychological and Health Services
 Post-Doctoral Training Director
 University of Houston, Counseling Psychology
 Orientation: Multicultural/Feminist

Angela Bethea-Walsh, Ph.D.
 Psychologist
 Lehigh University, Counseling Psychology
 Orientation: Cognitive Behavioral, Psychodynamic, Multicultural

Shirley Chancey, Ph.D.
 Psychologist
 Fielding Institute, Clinical Psychology
 Orientation: Interpersonal/Dynamic and Cognitive

Mikyta Daugherty, Ph.D.
Associate Director of Clinical Services, Psychologist
University of New Mexico, Clinical Psychology
Orientation: Cognitive Behavioral, Multicultural

Jeana Griffith, Ph.D.
Associate Director of Psychological and Health Services, Psychologist
Miami University of Ohio, Clinical Psychology
Orientation: Cognitive Behavioral, Multicultural

Chrisanne Mayer, Psy.D.
Coordinator of Urgent Care & Suicide Prevention
Massachusetts School of Professional Psychology, Clinical Psychology
Orientation: Cognitive Behavioral, Multicultural