

## DELL MEDICAL SCHOOL/DELL CHILDREN'S MEDICAL CENTER PSYCHOLOGY POSTDOCTORAL FELLOWSHIP PROGRAM

This postdoctoral fellowship is a collaboration between The University of Texas at Austin Dell Medical School (DMS) and Dell Children's Medical Center (DCMC). The training program was formerly known as Texas Child Study Center (TCSC), which has now become a clinic within the larger training program. TCSC was created to provide pediatric mental health services and training for future clinicians in the Central Texas region and has grown exponentially to now be the primary outpatient mental health clinic at DCMC, serving the larger Austin area.

This fellowship program primarily provides services at DCMC and is housed within the Division of Psychology in the Department of Psychiatry and Behavioral Sciences at the University of Texas at Austin Dell Medical School. This fellowship aims to train clinicians to provide assessment and evidence-based treatment for children and adolescents with emotional, behavioral, and developmental disabilities, ranging from adjustment difficulties to more chronic medical and psychiatric conditions. Patients come from diverse socioeconomic strata, ethnic, and racial backgrounds. Clinicians evaluate the impact of treatment on patients' symptoms and functioning using standardized assessment measures and provide feedback to patients and families on their progress. Clinicians and trainees also collaborate with many medical services and clinics both within DCMC and in community-based family medicine and primary care clinics. Within these programs, clinicians and trainees provide assessment and treatment for patients presenting a range of acute and chronic medical conditions to address co-occurring mental health issues, difficulty adjusting to a new medical diagnosis, developmental challenges that result from medical conditions, and/or difficulty coping with pain. Clinicians also provide ongoing consultation to medical providers as part of interprofessional care teams that include social work, pediatrics, psychiatry, nursing, physical therapy, nutrition, among other disciplines. Most recently, faculty have added a formal teleconsultation program to provide mental health support for primary care healthcare providers throughout the state of Texas, using the Child Psychiatry Access Network (CPAN). Since youth are embedded within many social contexts, providers work with multiple systems, including families, schools, and communities.

### **Philosophy and Training Model**

The Fellowship is organized so that training activities are provided within programmatic structure that will satisfy all the clinical, supervisory, and educational requirements necessary to achieve license eligibility upon completion. Emphasis is placed on achieving independence across the 9 profession-wide competencies outlined by the American Psychological Association's Commission on Accreditation, while also providing more depth of training for fellows to develop emerging expertise within their primary areas of clinical concentration. Specific to the fields of pediatric health and clinical child and adolescent psychology, the Fellowship Program aims to prepare trainees for licensure.

Fellows are also encouraged to engage in clinical supervision, teaching, and scholarly productivity, as available, engaging them in a role that emulates their next career steps as clinician-educators within healthcare settings. Fellows are expected to lead at least two pediatric and clinical child/adolescent psychology seminars for the internship class during the year. They are also invited to teach short-courses in evidence-based interventions to first- and second-year psychiatry fellows throughout the year. Fellows are encouraged to develop small quality improvement projects, pilot research studies, and/or educational curricula during their training year, which they can present within a department sponsored research day occurring 8-9 months into the academic year. In addition to didactic programming to address possible gaps in prior training, these educational experiences target

areas of professional development (e.g., preparation for licensure, interviewing and job negotiations, etc.), teaching and curriculum design, and scholarly and/or clinical program development. Additional specialized training is also offered that focuses on integrated behavioral health service delivery models and culturally informed, evidence-based practices for pediatric health and clinical child and adolescent oriented patient care.

### Fellowship Training Goals

*In completing this postdoctoral fellowship, trainees will:*

1. Develop advanced skills in the assessment and treatment of children and adolescents presenting in medical settings with acute and chronic health related needs.
2. Develop a depth of knowledge, experience, and relative expertise within a focused subspecialty area of integrated behavioral health, pediatric psychology, and /or clinical child and adolescent psychology.
3. Learn effective skills for clinical and/or didactic instruction, disseminating knowledge, and evaluating acquisition of knowledge and skills in preparation to become a clinician-educator within a patient care setting.
4. Develop and apply empirically based scholarly inquiry to clinical work, research projects, and program development and evaluation.
5. Apply ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations in increasingly complex situations with developing independence.
6. Demonstrate awareness, sensitivity, and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal backgrounds and characteristics.
7. Demonstrate professional behavior and comportment that reflect the values and attitudes of psychology.
8. Demonstrate effective communication and engage in productive interpersonal interactions with others.
9. Demonstrate competence and refine skills in the assessment and treatment of children with acute and chronic medical illness.
10. Develop a conceptual foundation and demonstrate emerging professional competencies for clinical supervision.
11. Provide consultation, guidance, or professional assistance to other systems (e.g., medical team, community program, schools) in response to patient needs or goals.

### Postdoctoral Fellowship Program Structure

Clinical training, supervision, and teaching for the program are provided by a growing [departmental faculty](#) of licensed psychologists and numerous program training partners consisting of licensed psychologists, psychiatrists, clinical social workers, professional counselors, and nurse practitioners. The program is led by the Director of Psychology Training (Sasha Jaquez, PhD), who is a licensed psychologist.

DMS/DCMC Fellowships are full-time, 12-month, clinically focused positions with a minimum of 25% of the Fellow's time spent in patient care; however, most training opportunities for fellows include 50% or more of time dedicated to patient care. Fellows must complete a minimum of 2,000 hours of training and patient-oriented care within the 12-month fellowship period. At least 1,500 of those hours to be completed within the first 9-months, consistent with state license eligibility requirements for Texas and others nationwide. Training experiences are spread across four primary domains. Training experiences are allocated with approximately 60% of the fellow's

full-time equivalency (FTE) dedicated to a major clinical concentration or rotation. This yearlong experience within the major rotation is intended to build upon the fellow's competence with more personalized mentoring and opportunities to develop independence and an emerging specialization within the defined area of practice. Minor clinical concentrations are offered to fellows to fulfill approximately 30% of their training time. Training options for minor concentrations are 6-month experiences. Options available depend on the fellow's individual training goals and supervisor bandwidth. The purpose of the minor rotation is to provide opportunities to address any gaps in training or to extend prior training experiences for the fellow before entering the field. Lastly, 10% of the fellowship program is designated for educational and professional development experiences including (1) monthly educational and didactic training activities focusing on evidence-based practices and professional development in pediatric health and clinical child and adolescent psychology, (2) weekly time to set aside to prepare for the Examination for the Professional Practice of Psychology (EPPP), (3) quarterly workshops/trainings in culture, diversity, inclusion, and equity, and many optional trainings offered within UT DMS Psychiatry & Behavioral Sciences Grand Rounds, Dell Children's Medical Center Pediatric Grand Rounds, and Schwartz Rounds.

In addition to offering more advanced clinical experiences, clinical rotations may offer fellows opportunities to gain mentored supervision opportunities by conducting vertical supervision for interns and advanced graduate students. Fellows are also encouraged to develop scholarly projects (quality improvement, pilot research, etc.) within the major concentrations to further develop their depth of knowledge and emerging expertise.

### Description of Training Activities

Clinical training activities will take place within hospital, specialty care, and community-based primary care clinics provided by the Psychology Service at Dell Children's Medical Center.

Fellowship applicants are being recruited for the following areas of training:

- 1) Disordered Eating/Adolescent Medicine Concentration

#### **Training Concentrations:**

##### **Family-Based Disordered Eating/Adolescent Medicine**

Training is focused on the assessment, diagnosis, and evidence-based treatment of children, adolescents, and college-age individuals struggling with disordered eating. Patients and families are typically referred from primary care or inpatient medical teams and present with complex physiological conditions secondary to malnourishment. Referral concerns typically include avoidant restrictive food intake disorder (ARFID), anorexia nervosa (AN), and bulimia nervosa (BN). Collaboration with medical specialties is integral for successful treatment outcomes. Fellows will learn the foundational principles and techniques of 3 evidence-based interventions targeting these disorders - Family-Based Treatment (FBT) using the Maudsley Approach, and Cognitive Behavioral Therapy-Enhanced (CBT-E), and Family-Based Treatment for ARFID (FBT-ARFID). Trainees also gain experience in partnering with LGBTQIA+ youth to holistically address their social and mental health needs while respectfully affirming their gender identity. These patients often present with comorbid, undiagnosed disordered eating and maladaptive coping behaviors. Following recommendations set forth by the World Professional Association for Transgender Health (WPATH) Standards of Care, Version 8 (Coleman, E. *et.al.*, 2022) training opportunities focus on providing age/developmentally appropriate mental health care and providing evidence-based, family centered mental health support to promote a deeper understanding and acceptance of their gender expression

and/or sexual orientation. Rotation experiences include shadowing, co-therapy, live observation, multidisciplinary collaboration (e.g. medical providers, schools, etc.), case presentation, didactics, and weekly supervision. For a fellow to be most successful on this rotation, previous experience with disordered eating is strongly recommended and knowledge of FBT is essential. This rotation is located off-site.

## Education and Professional Development

### **Educational, Professional Development, and Didactic Activities**

Fellows participate in several dedicated learning activities throughout the year focusing on advanced level training experiences to prepare them for entry level clinician educator roles. In addition to didactic programming to address possible gaps in prior training, educational experiences for fellows' target areas of professional development (e.g., preparation for licensure, interviewing and job negotiations, planning for board certification, etc.), teaching and curriculum design, and scholarly and/or clinical program development. Additional specialized training is also offered that focuses on integrated behavioral health service delivery models and culturally informed, evidence-based practices for pediatric health and clinical child and adolescent oriented patient care.

### **Licensure Preparation**

As the last formal training year for psychology learners, a priority goal for program is to prepare fellows to achieve licensure for the independent practice of psychology. To ensure proper documentation of clinical experiences when applying for licensure, fellows must keep track of their patient contact time using Monthly Activity Logs. Copies of these logs should be reviewed with clinical supervisors and submitted monthly to the Training Director. Fellows are encouraged to establish a study schedule to help prepare for the Examination for the Professional Practice of Psychology (EPPP), utilizing dedicated time provided by the training program for educational activities. EPPP study materials will be made available to fellows via electronic documents and folders. Fellows are encouraged to reserve an EPPP test date in early spring in order to ensure licensure or license eligibility before completing the training year.

### **Scholarship & Research**

The fellowship adheres to a scientist-practitioner model and the integration of research and practice is emphasized. Fellows have opportunities to participate in scholarly projects, including pilot research, program development/evaluation, and educational curriculum development, as schedules permit and opportunities arise. Accordingly, fellows are able to contribute to the UTDMS Psychiatry & Behavioral Sciences Department Research Day, which typically occurs in April. Fellows can submit a professional poster presentation to reflect their scholarly work within one of four domains: (1) Clinical Research, (2) Case Study/Case Presentation, (3) Educational/Curriculum Innovations, or (4) Quality Improvement/Program Evaluation. Clinical research projects underway from one's doctoral institution can be submitted in lieu of any works in progress at the DMS/DCMC. Fellows are also encouraged to utilize the support and collaboration of their professional development mentors, clinical supervisors, and the many professionals and training partners associated with medical school, hospital, and university system.

## Salary, Benefits, and Resources

### **Salary and Benefits**

Fellows are employees of the University of Texas at Austin Dell Medical School and thus receive the benefits provided for all full-time staff. The Psychology Fellowship is housed within the UTDMS Department of Psychiatry & Behavioral Sciences, but trainees receive appointments for their primary field placement designated by the title "Psychology Postdoctoral Fellow" at Dell Children's Medical Center and its associated partner programs.

The fellowship start date is September 1<sup>st</sup> and the base salary is \$56,484 per year. The start date for these positions is contingent upon final approval by the Board of Regents at the University of Texas and upon completion of the credentialing process and the specific assignment is for one year, ending on August 31<sup>st</sup>. The core hours expected are (minimally) 8AM to 5PM, but flexibility is expected in order to meet the needs of the Department. This position type is Administrative and Professional and is subject to renewal annually. Fellows are considered exempt, salaried staff members, meaning in part that they are exempt from overtime pay.

Fellows are entitled to all employee benefits authorized by the state legislature. Benefit information can be found by visiting <http://www.utexas.edu/hr/prospective/benefits.html>.

### **Insurance**

Eligible university employees enjoy a variety of insurance options, including employer-paid medical coverage for full-time employees and 50 percent employer-paid medical coverage for part-time employees. Eligible employees may also select dental, vision, short- and long-term disability coverage, and more.

### **Retirement**

The State of Texas offers eligible UT Austin employees two retirement program options TRS, the Teacher Retirement System of Texas and ORP, the Optional Retirement Program, both of which include generous employer contributions. You may review these programs and how to enroll online at <http://www.utsystem.edu/offices/employee-benefits/optional-retirement-program>

### **Time Off**

Eligible employees who work at least 20 hours per week for 4.5 continuous months are entitled to multiple paid leave options including Annual Leave (Vacation), Paid Holiday Leave and Sick Leave. Certain employees may also earn compensatory time off, in accordance with Texas state law. Vacation and Sick leave begin accruing on the first day of employment and will continue to accrue on the first of each month after. The number of hours is based on how much state service you have. Vacation time off can be used when an employee has been employed by the State of Texas for six continuous months. This requirement only needs to be met once during state service employment at any State of Texas agency. Other time off types can be used during the first 6 months.

- 8 hours Vacation earned each month – can be used after 6 months
- 8 hours Sick time earned each month – can be used immediately

### **Compensatory Time**

Employees may earn state compensatory time, when the time/hours worked at the end of the work week exceeds their scheduled weekly hours. These hours can be used similarly to vacation, for a personal day. The state compensatory time expires within one year of accrual.

## Holidays

The state legislature determines the number of holidays that UT can observe. Employees are eligible to receive holiday time off in benefits eligible roles. Employees may work on the University Holiday, particularly those who provide patient care within clinics that remain open, and the schedule is determined by the department, clinical supervisors, and care coverage available. The UT holiday schedule can be viewed [here](#).

## Floating Holiday

Some years the holiday schedule includes a floating holiday. If it does, you will receive 8 hours of floating holiday time off. If you're less than full-time, you will receive floating holiday leave based on the percentage of hours you're appointed. The floating holiday can be used similarly to a vacation day.

## Requirements for Completion of Fellowship

Psychology Fellows will receive a certificate of completion at the end of the training year upon satisfying:

1. Completion of 2000 hours (12-months full time) during the fellowship year.
2. Satisfactory performance and progress in clinical work and professional conduct as measured by quarterly competency-based supervisory evaluations.
3. Attendance in seminar programs and clinical staff meetings.

## Application and Selection Procedures

The Training Program currently offers five full-time fellowship positions for the 2024-2025 training year. DMS/DCMC adheres to a policy of nondiscrimination in the recruitment of employees or learners. To be eligible, applicants must have competed (or are scheduled to complete) an APA-Accredited Doctoral Internship in Psychology. Applicants are expected to have completed all doctoral requirements, with confirmation of dissertation completion and degree conferral prior to the start of the fellowship start date. Applications will be accepted on a rolling basis.

### **A fully completed application includes:**

1. A letter of interest indicating the preferred training concentration, specific training goals and interests, and eligibility for post-doctoral fellowship (i.e. APA accredited internship completion date, dissertation status)
2. Curriculum Vitae
3. Three letters of reference.

Completed application (LOI and CV) materials should be submitted in one PDF to our secure UT Box via this link (<http://links.utexas.edu/crrkhkw>). Use the following naming template for uploaded application materials: Applicant's Last N, First N\_application item (ex: Hamilton, Alex\_LOI\_CV). Additionally, this link should be shared with references for them to directly upload their letters, using the same naming template noted above (ex: Hamilton, Alex\_LOR). Please reach out at [DellMedPsychologyTraining@austin.utexas.edu](mailto:DellMedPsychologyTraining@austin.utexas.edu) for any questions or technical difficulties.

Questions regarding the application or interview process may be directed to the Training Director.