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Psychology

Postdoctoral

Fellowship

Training

Handbook

2024 - 2025



Psychology Postdoctoral Fellowship
Training Handbook - 2024-2025

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INTRODUCTION

At ABS Kids we work with children and families to provide high-quality, compassionate applied behavior analysis (ABA) therapy at home, in schools, and in our therapy centers. We provide autism diagnosis services, individualized planning, one-on-one treatment, and community integrations to support children with autism spectrum disorders (ASD) and their families.

Our mission is to empower children with ASD and their families to reach their full potential through diagnosis and individualized ABA therapy. Our vision is to ensure high-quality ABA therapy is accessible to all children and families affected by ASD and other developmental delays across the nation.

ABS Kids has therapy centers in California, North Carolina, South Carolina, Tennessee, and Utah. Currently, our postdoctoral fellowship is offered in California, where we have four offices – in San Diego, Temecula, Rancho Cucamonga, and Oxnard – providing psychological assessments for children ages 18 months through 13 years old. We serve a diverse population, including families from various cultural, racial, and ethnic backgrounds, and most of our work is done with low-income families.

The ABS Kids postdoctoral fellowship is a 12-month training program during which each fellow will earn hours needed for licensure (2,000 hours). The expectation for direct clinical work, once fully trained, is up to 26 hours per week. However, weekly hours include individual and group supervision, monthly didactic training, and collaborative case consultation meetings. ABS Kids specializes in neurodevelopmental assessment and all training will focus on that. The training year runs from September 9, 2024 – August 29, 2025.

ABS Kids Training Goals, Objectives, and Competencies

The ABS Kids Postdoctoral Program aims to prepare postdoctoral candidates for careers as psychologists, proficient in providing children with comprehensive clinical evaluations for individuals with neurodevelopmental disorders. It is dedicated to upholding the highest standard of ethical and professional conduct while emphasizing personal and professional growth.

The program will broaden the knowledge and expertise of early-career psychologists and transition them into professional clinicians who are proficient in assessment and intervention for children with autism and other neurodevelopmental disorders, including intellectual developmental disorder and ADHD. Emphasis is given to diagnostic testing and comprehensive report writing. ABS Kids programs serve a diverse population reflective of the region's demographics. The fellowship year facilitates a smooth transition to professional functioning through the acquisition of advanced clinical skills that integrate theory and practice. Clinical experience, along with didactics and supervision, assists fellows in developing critical thinking, self-reflection and

interpersonal skills to provide the tools and strategies needed throughout the course of their career.

A thorough list of ABS Kids training objectives and competencies can be found in Appendix 4. Postdoctoral Program training goals can be broken down into nine broad aims:

1. Competency in broad psychological **evaluation** of clients, including fluency in the establishment of rapport with clients and stakeholders, administration of semi-structured interviews to gather relevant evaluation data, and ability to reliably produce accurate case conceptualization using evaluation data.
2. Competency in **assessment and diagnosis** using a battery of age-appropriate tests to lend clarity to the referral question and assist in accurate diagnosis using the DSM-5-TR. Once fully trained, postdoctoral fellows are expected to complete an average of five evaluations per week.
3. Advanced competency in the assessment and diagnosis of **ASD**. Postdoctoral fellows are expected to conduct a skilled diagnostic interview, select and correctly administer appropriate ASD-specific instruments, and demonstrate knowledge of appropriate interventions for individuals with autism.
4. **Participating meaningfully in supervision** means attending regularly scheduled supervision meetings promptly, coming prepared to discuss casework, and being responsive to supervisor feedback. Fellows are expected to seek out immediate supervision in response to clinical risks.
5. Postdoctoral fellows are expected to exhibit advanced **professional work characteristics**, including the quick resolution of any conflicts that present with staff, peers, and supervisors, showing awareness of one's own professional strengths and areas of improvement, and demonstrating progress in the development of one's own professional identity with appropriate demeanor and boundaries.
6. **Sensitivity to the needs of diverse** families, including demonstration of the awareness of the impact of culture on the assessment process, understanding how to work with interpreters, and displaying sensitivity to and respect for cultural, ethnic, religious, gender, sexuality, and financial diversity.
7. **Ethical decision-making** includes understanding and adherence to the APA ethical principles as well as relevant state and federal law involved in the provision of psychological services.
8. Postdoctoral fellows are expected to demonstrate appropriate **personal and interpersonal** skills at work, including managing personal stress and/or emotional responses in a manner that does not interfere with job responsibilities or result in inferior professional services to the client. Additionally, fellows are expected to collaborate effectively with all ABS Kids team members, including psychologists, intake specialists, ABA team members, etc.
9. Postdoctoral fellows are expected to engage in appropriate **scholarly inquiry**, including seeking out literature to inform and guide clinical decisions, to use relevant literature to inform one's conceptual framework for assessment and evaluation, and to develop and present casework presentations.

Supervision and Clinical Training Activities

Supervision

Direct clinical experiences in neurodevelopmental assessment constitute the majority of weekly hours expectations (65%) for postdoctoral fellows. Once fully trained, fellows are expected to complete up to 26 hours of direct service per week. Direct hours are gained through assessment of two broadly defined case types: developmental assessments and complex evaluations. Developmental assessments (DA) typically involve the evaluation of a child aged 18 months to 5 years or of older children with limited communication skills. Complex assessments involve the evaluation of children older than 5 who generally have intact communication skills or who have multiple concurrent concerns that require more broad assessment approaches.

Indirect clinical services include planned administrative time for indirect clinical activities and make up approximately 25% of hours expectations for postdoctoral fellows. Included in this category are charting, responding to email, case management, consultations, family collateral services via phone, and other administrative activities.

Throughout the postdoctoral experience, fellows have frequent opportunities for learning through structured **supervision and collaboration meetings**. Fellows receive two hours of individual supervision and two hours of group supervision/didactic training each week. Included in this category are additional structured opportunities to collaborate with and learn from ABS Kids' psychologists located across the country. These meetings occur once per month and alternate between large group (All Psych) meetings and small group meetings. All Psych meetings usually consist of large-group didactic and discussion over topics relevant to ABS Kids psychologists' practice. Small group meetings usually consist of case presentation, discussion, and collaboration. Together, supervision and structured learning activities comprise 10% of the hours expectations for postdoctoral fellows.

The postdoctoral fellow will complete the following sequenced training program. Changes to the sequence may be made based on the postdoctoral fellow's needs or the supervisor or training director's recommendation.

- Month 1 – Training - includes introduction of ASD-specific assessments, direct observation of other clinicians, review of expectations such as report writing and timelines, review of EHR systems and other ABS Kids specific systems such as Outlook, introduction to differential diagnosis, etc.
- Month 2 – 3 assessments/week + continued training and direct observation of your assessments
- Months 3-6 – 4 assessments/week + continued supervision and training as needed
- Months 7-12 – 5 assessments/week + continued supervision

Postdoctoral Evaluations / Due Process

Postdoctoral fellows will be formally evaluated twice during their training by their direct supervisors. Once at six months and the second evaluation at around 12 months, before the end of the training year. See Appendix 4 for a copy of the evaluation form used to assess the postdoctoral candidate in various professional domains. If there are issues, such as falling below the minimum level of achievement or serious ethical/judgment concerns, due process will be initiated. For a more comprehensive description of the Due Process at ABS Kids, see Appendix 2.

Weekly Didactic Trainings

Each week, the postdoctoral fellows will meet as a group for didactic training. These trainings are broken into several didactic series across topics important to the successful independent functioning of a psychologist at ABS Kids.

ABS Kids Postdoctoral Fellowship Program – Didactic Calendar 2024-2025

All fellows are required to attend the weekly Fellowship didactic series.

Didactic training is held from 3-4 p.m. every Monday via Teams.

Date	Topic	Presenter
9/9/24	Orientation	Nicole Young, PsyD
9/16/24	Orientation/Introduction to ASD	Nicole Young, PsyD
9/23/24	Introduction to ASD specific tools: ADOS and CARS	Nicole Young, PsyD
9/30/24	Introduction to Telehealth Assessments: Tele-ASD Peds, DP4	Nicole Young, PsyD
10/7/24	Behavioral Management and Observations During Testing I - What to look for during the testing session	Nicole Young, PsyD
10/14/24	Behavioral Management and Observations During Testing II - How to document what you observed	Nicole Young, PsyD
10/21/24	Behavioral Management and Observations During Testing III - How to use what you observed to support your diagnosis	Nicole Young, PsyD

10/28/24	Cognitive Assessment I - IQ testing (Weschler Scales)	Nicole Young, PsyD
11/4/24	Cognitive Assessments II – IQ Testing (TONI/C-TONI, other verbal and nonverbal measures)	Nicole Young, PsyD
11/11/24	Cognitive Assessment III - Interpreting IQ Results, Giftedness and overlap with ASD	Nicole Young, PsyD
11/18/24	Cognitive Assessment IV - case discussions	Nicole Young, PsyD
11/25/24	Differential Diagnosis and Co-Occurring Diagnoses I - IDD	Nicole Young, PsyD
12/2/24	Differential Diagnosis and Co-Occurring Diagnoses II - ADHD	Nicole Young, PsyD
12/9/24	Differential Diagnosis and Co-Occurring Diagnoses III - Anxiety	Nicole Young, PsyD
12/16/24	Differential Diagnosis and Co-Occurring Diagnoses IV - ODD and other behavior disorders	Nicole Young, PsyD
12/23/24	HOLIDAY WEEK	
12/30/24	Differential Diagnosis and Co-Occurring Diagnoses IV - Case Discussions	Nicole Young, PsyD
1/6/25	Self- Care and managing transference/countertransference	Nicole Young, PsyD
1/13/25	Executive Functioning I – assessment tools	Nicole Young, PsyD
1/20/25	HOLIDAY	
1/27/25	Executive Functioning II – overlap between ASD and ADHD	Nicole Young, PsyD
2/3/25	Report Writing - review templates (Complex and DA)	Nicole Young, PsyD
2/10/25	Report Writing - style and language. Discussion - Who is the audience for the psych report?	Nicole Young, PsyD

2/17/25	Report Writing - review of psych reports (Complex Assessments)	Nicole Young, PsyD
2/24/25	Report Writing – review of psych reports (Developmental Assessments)	Nicole Young, PsyD
3/3/25	ABA - introduction/background	Nicole Young, PsyD
3/10/25	ABA - presentation from RVP	Francisco Chavez, MA BCBA
3/17/25	ABA - review a current case with the current BCBA	TBD
3/24/25	ABA – case discussions	TBD
3/31/25	Treatment Planning	Nicole Young, PsyD
4/7/25	Mandated Reporting – with an emphasis on supporting other clinicians	Krystle Frazier-Philo, EdD
4/14/25	Psychoeducation and Feedback Sessions	Nicole Young, PsyD
4/21/25	Psychoeducation and Feedback Sessions	Nicole Young, PsyD
4/28/25	Feedback sessions - case discussions	Nicole Young, PsyD
5/5/25	Females and ASD – Review Research	Guest Speaker – TBD
5/12/25	Females and ASD – Watch Videos and Discuss	Nicole Young, PsyD
5/19/25	Females and ASD - case discussions	Nicole Young, PsyD
5/26/25	HOLIDAY	
6/2/25	Working with the schools - IEP/504, Reviewing similarities and differences between psych vs school evals.	Nicole Young, PsyD
6/9/25	Working with the schools - case discussions	Nicole Young, PsyD

6/16/25	Cultural Competency I – related to psychology in general	Nicole Young, PsyD
6/23/25	Cultural Competency II - related to Autism (ASD “language”)	Nicole Young, PsyD
6/30/25	Cultural Competency - case discussions	Nicole Young, PsyD
7/7/25	Co-Occurring Disorder continued – Depression, Bipolar Disorder, OCD, etc	Nicole Young, PsyD
7/14/25	Medical Complexity, Profound Autism, and Genetic Syndromes	Nicole Young, PsyD
7/21/25	Medical Complexity, Profound Autism, and Genetic Syndromes - case discussion	Nicole Young, PsyD
7/28/25	Pathological Demand Avoidance (PDA) Profile	Guest Speaker – TBD
8/4/25	Common Misconceptions about ASD - group discussion, what have we learned?	Nicole Young, PsyD
8/4/25	Common Misconceptions about ASD - group discussion, what have we learned?	Nicole Young, PsyD
8/18/25	Common Misconceptions about ASD - group discussion, what have we learned?	Nicole Young, PsyD
8/25/25	No didactics – Fellowship year wrap-up	

ABS Kids Training Organization

Postdoctoral Fellowship in Clinical Psychology

Calendar of Structured Learning Activities for the 2024-2025 Training Year

Activity	Day	Time	Hours
Team Meeting / Case Consultation	2nd and 4th Thursday of each Month	Noon - 1 p.m.	1/week

<p><i>Description:</i> Case consultation/ Team meetings take place on the 2nd and 4th Thursday of each month from noon -1 p.m. with the ABS Kids' California Psychology Team. The nature and focus of the meetings are on the clinical needs and presentations of patients and families, operational discussions related to the practice of psychology, as well as introduction and exploration of specific ASD/clinical topics. Postdoctoral fellows are expected to participate in rounds by contributing and receiving clinical information and updates regarding current patients.</p>			
Didactic Training	Every Monday	3 - 4 p.m.	1/week
<p><i>Description:</i> Didactic Training occurs every Monday from 3-4 p.m. with the training director and postdoctoral fellows. The training will follow a specific schedule and will include topics to enhance psychological assessment skills. Postdoctoral fellows are expected to participate in the training by contributing to the discussion as it pertains to the current caseload and past experiences.</p>			
Group Supervision	1st Thursday of each month	Noon -1 p.m.	1/month
<p><i>Description:</i> Postdoctoral fellows are expected to actively participate in group supervision, where they will receive clinical supervision from licensed psychologists while also providing feedback and support to one another regarding their clinical work with current patients.</p>			
Didactic Seminars / Case Conferences	Third Thursday of each month	Noon -1 p.m.	1/month
<p><i>Description:</i> Didactic Seminars are held on the third Thursday of each month, from noon - 1 p.m. with the national ABS Kids psychology team. Seminar topics are identified based on the clinical needs of current patients as well as the interests of staff. Postdoctoral fellows are expected to participate in these didactic seminars, which include an interdisciplinary group of other providers, trainees, staff, and administrators.</p>			

Training Resources and Facilities

ABS Kids currently offers postdoctoral fellowships training at three sites in Southern California. Postdoctoral fellows will have their own space in each location to conduct psychological testing, report writing, and other clinical tasks. Postdoctoral fellows are paid a stipend of \$67,000 paid bi-weekly and receive three weeks of paid time off and 10 paid holidays. At ABS Kids, we offer all employees a comprehensive benefits package including 401K plus match. All ABS Kids psychology offices have a receptionist who can assist with any office specific tasks as needed. ABS Kids will supply each postdoctoral fellow with a laptop computer, external monitors, and other IT specific needs to support the training experience. Postdoctoral fellows will also have

access to a comprehensive support team, which includes scheduling clients, referrals, billing, authorizations, etc. We offer postdoctoral fellows flexible scheduling and potential opportunities to work from home. Our current locations are:

- San Diego – 2820 Camino Del Rio South, Suite 200, San Diego, Ca 92128
- Temecula - 27290 Madison Ave #104, Temecula, CA 92590
- Rancho Cucamonga - 10300 4th St. Ste 240, Rancho Cucamonga, CA 91730

The Training Program Faculty

San Diego – Christine Kimmel, Ph.D., is a licensed clinical psychologist who has worked for ABS Kids since 2020. Dr. Kimmel trains postdoctoral fellows to conduct psychological evaluations, write evaluation reports, and work with families in a clinical setting. Dr. Kimmel also conducts psychological evaluations for children between the ages of 18 months-13 years old, consults with the ABA team, and provides the ABA/Psychology Trauma Informed Care training meeting for her region and others. Dr. Kimmel holds a doctorate of philosophy in clinical psychology. Since entering the field in 2011, she has worked with clients of all ages with diverse backgrounds in inpatient and outpatient mental health settings, with her professional focus and passion being providing trauma-informed assessment and treatment to children and adolescents.

Temecula – Lauren Peake, Psy.D., is a licensed clinical psychologist who has worked for ABS Kids since 2022. Dr. Peake trains postdoctoral fellows to conduct psychological evaluations, write evaluation reports, and work with families in a clinical setting. Dr. Peake also conducts psychological evaluations for children between the ages of 18 months-13 years old, consults with the ABA team, and she occasionally runs the monthly ABA/Psychology collaborative training meetings for her region. Dr. Peake holds a doctorate in clinical psychology and has worked with children and adolescents with developmental disabilities since 2010. She has worked in private practices, outpatient community mental health, nonpublic schools, and regional centers providing therapeutic support for children and families with a host of psychiatric disorders, as well as comprehensive psychological and neuropsychological evaluations to determine diagnosis. Her professional focus and passion is working with children with ASD.

Rancho Cucamonga - Krystle Frazier- Philo, Ed.D., is a licensed clinical psychologist who has worked for ABS Kids since 2021. Dr. Frazier works with pre-doc interns and post-doc fellows, training them to conduct psychological evaluations, write evaluation reports, and work with families in a clinical setting. Dr. Frazier also conducts psychological evaluations for children between the ages of 18 months-13 years old, consults consistently with the ABA team, and runs the monthly ABA/Psychology collaborative training meetings for her region. Dr. Frazier holds a doctorate of education in counseling psychology and has worked with children with developmental challenges since 2008. She has worked in schools, in homes, with the forensic population, with foster care youth, with conservatorship proceedings, in locked psychiatric hospitals, and in state mental health hospitals throughout her career.

Postdoctoral Fellow Selection Criteria

Eligibility Requirements: Applicants for the postdoctoral fellowship must have a degree in clinical (preferred), counseling, or school psychology and have completed all requirements for the doctoral degree from an APA/CPA-accredited doctoral program (preferred), or a regionally accredited institution of higher learning, including completion of an internship that is APA Accredited, an APPIC member site, or a site that meets APPIC standards. On the first day of the fellowship, the fellow must have a diploma in hand or a letter from the Director of Graduate Studies at their graduate institution verifying the completion of all degree requirements pending the institution's graduation ceremony. Applicants well-suited to this program will have doctoral level experience in the assessment of children, integrating evaluation data, and report writing. An interest in neurodevelopmental disabilities, specifically ASD, is required. Applicants are required to submit a current CV, a cover letter describing your experience with psychological assessment as well as your interest in the ABS Kids Postdoctoral Fellowship and at least 2 letters of recommendation.

Selection Procedures: Fellow selection is made by a committee composed of the training director, clinical director, and training supervisors. Applicants are rated based on their clinical training, academic coursework, letters of recommendation, clinical and research interests, commitment to equity and diversity, and stated goals for fellowship. Prospective candidates assessed by the committee to hold interests and goals most closely matching those opportunities offered by our program will be asked to participate in interviews. Applicants will receive notification by Jan. 6, 2025, as to whether they are invited for an interview. Candidates will speak with current postdoctoral fellows and other trainees and rank their preferred locations. These interviews help both the program and applicant to determine if there is a good fit between the applicant's experience and training goals and the program's needs and training objectives. Interviews will take place at the end of January and beginning of February 2025. Both in-person and virtual formats will be offered on separate dates.

The postdoctoral fellowship meets, and in some cases exceeds, all licensure requirements California, including accrual of hours and supervision needed. Prior to starting your ABS Kids fellowship, postdoctoral fellows need to register through the California Board of Psychology as psychological associates. Registration must be approved by the board prior to acquiring hours towards licensure. We require post-docs to complete the registration at least 30 days prior to their postdoctoral fellowship start date. The training director will assist in completing and submitting the registrations to the board and ABS Kids will pay for registration fees.**

**ABS Kids may rescind postdoctoral fellowship offers for applicants who have not met the above criteria by Sept. 1 of their postdoctoral fellowship training year. This includes all ABS Kids pre-employment requirements such as background checks, fingerprinting, TB testing, CPR training, etc.

Accreditation Status

The ABS Kids Postdoctoral Fellowship Program is not currently accredited by APPIC but has submitted an APPIC membership application. However, there is no guarantee the program will be granted APPIC membership. Any questions about the postdoctoral accreditation status can be directed to the Director of Training, Nicole Young, at nyoung@abskids.com.

Appendix 1 Diversity and Non-Discrimination Policy

ABS Kids recognizes the importance of understanding, respecting, and evolving with cultural and societal changes. ABS Kids is committed to diversity, equity, inclusion, and belonging (DEIB). We are empowered by the breadth of our differences, and our DEIB mission is to create a culture where all people thrive because their diverse stories are heard and celebrated and commit to an evolving understanding of diversity as we learn from one another. We are committed to equal employment opportunities regardless of race, color, ancestry, religion, sex, national origin, sexual orientation, age, citizenship, marital status, disability, gender identity, or veteran status.

Appendix 2 Due Process and Grievance Procedures Policy

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

Where possible, we will follow the due process procedures for our postdoctoral fellowship program members. However, if issues rise to the level of a conduct or employee relations issue, the members of the postdoctoral fellowship program will be subject to our standard employee disciplinary process and employee handbook.

Rights and Responsibilities

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

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

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

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

Definition of a Problem

For purposes of this document, a problem is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways:

- 1) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
- 2) an inability to acquire professional skills in order to reach an acceptable level of competency; and/or
- 3) an inability to control personal stress, psychological dysfunctions, and/or excessive emotional reactions which interfere with professional functioning.

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

- 1) the fellow does not acknowledge, understand, or address the problem when it is identified;
- 2) the problem is not merely a reflection of a skill deficit which can be rectified by the scheduled sequence of clinical or didactic training; the quality of services delivered by the fellow is sufficiently negatively affected;
- 3) the problem is not restricted to one area of professional functioning;
- 4) a disproportionate amount of attention by training personnel is required;
- 5) the trainee's behavior does not change as a function of feedback, and/or time;
- 6) the problematic behavior has potential for ethical or legal ramifications if not addressed;
- 7) the fellow's behavior negatively impacts the public view of the agency;
- 8) the problematic behavior negatively impacts other trainees;
- 9) the problematic behavior potentially causes harm to a patient; and/or,
- 10) the problematic behavior violates appropriate interpersonal communication with agency staff.

Informal Review

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

Formal Review

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

A. **Notice:** The fellow will be notified in writing that the issue has been raised to a formal level of review, and that a Hearing will be held.

B. **Hearing:** The supervisor or faculty/staff member will hold a Hearing with the Training Director (TD) and fellow within 10 working days of issuing a Notice of Formal Review to discuss the problem and determine what action needs to be taken to address the issue. If the TD is the supervisor who is raising the issue, an additional faculty member who works directly with the fellow will be included at the Hearing. The fellow will have the opportunity to present their perspective at the Hearing and/or to provide a written statement related to their response to the problem.

C. **Outcome and Next Steps:** The result of the Hearing will be any of the following options, to be determined by the Training Director and other staff member who was present at the Hearing. This outcome will be communicated to the fellow in writing within 5 working days of the Hearing:

1) Issue an "Acknowledgement Notice" which formally acknowledges:

- that the faculty is aware of and concerned with the problem;
- that the problem has been brought to the attention of the fellow;
- that the faculty will work with the fellow to specify the steps necessary to rectify the problem or skill deficits addressed by the inadequate evaluation rating; and,
- that the problem is not significant enough to warrant further remedial action at this time.

2) Place the fellow on a "Remediation Plan" which defines a relationship such that the staff, through the supervisors and TD, actively and systematically monitor, for a specific length of time, the degree to which the fellow addresses, changes and/or otherwise improves the problematic behavior or skill deficit. The implementation of a Remediation Plan will represent a probationary status for the fellow. The length of the probation

period will depend upon the nature of the problem and will be determined by the fellow's supervisor and the TD. A written Remediation Plan will be shared with the fellow in writing and will include:

- a. the actual behaviors or skills associated with the problem;
- b. the specific actions to be taken for rectifying the problem;
- c. the time frame during which the problem is expected to be ameliorated; and,
- d. the procedures designed to ascertain whether the problem has been appropriately remediated. At the end of this remediation period as specified in 'c' above, the TD will provide a written statement indicating whether or not the problem has been remediated. This statement will become part of the fellow's permanent file. If the problem has not been remediated, the Training Director may choose to move to Step D below or may choose to extend the Remediation Plan. The extended Remediation Plan will include all of the information mentioned above and the extended time frame will be specified clearly.

3) Place the fellow on suspension, which would include removing the fellow from all clinical service provision for a specified period of time, during which ABS Kids may support the fellow in obtaining additional didactic training, close mentorship, or engage in some other method of remediation. The length of the suspension period will depend upon the nature of the problem and will be determined by the fellow's supervisor and the TD. A written Suspension Plan will be shared with the fellow and will include:

- the actual behaviors or skills associated with the problem;
- the specific actions to be taken for rectifying the problem;
- the time frame during which the problem is expected to be ameliorated; and,
- the procedures designed to ascertain whether the problem has been appropriately remediated.

At the end of this remediation period as specified in 'c' above, the TD will provide a written statement indicating whether or not the problem has been remediated to a level that indicates that the suspension of clinical activities can be lifted. The statement may include a recommendation to place the fellow on a probationary status with a Remediation Plan. In this case, the process in #2 above would be followed. This statement will become part of the fellow's permanent file.

4) If the problem is not rectified through the above processes, or if the problem represents gross misconduct or ethical violations that have the potential to cause harm, the fellow's placement within the fellowship program may be terminated. The decision to terminate a fellow's position would be made by the Training Committee and a representative of Human Resources and would represent a discontinuation of participation by the fellow within every aspect of the training program. The Training Committee would make this determination during a meeting convened within 10 working days of the previous step completed in this process, or during the regularly scheduled monthly Training Committee meeting, whichever occurs first. The TD may decide to

suspend a fellow's clinical activities during this period prior to a final decision being made, if warranted.

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

Appeal Process

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

If the fellow is dissatisfied with the decision of the review panel, they may appeal the decision, in writing, to the clinical director of psychology. If the fellow is dissatisfied with the decision of the clinical director of psychology, they may appeal the decision, in writing, to the regional vice president. Each of these levels of appeal must be submitted in writing within 5 working days of the decision being appealed. The regional vice president has final discretion regarding the outcome.

Grievance Procedures

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

Informal Review

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

Formal Review

If the matter cannot be satisfactorily resolved using informal means, the fellow may submit a formal grievance in writing to the TD. If the TD is the object of the grievance, the grievance should be submitted to the regional vice president. The individual being

grieved will be asked to submit a response in writing. The TD (or the regional vice president, if appropriate) will meet with the fellow and the individual being grieved within 10 working days. In some cases, the TD or the regional vice president may wish to meet with the fellow and the individual being grieved separately first. In cases where the fellow is submitting a grievance related to some aspect of the training program rather than an individual (e.g. issues with policies, curriculum, etc.) the TD and the Regional Vice President will meet with the fellow jointly. The goal of the joint meeting is to develop a plan of action to resolve the matter. The plan of action will include:

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

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

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

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

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

Acknowledgment

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

Print Name

Signature

Date

Appendix 3 – Training/Didactic Syllabus

Month 1 – Intensive Initial Training: Assessment Essentials

The first month of the program, didactic time is spent orienting fellows to the use and interpretation of assessment tools commonly used in the assessment of neurodevelopmental disorders and operational procedures at ABS Kids. The focus of this didactic series is to provide instruction, practice, and reliability training with commonly used assessments of autism spectrum disorder (ASD) such as the Autism Diagnostic Observation Schedule (ADOS) and the Childhood Autism Rating Scale (CARS). Also included in this didactic series is foundational training in the use and interpretation of commonly used parent rating scales (e.g., ASRS, DP-4, Vineland-3), tests of cognitive functioning (e.g., WISC-V, WPPSI-IV), semi-structured clinical interview techniques, as well as foundations of telehealth evaluation and report writing.

Month 2 - Behavioral Management and Observations During Testing

In the second month of the program, postdoctoral fellows examine and discuss techniques to manage client behavior during evaluation sessions. Given the varied presentation of our clientele at ABS Kids, this training highlights the importance of minimizing the interference of extraneous variables on the validity of evaluation results. Training will also address how to use observations during the evaluation sessions themselves as opportunities to gather important data about client behavioral and social functioning.

Month 3 - Cognitive Assessment

In the third month of the program, postdoctoral fellows are given more intensive training in the interpretation of tests of cognitive and intellectual functioning. Specifically, postdoctoral fellows will learn about cognitive profiles common in populations of individuals with ASD and build skills related to the dissemination of cognitive evaluation results to families. Postdoctoral fellows will have opportunities to review and discuss current cases.

Month 4 – Differential and Co-Occurring Diagnosis

In the fourth month of the program, postdoctoral fellows will gain additional expertise in differential diagnosis and common comorbidities of ASD, such as attention-deficit/hyperactivity disorder (ADHD), intellectual developmental disorder (intellectual disability; ID), anxiety disorders, etc., using established measures of those constructs (e.g., MASC, Conners, BASC-3, etc.). Postdoctoral fellows will have opportunities to review and discuss current cases.

Month 5 – Executive Functioning

The fifth month of the program, postdoctoral fellows are given additional training in the assessment of executive functioning skills in children using the NEPSY-II and the

BRIEF-2. This training will also address overlaps in symptomatology between ADHD and ASD, specifically as it relates to executive functioning skills.

Month 6 – Report Writing

After several months of receiving feedback on psychological reports, postdoctoral fellows will have the opportunity to use didactic time to review and hone important aspects of report writing skills (e.g., tone, concision, vocabulary). Postdoctoral fellows will discuss the merits of templates, develop their clinical voice, and identify skills the fellows continue to see as their own areas of improvement.

Month 7 – Foundations of Applied Behavior Analysis

Applied behavior analysis (ABA) is the only treatment deemed medically necessary in the support of individuals with autism spectrum disorder. As ABA therapy is a common recommendation for the populations we serve, postdoctoral fellows will receive training in the foundations of behavior-analytic programming. During this month of training, postdoctoral fellow will have the opportunity to speak with current ABA directors, address strategies for case collaborations, and learn more about how the ABS Kids psychology departments works collaboratively with the ABA team.

Month 8 – Treatment Planning, Psychoeducation, and Feedback sessions

During this month of training, postdoctoral fellows will continue learning about other treatment recommendations commonly recommended for the ABS Kids population, including speech, occupational, and physical therapy. Fellows will enhance their knowledge and skills in the provision of psychoeducation with families. Particular focus is given to engaging parents in discussion about their child’s diagnosis, how their diagnosis will impact the child’s prognosis, as well as the impact of lifestyle changes on parents and families.

Month 9 – Female Presentations of ASD

ASD is historically under-diagnosed in girls and women. Postdoctoral fellows will receive instruction and training in identifying common presentations of ASD in these populations. In training, postdoctoral fellows will review research and discuss current and past cases.

Month 10 – Working with Schools and Cultural Competency

Postdoctoral fellows will receive training and instruction in best practices for working with school districts, including basic processes for special education programming, 504 plans, and methods to support family self-advocacy in schools. Training this month will also focus on the importance of being culturally sensitive and practicing cultural humility in our work.

Month 11 – Medical Complexity, Profound Autism, and Genetic Syndromes

Postdoctoral fellows will review low incidence conditions (e.g., genetic syndromes, medically complex patients) that often co-occur with ASD and best practices in assessment and treatment of individuals with severe or profound presentations of ASD.

Month 12 - Group Discussions/Takeaways from Postdoctoral Fellowship

During the final month of the fellowship training, postdocs will have opportunities to reflect on what they have learned and identify several misconceptions related to childhood mental health, specifically ASD. Group discussions will focus on preparing for practicing as a licensed psychologist and will include topics such as supervising unlicensed psychologists, tracking continuing professional development hours, and other responsibilities of a licensed psychologist.

Appendix 4 Fellow Evaluation Form

ABS Kids Supervisor Evaluation of Psychology Postdoctoral Fellow

Post-Doc _____ Supervisor _____
Region: San Diego Temecula Rancho Ventura

Date: _____ 6 month review 12 month review

***Rate your postdoctoral fellow on each of the following items. Please discuss all of these ratings and comments with them. Please give specific examples whenever possible. If there are significant concerns about the post-doc's performance on any dimension, please generate and attach a remediation plan. After reviewing feedback with your post-doc and gathering signatures please return to the Director of Training (or the Clinical Psychological Director).

Please indicate below what modalities you have used to obtain the information for making your evaluation. Check all that apply:

- Clinician self-report Direct live/video observation Videotape review
- Individual supervision Co-assessments conducted with clinician
- Observation during meetings/supervisor Review of written material
- Role play or response to vignettes Group supervision

Competency Ratings

1 Significant Development Needed -- Significant improvement in functioning is needed to meet expectations; remediation required
2 Developing Skill Level -- Expected level of competency pre-fellowship; close supervision required on most cases
3 Intermediate Skill Level -- Expected level of competency for fellow by mid-point of training program; routine or minimal supervision required on most cases
4 Advanced Skill Level -- Expected level of competency for fellow at completion of training program; fellow able to practice autonomously most of the time
5 Seasoned Professional Skill Level -- Rare rating for fellowship; functions autonomously with a level of skill representative of experience.
N/A -- Not Applicable/Not Observed/Cannot Say

Evaluation Training Goals – Post-Doc Fellows will be able to:

- a. Establish rapport, demonstrate empathy, elicit participation and cooperation, and attend to the content of clinical interactions at a successful level by the 6th month of the fellowship.
- b. Conduct effective interviews to gather necessary information to reach a differential diagnosis and a clear understanding of the dynamics sustaining the problem at a passing level by the 6th month of the fellowship and at a successful level by the 12th month of the fellowship.
- c. Assess high risk behaviors and recommend interventions to maintain safety of clients and others at a passing level by the 6th month of the fellowship.
- d. Consider relevant assessment theory/research and understand problems and/or diagnostic categories within an evidence-based theoretical and conceptual framework that guides hypotheses regarding appropriate assessment and/or treatment strategies and suggest relevant treatment possibilities from a number of modalities, at a passing level by the 12th month of the fellowship.
- e. Overall interview, evaluation, and conceptualization performance at an entry level by the 6th month of the fellowship and at a passing level by the 12th month of the fellowship.

Interview, Evaluation, & Conceptualization	N/A	Problematic	Entry Level	Passing	Successful	Excellent
a. Able to establish rapport with parents and families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Demonstrates appropriate empathy and elicits cooperation from patients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Attends to the content of a patient's interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Attends to the process of a patient's interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Conducts effective diagnostic interview and gather necessary information to reach a differential diagnosis and clear understanding of dynamics sustaining the problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Assesses high risk behavior and recommends interventions to maintain safety of clients and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Considers what additional information should be gathered after initial contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Assessment and Diagnosis Training Goals

Postdoctoral Fellows will be able to:

- a. Select, administer, and score a battery of age-appropriate tests selected to lend clarity to the referral question and assist in differential diagnosis using the DSM V-TR at a passing level by the 6th month of the fellowship.
- b. Write integrated psychological assessment reports in a timely fashion to demonstrate ability to synthesize testing data and developmental knowledge with patient history, family SES, and cultural background and lead to a clear conceptualization and thoughtful treatment recommendations at a passing level by the end/12th month of the fellowship.

- c. Obtain overall assessment and diagnosis performance at entry level by the 6th month of the fellowship and at a passing level by the 12th month of the fellowship.

Assessment & Diagnosis	N/A	Problematic	Entry Level	Passing	Successful	Excellent
a. Accurately perceives, identifies, and clarifies the nature of the client's presenting problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Selects, administers, and scores a wide range of psychological tests selected to lend clarity to the referral question	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Uses testing data to assist in differential diagnosis using DSM V TR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Synthesizes psychological testing data with appropriate knowledge of patient and family history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Develops a detailed and clear conceptualization and thoughtful treatment recommendations based on psycho-diagnostic data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Has completed the expected number of assessments thus far	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Writes an integrated psychological	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

report integrating assessment and treatment planning						
h. Provides feedback of assessment results to families in a clear and professional manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Reports are written in a timely fashion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. <i>Overall assessment, diagnosis, and treatment goals</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

ASD Specific Competency Goals

Postdoctoral fellows will be able to:

- a. Identify, select, and interpret ASD specific assessment instruments across the pediatric age span.
- b. Effectively communicate results of assessments and diagnosis results to parents/caregivers.
- c. Demonstrate knowledge of appropriate recommendations for individuals with ASD.
- d. Conduct a skilled diagnostic interview with the focus on differential diagnosis of ASD.

Autism Spectrum Disorder Competency	N/A	Problematic	Entry Level	Passing	Successful	Excellent
a. Demonstrates knowledge and understanding of the use of the: ADOS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Demonstrates knowledge and understanding of the use of the ASRS/SRS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Demonstrates knowledge and understanding of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

the use of the CARS						
d. Demonstrates knowledge and understanding of the use of the DP4/Vineland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Understanding of the nature of ASD, including co-occurring dx, prognosis, differing presentation, and treatment efficacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. <i>Overall knowledge of tools for diagnosing Autism Spectrum Disorder for children ages 18 months – 13 years.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Supervision Training Goals

Postdoctoral fellows will be able to:

- a. Routinely come to supervision with a list of topics to discuss, prepare to present with needed supporting materials (e.g., completed charts, reports, notes, etc) and use feedback to improve clinical effectiveness at a passing level by the 6th month of the fellowship.
- b. Seek out immediate supervision in response to clinical risks appropriately at a passing level by the 6th month of the fellowship and at a successful level by the 12th month of the fellowship.
- c. Obtain overall use of supervision performance at a passing level by the 6th month of the fellowship.

Use of Supervision	N/A	Problematic	Entry Level	Passing	Successful	Excellent
a. Approaches supervision in an open and collaborative manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Routinely comes to supervision with a list of topics to discuss, prepared to present with needed supporting materials (e.g., completed charts, notes, tapes, and reports)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Uses supervision feedback to improve clinical effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Seeks out immediate supervision in response to clinical risks appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Discusses behaviors, characteristics, and concerns which might aid or interfere with one's effectiveness as a psychologist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Views supervision as professionally enriching (not evaluative) and uses supervision to expand awareness of personal strengths and limitations, and is responsive/open to feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. <i>Overall use of supervision</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Professional Behavior Training Goals

Postdoctoral fellow will be able to:

- a. Resolve conflict quickly and appropriately with staff, peers, and supervisors and work well as a team member at a passing level by the 6th month of the fellowship.
- b. Challenge self and demonstrate a sincere desire to learn by engaging in self-reflection, participating in trainings, seeking out additional input and knowledge, and actively applying learning from both supervision and seminars at a passing level by the 6th month of the fellowship.
- c. Demonstrate progress in developing a professional identity and demonstrate appropriate professional demeanor and boundaries at a passing level by the end/12th month of the fellowship.
- d. Be aware of own strengths, limitations, and personal stress level and seeks out needed assistance to behave in a professional manner at a passing level by the 6th month of the fellowship and at a successful level by the end/12th month of the fellowship.
- e. Obtain overall professional behavior at a passing level by the 6th month of the fellowship and at a successful level by the 12th month of the fellowship.

Professional Behavior and Development	N/A	Problematic	Entry Level	Passing	Successful	Excellent
a. Able to work independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Is prompt for sessions and supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Follows agency and ABS Kids policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Relates to other professionals in an appropriate manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Resolves conflict with peers quickly and appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Works well as a team member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Resolves conflict with supervisors appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Challenges self and demonstrates a sincere desire to learn by engaging in self-reflection, participating in trainings,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

and seeking out additional input and knowledge						
i. Actively applies learning from both supervision and training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Displays appropriate professional boundaries for the setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Displays appropriate professional demeanor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Demonstrates professional growth and maturity by dealing effectively with authority figures and showing willingness to challenge self and others for the sake of improving services provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Demonstrates progress in developing a professional identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Is aware of his/her own strengths, limitations, and personal stress level and seeks out needed assistance to behave in a professional manner. Manages personal stress and/or emotional responses in a way that does not result in inferior professional services to the client or interfere with job responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>o. Overall use of supervision</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Diversity Training Goals

Postdoctoral fellows will be able to:

- a. Demonstrate awareness of the impact of culture on the assessment process (e.g., SES, language, cultural norms and expectations, access to care, test norms and appropriate use with non-English populations) and work flexibly and effectively with diverse clients at a passing level by the 6th month of the fellowship.
- b. Understand how to work with interpreters, including balancing access to care issues against assessment validity.
- c. Display sensitivity to and respect for cultural, ethnic, religious, gender, sexuality, and financial diversity. Consider all such diversity in selecting and interpreting test data, selecting appropriate diagnoses, selecting appropriate treatments, and in making referrals to the community at a passing level by the 6th month of the fellowship and at a successful level by the end/12th month of the fellowship.
- d. Consider the impact the fellow's own race, culture, gender, or socio-economic status may have on a client's perception of the examiner or the psychological evaluation process as a whole and is able to address in a constructive manner in supervision at a passing level by the end/12th month of the fellowship.
- e. Obtain overall diversity performance at a passing level by the 6th month of the fellowship and at a successful level by the 12th month of the fellowship.

Sensitivity to Diversity	N/A	Problematic	Entry Level	Passing	Successful	Excellent
a. Works flexibly and effectively with people holding different values and/or attitudes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Displays sensitivity to and respect for cultural, ethnic, religious, gender, sexuality, and financial diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Is able to work effectively with diverse clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Considers diversity in selecting and interpreting test data, selecting appropriate diagnoses, and selecting appropriate recommendations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Considers diversity issues in referring to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

appropriate community agencies						
f. Considers the impact of fellow's own race, culture, gender, or socio-economic status on client's perception of the examiner or the assessment process as a whole and is able to address in a constructive manner in supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Overall sensitivity to diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Ethical and Legal Training Goals

Postdoctoral fellows will be able to:

- a. Demonstrate good judgment when faced with ethical decisions, seek information and/or consultation appropriately, and demonstrate knowledge and behavior consistent with APA ethical principles, regional state laws and regulations at a passing level by the 6th month of the fellowship and at a successful level by the 12th month/end of the fellowship.
- b. Know and follow specific and appropriate procedures for assessing danger to self or others, managing aggressive clients, reporting child, elder, dependent adult and/or spousal abuse at a passing level by the 6th month of the fellowship.
- c. Obtain overall ethics and legal performance at a passing level by the 6th month of the fellowship and at a successful level by the 12th month of the fellowship.

Ethical & Legal	N/A	Problematic	Entry Level	Passing	Successful	Excellent
a. Demonstrates good judgment when faced with ethical decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Demonstrates awareness of when and how to seek professional consultation appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Demonstrates knowledge of and behavior consistent with APA ethical principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. Demonstrates knowledge of and behavior consistent with State Specific Laws and Regulations related to the Practice of Psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Knows and acts according to specific procedures for reporting child, elder, and/or spousal abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Knows and acts according to specific procedures for assessing danger to self or others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Demonstrates awareness of emerging ethical and legal issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>h. Overall ethical and legal</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Clinician's Response (please note any disagreement with your supervisor about this evaluation or any mediating circumstances that you wish to record for your training record):