



POSTDOCTORAL FELLOWSHIP

Pediatric Neuropsychology

APPCN Member Program

Training Director
Lana Harder, PhD, ABPP
lane.harder@childrens.com

PHILOSOPHY OF TRAINING PROGRAM

The Postdoctoral Fellowship in Pediatric Neuropsychology at Children's Health, Children's Medical Center of Dallas is a member of the Association of Postdoctoral Programs in Clinical Neuropsychology (www.appcn.org) and adheres to the Houston Conference standards and model for specialty training in clinical neuropsychology. Members of our faculty are involved in leadership and as delegates for the Minnesota Update Conference focused on updating training standards for the field. The fellowship provides advanced competence training in clinical neuropsychology focused on early childhood through early adulthood in a pediatric medical setting. The objective of the fellowship in Pediatric Neuropsychology is to provide training in culturally informed neuropsychological evaluation of children and adolescents with a wide range of medical conditions that impact the central nervous system. Fellows are trained as practitioner-scholars through a focus on direct clinical care and evidence-based practice. These skills are developed through individual assessment and multidisciplinary experiences in assessment and consultation. Individual and group supervision follows a developmental model. Multicultural competence and ethical practice are integral components of all areas of training. The fellowship is designed to provide trainees with the experience required for state licensure and to meet the American Board of Clinical Neuropsychology (ABCN) certification eligibility requirements for the American Board of Professional Psychology (ABPP) Diploma in Clinical Neuropsychology, as well as the ABPP Subspecialty Diploma in Pediatric Neuropsychology.

TRAINING MODEL

The training model of the program, **a practitioner-scholar model**, emphasizes clinical competence, the ability to be an effective consumer of research, and the ability to apply knowledge of research to clinical work, which are all key aspects of the training program at Children's. The training at Children's offers a depth and breadth of clinical opportunities. Trainees are expected to learn to incorporate scholarship fluidly with their clinical work.

CLINICAL TRAINING OPPORTUNITIES

The training emphasis is clinical, comprising most of the fellow's time (approximately 75%), with the remainder of time focused on didactic and research activities. The fellow will conduct approximately two evaluations per week supervised by rotating faculty. Evaluations are completed with a wide range of patient populations including, but not limited to, epilepsy, cancer, hydrocephalus, neurofibromatosis, acquired brain injury (e.g., stroke, TBI, etc.), solid organ transplant, neurodevelopmental conditions (e.g., cerebral palsy, autism, attention deficit hyperactivity disorder, specific learning disorder, etc.), and genetic syndromes. The majority of clinical experiences are provided in outpatient settings, with inpatient evaluation experiences (i.e., rehabilitation, EMU) available as well. Children's also offers a unique training opportunity in the neuropsychological assessment of *bilingual* (Spanish-English) pediatric patients for interested bilingual and monolingual fellows (see additional information below).

In addition to two weekly outpatient cases focused primarily on neurologically relevant medical populations, the fellow will provide weekly consultative services in the Children's Neuro-Oncology and Neurofibromatosis clinics (Year 1), as well as the Acquired Brain Injury clinic (Year 2). Depending on interest, additional clinical training experiences may be available in multi-disciplinary programs dedicated to epilepsy surgery, cardiology, demyelinating disorders, rehabilitation, functional neurological disorders, and concussion.

OPPORTUNITIES RELATED TO CULTURAL RESPECT, EQUITY, JUSTICE, & INCLUSION

Children's is the largest pediatric healthcare provider in North Texas, serving patients from a geographically large catchment area including urban and rural communities throughout Texas and surrounding states. During their training, fellows work with patients who are diverse in age, diagnosis, functioning, family structure, socioeconomic status, religious and cultural background, gender identity and expression, and sexual orientation.

Providing an inclusive environment for fellows with diverse identities is a priority of the fellowship program, as is developing a psychology workforce that reflects and represents the patients we serve. Training at Children's offers postdoctoral fellows rich and varied training in cultural and individual diversity, grounded in a Cultural Humility framework. Developing advanced skill in applying knowledge of individual and cultural diversity within clinical and interprofessional work as well as professional self-reflection is a program competency; individual supervision and other learning activities support fellows' growth in this area. Diversity topics are a focus of group supervision and postdoc seminar, and diversity roundtable discussions in these forums allow for in-depth exploration of these topics and how they come up in fellows' professional activities.

The following diversity-related activities are also accessible to fellows at Children's:

- Membership and participation in the hospital's various collaborative employee work groups committed to fostering an equitable and inclusive workplace. Examples include Health Equity, Diversity, and Inclusion Commission (HEDIC); Participation, Respect, Inclusion, Diversity, and Equality (PRIDE); Build, Lead and Learn, Advocate, and Collaborate (BLAC); Veterans Empowerment Team (VET); Hispanic/Latinx Organization of Leaders in Action (HOLA); Abilities Beyond Limited Expectations (ABLE); and Women Empowering Women (WEW).
- Bilingual (Spanish) individual supervision
- Collaboration and mentorship with the Mental Health Disparities Scholar, a first-year graduate student in clinical psychology completing research and clinical work at Children's
- Mentorship of undergraduate students through departmental program aimed at increasing professional exposure/experience for students from underrepresented backgrounds interested in a career in psychology
- Participation in the Diversity Club offered through the University of Texas Southwestern (UTSW) Clinical Psychology doctoral program

Children's offers the unique opportunity to gain *specialized training in Spanish-bilingual neuropsychological assessment*. Given the large Spanish-bilingual patient population served within our region, interested fellows will have the opportunity to assess children and adolescents with a wide-range of complex medical conditions under the supervision of one of our qualified Spanish-bilingual neuropsychologists. Fellows will have the opportunity to obtain training in the selection, administration, and interpretation of Spanish-bilingual measures within the context of each patient's unique sociocultural, linguistic, and academic histories. Because students in Texas have access to bilingual educational programs, fellows will learn how to determine language dominance and make accurate diagnostic decisions when cognitive and academic data are obtained in both languages. This specialized training is tailored to meet the individual needs of bilingual and English-monolingual trainees. For monolingual trainees, this opportunity focuses on learning how to serve Spanish-bilingual patients in an ethical manner should there be no access to a bilingual neuropsychologist in their future practice.

SUPERVISION

Fellows receive at least two hours of individual supervision weekly (from two different supervisors) and additional time focused on structured learning (e.g., group supervision, didactics, postdoctoral fellow seminar). Fellows have at least two neuropsychology supervisors during each training year. Fellows are also provided with a mentor to support them with professional development.

The training program provides fellows with umbrella supervision and co-supervision experience through a range of activities. Fellows take turns facilitating group supervision throughout the year with support from a licensed supervisor; most years, each fellow facilitates 3-4 group supervision sessions. Fellows may also have opportunities to provide umbrella supervision to interns and/or practicum students who are training in the same concentration or clinical program. As part of a large academic medical center, Children's is a clinical site for medical students, residents, fellows in pediatric subspecialty programs, as well as students from a variety of other health professions; postdoctoral fellows may be able to collaborate on didactic presentations and other teaching and supervision opportunities with multidisciplinary trainees.

DIDACTICS, ROUNDS, & OTHER LEARNING OPPORTUNITIES

Neuropsychology fellows will be part of a larger cohort of psychology and neuropsychology trainees and will attend weekly didactics and many other training opportunities together as a cohesive group. Educational training experiences include weekly neuropsychology didactics (e.g., Neuropsychology Seminar and 2-year ABPP/ABCN Written Exam preparation course), as well as weekly seminars focused on professional development, group supervision, and didactics on various topics offered through the broader Children's Postdoctoral Program in Child Clinical Psychology. Supplemental (optional) didactic opportunities are also offered across Children's and the UTSW Medical Center.

Departmental Opportunities

Psychological Services Didactics*
Psychological Services Group Supervision*
Postdoctoral Seminar*
Neuropsychology Seminar*
ABCN/ABPP Written Exam Study Course*
ABCN/ABPP Fact Finding
Neuropsychology Case Consultation*
Research Seminar*
Psychological Services Monthly Meeting
Multi-level Supervision Process Group

UTSW/Children's

Brain Cutting
Tumor Board
Epilepsy Case Conference
Schwartz Rounds
Psychiatry Grand Rounds
Pediatric Grand Rounds
Psychology Didactic Series (UTSW
Psychology Division)
Cultural Diversity Club Meetings
Ethics Grand Rounds
Association of Neuropsychology Students in
Training (ANST) Didactic Series

**Required for all neuropsychology fellows. Other activities listed here are optional; concentration-specific activities may be part of the weekly schedule for some rotations.*

SCHOLARLY ACTIVITIES AND FELLOWSHIP PROJECT

While this fellowship is a clinically focused program, many faculty within the training program are engaged in and leading clinical research initiatives. Fellows have many opportunities to become involved in active research projects and receive mentorship in areas of research interest.

In order to provide applied experience in integration of science and practice in a clinically focused role, fellows will complete a fellowship project over the course of the fellowship. Appropriate fellowship projects may be in the areas of traditional clinical research, program development, program evaluation, or quality improvement. Fellows are encouraged to consider projects that could be highlighted in a job talk or interview as an example of a skill set that would be applicable in settings and/or positions aligned with their interests. Fellows present their projects to their peers and program faculty; submission of projects as conference presentations and/or manuscripts is also supported and encouraged.

MINIMAL LEVELS OF ACHIEVEMENT

During the two-year training period, postdoctoral fellows are expected to attain minimal levels of achievement necessary for completing fellowship. These minimal levels of achievement are based on evaluation items which are derived from aims and competencies of the training program.

At each evaluation time point, supervisors will rate fellows on competency items using the following scale:

- I - Is able to do independently
- MC - Is able to do with minimal consultation
- MS - Is able to do with moderate supervision
- SS - Is able to do with significant supervision
- N - Is not able to do
- N/A - Insufficient data to rate at this time

Supervisors will also provide a summary rating of fellows' skills in each of the following core competency areas as being "acceptable for this point in the training year" or "not acceptable for this point in the training year." In order to receive a summary rating of "acceptable for this point in the training year" for the final evaluation, fellows must demonstrate advanced competence at a level sufficient to receive ratings of all "I" or "MC" for each individual element of the respective core competency area.

- Ethical/Legal Standards
- Individual and Cultural Diversity
- Integration of Science and Practice/Research
- Professional Values, Attitudes, and Behaviors
- Communication and Interpersonal Skills
- Clinical Assessment
- Clinical Intervention
- Supervision and Mentorship
- Consultation and Interprofessional Skills
- Leadership
- Neuropsychology-Specific Competencies

If a fellow were to obtain a rating of "not acceptable for this point in the training year" on any of the core competency areas at the time of evaluation, the supervisor would work with the fellow and training director to initiate due process and develop a training plan to address the area(s) of deficit. Similarly, due process would be initiated if the fellow was otherwise not on track to receive ratings of "acceptable for this point in the training year" on all core competency areas for the final evaluation. The training plan would include a timeline indicating when to reevaluate the fellow's progress toward goals. To receive a certificate at the end of the training year, the fellow must achieve ratings of "acceptable for this point in the training year" on all core competency areas at their final evaluation time point, driven by ratings of "is able to do independently" or "is able to do with minimal consultation" for all corresponding competency elements.

Additionally, by the end of the training year it is expected that:

1. Due process policy was either not implemented for the fellow, or if implemented, the fellow responded to feedback and successfully remediated areas of skill deficit,
2. The fellow has completed 24 months of supervised, full-time work during postdoctoral fellowship, and
3. The fellow is prepared to apply for licensure as a psychologist (i.e., all requirements are completed for licensure once hours are accrued) and to apply for board certification in Clinical Neuropsychology through the American Board of Professional Psychology (ABPP)/American Board of Clinical Neuropsychology (ABCN) and ABPP subspecialty certification in Pediatric Neuropsychology.

FINANCIAL ASSISTANCE, SUPPORT SERVICES, AND BENEFITS

At A Glance



Educational allowance
of \$1,000



Relocation support
for >50 mile moves



Paid education
leave



Comprehensive health
and wellness benefits



Paid professional
liability coverage



Free onsite parking

SALARY AND BENEFITS

Salary for postdoctoral fellows at Children's is \$61,008/year for the 2024-2025 academic year. Other benefits and perks include the following:

- Fellows who are moving from more than 50 miles away are eligible for a one-time payment upon starting the program to support relocation expenses.
- Fellows accumulate paid time off (PTO) as Children's Hospital System of Texas (CHST) employees, earning 7.08 hours of PTO each pay period (every two weeks) to use for time off. Fellows begin with 24 hours of PTO available on their first day of work; additional PTO accrues beginning with the third pay period and can be used as soon as it is available.
- Access is provided to an educational allowance of up to \$1,000 to be used during the training year.
- Fellows are provided 5 paid education/professional days during each fellowship year that are not deducted from regular PTO, with the option for an additional 5 days for approved conferences or trainings. These education/professional days may be used toward conference attendance, taking and/or studying for the EPPP and other licensing exams, and interviewing for jobs. Fellows who are employed at Children's for a full calendar year will be compensated for any unused PTO in a lump sum.
- Children's also provides professional liability insurance at no cost to fellows.

As Children's employees, fellows have access to a robust and industry-leading benefits package, which includes medical, vision, and dental insurance, short- and long-term disability coverage, basic life insurance with options for additional coverage, and paid parental, caregiver, and bereavement leave. An overview of these programs can be found [here](#).

FACILITIES

Clinical care and training activities take place at the flagship hospital campus in Dallas (Children's Medical Center Dallas), the hospital campus in Plano (Children's Medical Center Plano, approximately 20 miles north of Dallas), and outpatient buildings near the hospital locations. Fellows primarily provide services in outpatient settings, but there are also opportunities available in the inpatient setting. All fellows attend weekly didactics, group supervision, and postdoctoral seminar together on the Dallas campus and occasionally on the Plano campus.

All facilities are accessible and ADA-compliant. Fellows have access to free parking at all locations. Uniformed hospital security officers are on-site 24/7 at both campus locations. Children's provides all staff with access to LiveSafe, a mobile safety app that can be used to connect directly to Security, use location sharing in an emergency, and quickly access important phone numbers and information about safety-related events.

WORKSPACE AND ADMINISTRATIVE SUPPORT

Fellows are provided with a dedicated workspace, individual computers and phone lines, and private patient care space that can be reserved as needed (if the fellow's assigned office is not in a patient care area). Resources and materials for assessment, including access to computerized assessment tools (e.g., Q interactive), are also provided. Children's uses an electronic medical records system.

Psychological Services has access to support staff who help schedule appointments, verify insurance benefits, process professional liability coverage, and reserve meeting rooms within the hospital. Support staff are also available to ensure that required training and orientations are scheduled, documented, and filed at the appropriate times during the training year.

LICENSURE AND EPPP PREPARATION

Passing the EPPP and being license-eligible is a key goal of the fellowship program and a requirement for successful program completion. In addition to the professional days described above, fellows receive additional support for licensure and EPPP preparation. Postdoc seminars for psychology and neuropsychology fellows provide education about the recommended timeline for the licensure process and details about the licensure process in Texas. Seminar topics also include strategies for preparing for the EPPP, as well as EPPP review sessions.

CONFERENCE ATTENDANCE

Funding may be available for partial support of fellows' conference attendance, particularly if they will be presenting scholarly work completed while at Children's. Fellows are able to use

paid education days for conference attendance rather than using Paid Time Off (PTO). To request funding to attend a conference, fellows must be in good standing.

SUPPORT SERVICES

As CHST employees, fellows have access to benefits including the following:

- Free parking, with covered parking in some locations
- Dependent care support
- Subsidy for dependent care costs
- Discount at hospital dining facilities
- Employee Assistance Program
- Fitness subsidy to offset gym membership fees and other wellness expenses
- Occupational Health
- Free flu shots and TB testing annually
- On-site or mobile virtual physician visit
- Access to employee discount program
- Pet insurance
- Safe@Work (financial protection for work-related injuries)

APPLICATION AND SELECTION

INTERNSHIP AND ACADEMIC PREPARATION REQUIREMENTS

Qualified applicants will have completed a doctoral degree in an APA/CPA-accredited clinical, school, or counseling psychology program. Completion of an APA/CPA-accredited pre-doctoral internship is also required. Candidates should have extensive experience working with children and adolescents and experience in neuropsychological assessment. The doctoral degree must be conferred by September of the year the applicant would begin fellowship training.

APPLICATION

Although we have two tracks, we are only recruiting for the Pediatric Neuropsychology emphasis track (Match Number 8521) for the 2024-2026 fellowship recruitment cycle. Applicants for the fellowship are asked to submit the following. Please do not submit additional materials beyond what is listed below:

1. Letter of interest describing relevant training, work experience, and goals for fellowship. This letter should be no more than two pages single-spaced.
2. One copy of a current CV.
3. Official doctoral degree graduate school transcript, which may be sent electronically or by mail from the academic institution to Lana Harder, PhD, ABPP, 1935 Medical District

Drive, F5.11 Dallas, Texas 75235. Please make sure that the link to access electronic transcript(s) does not expire before the application deadline.

4. Two sample neuropsychological evaluation reports with all identifying patient information removed. It is preferred that both reports are pediatric cases.
5. Three letters of recommendation. Please note, letters must be sent directly from the letter writers via email to npfellowship@childrens.com.
6. Doctoral training verification form from APPCN website for candidates who have not completed the doctoral degree at the time of application.

Deadline for receipt of all materials is **January 3rd**. Please send application materials and/or any questions by email to Lana Harder, PhD, ABPP at npfellowship@childrens.com

Interviews are arranged following review of applications. All interviews will be held virtually.

The Children's Postdoctoral Fellowship Program is a participant of the APPCN Resident Matching Program conducted by National Matching Services (NMS), Inc. Details regarding the matching process can be obtained at the APPCN website (<http://www.appcn.org>).

SELECTION PROCESS

Applications are initially reviewed by the fellowship faculty. Multiple sources of information, including academic preparation, clinical experience, future career goals, letters of recommendation, and progress toward satisfactory completion of the graduate program's requirements for licensure, are considered. An emphasis is placed on finding applicants who represent a good fit with the program; therefore, background experience and clear demonstration of interest in the type of training offered at Children's are emphasized throughout the selection process, as is the ability of the fellowship program to support the applicant in attaining their stated goals. Applicants whose previous experiences and career goals are well matched with the postdoctoral training program at Children's are invited to participate in a virtual interview. After completion of interviews with training faculty, applicants will be ranked, and the rank list will be entered into the NMS system.

NON-DISCRIMINATORY HIRING, SELECTION, AND EMPLOYMENT

(from CHST Policy 1.02, Equal Employment Opportunity)

The success of CHST and its affiliates (collectively, Children's HealthSM) is dependent on the talents of individuals with different experiences, strengths, cultures, and perspectives. As an equal opportunity employer, Children's Health does not discriminate against employees or applicants because of race, color, religion, sex, gender identity or expression, sexual orientation, age, national origin, military status, disability, or genetic information. This applies to all aspects of the employer-employee relationship including but not limited to recruitment, hiring, promotion, transfer, pay, training, discipline, reduction in staff, termination, employee benefits, and activities.

BACKGROUND SCREENING

(from CHST Policy 9.09, Background Screening)

Children's Medical Center is committed to providing a safe environment for its patients and their families, visitors, and its employees. In order to achieve this objective, background screenings are performed on all employees upon hire and annually thereafter. Background screening includes information about convictions and pending convictions and is conducted upon hire and annually thereafter. Pre-employment drug testing is also conducted. Passing the background screening and drug testing is a condition of employment.

NEUROPSYCHOLOGY FACULTY

All faculty practice in our Dallas locations unless otherwise indicated for Plano locations.

Veronica Bordes Edgar, Ph.D., ABPP (UTSW)

- Bilingual (Spanish) Neuropsychology, Developmental Behavioral Pediatrics

Angela Canas, Ph.D., ABPP, NCSP

- Bilingual (Spanish) Neuropsychology, Neurofibromatosis, Concussion, Heart Center

Jordan Constance, Ph.D., ABPP

- Inpatient Rehabilitation, Acquired Brain Injury

Candace Genest, Ph.D., ABPP

- Neuropsychology Plano, Early Childhood Assessment

Lana Harder, Ph.D., ABPP

- Pediatric Demyelinating Disorders, Training Director

Erin Kennedy, Psy.D.

- Epilepsy, Epilepsy Monitoring Unit

Beatriz (Tish) MacDonald Wer, Ph.D. (UTSW)

- Bilingual (Spanish) Neuropsychology, Developmental Behavioral Pediatrics

Joy Neumann, Psy.D.

- Bilingual (Spanish) Neuropsychology, Epilepsy Monitoring Unit

Erica Pollock, Ph.D., NCSP

- Outpatient Rehabilitation, Acquired Brain Injury

Eman Rettig, Psy.D.

- Center for Cancer and Blood Disorders

Marsha Siebenmorgen, Ph.D.

- Neuropsychology Plano, Center for Cancer and Blood Disorders, Concussion, Heart Center

Andrea Wahlberg, Ph.D., NCSP

- Neuropsychology Plano, Center for Cancer and Blood Disorders, Epilepsy Monitoring Unit

Alison Wilkinson-Smith, Ph.D., ABPP

- Functional Neurological Disorders, Autoimmune Encephalitis, Therapeutic Assessment

CURRENT FELLOWS

Jenna Schwartz, Ph.D.
Karen Dorsman, Ph.D. (UTSW)

Natalie Escalante, Psy.D.
Eva del Valle Martínez, Psy.D.

PREVIOUS FELLOWS

Alyssa Zwicker Choate, Ph.D.
Erin Kennedy, Psy.D.
Leanne Mendoza, Psy.D.
Kayleen Ball, Psy.D.
Kristin Crocfer, Psy.D.
Daniel Horton, Ph.D., ABPP

Andrea Wahlberg, Ph.D., NCSP
Joy Neumann, Psy.D.
Alice Ann Holland, Ph.D., ABPP
Robb Matthews, Ph.D.
Brienne Butcher, Ph.D.
Liz Begyn, Ph.D., ABPP

PROGRAM POLICIES AND PROCEDURES

DURATION OF PROGRAM

The fellowship training program in pediatric neuropsychology is 24 months in duration.

PERFORMANCE EVALUATION, FEEDBACK, AND ADVISEMENT

PERFORMANCE EVALUATION: Multiple types of evaluations occur during the two-year training to ensure that fellows are: 1) making adequate progress toward demonstrating core competencies at the independent level or with minimal consultation, 2) identifying their own areas for growth and working with supervisors to obtain experiences that enhance their growth, 3) able to provide feedback about the training program (e.g., supervision, the program as a whole). In addition to these more formal, structured opportunities to provide feedback, we also welcome and encourage less formal, ongoing, bidirectional feedback between fellows and supervisors, as well as fellows and training program leadership. Providing constructive, professional feedback in the context of an ongoing working relationship is an important competency for practicing neuropsychologists, and we support fellows in developing increasing comfort and skill in this area.

Written evaluations are completed at the following times each year:

September: Fellow-Self Evaluation

December: Fellow-Self Evaluation, Evaluation of Fellow (by Supervisors), Evaluation of Supervisor

April: Fellow-Self Evaluation, Evaluation of Fellow (by Supervisors), Evaluation of Supervisor

August: Fellow-Self Evaluation, Evaluation of Fellow (by Supervisors), Evaluation of Supervisor, Evaluation of Training Program

Monthly throughout year: Monthly check-in survey

After a supervisor completes the evaluation of fellow, the supervisor and fellow will review the evaluation together. The supervisor will provide constructive feedback about the fellow's progress, areas of strength, and areas identified as needing growth. Together the supervisor and fellow will discuss a plan for strategies that will help fellow reach identified goals and make edits to the training plan as needed.

FEEDBACK AND ADVISEMENT: Constructive feedback is a natural part of the supervision process and is used to facilitate development, with the fellow's training and professional goals in mind. Fellows are encouraged to approach supervisory feedback as an opportunity to enhance their skills, expand their knowledge base, and progress towards attainment of advanced competencies. Fellows and supervisors are encouraged to discuss preferred feedback styles early in the supervisory relationship to allow for optimal communication of feedback.

Should concerns about a fellow's progress arise between evaluations, the supervisor will discuss these with the fellow to communicate areas of needed growth in a timely manner, ensure mutual understanding of expectations, and allow the fellow adequate time and support to address concerns.

RETENTION AND TERMINATION: Progress that is consistently significantly below expectation for level of training or egregious behavior that interferes with professionalism or clinical responsibility may be grounds for dismissal from the training program.

The program's Due Process policy and procedures outlines the steps that would be taken by the training program in these situations. CHST's Separation Process policy outlines steps related to termination.

DUE PROCESS POLICY

PSYCHIATRY DEPARTMENT POLICY

Title: Due Process for Post-Doctoral Fellows – Pre-Doctoral Interns Policy No: PY 1.11

Originator: Psychiatry

POLICY STATEMENT:

Children's Health System of Texas and its affiliates (collectively, Children's HealthSM) will provide guidelines for addressing concerning behaviors and difficulties meeting training expectations for post-doctoral fellows, pre-doctoral interns, and graduate students (collectively, trainees) in Psychiatry and Behavioral Health.

DEFINITIONS:

None

PROCEDURE:

- A. Participation in Children's Health training programs by trainees is contingent upon adherence to all hospital policies, as well as all applicable sponsoring institution and individual training program requirements.
- B. The performance of trainees will be formally assessed and documented during the training year. Ongoing (day-to-day) performance will also be monitored closely by individual supervisors and the Training Steering Committee. Behaviors and performance deficits that will be monitored including the following:
 - Inability to acquire professional skills in order to reach an acceptable level of competency;
 - Inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
 - Unprofessional and/or unethical behavior;
 - Inability to control personal stress and/or excessive emotional reactions which interfere with professional functioning;
 - Criminal conviction.
- C. Problems in the above or related areas will be identified and a strategy developed to address the problematic behavior or performance deficit.
- D. A supervisor who has significant concerns about a trainee's performance or behavior that do not improve within a reasonable and prescribed time frame after being discussed with the trainee will, in collaboration with the Human Resources consultant and the Training Director, develop a written improvement plan for the trainee, incorporating the primary supervisor's concerns as well as the input of other psychologists who supervise the trainee. The goal of this written improvement plan will be to provide an opportunity for the trainee's performance or behavior deficits to be remediated.
- E. When a written plan has been developed, the Human Resources consultant, the trainee, and the Training Director will reconvene at an agreed-upon time to review the trainee's progress according to the written improvement plan since the initial meeting. A follow-up plan will be established, which may include:
 - A recommendation that the trainee return to regular clinical work with normal levels of supervision;
 - Additional opportunity for the trainee to demonstrate further improvement in the areas of concern under additional supervision and other supports/requirements as appropriate;
 - A recommendation that the concerns be discussed with the Chief Psychologist to determine whether it is appropriate for the trainee to complete or be dismissed from the training program.
- F. Trainees may appeal decisions made by their supervisor by submitting their concerns to either the Training Director, Chief Psychologist or Neuropsychologist, and finally, to Human Resources.
- G. All or any of trainees' permission to participate in a Children's Health training program may be restricted if their conduct may result in imminent danger to the health or safety of any individual, or if they violate any hospital policy. Any of the following

people have the authority to restrict permission to participate in or continue training and patient care activities:

- SVP Behavioral Health
- Chief Psychologist or Neuropsychologist

In this case, the trainee shall not be allowed to participate in Children's Health training or patient care activity unless or until the Senior Vice President or designee (see above) accepts the recommendation of the training program regarding an action plan to appropriately address the issue.

- H. The Children's Health Human Resources Department shall work in collaboration with the trainee's primary supervisor(s), the Training Director, and the Sponsoring Institution, if applicable, to address incidents that may arise that require formal review or restriction of participation in a training program.

CHILDREN'S GRIEVANCE POLICY

PSYCHIATRY DEPARTMENT POLICY

Title: Grievance Process for Psychological Services Training Policy No: PY 1.12

Originator: Psychiatry

POLICY STATEMENT:

Children's Health System of Texas and its affiliates (collectively, Children's HealthSM) will provide a process for post-doctoral fellows, pre-doctoral interns, and graduate students (collectively, trainees) as well as training faculty and staff to resolve concerns or disputes that arise during training in Psychiatry and Behavioral Health.

DEFINITIONS:

None

PROCEDURE:

- Trainees are expected to develop a working relationship with their supervisors, peers, and other staff that allows for open and honest communication. Open and honest communication will include being able to express concerns or disputes directly through face-to-face contact with the intention of developing a resolution strategy.
- At any time, trainees or staff with a concern or dispute may speak with a direct supervisor, and/or the Training Director, and/or the Chief Psychologist and/or a Human Resources consultant (for trainees who are also Children's Health employees) without retaliation. Psychology and Neuropsychology trainees may discuss concerns with the Training Director from the other program (i.e., Neuropsychology Training Director for

Psychology trainees; Psychology Training Director for Neuropsychology Trainees) for non-evaluative mentorship and informal consultation. However, this does not serve as a substitute for the process outlined in this policy to escalate and work towards resolution of concerns.

- C. Trainees and staff are encouraged to speak first with their supervisor(s) and then with others following the reporting structure at Children's Health. However, if trainees and staff do not feel comfortable following the reporting structure, they may express their concerns to any one of the individuals previously listed. Similarly, trainees and staff can appeal the decision made by their supervisor by expressing their concerns to the Training Director, Chief Psychologist or Neuropsychologist, and Human Resources without fear of retaliation. The program leadership will strive to ensure that trainees and staff who pursue concerns or disputes in good faith do not experience adverse personal or professional consequences.

GRIEVANCE PROCEDURAL GUIDELINES

When a fellow requests a meeting with a supervisor or Training Director to discuss a grievance, the fellow should request the meeting in writing and indicate that he or she would like to meet regarding concerns or problems with the training program. The supervisor, Training Director, or someone designated to fill in for one of these people (e.g., if either of these individuals is out of the office) will respond to the request within 5 business days of receipt of the request and offer possible times to meet with the fellow within 2 weeks of the receipt of the request. Similar to the procedural guidelines for the due process policy, extenuating circumstances will be accommodated as needed to make the process effective and response to the needs of the trainee and the training program.

ADDITIONAL POLICIES

Additional policies the training program and trainees are expected to follow can be found on the Policy Tracker tool on the CHST intranet.