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WELLNESS 360

POSTDOCTORAL FELLOWSHIP HANDBOOK

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OVERVIEW

The goal of the Wellness 360 (W360) postdoctoral fellowship is to provide a one-year experience in a group private practice setting that specializes in providing psychological services to adults and couples. The fellowship is focused on teaching fellows how to provide psychological services from a perspective of cultural humility that is grounded in mind-body and attachment related approaches. This setting provides the postdoctoral fellow with the opportunity for specialized training in couples, as well as integrating a variety of treatment modalities of their choice, such as solution-focused therapy, relational cultural psychotherapy, cognitive behavioral therapy, emotionally focused psychotherapy, and dialectical behavior therapy. W360 provides the opportunity to work with adults, couples, and groups.

This document shall serve as W360's proof of program policy matching APPIC accreditation standards and substantially equivalent to an exempt TSBEP agency. Thus, W360's postdocs will not have to meet prerequisites such as obtaining fellow status to begin their training.

The fellow has the opportunity to tailor their training year to include populations, treatment modalities, and outreach initiatives of their interest. The fellow will create a training plan in consultation with the training director and the fellow's assigned supervisor to ensure all training needs are met

The training director oversees the fellowship to ensure clinical competency and quality training. The training program is a central focus of Wellness 360. Clinicians meet with fellows weekly for didactic training and group case consultation.

DIRECTOR OF TRAINING

W360's current Director of Training is Jaya Mathew, Ph.D., a licensed psychologist. Dr. Jaya Mathew holds a Ph.D. in Counseling Psychology from Fordham University and a Master of Science Social Work degree from the University of Texas at Austin. Dr. Mathew created a postdoctoral program in Wellness 360 in 2017 and has had 1-3 fellows participate in the program every year. Previously, Dr. Mathew served as the director of a community mental health clinic, which focused on training doctoral students on how to provide psychotherapy and was a clinical associate professor at the University of Wisconsin. She has also worked in a variety of other

treatment settings including university counseling centers, community mental health services, schools, and a psychiatric hospital. Dr. Mathew has always held a special interest in issues of diversity for supervision and training. Her doctoral research was on issues of diversity in training, and she recently co-authored a chapter, titled *Multicultural self-awareness challenges for trainers: Examining intersecting identities of power and oppression*, in the Handbook of Multicultural Counseling. Dr. Mathew has taught the graduate level course Theories and Practicum of Supervision and worked as a clinical supervisor for the past 10 years. She also holds a volunteer faculty appointment in the clinical psychology doctoral program at UT Southwestern and supervises 1 fellow a year. Dr. Mathew is well qualified to serve as the director of training.

The duties of the Director of Training include:

1. Coordinating all aspects of the training program
2. Maintaining primary responsibility of selection of fellows and ensuring training meets learning objectives
3. Maintaining oversight of the training program's goals, objectives, and activities.
4. Ensuring the fellow's training record is documented and maintained
5. Meeting with fellows quarterly for check ins for feedback regarding their fellowship experience
6. Developing and evaluating the training program's efficacy

FACULTY

W360's faculty currently consists of two licensed psychologists. All licensed psychologists are able to provide supervision and maintain designation as supervisors. The faculty work collaboratively to support and develop the training program. Each faculty member is qualified to supervise fellows in their areas of expertise.

W360's faculty of Licensed Psychologists includes:

Jaya Mathew, Ph.D. – Executive Director

Tamara Cannon, Ph.D. – Clinical Associate/ Supervisor Designate

GOALS AND OBJECTIVES OF THE FELLOWSHIP

The Fellowship consists of five primary training goals:

- 1) Proficiency in, Attachment theories and/or Cognitive Behavioral Therapy (CBT), competency in the provision of individual psychotherapy
- 2) Demonstration of professionalism
- 3) Comprehension and maintaining ethical standards
- 4) Demonstration of progress towards completion of state board examinations and licensure
- 5) Adequately demonstrate competence in diversity issues.

Training objectives toward the goal of proficiency in Attachment related theories and Cognitive Behavioral Therapy and competency in individual psychotherapy:

- 1) Demonstrate an ability to formulate and conceptualize a clinical case within an Attachment and/or Cognitive Behavioral framework

- 2) Conduct intake evaluations and formulate treatment plans that are congruent with Attachment and/or Cognitive Behavioral theories
- 3) Conduct clinical interventions within Attachment and/or Cognitive Behavioral framework(s)
- 4) Formulate and present a clinical case presentation outlining the case from either and Attachment or Cognitive Behavioral framework
- 5) Demonstrate an ability to write individual psychotherapy notes.

Training objectives toward the demonstration of professionalism:

- 1) Adequately accepts and performs tasks and seeks opportunities to enhance knowledge base
- 2) Presents self in a professional manner through composure, organization, and confidence
- 3) Demonstrates awareness of personal limitations
- 4) Demonstrates an ability to interact appropriately with clients, supervisors, and staff
- 5) Demonstrates sensitivity to the perceptions of others toward his/her/their behavior
- 6) Conforms to ethical principles in professional work and practice
- 7) Display competence to voice understanding of and engage in appropriate levels of self-care
- 8) Demonstrate an appropriate ability to identify, assess, and evaluate the degree to which his/her/their personal values and attitudes impact his/her/their clinical practice

Demonstrate progress towards the goal of successful completion of state board examinations and licensure:

- 1) Passage of the Jurisprudence Examination and The Examination of the Professional Practice of Psychology (EPPP)
- 2) Obtain licensure as a Provisionally Licensed Psychologist
- 3) 3) Fellows will meet all deadlines for submission of application materials to the Texas State Board of Examiners of Psychologists (TSBEP) for required exams and licensure.

Demonstrate competence and cultural humility in diversity issues and individual differences:

- 1) Demonstrate competence in the practice of individual psychotherapy that is understanding of cultural and individual differences
- 2) Demonstrate competence in providing psychological assessment and diagnosis that considers client and individual differences (i.e., race, ethnicity, religion, sexual orientation, gender identity, size, immigration status, ability status, social economic status)
- 3) Ability to reflect how transference and countertransference issues may impact his/her/their interactions with clients, supervisors, and other professionals.

SUPERVISION GUIDELINES, LEARNING ACTIVITIES AND TIME ALLOTMENT

Purpose of Supervision:

Content has been adapted and copied from American Psychological Association. (2015). Guidelines for clinical supervision in health service psychology. *American Psychologist*, 70(1), 33-46. <http://dx.doi.org/10.1037/a0038112>

According to APA's guidelines for clinical supervision, supervision is a distinct professional practice employing a collaborative relationship that has both facilitative and evaluative components, that extends over time, which has the goals of enhancing the professional competence and science-informed practice of the supervisee, monitoring the quality of services provided, protecting the public, and providing a gatekeeping function for entry into the profession.

W360's faculty adopts APA's Guidelines on Supervision, and it's below listed assumptions:

- is a distinct professional competency that requires formal education and training
- prioritizes the care of the client/patient and the protection of the public
- focuses on the acquisition of competence by and the professional development of the supervisee
- is anchored in the current evidence base related to supervision and the competencies being supervised
- entails responsibilities on the part of the supervisor and supervisee
- intentionally infuses and integrates the dimensions of diversity in all aspects of professional practice
- is conducted in adherence to ethical and legal standards
- uses a developmental and strength-based approach
- requires reflective practice and self-assessment by the supervisor and supervisee
- incorporates bi-directional feedback between the supervisor and supervisee
- includes evaluation of the acquisition of expected competencies by the supervisee
- serves a gatekeeping function for the profession
- is distinct from consultation, personal psychotherapy, and mentoring
- occurs within a respectful and collaborative supervisory relationship, which includes facilitative and evaluative components, and which is established, maintained, and repaired as necessary
- requires supervisor competence in the foundational and functional competency domains being supervised
- is influenced by both professional and personal factors including values, attitudes, beliefs, and interpersonal biases

W360's Fellows receive supervision for all professional responsibilities and duties that utilizes the fellow's postdoctoral status as: (a) Therapeutic intervention, (b) Psychological assessment, (c) Consultation, (d) Any research activities. (e) Outreach activities.

Structure of Supervision:

All W360 fellows will receive four hours of supervision, didactic, and learning activities. Specifically, W360 fellows will receive two hours per week of regularly scheduled supervision.

Postdoctoral Fellows will participate in W360's Mindful Monday programming which includes 1.5 hours of group supervision a week during which the fellow is expected to present case material and discuss cases presented by W360 colleagues. Mindful Mondays also includes didactic and experiential training in mind-body approaches. Each fellow will have 0.5 hours a week to engage in learning activities such as assigned research articles covering therapeutic interventions, multicultural and diversity videos and research articles, and other books, articles, meetings, and/or videos providing applicable information regarding the postdoctoral fellow's professional development.

W360's supervisors accept professional practice responsibility for the cases being supervised and are licensed as psychologists in the State of Texas by the Texas State Board of Examiners of Psychologists.

Postdoctoral fellows are responsible for meeting with their assigned supervisor(s), attending group supervision, maintaining documentation of a supervision log, and engaging in a learning opportunity which combined will be 4 hours weekly. In sum, the postdoctoral fellow is expected to be on site 35 hours a week. The 35 hours includes 25 direct practice clinical hours a week, 3-4 hours a week on notes, 2-3 hours on administrative tasks/outreach related to the practice and 4 hours of didactic and supervision hours. Fellows may study for the EPPP and/or engage in professional development activities for 5 hours a week offsite. Fellows are expected to participate in additional practice building and administrative projects while building their caseloads and/or during periods of lower direct practice clinical hours.

Philosophy of Supervision and Self-Disclosure:

(This section has been adopted from the University of Texas at Dallas APA accredited Counseling Center's internship manual created by Dr. Ellie Hakim. Dr. Hakim has given W360 explicit permission to utilize all or parts of the manual)

The faculty at W360 is deeply committed to providing supportive yet challenging supervisory and mentoring relationships. Additionally, the fellowship program is based largely on a relational, "use of self" training model, as we believe that optimal professional development occurs within the context of self-reflection and personal exploration. Opportunities for self-awareness and reflection that impact professional development inevitably occur throughout the training year. Training staff provide ongoing feedback to promote the integration of personal and professional development.

The W360 staff functions in a manner consistent with the American Psychological Association's 2017 Revised Ethical Standard 7.04 (Student Disclosure of Personal Information). When appropriate, fellows are encouraged, but not required, to explore personal qualities and historical influences which may be impacting professional interactions. We believe that W360 members share responsibility for creating a safe and respectful environment in which to facilitate this exploration. It is the responsibility of the W360 training staff to create a safe, trusting, non-coercive, respectful environment. It is the responsibility of fellows to engage in self-reflection and exploration as it relates to their professional development as clinicians. Fellows retain the right to decide how much and when to divulge personal information.

Supervisor(s) are expected to respect a refusal to disclose personal information, but to also explore ways in which the relationship may be improved so that personal/professional integration can occur more effectively.

Wellness 360 believes this approach provides an atmosphere that assists fellows to transition to the next stage of professional development. Fellows will develop the ability to maintain awareness of power differentials, respecting the boundaries of professional relationships, while also being appropriately authentic.

Doctoral Degree Requirements:

Admission requirements are as followed:

- 1) Completion of all professional doctoral degree requirements from an APA/CPA-accredited program and predoctoral fellowship meeting APPIC standards. Preference will be given to those applicants who have completed an APA accredited doctoral fellowship and have graduated from an APA accredited Clinical or Counseling Psychology program.
- 2) Proof of Professional Liability Insurance throughout the entire duration of the postdoctoral fellowship is required and must be provided prior to the fellow's start date.
- 3) A doctoral degree received from an APA accredited program in clinical or counseling psychology, during which they completed a fellowship of 2000 hours of supervised training. The pre-doctoral fellowship must also meet requirements of the Texas State Board of Examiners of Psychologists.
- 4) Demonstration of interests and skills sets appropriate for our postdoctoral fellowship goals and objectives.
- 5) Submission of the appropriate application materials.

APA guidelines on specialty change are followed. Fellows having completed doctoral studies in fields other than clinical and counseling psychology must have received a certificate of equivalency from an APA/CPA accredited university program attesting to their having met APA/CPA standards, including internship.

Duration of the Fellowship:

W360 maintains one to three 12-month full-time postdoctoral fellows per year. The fellow completes a minimum of 1500 hours within that 12-month period (not to be completed in less than 9 months and not to exceed 24 months). Texas licensure currently requires fellows to obtain 1750 hours. The fellow spends the entire duration of his/her/their time on site at the W360 office.

Fellows

Fellows will be called Postdoctoral Fellows to indicate their fellow status as suggested in the APPIC accreditation guidelines.

Certificate of Completion:

Upon fulfillment of the fellowship requirements, a certificate of completion is awarded by W360.

Program Description for Prospective Fellows:

A statement describing W360's Postdoctoral Program is available to all prospective fellows and can be found at the end of this handbook.

GUIDELINES AND REGULATIONS FOR POSTDOCTORAL FELLOWS

Ethical and Professional Guidelines:

Fellows are responsible for understanding and abiding by the guidelines of the Wellness 360 Postdoctoral Fellow Training Program outlined in this document and the American Psychological Association's (APA) Ethical Principles of Psychologists and Code of Conduct. W360 postdoctoral fellows are expected to conduct academic, therapeutic, and research pursuits according to the prior mentioned standards. Successful completion of the W360 postdoctoral fellowship requires the fulfillment of the program requirements outlined in this document.

Essential Functions:

Fellows are expected to effectively execute specific, essential functions. These essential functions are the basic activities that a fellow must be able carry out in order to successfully complete the W360 postdoctoral fellowship. Essential functions include:

1. **Communication:** Fellows must effectively communicate through written and oral means with the program, its personnel, patients, and any other individuals the fellowship position would require. In addition, fellows must also be able to read and comprehend written material.
2. **Intellectual and Cognitive Abilities:** Fellows must be able to measure, calculate, reason, analyze, synthesize, integrate, and apply information. Problem solving, a clinical skill required of psychologists, requires all of the aforementioned intellectual abilities.
3. **Behavioral and Social Attributes:** Fellows must be able to implement their intellectual abilities, such as exercising good judgment, promptly completing all responsibilities required by the training program or attendant to the diagnosis and care of patients, and be able to develop mature, sensitive, and effective relationships. The fellows must be able to implement appropriate time management skills to accommodate demanding workloads and to effectively assist with stress management. The fellow will maintain professional standards of a psychologist and adhere to Wellness 360 policies and procedures; demonstrate competence and understanding in self-care; and effectively identify and assess their personal values and attitudes that may impact their professional role at Wellness 360.
4. **Ethical Standards:** Fellows will understand and demonstrate a satisfactory level of competence of the American Psychological Association Ethical Principles of Psychologists and Code of Conduct; adherence to Federal and State laws governing the practice of professional psychology; compliance with Wellness 360's rules, regulations, and policies; and maintain ethical and professional behavior throughout the entirety of the

fellow's placement. Fellows will also provide a satisfactory level of understanding and attending to clients' individual differences and culture issues.

EVALUATION PROCESS

Evaluation is an ongoing formal and informal process. Formal evaluations will occur twice a year. Prior to each formal evaluation period, W360 supervisors will meet as a group to review fellow's progression on goals, strengths, and areas of growth. Individual supervisors will complete the Postdoctoral Evaluation Form and go over that directly with their supervisee. Both will sign that evaluation form. *(A copy of the evaluation form is available at the end of this handbook.)*

On all evaluation forms, fellows will be rated on items using a five-point Likert scale. Any item scores below 2.0 will be remediated. At the 6-month evaluation, for any domains that have an average score of Level 2.0 (Beginning), supervisor and postdoctoral fellow will outline a plan to specifically address the skills needed to reach the minimum level of competency expected by the end of fellowship. At the conclusion of the training year, postdoctoral fellows are expected to score an average of Level 3.0 (Intermediate) across all competency domains and not have any item scores below 2.0 (Beginning).

Postdoctoral fellows will also complete an evaluation of each supervisor during each formal evaluation period. Fellows and supervisors will review the feedback together and collaboratively discuss ways in which to enhance the training experience.

As the training members are very committed to continually improving the postdoctoral training program, fellows will provide feedback regarding their experience of orientation. At six and 12 months, fellows will be asked to complete an evaluation of their fellowship experience. The training director will also check-in weekly with fellows and elicit ongoing feedback regarding the fellows' experience.

REMEDIATION, PROBATION, GRIEVANCE, AND DISMISSAL PROCEDURE

(This section has been adopted from the University of Texas at Dallas APA accredited Counseling Center's internship manual created by Dr. Ellie Hakim. Dr. Hakim has given W360 explicit permission to utilize all or parts of the manual)

These procedures are employed to assist fellows who are not performing at acceptable levels. Expectations regarding satisfactory progress are described above in the Evaluation Process section. If a fellow is not performing or functioning at an expected level, remediation processes may be instituted. The remediation process will vary according to the deficiencies observed. Definitions of professional deficiencies, remediation options, as well as grievance/appeals policies and procedures are outlined below.

Definition of Professional Deficiency:

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

- a. an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional/clinical behavior

- b. an inability to acquire sufficient professional and clinical skills to reach an acceptable level of competency
- c. an inability to control personal stress, psychological disorder and/or excessive emotional reactions which interfere with professional functioning

Such inability can be distinguished from “problems” in that problems refer to a fellow’s behaviors, attitudes, or characteristics that, though of concern and potentially requiring remediation, are perceived to be expected and/or not excessive at this level of training. Problems become “professional deficiencies” when they include one or more of the following characteristics:

- a. the fellow does not acknowledge, understand, or address the problem when it is identified
- b. the problem or area of concern is not merely a reflection of a skill deficit that can be rectified by academic or didactic training,
- c. the quality of services delivered by the fellow is negatively affected to a significant degree,
- d. the problem is not restricted to one area of professional functioning,
- e. a disproportionate amount of attention by training personnel is required,
- f. the fellow’s behavior does not change as a function of feedback, remediation efforts and/or time.
- g. the problematic behavior has potential for ethical and legal ramifications if not addressed.

Remediation Options:

It is important to have meaningful ways to address professional deficiencies (either formally or informally) once they have been identified. Several possible, and perhaps concurrent, courses of action designed to remediate deficiencies include, but are not limited to:

1. Increasing supervision, either with the same or other supervisors
2. Changing the format, emphasis, and/or focus of supervision
3. Recommending personal therapy and/or psychological assessment with all parties involved, having clarified the manner in which therapy contacts will be used in the fellow evaluation process
4. Reducing the fellow’s clinical or other workload and/or other forms of training; and/or

5. Recommending, when appropriate, a leave of absence and/or a second fellowship

Procedures for Responding to Inadequate/Deficient Performance by a Fellow:

The first avenue of feedback to a fellow regarding problems or concerns in performance is from the fellow's supervisor. This may be the fellow's primary supervisor, or it may be a secondary supervisor (e.g., couples' supervisor, supervisor of supervision). If the supervisor observes any problem area(s), this will be discussed with the fellow and a plan of action collaboratively determined. A formal or informal remediation plan may be developed. The supervisor will also share the problem area(s) with the Training Director and other supervising staff to ensure integrated training.

If the supervisor does not see sufficient positive change in the problem area, the fellow's performance will be considered "inadequate" or "deficient" for a fellow in training. At such time, the following procedure will be initiated. This procedure may be implemented at any time during the training year.

- A. The supervisor or W360 supervisor designate notifies the Training Director that some aspect(s) of a fellow's performance is "inadequate" or "deficient" for a fellow in training.
 - a. The training committee, chaired by the Training Director, will convene to discuss the matter. If the W360 supervisor designate raising the issue is a supervisor, and not a member of the training committee, they will be included in the review meeting.
- B. The fellow will be notified that such a review is occurring, and the Training Committee may request information and/or a statement from the fellow in response to the inadequate performance.
- C. In discussing the inadequate performance and the fellow's statement, the Training Committee may adopt one or more of the following measures or take other appropriate action. Agency response could include:
 1. Determining that further action is not needed at this time
 2. Determining that the current action plan is sufficient for addressing the inadequate performance.
 3. Issuing an "Acknowledgement Notice" which formally acknowledges:
 - a) that the Training Committee is aware of and concerned with the rating,
 - b) that the rating has been brought to the attention of the fellow,
 - c) that the Training Committee will work with the fellow to rectify the problem or skill deficits addressed by the rating, including implementing a remediation plan, and
 - d) that the behaviors associated with the rating are not significant enough to warrant more serious action at this time; or
 4. Issuing a "Probation Statement" which requires a formal remediation process. The Training Committee will actively and systematically monitor, for a specific length of

time, the degree to which the fellow addresses, changes, and/or otherwise improves the behavior associated with the “inadequate” or “deficient” performance. The Probation Statement is a written statement to the fellow, which includes:

- a) a description of the behaviors associated with the “inadequate/deficient” performance
- b) the specific recommendations for rectifying the problem
- c) the time frame for the probation during which the problem is expected to be ameliorated, and
- d) the procedures designed to ascertain whether the problem has been appropriately rectified

5. Issuing a “Termination Statement” which terminates the fellow’s position with W360.

- E. If a Probation Statement is issued, the Training Director will meet with the fellow to review the probationary conditions; the fellow may also request to meet with the Training Committee. The fellow may choose to accept the conditions or may choose to challenge the action. An Acknowledgement Notice may also be challenged. The procedures for challenging the action are presented in the section below.
- F. If the Acknowledgement Notice or Probation Statement is not challenged, it is expected that the status of the rating 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.
- G. If the rating has been rectified to the satisfaction of the Training Committee, the fellow, and other appropriate individuals will be informed in writing and no further action will be taken.
- H. If the Training Committee determines that there has not been sufficient improvement in the fellow’s performance to remove the “inadequate/deficient” rating under the conditions stipulated in the Probation Statement, the Training Committee may adopt any one of the following measures:
 1. Issue an extension of the probation for a specified time period, whereupon the Training Committee will once again determine if sufficient improvement in the fellow’s behavior warrants removing the “inadequate/deficient” rating.
 2. Issue a suspension whereby the fellow is not allowed to continue engaging in certain professional activities until there is evidence that the behavior in question has improved.
 3. Determine that the fellow be permitted to complete her or his W360 duties with or without restrictions but receive no endorsement for having completed the fellowship. That is, the fellow will have received training and provided services for the year but will not have satisfactorily completed a doctoral fellowship.
 4. Determine that the fellow’s employment be immediately terminated.

- I. Within five working days of the decision date, the Training Committee will communicate in writing to the fellow that the conditions for revoking the probation have not been met. The decision to implement one of the four options listed will be outlined in the letter.
- J. Within five working days of receipt of the Training Committee's determination, the fellow may respond to the Training Committee's action by a) accepting the action or b) challenging the action (see Section below).
- K. Once a decision has been made, the fellow and other appropriate individuals will be informed in writing of the action taken.

Process by Which Fellows Institute Grievance Procedures:

Fellows can institute grievance procedures in either of the following situations: a) a challenge of the Training Committee's initial decision or b) a challenge of the Training Committee's decision of insufficient improvement.

- A. If the fellow wishes to challenge the action taken by the Training Committee, s/he must request an appeal in writing to the Training Director, clarifying the grounds for the challenge, within five working days of receipt of the Training Committee's decision.
- B. Within five days of the request for an appeal, the Training Director will convene a three-member Grievance Panel consisting of the Director of the W360, another supervisor designate appointed by the Training Director, and a W360 member selected by the fellow.
- C. The fellow and her/his supervisor or involved W360 members will be notified that a special review meeting will be held.
- D. A grievance hearing is conducted, chaired by the Director of W360, in which the challenge is heard. The Grievance Panel may request personal interviews and/or written statements from individuals as it deems appropriate. The fellow may submit any materials they believe to be appropriate, may request a personal interview, and/or may request the Panel interview other individuals who might have relevant information. The supervisor or W360 members involved will also be afforded the same privilege.
- E. Within five working days of the completion of the appeal hearing, the W360 Director will communicate a summary of the Panel's findings and any recommendations for further action to the fellow or W360 member. The Panel may choose to sustain any previous actions taken or may implement a new course of action as it deems necessary. The decision of the Grievance Panel is final.
- F. Once a decision has been made, the fellow, licensing board and other appropriate individuals are informed in writing of the action taken.

Grievance Procedure Concerning Conflict with a Staff Member:

The W360 members strives to create a warm and collegial working environment for all staff members. One component of this effort involves dealing with conflict in an open, direct, and timely fashion. We strongly recommend that when a conflict occurs, W360 members approach each other directly to resolve the conflict. Thus, if a fellow has a conflict with a staff member, which includes fellow fellows, or concerns regarding a staff member's behavior, the best course of action is to discuss it directly with that staff member. However, the training staff acknowledges that the power differential between fellows and supervising staff can make this process difficult and anxiety provoking for the fellow. In those situations where the fellow feels that their needs consultation and support in order to deal with the conflict, the following steps are recommended:

1. If the conflict is with a staff member other than the fellow's primary supervisor, the fellow should consult with his/her/their primary supervisor.
2. If the conflict is with the fellow's primary supervisor, the fellow should seek out the Training Director.
3. In the event that the conflict is with the Training Director, a fellow may discuss the issue with an external supervisor consultant, Dr. Kevin Lambert.
4. The supervisor or Training Director may facilitate a meeting between the fellow and the involved party.

In those rare instances where informal means are unsuccessful in rectifying the issue, the Training Director is the final arbiter; if the Training Director is involved in the conflict, the external supervisor consultant will be the final arbiter.

In the case of legal or harassment concerns, the fellow is entitled to pursue reporting procedures of the Texas State Board of Psychology www.tsbep.state.tx.us/.

FUNDING

Compensation is a percentage of the revenue that is collected for clinical services provided by the Fellow. The current compensation rate for Fellows is 55% of revenues collected for an independent contractor contract or 50/50 split for W2 contract.

Compensation is competitive and on par with stipends provided by APPIC member training programs in the Dallas-Fort Worth-Arlington, Texas geographic region. For instance, W360 fellows for the last 3 years on average have earned over \$50,000.

W360 BIANNUAL FELLOW EVALUATION FORM

Postdoctoral Fellow Name: _____

Evaluation Period (Circle One): September – March March – September

Supervisor's Name: _____ Date of Evaluation: _____

Competency Ratings:

- 5: Highly proficient; Can teach this skill and be a role model
- 4: Proficient and autonomous; Consistently uses this skill independently
- 3: Satisfactorily proficient; Uses this skill effectively most of the time; Continues to benefit from supervision on this skill
- 2: Minimal proficiency; Requires some improvement
- 1: No proficiency; Serious problem in performance
- N/A: Not able to be assessed by the rater

PROFESSIONALISM

1	2	3	4	5	N/ A
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Demeanor & Conduct

1. Complies with W360'S dress code

1	2	3	4	5	N/ A
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2. Actively participates in scheduled meetings with clients, colleagues, and supervisor(s)

1	2	3	4	5	N/ A
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3. Is on time for all scheduled meetings with clients, colleagues, and supervisor(s)

1	2	3	4	5	N/ A
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4. Establishes and maintains effective professional relationships with co-workers

1	2	3	4	5	N/ A
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5. Establishes and maintains appropriate boundaries with co-workers and members of the W360 community

1	2	3	4	5	N/ A
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6. Establishes and maintains appropriate boundaries with clients

1	2	3	4	5	N/ A
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7. Demonstrates time management skills
Comments:

Ethics

1	2	3	4	5	N/ A
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1. Demonstrates working knowledge of the APA ethical guidelines

1	2	3	4	5	N/ A
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2. Demonstrates working knowledge of HIPAA and Texas laws governing professional practice (e.g., WIC 5150)

1	2	3	4	5	N/ A
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3. Practices within established level of competence

1	2	3	4	5	N/ A
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4. Demonstrates the ability to recognize potential ethical dilemmas with colleagues

1	2	3	4	5	N/ A
---	---	---	---	---	---------

5. Demonstrates the ability to recognize potential ethical dilemmas with clients

1	2	3	4	5	N/ A
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6. Establishes appropriate boundaries with clients

1	2	3	4	5	N/ A
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7. Maintains appropriate boundaries with clients

1	2	3	4	5	N/ A
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8. Demonstrates an understanding of when consultation is necessary

1	2	3	4	5	N/ A
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9. Provides appropriate referral(s), when necessary

1	2	3	4	5	N/ A
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10. Demonstrates knowledge of scientific literature relevant to clinical work with clients

1	2	3	4	5	N/ A
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11. Applies knowledge from the scientific literature to the practice of clinical work with clients

Comments:

1	2	3	4	5	N/ A
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Supervision

1. Maintains appropriate boundaries with supervisor(s)

1	2	3	4	5	N/ A
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2. Demonstrates willingness to discuss clinical material in supervision

1	2	3	4	5	N/ A
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3. Demonstrates familiarity with assigned readings through active discussion in meetings, seminars, and supervision

1	2	3	4	5	N/ A
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4. Presents cases in an effective and appropriate manner

1	2	3	4	5	N/ A
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5. Demonstrates openness to feedback from supervision

6. Demonstrates the ability to utilize supervision and consultation effectively

1	2	3	4	5	N/ A
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Comments:

Professional Development

1	2	3	4	5	N/ A
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1. Demonstrates awareness of strengths as a clinician

1	2	3	4	5	N/ A
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2. Demonstrates awareness of areas for growth as a clinician

1	2	3	4	5	N/ A
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3. Maintains an appropriate balance between professional and personal life to prevent burnout

1	2	3	4	5	N/ A
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4. Demonstrates knowledge of how to pursue completion of all supervised hours required for licensure

1	2	3	4	5	N/ A
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5. Has completed all forms required for licensure in the desired jurisdiction(s)

Comments:

CLINICAL COMPETENCE

Administrative Skills

1	2	3	4	5	N/ A
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1. Demonstrates the ability to utilize W360's electronic record-keeping system

1	2	3	4	5	N/ A
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2. Prepares case notes and assessment reports in a timely manner

1	2	3	4	5	N/ A
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3. Consistently and appropriately prepares case notes

Comments:

Clinical Evaluation

1	2	3	4	5	N/ A
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1. Gathers all relevant information during intake sessions

1	2	3	4	5	N/ A
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2. Demonstrates the ability to critically evaluate information gathered during intake sessions in an efficient manner

1	2	3	4	5	N/ A
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3. Provides appropriate DSM diagnosis/es, when necessary

1	2	3	4	5	N/ A
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4. Conceptualizes cases appropriately

1	2	3	4	5	N/ A
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5. Demonstrates flexibility in case conceptualization and modifies as necessary throughout treatment

Comments:

Therapeutic Skills

1	2	3	4	5	N/ A
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1. Establishes rapport with clients

1	2	3	4	5	N/ A
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2. Demonstrates empathy for clients

1	2	3	4	5	N/ A
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3. Appropriately confronts clients, when necessary

1	2	3	4	5	N/ A
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4. Establishes effective and relevant treatment plans

1	2	3	4	5	N/ A
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5. Works collaboratively with the client to establish goals for therapy

1	2	3	4	5	N/ A
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6. Modifies treatment plan as necessary during the course of treatment

1	2	3	4	5	N/ A
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7. Effectively links theory with intervention(s) used

1	2	3	4	5	N/ A
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8. Demonstrates ability to utilize time-limited approaches

1	2	3	4	5	N/ A
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9. Demonstrates ability to work effectively with long-term clients

1	2	3	4	5	N/ A
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10. Demonstrates flexibility in theoretical orientation, based on the needs of the client

11. Demonstrates flexibility in the interventions used,

1	2	3	4	5	N/ A
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based on the needs of the client

1	2	3	4	5	N/ A
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12. Demonstrates the ability to assess client readiness for termination

1	2	3	4	5	N/ A
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13. Demonstrates the ability to manage termination issues with clients

1	2	3	4	5	N/ A
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14. Attends to and manages countertransference

1	2	3	4	5	N/ A
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15. Demonstrates awareness of personal style and the use of self in providing psychological services

Comments:

Crisis Intervention

1	2	3	4	5	N/ A
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1. Appropriately recognizes urgent/emergency situations

1	2	3	4	5	N/ A
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2. Appropriately recognizes when a client is a Danger to Self, Danger to Other(s), or when there is evidence of child/dependent adult/elder abuse

1	2	3	4	5	N/ A
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3. Appropriately and efficiently evaluates the client's mental status in urgent/emergency situations

1	2	3	4	5	N/ A
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4. Maintains appropriate judgment in urgent/emergency situations

5. Provides interventions that are appropriate and

1	2	3	4	5	N/ A
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based on the nature of the urgent/emergency situation

1	2	3	4	5	N/ A
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6. Provides appropriate referral(s) in urgent/emergency situations

1	2	3	4	5	N/ A
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7. Consults appropriately with supervising staff in urgent/emergency situations

1	2	3	4	5	N/ A
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8. Recognizes limits of competence in urgent/emergency situations

1	2	3	4	5	N/ A
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9. Seeks consultation when needed in urgent/emergency situations

Comments:

Group Psychotherapy

1	2	3	4	5	N/ A
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1. Demonstrates the ability to identify clients who may benefit from group therapy

1	2	3	4	5	N/ A
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2. Demonstrates the ability to effectively compose a group

1	2	3	4	5	N/ A
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3. Demonstrates understanding of the stages of group development

1	2	3	4	5	N/ A
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4. Makes appropriate interventions at the individual and group level

1	2	3	4	5	N/ A
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5. Works effectively with group co-leader

1	2	3	4	5	N/ A
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6. Processes interactions with group co-leader in a constructive manner

Comments:

Outreach/Consultation

1	2	3	4	5	N/ A
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1. Responds appropriately and efficiently to requests for consultation from staff

1	2	3	4	5	N/ A
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2. Demonstrates the ability to plan outreach/consultation activities based on need in the community

1	2	3	4	5	N/ A
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3. Demonstrates the ability to deliver outreach/consultation activities that are appropriate to the target audience

Comments:

Multicultural Competence

Awareness

1	2	3	4	5	N/ A
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1. Demonstrates the ability to articulate own cultural identity/ies

1	2	3	4	5	N/ A
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2. Demonstrates the ability to articulate how own background has affected identity development, including oppression and privilege(s)

1	2	3	4	5	N/ A
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3. Demonstrates the ability to articulate own perspective(s) and bias(es)

Comments:

Knowledge

1	2	3	4	5	N/ A
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1. Demonstrates openness and willingness to obtain working knowledge about a variety of cultural groups

1	2	3	4	5	N/ A
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2. Demonstrates the ability to use appropriate language when referring to people of various cultural backgrounds

1	2	3	4	5	N/ A
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3. Demonstrates working knowledge of the social, economic and political factors impacting the lives of persons of various cultural groups

1	2	3	4	5	N/ A
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4. Demonstrates working knowledge of the impact of privilege, prejudice, and discrimination on a client's functioning

5. Demonstrates working knowledge of the impact of a

1	2	3	4	5	N/ A
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variety of cultural factors that may influence assessment, diagnosis, and treatment (e.g., beliefs about counseling; expectations of the therapeutic relationship)

Comments:

Skills

1	2	3	4	5	N/ A
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1. Demonstrates the ability to communicate effectively and appropriately with clients of all cultural backgrounds, including use of an interpreter when necessary

1	2	3	4	5	N/ A
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2. Demonstrates the ability to develop and maintain rapport with clients from a variety of cultural backgrounds

1	2	3	4	5	N/ A
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3. Demonstrates the ability to be flexible when working with clients from a variety of cultural groups

1	2	3	4	5	N/ A
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4. Demonstrates the ability to provide clinical services in a manner that is culturally appropriate

Comments:

SUMMARY OF POSTDOCTORAL FELLOW EVALUATION

Strengths

Areas of growth

Recommendations

WELLNESS 360'S POSTDOCTORAL FELLOWSHIP IN CLINICAL PSYCHOLOGY

Description for prospective fellows:

The goal of W360's postdoctoral fellowship is to provide a comprehensive one-year experience in providing individuals and couples psychotherapy in a private practice setting. The fellowship is uniquely positioned in a group practice of three licensed clinical/counseling psychologists. This setting provides the postdoctoral fellow with the opportunity for specialized training in individual and couples psychotherapy, as well as integrating a variety of treatment modalities, such as attachment therapy, cognitive behavioral therapy, and ecotherapy. Additionally, fellows receive monthly didactic training and consultation from a psychiatrist. Fellows receive ongoing and an integrated emphasis on multicultural issues and cultural humility. Interested fellows have the opportunity to engage in a supervision rotation, professional development/diversity workshops, and a stipend towards trauma training (e.g. Somatic, EMDR). W360 provides fellows the opportunity to work with adults, couples, and groups.

During consultation with the Training Director, a fellow will have the opportunity to choose which populations, modalities and assessments would best serve their training needs. At the beginning of the fellowship, the director and fellow meet to map out a plan for what kinds of patients, treatments, and assessments the fellow will utilize throughout their training experience. The training director ensures that the fellow receives training that is balanced between being comprehensive and intensive. W360 supervisors will meet weekly with the fellow for individual supervision and group case consultation.

GOALS AND OBJECTIVES OF THE FELLOWSHIP

The Fellowship consists of five primary training goals:

1. Proficiency in, Attachment theories and/or Cognitive Behavioral Therapy (CBT), competency in the provision of individual psychotherapy
2. Demonstration of professionalism
3. Comprehension and maintaining ethical standards
4. Demonstration of progress towards the completion of state board examinations and licensure
5. Adequately demonstrate competence in diversity issues

Training objectives toward the goal of proficiency in Attachment related theories and Cognitive Behavioral Therapy and competency in individual psychotherapy:

1. Demonstrate an ability to formulate and conceptualize a clinical case within an Attachment and/or Cognitive Behavioral frameworks
2. Conduct intake evaluations and formulate treatment plans that are congruent with Attachment and/or Cognitive Behavioral Theories
3. Conduct clinical interventions within Attachment and/or Cognitive Behavioral framework(s)
4. Formulate and present a clinical case presentation outlining the case from either Attachment or Cognitive Behavioral framework

5. Demonstrate an ability to write individual psychotherapy notes.

Training objectives toward the demonstration of professionalism:

1. Adequately accepts and performs tasks and seeks opportunities to enhance knowledge base
2. Presents self in a professional manner through composure, organization, and confidence
3. Demonstrates awareness of personal limitations
4. Demonstrates an ability to interact appropriately with clients, supervisors, and staff
5. Demonstrates sensitivity to the perceptions of others toward his/her/their behavior
6. Conforms to ethical principles in professional work and practice
7. Display competence to voice understanding of and engage in appropriate levels of self-care
8. Demonstrate an appropriate ability to identify, assess, and evaluate the degree to which his/her/their personal values and attitudes impact his/her/their clinical practice.

Demonstrate progress toward the goal of successful completion of state board examinations and licensure:

1. Passage of the Jurisprudence Examination and The Examination of the Professional Practice of Psychology (EPPP)
2. Obtain licensure as a Provisionally Licensed Psychologist
3. Fellows will meet all deadlines for submission of application materials to the Texas State Board of Examiners of Psychologists (TSBEP) for required exams and licensure

Demonstrate competence and cultural humility in diversity issues and individual differences:

1. Demonstrate competence in the practice of individual psychotherapy that is understanding of cultural and individual differences
2. Demonstrate competence in providing psychological assessment and diagnosis that considers client and individual differences (i.e., race, ethnicity, religion, sexual orientation, gender identity, size, immigration status, ability status, social economic status)
3. Ability to reflect how transference and countertransference issues may impact his/her/their interactions with clients, supervisors, and other professionals

Evaluations:

Fellows will be formally evaluated twice a year by their primary supervisor with input from the other supervisors who have observed the fellow's work.

Training Site and Resources:

Training takes place in the professional offices of Wellness 360, 1340 Prudential Drive, Suite A, Dallas, Texas 75235. Fellows are provided a dedicated office and have access to all common areas including waiting, group, conference, file, and kitchen areas. Additionally, fellows will have access to an onsite ecotherapy garden/food forest.

Administrative support and supplies include access to testing materials, software, printers, network, and office supplies.

Fellows will be assigned a primary licensed supervisor and have access to the other licensed staff supervisors throughout the fellowship. The fellow will have opportunities for consultation & supervision from additional licensed psychologists and a psychiatrist depending on the types of cases and assessments assigned.

Fellows will participate in a minimum of two hours of formal supervision with their primary supervisor each week, plus an additional two hours of other learning activities. Fellows will also participate in Mindful Monday programming which includes, 1.5 hours of group supervision a week during which, the fellow is expected to present case material and discuss cases presented by W360 colleagues. Mindful Mondays also includes didactic and experiential training in mind body approaches. Each fellow will have 0.5 hours a week to engage in additional learning activities.

Fellowship Eligibility Requirements:

Completion of all professional doctoral degree requirements in clinical or consulting psychology from a regionally accredited institution of higher education or an APA/CPA-accredited program and predoctoral fellowship meeting APPIC standards.

- Pre-doctoral fellowship must meet licensing requirements of the Texas State Board of Examiners of Psychologists.

Application Process:

The application deadline is **December 11 of each year**. Interviews take place during the months of January of each year. Formal offers for the position(s) are extended to applicants no later than February 15 at 9:00 AM of each year. Interested candidates should submit a letter explaining their interest in the Wellness 360 postdoctoral training position, letters of recommendation, and a current curriculum vita by mail or email to:

Jaya Mathew, Ph.D.
Training Director
Wellness 360
1340 Prudential Drive, Suite A
Dallas, Texas 75235
drjayamathew@wellness360dallas.com

Chosen candidates will be required to provide two letters of recommendation and graduate transcripts.

The 2nd Monday in September of each year is the preferred start date.

The Wellness 360 Fellowship Program meets the licensure requirements for postdoctoral supervised practice. Satisfactory completion of the W360 Fellowship Program meets the

postdoctoral supervised practice requirements for licensure set forth by the Texas State Board of Examiners of Psychologists (TSBEP): <https://www.tsbep.texas.gov>