

**Postdoctoral Fellow Handbook**

**2020**

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**Postdoctoral Training Program Overview**

**Important note to the reader:** The information presented is based on our training program before and during the current global pandemic. In adherence to safety guidelines and procedures we have adjusted when needed. As such, we ask you to review this information with this in mind and understand that certain things may be slightly different to ensure the safety of our clients and staff. For specific questions regarding these possible changes please contact our Training Director, Mark Bakal (847-413-9700 ext. 314).

**Applicant Eligibility and Instructions**

Personal Growth Associates welcomes fellows from diverse ethnicities, gender, cultures, religions, and sexual orientations and presentations, and we encourage all qualified applicants to apply to the postdoctoral fellowship. The eligibility requirements are:

* Fellows are required to have completed a doctorate degree (PhD or PsyD) from an APA or CPA-approved Clinical Psychology Program
* Fellows must have completed a clinical psychology internship prior to beginning the postdoctoral fellowship.
* Preferred, but not required: Special interest in children and adolescent psychotherapy and psychological assessment is desired.

**Setting and Population**

Since 1999, Personal Growth Associates (PGA) has been a cornerstone in the Northwest suburbs of Chicago in providing comprehensive mental health care for all ages. Our group practice has three locations (Schaumburg, Crystal Lake, and Glen Ellyn) in Illinois. The clinics have a thoughtful design and aesthetic and a comfortable workspace for postdoctoral fellows and other team members.

Personal Growth Associates is comprised of licensed psychologists and clinicians (LCSW, LCPC, & CADC). Our trainees are doctoral level (post-doctoral). Our team of psychologists and therapists provide psychological support from multiple different theoretical approaches and interventions to meet the unique needs of our clients. Trainees will be exposed to a diverse group clinical specialties: Adlerian, Attachment-based, Cognitive Behavioral (CBT), Culturally Sensitive, Dialectical (DBT), EMDR, Humanistic, Hypnotherapy, Imago, Internal Family Systems (IFS), Interpersonal, Mindfulness, Motivational Interviewing, Parent-Child Interaction (PCIT), Person-Centered, Play therapy, Psychodynamic, Psychological Testing and Evaluation, Sand tray, and Trauma Focused.

Services offered at PGA

Individual Therapy- Child, Adolescent, Adults, and Seniors

Couples Therapy

Family Therapy

Parent Coaching

Group Therapy- Adolescents and Adults

Psychiatric Diagnostic Assessments

Medication Management

Psychological Assessments

Clinical Supervision

Clinical and Corporate Consultation

We work closely with clients across the life span. Our clients come from various backgrounds and present with a range of concerns, including but not limited to:

ADHD, Anxiety, Autism Spectrum, Behavioral Issues, Bipolar Disorder, Chronic Illness, Depression, Dual Diagnosis, Eating Disorder, Emotional Disturbance, Family Conflict, Grief, LGBTQ +, Life Transitions, Marital and Premarital, Obsessive-Compulsive (OCD), Oppositional Defiance, Parenting, Self-Esteem, Sleep, Sports Performance, Stress, Substance use, Testing and Evaluation, and Trauma and PTSD.

**Training Schedule**

At Personal Growth Associates, we are committed to helping therapists grow and develop personally and professionally. Our intention is to release the natural gifts of each clinician. We strive to create a safe and comfortable atmosphere within our training and supervision to allow trainees to explore and address their successes and challenges.

Postdoctoral fellows participate in several groups and supervision experiences helping them achieve proficiency and meet the program’s goals and objectives (described in the following section). A primary teaching tool is the use of case presentations, in which fellows provide a clinical and cultural formulation and receive feedback from both peers and licensed clinicians.

Post-doctoral trainees will be assigned to a clinical psychologist at PGA for a minimum of one hour of individual supervision. The individual supervisor will be chosen based on the trainee's specific interests, preferred population, and theoretical orientation.

Additionally, trainees will participate in 2-3 hours of group supervision per week. These groups will be led by clinical psychologists. The groups are titled: group supervision and consultation, supervision for the therapist and the self, and psychological assessment and evaluation.

Some of our specialized services that postdoctoral fellows may participate in are comprehensive psychological evaluations, individual and family therapy, parent coaching, couples therapy, and group therapy.

Our postdoctoral trainees develop skills in a range of theoretical orientations and interventions.

Full-time status reflects a caseload of 20-25 (on average) direct patient hours and 1 psychological assessment case per week.

**Facility and Training Resources**

Personal Growth Associates has three locations. Postdoctoral fellows may work at one or more sites. At each clinic, fellows share workspaces that are equipped with telephones, printers, scanners, and fax machines. Fellows have access to a refrigerator and microwave for shared use. We have administrative support staff available to support clinic staff in the procurement of supplies and with various technology supports and administrative tasks.

**Didactic Training Schedule**

|  |  |  |
| --- | --- | --- |
| **GENERAL** | **NOTE** | **DATES/FREQUENCY** |
| Documentation | Therapy progress notes, treatment summary, school observation summary; Therapy Appointment record system | Included within the onboarding process. |
| Technology Tools | Google docs, Screen sharing devices | Included within the onboarding process. |
| Law and Ethics | HIPPA, consent, confidentiality, harm, suicide, mandated reporting |  |
| Collaborating with Outside Providers and Schools | How to work with School Professionals/Teams, navigating private schools, preschools, RTI, 504, IEP. |  |
| Case Formulation | Accurate diagnosis (DSM-5) and theoretical conceptualizations |  |
| Working with Diverse Populations | Acknowledgement and understanding of diversity characteristics and how it may impact the individual and treatment. |  |

\**Unless specifically stated, it should be understood that the “Topic” is being interwoven throughout the training year.*

|  |  |  |
| --- | --- | --- |
| **EVALUATION** | **NOTE** | **DATES/FREQUENCY** |
|  | Psychological Evaluation; Interview with Youth/Parents/Teachers, Administering tests, Scoring, Analyzing, Report Writing, Results Meeting, Feedback with Youth |  |
|  | Intake Consult |  |
|  | Writing Reports |  |
|  | Feedback Sessions |  |
| **TREATMENT** |  |  |
| Psychotherapy | Individual, family, couples, and group therapy. |  |
| Consultation | Family, School team, Outside provider |  |

\**Unless specifically stated, it should be understood that the “Topic” is being interwoven throughout the training year.*

|  |  |  |
| --- | --- | --- |
| **SUPERVISION** | **NOTE** | **DATES/FREQUENCY** |
|  | Individual - Therapy | 1 hour per week |
|  | Group - Psychological Testing | 1 hour per week |
| **PROGRAM EVALUATION & QUALITY IMPROVEMENT** |  |  |
|  | Business team meetings (marketing and financial goals, clinical and personal goals) | Upon starting and then every 6 months. |
|  | Community outreach and partnerships |  |

\**Unless specifically stated, it should be understood that the “Topic” is being interwoven throughout the training year.*

**Goals and Objectives**

The goals of the Personal Growth Associates postdoctoral program are:

1. To train highly skilled and competent early psychologists to be responsive to the needs of our clients by providing a range of services which include evaluation, therapy, psycho-education and consultation.
2. To enhance the personal professional development of early psychologists to better understand their own process and their client’s.

These goals and objectives are achieved through structured groups, supervisions, and group consultations focused on skill-building to achieve the following two objectives:

**Objective 1: Therapy**

Postdoctoral fellows will achieve proficiency in delivering effective, goal-oriented skills-based therapy for clients across the age spectrum.

**Objective 2: Evaluation**

Postdoctoral fellows will achieve proficiency in conducting, interpreting, and reporting findings from psycho-diagnostic and psychological evaluation.

**Competencies**

For each of the two objectives, the following competencies are expected:

**Objective 1**

Postdoctoral fellows will achieve proficiency in delivering effective, goal-oriented, skills-based therapies for clients.

**Competency 1**: Provision of individual, dyadic, family and group therapy models.

**Competency 2**: Provision of deep conceptualizations with appropriate theoretical underpinnings.

**Competency 3:** Provision of interventions that match the client’s presenting concerns. Further, knowledge and utilization of evidence-based interventions.

**Competency 4:** Providing professional development workshops and presentations for the community.

**Objective 2**

Postdoctoral fellows will achieve proficiency in administering, scoring, interpreting, and reporting findings from child/adolescent psycho-diagnostic and neuropsychological evaluation.

**Competency 1**: Selection and administration of appropriate evaluation batteries, including cognitive, achievement, psychological, neuropsychological functioning tests, and behavioral emotional measures.

**Competency 2:** Scoring of test measures, producing comprehensive integrated well-written and well-formatted reports, and development of specific and practical recommendations.

**Competency 3:** Use of clear and jargon-free communication about the evaluation process and results with parents, family members, school professionals, and providers.

**Activities to Support Skill Development**

Achievement of the competencies is supported through clinical supervision and groups.

Fellows participate in individual supervision (one hour or more per week), **group supervision and consultation (three hours per month), supervision for the therapist and the self (one hour per week), psychological assessment and evaluation (one hour per week), and dyadic presentations (on hour per month).**

These opportunities are designed to support the postdoctoral trainee in mastering the content and processes of clinical psychology, as well as prepare the trainee for a reality-based application of that skill set. Teaching components may include psychoeducation, modeling, didactic, shadowing, and independent service delivery.

Individual Supervision: is a supportive environment to expand and/or utilize your knowledge of theories and interventions and their related techniques. Additionally, this time is used to foster and respect insight into the trainee's thoughts, feelings, cultural biases, and assumptions, and how these factors may affect the therapeutic relationship and treatment.

Group Supervision and Consultation: This is an opportunity to dive deeper into clinical cases with 6-8 other therapists at PGA. This group allows an informal opportunity to receive help or insight with a case. Examples of discussions have included, "I am feeling stuck with this client and I would like to learn more about why that is?" This group is helpful for hearing other therapist thoughts, theoretical orientations, and interventions.

Supervision for the Therapist and the Self: In this group, you will have the space to explore the dynamic relationship between your various parts (self, therapist, learner, adult, etc.) and how they impact you and your clinical work.

Psychological Assessment and Supervision: Within this group supervision, we work to solidify our interviewing techniques, administration of assessments, and scoring of assessments. Interpretation, conceptualization, and integration of test data and information will be highlighted. Additional focus will highlight unique and appropriate recommendations and the utility of a successful feedback session.

Didactic Presentations: Monthly presentations by PGA therapists will highlight a special interest or current clinical topic worth understanding and discussing as a clinical team. Recent presentations have included: 504's and IEPs: how to work with schools, the transtheoretical model (stages of change), and sleep disorders: appropriate interventions and recommendations.

Skill development is supported through individual and group supervision with a licensed psychologist who specializes in each program area. Personal Growth Associates’ postdoctoral fellowship program fulfills the licensure requirements for postdoctoral supervision in the jurisdiction of the program (Illinois).

**Services**

Personal Growth Associates services are described below. Fellows will have the opportunity to participate in many of the services.

**Individual Therapy:**

***Adults***

In a supportive and nurturing environment, the individual and therapist work collaboratively to understand how the client's life stressors and personal history relate to current feelings, behaviors, and decisions. The goal of this exploration is greater personal fulfillment and healthier relationships.

***Children & Adolescents***

Children and adolescents have a safe and comfortable atmosphere to express their feelings and learn the coping skills necessary to manage stressors in their lives. Through a creative and expressive therapeutic process, children of all ages develop higher self-esteem and work to decrease depression, anger, and anxiety related symptoms. This process increases their ability to function independently and make good choices for themselves.

**Couples Therapy:**

Partners learn to understand their differences and utilize those differences to promote growth as a couple and increase intimacy. Couples develop healthier, constructive ways to express their true feelings while still maintaining the ability to listen effectively. A safe atmosphere is created where each partner can own their contribution to the conflict and also receive the empathy of their partner.

**Family Therapy:**

The focus in family therapy is on helping families confront challenges such as poor communication, rebellious behavior, or a lack of closeness. The therapist will help the family face these difficulties and develop more effective patterns in how they work together.

**Group Therapy:**

We offer a variety of groups that focus on issues such as understanding your interpersonal style in relationships and maximizing personal and professional fulfillment.

**Psychiatric Diagnostic Assessment:**

This is an assessment performed by a psychiatrist, to help determine an accurate diagnosis, create recommendations regarding course of treatment, and monitor the potential benefit of psychotropic medication.

**Medication Management:**

A service provided by a psychiatrist or our Advanced Practice Nurse, in order to adjust and monitor psychotropic medication trials, as a follow-up to the Diagnostic Assessment.

**Psychological Testing:**

Objective measures used to help clarify diagnosis and tailor treatment planning. Assessments are comprehensive, strength-based and individualized, and are intended to address the client’s referral questions and concerns. Common issues for which examinees are referred for are cognitive concerns, learning difficulties, attention deficit hyperactivity disorder, anxiety disorder, mood dysregulation, and many more.

**Training Director and Supervisory Staff**

**Training Director: Mark A. Bakal, Psy. D.**

**Mark A. Bakal, Psy.D.**

Individual and Couples Therapist

Corporate Training and Consultation

Dr. Mark Bakal is a Licensed Clinical Psychologist whose passion is helping individuals, couples, employers and employees find ways to live a full and satisfying life. He has been providing Psychotherapy to individuals, couples and groups in various settings since 1987. In addition to his clinical work in the office, Dr. Bakal has been providing [training and consultation for small and large businesses](http://www.personalgrowthassoc.com/corporateandleadership.html) throughout the Chicago area for several years. He enjoys presenting in a down-to-earth and interactive fashion.

He realizes that we live in a fast paced culture where many of us feel overrun with anxiety, depression, relationship troubles and a general sense of unnecessary urgency. He enjoys helping people learn a method of tuning into their mind and body which allows them to slow the pace of their lives and make decisions from a clear and accepting place. This is a skill that can help a person go from putting out life’s fires to living to one’s fullest on a daily basis. This method of Psychotherapy can help people who have been suffering with depression, anxiety, difficulty making decisions, procrastination, couple’s issues as well as people who just want to live a better life.

**Assistant Training Director: Dr. Joseph Ripp, Psy.D.**

**Joseph M. Ripp, Psy.D.**

Certified Imago Relationship Therapist

Individual, Couples, Family, and Group Psychotherapy

Dr. Ripp began his career in psychology in 1986, working with children and adolescents on an inpatient basis. Since 1994, he has been in private practice working primarily with adults. Dr. Ripp enjoys working with both individuals and couples. In his work with individuals, Dr. Ripp’s goal is to help them live with less anxiety and more freedom, to be free of limiting beliefs and be more open to new experiences. He works with his clients to identify how they got where they are and to understand the behaviors that are keeping them in that place. He then challenges his clients to adopt new ways of thinking about themselves by increasing their accountability and giving them tasks aimed specifically at creating a positive self-image. He loves seeing individuals take on new challenges and risks, which can lead them to a realization of what’s possible in their life.

Dr. Ripp finds that many couples fall into patterns of trying to get their partner to change – criticizing, withdrawing, and shaming. As a certified Imago Therapist since 1998, Dr. Ripp uses techniques to break the couple’s existing patterns of behavior, which allows them to slow down their reactions. This allows each person to see the world through the partner’s perspective. Dr. Ripp hopes that through therapy, couples can learn to view conflict as an opportunity for growth and change and that they will be able to connect in a new way, as a result. Dr. Ripp also specializes in working with premarital couples. He helps couples tackle important conversations to have before marriage with the goal of creating a true partnership that will get them started on the right path in marriage.

In general, Dr. Ripp recognizes the importance of maintaining a safe and genuine atmosphere within which his clients can focus on their personal growth.

**Supervisory Staff:**

**Steven L. Wodka, Psy.D.**

Individual, Couples, and Family Psychotherapy

Dr. Wodka considers himself a "generalist," working with varied populations including adolescents, adults, and families. He takes a "nuts and bolts" approach, utilizing an interactive style contingent on the clients' needs. These individuals benefit from his compassionate, but straightforward approach. He helps clients understand their emotional/behavioral "blue-print" and create new learning and choices in the future. Some of his treatment interests include Adult Children of Alcoholics or family dysfunction, underachieving gifted adolescents, panic attacks and anxiety disorders, depression, Post-Traumatic Stress Disorder, and older adults with life transitions. Dr. Wodka works well with emotionally distant and repressed individuals, building better communication skills and a broader sense of self. Lastly, Dr. Wodka conducts psychological evaluations for individuals having Bariatric Gastric Bypass Surgery.

**Ross Arneson, Psy.D.**

Individual, Family, and Group Psychotherapy

Psychological Assessments

Dr. Ross Arneson is a Licensed Clinical Psychologist who utilizes a multicultural perspective when working with children, adolescents, families, and adults. Dr. Arneson’s experiences providing psychological evaluations and therapy have included: ADHD, aggression, anxiety, autism spectrum disorders, chronic medical conditions, depression, familial conflict, identity issues, learning disabilities, mood disorders, opposition, parent-child bonding, school problems, substance abuse/dependence, and trauma. Dr. Arneson has a special interest in attachment related issues and is a registered Circle of Security (COS) parent educator, a relationship-based early intervention program designed to enhance the security between parents and children.

Dr. Arneson draws primarily from the principles of Object Relations Therapy and Psychodynamic Psychotherapy. Relationships are central to our lives and to these theories. By better understanding the manner and character of these connections, we can gain profound insight into the difficulties being experienced. Working collaboratively, Dr. Arneson aims to foster change for the individual, their family, friends, school/work, and community.

**Evaluation of Postdoctoral Fellows**

Psychology postdoctoral fellows are evaluated twice per year; at the middle and end of the training program. Approximately two weeks prior to each performance review, the

fellow completes a self-evaluation intended to aid the fellow in reflecting about his/her strengths and opportunities for improvement, and this self-evaluation is discussed during supervision. The subsequent formal evaluations are conducted with input from rotation supervisors and presented by the Director of Training. The postdoctoral fellow has the opportunity to provide a written addendum to the evaluation if he/she wishes.

**Evaluation Form and Performance Review**

|  |  |  |  |
| --- | --- | --- | --- |
| **Domains** | **needs improvement** | **meets expectations** | **exceeds expectations** |
| Initiative |  |  |  |
| * takes opportunities to learn and asks for help |  |  |  |
| * takes the next step without being told |  |  |  |
| Compassion |  |  |  |
| * attentive to client needs |  |  |  |
| * shows empathy and concern for others |  |  |  |
| Clinical Work |  |  |  |
| * applies collaborative, positive psychology, strengths, risk and resilience |  |  |  |
| * demonstrates skills to work with clients |  |  |  |
| * reports or progress notes are completed and on time |  |  |  |
| * reports and notes are accurate, well-written, well-formatted |  |  |  |
| * strong case conceptualization |  |  |  |
| * manages caseload well |  |  |  |
| * shows drive to help clients achieve goals/accessible/conscientious |  |  |  |
| Organization |  |  |  |
| * completes projects and manages time well |  |  |  |
| * shows good case management skills |  |  |  |
| * uses technology tools effectively |  |  |  |
| Flexibility |  |  |  |
| * accepts critique gracefully |  |  |  |
| * corrects and learns from mistakes |  |  |  |
| * can shift tasks with ease (e.g., therapy, assessment, project work, consult, group) |  |  |  |
| * creative problem solver |  |  |  |
| Reliability |  |  |  |
| * On time and prepared for work; absences have not affected overall performance |  |  |  |
| * Adapts to our clinics schedule and client needs |  |  |  |
| Leadership |  |  |  |
| * Strong problem solver; can distill and synthesize information well |  |  |  |
| * Effective communication (written, oral, email/text) |  |  |  |
| * Calm and pleasant demeanor |  |  |  |
| * Original ideas and suggestions; contributes to PGA’s continual improvement and team approach |  |  |  |

Fellow’s Strengths to Foster:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Fellow’s Improvement Goals:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Personal Growth Associates Postdoctoral Fellow Goals and Expectations:**

1. Evaluation

\_\_\_ Administer tests (WISC, WIAT, BEERY…)

\_\_\_ Score tests

\_\_\_ Organized - detail oriented - case management - data sources

\_\_\_ Report writing / formatting reports

\_\_\_ Case formulation

\_\_\_ Child - teacher - parent interviews

\_\_\_ Intake process, play observation

\_\_\_ Case formulation - strengths/diagnoses/goals

\_\_\_ Treatment planning, recommendations

\_\_\_ Discussing assessment with parents/schools

\_\_\_ School behavioral observations and summary report

1. Facilitating Groups/Classes/Psycho-education

\_\_\_ Correspond with families/schools (phone/email) professional and conscientious

\_\_\_ Community event

1. Therapy/Consult

\_\_\_ Growth mindset, client-centered

\_\_\_ Best practice and cultural humility when working with clients/staff

\_\_\_ Develop sensible treatment goals

\_\_\_ Clear and consistent documentation, notes well-written

\_\_\_ Tailored interventions

\_\_\_ Initiative, consultation and supervision with team members of PGA

\_\_\_ Strong case conceptualization

\_\_\_ Good professional boundaries

1. Program Evaluation/Quality Improvement

\_\_\_ Help refine manuals and procedures and show interest in improving programs

\_\_\_ Embrace PGA philosophy and approach - best practice, design, strengths, collaborative

1. Supervision

\_\_\_ Assertive and direct, takes notes, asks questions

\_\_\_ Receives feedback, learns from mistakes, and applies to work with clients

\_\_\_ Works well and good fit with Supervisors and Team

\_\_\_ Engaged in supervision

**Postdoctoral Completion Requirements**

Successful completion of the Clinical Psychology Postdoctoral Program is determined by the completion of the following requirements (in compliance with the state of Illinois):

* Fellows are required to be on site for a minimum of 50 weeks and complete a total of 1,750 hours
* Complete a program development or program evaluation project
* 100% of the competency domains in the final performance review must be rated as meeting or exceeding expectations for successful program completion.

**Grievance Policy**

Personal Growth Associates strives to create a collegial working environment for all team members, including postdoctoral fellows. One component of this effort involves dealing with disagreements and conflict in an open, direct, and timely fashion. We strongly recommend that when conflicts occur, staff members approach each other directly to resolve the conflict. Thus, if a trainee has a conflict with a staff member or intern, or concerns regarding a staff member’s behavior, the best course of action is to discuss it directly with that staff member. However, the training staff acknowledges that the power differential between trainees and supervising staff can make this process difficult and anxiety-provoking for the trainee. In those situations where the trainee feels that s/he needs consultation and support in order to deal with the conflict, the following steps can be taken to resolve the problem:

If the conflict is with the trainee’s primary supervisor, the trainee should report the concern to another member of the supervisory team or the Administrative Supervisor (Ginger Larson) within 30 days of the concern arising. The initial report can be provided orally, but for formal action to move forward, a written complaint from the trainee will be needed within 30 days of the oral reporting.

If the conflict is with any staff member other than the trainee’s primary supervisor, the trainee should consult with his/her supervisor. Ideally, the concern should be raised at the next supervisor session but must be reported within 30 days for a formal complaint to move forward. The initial report can be provided orally, with a written complaint from the trainee provided within 30 days of the oral reporting.

In those rare instances where more informal efforts are unsuccessful in rectifying the issue, the respective Administrative Supervisor is the final arbiter unless the Administrative Supervisor is involved in the conflict. In that case, the Associate Director will be the final arbiter. A final decision will be made within 30 days of receiving the written complaint from the trainee. The Administrative Supervisor or Associate Director is the last step of the grievance process. Fellows filing a written complaint will be notified of the final decision in writing no later than 30 days after the written complaint is received by his/her supervisor or the Administrative Supervisor.

**Due Process**

Personal Growth Associates recognizes that problems in a postdoctoral fellow’s professional or personal conduct can take many forms. Often these problems can be successfully addressed and remedied through feedback during supervision. If the problems stem from a fellow’s disability, appropriate ADA accommodations can be put in place once the supervisor is made aware of the need for them. However, in certain circumstances, formal action is warranted to protect clients and reduce disruption to the work of other staff and fellows caused by the problematic behavior. Some of these circumstances are:

* The Fellow does not acknowledge, understand, or address the problem when it is identified;
* The problem does not merely reflect a skill deficit which can be remedied through typical training procedures;
* The quality of services delivered by the Fellow or the interpersonal and professional relationships with other Fellows or staff are negatively affected by the insufficient competency;
* The insufficient competence results in the Fellow needing a disproportionate amount of attention or additional training by training personnel;
* The problem is not restricted to one are of professional development;
* The Fellow’s behavior does not change as a result of feedback, remediation efforts, and/or time.
* The problem behavior(s) and/or attitude(s) involve a violation of ethical and/or professional standards or any other behavior deleterious to client welfare.
* The problem behavior(s) and/or attitude(s) do not change as a result of remediation efforts, feedback and/or time.

The need for a formal remediation plan is decided by the Director of Training (DOT). Formal remediations procedures are as follows:

The Fellow’s supervisor verbally informs the Fellow that formal remediation procedures are recommended to address deficiencies in the Fellow’s performance that have not improved sufficiently through supervision.

The supervisor documents the deficient areas in a written evaluation.

The supervisor shares the document with the Fellow.

The supervisor gives a copy of the evaluation to the DOT. This copy is placed in the Fellow’s permanent electronic file.

The DOT will forward a copy of the document to the Fellow’s graduate program.

The DOP will meet with all involved parties, including the Fellow, the supervisor, and other relevant informants.

The DOT, after appropriate investigation and consultation, will make a decision which may take the following three forms:

To dismiss the concern and declare the Fellow performing adequately.

To present the Fellow with specific behavioral conditions for the continuation of the fellowship/practicum.

To suspend the Fellow from some or all of his/her activities until specified steps are taken.

**To terminate the fellowship**:

If the Fellow is placed on Probation (i.e., #2 or #3 of the options above), a remediation plan will be developed by the DOT and the primary supervisor. The plan will specify the behaviors or re-training required to fulfill the conditions of the plan, the timeline for fulfilling those requirements, and how plan outcomes will be monitored. In addition to weekly supervision, the Fellow will meet jointly with the DOT and supervisor monthly to discuss the progress being made in the plan and any additional supports that may be needed to facilitate satisfactory completion of the remediation plan. The status of the remediation plan will be formally documented by the DOT in each of these monthly meetings, so all parties are clear on both the progress that has been made and the progress still needed for the Fellow to demonstrate competency and exit the remediation plan.

When a Fellow successfully completes a remediation plan, the DOT will notify the Fellow in writing.

The decision to terminate a fellowship is made by the DOT in consultation with the primary supervisor and is typically only made after efforts to help the Fellow improve his/her performance through supervision and a remediation plan have been exhausted. The exception is a rare instance when a Fellow’s conduct is so far outside the bounds of professional standards of conduct that it would be unsafe for patients or other staff if the Fellow remained. Some examples of such behaviors include making credible threats to patients or staff, physical assault, or misrepresenting the Fellow’s education or clinical experience in postdoctoral application methods.

Fellows may appeal decisions made at any step of this process. For example, a Fellow can file an appeal about the initial written evaluation documenting performance deficiencies, about the remediation plan set forth by the DOT, or about one or more of the status reports from the monthly plan monitoring meetings. Appeals must be in writing and made within 30 days of the decision or event of concern to the Postdoctoral Fellow Oversight Committee. For example, an appeal of the written evaluation of performance deficiencies must be filled within 30 days of the Fellow receiving the document. The Oversight Committee makes the final decision regarding the appeal(s), and the Fellow, supervisor, and DOT are informed of the decision in writing within 60 days of receiving the written appeal.