

DESCRIPTION OF FPFS POSTDOCTORAL FELLOWSHIP POSITIONS

The Fuller School of Psychology & Marriage & Family Therapy (SOPMFT) Postdoctoral Fellowship Program aims to further develop the competency and professional growth of its fellows & prepare them for independent practice as a psychologist. Fellows will carry out their primary job duties at Fuller Psychological & Family Services (FPFS), the clinical training & community mental health outreach arm of Fuller SOPMFT. The Fellowship program offers two tracks, including (1) General Track; and (2) Assessment Track.

- The General Track is designed for individuals interested in providing psychotherapy to individuals (children, adolescents, & adults), couples, families, & groups & supervising the psychotherapy activities of practicum students accruing training hours at the clinic.
- The Assessment Track is designed for individuals interested in conducting psychological assessments & supervising the assessment & psychotherapy activities of practicum students accruing training hours at the clinic.

Both fellows will provide outreach to diverse student & community populations. Fellows may be asked to teach or assist in teaching one SOPMFT class as an Adjunct Professor. Fellows will participate in FPFS supervisor & management meetings & may be asked to lead projects that contribute to the growth of the clinic. The Postdoctoral Fellows will report to, & receive weekly supervision from, at least two licensed clinical psychologists employed by FPFS. This is a full-time 12 month, 2000-hour fellowship that will meet or exceed California state requirements for licensure as a Psychologist.

Essential Functions of Fellows:

In addition to providing psychotherapy or assessment services (based on desired Track), fellows will:

1. Supervise FPFS practicum students who provide psychotherapy or assessment services to a diverse population both via telehealth & in-person (upon the re-opening of the physical clinic).
2. Provide administrative support for "Practicum Zero" (the first-year training program in which students learn basic therapy skills by practicing on actor-clients).
3. Teach a Fuller SOPMFT class (as available; type and timing TBD).
4. Receive four hours of weekly supervision from at least two licensed clinical psychologists, including supervision-of-supervision for practicum students.
5. Opportunity to participate in weekly in-service training opportunities & lead an in-service training for student clinicians.
6. Contribute to the management of FPFS through participation in regular FPFS supervisor/staff meetings.
7. Engage in outreach efforts by connecting with local schools, non-profits, churches, & community organizations.

Knowledge, Skills, and Attributes Required:

- Must have completed all requirements for a PhD or PsyD degree in psychology prior to beginning postdoctoral training
- PhD or PsyD degree in psychology from an APA accredited program
- Commitment to clinical practice, training and supervision
- Excellent verbal and written communication skills
- Excellent organizational skills with attention to detail
- For Assessment Track Fellow: Proficient in administration, scoring, and interpretation of various personality assessment tests (i.e., Strong Interest Inventory, Personality Assessment Inventory, Sixteen Personality Factor Questionnaire, Minnesota Multiphasic Personality Inventory, Millon Clinical Multiaxial Inventory) and familiarity with projective tests (e.g., Thematic Apperception Test, Rorschach).

FPFS POSTDOCTORAL FELLOWSHIP PROGRAM GOALS AND OBJECTIVES

The expectation is that upon completion of the program, the postdoctoral fellow will be prepared to practice independently as a psychologist in the areas described below:

- **Goal 1:** Produce postdoctoral fellows who have strong professional identities as clinical psychologists, as evidenced in behavior and comportsment that reflect the values and attitudes of psychology.
 - Objective 1A: The postdoctoral fellow will participate in clinic leadership/management meetings.
 - Objective 1B: The postdoctoral fellow will receive four hours of supervision each week from licensed psychologists.
 - Objective 1C: The postdoctoral fellow will teach one class to Fuller SOPMFT students.
- **Goal 2:** Produce postdoctoral fellows who have sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.
 - Objective 2A: The postdoctoral fellow will be provided psychotherapy and/or assessment clients from various cultural, ethnic, and personal backgrounds.
 - Objective 2B: The postdoctoral fellow will receive didactic training and supervision in working with clients with diverse backgrounds and characteristics.
- **Goal 3:** Produce postdoctoral fellows who demonstrate awareness and application of ethical concepts and legal issues in their professional activities with individuals, groups, and organizations.
 - Objective 3A: Provide regular opportunities for postdoctoral fellows to discuss legal and ethical issues with licensed psychologists.

- Objective 3B: Postdoctoral fellows will train and teach practicum students on legal and ethical issues as supervisors on various clinical cases.
- **Goal 4:** Produce postdoctoral fellows who develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. In addition, provide opportunities for the postdoctoral fellow to produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated and which allow the postdoctoral fellow to demonstrate a thorough grasp of professional language and concepts.
 - Objective 4A: The postdoctoral fellows will be assigned an FPFS improvement project and present their results and recommendations to FPFS leadership.
 - Objective 4B: The postdoctoral fellows will engage in community outreach efforts by connecting with Fuller School of Theology and the Fuller School of Intercultural Studies, as well as local schools, non-profits, churches, & community organizations.
 - Objective 4C: The postdoctoral fellows will have the opportunity to consult with a board-certified child, adolescent, and adult psychiatrist at least once per month.
- **Goal 5:** Produce postdoctoral fellows skilled at providing individual, couples, and family therapy to a diverse set of clients.
 - Objective 5A: Postdoctoral fellows will maintain an ongoing psychotherapy practice through FPFS.
- **Goal 6:** Produce postdoctoral fellows skilled at supervising clinical psychology practicum students.
 - Objective 6A: Postdoctoral fellow will participate in supervision-of-supervision training with a licensed psychologist.
 - Objective 6B: Postdoctoral fellows will supervise FPFS practicum students who provide psychotherapy.
- **Goal 7:** Produce postdoctoral fellows skilled at integrating spirituality into their assessment and psychotherapeutic interventions.
 - Objective 8A: Attend the Fuller SOPMFT Integration Symposium.
 - Objective 8B: Opportunity to participate in monthly FPFS integration in-service didactics.

COMPETENCIES EXPECTED OF THE POSTDOCTORAL FELLOWS

The expectation is that upon completion of the program, the postdoctoral fellows will possess the following competencies at a level consistent with independent practice as a psychologist:

- **Professional Values and Attitudes:** Postdoctoral fellows will have strong professional identities as clinical psychologists, as evidenced in behavior and comportment that reflect the values and attitudes of psychology.

- **Individual and Cultural Diversity:** Postdoctoral fellows are competent in working professionally with diverse individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics defined broadly and consistent with APA policy.
- **Ethical and Legal Standards:** Postdoctoral fellows are competent in the application of ethical concepts and legal issues in their professional activities with individuals, groups, and organizations.
- **Communications and Interpersonal Skills:** Postdoctoral fellows are competent in developing and maintaining effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. In addition, the postdoctoral fellows produced and comprehended oral, nonverbal, and written communications that are informative and well-integrated, and demonstrated a thorough grasp of professional language and concepts.
- **Psychotherapy:** Postdoctoral fellows are competent in providing individual, couples, and family therapy to a diverse set of clients.
- **Supervision:** Postdoctoral fellows are competent in supervising clinical psychology practicum students.
- **Integration of Psychology and Spirituality:** Postdoctoral fellows are competent in integrating spirituality into their assessment and psychotherapeutic interventions.

TRAINING METHODS, CONTENT, CURRICULUM

To accomplish the aforementioned goals and objectives, the postdoctoral fellows will be trained in the following manner:

- Receive four hours of supervision weekly from three licensed clinical psychologists.
- Attend weekly senior staff meetings that focus on developing and implementing the clinic's vision, mission, and strategy.
- Treat clients from a variety of ethnic, cultural, social, and economic backgrounds.
- Provide supervision to several doctoral clinical psychology students in the areas of psychotherapy and neuropsychological/personality assessment.
- Receive training on how to supervise by participating in weekly one-hour group consultations along with other licensed supervisors in the clinic and one hour of supervision-of-supervision training with a licensed psychologist.
- Opportunity to participate in monthly integration trainings, weekly didactic & in-service trainings, and monthly consultation with a board-certified psychiatrist.
- Attend annual Integration Symposium and receive supervision from psychologists with expertise in integration issues.
- Teach or assist in teaching at least one graduate-level psychotherapy or assessment course.

TRAINING RESOURCES

All services provided by the postdoctoral fellows will be conducted at Fuller Psychological and Family Services (FPFS) clinic in Pasadena, CA. The postdoctoral fellow will receive the following:

- A furnished office in or proximate to the clinic
- A computer for conducting administrative tasks such as note writing, email, etc.

- A Fuller email address & HIPAA compliant secure email address
- A HIPAA compliant telehealth platform account to conduct services via video conferencing
- Client referrals for psychotherapy and assessment
- Licensed supervision consistent with the regulations for Supervised Professional Experience (SPE) per the California Board of Psychology
- A sufficient number and quality of SPE hours to satisfy the California Board of Psychology SPE requirements for licensure
- Access to various faculty and administrative staff of the Fuller SOPMFT for consulting, mentoring, and development
- Assessment Track Fellow will receive all necessary assessment protocols and access to computerized/hand-scoring tools.

METHODS OF EVALUATION OF POSTDOCTORAL FELLOW PERFORMANCE

The postdoctoral fellow will be evaluated a minimum of twice during his/her fellowship.

- All evaluations will be documented in writing, utilizing input from all of the licensed supervisors responsible for the postdoctoral fellow's work and covering the key competencies the postdoctoral supervisor is expected to achieve (as described earlier in this document).
- The first evaluation will take place no later than four months after beginning the postdoctoral fellowship.

DUE PROCESS PROCEDURE

Due process procedures are relevant when a postdoctoral fellow's behavior is deficient and/or problematic relative to performance expectations. The following due process procedures describe how FPFS will deal with deficiencies/problems exhibited by the postdoctoral fellow:

- The first level of notice to the postdoctoral fellow that his/her performance is deficient/problematic occurs during a face-to-face discussion with at least one of the licensed supervisors assigned to the postdoctoral fellow. This discussion may, but not necessarily, occur in the context of a formal performance evaluation.
- Often, the problematic/deficient performance can be satisfactorily handled via an informal face-to-face discussion between the postdoctoral fellow and his/her supervisor. However, if warranted, the next step following the face-to-face discussion will be a written summary of the discussion, written by the supervisor involved in the discussion. This written summary will be provided within five working days of the discussion and will contain a remediation plan written by the supervisor and approved by the FPFS Director of Training.
- The remediation plan will:
 - be discussed with the postdoctoral fellow in person
 - specifically describe the problematic/deficient behavior and the desired behavior
 - have a timeline of when the problematic/deficient behavior must be corrected

- be reviewed each week during supervision to check progress
- If progress is not satisfactory, the supervisor and the FPFS Director of Training will meet to review the matter and recommend either a revised remediation plan or a recommendation to the FPFS Executive Director that the postdoctoral fellow be dismissed from the program.
- Grounds for termination include but are not limited to:
 - Insubordination
 - Serious violations of school policies or professional ethics
 - Inability to fulfill the requirements of the postdoctoral fellow position within a reasonable time frame and after reasonable interventions have been made by supervision—in the judgement of the supervisor and the FPFS Director of Training
- All termination decisions will be made in consultation with the FPFS Executive Director and the Fuller Human Resources Department.
- The postdoctoral fellow may appeal the remediation plan by first going to the FPFS Executive Director. If that is not satisfactory, the postdoctoral fellow may appeal to the Dean of the School of Psychology.
- The postdoctoral fellow may appeal a termination decision by going to the Dean of the School of Psychology. The Dean’s decision will be final.
- Appeal decisions will be documented in writing.
- At any time, the postdoctoral fellow may discuss remediation and termination matters with the Fuller Department of Human Resources.

GRIEVANCE PROCEDURE

Grievance procedures are invoked when a postdoctoral fellow has a complaint against the training program. The following grievance procedures describe how FPFS will manage such complaints:

Informal Resolution

When a postdoctoral fellow has a complaint against a supervisor or staff member, he/she is encouraged to communicate directly with that person. If the student does not feel comfortable talking to that person directly, the fellow is to go to the FPFS Director of Training to resolve this complaint. If the fellow is not comfortable going to the Director of Training to resolve the problem, the fellow should go to the FPFS Executive Director.

In cases where the complaint is unable to be resolved per above, the supervisor or staff member and the fellow will discuss the situation with the FPFS Director of Training or the FPFS Executive Director and work toward a resolution. After being consulted, the FPFS Executive Director will decide whether the matter needs to be brought before the Dean of the School of Psychology.

Formal Resolution

In such instances where an informal complaint resolution is not achieved, the following formal procedures are available to the postdoctoral fellow for the resolution of a complaint. These procedures are not, however, applicable to resolving complaints

involving the seminary's community standards, which have their own procedures. If the fellow pursues resolution of the subject matter of a pending grievance in any forum other than that established in this document, Fuller SOPMFT shall have no obligation to proceed any further with the matter.

1. A written grievance must be presented in writing to the FPFS Director of Training within fourteen calendar days or ten business days after notifying the FPFS Director of Training in writing of his or her intent to file a formal grievance. The grievance must (1) identify the FPFS policy, regulation, or procedure or state or federal law which is alleged to have been violated; (2) explain the manner in which it has been violated, misapplied, or misinterpreted so as to adversely affect the student; and (3) what resolution is requested. Should the formal grievance be against the FPFS Director of Training, the student should file the written grievance directly with the FPFS Executive Director. If the grievance involves the FPFS Executive Director, the Dean will oversee the grievance process.

2. The FPFS Director of Training, upon receiving the written grievance, shall deliver the grievance to the FPFS Executive Director who will appoint an investigatory committee of three senior FPFS staff members to hold an inquiry into the grievance. The investigatory committee shall hold the inquiry and make written report and recommendations back to the FPFS Executive Director within three weeks/fifteen business days of the appointment of the committee. Within one-week/five business days of receiving and reviewing the report and recommendations, the FPFS Executive Director shall accept or reject the report and recommendation of the investigatory committee.

3. If the student is not satisfied with the FPFS Executive Director's response to the Senior Staff Investigatory committee's recommended resolution of the grievance, then the FPFS Executive Director, upon receiving written notice that the resolution is not acceptable, shall deliver the written grievance, report of the investigatory committee, and the student's written notice to the Dean of the School of Psychology.

4. The decision of the Dean is final as to all grievances. The Dean will communicate his/her decision in writing to the grievant and FPFS Executive Director, and, if applicable, the FPFS Director of Training, within 30 days. Except as required to explain the basis of new evidence, the Dean's review is limited to: (1) the written grievance and any other written information/material submitted by the student in support of the grievance, (2) any written information/material submitted by the Dean in support of his/her decision, (3) review of the findings of the investigation and recommendation(s) for resolution by the investigatory committee, and (4) seminary policy, regulations, and procedures and, if applicable, federal and/or state law.

Review of the foregoing by the Dean will only be for one or more of the following purposes:

a) To determine whether the decision-making process was conducted fairly, in conformity with prescribed procedures, and with both the individual bringing the

grievance and the party against whom the grievance was brought having a reasonable opportunity to present his/her position.

b) To determine whether the decision of the FPFS Executive Director is reasonable in light of the provisions of seminary policies, regulations, and procedures, and, if applicable, state and/or federal law.

c) To consider new evidence sufficient to alter the decision or other relevant facts not previously brought out because such evidence and/or facts were not known to Senior Staff Investigatory committee when the FPFS Executive Director made his/her decision.

Timelines

It is the intent of the school to resolve grievances in as timely a manner as possible. However, it is recognized that in unusual circumstances adherence to the above stated time-lines may not be reasonably possible, and the FPFS Executive Director and Dean may grant time extensions as appropriate.