



POSTDOCTORAL CLINICAL PSYCHOLOGY FELLOWSHIP

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CARES PSYCHOLOGY POSTDOCTORAL PROGRAM

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Introduction

The Post-doctoral Program in Developmental Disabilities at Community Assistance Resources and Extended Services, Inc. (CARES) follows a Practitioner-Scholar Model of clinical training incorporating 2,000 hours of supervised clinical experiences. It is expected that fellows will engage in direct provision of services for a minimum of 20 hours weekly. Weekly individual and group supervision is provided, as well as a robust schedule of didactic seminars to enhance fellows' knowledge and skills. The CARES program meets or exceeds the requirements for licensure in New York State Office of the Professions, as set forth in Part 72 of the Commissioners Regulations.

1-2 Post-doctoral fellows will participate in a 12-month training program in the year 2021-2022

Mission of the Program

The mission of the CARES Psychology Postdoctoral Program is to prepare postdoctoral candidates for careers as skilled psychologists who are proficient in evaluations and therapeutic interventions for individuals, from young children to adulthood, who have developmental disabilities, mental health difficulties or other conditions. The importance of personal and professional growth is emphasized in all aspects of the training program. The Program is dedicated to upholding the highest standards of ethical and professional conduct. Furthermore, the Program takes pride in its past trainees who have obtained state licensure and employment in a variety of settings.

Philosophy of the Program

Designed in the Practitioner-Scholar Model, the Program consists of training experiences to facilitate a smooth transition to professional functioning, through acquisition of advanced clinical skill that integrate theory and practice. Fellows carry caseloads of children, adolescents and/or adults with disabilities, and provide services to groups and/or families.

All fellows obtain advanced training in assessment, diagnosis and evaluation, and exposure to numerous intervention and treatment modalities. Fellows gain expertise in behavioral intervention, individual psychotherapy throughout the lifespan, outpatient assessment and treatment, and family and group psychotherapy.

Fellows gain skills and knowledge by working side by side with supervising psychologists. This apprenticeship model allows for frequent direct observation of supervisors, as well as immediate consultation, feedback, and teaching. Regularly scheduled and intensive supervision is conducted according to cognitive and behavioral theoretical orientations. Throughout supervision fellows are challenged to explore and self-reflect on their learning and clinical decisions. Supervisors work in close proximity with fellows, and are readily available to teach, supervise, mentor, and consult them on clinical decisions.

Fellows work with multidisciplinary teams that include Board Certified Behavior Analysts (BCBA), special education teachers, social workers, speech and language pathologists, occupational and physical therapists, psychiatric professionals and Nutritionists. This working environment provides a unique opportunity for collaborative learning and leads to a more holistic understanding of the individual from various facets.

We believe that the CARES postdoctoral program is a mutual learning experience. Fellows bring a fresh perspective and new ideas that provide the opportunity for supervisors to keep pace with new trends in the field. Their background and experiences add depth to the learning atmosphere in the program and they provide a vital level of energy and enthusiasm to the supervisory process. This allows them to grow professionally and also contribute to the growth of their supervisors.

CARES Training Program in Clinical Psychology

Overall Goals of the Training Program

The goal of the CARES Clinical Psychology Postdoctoral Program is to broaden the knowledge and expertise of early career psychologists and transition them into professional clinicians who are proficient in assessment and intervention for children and adults with Autism, Intellectual and Developmental Disabilities. Particular emphasis is given to intensive training in ABA, behavioral therapy, diagnostic testing and comprehensive report writing.

A core focus of postdoctoral training is the impact of multicultural values, language, and behavioral principles on the therapeutic process. The vast age range of individuals served at CARES (birth to adulthood) allow for rich experience of how developmental disabilities manifest themselves across the life span. CARES programs serve a historically underserved population of recent Chinese and Hispanic immigrant families. Many staff are bilingual and we can provide interpretation in the language of the client. Our clinicians develop targeted culturally sensitive behavioral interventions to help our clients enhance their skills and achieve personal outcomes across multiple settings. This multicultural diversity provides fellows with a profuse opportunity to observe and learn how diversity informs and interfaces with clinical practice.

The postdoctoral year facilitates a smooth transition to professional practice through acquisition of advanced clinical skills that integrate theory and practice. Clinical experience along with didactics and supervision assist fellows in developing critical thinking, self-reflection, and interpersonal skills to provide the tools and strategies which will be needed throughout the course of their career.

Training Goals and Objectives

Our training program has identified the following goals and objectives to be achieved over the course of the CARES fellowship.

Goals	Objectives
1- Competence in methods of assessment and diagnosis.	<ul style="list-style-type: none"> a. Apply knowledge of clinical interviewing and assessment methods. b. Gain skills integrating data from a variety of sources to conceptualize diagnosis.
2- Develop competence with therapeutic interventions.	<ul style="list-style-type: none"> a. Acquire skill in setting treatment goals. b. Acquire skills in intervention. c. Acquire skills in tracking progress.
3- Cultural competence and understanding of diversity.	<ul style="list-style-type: none"> a. Develop sensitivity to diverse client populations. b. Enhance ability to modify/apply appropriate assessment and treatment for diverse populations.
4- Achieve competence understanding client needs and perspectives.	<ul style="list-style-type: none"> a. Facilitate skill of adjusting approaches to needs and perspectives. b. Increase ability to discuss disabilities with clients and families.
5- Understand Ethical practices.	<ul style="list-style-type: none"> a. Learn to identify ethical challenges. b. Learn to conduct him/herself according to APA ethical guidelines. c. Apply ethical principles to practice.
6- Participate as a member of a multidisciplinary team.	<ul style="list-style-type: none"> a. Enhance consultation skills with other professionals. b. Improve ability for accurate and comprehensive documentation of services and approaches.
7- Apply evidence based knowledge to practice.	<ul style="list-style-type: none"> a. Enhance fellow's ability to evaluate the research literature relating to evidence based practice. b. Support fellow's ability to apply evidence to clinical practice.
8- Learn models of supervision, roles and responsibilities.	<ul style="list-style-type: none"> a. Expose fellows to diverse supervisory styles. b. Broaden fellow's knowledge and application of supervision models.
9- Gain competence in program evaluation.	<ul style="list-style-type: none"> a. Develop fellow's knowledge of program evaluation. b. Increase fellow's skills in implementing program evaluation.
10- Develop competence applying behavioral methods of assessment and treatment.	<ul style="list-style-type: none"> a. Increase fellow's knowledge of the principles of behavioral assessment and treatment. b. Develop fellow's skill in applying behavioral treatments. c. Teach fellows to perform Functional Behavior Analysis. d. Develop fellow's skills in methods of documenting, evaluating and interpreting behavioral data.

Professional Development over the Fellowship Year

The major goal of the Training Program is to gradually develop fellows' competence in successfully performing their task as a psychologist. Fellows are expected to increase their autonomy within all components of the Training Program. These competencies are assessed on two levels: Intermediate, and Advanced. Each of these levels is defined below as they specifically relate to each competency area. The fellows beginning competency will be evaluate at the outset of the program. Supervision and guidance will be provided accordingly.

Assessment:

Intermediate:

Fellows advance to performing psychological evaluation independently. They are expected to conduct, administer and score tests accurately, and write organized testing reports in a timely manner. Fellows at this level gain mastery in analyzing test scores and understanding of tests in terms of client diagnosis, behavior, and brain functioning.

Advanced:

Fellows expand their mastery in the array of assessment tools required for diagnostic evaluations. They assume greater autonomy in performing comprehensive assessments. They are expected to fully integrate multiple sources of clinical information in their assessments and diagnosis (test scores, clinical interview, diversity factors, client history, previous reports and medical information where appropriate). Fellows give case presentations of the full process of evaluation beginning with the reason for referral, assessments conducted, diagnoses and recommendations.

Clinical Interventions:

Fellows are assigned clinical cases with regards to the case complexity and the fellow's ability to address the treatment needs of the client.

Intermediate:

Fellows advance to interact independently with clients. Their responsibilities increase to provide individual and group psychotherapy as well as comprehensive psychological assessment. At this level, fellows are expected to successfully carry out treatment plans, write appropriate clinical notes, and demonstrate the ability to manage limits/boundaries in the therapeutic relationship, assess and modify diagnoses as appropriate.

Advanced:

Fellows at this level are expected to demonstrate increasing autonomy in planning interventions and assume greater leadership. They are able to develop treatment plans, formulate comprehensive case conceptualizations, treat a variety of diagnoses, and apply research and theoretical orientations to treatment.

Supervision:

Intermediate:

As fellows gain competency with the basic responsibilities of a given rotation, supervisors will gradually expand the range of clinical opportunity and interventions expected of fellows. Fellows at this level are expected to discuss psychotherapy process and obstacles to progress, engage in anticipatory planning of treatment, joint problem solving, and review short and long term treatment strategies. Fellows will also develop their ability to apply research and alternate therapy approaches learned in supervision to therapy cases.

Advanced:

Fellows exhibit greater level of independence when planning and applying clinical intervention and assessment. They are able to discuss more complex psychotherapy processes in supervision and apply supervision knowledge with other health professionals. At this stage supervision shifts toward a consultation model.

Diversity Training:

Intermediate:

At this level, fellows are capable of recognizing how cultural diversity may affect the therapist and client in clinical treatment and assessment. They are able to process diversity factors in supervision.

Advanced:

Fellows identify diversity factors which may affect intervention and therapy. They demonstrate a greater level of autonomy of processing and reconciling diversity factors when performing clinical assessment and intervention.

Ethics and Professional growth

Intermediate:

At this level, fellows increase their confidence in conducting psychotherapy and psychological assessments applying ethical principles. They are able to understand and demonstrate their specific role as a psychologist on a multidisciplinary team, and recognize how their role is distinct from other disciplines. They can accept and effectively utilize feedback from supervisors to improve their clinical skills. They are able to better define career goals and express case conceptualizations that are based in research and theory.

Advanced:

Fellows gain competency in their roles as evaluator, diagnostician, and therapist. They demonstrate capability to apply ethical principles to clinical practice. Fellows are able to demonstrate more of a leadership role in their clinical opinions with interdisciplinary team members and supervisors.

The Context of the Training Program

Agency Background

CARES, Inc. is a nonprofit organization, which has served over 6,000 children and adults with Autism Spectrum Disorder (ASD) Intellectual Disabilities and other Developmental Disorders, and their families since inception in 2005. The CARES clinical population is extremely diverse, including individuals from a wide array of cultures, disabilities, ethnicities, religions and socio-economic levels represented in the New York City Metropolitan area. CARES' programs serve a historically underserved population of recent Chinese and Hispanic immigrant families who are caring for children with significant impairments such as ASD, Intellectual and Developmental Disabilities. Many staff are bilingual and we can provide interpretation in the language of the client. Our clinicians develop targeted culturally sensitive behavioral interventions to enhance skills and achieve personal outcomes across multiple settings.

CARES directs three primary treatment programs, Early Intervention, Clinical Services and Adult Day Habilitation. All CARES programs employ a multidisciplinary team approach, involving licensed psychologists, Board Certified Behavior Analysts (BCBA), social workers, speech pathologists, occupational therapists, physical therapists, psychiatric professionals and nutritionists. Families are afforded the opportunity for the children to participate in CARES in home and off site Respite and Community Habilitation programs.

The Post-Doctoral Fellowship Experience

Clinical Rotations and Placement

Fellows will be exposed to and rotate between CARES three main programs – Early Intervention, Clinical services, and Adult Day Habilitation.

The Hand in Hand Early Intervention program serves approximately 400 children and families each year. Children range in age from birth to 3 years. Early intervention services are provided in a variety of settings including the child's home, community locations, and our early childhood centers. In addition, when clinically justified, services may be provided in a community setting such as a daycare, playground, supermarket or other appropriate community setting. Fellows will receive rigorous Applied Behavior Analysis (ABA) training and provide 1:1 therapy, parent counseling and family training. Our Early Intervention Centers provide curriculum based classroom instruction using the principles of ABA. Methods include Discrete Trial Training, Natural Environment Teaching, and Social Skills Groups for toddlers who are diagnosed with Autism.

CARES operates a New York State Licensed Article 16 clinic, which delivers services to individuals with developmental disabilities, and Article 31 clinic, which delivers services to children, adolescents and their parents with mental health issues. Fellows will provide diagnostic psychological assessments as well as therapy for eligible individuals and their families. Fellows will develop clinical proficiency in the theories and methods of psychological assessment and diagnosis. In addition, fellows will have the opportunity to deliver varied therapeutic modalities for individuals, their family, and/or groups.

CARES also provides in home and community based respite and community habilitation services to assist families caring for children in the family home. CARES serves over 600 children and families each year. Adult day habilitation serves post-secondary school students with a variety of

developmental disabilities in center and community based settings. Community and day habilitation programs focus on developing and enhancing skills in areas such as activities of daily living, communication and social interactions, prevocational training, and self-advocacy. In these programs, fellows will be trained to provide individual and group therapy to decrease challenging behaviors, develop treatment plans to achieve personal goals, support individuals to participate in integrated community settings and provide behavioral consultation to direct support professionals. Fellows will be trained in a variety of community locations. These can include recreational sites and trips to many places of interest.

CARES programs employ multidisciplinary teams consisting of Psychologists, certified special educators, Board Certified Behavior Analysts (BCBA), speech and language pathologists, occupational, physical therapists, psychiatric professionals and nutritionists where appropriate. This interaction and approach affords fellows a rich array of experiences across a broad range of disciplines.

CARES conducts an active ongoing research program. Topics addressed include analyses of various behavioral methodologies, interventions and curricula to evaluate efficacy. Fellows with a keen interest in pursuing research may have the opportunity to participate in the ongoing CARES research studies; this may take the form of performing pre or post assessments, data collection, statistical analyses, literature reviews and other potential contributions.

Supervision of Fellows

Fellow supervision is provided by CARES staff members or by qualified affiliates of CARES who carry clinical responsibility for the cases being supervised. Regularly scheduled individual supervision is provided by one or more doctoral level licensed psychologists. Fellows will receive two hours of individual supervision weekly, one hour of group supervision as well as eight hours of didactic seminars monthly. Supervision is provided with the specific intent of dealing with psychological services rendered directly by the fellow. Supervisors will co-sign treatment plans and evaluation reports.

Training Resources and Facilities

Fellows will be provided with access to all of the assessment materials, scoring materials, computers and forms needed to provide comprehensive clinical evaluations and related reports. Some tests can be implemented via iPads which can be available for use when clinically indicated. Services are provided at varied sites in the home/community as well as at CARES 4 locations, 1 in Manhattan, 2 in Brooklyn and 1 in Monticello, New York.

Curriculum Training Topics

Weekly didactic seminars focus on core issues in developmental disabilities, assessment and diagnostic strategies, as well as clinical interventions to enhance fellows' knowledge and abilities to interact with individuals with developmental disabilities/intellectual disabilities and other mental health conditions ranging in age from birth through adulthood. Didactic seminars offered in the past included the following topics.

Introduction to Internship Program
Introduction to Intellectual and Developmental Disabilities (ID /DD)
Identification of Abuse in Vulnerable Populations
Evolution of the DD Field
ASD 101
Behavioral Assessments and Interventions
Bayley Scales of Infant and Toddler Development
ADOS Training
Clinical Interviewing
Genetic Causes of ID/DD
Ethics/Informed Consent/HIPAA/FERPA
Developmental Milestones and Red Flags
Early Intervention in NYS - Assessment and Intervention
Speech and Language Disorders
Nutrition & Feeding Disorders
Physical Therapy for Children and Adults with ID/DD
Challenging Behaviors
Psychopharmacology
Cultural Competence and Diversity
Parent - Child Relationships
Conducting Effective Parent Training
Promoting Positive Relationships
CP and Motor Disorders
Social Service Systems
Sexuality and DD
Person Centered Planning
Managing Challenging Behavior in the Community
Vocational Assessments and Intervention
Cognitive Behavioral Therapy for Depression and Anxiety
Trauma Informed Therapy
Mindfulness
Dialectical Behavior Therapy
Program Evaluation
Other topics as needed

Fellowship Selection Criteria

The CARES Psychology Fellowship Program follows the standard Association of Postdoctoral Psychology Internship Centers (APPIC) guidelines. This fellowship site agrees to abide by the APPIC policy that no person at the training facility will solicit, accept, or use any ranking-related information from any fellow applicant.

Applicants should provide information including graduate school transcript, curriculum vitae, a

(redacted) psychological evaluation, and three letters of reference. Acceptance to the program after the match is conditional upon successful completion of background and FBI fingerprint checks. Random drug testing may be conducted. Our site will not hire fellows who test positive for any illicit substance without a prescription by an authorized health care professional. Any criminal convictions may render a candidate unsuitable to work with children and adults with disabilities by OPWDD. A current medical form evidencing general good health and the required vaccinations is necessary for participation in the CARES Fellowship program due to Department of Health regulations.

Members of the Training Committee review all applications submitted. Special focus is given to applications which show that the candidate possesses a strong interest in individuals with Developmental Disabilities. Admission requirements include completion of all professional doctoral degree requirements from a regionally accredited institution of higher education or an APA/CPA-accredited program and pre-doctoral internship meeting APPIC standards. This is defined as having on the first day of the fellowship either the diploma in hand or a letter from the Director of graduate studies verifying the completion of all degree requirements pending institution graduation ceremony. Candidate applications from Clinical, Counseling, School, Developmental or Neuropsychology programs (Ph.D. and PsyD) may be accepted. Qualified applicants are contacted by email or phone for interviews. Interviews are mandatory and are conducted in person. Interviews are a two part process; interviewees who pass the first section will be invited for a second interview which will include interacting with a child and young adult. Applicants selected for interview will be interviewed by the Training Director and a staff psychologist. Interviews are rated based on the applicant's demonstration of clinical knowledge, potential for participation in supervision, professionalism and ethics.

Candidates must have completed all academic courses, including comprehensive examinations, pre-doctoral internship, dissertation defense, and graduation from academically accredited institution prior to the start of the fellowship. Experience in the disability field is desirable.

Pre-doctoral internship should have included a minimum of 1,600 hours of supervised clinical experience in a child or adult setting. At least 40% of those hours should be spent in face to face services. Supervision should have been provided by a licensed psychologist with the minimal amount of one hour a week. Didactic seminars to enrich and broaden the intern's experience are desirable.

Applicants from minority and/or disability background or who are fluent in another language are strongly encouraged to apply.

Questions regarding the program or application procedure may be addressed to:

Sharon Shkedi, PsyD
Training Director
CARES, Inc.
465 Grand Street,
2nd Floor
New York, NY 10002
212-420-1970
sshkedi@caresnyc.org

Benefits and Human Resources

Fellows receive a yearly stipend of \$50,000 which is paid semimonthly. All required deductions for federal, state and local taxes and all authorized voluntary deductions are withheld automatically from the paycheck. Arrangements for direct deposit of paychecks can be made through the Human Resources. Funds for the fellowships come from the clinical services, donations and state contracts which CARES obtains.

The agency provides vacation time to ensure that its employees have adequate rest from their job responsibilities. Fellows are entitled to two weeks of paid vacation, and six paid personal or sick days. CARES observes many national and Jewish holidays and provides time off with pay. Additional time off is available for health related absence, bereavement and work related conferences.

Cultural Diversity and Statement of Nondiscrimination

Cultural and Individual Diversity

CARES is committed to supporting cultural and individual diversity. CARES' didactic and clinical trainings are designed to increase understanding and sensitivity of cultural and individual diversity. We welcome candidates from various racial, ethnic, religious and cultural backgrounds. Both client population and staff are representative of the diverse makeup of New York City. The Program makes ongoing efforts to recruit and maintain a composition of diverse staff.

Statement of Nondiscrimination

CARES is committed to the principle of equal employment opportunity. Applicants are reviewed on the basis of Staff Member merit. Under no circumstances will CARES discriminate on the basis of sex, race, creed, color, religion, national origin, ancestry, age, marital status, sexual orientation or preference, disability which can be reasonably accommodated, veteran status, or any other protected characteristic as established by law.

This policy of Equal Employment Opportunity applies to all policies and procedures related to recruitment and hiring, compensation and benefits, termination and all other terms and conditions of employment.

The Training Program Faculty

Sharon Shkedi, PsyD

Peter Vietze, Ph.D.

David Becerra, Psy.D.

Russell Esmail, Ph.D.

Leah Esther Lax, Ph.D.

Elizabeth Diviney, Ph.D., LBA

Chana Tilson, M.A., BCBA, LBA

Accreditation Status

The CARES Postdoc is an APPIC Member Program.

Policies and Procedures

A Policies and Procedures Manual is given to fellows during orientation. Key policies and procedures are reviewed with fellows during orientation. Policies and procedures are available for postdoc applicants upon request. To ensure the fellow is well informed all policies are reviewed and any resulting questions of the fellow are addressed at the initiation

Performance Evaluation of Fellows

A fellow's performance is evaluated twice a year unless otherwise warranted.

It is an important process of the internship to provide feedback, guidance and evaluations to interns to inform their practice.

- a. The evaluation will include summary information of performance in all major competence areas that are a focus of postdoc training.
- b. Fellows have the opportunity to review their evaluation with supervisors to ensure the fullest possible communication between supervisors and fellows.
- c. Evaluation procedures provide feedback that validates trainees' achievements by noting areas of unusual strength and excellence and facilitate trainees' further growth by identifying areas that would benefit from additional training.

Due Process

1. Notice:

When a problematic behavior is identified by the training director, the fellow will be provided with written notice that a meeting with the training committee (Training Director, a Senior Clinical Supervisor and the Program Director) will be held.

Definition of Problematic Behavior

During the course of the internship, situations may arise in which the fellow's level of performance, attitude, and willingness to perform duties or inability to control personal reactions may interfere with the intern's professional functioning to a degree that rises to a level of a problem in the opinion of the intern's supervisor. Such behaviors may include but are not limited to:

- Failure to follow through on supervisor's recommendation(s) as identified in supervision
- A skill deficit that cannot be improved by intervention through supervision
- Behaviors which require an inordinate amount of attention from the supervisory staff
- Behavior that negatively impacts client care
- Behavior that negatively affects the intern's ability to function on a team
- Behavior that violates agency standards

2. Hearing:

At this meeting, the fellow will be provided with the opportunity to hear the concerns regarding the problematic behavior(s) and to respond to them. The action for remediation and a timetable for correction will be reviewed at this meeting as well. If necessary, the meeting will be adjourned to allow the fellow to prepare a more comprehensive response or provide documentation.

Probationary period - During the time during which the remediation plan is carried out, the fellow will be advised that they are in a probationary period pending their adherence to the correction plan.

3. Appeal:

Within 7 days of the Hearing, the intern will be provided with the opportunity to appeal the actions taken by the program in respect of the identified problematic behavior. Notice of the appeal and the basis for the appeal with any supporting documentation must be submitted by the intern in written form to the training committee members. The appeal process will involve a senior licensed psychologist who did not participate in the initial hearing and who is not the Training Director.

Within 14 days of the receiving the appeal from the fellow, a meeting with the Senior Licensed Clinician will be held. A formal written decision will be provided to the intern within 7 days of this meeting.

Dismissal from the internship - If after multiple corrective measures have been implemented and all stages of due process have occurred, in the event that the fellow is unable or unwilling to correct the problematic behavior the fellow may be dismissed from the postdoctoral program.

Grievance Procedures:

At all times during the postdoctoral program, fellows have the right to make a grievance about an element of the training program. If a fellow experiences problems with the training program due to allegations of:

- Poor or absent supervision
- Unreasonable workload
- Unreasonable scheduling.

The fellow should try to settle them in the following sequence:

- Attempt to settle them informally
- Submit a written complaint to the training director setting forth all details which fellow is alleging to the supervisor. Supervisor will convene a Compliance Committee meeting within 7 days to review the complaint.
 - In the event the grievance is with respect to an alleged action of the training director, the fellow will be instructed to bring the grievance to the Program Director.

The grievance will be reviewed by the Training Committee (if the allegation is regarding an alleged action of the training director he or she will be excused and replaced by another senior clinician on the committee that will review this incident).

The review process will include the following:

- A review of the written complaint and any relevant data
- A report, including recommendations, will be prepared by the committee within 7 days
- The fellow will be provided with the opportunity to appeal any decision made in accordance with the appeal process outlined above.