



Psychology Postdoctoral Fellowship Programs Handbook

2025-2026

**Last updated
05/14/2025**

Mission:

The Mission of The University of Texas Health Science Center at Tyler Psychology Postdoctoral Fellowship Programs is to prepare postdoctoral fellows to provide clinically and culturally competent health and behavior services to traditionally underserved populations and geographical areas.

Program Overview

The goal of the postdoctoral fellowship programs is to provide advanced training and increasing independence in the medical setting, encompassing proficiencies in both traditional clinical and health areas, and treating the overlapping challenges. Fellows are expected to progress to the level of an Advanced Practice Professional.

The postdoctoral fellows are employees of the University of Texas Health Science Center at Tyler (UTHSCT) and part of the UT Health East Texas system. Fellows will engage in services throughout the UT system which includes an academic medical center, several hospitals and primary care clinics including Behavioral Health Family Medicine, Internal Medicine, Center for Healthy Aging, Palliative Care, Oncology, Cardiology, and Pulmonary. Training experiences in substance use disorders and inpatient psychiatric services are available.

The fellows work with a variety of Northeast Texas populations, including rural and underserved patients, and patients with both chronic and acute health and psychological issues. Northeast Texas is a rural region characterized by 1) low income and below the state average education level, 2) older average age, 3) high rates of chronic illness, 4) high rates of mental health problems, and 5) underutilization/limited access to mental health resources.

The fellows will support training of doctoral interns, through mentoring, didactic lectures, and direct supervision of clinical skills. The fellows may conduct research or may support wellness among the medical residents as a member of the resident wellness committee. The fellows will participate in and attend healthcare didactics across the UT Health East Texas system.

The University of Texas Health Science Center at Tyler Psychology Postdoctoral Fellowships

The University of Texas Health Science Center at Tyler offers a one-year, full-time fellowship position, which typically begins September 1 and ends 12 months later. This is a 2,000-hour program designed to provide comprehensive clinical and didactic experiences to support advanced professional practice and meet licensure requirements in the state of Texas.

Training Model

The University of Texas Health Science Center at Tyler training is based on the Practitioner-Scholar model. UTHSCT trains the postdoctoral fellow to become an effective consumer of research who utilizes scholarly inquiry to inform their practice.

Accreditation Status

The University of Texas Health Science Center at Tyler postdoctoral fellowship programs are not accredited by the American Psychological Association. Questions related to the program's accreditation status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation

American Psychological Association

750 1st Street, NE, Washington, DC 20002

Phone: (202) 336-5979

Email: apaaccred@apa.org

APPIC Membership Status

The University of Texas Health Science Center at Tyler Clinical Health Psychology Postdoctoral Fellowship is an APPIC member.

Fellow Selection and Academic Preparation Requirements Policy

Application Process

Applicants interested in applying for the Clinical Health Psychology Postdoctoral Fellowship should submit all materials through the APPA CAS portal (<https://www.appic.org/Postdocs/Postdoctoral-Selection/APPA-CAS-Postdoc-Application-Information>).

A complete application will include:

1. A personal statement describing your professional interests and how our program aligns with your training goals
2. Current CV
3. Three letters of recommendation (including one from your internship training director). The letter from your DCT should confirm your graduation status and the anticipated date of completion for your dissertation.
4. Official graduate school transcripts
5. A clinical work sample, including assessment, intervention or consultation that is health-related. The sample must be appropriately redacted or de-identified.

Application Screening and Interview Processes

The University of Texas Health Science Center at Tyler will base its selection process on the entire application package noted above; however, applicants who have met the following qualifications prior to beginning fellowship will be considered preferred:

1. Clinical experience in a medical setting, including a variety of assessment, intervention and consultation experience;

2. Some experience or special interest in working with diverse populations;
3. Completion of an APA-accredited doctoral program and APA-accredited doctoral internship (Exceptional candidates from non-APA accredited, regionally accredited doctoral programs and/or APPIC member internship programs may be considered).

All applications will be screened by the Training Committee and evaluated for potential goodness of fit with the fellowship programs. The Training Committee will hold a selection meeting to determine invitations for interviews based upon the results of this screening process. If applicants are invited to interview, they will be notified via email. Interviews may occur in-person with members of the Training Committee. Interviews are likely to occur virtually via TEAMS. Interviews will be conducted using a standard set of interview questions, although members of the Training Committee may ask additional interview questions of applicants as appropriate.

Participation in the APPIC Common Hold Date

The University of Texas Health Science Center at Tyler utilizes the APPIC Postdoctoral Selection Guidelines (Common Hold Date) but does not participate in the formal postdoctoral match process. Please refer to APPIC for detailed guidelines on the selection process.
(<https://www.appic.org/Postdocs/Postdoctoral-Selection-Standards>)

Questions regarding any part of the selection process or our academic preparation requirements may be directed to the Training Director, or the Program Manager. Please visit our website for contact information <https://www.uthct.edu/psychology-fellowship>

Program Goals and Objectives

Goal 1: Postdoctoral fellows will achieve competence appropriate to the advanced professional level in the area of Evidence Based Practice in Intervention.

Objectives related to this goal include the achievement of competence in the following, particularly in the area of physical illness and health promotion:

1. Case conceptualization and treatment planning
2. Implementation of therapeutic interventions
3. Evaluation of interventions

Goal 2: Postdoctoral fellows will achieve competence appropriate to the advanced professional level in the area of Evidence Based Practice in Assessment.

Objectives related to this goal include the achievement of competence in the following:

1. Instrument selection, administration, and scoring

2. Test interpretation
3. Communicating results, orally and in writing

Goal 3: Postdoctoral fellows will achieve competence appropriate to the advanced professional level in the area of Interdisciplinary Consultation and Collaboration.

Objectives related to this goal include the achievement of competence in the following:

1. Theories and methods of consultation
2. Multidisciplinary collaboration, particularly within the healthcare team

Goal 4: Postdoctoral fellows will achieve competence appropriate to the advanced professional level in the area of Supervision.

Objectives related to this goal include the achievement of competence in the following:

1. Theories and methods of supervision
2. Effective provision of supervision

Goal 5: Postdoctoral fellows will achieve competence appropriate to the advanced professional level in the area of Cultural and Individual Diversity.

Objectives related to this goal include the achievement of competence in the following:

1. Cultural awareness, particularly as related to the
2. Awareness of the psychosocial components to health and disease
3. Evidence-informed approach to cultural considerations
4. Effective clinical approaches

Goal 6: Postdoctoral fellows will achieve competence appropriate to the advanced professional level in the area of Research.

Objectives related to this goal include the achievement of competence in the following:

1. Application of scientific knowledge to practice
2. Program evaluation
3. Improvement of the healthcare system

Goal 7: Postdoctoral fellows will achieve competence appropriate the advanced professional level in the area of Ethical and Legal Standards.

Objectives related to this goal include the achievement of competence in the following:

1. Knowledge of and adherence to ethical, legal, and professional standards
2. Ethical decision-making and conduct

Goal 8: Postdoctoral fellows will achieve competence appropriate to the advanced professional level in the area of Professional Values and Attitudes.

Objectives related to this goal include the achievement of competence in the following:

1. Self-awareness and professional behavior
2. Professional awareness

Goal 9: Postdoctoral fellows will achieve competence appropriate to the advanced professional level in the area of Communication and Interpersonal Skills.

Objectives related to this goal include the achievement of competence in the following:

1. Interpersonal skills
2. Effective communication
3. Specialized skills in communication with other healthcare professionals, patients, and patient family members

Stipend, Benefits, and Resources

The University of Texas Health Science Center at Tyler fellows are employees of the state. The annual stipend for all fellows will be \$52,000.00 including the other benefits of employment such as vacation, holidays, floating holidays, sick leave, and health insurance. Health insurance is available after 30 days of employment, but fellows are required have coverage during the pre-enrollment period.

UTHCT fellows have access to numerous resources. Fellows are provided with office space, a laptop computer, phone, and all necessary office materials. Assessment and other training materials are provided, including an on-site library and access to electronic library resources. Administrative and IT support is provided. Fellows also have access to the employee gym and to walking trails on The University of Texas Health Science Center at Tyler campus.

Clerical and technical support is available to the fellows. UTHSCT has hired a dedicated program manager for the psychology training programs, who is available to assist fellows with administrative tasks as needed. Fellows also have access to scheduling clerks in each clinic who provide scheduling support for their clinical work.

The campus of UTHSCT includes 600 acres in Northeast Texas. The facilities were developed with

the idea that recovery is facilitated by being surrounded by natural beauty, and thus the campus includes such amenities as walking trails and a tranquility garden. The fellowship programs utilize the various meeting spaces equipped with advanced technology classrooms as well as the experiential training settings of the various medical services and units.

Fellow Expectations

The University of Texas Health Science Center at Tyler postdoctoral fellowship is a one year-long, full-time experience. Postdoctoral fellows are expected to work 40 hours per week and to complete a minimum of 2000 hours of training experience during the year. Fellows are also expected to achieve the goals and objectives of the fellowship program, as stated above and to abide by the APA Code of Ethics, the requirements of The University of Texas Health Science Center at Tyler Postdoctoral Fellowship, and the policies, procedures, rules and regulations of The University of Texas Health Science Center at Tyler.

Throughout the year, fellows will participate in didactics and individual supervision. Fellows will complete an average of 14-16 hours per week of face-to-face direct service delivery. Fellows are expected to maintain a daily log of direct service and indirect activities related to the fellowship program (e.g., client sessions, clinical preparation, case documentation, supervision, etc.). Further, fellows will document in more than one electronic medical record.

Didactics/Learning Activities

At a minimum, an average of two hours of weekly didactic training will be provided by Program faculty, physicians, and other professionals. Didactic activities may include national conferences, grand rounds, or lectures alongside residency programs such as family medicine and psychiatry. Fellows will also collaborate with the psychology internship program, as well as interdisciplinary activities and “live” supervision, depending on rotation. Fellows will also participate in a yearly interdisciplinary training program that includes a lecture and simulation focused on the lived experience of poverty.

The Psychology Postdoctoral Fellowship Program supports trainees in achievement of passing the national board exam for licensure (EPPP). As such, learning activities also include EPPP study time as assigned in the weekly didactic schedule.

Supervision

Fellows will receive a total minimum of two hours per week of individual supervision from a licensed psychologist. Fellows may also have the opportunity to provide supervision to doctoral psychology interns and will receive supervision of their supervision. Weekly group supervision is incorporated to offer collaborative discussions amongst postdoctoral fellow cohort members and trainees also receive important administrative updates during this time.

Research/Scholarly Activity

Research opportunities will vary. Fellows may also pursue projects of their own, with faculty

oversight. Fellows may have the opportunity to participate in the Graduate Medical Education scholarly event held each May, which is typically focused on Quality Improvement. Additionally, there may be opportunities with the Community and Rural Health program through partnership with Clover Educational Consulting Group.

Clinical Health Psychology Postdoctoral Fellowship (CHPPF) Training Experiences

The training goals of The University of Texas Health Science Center at Tyler Postdoctoral Fellowship Programs are emphasized through fellow participation in primarily longitudinal experiences in an interdisciplinary environment. The training director provides support with each of these experiences, either in collaboration with other supervising psychologists and healthcare professional or through direct supervision, consultation and mentorship.

Integrated Primary Care Experience: This experience uses a collaborative approach in a teaching hospital. The fellows utilize the biopsychosocial model of medicine while integrating the latest evidence-based approaches. This model places an emphasis on a collaborative versus prescriptive patient relationship and interaction in order to foster improvements in health and wellness in the context of comorbid medical illness. The Integrated Primary care experience includes the application of the principles of psychology to medically ill patient populations. This experience takes place in the UTHSCT inpatient and outpatient medical clinics.

Adult Consultation Liaison Experience: This experience takes place on the medical/surgical and intensive care units of a large teaching hospital with diverse patient populations. Psychological consultations occur for a variety of reasons, including comorbidity of medical illness and psychological conditions, issues with adherence to treatment, pre-existing psychological illness, distress related to current hospitalization, and capacity issues surrounding informed consent and discharge planning. The Adult Consultation Liaison experience also emphasizes collaboration with medical teams, staff and patient families. This experience takes place at the UT Health Tyler Hospital main campus and will include mentorship in development of the service as well as “live” supervision with the training director.

Psychological Assessment Experience: This experience includes health psychology and neuropsychological evaluations. Evaluations referred from medical providers in the hospital, outpatient clinics, and from external providers in the East Texas community may include pain management and pre-surgical evaluations, diagnostic clarification evaluations, cognitive/behavioral, dementia, and intellectual achievement assessments. Fellows will complete full assessments and written reports, as well as consult with other healthcare providers about assessment related concerns. This experience takes place in the UTHSCT inpatient and outpatient medical clinics, in particular in the Center for Health Aging clinic.

General Clinical Psychology Postdoctoral Fellowship (GCPPF) Training Experiences

The training goals of The University of Texas Health Science Center at Tyler Postdoctoral Fellowship Programs are emphasized through fellow participation in primarily longitudinal experiences in an interdisciplinary environment. The training director provides support with each of these experiences, either in collaboration with other supervising psychologists and healthcare professional or through direct supervision, consultation and mentorship.

Integrated Behavioral Health Care Experience: This experience uses a collaborative and interprofessional approach in a teaching hospital. The fellows utilize the biopsychosocial model of medicine while integrating the latest research. This model places an emphasis on a collaborative versus prescriptive patient relationship in order to foster improvement in health and wellness in a medical environment.

The Integrated Behavioral Health Care experience consists of working in various settings within the hospital on both an inpatient and outpatient basis. Primary care behavioral health outpatient experiences occur in the Family Health Center, a family residency clinic, Substance Use Disorders Clinic, and other outpatient primary care clinics. The Family Health Center is the center of this experience, where fellows work closely with medical residents. Fellows see patients as needed in the clinic based on referral and provide consultation as well as therapy services within a variety of therapeutic modalities. In these settings, there may be long-term or shorter-term individual psychotherapy experiences.

Fellows are also expected to field “warm-handoffs” from faculty and resident physicians as needed throughout the hospital and attached clinics. A “warm-handoff” consists of the fellow coming into a medical appointment to address psychological symptoms that a patient may be experiencing. This can consist of addressing acute symptoms directly with brief intervention or conducting a “meet and greet” to facilitate a future therapy appointment. Warm handoffs serve an important integrated consultation/liaison experience offered to Family Medicine, Emergency Department, Inpatient medical setting, Oncology, Palliative Care, Pulmonology, Physical and Occupational therapy, and Internal medicine. Warm handoff consultations to additional rural areas, such as, Pittsburg, TX is under development.

Adult Assessment Experience: This experience includes health psychology and neuropsychological evaluations. Evaluations referred from medical providers in the hospital, outpatient clinics, and from external providers in the East Texas community may include pain management and pre-surgical evaluations, diagnostic clarification evaluations, cognitive/behavioral, dementia, and intellectual achievement assessments. Fellows will complete full assessments and written reports, as well as consult with other healthcare providers about assessment related concerns. This experience takes place in the UTHSCT inpatient and outpatient medical clinics, in particular in the Center for Health Aging clinic.

Palliative Care Experience: Further, Fellows will be working with the Palliative/Supportive Care team

in Oncology and outpatient settings. This experience allows fellows to work within an interdisciplinary team of a physician, chaplain, nurse, and social worker addressing issues related to pain, adjustment to serious chronic illness, and death.

FELLOWSHIP POLICIES AND PROCEDURES

Diversity and Non-Discrimination Policy

The University of Texas Health Science Center at Tyler strongly values diversity and believes in creating an equitable, hospitable, appreciative, safe, and inclusive learning environment for its fellows. Diversity among fellows and supervisors enriches the educational experience, promotes personal growth, and strengthens communities and the workplace. Every effort is made by The University of Texas Health Science Center at Tyler to create a climate in which all staff and fellows feel respected. The University of Texas Health Science Center at Tyler's training program includes an expected competency in individual and cultural diversity, and multiple experiences are provided to be sure that fellows are both personally supported and well-trained in this area.

The University of Texas Health Science Center at Tyler welcomes applicants from diverse backgrounds. UTHSCT provides equal opportunity to all prospective fellows and does not discriminate because of a person's race, color, religion, sex, national origin, age, disability, or any other factor that is irrelevant to success as a postdoctoral fellow. Applicants are individually evaluated in terms of quality of previous training, practicum experiences, and fit with the fellowship.

Postdoctoral Fellow Duty Hours and the Working Environment

1. Professionalism, Personal Responsibility, and Patient Safety

- a. Programs and sponsoring institutions must educate fellows and faculty members concerning the professional responsibilities of psychology faculty to appear for duty appropriately rested and fit to provide the services required by their patients.
- b. The program must be committed to and responsible for promoting patient safety and psychology fellow well-being in a supportive educational environment.
- c. The training director and institution must ensure a culture of professionalism that supports patient safety and personal responsibility.
- d. Postdoctoral fellows and faculty members must demonstrate an understanding and acceptance of their personal role in the following:
 - i. assurance of the safety and welfare of patients entrusted to their care;
 - ii. provision of patient- and family-centered care;
 - iii. assurance of their fitness for duty;
 - iv. management of their time before, during, and after clinical assignments;
 - v. recognition of impairment, including illness and fatigue, in themselves and in their peers;
 - vi. attention to lifelong learning;

- vii. the monitoring of their patient care performance improvement indicators; and,
 - viii. honest and accurate reporting of duty hours, patient outcomes, and clinical experience data.
- e. All psychology fellows and faculty members must demonstrate responsiveness to patient needs that supersedes self-interest. They must recognize that under certain circumstances, the best interests of the patient may be served by transitioning that patient's care to another qualified provider.

2. Supervision of Postdoctoral Fellows

- a. In the clinical learning environment, each patient must have an identifiable, licensed, appropriately-credentialed and privileged supervising psychologist who is ultimately responsible for that patient's care.
 - i. This information should be available to Postdoctoral fellows, faculty members, and patients.
 - ii. Postdoctoral fellows and faculty members should inform patients of their respective roles in each patient's care.
- b. The program must demonstrate that the appropriate level of supervision is in place for all Postdoctoral fellows who care for patients.
 - i. A licensed psychologist will be onsite or available via phone or text messaging available wherever a postdoctoral fellow is delivering services.
 - ii. Each postdoctoral fellow will receive a minimum of 2 hours individual supervision by a licensed psychologist per week.
 - iii. Each postdoctoral fellow will receive a minimum of 2 hours of didactics per week pertinent to the field of psychology.

3. Moonlighting

In order for fellows to have sufficient time/energy to devote toward successfully completing fellowship requirements, fellows must obtain approval in writing prior to obtaining outside employment.

Evaluation Procedures and Minimal Requirements

Postdoctoral fellows will be evaluated at least twice each year regarding his or her performance, knowledge, skills, satisfactory progressive scholarship, and professional growth. To progress in the program and to successfully complete the program, a fellow must demonstrate his or her ability to assume increased responsibility for patient care. The evaluations and the fellow's responses to the evaluations, if any, will be maintained in the Program or department office and will be accessible to the postdoctoral fellow for review.

UTHSCT requires that fellows demonstrate minimum levels of advanced practice achievement across all training competencies, as outlined on the Fellow Evaluation form. Fellows are formally evaluated by their supervisors twice annually: 1) at the midpoint; and 2) at the end of the fellowship year. Evaluations are conducted using a standard rating form, which includes comment

spaces where supervisors include specific written feedback regarding fellow performance and progress. Observations of the fellow's work may take place within each evaluation period. The evaluation form includes information about fellow performance regarding all UTHSCT expected training competencies and the related objectives. Supervisors are expected to review these evaluations with the fellow and provide an opportunity for discussion if the fellow has questions or concerns about the feedback. Evaluations will be communicated to the Postdoctoral fellow in a timely manner.

A minimum level of achievement on each evaluation is defined as a rating of "3" for each competency. The rating scale for each evaluation is a 5-point Likert scale, with the following rating values: 1= Significant Development Needed, 2= Development Needed, 3= Meets Expectations, 4= Exceeds Expectations, 5= Significantly Exceeds Expectations. If a fellow receives a score less than 3 on any component of any evaluation, or if supervisors have reason to be concerned about the fellow's performance or progress, the due process procedures will be initiated.

Additionally, all The University of Texas Health Science Center at Tyler fellows are expected to complete 2000 hours of training during the fellowship year. Meeting the hours' requirement and obtaining sufficient ratings on all evaluations demonstrates that the fellow has progressed satisfactorily through and completed the fellowship program. Fellows will receive a certificate of completion which is APPIC compliant and indicates that the fellow has successfully one of the four fellowship programs.

In addition to the evaluations described above, fellows must complete a self-evaluation form at the beginning, mid-point, and end of the fellowship. Additionally, fellows will complete an evaluation of their supervisor and a fellowship evaluation at the mid-point and end of the fellowship year, in order to provide feedback that will inform any changes or improvements in the training program.

Observations

Fellows' performance may be evaluated through observation both formally and informally. A formal observation may be conducted during each evaluation period, twice a year. It is the fellow's responsibility to schedule bi-annual observations of their work with their assigned supervisors.

Training Director Description and Duties

The fellowship program is governed by a Training Committee, which is led by the Training Director, and faculty members. The primary role of the Training Director is to oversee the functions of the Training Committee and to monitor the entire training program in order to ensure quality and consistency. The Training Committee members are all licensed psychologists and may provide clinical supervision of the fellows, signing off on treatment plans, case notes, and reports. The tasks of the Training Committee include planning the training curriculum, monitoring the progress of the fellows including conducting collaborative competency evaluations, discussing and resolving fellowship-related issues, processing grievances, and selecting new fellows. The Training Committee makes decisions by consensus. Meetings are held for 1 hour every week. Each meeting is also attended by the fellowship's Program Coordinator, who records and distributes the minutes of each

meeting. Visit our website to learn more about members of the training committee
<https://www.uthct.edu/psychology-fellowship>.

Due Process and Grievance Procedures

Due Process Procedures are implemented in situations in which a supervisor or other faculty member raises a concern about the functioning of a postdoctoral fellow. These procedures are a protection of fellow's rights and are implemented in order to afford the fellow with every reasonable opportunity to remediate problems and to receive support and assistance. These procedures are not intended to be punitive.

Definition of a Problem

For purposes of this document, a problem is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways: 1) an inability and/or unwillingness to acquire and integrate advanced professional standards into one's repertoire of professional behavior; 2) an inability to acquire advanced professional skills in order to reach an acceptable level of competency; and/or 3) an inability to control personal stress, psychological dysfunctions, and/or excessive emotional reactions which interfere with advanced professional functioning.

Administrative Hierarchy and Definitions

The University of Texas Health Science Center at Tyler Clinical Health Psychology Fellowship's Due Process procedure occurs in a stepwise fashion, involving greater levels of intervention as a problem increases in persistence, complexity, or level of disruption to the training program. Faculty roles included herein are defined as follows:

Supervisor: Any faculty member who provides direct supervision or teaching to a fellow.

Training Director (TD): The supervisor who functions as the director of training. S/he leads the fellowship Training Committee and oversees the training program.

Informal Review

When a supervisor believes that a fellow's behavior is becoming problematic, the first step in addressing the issue is to raise the issue with the fellow directly and as soon as feasible in an attempt to informally resolve the problem. This may include increased supervision, didactic training, and/or structured readings. This process is documented in writing and discussed with the Training Director but will not become part of the fellow's professional file.

Formal Review

If a fellow's problem behavior persists following an attempt to resolve the issue informally, or if a fellow receives a rating below a "3" on any competency on a supervisory evaluation, a formal review process is initiated. The decision to move from informal to formal procedures is frequently

based upon professional judgment. The following guidelines are used to support this determination:

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

The decision to move to a formal review process is made by the Training Committee. If a formal review is initiated, the following process will occur:

- A. The supervisor will meet with the Training Director (TD) and fellow within 10 working days to discuss the problem and determine what action needs to be taken to address the issue. If the TD is the fellow's direct supervisor, an additional member of the Training Committee will be included in the meeting.
- B. The fellow will have the opportunity to provide a written statement related to his/her response to the problem. This response must be submitted to the Training Director within 3 working days of the meeting in step A.
- C. After discussing the problem and the fellow's response, the supervisor and TD may:
 - 1) Issue an "Acknowledgement Notice" which formally acknowledges that:
 - a) the faculty are aware of and concerned with the problem;
 - b) the problem has been brought to the attention of the fellow;
 - c) the faculty will work with the fellow to specify the steps necessary to rectify the problem or skill deficits identified by the inadequate evaluation rating; and,
 - d) the problem is not significant enough to warrant further remedial action at this time.

This notice will be issued within 11 working days of the meeting described in step A.

2) Place the fellowship on "Probation" which defines a relationship such that the faculty, through the supervisors and TD, actively and systematically monitor, for a specific length of time, the degree to which the fellow addresses, changes and/or

otherwise improves the problematic behavior or skill deficit. The length of the probation period will depend upon the nature of the problem and will be determined by the fellow's supervisor and the TD. A written Probation statement is shared with the fellow and includes:

- a) the actual behaviors or skills associated with the problem;
- 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.

This statement will be issued within 11 working days of the meeting in step A. At the end of this probation period, the TD will provide a written statement indicating whether or not the problem has been remediated. This statement will become part of the fellow's permanent file.

3) In special cases, the fellow may be allowed to switch supervisors within the fellowship program. This option would be applicable in situations in which it is believed that the fellow's difficulties are the result of a poor "fit" between the fellow and supervisor and that the fellow could be successful in a different supervisory relationship. This option would require a meeting of a review panel convened by the Training Director and consisting of him/herself, the fellow's chosen supervisor, and at least two other members of the Training Committee or supportive faculty. Additional parties who are knowledgeable about the fellow's abilities may be involved in order to inform decision making. This meeting, if deemed necessary by the Training Director, will be convened within 11 working days of the original meeting discussed in step A.

- D. If the problem is not rectified through the above processes, or if the problem represents gross misconduct or ethical violations that have the potential to cause harm, the fellow's placement within the fellowship may be terminated. The decision to terminate a fellow's placement would be made by the entire Training Committee and a representative of Human Resources and would represent a discontinuation of participation by the fellow within every aspect of the training program. The Training Committee would make this determination during a meeting convened within 15 working days of the original meeting discussed in step A. The TD may decide to temporarily suspend a fellow's clinical activities during this period prior to a final decision being made, if warranted. In the event of dismissal, APPIC would be contacted.

Appeals Process

If the fellow wishes to challenge the decisions made, he or she may request an Appeals Hearing before the Training Committee. This request must be made in writing- an email will suffice- to the TD within 5 working days of notification regarding the decision made in step C or D above. If

requested, the Appeals Hearing will be conducted by a review panel convened by the TD and consisting of him/herself, the fellow's chosen/primary supervisor, and at least two members of the agency's administration. If the TD is the fellow's primary supervisor, an additional member of the Training Committee will be included. The fellow may request a specific member of the training faculty to serve on the review panel. The Appeals Hearing will be held within 11 working days of the fellow's request. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel may uphold the decisions made previously or may modify them. The review panel has final discretion regarding outcome.

Grievance Procedures

Grievance Procedures are implemented in situations in which a postdoctoral fellow raises a concern about a supervisor or other faculty member, trainee, or the fellowship training program. These guidelines are intended to provide the fellow with a means to resolve perceived conflicts. Fellows who pursue grievances in good faith will not experience any adverse professional consequences. For situations in which a fellow raises a grievance about a supervisor, staff member, trainee, or the fellowship program, the following steps will occur:

Informal Review

First, the fellow should raise the issue as soon as feasible with the involved supervisor, staff member, other trainee, or TD in an effort to resolve the problem informally. In some cases, the TD or another Training Committee member may wish to meet with the fellow and the individual being grieved in order to provide consultation related to the issue. The goal of the meeting will be to develop a plan of action to resolve the matter informally. The plan of action will include:

- a) the behavior or problem associated with the grievance;
- b) the specific steps to rectify the problem; and,
- c) a designated time at which the parties will meet again to ascertain whether the problem has been appropriately rectified.

Formal Review

If the matter cannot be satisfactorily resolved using informal means, the fellow may submit a formal grievance in writing to the TD. If the TD is the object of the grievance, the grievance should be submitted to another member of the Training Committee. The individual being grieved will be asked to submit a response in writing. The TD (or other Training Committee member, if the TD is the object of the grievance) will meet with the fellow and the individual being grieved within 11 working days to determine a new or revised plan of action.

The TD or other Training Committee member will document the process and outcome of the meeting. The fellow and the individual being grieved will be asked to report back to the TD or other

Training Committee member in writing within 11 working days regarding whether the issue has been adequately resolved.

If the plan of action fails during the formal review process, the TD or other Training Committee member will convene a review panel consisting of him/herself and at least two other members of the Training Committee or supportive faculty within 11 working days. The fellow may request a specific member of the Training Committee to serve on the review panel. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel has final discretion regarding outcome.

If the review panel determines that a grievance against a staff member cannot be resolved internally or is not appropriate to be resolved internally, then the issue will be turned over to Human Resources in order to initiate the due process procedures outlined in the employment contract. If the review panel determines that the grievance against the staff member potentially can be resolved internally, the review panel will develop a second action plan that includes the same components as above. The process and outcome of the panel meeting will be documented by the TD or other Training Committee member. The fellow and the individual being grieved will again be asked to report back in writing regarding whether the issue has been adequately resolved within 11 working days. The panel will reconvene within 11 working days to again review written documentation and determine whether the issue has been adequately resolved. If the issue is not resolved by the second meeting of the panel, the issue will be turned over to Human Resources in order to initiate the due process procedures outlined in the employment contract.

EVALUATION FORMS

The University of Texas Health Science Center at Tyler Psychology Postdoctoral Fellowship Programs

Primary Fellow Evaluation Form

To be completed by primary supervisor(s)

Fellow: _____ Supervisor: _____

Dates of Evaluation: _____ to _____

Scoring Criteria:

1 Significant Development Needed --Significant improvement in functioning is needed to meet expectations
2 Development Needed - Some improvement in functioning is needed to meet expectations
3 Meets Expectations --Functions adequately for level of training
4 Exceeds Expectations --Functions above average for level of training
5 Significantly Exceeds Expectations --Functions exceptionally for level of training
N/A --Not Applicable/Not Observed/Cannot Say

NOTE: As described in the fellowship policies, any score below a "3" on a broad domain will trigger THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT TYLER's Due Process Procedures. Additionally, any score below a 3 on any individual competency item will result in close monitoring of the competency by the supervisor and additional support to the fellow as deemed appropriate by the Training Committee.

Evidence Based Practice in Intervention

Develops evidence-based treatment plans specific to the service delivery goals.

Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

Demonstrates the ability to apply the relevant research literature to clinical decision making.

Establishes and maintains effective therapeutic relationships.

Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.

Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.

AVERAGE SCORE FOR BROAD GOAL AREA

#DIV/0!

Comments:

Evidence Based Practice in Assessment

Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics.

Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the client.

Interprets assessment results within current research and professional standards and guidelines.

Uses interpretations to inform case conceptualization, classification, and recommendations.

Guards against decision-making biases by distinguishing subjective from objective aspects of the assessment.

Communicates assessment results orally in an accurate and effective manner sensitive to a range of audiences.

Communicates assessment results in writing in an accurate and effective manner sensitive to a range of audiences.

Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.

Demonstrates understanding of human behavior within its context (e.g., family, social, societal and cultural).

Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors, including context, to the assessment and/or diagnostic process.

AVERAGE SCORE FOR BROAD GOAL AREA

#DIV/0!

Comments:

Consultation / Interprofessional / Interdisciplinary

Demonstrates knowledge and respect for the roles and perspectives of other professions.

Demonstrates knowledge of consultation models and practices.

Applies knowledge about consultation in direct or simulated consultation with individuals and their families, other healthcare professionals, interprofessional groups, or systems related to health and behavior.	
Applies knowledge about consultation in direct or simulated consultation with other healthcare professions and interprofessional groups.	
AVERAGE SCORE FOR BROAD GOAL AREA	#DIV/0!
Comments:	
Supervision	
Demonstrates knowledge of supervision models and practices.	
Applies knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals.	
AVERAGE SCORE FOR BROAD GOAL AREA	#DIV/0!
Comments:	
Cultural and Individual Diversity	
Demonstrates an understanding of how one's own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.	
Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.	
Integrates knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities).	
Demonstrates the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during fellowship.	
Can apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers.	
Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews may create conflict with their own.	
AVERAGE SCORE FOR BROAD GOAL AREA	#DIV/0!

Comments:

Research

Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities via professional publication or presentation at the local, regional or national level.

Demonstrates knowledge of theories and methods of program evaluation.

AVERAGE SCORE FOR BROAD GOAL AREA

#DIV/0!

Comments:

Ethical and Legal Standards

Demonstrates knowledge of and acts in accordance with the APA Ethical Principles and Code of Conduct.

Demonstrates knowledge of and acts in accordance with all organizational, local, state, and federal laws, regulations, rules and policies relevant to health service psychologists.

Demonstrates knowledge of and acts in accordance with all professional standards and guidelines.

Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve them.

Conducts self in an ethical manner in all professional activities.

AVERAGE SCORE FOR BROAD GOAL AREA

#DIV/0!

Comments:

Professional Values and Attitudes

Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

Actively seeks and demonstrates openness to feedback.	
Engages in self-reflection regarding personal and professional functioning.	
Engages in activities to maintain and improve performance, well-being, and professional effectiveness.	
Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.	
AVERAGE SCORE FOR BROAD GOAL AREA	#DIV/0!
Comments:	
Communication & Interpersonal Skills	
Develop and maintain effective relationships with a wide range of individuals, including colleagues, organizations, professions, communities, and those receiving professional services.	
Possesses effective interpersonal skills.	
Able to produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated.	
Demonstrates a thorough grasp of professional language and concepts.	
Manages difficult communication.	
AVERAGE SCORE FOR BROAD GOAL AREA	#DIV/0!
Comments:	
OVERALL RATING (average of broad goal area scores)	#REF!

Comments on Fellow's overall performance:

I acknowledge that my supervisor has reviewed this evaluation with me.

Fellow Signature

Date

Supervisor's Signature

Date

Supervisor's Signature

Date

Supervisor's Signature

Date

The University of Texas Health Science Center at Tyler Psychology Postdoctoral Fellowship Programs

Fellow Self-Evaluation Form

To be completed by Fellow at beginning, middle, and end of training year.

Fellow: _____

Evaluation Period (beginning, middle, or end): _____

Instructions: Each shaded area represents a broad area of competence on which you will be evaluated during your fellowship year. Please see the THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT TYLER Training Manual for more information about expected competencies within each broad area. We would like for you to assess your current level of achievement in each area. Please also make notes of any strengths you have as well as up to three specific training goals related to the competency area.

Scoring Criteria:

1 Significant Development Needed --Significant improvement in functioning is needed to meet expectations
2 Development Needed - Some improvement in functioning is needed to meet expectations
3 Meets Expectations --Functions adequately for level of training
4 Exceeds Expectations --Functions above average for level of training
5 Significantly Exceeds Expectations --Functions exceptionally for level of training
N/A --Not Applicable/Not Observed/Cannot Say

NOTE: Please rate yourself thoughtfully. Any score below 3 on any item will result in additional support as deemed appropriate by the Training Committee in order to help you develop competency in these areas.

Evidence Based Practice in Intervention	Self Score:
Strengths & Training Goals related to competency area:	
Evidence Based Practice in Assessment	Self Score:
Strengths & Training Goals related to competency area:	

Consultation / Interprofessional / Interdisciplinary	Self Score:
Strengths & Training Goals related to competency area:	
Supervision	Self Score:
Strengths & Training Goals related to competency area:	
Cultural and Individual Diversity	Self Score:
Strengths & Training Goals related to competency area:	
Research	Self Score:
Strengths & Training Goals related to competency area:	
Ethical and Legal Standards	Self Score:
Strengths & Training Goals related to competency area:	

Professional Values and Attitudes	Self Score:
Strengths & Training Goals related to competency area:	
Communication & Interpersonal Skills	Self Score:
Strengths & Training Goals related to competency area:	
OVERALL RATING (average of broad area scores)	#DIV/0!
Any other strengths or training goals you would like to mention?	

I acknowledge that my supervisor has reviewed this evaluation with me.

Fellow Signature

Date

Supervisor's Signature

Date

Supervisor's Signature

Date

Supervisor's Signature

Date

The University of Texas Health Science Center at Tyler Psychology Postdoctoral Fellowship Programs

Supervisor Evaluation Form

To be completed by fellow at mid-point and end of training year (concurrent with fellow evaluation) and discussed with supervisor during fellow evaluation meeting

Fellow: _____ Supervisor: _____

Dates of Evaluation: _____ to _____

Scoring Criteria:

1 Significant Development Needed --Significant improvement is needed to meet fellow needs	
2 Development Needed -- Improvement is needed to meet fellow needs	
3 Meets Fellow Needs and Expectations	
4 Exceeds Expectations --Above average experience	
5 Significantly Exceeds Expectations --Exceptional experience	
N/A --Not Applicable/Not Observed/Cannot Say	

NOTE: Any score below a 3 on any item will result in corrective action as deemed appropriate by the Training Committee in order to improve the fellow's supervisory experience.

General Characteristics of Supervisor

Is accessible for discussion, questions, etc.

Schedules supervision meetings and is available at the scheduled time

Allots sufficient time for supervision

Keeps sufficiently informed of case(s)

Is interested in and committed to supervision

Sets clear objectives and responsibilities throughout supervised experience

Is up-to-date in understanding of clinical populations and issues

Presents as a positive role model

Maintains appropriate interpersonal boundaries with patients and supervisees

Provides constructive and timely feedback on supervisee's performance

Encourages appropriate degree of independence

Demonstrates concern for and interest in supervisee's progress, problems, and ideas

Communicates effectively with supervisee

Interacts respectfully with supervisee

Maintains clear and reasonable expectations for supervisee

Provides a level of case-based supervision appropriate to supervisee's training needs

Supports the fellow's successful completion of the fellowship program

Comments:

Development of Clinical Skills

Assists in coherent conceptualization of clinical work

Assists in translation of conceptualization into techniques and procedures

Is effective in providing training in behavioral health intervention

Is effective in providing training in assessment and diagnosis

Is effective in providing training in interdisciplinary collaboration and consultation

Is effective in helping to develop short-term and long-range goals for patients

Promotes clinical practices in accordance with ethical and legal standards

Promotes fellow's general acquisition of knowledge, skills, and competencies

Comments:

Summary

Overall rating of supervision with this supervisor

Describe how the supervisor contributed to your learning:

Describe how supervision or the training experience could be enhanced:

Any other suggestions/feedback for your supervisor?

Supervisor's Signature

Date

Fellow's Signature

Date

Program Evaluation: To be completed by Fellow

This evaluation is utilized by the fellowship program as a mechanism to elicit feedback that will lead to improvement and enhancement of the program. All responses are reviewed by the Training Committee, and your feedback is carefully considered. Any ratings of "poor" or "fair" will result in action by the Training Committee to address the problematic item, so please include detailed comments whenever applicable in order to help us respond most effectively.

Fellow: _____

Dates of Evaluation: _____ to _____

Scoring Criteria: 1=Poor; 2= Fair; 3= Average; 4= Very Good; 5= Excellent

Cohort Experience: In this section, please provide ratings related to the activities that you participated in with your fellow cohort.

Didactic Lectures

Overall quality of lectures

Relevance of lecture topics

Group Supervision

Training Director Group Supervision

Case Conference Group Supervision

Fellow Time

How well did "Fellow Time" work to foster cohesion in your fellow cohort?

Comments:

Development of Clinical Skills: In this section, please rate the quality of your training within each of the program's identified competency areas. Please consider your experience with didactic training and supervision as well as direct clinical experiences.

Evidence Based Practice in Intervention	
Quality of Training	
Comments:	
Evidence Based Practice in Assessment	
Quality of Training	
Comments:	
Consultation / Interprofessional / Interdisciplinary	
Quality of Training	
Comments:	
Supervision	
Quality of Training	
Comments:	
Cultural and Individual Diversity	
Quality of Training	

Comments:	
Research	
Quality of Training	
Comments:	
Ethical and Legal Standards	
Quality of Training	
Comments:	
Professional Values and Attitudes	
Quality of Training	
Comments:	
Communication & Interpersonal Skills	
Quality of Training	

Comments:	
General Ratings: In this section, please provide feedback about your overall experience of the fellowship program.	
General Areas	
Overall quality of training	
Comments:	
Breadth of clinical intervention experience	
Comments:	
Satisfaction with number of client contacts	
Comments:	
Satisfaction with opportunities to work with culturally diverse clients	
Comments:	
Clarity of expectations and responsibilities of fellow	

Comments:	
Role of fellow at the site	
Comments:	
Caseload was appropriate to meeting educational/training needs	
Comments:	
Other Feedback	
Any other comments, feedback, or suggestions?	

<u>Fellow's Signature</u>	<u>Date</u>
<u>Supervisor's Signature</u>	<u>Date</u>
<u>Supervisor's Signature</u>	<u>Date</u>

Supervisor's Signature

Date

OTHER INSTITUTIONAL POLICIES

Institutional Policies

All policies are located at <https://uthealth-tyler.policystat.com/>

Institutional Policies and Disclosures

All policies are located at <http://sharepoint/sites/utpolicy/default.aspx>.

Disclosures

Psychology Interns are hired employees of UT Health Science Center, a State of Texas agency. Employment and training as an Intern will be based on successfully passing criminal background checks and health screenings. Health screenings include an occupational health exam (including tuberculosis test, spirometry, and PAPR fit testing). Immunizations are required to be up to date or brought up to date. Flu shots are required and provided to all interns.

COVID-19 VACCINE MANDATE UPDATE 11/12/2021: The Centers for Medicare & Medicaid Services (CMS) has issued an emergency regulation requiring employees at all Medicare and Medicaid-participating healthcare facilities to be fully vaccinated by January 4, 2022. Under this vaccine mandate, healthcare workers do not have the option for weekly COVID-19 testing in lieu of vaccination. All healthcare providers at UTHSCT, including psychology interns, will need to be fully vaccinated by January 4, 2022.

UT Health Science Center is a drug-free and nicotine-free campus. Employees, including interns, may be subjected to drug and nicotine screening and must have clear test results to be considered for hire, including to enter training.

Postdoctoral Fellow Professional Behavior

Postdoctoral fellows are subject to all the policies of The University of Texas Health Science Center at Tyler that pertain to Student Conduct and Discipline, as well as Employee Conduct. These include policies on Zero Tolerance of Abuse and Violence in the Workplace. It is our aim to ensure professional behavior and physical and emotional safety in the workplace for all employees, whether trainee or permanent employee. These policies can be found at: <https://uthealth-tyler.policystat.com/>

Complaints of Sexual Harassment or Unlawful Discrimination

Complaints of sexual harassment and/or other forms of unlawful discrimination are to be addressed in accordance with the regulations of UTHSCT as set out in its Handbook of Operating Procedures.

Graduation/Completion of the Clinical Health Psychology Postdoctoral Fellowship

Fellows must receive a score of 3 or higher on all items of the final evaluation and complete 2,000 hours.

Further criteria for graduation shall be based upon three parameters. The postdoctoral fellow must be judged as competent in each of the three parameters for graduation. The parameters of satisfactory performance are:

1. Clinical and Academic Competence -- fund of knowledge, education meeting attendance, clinical performance (rotation evaluations), clinical judgment, technical skills, including procedural competence and documentation, awareness of limitations in skills or knowledge.
2. Professional Behavior -- working relationship with faculty, ancillary staff, fellow, intern, and resident colleagues, and patients; acceptance of responsibility, including demonstrated ability to supervise others, punctuality and reliability, willingness/openness to do brief consults ("warm handoffs"), and fulfillment of administrative duties, including timely and thorough records completion, completion of all evaluations, logs, and administrative meeting attendance; and timely attention to clinical duties (quality measures, returning messages).
3. Impairment -- absence of impaired function due to mental or emotional illness, personality disorder, substance abuse; absence of lying or cheating on examinations.

Privacy Policies

HIPAA: Federal regulations protect the privacy of patient health information. The Health Insurance Portability and Accountability Act (HIPAA) is a set of federal rules that defines what information is protected, sets limits on how that information may be used or shared, and provides patients with certain rights regarding their information.

These rules protect information that is collected or maintained (verbally, in paper, or electronic format), that can be linked back to an individual patient and is related to his/ her health, the provision of health care services, or the payment for health care services. This includes, but is not limited to, clinical information, billing and financial information, and demographic/scheduling information; even the fact that an individual has received care through UT Health training site is protected.

HIPAA regulations limit the use or sharing of protected patient information to the following purposes: providing treatment, obtaining payment for services, certain health care administrative functions and when required or permitted by law. Any other use or disclosure of protected information requires written authorization from the patient. For all uses or disclosures other than treatment, only the minimum amount of information necessary will be shared on a need-to-know basis. The Notice of Privacy Practices describes to patients how we may use or disclose their health information and patient rights regarding their protected health information.

Additional Policies

A. General Information

Postdoctoral Fellows pursuing their supervised experience required for licensure at The University of Texas Health Science Center at Tyler are appointed by The University of Texas Health Science Center at Tyler.

B. Level of Training

Postdoctoral fellows have received their doctoral degree in psychology and are completing a one year postdoctoral fellowship.

II. CONDITIONS OF APPOINTMENT

A. Parties to the Agreement and Their Responsibilities

The parties to the appointment Agreement (Agreement) are the individual in training (Postdoctoral fellow) and UTHSCT.

The postdoctoral fellow agrees:

- to serve at the affiliated hospitals;
- to accept the duties, responsibilities, and rotations assigned by the Training Director;
- to meet the training program's standards for learning and advancement including objective demonstration of the acquisition of knowledge and skills;
- to abide by the Rules and Regulations of the Board of Regents of The University of Texas System, the regulations of The University of Texas Health Science Center at Tyler as set out in its Handbook of Operating Procedures (web-site: <http://sharepoint/sites/utpolicy/Handbook%20of%20Operating%20Procedures/Forms/AllItems.aspx>) and the regulations of the hospitals to which assigned;
- to conduct himself or herself ethically and morally in keeping with his or her position as a postdoctoral fellow; and,
- to meet the conditions outlined in this Postdoctoral Fellowship in Psychology Handbook.

2. UTHSCT agrees to perform a series of administrative and educational functions for the benefit of both the postdoctoral fellow and the program. These functions include:

- issuance of paychecks;
- provision of personnel services;
- provision of an office and personnel for the administration of the Program;
- maintenance of records;
- procurement and administration of the fringe benefits outlined in the Handbook;
- provision of mechanisms for effective coordination of the Program among the hospitals.

B. Appointment Agreement

The Postdoctoral fellow will receive an offer letter from the Training Director, on behalf of UTHSCT.

C. Appointment

Selection of the postdoctoral fellow for appointment to the Program will be in accordance with APPIC guidelines, as well as with UTHSCT, departmental, and psychology section policies and procedures. An Agreement will be issued to the postdoctoral no earlier than eight (8) months prior to the date the Postdoctoral Fellow agrees to accept the appointment. This Agreement will extend for a period not to exceed twelve (12) months.

Graduation/Successful Completion of the Program will be determined at the discretion of the UTHSCT Departmental Chairperson and Training Director. The decision to complete will be based on performance evaluations and an assessment of the postdoctoral fellow's readiness to advance. In instances where a fellow will not successfully complete the program, the Training Director will provide the fellow with a written notice of intent not to graduate no later than two months prior to the end of the Fellow's current appointment term. However, if the primary reason(s) for the failure to graduate occurs within the two months prior to the end of appointment term, the fellow will be provided with as much written notice of the action as possible. At a postdoctoral fellow's request, a Training Director's decision to not permit graduation may be reviewed, utilizing the Appeals Process described on page 15 of the handbook.

Postdoctoral fellows are not required to enter a non-compete or other restrictive covenant agreement with UTHSCT as a condition of appointment.

D. Content of Program

The Clinical Health Psychology Postdoctoral Fellowship program will include: provision of inpatient and outpatient settings; provision of equipment and other facilities for the care of patients; provision of supervision and evaluation of the professional work of the fellow by UTHSCT or affiliated and cooperating institutions; and, provision of didactic experiences to supplement practical clinical experiences. The Fellow will be expected to participate actively in the care of all patients of the facility to which he or she is assigned.

The Fellow will be assigned to a regular schedule. This schedule is largely 40 hours per week on site. Additional reading, report writing, and lecture preparation may often occur after hours. The major objective of the Program is educational, and as such the educational needs of the Postdoctoral fellow will be a major priority of the Training Director.

The teaching staff will supervise the Fellow in a manner designed to facilitate progressively increasing responsibility for patient care according to level of training, ability and experience. The level of responsibility accorded to each Fellow will be determined by the Training Director and/or teaching staff.

E. Stipends

Stipends will be paid to the Postdoctoral fellow by UTHSCT. Fellow are paid on a biweekly schedule.

F. Quality Assurance

The Postdoctoral fellow will be informed of the various hospitals' organizations for and methods of providing quality assurance. The Postdoctoral fellow should participate in the quality assurance activities of the clinical services to which he or she is assigned.

G. Medical Records

The Postdoctoral fellow is required to complete medical records in a timely manner. Failure to complete medical records promptly and accurately indicates failure to deliver adequate care of patients and is considered grounds for academic corrective action.

H. Other Benefits and Services

The benefit program outlined below applies to all eligible Postdoctoral fellow. The benefits listed in this Paragraph H are administered through UTHSCT.

1. Vacation and Scheduled Time Off

- Postdoctoral fellows are permitted the equivalent of 12 days of vacation each year in addition to State holidays and a total of 4-6 floating holidays.
- The Postdoctoral fellow must coordinate scheduled time off with the Training Director, the respective rotation, as well as with other Postdoctoral fellow to ensure adequate coverage to meet patient needs and to minimize cancellations of patient appointments. **30 days' notice is required.** In some circumstances, exceptions to this policy may be made, at the discretion of the Training Director. It is the responsibility of the other Fellows to cover for one another during a Postdoctoral fellow's absence.
- A Postdoctoral fellow is not eligible to accumulate annual vacation. A Postdoctoral fellow leaving the Program will not be compensated for unused vacation.

2. Dress Code

An official identification badge should be worn while at work.

Professional attire consistent with the UTHSCT dress code will be worn to work.

3. Timekeeping

Postdoctoral fellows are considered exempt employees and are required to work forty (40) hours per week based on position expectations which may require additional hours per week. Exempt employees are required to submit leave forms for all leave taken if an absence occurs in a normal workday. Exempt employees should receive prior approval to be absent from work or leave work during normal work hours. Exempt employees are not required to clock in and out for hours worked. However, all employees must use the Time & Attendance System to validate actual hours worked, time off, and final approval for timecard submissions on or before the payroll deadline. The postdoctoral fellow is not required to clock in/out for doctors' appointments, but the time must be accounted for by submitting a leave slip through Passport for the supervisor's approval in a timely fashion.

An exempt employee may earn compensatory time up to four (4) hours in a work week (Sunday to Saturday) with approval from the Training Director. Employees and department heads will be responsible and accountable for tracking all appropriate documentation; all hours must be used within the same work week as the time was earned and hours not used will be forfeited. These hours shall be tracked by the Training Director and/or the postdoctoral fellow. Additional information relating to timekeeping for exempt employees can be found at <https://uthealth-tyler.policystat.com/policy/2882986/latest/> .

4. Educational Meetings

Fellows may take up to an additional 2 days of professional leave during the training year, which will not be considered part of floating holiday or vacation. This time is not guaranteed and is to be used for only the most essential of professional activities. The Training Director must authorize a Postdoctoral fellow to take a leave of absence for professional leave. Examples of professional leave might include completing a licensing exam, attending a professional conference at which the fellow is presenting a poster or lecture. The fellow must provide the Training Director with verification of the fellow's attendance at these professional activities. If attending an approved conference, the fellow should provide an overview of the conference, as a one-hour lecture, detailing what the fellow learned, to the cohort and Training Director.

5. Paid Sick Leave (subject to HR policy change)

Fellows are permitted the equivalent of 12 days of paid sick leave each year. Paid sick leave does not carry forward from year to year and will not be compensated upon separation. Each employee accrues 8 hours of sick leave each month.

In the event an illness exceeds accumulated paid sick leave and vacation time, a leave of absence without pay may be granted (see below).

6. Leave of Absence (LOA), Including Leave Without Pay (LWOP) (Subject to HR Policy change)

All requests for LOA must be approved by the Training Director in accordance with applicable state and federal laws and accreditation requirements. An extended LOA, which exceeds the twelve (12) week allotment, may necessitate resignation from the Program. The Postdoctoral fellow may seek reappointment to the Program at a later date.

Consistent with the Federal Family and Medical Leave Act of 1993 (FMLA), The University of Texas System - Medical Foundation will grant up to 12 calendar weeks of leave in a 12-month period to its employees. Family and medical leave may be granted for one or more of the following reasons:

- Birth of son/daughter and care after such birth;
- Placement of son/daughter for adoption or foster care;
- Serious health condition of spouse, child, or parent of Postdoctoral fellow; or
- Serious health condition of Postdoctoral fellow (unable to perform the functions of his or her position).

The duration of LOA must be consistent with satisfactory completion of training, which will be determined by each department.

A Postdoctoral fellow may continue his or her personal insurance coverage and dependent insurance coverage during a period of LOA at his or her own personal expense. Arrangements for these premium payments must be made prior to the commencement of the leave. The Program is responsible for payment of the Postdoctoral fellow's portion of the premium when the LOA qualifies under the Family Medical Leave Act.

7. Work-Related Injury or Disability (Subject to HR Policy change)

Injury or disability incurred by a Postdoctoral fellow within the course and scope of his or her appointment is covered by workers' compensation through a workers' compensation insurance policy. A Training Director is required to complete a First Report of Injury form to qualify for workers' compensation. If the postdoctoral fellow is injured or becomes ill as a result of employment, it is the employee's responsibility to report the injury or illness as soon as the incident occurs. All injuries must be reported to the Training Director within 24 hours of the incident. Leave taken in connection with an injury or disability not incurred during the course and scope of the appointment will be considered sick leave.

8. Retirement Plan (Subject to HR Policy changes)

Fellows are automatically enrolled in the Teacher Retirement System of Texas (TRS). The TRS retirement plan follows ERISA guidelines and UT Systems plan documents, for specific information please request plan summary document from the Human Resources Department. Postdoctoral fellows can elect to participate in Tax Sheltered Annuities in addition to TRS contributions.

9. Employee Assistance Program (Subject to HR Policy changes)

Postdoctoral fellows are eligible to use the Employee Assistance Program (EAP).

The Employee Assistance Program offers services to help Postdoctoral fellows resolve problems in their personal lives that may affect performance in their Programs. Refer to: (903) 581-6300 or (800) 477-8622.

I. Professional Fees

As a condition of acceptance to the Program, the Postdoctoral fellow waives all rights to fees for professional services to patients, regardless of the level of participation in the care of those patients. Such fees will be collected on behalf of the supervising professional staff in accordance with the following:

1. the regulations of the hospitals or other clinical settings in which the work is done;
2. the practices of the professional staff of each hospital or clinical setting; and,
3. the regulations, where applicable, of third-party payers.

J. Evaluation and Advancement

A Postdoctoral fellow will be evaluated at least twice each year regarding his or her performance, knowledge, skills, satisfactory progressive scholarship, and professional growth. To progress in the program and to successfully complete the program, a Postdoctoral fellow must demonstrate his or her ability to assume increased responsibility for patient care.

Advancement to higher levels of responsibility will be based on an evaluation of his or her readiness for advancement. This determination is the responsibility of the Departmental Chairperson together with the Training Director and with input from members of the teaching staff.

Evaluations will be communicated to the Postdoctoral fellow in a timely manner. The evaluations and the Postdoctoral fellow's responses to the evaluations, if any, will be maintained in the Program or department office and will be accessible to the Postdoctoral fellow for review.

It is the duty of the Training Director to establish a mechanism for evaluating the performance of the Postdoctoral fellow, including written progress reports to the Postdoctoral fellow. If a Postdoctoral fellow is not performing satisfactorily, the Training Director should document the deficiencies and outline a plan or program to correct the deficiencies.

The plan or program may be formal or informal and may include corrective action. It is the responsibility of the Postdoctoral fellow to follow up with any questions that he or she may have regarding an evaluation.

ACKNOWLEDGEMENT PAGES

UTHSCT Policies and Procedures

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

Acknowledgment

I acknowledge that I have received information on The University of Texas Health Science Center at Tyler Handbook on Policies and Procedures (IHOP) and that I am subject to and will comply with these policies and procedures found at:

<https://uthealth-tyler.policystat.com/>

Signature

Print Name

Date

**The University of Texas Health Science Center at Tyler Psychology Postdoctoral Fellowship Programs
Policies and Procedures**

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

Acknowledgment

I acknowledge that I have received and reviewed The University of Texas Health Science Center at Tyler Psychology Postdoctoral Fellowship Programs Handbook. I agree to abide by the policies and procedures outlined in these documents. I have been provided with a copy of the document to keep in my files.

Signature

Print Name

Date

HIPAA COMPLIANCE, PRIVACY POLICIES and ACCEPTABLE USE ACKNOWLEDGMENT PAGE

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

Acknowledgment

The Health Insurance Portability and Accountability Act (HIPAA) is a set of federal rules that defines what information is protected, sets limits on how that information may be used or shared, and provides patients with certain rights regarding their information. I acknowledge that I understand the HIPAA Compliance procedures as they relate to responsibilities and care through the The University of Texas Health Science Center at Tyler Psychology Postdoctoral Fellowship Programs.

I commit to maintaining confidentiality in accordance with The University of Texas Health Science Center at Tyler Psychology Postdoctoral Fellowship Programs policies, The University of Texas Health Science Center at Tyler privacy policies, and the law. I have read, understand, and agree that as I am committed to upholding the highest standard of individual ethical and legal confidentiality practices as outlined in HIPAA and The University of Texas Health Science Center at Tyler privacy and acceptable use policies.

I have been provided with a copy of the Overview of Privacy Policies document to keep in my files.

<https://uthealth-tyler.policystat.com/>

Signature

Print Name

Date

**American Psychological Association
Ethical Principles of Psychologists and Code of Conduct**

Please sign this acknowledgement page and return to the Training Director

Acknowledgment

I acknowledge that I have received and reviewed the American Psychological Association's (APA's) Ethical Principles of Psychologists and Code of Conduct. I agree to abide by the Principles, Standards, and spirit of the Ethics Code. I have been provided with a copy of the document to keep in my files.

Signature

Print Name

Date



Clinical Health Psychology Postdoctoral Fellowship Program Didactic Calendar

2025-2026

List of Didactic/Training experiences for Psychology Postdoctoral Fellowship

Didactic and training opportunities are offered on Wednesdays, Thursdays, and Fridays, and include a broad range of options for the postdoctoral fellows. The fellows are welcomed by interdisciplinary colleagues to join training activities. In addition, fellows may have “live” supervision followed by discussion during any of the clinical rotation experiences. Fellows are expected to attend a minimum of two hours per week of didactics offered.

Psychology Internship training activities:

The APA accredited Psychology Internship Program at the University of Texas Health Science Center at Tyler didactic schedule includes a variety of seminar and case conference topics, such as: Dementia Subtypes and Case Study, Suicide, Ethics Part I/II, Practical Issues in Working with Families, Quality Improvement and research development, Self-Reflection, The Science of Happiness and Flourishing, Grief and Bereavement, Traumatic Brain Injury, Family Systems, Suicide and NSSI Among Youth, Bipolar Disorder. In addition, there are hospital-wide Weekly Grand Rounds every Friday covering topics such as Interdisciplinary Team communication, Chronic Pain management, and Physician Burnout, among others.

Fellows may have the opportunity to attend the Texas Psychological Association Conference and participate in the Certificate in Integrated Primary Care Behavioral Health from the UMASS Center for Integrated Primary Care. These experiences are contingent upon future funding.

Family Medicine Residency training activities:

The UTHSCT Family Medicine Residency program didactic schedule regularly holds seminars, case presentations, and family medicine grand rounds that include content relevant to clinical medical psychology and integrated care. Topics may include: Medical Student Presentations, Neurology, Multiple System Atrophy – Case Studies, Patient Safety conferences, Hepatitis, COPD, Delirium/AMS, PT/OT, Poly Pharmacy, Sleep medicine, Pharmacology Pearls, Diabetes Management, Obesity Management, Geriatrics, Thyroid disorders, Palliative/Supportive care and Cancer Survivorship.

Psychiatry Residency training activities:

The UTHSCT Psychiatry Residency program didactic schedule regularly holds seminars, case presentations, and psychiatry grand rounds that include content relevant to clinical medical psychology and integrated care. Topics may include: Somatic therapies, biopsychosocial assessment, assessing violence, community psychiatry, geriatric psychiatry, consult & liaison psychiatry, childhood and development, forensic mental health, and cultural and diverse psychiatry.

Interdisciplinary training activities:

The postdoctoral fellows will participate in the Poverty simulation, which is an interactive, interdisciplinary training experience hosted by UTHSCT and the East Texas Human Needs Network. This experience is designed to foster understanding of the unique challenges associated with

poverty to increase cultural awareness among trainees. The fellows engage with trainees and faculty from family medicine, psychiatry, psychology interns, and pharmacy while gaining perspective on the impact of poverty on health, wellness, and overall wellbeing.