



PSYCHOLOGICAL ASSESSMENT & TREATMENT

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Postdoctoral Fellowship Program Brochure

Statement of training activities goals and objectives

Goals

The purpose of the fellowship at Mission Psychology is to provide a mutually beneficial year of training in the professional practice of psychology, leading to successful private practice.

The majority of work is conducted in-person. Video therapy sessions and report-writing time may be done from home if appropriate technology and the fellow has an appropriate home setup for confidential practice.

Overview

The postdoc year is divided into three trimesters that correspond to the primary areas of service provided by psychologists in the practice: treatment, neuropsychological assessment, and psychological assessment. Each third of the fellowship will be focused on one of the components, in a sequence agreed-upon in the fellow's training plan. Although each trimester will have a particular focus, it is likely that fellows will provide services in all three areas, depending on the fellow's competency, time, and patient demand.

Fellows will develop an area of practice that fits their experience, skills, and interests, including delivery methods, referral networks, and administrative structure, that would allow the fellow to successfully practice (hopefully at Mission Psychology) upon completion of the fellowship and Texas Licensure. Fellows will complete all Texas licensure requirements for postdoctoral supervised practice. Satisfactory completion of the postdoctoral training program meets postdoctoral supervised practice requirements for licensure in the state of Texas.

Objectives and Competencies

Assessment: Postdocs will be able to conduct neurocognitive, psychological, and educational assessments and write meaningful and useful reports.

- Competency: Postdoc will know how to properly administer, score, and integrate a wide array of neurocognitive, educational, and psychological measures to produce meaningful and useful reports.
- Competency: Postdoc will understand typical disorders that are assessed in the practice and how to select and interpret appropriate tests to evaluate problems and create useful treatment recommendations.
- Competency: Postdoc will understand insurance requirements for assessment, how to ethically bill for services, and how to properly document services according to state, federal, and other governing guidelines.

Treatment: postdocs will be able to provide psychotherapy at an advanced level to help patients with mood and motivational problems, mostly related to health-related issues.

- Competency: Postdoc will know how to diagnose according to DSM and ICD guidelines, conceptualize patient problems, plan and implement appropriate and effective treatments.
- Competency: Postdoc will understand insurance requirements for therapy, how to ethically bill for services, how to properly document services according to state, federal, and other governing guidelines.

Supervision: fellows will be able to provide effective supervision for doctoral practicum students in assessment activities.

- Competency: Postdoc will understand developmental expectations for students, be able to plan and implement a progression of learning, and give useful feedback for students.
- Competency: Postdoc will implement a method of documentation to verify services and communicate their experience back to their training program in a manner that meets the requirements for the students' program.

Practice Development: fellows will develop areas of practice in their area of interest that meet the needs in the community. It is expected that the postdoc will have generated a flow of referrals that would support their independent practice by the end of the fellowship year.

- Competency: Postdoc will Identify research and other resources that will direct the assessment and treatment in the area of interest.
- Competency: Postdoc will Develop resources to support the service. These may include treatment or assessment protocols, report templates, descriptive materials for interested patients or referral sources
- Competency: Postdoc will Develop the business system to support the area of interest. Among other support activities, the fellow may need to develop a network of referral sources, office procedures to support the flow of patients, an analysis of the cost-benefit business case for the area of interest, an advertising campaign, a social media campaign, community presentations, etc.

Application Admission Criteria

The ideal candidate will have an interest in private practice, providing assessment and therapy for a wide range of health related problems for children and adults.

Application Requirements

- Doctoral degree degree in Clinical or Counseling Psychology from an APA/CPA accredited doctoral program
- Completion of the doctoral degree prior to beginning fellowship. This is defined as having on the first day of the fellowship either the diploma in hand or a letter from the Director of graduate studies verifying the completion of all degree requirements pending institution graduation ceremony.
- Fellows who completed a degree other than in Clinical or Counseling Psychology must have received a certificate of equivalency.
- Must have completed an APA/CPA accredited internship program.
- Letter of interest that includes a statement of the applicant's professional interests for future practice.
- CV
- List of 3 references. References should include at least one psychologist who supervised the applicant during internship.

- Evidence of provisional licensure through the Texas Behavioral Health Executive Council (TBHEC) and Texas State Board of Examiners of Psychologists (TSBEP).
- If completed, proof of passing EPPP
- One or two de-identified assessment reports. Ideally one report will be a psychological evaluation and the other a neuropsychological evaluation.

Learning Activities

- 2 hours weekly of supervision by assigned psychologist
- 1.5 hours weekly of didactics involving researched presentations on topics related to assessment and therapy. Postdocs will present on a regular basis.
- 1 hour a week of research and review for upcoming neuropsychological cases assigned to the fellow. To be presented in consultation with a supervising psychologist.
- Monthly reading groups - postdocs are required to attend monthly reading groups with the San Antonio society for psychoanalytic studies (SASPS).
- Workshops - postdocs may complete some training requirements by attending workshops with organizations such as Bexar County Psychological Association, SASPS, San Antonio Group Society, etc.
- Grand Rounds - postdocs may complete some training requirements by attending grand rounds offered at UT Health Science Center, VA, or other similar institutions.
- 4 hours per week of study time for the EPPP is provided through the first 6 months of the fellowship, or until the EPPP is passed at the level required for licensure in Texas. Fellows are required to take the EPPP within 6 months of starting the fellowship.

Didactic Calendar

- The postdoc is divided into thirds, each with a different area of emphasis on one of the three areas of learning, psychotherapy, neuropsychological assessment, and psychological assessment. Note that there will be considerable overlap between trimesters, depending on client needs. For example, postdocs will not terminate therapy with a patient in order to move to the next area of emphasis.
- Fellows will participate in semi-annual written evaluations, each by a different psychologist who has knowledge of the Fellow's work. Evaluations will be based upon the Fellow's written self-evaluation.

First Trimester: Therapy and Intro to Assessment	
1	Introduction to Assessment at Mission Psychology
2	Training and Supervision Guidelines
3	Principles of Practice Development
4	Marketing, Advertising, Promotion
5	Models of Therapist Development
6	Principles of Measurement & Statistics
7	Assessment with Under-represented Populations
8	Psychodiagnosis & DSM
9	Forensic: Risk management, report-writing, testimony
10	Capacity & Competence
11	PTSD and Trauma Interview
12	Evidenced Based Trauma Treatment
13	Therapy Theoretical Orientation Development
14	Malingering

15	
16	
17	
Second Trimester: Neuropsychological Assessment	
18	Assessment Feedback Sessions
19	Observer Report Measures
20	Over 65 Battery
21	Adult ADHD Battery
22	Child ADHD Battery
23	Intro to NP Tests: NAB Part 1
24	Intro to NP Tests: NAB Part 2
25	Intro to NP Tests: DKEFS Part 1
26	Intro to NP Tests: DKEFS Part 2
27	Intro to NP Tests: NEPSY
28	Intro to NP Battery: Over 65
29	Epilepsy
30	Stroke
31	Parkinson's Disease
32	Child Neuropsychological Assessment
33	Substance Abuse and Neuropsychological Assessment
34	Dementia, Alzheimer's Assessment
35	

36	
Third Trimester: Psychological/Health Assessment	
37	Healthcare Integration
38	Building Relationships in the Community
39	Pre-Surgical Assessment, Bariatrics
40	MMPI-2-RF
41	Millon Personality Theory and Measures
42	Other Self-Report Measures
43	Projective Assessment
44	Pre-Surgical Assessment, Spinal Cord
45	Autism
46	Functional Assessment
47	Chronic Pain
48	Somatization
49	Group Therapy
50	
51	

Fellowship Expectations

- At least 65% of employment time must include direct patient contact. The other 35% may be gained through indirect patient service, such as report-writing, or other training experiences such as attendance at approved continuing education events. The fellowship is 8 hours/day, Monday-Friday. It may be necessary for the Fellow to spend more than 40 hours per week in order to meet patient care

demands. At least 1,750 hours must be completed in order to satisfactorily graduate from the program. Partial credit will not be given if the Fellow resigns or is terminated.

- All Fellows who have not already passed at the psychologist level must take the EPPP within 6 months of starting the fellowship.
- Travel to nearby locations out of office (not overnight) may be required.
- Fellows must maintain weekly time logs either electronic (preferred) or paper.
- The Fellow may not provide any clinical services outside of the supervision of the psychologists of Mission Psychology without prior written permission from the training director.

Training experiences/benefits

- A formal training plan based upon the goals, objectives, and competencies of the program will be agreed upon in advance. The plan may include formal training such as online classes in neuroanatomy, continuing education at national conferences, reading and summarizing important literature relevant to the fellowship.
- Postdoctoral trainees will use a title, “Postdoctoral Fellow”, and clearly identify themselves to patients as a trainee.
- Fellows will participate in two hours of individual supervision time per week with a licensed psychologist in the practice.
- In addition to the two hours of supervision, fellows will participate in three additional hours per week of learning activities. This will include a weekly didactics, case research and reviews, and a bi-monthly training seminar organized within the practice. Fellows will be encouraged to seek out other learning opportunities in the community that fit their training needs. Examples include workshops offered by local professional societies, Grand Rounds offered at the VA and UT Health Science Center, etc.
- Fellows are required to make at least 3 presentations over the course of the fellowship. These may include presentations at the training seminar or

presentations in the community. While these presentations are important development opportunities, they do not count toward the 4 hours per week of training.

- 4 hours per week during the first 6 months will be allocated for EPPP study on site.
- The Fellow will be paid an annual salary of \$45,000.
- The practice closes approximately 10 days per year for holidays, published in advance.
- The Fellow may take up to 10 days per year of leave, to include discretionary time such as professional training or personal activities and sick time. Discretionary time off must be scheduled at least 1 month in advance. Any time off beyond the allowed 80 hours of leave must be negotiated in advance and may result in a reduction in pay.
- The postdoctoral training program (minimum 1750 hours) must be completed in more than 9 months and, if half-time, less than 24 months (two years half-time).
- A certificate of completion is granted upon fulfillment of the program requirements.

Description of how the psychology training program is integrated into the larger organization

- The training program is tightly integrated into the larger organization. Fellows are included in all planning meetings and are encouraged to develop new interventions, assessments and sources of referrals.
- Mission Psychology currently has 5 psychologists on staff who are licensed as psychologists in the state of Texas and carry expertise in their respective clinical concentrations. Each may serve as supervisor, depending on training concentration
- Russel Thompson, PhD is the designated psychologist who is responsible for the integrity and quality of the training program, who has administrative authority commensurate with those responsibilities, and who is licensed as a psychologist in the State of Texas. Russel Thompson, PhD has expertise in the clinical training

areas offered. He has directed services at Mission Psychology since 2003 and remains in good standing by the Texas Behavioral Health Counsel.

Dr. Thompson's responsibilities include:

- Directs and organizes the training program and its resources.
- Responsible for selection of Fellows.
- Monitors and evaluates the training program's goals and activities.
- Documents and maintains Fellows' training records.

Postdoctoral Fellows' primary clinical supervision and role modeling is be provided by psychologists licensed for independent practice at the doctoral level on the program's staff who:

- Are officially designated as postdoctoral program supervisors.
- Are significantly involved in the training program.
- Show evidence of expertise in the focus area(s) of the training program.

Due Process Procedures

Due process procedures are implemented in situations in which a supervisor or other faculty or staff member raises a concern about the functioning of a postdoctoral fellow. The fellowship's Due Process procedures occur in a step-wise fashion, involving greater levels of intervention as a problem increases in persistence, complexity, or level of disruption to the training program.

Rights and Responsibilities

These procedures are a protection of the rights of both the fellow and the postdoctoral fellowship training program; and they carry responsibilities for both.

Fellows: The fellow has the right to be afforded with every reasonable opportunity to remediate problems. These procedures are not intended to be punitive; rather, they are meant as a structured opportunity for the intern to receive support and assistance in order to remediate concerns. The fellow has the right to be treated in a manner that is respectful, professional, and ethical. The fellow has the right to participate in the Due Process procedures by having his/her viewpoint heard at each step in the process. The fellow has the right to appeal decisions with which he/she disagrees, within the limits of this policy. The responsibilities of the fellow include engaging with the training program and the institution in a manner that is respectful, professional, and ethical, making every

reasonable attempt to remediate behavioral and competency concerns, and striving to meet the aims and objectives of the program.

Postdoctoral Fellowship Program: The program has the right to implement these Due Process procedures when they are called for as described below. The program and its faculty/staff have the right to be treated in a manner that is respectful, professional, and ethical. The program has a right to make decisions related to remediation for a fellow, including probation, suspension and termination, within the limits of this policy. The responsibilities of the program include engaging with the fellow in a manner that is respectful, professional, and ethical, making every reasonable attempt to support fellows in remediating behavioral and competency concerns, and supporting fellows to the extent possible in successfully completing the training program.

Definition of a Problem

For purposes of this document, a problem is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways: 1) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior; 2) an inability to acquire professional skills in order to reach an acceptable level of competency; and/or 3) an inability to control personal stress, psychological dysfunctions, and/or excessive emotional reactions which interfere with professional functioning.

It is a professional judgment as to when an issue becomes a problem that requires remediation. Issues typically become identified as problems that require remediation when they include one or more of the following characteristics:

- the fellow does not acknowledge, understand, or address the problem when it is identified;
- the problem is not merely a reflection of a skill deficit which can be rectified by the scheduled sequence of clinical or didactic training;
- the quality of services delivered by the fellow is sufficiently negatively affected;
- the problem is not restricted to one area of professional functioning;
- a disproportionate amount of attention by training personnel is required;
- the fellow's behavior does not change as a function of feedback, and/or time; the problematic behavior has potential for ethical or legal ramifications if not

addressed the fellow's behavior negatively impacts the public view of the agency;

- the problematic behavior negatively impacts other trainees;
- the problematic behavior potentially causes harm to a patient; and/or,
- the problematic behavior violates appropriate interpersonal communication with agency staff.

Informal Review

When a supervisor or other faculty/staff member believes that a fellow's behavior is becoming problematic or that a fellow is having difficulty consistently demonstrating an expected level of competence, the first step in addressing the issue should be to raise the issue with the fellow directly and as soon as feasible in an attempt to informally resolve the problem. This may include increased supervision, didactic training, and/or structured readings. The supervisor or faculty/staff member who raises the concern should monitor the outcome.

Formal Review

If a fellow's problem behavior persists following an attempt to resolve the issue informally, or if an fellow receives a rating below a "3" on any competency on a supervisory evaluation, the following process is initiated:

- A. Notice: The fellow will be notified in writing that the issue has been raised to a formal level of review, and that a Hearing will be held.
- B. Hearing: The supervisor or faculty/staff member will hold a Hearing with the Training Director (TD) and fellow within 10 working days of issuing a Notice of Formal Review to discuss the problem and determine what action needs to be taken to address the issue. If the TD is the supervisor who is raising the issue, an additional faculty member who works directly with the fellow will be included at the Hearing. The fellow will have the opportunity to present his/her perspective at the Hearing and/or to provide a written statement related to his/her response to the problem.
- C. Outcome and Next Steps: The result of the Hearing will be any of the following options, to be determined by the Training Director and other faculty/staff member who was present at the Hearing. This outcome will be communicated to the

fellow in writing within 5 working days of the Hearing:

1. Issue an "Acknowledgement Notice" which formally acknowledges:
 - a. that the faculty is aware of and concerned with the problem;
 - b. that the problem has been brought to the attention of the fellow;
 - c. that the faculty will work with the fellow to specify the steps necessary to rectify the problem or skill deficits addressed by the inadequate evaluation rating; and,
 - d. that the problem is not significant enough to warrant further remedial action at this time.

2. Place the fellow on a "Remediation Plan" which defines a relationship such that the faculty, through the supervisors and TD, actively and systematically monitor, for a specific length of time, the degree to which the fellow addresses, changes and/or otherwise improves the problematic behavior or skill deficit. The implementation of a Remediation Plan will represent a probationary status for the fellow. The length of the probation period will depend upon the nature of the problem and will be determined by the fellow's supervisor and the TD. A written Remediation Plan will be shared with the fellow in writing and will include:
 - a. the actual behaviors or skills associated with the problem;
 - b. the specific actions to be taken for rectifying the problem;
 - c. the time frame during which the problem is expected to be ameliorated; and,
 - d. the procedures designed to ascertain whether the problem has been appropriately remediated.
 - e. At the end of this remediation period as specified in 'c' above, the TD will provide a written statement indicating whether or not the problem has been remediated. This statement will become part of the fellow's permanent file. If the problem has not been remediated, the Training Director may choose to move to Step D below or may choose to extend the Remediation Plan. The extended

Remediation Plan will include all of the information mentioned above and the extended time frame will be specified clearly.

3. Place the fellow on suspension, which would include removing the fellow from all clinical service provision for a specified period of time, during which the program may support the fellow in obtaining additional didactic training, close mentorship, or engage in some other method of remediation. The length of the suspension period will depend upon the nature of the problem and will be determined by the fellow's supervisor and the TD. A written Suspension Plan will be shared with the fellow in writing and will include:
 - a. the actual behaviors or skills associated with the problem;
 - b. the specific actions to be taken for rectifying the problem;
 - c. the time frame during which the problem is expected to be ameliorated; and,
 - d. the procedures designed to ascertain whether the problem has been appropriately remediated.
 - e. At the end of this remediation period as specified in 'c' above, the TD will provide a written statement indicating whether or not the problem has been remediated to a level that indicates that the suspension of clinical activities can be lifted. The statement may include a recommendation to place the fellow on a probationary status with a Remediation Plan. In this case, the process in #2 above would be followed. This statement will become part of the fellow's permanent file.
- D. If the problem is not rectified through the above processes, or if the problem represents gross misconduct or ethical violations that have the potential to cause harm, the fellow's placement within the fellowship program may be terminated. The decision to terminate a fellow's position would be made by the Training Committee and a representative of Human Resources and would represent a discontinuation of participation by the fellow within every aspect of the training program. The Training Committee would make this determination during a meeting convened within 10 working days of the previous step completed in this process, or during the regularly- scheduled monthly Training Committee meeting,

whichever occurs first. The TD may decide to suspend a fellow's clinical activities during this period prior to a final decision being made, if warranted.

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

Appeal Process Procedures

If the fellow wishes to challenge a decision made at any step in the Due Process procedures, he or she may request an Appeals Hearing before the Training Committee. This request must be made in writing to the TD within 5 working days of notification regarding the decision with which the fellow is dissatisfied. If requested, the Appeals Hearing will be conducted by a review panel convened by the TD and consisting of him/herself (or another supervisor, if appropriate) and at least two other members of the training faculty who work directly with the fellow. The fellow may request a specific member of the training faculty to serve on the review panel. The Appeals Hearing will be held within 10 working days of the fellow's request. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel may uphold the decisions made previously or may modify them.

Grievance Procedures

Grievance procedures are implemented in situations in which a psychology fellow raises a concern about a supervisor or other faculty member, trainee, or any aspect of the fellowship training program. Fellows who pursue grievances in good faith will not experience any adverse professional consequences. For situations in which a fellow raises a grievance about a supervisor, staff member, trainee, or the fellowship program:

Informal Review

First, the fellow should raise the issue as soon as feasible with the involved supervisor, staff member, other trainee, or the TD in an effort to resolve the problem informally.

Formal Review

If the matter cannot be satisfactorily resolved using informal means, the fellow may submit a formal grievance in writing to the TD. If the TD is the object of the grievance, the grievance should be submitted to another faculty member. The individual being grieved will be asked to submit a response in writing. The TD (or other faculty member, if appropriate) will meet with the fellow and the individual being grieved within 10 working days. In some cases, the TD or faculty member may wish to meet with the fellow and the individual being grieved separately first. In cases where the fellow is submitting a grievance related to some aspect of the training program rather than an individual (e.g. issues with policies, curriculum, etc.) the TD and faculty member will

meet with the fellow jointly. The goal of the joint meeting is to develop a plan of action to resolve the matter. The plan of action will include:

- a. the behavior/issue associated with the grievance;
- b. the specific steps to rectify the problem; and,
- c. procedures designed to ascertain whether the problem has been appropriately rectified.

The TD will document the process and outcome of the meeting. The fellow and the individual being grieved, if applicable, will be asked to report back to the TD or other faculty member in writing within 10 working days regarding whether the issue has been adequately resolved.

If the plan of action fails, the TD will convene a review panel consisting of him/herself and at least two other members of the training faculty within 10 working days. The fellow may request a specific member of the training faculty to serve on the review panel. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel has final discretion regarding outcome.

If the review panel determines that a grievance against a staff member cannot be resolved internally or is not appropriate to be resolved internally, then the issue will be turned over to the Human Resources in order to initiate the agency's due process procedures.

Please sign this acknowledgement page and return to the fellowship Training Director.

Acknowledgment

I acknowledge that I have received and reviewed the Due Process and Grievance procedures of the Mission Psychology Fellowship Program. I agree to abide by the procedures outlined in this document. I have been provided with a copy of the document to keep in my files.

Print Name

Signature

Date