

**University of Arkansas for Medical Sciences
Arkansas State Hospital**



COMBINED SERIOUS MENTAL ILLNESS (SMI)
AND FORENSIC PSYCHOLOGY
POSTDOCTORAL FELLOWSHIP PROGRAM HANDBOOK
2025-2026

Brittani Baldwin Gracey, Psy.D.
Director



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MISSION AND GOALS

University of Arkansas for Medical Sciences (UAMS) Mission

The mission of UAMS is to improve the health, health care and well-being of Arkansans and of others in the region, nation and the world by:

- Educating current and future health professionals and the public;
- Providing high quality, innovative, patient- and family-centered, health care and also providing specialty expertise not routinely available in community settings; and
- Advancing knowledge in areas of human health and disease and translating and accelerating discoveries into health improvements.



Arkansas State Hospital Mission (ASH)

ASH's mission is to provide psychiatric services that promote recovery in a safe and caring environment.

SMI Fellowship Mission and Goals

The Postdoctoral Fellowship in Forensic and SMI Psychology at UAMS/Arkansas State Hospital is a one-year, 2000-hour training program designed to train doctoral-level clinicians in forensic assessment and in the comprehensive care of the seriously mentally ill. The goal of the program is to provide highest quality didactics and clinical training experiences consistent with the Specialty Council for Psychological Training in Assessment and Treatment of Persons with SMI/SED guidelines (2024) and the Forensic Specialty Council's Education and Training Guidelines for Forensic Psychology (2007). UAMS/ASH offers a 12-month program under the supervision of qualified, licensed psychologists. Upon completion of the program, fellows will be prepared to work in various SMI and forensic settings and will meet requirements for licensure in the State of Arkansas (and several other jurisdictions).

MISSION AND GOALS

The primary emphases of the program are as follows:

- Professional behaviors essential to working in the field of psychology as well in SMI settings and forensic settings.
- Training in supervision, ethical and legal considerations, working with diverse populations, and research and scientific practice, particularly as it applies to SMI and forensic settings
- Evidence-based individual and group interventions (including DBT, CBT, CPT, ACT, and Competency Restoration)
- Psychological testing including referral questions related to general psychodiagnostic clarification, neuropsychology, malingering, intellectual and adaptive functioning, and other potential concerns
- Forensic evaluations with 18 - 24 criminal defendants per year which focus primarily on adjudicative fitness (competency to stand trial) and criminal responsibility. Evaluations are performed with adolescents and adults.
- Interventions to assist patients in developing more adaptive and productive behaviors (including behavior modification plans, token economies, staff trainings, and milieu therapies)
- Interdisciplinary treatment team contributions as well as training of and by other disciplines
- Exposure to other psychosocial rehabilitation services such as family psychoeducation, cognitive remediation, and social skills training

The postdoctoral fellowship program is dedicated to training its fellows in accordance with the highest standards of practice. At minimum, trainees and supervisors commit themselves to complying with the ethical standards articulated by the relevant professional groups and governing bodies, including the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association (APA), the Specialty Guidelines for Forensic Psychology, the Arkansas Psychology Board, and the Standards for Educational and Psychological Testing.

The fellowship is not accredited by the American Psychological Association. The program has earned APPIC member status.

Sponsoring Institution

The Postdoctoral Fellowship in SMI and Forensic Psychology is offered through the University of Arkansas for Medical Sciences (UAMS) and funded by the Arkansas Department of Human Services Office of Substance Abuse and Mental Health. Fellows are placed full-time at the Arkansas State Hospital (ASH). The University of Arkansas for Medical Sciences' College of Medicine is one of six academic units of UAMS, the state's principal biomedical research center. Many of the college's faculty members are on staff not only at the UAMS Medical Center but at Arkansas Children's Hospital, the Arkansas State Hospital, the McClellan Veterans Administration Hospital, the Central Arkansas Radiation Therapy Institute, and the Area Health Education Centers around the state.

Arkansas State Hospital

The Arkansas State Hospital (ASH) is a psychiatric inpatient facility located in the heart of Little Rock, Arkansas. ASH is licensed by the Arkansas Department of Health and the Centers for Medicaid and Medicare Services and is accredited by The Joint Commission (TJC). ASH operates a total of 222 patient beds in three service areas: General Adult, Forensic, and Adolescent. The Arkansas State Hospital has been providing quality psychiatric care to the citizens of Arkansas since 1873.

Forensic Evaluations

Forensic Services involves a subsection of professionals conducting inpatient and outpatient forensic evaluations for persons court-referred. These evaluations most often involve assessments of fitness to proceed and criminal responsibility for adults and juveniles. The evaluations may also include violence risk assessments, culpable mental state, and juvenile transfer waiver evaluations. Approximately 2500 court-ordered forensic evaluations are completed annually for the state.

Adult Treatment Services

The adult treatment units composed of four 24-bed units and three 30-bed units, with a balance of all-male units and co-ed units. Our mission is to assess and treat individuals with serious, persistent mental illness who have allegedly committed a crime and to consult with the Court of Record and Law Enforcement. All persons treated on Forensic services are court-ordered for either an evaluation or treatment. Length of stay can vary from weeks to months, or less commonly years.

Adolescent Services

Two separate units comprise the Adolescent Services treatment area. The units include an 18-bed coeducational program for adolescents 13- to 17-years of age who need acute or residential care and an 18-bed program for adolescent males, ages 13-17 years, with histories of sex offenses. Patients may be referred by their guardians, local CMHC's, other divisions of the Department of Human Services, private treatment providers, or the juvenile courts. Many patients on these units may be ordered to ASH for competency restoration in addition to those with treatment needs.

Education and Training

ASH has a strong commitment to the education of mental health providers and serves as a training site for nursing, medical, social work, and psychology trainees. Many members of our clinical staff serve on the faculties of UAMS and other local universities. Nursing students from several local schools spend clinical time at ASH, and the University of Arkansas at Little Rock social work graduate students participate in clinical fellowships. ASH also has a Psychology Predoctoral Internship Program. ASH is a clinical site for UAMS's Psychiatry Residency Program and the Child and Adolescent Psychiatry Fellowship, in addition to being the primary clinical site for the UAMS Forensic Psychiatry Fellowship Program. ASH is also a training site for University of Central Arkansas's psychology doctoral practicum students.

LITTLE ROCK AND ARKANSAS



ASH is located in the heart of Little Rock, Arkansas, the capital of the state and its most populated city. Home to roughly 200,000 residents, Little Rock is positioned in the heart of the State of Arkansas and located on the south bank of the Arkansas River. The western part of the city is in the foothills of the Ouachita Mountains. Northwest of the city limits are Pinnacle Mountain and Lake Maumelle.

Little Rock, Arkansas, is a vibrant and relatively youthful city. As of 2017, the median age of persons living within the city limits was 36 years, and roughly one-third of people living in Little Rock are between the ages of 25 to 44. The Brookings Institution ranked Little Rock as the 7th best metropolitan economy in the U.S. in 2009, with the 2nd best overall growth from 2008 to 2009. Arkansas also has one of the lowest costs of living in the country. Additionally, Little Rock was ranked 8th among 177 US cities for Best Quality of Life.

Little Rock boasts a number of attractions, including the William Jefferson Clinton Presidential Library, Little Rock Central High School, Riverfront Park and the River Market District, and the Robinson Center Music Hall. The Arkansas Symphony Orchestra, the Arkansas Opera Company, Ballet Arkansas, the Arkansas Repertory Theater, The Weekend Theater, and the Little Rock Community Theater each offer a regular schedule of performances. The Community Concert organization brings to the city a series of musical and theatrical productions, including touring companies of Broadway shows. The Arkansas Arts Center offers training in visual and dramatic arts and has galleries for both permanent and traveling collections.

LITTLE ROCK AND ARKANSAS



The popular and historic Hot Springs National Park and Hot Springs, Arkansas, with its famous bath houses and Oaklawn Racing Park is a one-hour drive from Little Rock. Little Rock is also less than three hours' drive from the world-renowned Murfreesboro, Arkansas, "Crater of Diamonds" State Park; historic Eureka Springs; and scenic Petit Jean Mountain and Cedar Falls National Recreation Trail. Arkansas also boasts the Crystal Bridges Art Museum, located in Northwest Arkansas and recognized as one of the top American Art museums in the country. Also in Northwest Arkansas is Fayetteville, home to the University of Arkansas and was rated by US News & World report as #5 on their 2017 Best Places to Live rankings.

Opportunities for outdoor and competitive sports abound in "The Natural State." Several lakes in the Little Rock area provide opportunities for sailing, fishing, and water sports. Within a short drive from Little Rock are many state and national recreational areas which provide opportunities for a variety of outdoor recreational activities including hiking, camping, fishing, hunting, canoeing, and backpacking. In addition, world class trout fishing, mountain folk crafts, and unique one-of-a-kind attractions are within a short drive. The cities of Little Rock and North Little Rock have an extensive bike/running trail system as well as a developed park system. Little Rock hosts the annual marathon, half-marathon and 10K events the first Sunday of March and has various other running, cycling, and obstacle-course events throughout the year. Adult soccer and kickball leagues are also available for competition or just for fun.



Furthermore, the Little Rock National Airport offers convenient access to 17 national gateways. It takes two hours to drive to Memphis, five hours to drive to Dallas, six hours to drive to St. Louis, and under seven to drive to New Orleans.

LITTLE ROCK AND ARKANSAS

Little Rock is the center for health care in the state. In December 2008, the University of Arkansas for Medical Sciences (UAMS) opened the Psychiatric Research Institute which combines research and education with inpatient and outpatient psychiatric care. In addition to UAMS, there are two private hospitals (each with a psychiatric unit) and the Arkansas Children's Hospital. There are also several private psychiatric hospitals in the Little Rock area, one of which specializes in treating children and adolescents. The Central Arkansas Veteran's Healthcare System has facilities located in Little Rock and North Little Rock. In addition to UAMS, other institutions of higher learning located in Little Rock include the University of Arkansas at Little Rock (UALR) and Philander Smith College.

Arkansas is home to the Arkansas Razorbacks basketball and football teams located in Fayetteville, Arkansas. The University of Arkansas at Little Rock (UALR) has both men's and women's sporting teams, including basketball teams who are consistently competitive in the Sun Belt Conference. Home games are played at the Jack Stephens Center on the UALR campus. The Verizon Arena hosts several entertainment events each year including concerts and craft shows. Little Rock also has a minor league baseball team, the Arkansas Travelers, who play several home games each season at Dickey-Stephens Park. The Travelers are the Class AA affiliate of the Seattle Mariners.

Little Rock has four distinct seasons. High temperatures in the summer are typically in the 90s with significant humidity, while lows in the winter are typically in the 40s. The city usually experiences one or two light snowfalls each winter. Temperatures in the spring and fall are moderate. During the autumn months, colorful foliage abounds.

STIPEND AND BENEFITS

The stipend for the 12-month, UAMS appointment from 2023-2024 is \$56,880. Benefits include 11 holidays, 22.5 vacation days, 12 sick leave days as needed, and optional health insurance and retirement plans. Insurance coverage becomes effective the first day of employment and ends on the last day of employment unless the fellow elects to have COBRA. More information is available at the <http://www.uams.edu/ohr/benefits.asp>. A limited number of educational leave days can also be negotiated with the Training Director for EPPP and conference attendance. Also, note that the UAMS pay schedule is monthly and on the final day of the month. Official employment begins September 1, 2025, and concludes on August 31, 2026.

RECRUITMENT, ELIGIBILITY, APPLICATION AND SELECTION

Recruitment and Eligibility

Prospective fellows are recruited nationally from individuals who hold a doctoral degree in Clinical Psychology and who have completed a pre-doctoral internship in Clinical Psychology. Counseling Psychology applicants will be considered. Only candidates from APA-accredited graduate institutions and APA-accredited internships will be considered. To be considered eligible to begin the fellowship, the trainee must have met all requirements for their doctoral degree, including successful defense of the doctoral dissertation (which includes submission and final approval by the dissertation committee of any changes requested at the time of the dissertation defense). Provisional licensure through the State of Arkansas is also required (see below). UAMS does not discriminate on the basis of race, color, religion, national origin, creed, service in the uniformed services, status as a protected veteran, sex, age, marital or family status, pregnancy, physical or mental disability, genetic information, gender identity, gender expression, or sexual orientation as a criterion in deciding against any individual in matters of admission, placement, transfer, hiring, dismissal, compensation, fringe benefits, training, tuition assistance and other personnel or educationally-related actions.

The fellow must also obtain provisional licensure status with the Arkansas Psychology Board. As this can be a lengthy process, it is highly recommended that the incoming fellow begins this process once he or she has accepted the fellowship position. Additionally, the fellow will need to submit the following to the board:

1. Application for provisional license
2. Supervision agreements with each supervisor
3. Hours logs
4. Quarterly updates

Credentialing within the hospital is another essential condition of employment.

Application

Program applicants must submit:

- A current CV
- At least three letters of reference, with one of them being from the graduate Director of Clinical Training stating the date of the prospective applicant's completion (or anticipated date) and standing in the program (sent directly by the author)

RECRUITMENT, ELIGIBILITY, APPLICATION AND SELECTION

- An original copy of the applicant's graduate school transcripts sent directly from the graduate program
- A personal statement regarding the applicant's interest in the SMI/Forensic Fellowship
- One deidentified psychological report

Materials should be emailed by January 10 to Brittani Baldwin Gracey, PsyD, at brittani.baldwin@dhs.arkansas.gov. Applicants anticipating not having all materials available by that deadline should make contact with Dr. Baldwin.

Selection

After receiving the applicant's materials, the Training Director will review and confirm that all required materials have been received. The Training Director will then perform a comprehensive review of all submitted applications to determine interview decisions. Applicants will be notified of their application decision status on or before January 17. On-site visits are not required but encouraged; however, video teleconference interviews may be arranged. The Training Director and at least two other Fellowship Training Committee members will conduct interviews with the selected applicants. Final rankings are determined through the consensus of the Training Director and the Fellowship Training Committee Member.

ORIENTATION AND GENERAL EMPLOYMENT INFORMATION

During the first week at ASH, fellows participate in a variety of orientation and training activities. The first week will be spent orienting to ASH and OSAMH policies and procedures. Orientation will also include Welle™ and CPR training. Additionally, fellows will be expected to participate in new employee orientation at the University of Arkansas for Medical Sciences (UAMS); although, a portion of this may be completed through online programming.

During this time, fellows also receive their ID badge, keys, parking hang tag, and computer access information. Additionally, fellows receive two TB skin tests required by UAMS. Psychology staff will help orient fellows to the buildings as well as department-specific policies and procedures as well as unit-specific policies and procedures.

Additionally, the Training Director will meet with fellows to provide training on information related to the hospital, Department of Psychology, and the fellowship as well as to assist in selecting optional experiences (see next section for options). Supervising psychologists will also provide orientation to each training area. The Psychology Department will provide several days of orientation to clinical work, Arkansas mental health statutes, forensic evaluations, and DHS/OSAMH/ASH procedures.

The work week is Monday through Friday from 8:00 am to 4:30 pm. Fellows should plan to maintain these hours (with a half hour for lunch and two 15-minute breaks allowed) unless otherwise directed by your immediate supervisor. The typical work week is 40-45 hours depending on the fellow's efficiency and commitments. Time devoted to different training activities is approximated below:

- 70%: Clinical activities including psychotherapy, psychological testing, documentation, treatment team meetings, consultation, staff training, supervision of other trainees, program development, etc. Direct, face-to-face clinical care should comprise at least 25% of the fellow's time).
- 10%: Supervision
- 5-10%: Didactics & Professional Development
- 2.5-5%: Research, Scholarly, or Applied Project

ORIENTATION AND GENERAL EMPLOYMENT INFORMATION

Leave Time

If you are planning to take personal leave, please inform the Training Director, Psychology Director, Clinical Director, appropriate supervisors, and department administrative assistant via email as much as advance as possible. Complete a leave request on the UAMS Workday website. The ASH Clinical Director is responsible for approving those requests. When taking sick leave, please inform your direct supervisor at least 1 hour before you are scheduled to work, if possible. Please notify all other supervisors as soon as possible and complete a leave request on the UAMS Employee Self-Service website as soon as you return.

If you are unable to come to work during inclement weather, you will need to use annual leave if you were not previously approved to use sick leave during that time. The inclement weather policy states that those in the Department of Psychology are essential personnel and must report for work. When the inclement weather policy is invoked, staff are granted a two-hour delay in which to begin their workday.

You may be approved for up to 5 days of educational leave to fulfill professional obligations or obtain professional experiences. For example, educational leave may be taken for EPPP preparation as well as conference attendance. You will need to submit a request to the Director of Psychology stating the purpose of your leave, your destination, the duration of the activity, and the dates you will be away from the hospital.

Banking (or flexing time) is permitted. Fellows can use holidays or weekends to accrue more leave time. This can only be done if approved in advance with the Training Director, Director of Psychology, Clinical Director, and direct supervisor of the proposed clinical work. There can be no patient contact unless a supervisor is also on-site.

FINANCIAL ASSISTANCE

UAMS/OSAMH has made a full budgetary commitment to funding at least one SMI fellowship position annually. The fellowship program is included in the OSAMH budget and therefore receives general state revenue funds. Because of this, funding of the fellowship program is not dependent on hospital revenue or grant sources. The budget also provides for benefit packages for the fellow(s). Necessary equipment and supplies, as well as administrative support are supplied through the ASH budget. OSAMH and ASH are committed to providing the necessary time and financial support to allow the fellowship program to provide quality training with all necessary supplies and materials. The stipend for the 12-month appointment is \$56,880 (for the 2025-2026 training year). Benefits include 11 paid holidays, 22.5 paid vacation days, up to 12 sick leave days as needed, and optional health insurance and retirement accounts. Other benefits such as disability and life insurance are available. Insurance coverage begins the first day of employment.

ADMINISTRATIVE ASSISTANCE

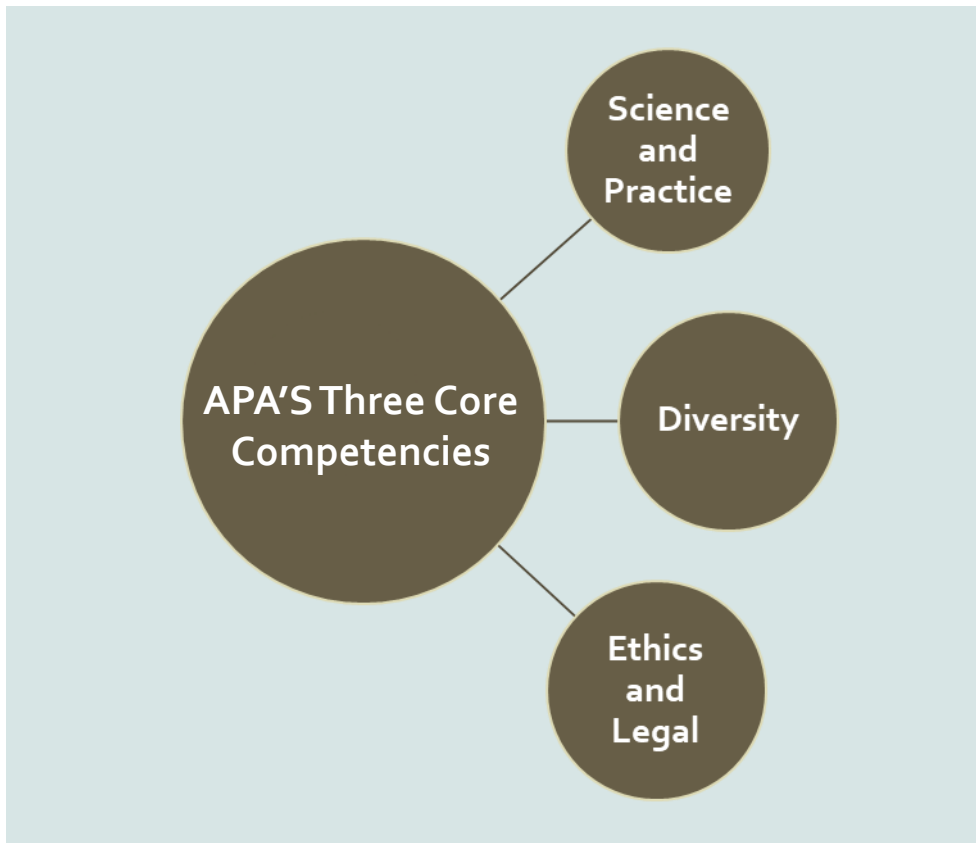
The Psychology Department at the Arkansas State Hospital employs an administrative assistant. Support and administrative services are provided to fellows in the same manner that these services are provided to other clinical staff. The department assistant is available to make copies, receive and file psychological assessments, PBSP, or risk assessment documents, order necessary supplies, and perform additional supportive services as needed.

There is a large private office that is shared by up to three fellows. Additional work areas are typically available as needed. All computers are equipped with access to a network printer in that work area as well as internet access, Microsoft Office software, and scoring software for various assessment instruments. Each fellow is also provided with an e-mail address and computer log-in information so they can securely utilize the ASH network.

A telephone and voicemail account are also provided by the hospital. All necessary psychological test supplies (test kits, protocols, etc.) are provided by the hospital. Fellows have access to photocopy and facsimile machines as well as any other standard office supplies at no cost.

RECORDKEEPING

Fellows are expected to maintain records and protected health information (PHI) in a manner consistent with HIPAA and other applicable laws. This includes not leaving documents in areas accessible to others, releasing information only to authorized individuals, and protecting access to one's digital information and records. Psychology-specific records (e.g., raw data, psychological evaluations, and violence risk assessments) must be provided to the department administrative assistant who then ensures that they are securely stored.



The goal of the ASH/UAMS fellowship training program is to provide specialty training in the area of Serious Mental Illness (SMI). We emphasize APA's three core competencies for postdoctoral fellowships: Science and Practice, Diversity, and Ethics and Legal. Simultaneously, the training focuses heavily on education and clinical work that is consistent with the [Specialty Council for Psychological Training in Assessment and Treatment of Persons with SMI/SED \(2024\)](#) and the [Forensic Specialty Council's Education and Training Guidelines for Forensic Psychology \(2007\)](#). Fellows will work with the Training Director to ensure they have secured training (whether didactic or direct clinical experience) in these areas.

At the completion of the training year, our fellows are expected to have developed independent-practice level skills in diagnosis, assessment, professional documentation (including report-writing and charting), individual and group therapy, research and scientific contributions, presenting for colleagues and direct-care staff, clinical supervision, and functioning in an interdisciplinary system.

PROGRAM STRUCTURE, SCHEDULE AND REQUIREMENTS

Specialty Council Fellowship Competencies for SMI Training (2024)

The following is a general outline of key elements of an SMI curriculum:

1	Specialized assessment methods that comprehensively assess strengths and functional capability rather than solely symptomatology and deficits evidence-based and promising practices designed specifically for this population
2	Interventions modified or developed for and researched specifically with this population, as well as for those within the forensic mental health system
3	Psychiatric rehabilitation approaches
4	Leadership in settings serving people with SMI/SED
5	The practice of SMI psychology as part of interprofessional teams
6	Approaches to client-centered, recovery oriented mental health care
7	Consultation for staff, family members, and organizations working with persons with SMI/SED
8	Supervision for psychology and non-psychology trainees and staff, as well as multi-disciplinary teamwork
9	Research and scientific inquiry, including methods adapted for SMI/SED or similar populations
10	Advocacy and systems transformation methods specific to mental health systems that serve this population
11	Ethical, legal, and cross-cultural/diversity issues and concerns that impact this population
12	Supervision and teaching
13	Program management and administration
14	Continuing professional development

PROGRAM STRUCTURE, SCHEDULE, AND REQUIREMENTS

Education and Training Guidelines for Forensic Psychology November (2007)

1	History of Forensic Psychology
2	Law, Civil and Criminal Procedures, and Juries
3	Ethical issues in the practice of forensic psychology.
4	Researching and analyzing legal authorities (case law, statutes, regulations) to identify relevant psycholegal constructs
5	Use of standardized assessment instruments in forensic evaluations.
6	Assessment of response style, including malingering.
7	Violence Risk Assessment/Civil Commitment.
8	Personal Injury/Civil Damages
9	Employment Issues/Disability evaluations
10	Child Custody/Child Abuse/Termination of Parental Rights
11	Civil Competencies (Guardianship/Testamentary Capacity/Right to Refuse Treatment)
12	Competence to Stand Trial
13	Criminal Responsibility
14	Confessions
15	Sentencing and disposition issues
16	Sex offender evaluations
17	Evaluations of Juveniles/Waiver to adult court/Amenability to Treatment
18	Expert testimony
19	Issues of culture, race, and gender as they impact law and psychology (this is an important area which should be integrated throughout the curriculum)

PROGRAM STRUCTURE, SCHEDULE AND REQUIREMENTS

It is important to note that individual training experiences will look different each year and be based on the needs of the fellow and specific training opportunities at that time.

Fixed Experiences:

- Forensic Assessments: Fellows will be assigned 18-24 criminal defendants for forensic evaluation during the course of the year. Evaluations are typically fitness to stand trial and/or criminal responsibility. Evaluations may at times also include juvenile waiver to adult court, violence risk assessments, culpable mental state and more. Fellows will also participate in the official Arkansas State Forensic Evaluator Training as well as a Mock Trial with local attorneys.
- Adult Clinical Treatment and Assessment – Fellows will have an assigned unit and work with the psychologist on the unit. Responsibilities of the fellow on the unit include but are not limited to the following: co-leading groups, conducting individual therapy, providing competency restoration, completing psychological assessments, developing positive behavior support plans (PBSPs), leading team-based violence risk assessments, supervising psychology interns, and contributing to treatment team meetings. Therapeutic modalities employed include Acceptance and Commitment Therapy, Dialectical Behavior Therapy, Illness Management and Recovery, Sex Offender Treatment, Cognitive Processing Therapy, Cognitive Behavioral Therapy, Competency Restoration, and other process-based cognitive behavioral methods. Opportunities exist for applied research in the areas of treatment development, program evaluation, and staff training.
- Adolescent Services –Adolescent Services treats individuals ages 13-17 in need of acute care due to behavioral, psycholegal, or psychiatric concerns. Dr. Aldea and Dr. Jones are the supervising psychologists. The most common responsibilities would be group therapy, individual therapy, PBSP management, and milieu therapy. Unit Echo serves adolescents with sexually-abusive behavior and could potentially provide relevant training experiences. There are opportunities available for minor rotation experiences.

PROGRAM STRUCTURE, SCHEDULE, AND REQUIREMENTS

- Supervision – The fellow will have multiple primary supervisors for the different aspects of the training week. Additionally, the fellow will be assigned a supervisor who is separate from the direct clinical supervisors. The goal of this supervision is professional development, mentorship, and supervision of long-term individual therapy cases. Long-term supervision is scheduled for one hour per week. At least two hours per week of total individual supervision will be provided. Fellows will also regular supervision with the Training Director. The content of the supervision is flexible and will at times include reading articles or presenting information.
- Didactics and Other Training – Fellows are required to attend at least 8 hours of didactics each month. There will be two weekly lectures series: the SMI Lecture Series and the Forensic Lecture Series. Fellows can also meet training requirements from a combination of Intern Seminars, Forensic Psychiatry Lectures, ASH Psychopharmacology Conferences, UAMS Psychiatry Resident Lectures, and UAMS Grand Rounds. Additionally, fellows will be expected to present at the Psychology Department meeting, the Fellowship Lecture Series, State of Arkansas Forensic Evaluator Training, and the ASH Psychopharmacology Conference. Further, fellows will receive other training experiences through co-leading at least one group per week and observing supervisors when opportunities exist. Please contact Training Director for the most recent Lecture Series training schedules.

CORE COMPETENCIES

By the end of the fellowship year, we expect our fellows to have mastered the following core competencies:

PROFESSIONALISM	SKILL DEVELOPMENT INTERVENTIONS
SUPERVISION	INTERDISCIPLINARY COLLABORATION
PSYCHOTHERAPY	PRESENTATIONS AND TRAININGS
PSYCHOLOGICAL TESTING	PSYCHOSOCIAL REHABILITATION SERVICES
FORENSIC EVALUATION	ETHICAL AND LEGAL

- APA SMI Fellowship Core Competencies – Fellows will be able to demonstrate skills in APA’s core competency areas for postdoctoral fellowship, particularly as they apply to SMI and forensic populations. Specifically, they are expected to demonstrate competency in applying their work to diverse populations, in integrating science and practice, and in demonstrating knowledge/practice of professional ethics and relevant legal guidelines.
- Professionalism – This includes demonstrating professional behaviors essential to employment in a multidisciplinary setting where one works closely with many other disciplines and different training levels. Professionalism also includes appropriate and timely communication with supervisors and others as well as appropriate emotion regulation and stress management. Fellows are further expected to demonstrate professionalism through the timely and accurate execution of basic job duties.
- Supervision – Fellows will supervise pre-doctoral interns through the training year. This will afford them the opportunity to learn and practice supervision skills while receiving supervision of supervision and didactics focused on supervision.
- Psychotherapy – ASH emphasizes the importance of evidence-based practice. Fellows will have experience providing DBT, CBT, CPT, and ACT as well as other therapies commonly used with SMI populations including trauma therapies, Social Skills Training, Illness Management & Recovery, Metacognitive Therapy, and Competency Restoration. By the end of the training year, fellows will be able to demonstrate comfort and proficiency in a number of different modalities and with a variety of different types of clients.

CORE COMPETENCIES

- Psychological Testing – Psychological testing is needed at ASH for a variety of referral questions including, but not limited to, general psychodiagnostic clarification, neuropsychology, malingering, intellectual and adaptive functioning, academic achievement, and other potential concerns. Competency in this area requires proficiency in reviewing records, clinical interviewing, test administration and scoring, reporting writing, and communicating findings with the treatment teams.
- Forensic Evaluation - ASH places a high priority on conducting court-ordered evaluations regarding competency to stand trial, opinion on capacity to be restored to fitness, culpable mental state, violence risk, and criminal responsibility. Fellows will have an opportunity to evaluate demographically-diverse defendants and committed psychiatric patients who present with a multifaceted intersection between serious mental illness, criminality, developmental disabilities, medical conditions, substance use, and personality disorders. Not only will fellows administer, score, and interpret assessment instruments, but they will also write comprehensive forensic reports that will be submitted to the courts. Lastly, they will have an opportunity to review extensive records, learn about best forensic practice and relevant case law, make collateral contact with corroborating sources (e.g., multidisciplinary treatment team, attorneys), and witness expert testimony in the Arkansas state courts. There may even be opportunities for the fellow to testify.
- Skill Development Interventions – This broad category encompasses helping patients to develop more adaptive and productive behaviors by using behavior modification plans, token economies, staff trainings, milieu therapies, and more. Fellows will be expected to demonstrate functional knowledge of these different approaches which are commonly utilized in psychiatric hospitals.
- Interdisciplinary Collaboration - Fellows are expected to understand and respect the skillsets of the various disciplines as well as to communicate well with the disciplines represented in the hospital. Fellows are also expected to develop proficiency in providing training to other disciplines and be receptive to training provided by other disciplines.
- Presentations and Trainings – Because education and training is fundamental to Psychology, particularly in large institutions, fellows will develop skills for presenting to department colleagues as well other disciplines. Competency in this area is demonstrated by creating presentations based on scientific evidence or other scholarly work and conveying information in a manner appropriate to the audience

CORE COMPETENCIES

- Psychosocial Rehabilitation Services – The fellowship program aims to expose fellows to psychosocial rehabilitation services that are often outside the scope of traditional psychological interventions. As a result, fellows are expected to develop a basic working knowledge of interventions commonly utilized with SMI populations such as family psychoeducation, cognitive remediation, social skills training, Assertive Community Treatment, and managing the various systems of care.
- Ethical and Legal – Fellows are expected to learn about the ethical and legal guidelines that govern the practice of psychology in the forensic hospital setting. In addition to professional guidelines, fellows will also be able to understand and navigate Arkansas legal statutes as well as develop an understanding of important case law.

SUPERVISION AND EVALUATION

The fellowship provides each trainee the required supervised experience to meet licensing regulations in most states, including Arkansas. The program is a one-year, full-time training experience. In order to comply with APPIC and state standards for supervised experience, fellows are provided with the following core supervision hours:

- At least two hours per week of individual supervision with the primary supervisors
- A monthly meeting with the Training Director
- 30-60 minutes per week of group supervision (when there are multiple fellows)
- At least two hours per week of other training experiences. These include didactics, as well as co-leading group therapy, observation, etc.
- Supervision of all written work

The SMI Fellowship Training Committee will discuss the fellow's progress, strengths, and areas for growth at 2 months, 6 months, and 12 months. (See appendix for evaluation form). Any evaluation that includes a below standard rating will be supported by specific and concrete examples and will result in a remediation plan meant to support the fellow in developing in the deficient area. Fellows will formally evaluate supervisors at the same time points. Fellows are asked to participate in the formal evaluation of the fellowship at the end of the year, again one year later, and five years later. These evaluations will inform the program's self-study process.

Fellows will also be involved in the supervision and evaluation of interns and practicum students when possible. This will result in both the fellow providing the intern feedback and receiving feedback from the intern.

See link for list of available supervisors and their specialty areas: [Supervisor Bios](#)

CONDUCT

As UAMS employees, fellows are expected to adhere to all UAMS policies regarding employee conduct. This includes, but is not limited to, policies addressing basic professionalism, drug and alcohol use, sexual harassment, and discrimination. Additionally, because fellows perform their job duties at ASH, they are also expected to adhere to ASH's policies for employee conduct. Any conflict between UAMS and ASH policies will be addressed on a case-by-case basis.

GRIEVANCE AND DUE PROCESS POLICY AND PROCEDURES

This document describes the due processes policy that applies to the psychology postdoctoral fellows at the University of Arkansas for Medical Sciences (UAMS)/Arkansas State Hospital (ASH). When a fellow is identified as performing at a level of competency judged to be “unsatisfactory” (with regard to the Standards established by the American Psychological Association), the SMI Fellowship Training Committee (comprised of the psychology faculty involved in the Training Program) may select from several courses of action.

Behavior of Concern

Behaviors that might warrant action include but are not limited to:

- Violation of the ethical standards for Psychologists as established by the American Psychological Association, in either the provision of clinical services or research activities;
- Incompetence in the performing of typical psychological services in this setting and/or inability to attain competence during the course of the fellowship;
- Failure to meet the minimum standards for patient contact, administrative requirements or didactic training;
- Behavior(s) judged to be currently unsuitable, and which hampers the fellow’s professional performance;
- Receiving a 2 or lower on a performance evaluation.

Fellow Performance Problems

Performance problems may arise because of educational or academic deficiencies, psychological adjustment problems and/or inappropriate emotional responses, inappropriate management of personal stress, inadequate level of self-directed professional development, inappropriate use of and/or response to supervision, etc. Behaviors typically become identified as performance problems when they include one or more of the following characteristics:

- The behavior is not merely a reflection of a knowledge or skill deficit that can be rectified by academic or didactic training or supervision.
- The quality of services delivered by the fellow is sufficiently negatively affected.
- The behavior has potential for ethical or legal ramifications if not addressed.
- The behavior shows a persistent insensitivity to diversity considerations related to race, ethnicity, gender, sexual orientation, age, disability status, SES, etc.
- The fellow’s emotional difficulties interfere with his or her capacity to perform competently.

GRIEVANCE AND DUE PROCESS POLICY AND PROCEDURES

- The fellow's interpersonal style interferes with his or her intra-professional and interdisciplinary relationships with peers, coworkers, supervisors, and/or subordinates.
- The fellow does not acknowledge, understand, or address the concern when it is identified.
- The fellow's behavior does not change as a function of feedback, remediation efforts, and/or time.
- A disproportionate amount of attention by training personnel is required.
- The fellow's behavior negatively impacts the public view of the training program or institution.

Guiding Principles to Ensure Due Process

The following principles serve to ensure that decisions made by the training program about fellows are not arbitrary or personally based. These principles ensure that the fellow is provided ongoing and meaningful feedback, opportunities for remediation, and information about appeals procedures:

- Presenting fellows with written documentation of the program's expectations related to professional and personal functioning.
- Stipulating the procedures for evaluation, including when and how evaluations will be conducted. Such evaluations should occur at meaningful intervals.
- Articulating the various procedures and actions involved in making decisions regarding problem behaviors.
- Communicating with fellows early and often about how to address problem behaviors.
- Instituting a remediation plan for identified inadequacies, including the competency domain(s) in which performance is not adequate, target behaviors, expectations for acceptable performance, steps for remediation, supervisors' responsibilities, time frame for expected remediation, and consequences of not rectifying the inadequacies.
- Providing a written procedure to the fellow that describes how the fellow may appeal the program's action.
- Ensuring that fellows have sufficient time to respond to any action taken by the program.
- Using input from multiple professional sources when making decisions or recommendations regarding the fellow's performance.
- Documenting, in writing and to all relevant parties, the action taken by the program and its rationale.

Supervisory Actions

If performance problems are noted by a fellow's supervisor(s), the following procedures will be initiated:

- The fellow's supervisor(s) will meet with the Training Director to discuss the problem and determine what action needs to be taken.
- The Training Director will schedule a formal review of the fellow's progress and all performance problems with the Training Committee.
- The fellow will be notified, in writing, that such a review is occurring and will have the opportunity to provide an oral or written statement. The fellow will be notified that that he or she will have the results of the review in three weeks or less.
- The Training Committee will meet and review all the fellow's work to date, including the identified problems.
- In discussing the problem and the fellow's response, the Training Director and Committee may adopt one or more of the following methods or may take any other appropriate action:
 - Take no further action and inform all parties of this decision.
 - Issue a *Verbal Warning* to the fellow. A Verbal Warning emphasizes the need to engage in recommended amelioration strategies to address the performance problem. No record of this action is kept.
 - Issue a *Performance Notice* (1st written warning). A Performance Notice formally indicates that the training faculty is aware of and concerned with the fellow's performance and that the problem has been brought to the attention of the fellow. It also indicates that the faculty will work with the fellow to specify the steps necessary to rectify the performance problems, and that the behaviors are not significant enough to warrant serious action. Remediation strategies as described below should be implemented following issuance of a Performance Notice. A signed copy of the Remediation Plan will be kept in the fellow's file, as will a copy of the Performance Notice.

GRIEVANCE AND DUE PROCESS POLICY AND PROCEDURES

- Issue a *Probation Notice* (1st written warning). A Probation Notice indicates that the training faculty will actively and systematically monitor for a specific length of time the degree to which the fellow addresses, changes, and/or otherwise improves the problem behavior. The fellow must be provided with a written statement that includes a description of the actual problem behaviors, the specific recommendations for rectifying the problem, the time frame for the probation during which the problem is expected to be ameliorated, and the procedures designed to ascertain whether the problem has been appropriately rectified. Additional remediation strategies must be implemented at this time. A copy of the Probation Notice and the revised Remediation Plan will be kept in the fellow's file.
- The Training Director and Director of Psychology will then meet with the fellow to review the action taken within three weeks of when the fellow was notified of the review process. If placed on probation, the fellow may choose to accept the conditions or may challenge the decision. The procedures for challenging the decision are presented below (see below Procedures for Appeal by a Fellow).
- Once the Performance Notice or Probation Notice is issued by the Training Director, it is expected that the fellow's performance will be reviewed no later than the next formal evaluation period or, in the case of probation, no later than the time limits identified in the probation statement. If the problem has been rectified to the satisfaction of the faculty, the fellow and other appropriate individuals will be informed, and no further action will be taken.
- If it is determined that the conditions for revoking the probation status have not been met, the Training Director may take any of the following actions:
 - Continue the probation for a specific period of time, with written notice to the fellow of ongoing steps that must be taken to ameliorate the problem in the specified time frame.
 - Issue a written **Suspension Notice** (2nd written warning). This indicates that the fellow is not allowed to continue engaging in specified professional activities until there is evidence that the behavior in question has improved.
 - Issue a written **Warning Notice** (2nd written warning). This indicates that if the problem behavior does not change, the fellow will not meet criteria for fellowship completion.
 - Issue a written **Termination Notice**. This indicates that the fellow will be terminated from the fellowship program as of the date specified in the notice.

GRIEVANCE AND DUE PROCESS POLICY AND PROCEDURES

When the aforementioned interventions do not, after a reasonable time period, rectify the problem, or when the fellow seems unable or unwilling to alter his or her behavior, the Training Director and Committee may take more formal action, including:

- Giving the fellow a limited endorsement, including the specification of competency domains and practice settings in which he or she is competent to practice. This information will be conveyed to all relevant state psychology licensing boards.
- Communicating to the fellow that he or she has not successfully completed the training program, with the possibility of continuing for an additional specified period of time beyond the training year.
- Terminating the fellow from the training program. This includes issuing of a Termination Notice. This information will be communicated to all relevant state psychology licensing boards.

Remediation Strategies

When performance problems have been identified and documented as discussed above, the training faculty, in conjunction with the fellow, will formulate and implement strategies for remediation of such problems. These strategies will be appropriately documented and implemented in ways that are consistent with due process procedures. Such strategies may include, but will not be limited to, the following:

- Increasing supervision time, either with the same or other supervisors.
- Changing the format, emphasis, and/or focus of supervision.
- Strongly recommending personal therapy. Referrals will be provided.
- Reducing the fellow's clinical or other workload or modifying his or her schedule in other ways.
- Requiring specific academic coursework, didactics, or independent study.
- Recommending, when appropriate, a leave of absence and/or a second fellowship.
- Recommending and assisting in implementing a career change for the fellow.

Procedures for Appeal by a Fellow

Fellows who wish to contest supervisory actions and decisions must submit a written challenge to the Training Director within 10 days of receipt of the faculty decision. Failure to submit a written challenge within 10 days will be taken as assent to the supervisory actions and decisions. Once a written challenge is received, the following steps will occur:

- The Director of Psychology will convene a Review Panel consisting of the Training Director, two faculty members selected by the Director of Psychology, two faculty members selected by the fellow, and a non-Psychology ASH Administrator.
- A review hearing will be conducted, chaired by the Director of Psychology, in which evidence is heard from the supervisor(s), who have the right to be present at the hearing.
- The fellow will retain the right to be present at the hearing, to hear all facts, and to dispute or explain his or her behavior.
- Within 15 days of the completion of the review hearing, the Review Panel will file a written report, including any recommendations for further action. Decisions made by the Review Panel will be made by majority vote of the five panel members. The fellow will be informed of the recommendations by the Director of Psychology and through receipt of a copy of the panel report.
- If the Review Panel finds in favor of the fellow, no further action against the fellow will be taken. The Director of Psychology will consult with the faculty supervisor(s) concerning the decision.
- If the Review Panel finds in favor of the supervisor(s), the original supervisory action will be implemented.
- The Review Panel may, at its discretion, find neither in favor of the supervisor nor the fellow. It may instead modify the original supervisory action or issue and implement its own action. In this instance, the Director of Psychology will consult with both the supervisor(s) and the trainee concerning the decision.

GRIEVANCE AND DUE PROCESS POLICY AND PROCEDURES

Fellow Grievances

Our guiding philosophy is that most problems are best resolved through direct interaction between the fellow and supervisor or other staff member as part of the ongoing working relationship. Fellows are encouraged to first discuss any problems or concerns with the supervisor or staff member involved. In turn, supervisors and staff members are expected to be receptive to complaints, attempt to develop a solution with the fellow, and to seek appropriate consultation. If these discussions do not produce a satisfactory resolution of the concern, an informal or formal grievance may be filed.

A grievance is defined as an expression of dissatisfaction regarding an aspect of the fellow's treatment by a supervisor or the organization. Grievances shall be used as a due process by those who believe that a rule, procedure or policy has been applied in an unfair or inequitable manner or that there has been unfair or improper treatment by a person or persons.

Informal mediation: Either party may request the Training Director to act as a mediator, or to help in selecting a mediator who is agreeable to both the fellow and the supervisor or staff member. Such mediation may facilitate a satisfactory resolution through continued discussion. Alternatively, mediation may result in recommended changes to the training environment.

Formal grievance: If informal measures are not successful, or in the event of a serious grievance, the fellow may initiate a formal grievance process by sending a written request for intervention to the Training Director.

- The Training Director will notify the Director of Psychology of the grievance and call a meeting of the SMI Fellowship Training Committee to review the complaint. The fellow and supervisor or staff member will be notified of the date that such a review will occur and will be given an opportunity to provide the Committee with any relevant information regarding the grievance.
- Based upon a review of the grievance and any relevant information, the SMI Fellowship Training Committee will determine the course of action that best promotes the fellow's training experience. This may include recommended changes within the placement itself, a change in supervisory assignment, change in rotation placement, or other training modification.

GRIEVANCE AND DUE PROCESS POLICY AND PROCEDURES

- The fellow will be informed in writing of the Training Committee's decision, and asked to indicate whether they accept or dispute the decision within three weeks of the filing of the grievance. If the fellow accepts the decision, the recommendations will be implemented. If the fellow disagrees with the decision, he or she may appeal to the Clinical Director and a non-Psychology ASH Administrator. The Clinical Director and the non-Psychology ASH Administrator will render the appeal decision, which will be communicated to all involved parties, and to the Training Committee.

In the event that a formal grievance involves any member of the Training Committee (including the Training Director), that member will recuse himself or herself from participating in review of the grievance due to conflict of interest. A grievance regarding the Training Director may be submitted directly to the Director of Psychology for review and resolution. Any findings resulting from a review of a fellow grievance that involve unethical, inappropriate, or unlawful faculty or staff behavior will be submitted to the Director of Psychology for appropriate personnel action.

These procedures are not intended to prevent a fellow from pursuing a grievance under any other mechanisms available to UAMS employees, including EEO, or under the mechanisms of any relevant professional organization, including APA or APPIC. Fellows are also advised that they may pursue any complaint regarding unethical or unlawful conduct on the part of psychologists licensed in the State of Arkansas by contacting the Arkansas Psychology Board.

INFORMAL RESOLUTION OF CONCERNS

If a fellow has any type of concern during their training year, expectations are that the fellow will first attempt to address the situation directly with the affected individual or individuals. For instance, a fellow may have concerns about the way they are treated, how supervision is being conducted, ethical or safety concerns, or other issues. If speaking directly with the individual is for some reason not appropriate, the fellow should first consult with the Training Director. If that is also not deemed a viable option, the fellow should then speak with the Director of Psychology. The fellow may also utilize their year-long supervisor for guidance and support, but this supervisor will not act in a formal capacity to resolve the issue.

Our training faculty strive to provide a supportive and open atmosphere that allows resolution of any issues within this normal sequence. However, we recognize that the inherently unequal power in the supervisor/supervisee relationship may conceivably lead a fellow to be reluctant to discuss some concerns with training faculty. Therefore, at any time during the training year, any fellow who wishes to may consult with someone outside of the program in an informal and confidential avenue for discussion and problem-solving.

MOONLIGHTING POLICY

Some postdoctoral fellows may choose to seek employment outside of their clinical setting, hereafter referred to as “moonlighting.” There are several requirements that fellows must follow regarding the nature of these moonlighting activities:

- Fellows may not engage in activities for which they are not professionally qualified. For example, providing direct psychological services requires that the provider be licensed in the jurisdiction where the services are rendered. Thus, an unlicensed fellow may not provide such services without appropriate supervision.
- Fellows will need to complete the UAMS Outside Employment application available at <https://secure.uams.edu/OutsideEmployment/Login.aspx> in addition to obtaining approval in writing from the Director of Psychology. Additionally, UAMS and the State of Arkansas require completion of disclosure forms.
- Fellows may not present themselves as affiliated with the University of Arkansas for Medical Sciences (UAMS), Division of Behavioral Health Services (DBHS), or Arkansas State Hospital (ASH) when they engage in moonlighting employment activities. This prohibition includes advertising, use of business cards, description of credentials, etc.
- Moonlighting experiences cannot in any way interfere with the usual work schedule of the fellow in his or her clinical and research settings. Any request to alter work schedules must be approved by supervisor(s) in advance, and such approval is at the total discretion of the supervisor(s).
- For fellows who are not meeting their training goals, supervisors may legitimately question whether moonlighting activities are contributing to poor performance in the training program. A remediation plan may include a provision that the fellow will not engage in any moonlighting employment.

MOONLIGHTING POLICY

- Fellows may not engage in moonlighting employment with any of their clinical supervisors. This is considered a conflict of interest, which could be to the detriment of the fellows' training experience.
- Supervised clinical hours accumulated during moonlighting activities are not part of the supervised activities to which UAMS/ASH faculty supervisors can ethically attest as part of the fellow's training experience. These experiences must be confirmed by the moonlighting supervisor.
- Fellows are strongly advised to discuss moonlighting opportunities with their supervisors prior to making commitments to those activities. This will minimize the possibility that the moonlighting will interfere with their training experience.
- Failure to adhere to these policies and procedures will be considered as cause for termination from the UAMS/ASH SMI Psychology Fellowship program.

University of Arkansas for Medical Sciences
4301 West Markham Street
Little Rock, AR 72205
501-686-7000

Arkansas State Hospital
305 South Palm Street
Little Rock, AR 72205
501-686-9000



Appendix A

SUPERVISION CONTRACT - Sample

Arkansas State Hospital

Fellow:

Supervisor:

Training Period:

A. Fellow's responsibilities:

- Completion of a minimum of 1-2 psychological evaluations per month, assuming a steady stream of referrals, which may include co-assessment with and supervision of interns.
- Complete evaluations according to policy, i.e., within 14 days.
- Run the Wednesday DBT group and write PIR notes for the group.
- Discuss plan for group leadership once weekly and prepare materials as needed.
- Complete Positive Behavior Support Plans (PBSPs) as needed/schedule permitting.
- Observe/Complete Violence Risk Assessments as schedule permits.
- Complete treatment plans and treatment plan updates as assigned.
- Attend Morning Report on days assigned to this unit.
- Attend 5 hours of didactics per month. Didactics can include: Intern Seminar, SMI Fellowship Seminar, Psychopharmacology Conference, UAMS Grand Rounds, Forensic Lectures, UAMS Psychiatry Lectures, and Unit A Medical Student Lectures.
- Attend supervision (after morning report/treatment team) on assigned days to check in about progress, daily assignments, supervision of intern, etc.
- Attend supervision after Wednesday group to discuss your view of your strengths and weaknesses.
- Demonstrate behavior consistent with the APA Ethics code.
 - Demonstrate integrity and honesty with clients and in the supervisory relationship.
 - Openly communicate mistakes and growth areas.
 - If you don't know how to administer or score a test, please ask questions!
 - Protected Health Information (PHI) should not be released or handled in a manner making it vulnerable to release.
- Return all testing materials to Dr. Baldwin after use.
- Manage time appropriately.
- Consistently communicate with your supervisor and others in a direct and professional manner. This includes communicating schedule changes and vacation days.
- Communicate any potentially harmful situations (e.g., patients at risk of harm to self or others, unsafe conditions on the unit, etc.)
- Document attainment of relevant experiences for the APA SMI Proficiency and the Division 18 SMI/SED Competencies

B. Supervisor's goals for the fellow:

- Develop fellow's general writing style in addition to more specialized writing skills based on the type of assessment.
- Become familiar with a broad range of assessment instruments common in the psychiatric hospital setting.
- Develop skill with supervision of other trainees.
- Improve psychodiagnostic skill and knowledge of DSM-5 diagnoses.

- Increase familiarity and expertise with and DBT group material.
- Increase comfort and mastery in the group leader role.
- Increase familiarity with violence risk assessment materials and concepts.
- Increase familiarity with PBSP creation process and principles.
- Become familiar with research relevant to testing cases.
- Increase experience and comfort working in a multidisciplinary team. This includes learning each discipline's roles and unique skills as well as consistently communicating with team members.
- Develop skills consistent with the APA Division 18 SMI/SED Competencies

C. Supervisor responsibilities:

- Orient the fellow to the unit and rotation responsibilities.
- Provide templates for reports, PBSPs, group notes, etc.
- Provide one hour of 1:1 scheduled supervision per week. This will occur each day after team meetings and after Wednesday therapy groups.
- Availability for additional supervision, if needed.
- Observe evaluations as needed.
- Administer and score tests as needed.
- Perform supervision of the fellow's supervision of the intern.
- Provide opportunities for observation of assessments conducted by supervisor.
- Demonstrate group leadership and team membership roles.
- Assist fellow in group preparation when needed.
- Review and provide feedback on clinical work. This will include a 48-hour turnaround time for report edits.
- Identify areas for growth and assist in development of these areas.
- Provide supplemental readings pertinent to fellow's activities.
- Encourage professional development.
- Provide written evaluation of fellow's progress at the midpoint and end of each rotation.
- Role model professional behavior and direct communication.

Fellow _____

Date _____

Supervisor _____

Date _____

Appendix B

Arkansas State Hospital
Psychology Fellow Competency Assessment Form

Fellow:

Supervisor:

Evaluation Period:

Training Year:

Training Experience:

ASSESSMENT METHOD(S) FOR COMPETENCIES

- | | |
|---|---|
| <input type="checkbox"/> Direct Observation
<input type="checkbox"/> Review of Records Performance
<input type="checkbox"/> Self-Assessment
<input type="checkbox"/> Case Presentation
<input type="checkbox"/> Review of Clinical Record
<input type="checkbox"/> Other | <input type="checkbox"/> Review of Raw Test Data
<input type="checkbox"/> Review of Other Written Work
<input type="checkbox"/> Discussion of Clinical Interaction
<input type="checkbox"/> Feedback from Other Clinical Staff
<input type="checkbox"/> Feedback from Clients and/or Families
<input type="checkbox"/> Feedback from Admin/Support Staff |
|---|---|

Please address all comments and/or questions concerning this fellow evaluation to:

Brittani Baldwin Gracey, PsyD
Arkansas State Hospital
Psychology Department
305 S. Palm
Little Rock, AR 72205
501-686-9000

Revised June 2018

For any competency on which the fellow receives a 2-month, 4-month or 8-month rating of 1 or 2, a specific plan to address the deficiency must be provided within the relevant comments section. For any competency on which the fellow receives a final rating of 1 or 2, recommendations for remediation - if appropriate - should be provided within the relevant comments section.

The fellow must receive a final global rating of 3 or higher in all competency domains in order to successfully complete fellowship training.

Competency Domain 1: Assessment

Conducting psychological assessment, diagnosis, case conceptualization, and communicating findings and recommendations

<u>Specific Competency</u>	<u>Expected Performance Level</u>	<u>Four-Month Evaluation</u>
A. Evaluation and Selection of Assessment Methods	Selects appropriate assessment methods for referral questions, presenting concerns, client characteristics, and instrument psychometric properties	
B. Implementation of Assessment Methods	Administers, scores, and interprets assessment tools consistently, accurately, and efficiently; demonstrates competence with measures of cognitive, emotional, behavioral, social, and personality functioning; demonstrates facility with measures of legal knowledge and adjudicative competence; adapts assessment based on client response	
C. Formulation of Diagnoses and Case Conceptualizations	Demonstrates knowledge of the range of normal/abnormal behavior; synthesizes data from various assessment instruments; identifies problem areas, develops hypotheses about etiology and/or function of clinical symptoms, and applies concepts of	

	differential diagnosis; develops formulations grounded in theoretical, scientific, and experiential knowledge as well as clinical information; demonstrates a working knowledge of DSM-5 diagnostic system	
D. Formulation of Intervention Recommendations	Articulates specific, useful, and realistic intervention recommendations that are responsive to referral concerns and grounded in assessment findings	
E. Communication of Assessment Findings	Prepares comprehensive evaluation reports that document history, assessment methods, results, interpretations, formulations and recommendations accurately and communicate them effectively; provides accurate and concise oral or written summaries to clients, families, referral sources, other providers, and other interested third parties	
Overall Domain Rating		

Specific Comments:

Competency Domain 2: Intervention

Selecting, planning, implementing, and evaluating interventions to improve psychosocial functioning of individuals, groups, and/or organizations

<u>Specific Competency</u>	<u>Expected Performance Level</u>	<u>Four-Month Evaluation</u>
A. Knowledge of Interventions	Demonstrates knowledge of theoretical, empirical, and experiential bases for intervention strategies and techniques	
B. Intervention Planning	Selects appropriate interventions in response to identified problems, case formulation, client characteristics, and preferences, and contextual factors; incorporates evidence-based practices into intervention plan; collaborates with clients to formulate appropriate intervention goals and objectives; modifies intervention plan as needed based on client progress	
C. Nonspecific Therapeutic Skills	Establishes rapport with clients, demonstrates empathic listening skills, conveys genuineness, appropriately frames problems, effectively communicates framework for intervention and expectations regarding processes and outcomes	
D. Implementation of Interventions	Demonstrates competence with a range of intervention modalities (i.e., individual therapy, group therapy, crisis intervention) and techniques (i.e., cognitive-behavioral, behavioral, interpersonal, psychodynamic)	
E. Evaluation of Processes and Outcomes	Systematically monitors client progress toward and achievement of intervention goals and objectives by means of quantitative and qualitative methods	
F. Documentation of Intervention	Accurately, clearly, and concisely documents interventions and client response to interventions in a timely manner	
Overall Domain Rating		

Specific Comments:

Competency Domain 3: Consultation

Providing expert guidance or professional assistance in response to the needs or goals of individuals, program, or organizations involved in client care

<u>Specific Competency</u>	<u>Expected Performance Level</u>	<u>Four-Month Evaluation</u>

A. Role of Consultant	Demonstrates understanding of consultant role as distinct from other professional roles; demonstrates ability to shift and maintain roles as appropriate	
B. Selection and Implementation of Assessment Methods	Selects appropriate assessment methods in response to identified concerns; implements systematic approach to gathering information	
C. Formulation of Recommendations for Intervention	Articulates specific, useful, and realistic intervention recommendations that are responsive to identified concerns and are grounded in assessment findings	
D. Formulation of Intervention Recommendations	Articulates specific, useful, and realistic intervention recommendations that are responsive to referral concerns and grounded in assessment findings	
E. Communication of Findings and Recommendations	Provides oral and written feedback to appropriate parties that accurately and effectively communicates findings	
Overall Domain Rating		

Specific Comments:

Competency Domain 4: Research and Evaluation

Conducting research that contributes to the professional knowledge base and/or evaluation that assesses the effectiveness or professional activities

<u>Specific Competency</u>	<u>Expected Performance Level</u>	<u>Four-Month Evaluation</u>
A. Scientific approach to knowledge generation	Demonstrates knowledge of and competence with research methods; engages in systematic efforts to contribute to the professional knowledge base through research-related activities (e.g., serve as peer reviewer)	
B. Scientific Approach to Practice	Demonstrates understanding of evaluation as distinct from research; engages in systematic efforts to assess the effectiveness of clinical, teaching, or other professional activities	
Overall Domain Rating		

Specific Comments:

Competency Domain 5: Provision of Supervision

Providing supervision of professional activities

<u>Specific Competency</u>	<u>Expected Performance Level</u>	<u>Four-Month Evaluation</u>
A. Supervisory Roles and Responsibilities	Demonstrates knowledge of roles and responsibilities of supervisors and supervisees, including ethical, legal, organizational, and contextual issues	
B. Supervision Processes and Procedures	Demonstrates knowledge of models and techniques of supervision; identifies supervision goals and objectives; participates in development of supervision contract	
C. Supervision Skills	Maintains boundaries with supervisee, gives clear and thoughtful feedback in a manner that fosters responsivity and discussion; is receptive to feedback from supervisee	
Overall Domain Rating		

Specific Comments:

Competency Domain 6: Teaching

Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skills in professional psychology

<u>Specific Competency</u>	<u>Expected Performance Level</u>	<u>Four-Month Evaluation</u>
A. Didactic Knowledge	Demonstrates knowledge of didactic strategies; demonstrates awareness of need to adapt teaching methods to accommodate student needs and contextual factors; demonstrates knowledge of methods of assessing teaching effectiveness	
B. Didactic Skills	Identifies appropriate learning goals and objectives; organizes and presents information effectively; demonstrates ability to adapt teaching methods to accommodate student needs and contextual factors; systematically assesses achievement of learning goals and objectives by means of quantitative and qualitative methods; incorporates feedback to modify teaching methods	
Overall Domain Rating		

Specific Comments:

Competency Domain 7: Management and Administration

Managing direct delivery of services and/or administration of organizations, programs, or agencies

<u>Specific Competency</u>	<u>Expected Performance Level</u>	<u>Four-Month Evaluation</u>
A. Management and Administration	Demonstrates understanding of roles and responsibilities of management and administration; demonstrates understanding of administrative processes (e.g., service authorization, scheduling, billing, documentation); demonstrates awareness of fiscal and human resource management issues	
B. Leadership	Articulates organizational mission, goals, and objectives; implements procedures to accomplish goals and objectives; demonstrates ability to provide others with direction, resources, and support	
C. Organizational Compliance	Adheres to organizational policies and procedures regarding clinical and administrative processes (e.g., timely billing and documentation of rendered services; timely submission of time sheets and leave requests)	
D. Organizational Improvement	Identifies strengths and weaknesses in organizational functioning; provides constructive feedback; participates in formal organizational improvement and performance evaluation activities as appropriate	
Overall Domain Rating		

Specific Comments:

Competency Domain 8: Advocacy

Promoting change at the client, organizational, and/or systems level by targeting the impact of social, political, economic, and/or cultural factors

<u>Specific Competency</u>	<u>Expected Performance Level</u>	<u>Four-Month</u>
----------------------------	-----------------------------------	-------------------

		<u>Evaluation</u>
A. Client Empowerment	Identifies specific social, political, economic, and/or cultural barriers to client progress; promotes client's development of skills for self-advocacy	
B. Systems Change	Identifies target issues, forms alliances with relevant stakeholders, and participates in development and implementation of realistic plan of action to promote change	
Overall Domain Rating		

Specific Comments:

Competency Domain 9: Professionalism

Behaving in a manner consistent with professional values, ethics, and norms

<u>Specific Competency</u>	<u>Expected Performance Level</u>	<u>Four-Month Evaluation</u>
A. Integrity and Responsibility	Demonstrates honesty; takes responsibility for own behavior; articulates and adheres to professional values; takes action to resolve situations that challenge professional values and integrity	
B. Professional Behavior	Demonstrates appropriate personal hygiene and attire; exhibits appropriate language, demeanor, and physical conduct; demonstrates awareness of impact of own behavior on clients, colleagues, the public, and the profession	
C. Accountability	Is available and accessible when "on duty;" exhibits organizational and time management skills; effectively manages workload; promptly and accurately completes tasks; accepts responsibility for meeting deadlines; acknowledges and corrects errors; maintains level of clinical productivity commensurate with training status*; monitors own performance and implements strategies to address deficiencies *at least 25% direct service time	
D. Concern for Welfare of Others	Demonstrates compassion and initiative to help others; exhibits sensitivity to and respect for the needs, beliefs, and values of others; acts to benefit the welfare of others	
E. Professional Identity	Demonstrates knowledge of critical professional issues; exhibits motivation for professional development (e.g., maintains membership in professional organizations; attends professional conferences or CEUs; consults literature relevant to professional activities)	
Overall Domain Rating		

Specific Comments:

Competency Domain 10: Reflective Action, Self-Assessment, and Self-Care

Monitoring and assessing own professional competencies and addressing personal issues influencing performance

<u>Specific Competency</u>	<u>Expected Performance Level</u>	<u>Four-Month Evaluation</u>
A. Reflective Action	Demonstrates critical thinking, reasoning, and problem-solving skills; exhibits intellectual curiosity and flexibility; demonstrates openness to considering own personal issues; systematically monitors own attitudes and behavior and impact of self on others;	

	modifies behavior as needed	
B. Self-Assessment	Demonstrates knowledge of professional competencies; accurately identifies own competency strengths and weaknesses; identifies areas of growth; systematically monitors own performance and progresses toward goals, making adjustments as needed; exhibits appropriate levels of self-confidence and ability to practice independently	
C. Self-Care	Identifies and monitors impairments in professional functioning; takes action to minimize impact of personal issues; attends to issues of self-care	
Overall Domain Rating		

Specific Comments:

Competency Domain 11: Scientific Knowledge and Methods

Understanding and applying scientific principles, methods, and knowledge to the practice of professional psychology

<u>Specific Competency</u>	<u>Expected Performance Level</u>	<u>Four-Month Evaluation</u>
A. Scientific Mindedness	Demonstrates awareness of need for evidence to support assertions; questions assumptions of knowledge; exhibits openness to review and questioning of work by others; is a critical consumer of scientific literature	
B. Scientific Foundation of Psychology	Demonstrates understanding of scientific bases of behavior	
C. Scientific Foundation of Professional Practice	Demonstrates understanding of scientific bases of the professional practice of psychology; demonstrates knowledge of evidence-based practices; demonstrates facility in implementing evidence-based practices in diagnosis and case conceptualization, treatment planning, and interventions	
Overall Domain Rating		

Specific Comments:

Competency Domain 12: Relationships

Interacting effectively, collaboratively, and productively with individuals, groups, organizations, and communities

<u>Specific Competency</u>	<u>Expected Performance Level</u>	<u>Four-Month Evaluation</u>
A. Interpersonal Relationships	Establishes good rapport with clients, families, peers, colleagues, supervisors, subordinates, and others; maintains effective working alliances; demonstrates respect for varying perspectives; demonstrates active, collaborative problem solving and conflict resolution skills; accepts and provides constructive feedback	
B. Affective Skills	Demonstrates awareness of own emotions and appropriately manages them; demonstrates adaptive tolerance for ambiguity and uncertainty, strong affect, and interpersonal conflict; makes appropriate disclosures about problematic personal circumstances and interpersonal interactions; acknowledges and accepts responsibility for own role in difficult situations and interactions	
C. Expressive Skills	Communicates clearly and effectively by verbal and nonverbal means in oral and written modalities; demonstrates facility with professional language; demonstrates flexibility in communication style	
Overall Domain Rating		

Specific Comments:

Competency Domain 13: Individual and Cultural Diversity

Working effectively with diverse individuals, groups, organizations, and communities representing various cultural backgrounds, including those based on age, gender identity, race, ethnicity, national origin, socioeconomic status, religion, sexual orientation, disability, and language

<u>Specific Competency</u>	<u>Expected Performance Level</u>	<u>Four-Month Evaluation</u>
A. Cultural Identity- Self	Articulates awareness and knowledge of own cultural identity; acknowledges and monitors role of culture and context in shaping own cognitions, emotions, and behavior	
B. Cultural Identity-Other	Articulates awareness and knowledge of others' cultural identities; acknowledges and monitors role of culture and context in shaping others' cognitions, emotions, and behavior	
C. Cultural Diversity in Interpersonal Interactions	Acknowledges and monitors role of culture and context in shaping interactions between self and others	
D. Cultural Competence	Demonstrates knowledge of relevant scientific literature and professional guidelines; uses culturally appropriate strategies and techniques; demonstrates skills in adapting behavior as appropriate to client needs; recognizes limits of own knowledge and understanding of culture and context; seeks consultation as necessary	
Overall Domain Rating		

Specific Comments:

Competency Domain 14: Standards and Policies

Understanding, applying, and adhering to ethical, legal, professional, and organizational standards, guidelines, regulations, and policies regarding professional activities

<u>Specific Competency</u>	<u>Expected Performance Level</u>	<u>Four-Month Evaluation</u>
A. Knowledge of Standards and Policies	Identifies relevant ethical, legal, professional, and organizational compliance issues and conflicts in both general and specific contexts; analyzes and discusses issues and conflicts with reference to relevant standards, guidelines, regulations, and policies (e.g., APA Ethical Principles and Code of Conduct, HIPAA, mandated reported, JCAHO standards)	
B. Ethical Decision Making	Articulates personal and professional ethical principles, morals, and values influencing own and others' professional behavior; recognizes limits of own knowledge and understanding of standards, guidelines, regulations, and policies; develops strategies to seek consultation as necessary	
C. Compliance with Standards and Policies	Addresses ethical, legal, and compliance issues and conflicts in all professional activities (e.g., clinical practice, consultation, research and evaluation, supervision, teaching, management and administration) proactively and appropriately; seeks consultation as needed	
Overall Domain Rating		

Specific Comments:

Competency Domain 15: Interdisciplinary Systems

Working effectively, collaboratively, and systematically toward shared goals with professionals from other disciplines

<u>Specific Competency</u>	<u>Expected Performance Level</u>	<u>Four-Month Evaluation</u>
A. Multidisciplinary Knowledge	Demonstrates knowledge of and respect for similarities and differences in training, roles, values, and standards among professional disciplines	
B. Multidisciplinary and Interdisciplinary Functioning	Works collaboratively and effectively with professionals from other disciplines to incorporate psychological information into intervention planning and implementation; provides meaningful contributions to interdisciplinary team activities; integrates perspectives from multiple disciplines in own professional practice	
Overall Domain Rating		

Competency Domain 16: Role of Supervisee

Participation in the process of being supervised

<u>Specific Competency</u>	<u>Expected Performance Level</u>	<u>Four-Month Evaluation</u>
A. Preparation for Supervision	Fellow is prepared for supervision with questions and feedback; seeks out supervisor/consultation with supervisor; is knowledgeable about the roles of supervisor and supervisee; seeks out consultation at the appropriate time; able to identify own goals in supervision	
B. Receptivity to supervision	Takes feedback non-defensively and willingly explores meaning of feedback; incorporates feedback into practice; demonstrates capacity for accurate self-assessment, exhibits motivation for personal and professional growth; provides constructive feedback to supervisor	
Overall Domain Rating		

Specific Comments:

Summary of Strengths:

Summary of Areas Needing Additional Growth or Remediation:

Plan for Future Work:

Conclusions

Competency Goals

4 and 8 months: All competency areas will be rated at a level of competence of **3** or higher. No competency areas will be rated as **1** or **2**.

12 months: All competency areas will be rated at level of competence of **3** or higher. No competency areas will

be rated as **1** or **2**. Note: exceptions would be specialty area rotations that would take a more intensive course of study to achieve this level of competency and the major supervisor, training director and fellow agree that a level of **2** is appropriate for that particular rotation, e.g. a neuropsychology major rotation for a general track fellow.

- The fellow HAS successfully completed the above competency goal. We have reviewed this evaluation together.
- The fellow HAS NOT successfully completed the above competency goals. We have made a joint written remedial plan as attached, with specific dates indicated for completion. This remediation plan will be utilized to ensure that the fellow satisfactorily completes required clinical and/or administrative assignments from this rotation. It will also accompany the fellow to subsequent rotations to ensure the supervisor and fellow are aware of and work to alleviate potential barriers to success. If the fellow has a remediation plan in place at the conclusion of the first rotation but successfully completes the second rotation, the remediation plan will be discontinued and not follow the fellow to the third (final) rotation.

Supervisor

Date

Fellow

Date

This document has been reviewed and discussed with my supervisor. I understand that my signature does not necessarily indicate my agreement. I was given the opportunity to provide written documentation of my feedback regarding the evaluation in the available space below (use additional paper if space necessitates).

Fellow Impression of the Evaluation:

Appendix C

PSYCHOLOGY TRAINING PROGRAM
Evaluation of Supervisor & Training Experience

Supervisor _____ Fellow _____

Dates of Supervision _____

Training Experience _____

Types of Supervision: ____ Individual ____ Group ____ Administrative

Evaluation: ____ 2 months ____ 4 months ____ 8 months ____ 12 months

Please fill out this form at the end of the review period (2 months, 4 months, 8 months, and 12 months). Discuss this feedback with your supervisor, have your supervisor sign the form, sign it yourself, and give it to the Director of Training. Performance/behavior in the following functional areas is to be rated with a single number according to the following scale:

- 5 – Excellent** **Provides excellent supervision.**
- 4 – Above Average** **Does consistently very well in the area being rated and is clearly above the average for supervisors in general.**
- 3 – Average** **Average supervision in the area being rated.**
- 2 – Below Average** **At a level below most supervisors but possibly still adequate (please elaborate on areas for improvement).**
- 1 – Unacceptable** **Is below the acceptable level for clinical supervision in the Field of Psychology (please explain why the level was unacceptable).**

N/O – Not observed
N/A – Not applicable

<u>General Supervision Skills</u>	
Orientation of trainee to program (description, introductions, explanations of procedures, forms, etc.)	
Communicating effectively in supervision	
Energy and attention put into supervision	
Availability for supervision	
Helping fellow learn to understand patients	
Supervisor has realistic and fair workload expectations	

Provides appropriate support for fellow, as needed	
Demonstration and modeling of useful general clinical skills	
Providing information about management/administrative tasks	
<u>Supervision of Therapy</u>	
Supervision of group therapy	
Supervision of individual psychotherapy	
Assisting fellow in understanding and conceptualizing therapy clients	
Giving useful suggestions for work with clients	
Giving feedback regarding performance and progress	
Training in evidence-based therapeutic interventions	
<u>Supervision of Assessment</u>	
Supervision of psychological testing	
Supervision of evaluation and diagnosis	
Selection and assignment of appropriate cases, and provision of appropriate numbers of cases	
Provided helpful and comprehensive feedback on written work	
Supervision of forensic and legal aspects of evaluations	
<u>Professional Role</u>	
Providing a positive role model of a psychologist	
Quality of guidance in self-assessment	
Quality of guidance in self-care and stress management	
Quality of training in ethical, legal, and professional issues	
Incorporation of research and program evaluation	
Modeling and encouraging advocacy for self or others	
<u>Other</u>	
Awareness and discussion of individual and cultural diversity	
Training in ethical and legal practice	
Quality of training in teaching (ex. medical students, residents, etc.)	
Providing quality supervision of supervision	
Ability to participate and feel valued as a treatment team member	
Supervisor provides a good role model as a treatment team member	
Assisted in teaching the PBSP development process	

<u>Rotation-Specific Ratings</u>	
Availability of appropriate testing cases	
Availability of appropriate therapy patients	
Quality of didactic presentations on rotation	
Breadth of training experience	
Depth of training experience	
Quality of interactions with other disciplines	
Supportive/collaborative training environment	
Environment has positive, professional role models	
Environment maintains respect for individual and cultural diversity	
Environment has ethical and legal practice	
Preparation of interns to work as part of a multidisciplinary team	
<u>SMI Fellowship-Specific Ratings</u>	
Training has helped build a greater understanding of SMI research, science and practice	
Training has helped build a greater understanding of SMI assessment	
Training has helped build a greater understanding of SMI intervention	
Training has helped build a greater understanding of different services and approaches to SMI outside of psychology	

Strengths:

Areas for Improvement:

Fellow _____

Date _____

Supervisor _____

Date _____

Training Director _____

Date _____

Chief of Psychology _____

Date _____

Appendix D

Psychology Fellowship Program Former Fellow Survey

Please take a minute to tell us about yourself.

1. In what year did you complete your fellowship?
2. What was your employment/training status during the first year immediately after fellowship?
 - a. Postdoctoral fellowship or traineeship.
 - b. Began employment as psychologist.
 - c. Returned to university program to complete dissertation.
 - d. Other (specify):
3. What is your current employment or training status?
 - a. Postdoctoral fellow or trainee.
 - b. Currently employed as a psychologist.
 - c. Working toward completion of dissertation.
 - d. Teaching.
 - e. Other (specify):
4. What is your primary employment setting?
 - a. Medical center or hospital.
 - b. Psychiatric hospital.
 - c. Community Mental Health Center.
 - d. College or university psychology department.
 - e. Individual private practice.
 - f. Group private practice.
 - g. Other (specify):
5. Have you had articles accepted for publication in professional journals? How many?
 - a. Yes (Number _____)
 - b. No
6. Considering your experience during the fellowship and since that time, would you recommend the UAMS/ASH Postdoctoral Fellowship program to others?
 - a. Yes
 - b. No

Thank you for your answers. Please take a few more minutes and rate the following items about your fellowship training experience. Use the scale below.

Rating Scale:

- 1 = Weakness, needs strengthening
- 2 = Good
- 3 = Strong
- 4 = Excellent
- 5 = No basis for rating

Fellowship Training Experience:

- 1. Quality of training in assessment and diagnosis. _____
- 2. Quality of training in clinical interventions. _____
- 3. Quality of training in supervision. _____
- 4. Quality of training in the scientific basis of psychological practice. _____
- 5. Quality of training in ethical, legal, and professional issues. _____
- 6. Quality of training in consultation. _____
- 7. Quality of supervision received. _____
- 8. Amount of supervision received. _____
- 9. Quality of didactic presentations (seminars, conferences, rounds). _____
- 10. Breadth and diversity of training experience. _____
- 11. Depth of training experience. _____
- 12. Accessibility and/or availability of supervisors. _____
- 13. A supportive/collaborative training environment. _____
- 14. An environment that encourages professional development. _____
- 15. Positive professional role models. _____
- 16. Respect for individual and cultural diversity. _____
- 17. Realistic and fair workload expectations on fellowship. _____
- 18. Preparation of fellows for independent practice. _____
- 19. Preparation of fellows to work with diverse populations. _____
- 20. Preparation of fellows to work as part of a multidisciplinary team. _____
- 21. Preparation for working in a forensic environment _____
- 22. Education on case law and statutory aspects of professional work _____

Comments:

Please comment on what you perceive to be the strengths of the program:

Please comment on your perception of the program’s weaknesses.

Thank you for your participation.