Handbook
Postdoctoral Fellows

Last Updated: 08/28/2020
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INTRODUCTION

This Handbook was created to provide a reference guide for the hiring, onboarding, training, and development of Postdoctoral Fellows. The content of the handbook highlights the policies, practices, and services associated with the Postdoctoral Fellow status. Its purpose is to assist new Postdoctoral Fellows to understand their role and responsibilities as a member of the Clinical and Health Psychology Department (CHP).

We encourage new Postdoctoral members to read and become familiar with the content of this handbook; however, it should not be taken as a comprehensive document. Therefore, if a question arises concerning benefits eligibility or applicability of a policy or practice, one should contact the Human Resources Office to address specific questions or concerns. The policies, procedures, and practices stated in this handbook are to work in conjunction with the policies, procedures, and practices set by the Dean Office and the University of Florida as a whole; consequently, it will be subject to change without notice at the discretion of the University and its governing body.

If you have any questions regarding any of the statement, policies or procedure in the handbook, please contact your supervisor or the Human Resources Office for more detailed information.
ACKNOWLEDGMENT FORM

After reading this Postdoctoral Handbook, complete the information below, sign and return to the Program Office in 3158 HPNP. This should be done no later than the 3rd week from the start date of the Postdoctoral training program.

__________________________ (full name), have received, read and reviewed the Clinical and Health Psychology Postdoctoral Fellows Handbook. I pledge to consult relevant regulations regarding my enrollment in the program and to comport myself in accordance with The University of Florida and the Clinical & Health Psychology department’s regulations and practices stipulated in this handbook. I also understand that consultation with my supervisors and the Program Director is always encouraged when making decisions about my Postdoctoral training at the University of Florida’s Clinical and Health Psychology program.

______________________________          __________________________
Signature                          Date
DEPARTMENT MISSION AND VISION STATEMENTS

Mission Statement
The Department of Clinical and Health Psychology educates tomorrow's leaders in Psychology in the scientist-practitioner tradition, advances psychological science and improves the health and quality of life of all people through excellence in research, education, and health service delivery.

Vision Statement
We endeavor to provide a collegial environment that advances scholarship and the pursuit of knowledge while striving for excellence in both graduate education and training and the delivery of the highest quality of healthcare services. On a daily basis, we focus on the integration of science and practice in all our activities. The faculty, staff, graduate students, postdoctoral fellows, and alumni of the Department seek to maintain and advance our statewide and national reputation as a "Center of Excellence" in psychological science, education and service delivery.
ABOUT THE UNIVERSITY OF FLORIDA

The University of Florida traced its beginnings to 1853 when the state-funded East Florida Seminary acquired the private Kingsbury Academy in Ocala. After the Civil War, the seminary was moved to Gainesville. It was consolidated with the state’s land-grant Florida Agricultural College, then in Lake City, to become the University of Florida in 1905 and the Gainesville site for the campus was chosen in 1906. In 2017, The University of Florida became the first Florida school to break into the list of top 10 best public universities, coming in at No. 9, according to the 2018 U.S. News & World Report Best Colleges rankings.

An Equal Opportunity Institution (Statement of Nondiscrimination)

The University of Florida is an Equal Opportunity Institution. The Department of Clinical and Health Psychology is strongly committed to respecting and understanding cultural and individual diversity in its admission and training policies. Admission to the program is not limited by age, color, disabilities, ethnicity, gender, national origin, race, religion, sexual orientation, or socioeconomic status. The program avoids any actions that would restrict admission on the grounds that are irrelevant to successful completion of the postdoctoral fellow program. Applications for the postdoctoral fellow program from qualified minority persons are encouraged and invited.

Department Clinical and Health Psychology

The Department of Clinical and Health Psychology offers postdoctoral training in clinical psychology to applicants who have completed a doctoral degree in clinical or counseling psychology from programs accredited by the American Psychological Association (APA, Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242, 800-374-2721. We seek to prepare postdoctoral fellows for the practice of professional psychology consistent with philosophy embodied in the scientist-practitioner model of training. We endeavor to teach postdoctoral fellows how to think scientifically about clinical problems, how to provide clinical service with skill and appreciation for human diversity and the highest ethical and professional standards, how to evaluate the clinical relevance of empirical research, and how to contribute to advancements in psychological knowledge through research and scholarship. Our philosophy of training is consistent with the model espoused by the National Conference on Scientist-Practitioner Education and Training for the Professional Practice of Professional Psychology (1990):

“The scientist-practitioner model of education and training in psychology is an integrative approach to science and practice wherein each must continually inform the other. This model represents more than a summation of both parts. Scientist-practitioner psychologists embody a research orientation in their practice and a practice relevance in their research. Thus, a scientist-practitioner is not defined by a job title or a role, but rather by an integrated approach to both science and practice. This model entails development of interlocking skills to foster a career-long process of psychological investigation, assessment, and intervention (p. 7).”

Our Department is the recipient of the “2001 Department of the Year Award” from the American Psychological Association of Graduate Students (APAGS). Consideration of our Department for this award was based upon a letter of nomination submitted and signed by our students and attesting to the positive atmosphere in which training occurs in the Clinical and Health Psychology Department at the University of Florida.
Department Structure

The Department of Clinical and Health Psychology is a unit of the College of Public Health and Health Professions of the University of Florida. Founded in 1853, the University of Florida has a long history of established programs in education, research, and service. It is one of 17 public, land-grant universities that belong to the prestigious group of 62 institutions that comprise the Association of American Universities. With more than 50,000 students, including approximately 8,500 graduate and professional degree students, the University is the fourth largest in the nation. The University is a major teaching and research institution with more than 200 educational programs and extramural grant income exceeding $600 million per year.

The College of Public Health and Health Professions is one of six colleges (including Medicine, Dentistry, Nursing, Pharmacy, and Veterinary Medicine), which along with the UF Health Shands Teaching Hospital and Clinics comprise the University of Florida Health Science Center—the most comprehensive academic health science center in the southeastern United States. The UF Health Science Center is dedicated to high-quality programs of education, research, and clinical care. With combined 996-licensed beds, UF Health Shands Hospital’s Gainesville facilities include UF Health Shands Children’s Hospital and UF Health Shands Cancer Hospital. It also operates the health system’s two specialty hospitals, UF Health Shands Rehab Hospital and UF Health Shands Psychiatric Hospital. UF Health is a private, not-for-profit healthcare system affiliated with the University of Florida and its Health Science Center campuses in Gainesville and Jacksonville. The system includes eight Shands hospitals and two home-health agencies. Shands is affiliated with more than 80 UF outpatient practices located throughout North Central and Northeast Florida. UF Health Shands Hospital is a leader in health care referrals in the state of Florida, and the healthcare system is widely respected among healthcare practitioners in the Southeastern US. UF and community physicians on our medical staff provide care in more than 100 specialty and subspecialty medical areas, from primary care to highly complex care including cancer, cardiovascular, neurological/neurosurgery and transplantation services. Patients come to us from every county in the state, throughout the nation, and from more than a dozen countries. The Department of Clinical and Health Psychology operates the Psychology Clinic, which provides comprehensive psychological services to outpatients in the greater Gainesville community and UF Health Shands Hospital’s patients. The Psychology Clinic serves as the primary training site for the Postdoctoral Fellows Program in Clinical Psychology.

In addition to the Postdoctoral Fellows Program, the Department also includes two APA-accredited training programs: the internship program and a doctoral training program in clinical psychology. The Department receives funding from the State of Florida to support its educational mission, and it has enjoyed a long history of strong institutional support for the missions of doctoral education, predoctoral internship and postdoctoral fellow training in clinical psychology. This support has manifested itself in the substantial commitments of faculty time, space allocation, and administrative and financial resources provided by the Department, the College, and the Health Science Center. The Chairman of the Department of Clinical and Health Psychology is Glenn E. Smith, Ph.D., ABPP. The Director of the Postdoctoral Training Program is Deidre B. Pereira, Ph.D., ABPP, Associate Chair of Postgraduate Studies. The Area Postdoctoral Directors are: Dawn Bowers, PhD, ABPP (Clinical Neuropsychology), Kimberly Driscoll, PhD (Clinical Child and Pediatric Psychology), and Allison Holgerson, PhD, ABPP (Clinical Health Psychology). An organizational chart is located below.
The information below pertains to the roles and responsibilities of each individual:

**Scheduling Postdoctoral Fellows’ Clinical Activities**

- Pereira will prompt Area Postdoctoral Directors to work on Fellows' schedule (anticipated to be in approximately May/June).
- Area Postdoctoral Directors will work with Fellows and Area Heads to determine Fellows schedule in a manner aligned with Postdocs IDPs.
- Area Postdoctoral Directors will forward finalized schedules to Area Heads and Pereira for inclusion in Master Clinic Schedule.

**IDPs**

- Pereira will prompt Fellows to complete IDPs (yearly in August).
- Pereira will forward completed IDPs to Area Postdoctoral Directors for in person review/approval.
- Pereira will meet in person with Fellows to review IDPs and overall training goals.
- Fellows will review IDPs with supervisors in order for their clinical activities to be aligned with their training goals.

**Evaluations**

- Pereira will prompt Fellows to initiate evaluation process.
  - Bi-annually for 2 year programs: Clinical Neuropsychology (January, August)
  - Quarterly for 1 year programs: Clinical Child and Pediatric Psychology and Clinical Health Psychology (October [abbreviated], January [full], April [abbreviated], August [full])
- Pereira will forward this information to supervisors.
- Supervisors will complete their portion of the evaluation process and provide in person feedback to Fellows.
- Pereira will circulate completed evaluations back to Fellows and copy Area Postdoctoral Directors.
- Area Postdoctoral Directors will review evaluations with Fellows in person.
- Pereira will review evaluations with Fellows in person yearly.

**Monthly Didactic Seminar**

- Pereira will organize/facilitate.
POSTDOCTORAL PROGRAM TRAINING MODEL

The Department of Clinical and Health Psychology offers postdoctoral training in clinical psychology to individuals who have completed a doctoral degree in clinical, school, or counseling psychology from a program accredited by the American Psychological Association (APA) or the Canadian Psychological Association (CPA), as well as an APA or CPA accredited internship in clinical psychology. We seek to prepare postdoctoral fellows for the practice of professional psychology consistent with the philosophy embodied in the scientist-practitioner model of training. We endeavor to teach postdoctoral fellows how to think scientifically about clinical problems, how to provide clinical service with skill and appreciation for human diversity and the highest ethical and professional standards, how to evaluate the quality and clinical relevance of empirical research, and how to contribute to advancements in psychological knowledge through research and scholarship.

The Department of Clinical and Health Psychology has a strong history of training postdoctoral fellows in research, supervision and clinical service. Each year the department typically admits 3-4 new postdoctoral fellows into the training program in one of three major areas of emphasis: Clinical Child-Pediatric Psychology, Clinical Health Psychology, and Clinical Neuropsychology. Program duration for the clinical child-pediatric psychology and clinical neuropsychology specialty areas is two years, while program duration for the clinical health psychology specialty area is one year. Typically there are 6-8 postdoctoral fellows enrolled in the program across the three areas.

A training council comprised of the area heads and chaired by the Department’s Associate Chair, who is designed as the Director of Clinical Training for the postdoctoral program, oversees the postdoctoral training program. Responsibility for the training of postdoctoral fellows is shared by 27 faculty members who serve as clinical training supervisors and by some faculty who contribute to the program through educational and didactic contributions. The Department Chair, the Director of the Postdoctoral Training Program, and the faculty collectively make major decisions regarding the postdoctoral training program, including overall evaluations of the program, postdoctoral fellows’ training progress and performance.

Our training philosophy is based on the scientist-practitioner model: we help postdoctoral fellows develop advanced competencies and skills in the practice of health service psychology, integrate research and practice, engage in interprofessional collaboration, and supervise of junior trainees. Within the framework of the diverse training experiences available, we design individualized training plans for postdoctoral fellows that reflect their clinical, academic and professional development goals. As part of this training program postdoctoral fellows participate in supervised service delivery, educational and didactic activities, regular face-to-face supervision with licensed faculty, training in and delivery of supervision to junior trainees and colleagues. Postdoctoral fellows have also the opportunity to collaborate with departmental faculty in research. In collaboration with faculty mentors, postdoctoral fellows complete an individual development plan each year. Finally, postdoctoral fellows regularly receive and discuss formal evaluations on their progress towards their goals with supervising faculty.

Goals and Objectives

The primary goals of our postdoctoral training program are to prepare postdoctoral fellows to function as competent and capable health service psychologists who (1) exhibit an advanced level of professional conduct and ethical standards; (2) demonstrate advanced practice competencies with regards to evidence-based practice and the provision of effective psychological services (i.e. assessment, intervention and consultation); (3) exhibit advanced competencies with regard to the basic knowledge and skills of research to function effectively as consumers of research and scientist-
practitioners; and (4) exhibit advanced competencies in clinical teaching, supervision and mentorship. Ultimately, attainment of these goals/aims will allow our postdoctoral fellows to function effectively as collaborative, ethical, and culturally competent psychologists, team members, and leaders in diverse health care settings.

Postdoctoral fellows will attain advanced competence and demonstrate capability in the areas listed directly below. These advanced competencies are consistent with the specialty competencies for postdoctoral training in Clinical Child, Clinical Health, and Clinical Neuropsychology that have been proposed by the Council of Specialties in Professional Psychology. Completion of this training program fulfills the licensure requirements for postdoctoral supervised practice in the state of Florida.

- Integration of Science and Practice
- Individual and Cultural Diversity
- Ethical and Legal Standards
- Professional Values, Attitudes, and Behaviors
- Assessment
- Intervention
- Consultation and Interprofessional/Interdisciplinary Skills
- Supervision/Teaching/Mentoring
- Research and/or Program Evaluation
- Management/Administration and Leadership.

Training Setting

On a broad scale, training occurs within the UF Health Center, which is the largest and most comprehensive academic Health Center in the Southeast. The UF Health Center encompasses six colleges, a statewide network of affiliated hospitals and clinics. The Clinical and Health Psychology Service is housed directly in the UF Health Center Complex with easy access to our freestanding outpatient clinic (https://chp.phhp.ufl.edu/patient-information/). It is integrated as an essential component of UF Health services and disciplines including Pediatrics, Psychiatry, Endocrinology, Gastroenterology, Neurology, Oncology, Pulmonology, Transplantation Division, Orthopedics, Bariatric Surgery, Women’s Health and Reproductive Services, Palliative Care, Acute Neurotrauma, and Bioethics. All provide opportunities for depth participation by our trainees.

More specifically, service delivery and the program’s training and education activities take place within the UF Health/Shands Teaching Hospital and, to a great extent, specifically at the Department of Clinical and Health Psychology’s psychology clinic. The Psychology Clinic provides comprehensive psychological services to outpatients in the greater Gainesville community and patients of UF Health/Shands Teaching Hospital. The Psychology Clinic serves as the primary training site for the psychology postdoctoral, internship and graduate training programs. In addition, service delivery by postdoctoral fellows and related training occurs within outpatient interdisciplinary clinics and inpatient settings throughout UF Health/Shands Hospital.

Faculty

The term “core faculty” is used to describe faculty who have major education and training functions within the various departmental training programs. Some of these faculty members are on the Tenure Track, while others are on the Single Mission or Multi-Mission Track. Core faculty members play integral and varied roles in the education and training of postdoctoral fellows. Nearly all core faculty are licensed psychologists who are involved in clinical practice, supervision, teaching, and scholarly
activities. Some additional faculty and other units of the Academic Health Center or University play roles in the didactic, clinical and research training program. A vita for each faculty member is available for your review on the department website at http://chp.phhp.ufl.edu/. Many faculty also have individual web pages accessible from the department’s site.

**Clinical Service Requirements**

All postdoctoral fellows dedicate time to direct service activity in one or more of the following areas: assessment, intervention, and consultation and interprofessional collaborations. Supervision of junior trainees and colleagues is also a critical part of clinical service requirements. The amount of time that is devoted to direct service delivery varies based on the position, but there is a minimal requirement of 20 hours per week (50% time). Within each major area of emphasis, postdoctoral fellows rotate with different supervisors in different psychology clinic and interdisciplinary clinic settings. This provides the opportunity to train and work with a variety of faculty and to gain a breadth and depth of experience within their major area of emphasis. Many of the rotations include participation in interdisciplinary outpatient or inpatient clinical settings allowing for advanced training in the delivery of brief target assessments, interventions and/or consultations and interprofessional collaboration with colleagues from numerous disciplines. Postdoctoral fellows also carry a caseload of outpatient therapy patients across the duration of the training experience.

**Research Requirements**

Postdoctoral fellows are not required to participate in regular research activities but are encouraged to do so. All postdoctoral fellows are guaranteed four hours of protected research time per week and are encouraged to regularly attend research meetings of a faculty member in their specialty area. Postdoctoral fellows can allocate up to 50% of their time in research activities, depending on the position and funding.

**Educational Requirements**

Postdoctoral fellows participate in weekly didactics. Notably, postdoctoral fellows participate in a monthly Postdoctoral Fellow Training Seminar in the Department of Clinical and Health Psychology, as well as the biweekly department colloquium series. Each major area of emphasis has its own specialty didactic offerings that meet on a weekly or biweekly basis. Finally, postdoctoral fellows are encouraged to attend grand rounds presentations by across the UF Health Science Center. Furthermore, postdoctoral fellows are encouraged to attend a national conference or professional development training in their area of concentration. Educational support funding is provided for postdoctoral fellows that can be used to support travel. Below please find more information regarding expectations for engaging in educational activities.

**Monthly Didactic Seminar**

- **This is mandatory.**
- If you have an extreme personal/family emergency and cannot attend, please let me know as soon as possible. I will be assessing attendance and engagement as a part of the postdoc evaluation process.
- For seminars offered via Zoom: You should access the seminar from a location that allows you to engage with the presenters and your peers comfortably and safely. (e.g., No accessing seminar while driving).
- For seminars offered via Zoom: You should turn on your video. This will let me assess your engagement in the presentation! If you do not have access to a video camera, please let me know right away.
CHP Colloquium Series

- This is mandatory and should be attended whenever held, regardless of whether the topic aligns with your specialty-area.

Area-Specific Didactics (Contact Your Area Postdoctoral Director for Additional Details)

- These are mandatory.
- Below are the minimum requirements for engagement in area-specific didactics.
- Your Area Postdoctoral Director may have additional requirements for you.

Clinical Health Psychology Program

- Med/Health Psych Seminar – When held, Fridays, 11-12pm

Clinical Neuropsychology Program

- Higher Cortical Function – Every other year, resident acts as TA – check with Dr. Bowers for more information
- Classics in Neuropsychology – Yearly, Fall Semester, Fridays 3-4pm
- ANST Meetings – When held (attendance and presentation of a clinical care are required)

Clinical Child and Pediatrics Psychology Area

- Pediatric Psychology Seminar – Fridays, 10-11am

If you experience any difficulties with being able to attend these regularly due to clinical obligations or faculty expectations, please let me know as soon as possible.

Supervision

Postdoctoral fellows receive at least two hours of individual face-to-face supervision per week from licensed psychologists. Postdoctoral fellows also receive supervision from faculty in weekly seminars, group supervision, and consultative/ supervisory direct clinic service.
GETTING STARTED

Each postdoctoral fellow has a departmental record in the Program Office, which is located in the Department’s main office suite in Room 3158 HPNP.

Gator1/ID badge

The Gator 1 Card is the official University of Florida picture ID card. It is required of all students, faculty, and staff. Postdoctoral fellows can obtain their Gator 1 Cards at the ID Card Services on the Ground Floor Medical Sciences Building, Room NG-10 or at the Main Office at UF Bookstore & Welcome Center. The cost to obtain and/or replace a card is $15.

Faculty, Postdoctoral fellows and staff use the Gator1 card for fare-free access to the following services:

- RTS bus service,
- UF Library services.
- Access pre-paid vending, and many other campus services.

This ID must be worn in patient care areas, and it is used for access to labs, libraries, recreation facilities, check cashing, after-hours access to the HPNP building, and many more things.

FOB – Access to Health Science Center/Shands Hospital Restricted Areas

Postdoctoral Fellows who will need a FOB to access some of Health Science Center/Shands hospital’s restricted areas should send an email to the Business Manager/HR Assistant (with the supervisor copied) with the information below listed.

- Full name
- UFID
- Name and code of areas of access (Entry Codes):
  - PICU – 1010
  - NICU – 0033
  - OR/PACU/Pre-op holding – 1010

CHP/HR will submit a request to FOB access control office via email (fob@chris.shands.ufl.edu).

Office of Postdoctoral Affairs

The Office of Postdoctoral Affairs strives to provide programs, services, and support for all at UF working to better the postdoctoral experience at the University of Florida. The office is led by a director and guided by a Postdoctoral Affairs Advisory Committee comprised of faculty, staff, and postdoctoral fellows.

Office of Postdoctoral Affairs Resources

- Postdoctoral Affairs Office: http://postdoc.aa.ufl.edu/
- Postdoc Newsletter: http://postdoc.aa.ufl.edu/newsletter/
- Teaching Resources: http://postdoc.aa.ufl.edu/resources/teaching/
- Office of Postdoctoral Affairs Director: Lily Lewis, Ph.D.
- Contact Information: Phone: 352-273-4357
- Email: lilyrlewis@ufl.edu
Department of Clinical and Health Psychology Intranet

A current list of contact information for faculty, postdoctoral fellows, graduate students, interns, and staff can be found on the department’s intranet. This information is continuously updated; therefore, postdoctoral fellows should utilize the link on the department intranet to ensure they have the most updated information. In order to access the department intranet, you must have a Gatorlink account set up. If you experience problems with the intranet, please contact the Academic Coordinator in HPNP 3158.

University Infrastructure and Administrative Guidelines

Use of Computers and Phones

Department and university communications infrastructure (computers, phones, etc.) are intended for official business only. Each postdoctoral fellow will have access to postdoctoral fellows’ workspace and faculty laboratories that contain such infrastructure. Neither the Department nor the Psychology Clinic has the resources to provide telephone answering services for postdocs. Only patient-related business may be conducted on the clinic phones. Postdoctoral fellows conducting patient-oriented research that requires telephone contact should make specific arrangements through their mentors/labs and should not rely on Clinic staff to manage these calls. Use the department numbers for personal contact only in the case of an emergency.

The department has a computer literacy policy, in keeping with the University-wide policy on computer access. All postdoctoral fellows must have access to a desktop or laptop computer with e-mail, word processing, presentation, and database management capabilities, using statistical packages such as SPSS. Computer literacy is conceived as an evolving process whereby postdoctoral fellows, in the context of their formal education, acquire the knowledge and skills to utilize computer technology in the service of their professional activities.

Copyright Rules and Regulations

The Department adheres to all copyright rules and regulations. Photocopying of books, chapters, articles or other written material without the author’s approval is governed by specific legal standards with which postdoctoral fellows are expected to be familiar. Copyright regulations also apply to computer programs. The PHHP network provided on all departmental computers enables access to a variety of programs for word processing, presentation, statistical analysis, web development, e-mail and Postdoctoral fellows’ access. Unauthorized reproduction of departmental computer programs for personal use is prohibited. Loading of outside software programs typically is restricted and requires administrative rights. If there is justification for adding such software packages to departmental computers, Postdoctoral fellows may work with faculty members and with the PHHP IT Group to accomplish this task. Postdoctoral fellows may consult the Public Health & Health Professions Information Technology website at https://it.phhp.ufl.edu/ for technical information and regulations. The phone number for the IT Support Group is 273-6200.

Use of Letterhead Stationery

Departmental letterhead stationery is available via the Department intranet and is restricted to Department use only. Postdoctoral fellows may use departmental letterhead for official communications with permission of his or her supervisor. If the postdoctoral fellow wishes to use letterhead for communications not involving the supervisor, a supporting request must be approved by either the Chair or Program Director. Clinic letterhead is to be used for Patient Care Only and must have the endorsement of the supervising faculty. The University has strict, evolving policies on the
use of the UF logo and signature system. Postdoctoral fellows should consult http://identity.ufl.edu/ for further information.

**Use of Printers**

Photocopy machines and printers are available in the Department and on every floor of the Health Science Center Library. To use the Library facilities, Postdoctoral fellows must set up a vending account on their Gator1 card and have the card with them when making copies. Value can be added to the Gator1 card online using a credit card ($15 minimum) and should appear on the account in approximately 10 minutes. More information on the process can be found at http://www.uflib.ufl.edu/printing/printingfaq.html. Phone numbers for various components of the Health Science Center libraries can be found at http://library.health.ufl.edu/about-us/contact/. The main website address for the HSC library is http://www.library.health.ufl.edu/.

**U.S. Postal Office**

There is a full-service U.S. Postal Office located on the Ground Floor of the Academic Health Center. The sending or receiving of personal mail through the Department is not encouraged. The Department does not provide postage for postdoctoral fellows’ mail, mail related to research, applications or other personal matters.

**Transportation and Parking**

Parking decals may be purchased online or in the Transportation and Parking Services (TAPS) Office located on the corner of Mowry Road and Gale Lemerand Drive. The office is open from 8:00-4:30 weekdays. Please bring your Gator 1 card and license plate number. Payment may be made in the form of a check, cash or payroll deduction. Parking decal information is available on the Transportation and Parking Services Web site. The telephone number is 392-7275.

**Bus Service**

Gainesville’s Regional Transit System (RTS) provides bus service covering the UF campus and the City of Gainesville. Faculty, Postdoctoral Fellows, and Staff may ride any Regional Transit System bus fare-free with a valid UF ID. Most RTS buses are equipped with bicycle racks so you can take your bike with you. Gator Lift (http://parking.ufl.edu/transit-commuting/gator-lift-2/) provides reliable, convenient and free shuttle service to accessible locations within the boundaries of the campus of the University of Florida for students, faculty, and staff with temporary or permanent mobility-related disabilities.

**Bicycles**

Bicyclists must obey the State of Florida bicycle laws when riding a bicycle on campus. Bicycle registration is not required, but University Police Department (UPD) encourages everyone to register his or her bicycle to aid in recovery in the case of theft. To register your bicycle, simply stop by UPD’s offices or stop any UPD patrol person and ask them to register your bicycle.

**Carpooling**

University of Florida faculty and staff interested in carpooling to campus may receive discounted parking rates by participating in this program. To participate in this program, contact the Transportation and Parking Services’ Customer Service Office (352-392-6655) or visit the Customer Service Office at 112 North-South Drive (corner of North-South Drive and Mowry Road).
Zipcar

Zipcar is an alternative way of transportation where you can rent a car by the hour or day (gas & insurance included). Find Zipcar location on campus by visiting this website: http://www.zipcar.com/universities/university-of-florida.
EMPLOYMENT

Hiring Postdoctoral Fellows

The University of Florida is a state educational institution that is regionally accredited by the Southern Association of Colleges and Schools (SACS). In keeping with the University’s mission and accreditation status, all newly hired Postdoctoral fellows will be required to undergo successful pre-employment screening, which includes a health screening, review of criminal records, reference checking, and verification of education. Any offer of employment is contingent on verification of education.

Postdoctoral appointments are provided to individuals who have received a terminal degree, and who are receiving advanced research training while participating in research or scholarly activities.

All new hires must submit:

- An official copy of their transcripts for their highest degree prior to their start date;
- A minimum of three (3) references letters including one from the internship site;
- Curriculum Vitae listing research and clinical experiences;
- A cover letter/personal statement regarding their professional goals and interests;
- 1 de-identified sample of clinical writing (clinical report).

Additionally, University of Florida hiring process required Postdoctoral fellows to participate in E-Verify, the federal online employment verification system and complete section 1 of Form I-9 on or before the first day of employment, and present documents that verify their identity and work authorization.

Appointment and Reappointment

Program duration for the clinical child-pediatric psychology and clinical neuropsychology major areas of emphasis are two years, while program duration for the clinical health psychology area is one year. The Department Chair must approve any additional years (maximum of 4 per UF Regulation 7.003).

Prospective Postdoctoral fellows who have not yet completed their Ph.D. or Psy.D requirements at the time of the initial Postdoctoral fellow offer will need to show certification of their degree requirement completion before the start of the appointment with the Clinical and Health Psychology department.

Postdoctoral fellows can have 30-50% research time that can be dedicated to working with faculty who provide grant-funding support. With the Chair’s approval, faculty may still recruit full-time postdoctoral research fellows outside of the program. This would require signed documentation from the fellow that he or she understands the fellowship experience is not part of the Postdoctoral Training Program, and that the postdoctoral experience may not count towards licensure hours and likely will not count towards board certification requirements.

Postdoctoral fellows are encouraged to remain mindful of their program appointment end dates and to talk with their supervisors/Area Head to ensure a smooth transition of their individual responsibilities.

Eligibility of Clinical and Health Psychology Graduate Students and Interns

With the purpose of ensuring the breadth and quality of training in a variety of settings, the postdoctoral program will not accept trainees who completed both her/his graduate training and
Postdoctoral internship training within the Clinical and Health Psychology Department at the University of Florida. However, under exceptional circumstances based on an appeal that demonstrates the unique advanced competencies that a candidate will obtain by post-doctoral training in this department, the Department Chair can waive this requirement.

Postdoctoral Fellows Selection & Hiring Protocol

Admissions to the Postdoctoral Program are made in a two-step process.

1. Each area will form their own area-specific committee to review materials submitted by the applicants and then select applicants to be invited for interviews. Postdoctoral fellows interviews are typically held in January and February. For those invitees who cannot attend, telephone or Skype interviews are arranged with faculty members. Typically, as with those who come to the campus, the invited applicant will speak with multiple faculty members and the current Postdoctoral fellows. Ideally, applicants who can be present at an on-site interview will attend a one-hour lunch meeting and tour of the CHP Department and clinic with current Postdoctoral fellows. Applicants interviewing by phone/skype also get to speak with current Postdoc.

2. Following the interviews, the faculty members within each of the three training Major Areas of Study develop a consensus for rankings of candidates.

Below are specific submission materials desired for review by each area.

- Cover letter including a statement regarding professional goals
- CV listing research and clinical experiences
- Graduate transcript (official)
- Three letters of recommendation (including one from the internship site)
- One de-identified work sample

A Postdoctoral offer letter will be issued after the selected Postdoctoral fellow receives a job offer. Postdoctoral fellows’ Offer Letters include the anticipated start and end dates of your appointment, compensation information, and a brief description of the duties and research related work.

Individual Personnel Files

The Department Human Resources Representative will create an individual personnel file once a Postdoctoral fellow is been hired. Each personnel file should include the following documents:

- Cover letter including a statement regarding professional goals
- CV listing research and clinical experiences
- Official Graduate transcripts
- Three letters of recommendation (including one from the internship site)
- Individual Development Plan (IDP)
- Competencies Evaluations
- Copies of any grievances, remediation/corrective actions, or due processes filed by or on behalf of the Postdoctoral fellow, and including final resolutions of all such actions.

Request to Individual Personnel File

The University of Florida is a public institution governed by the State of Florida Statute, Section 119, regarding public records; thus, personnel file are subject to public review. Private information, such
as social security numbers, is exempt from the release. Postdoctoral fellows can submit in advance a request to review their individual personnel file. The Area Head or the Postdoctoral Training Director will be present any time a Postdoctoral fellow requests a personnel file review.

They may also request a correction or removal of a record by submitting a written request to the Postdoctoral Training Director who in consultation with Department Human Resources, will decide and inform the Postdoctoral fellow whether his/her request has been approved or denied.

Retention of Postdoctoral Individual Personnel Files

The state of Florida requires that all state agencies maintain personnel records for five (5) years after termination of employment. However, for APA accreditation purposes the Postdoctoral Program retains all Postdoctoral fellows’ personnel files indefinitely at the Department level. These records are kept in a secure location.

Compensation and Payroll Procedures

For official and Human Resources purposes, Postdoctoral fellows are classified as exempt - OPS (Other Personnel Services) employees. The university has determined that UF Postdoctoral fellows should remain exempt (salaried) employees, and effective July 1, 2019, all new postdoctoral fellow hires must be hired at a minimum rate of $50,004. Under the law, hiring at less than 1.0 FTE does not provide an exemption under the law.

Financial Support for Conference Travel and Educational Materials

Each Postdoctoral fellow will be provided with up to $500.00 to support conference travel, educational material or to cover EPPP exam fees.

Payroll

All university employees are paid on a biweekly basis, including Postdoctoral fellows. Each Postdoctoral fellow must provide his or her complete payroll sign-up prior to the payroll-closing deadline. Postdoctoral fellows should receive their first paycheck on the second payday following their initial date of employment and every other Friday thereafter.

Postdoctoral Fellows may wish to print out a copy of their earnings statement from the myUFL system at my.ufl.edu under My Self Service. If you do not have access to the myUFL system, your supervisor will inform you where to obtain a copy of your earnings statement. It is important to keep in mind the following:

1. A paycheck will not be released to the newly hired Postdoctoral fellow or CHP department until payroll information has been entered into the system and a valid I-9 form is on file at the central payroll office.

2. The Clinical and Health Psychology department staff cannot answer any questions regarding tax withholdings, tax treaties, or Benefits enrollment. Postdoctoral fellows must contact the University’s tax office, UF’s Benefits and/or People First if there are questions regarding these matters.

Payroll schedules may be found at this link: http://www.fa.ufl.edu/departments/payroll-tax-services/paychecks/.
**Direct Deposit**

Postdoctoral fellows and all University of Florida employees must adhere to [University rule 6C1-3.0422](#), which states, “All employees, including temporary hires and non-work study students, are required to participate in the Direct Deposit Program as a condition of employment, regardless of date of hire.” To comply, the hiring department must submit an employee’s Direct Deposit Authorization form as part of the new hire package to Human Resource Services.

After the initial hire, Postdoctoral fellows may change their direct deposit information in the myUFL system at my.ufl.edu under My Self Service > Payroll and Compensation > Direct Deposit or by faxing a completed Direct Deposit Authorization Form to University Payroll and Tax Services at (352) 846-0166.

**Tax Filing**

Federal income and Social Security (FICA) taxes are deducted each pay period. The amount of the tax withholding depends upon the individual circumstances, including total income, the status of dependents, and any tax treaty status for postdoctoral fellows. Upon starting your appointment, Postdoctoral fellows should fill out a federal withholding form, [IRS Form W-4](#).

**Benefits**

University of Florida employees on an appointment as a Postdoctoral fellow may enroll in benefits once the Postdoctoral fellow’s job is in the myUFL system. Benefits enrollment for newly hired Postdoctoral fellows must be completed within 60 days of the employee’s date of hire.

For a complete listing and comprehensive description of Postdoctoral fellow’s benefits, vacation days, holidays and sick leave and other related information visit UF/Human Resources Office – Post-Doctoral fellows website located [http://hr.ufl.edu/benefits-rewards/my-benefits/explore/eligibility/postdocs/](http://hr.ufl.edu/benefits-rewards/my-benefits/explore/eligibility/postdocs/).

**Paid Leave and Notification**

Full-time Postdoctoral fellows are eligible for paid leave, which is accrued at 5 hours per each biweekly pay period with proportionate accrual for less than full time, up to a maximum of 352 hours. Such paid leave may be used in lieu of vacation leave or sick leave. Any leave time should be coordinated with the immediate supervisor. Per General Regulations of the University of Florida (1.201 Leaves), Postdoctoral fellows do not accrue sick leave.

Postdoctoral fellows are not eligible for payment of any unused paid leave upon termination of employment. Accrued leave of Postdoctoral fellows has no cash value and is not transferable to other positions at UF. Postdoctoral fellows may check their leave accrual in their biweekly paycheck under the Leave Balances section.

**Paid Professional Development Leave**

Postdoctoral fellows are eligible to take up to five professional development days per year for travel to professional psychology/health care conferences, educational workshops, or employment interviews. Use of professional leave days must be approved prior the travel by the area head and postdoctoral program director. Professional leave days not used within the one year window cannot be carried over and added to the next another year.
Scheduling Time Off or Vacation

Postdoctoral fellows should plan and provide notification of their time off and/or vacation to their supervisors with at least three weeks in advance. Postdoctoral fellows should follow a three-step process to request annual leave or time off.

1. Postdoctoral fellows should get documented approval (email) from their area supervisor documenting their approval for the time off or vacation. Ideally, requests for time off should be communicated at least three weeks ahead of the planned vacation time. (Exceptions will be considered in cases of emergencies).

2. Once the request for time off or vacation has been granted by the supervisor, Postdoctoral fellows should forward the supervisor's approval email to the HR Assistant (chp-payroll@phhp.ufl.edu) and copy the Postdoctoral Program Director. The HR Assistant will enter the approved time off into the PeopleSoft/MyUFL system for tracking purposes.

3. Postdoctoral fellows should also inform the Psychology Clinic by emailing the Clinic support staff in EPIC and any clinics within the Health Science Center for which they provide services.

4. Postdoctoral fellows are strongly encouraged not to request more than five days of paid time off during the last month of their fellowship assignment since it will negatively affect the operation of the Psychology Clinic.

December Personal Leave Days

Postdoctoral fellows earn four (4) personal leave days (in proportion to their FTEs) per fiscal year in addition to the University holidays. Personal leave days must be taken in full-day increments (that is, as an 8-hour day for full-time employees, as a 4-hour day for .50 FTE employees) on workdays between the dates December 26 and December 31, inclusive. Cash payment is not provided for unused personal leave days. Any unused personal leave days expire at the end of each fiscal year.

Holidays

Postdoctoral fellows are eligible for nine paid holidays:

- New Year’s Day
- Martin Luther King, Jr.’s Birthday
- Memorial Day
- Independence Day
- Labor Day
- UF Homecoming
- Veterans Day
- Thanksgiving
- Christmas

Family and Medical Leave Act (FMLA)

Postdoctoral fellows are classified as OPS employees. As such, they are eligible for up to 12 workweeks of FMLA, once they have worked at least 12 months, and have worked at least 1,250 hours during the 12 months before the start of the FMLA leave. Breaks in employment do not affect this total. It is a cumulative total of the number of months the employee has been employed by the
University of Florida. Postdoctoral fellows are not eligible for parental leave beyond their FMLA entitlement and are not eligible for paid parental leave.

For additional FMLA information, please visit this site: http://hr.ufl.edu/benefits/leave/fmla/ or contact UF benefits at benefits@ufl.edu or by calling (352) 392-2477.

**COBRA**

Postdoctoral fellows are eligible for COBRA after termination of employment with the University of Florida. An informational packet will be mailed after the termination date of your postdoctoral fellow appointment, so please be sure to update your “Local Home Mailing Address” in the University of Florida directory.

**Health Insurance Plans**

For detailed information about UF’s Postdoctoral fellows’ benefits, including GatorCare versus State of Florida Insurance, please visit the following link: http://hr.ufl.edu/benefits-rewards/my-benefits/explore/eligibility/postdocs/. Postdoctoral fellows who work 30 hours per week or more may be eligible to enroll in the State of Florida health benefits plans. Enrollment in benefits must be completed within 60 days of starting your appointment. Benefits selections may only be changed during the annual open enrollment period in the fall, or following changes in family status. Instructions on how to enroll in UF’s state benefits can be found in this instruction guide: http://training.hr.ufl.edu/instructionguides/benefits_guides/pf_enrollmentguide.pdf.

**Employee Assistance Program**

The Employee Assistance Program (EAP) provides a wide range of mental health services, including individual employee evaluation and referral, consultation services for supervisors, workshops, training sessions and support groups.

Postdoctoral fellows are eligible for up to six visits for individual consultation. Licensed mental health professionals employed by the University of Florida provide these confidential sessions. If additional counseling is necessary, EAP professionals will refer employees to community providers and agencies that accept University health insurance plans or charge fees based on income level.

The EAP is housed in Room 245 of the Student Health Care Center (Infirmary Building). The EAP check-in and waiting area is completely separate from the student check-in and waiting area, thus providing employees a private setting. Any contact you have with the EAP will remain confidential. To speak with a licensed counselor (24/7), please call 833-306-0103 (TTY: 800-697-0353) or email eap-help@ufl.edu.

**Retirement Plans**

Postdoctoral fellows are eligible to participate in the FICA Alternative Plan, 403b and 457 voluntary savings plans. Review the links below to select the retirement plan that best meets your needs.

- https://benefits.hr.ufl.edu/retirement/fica-alternative-plan/
- https://benefits.hr.ufl.edu/retirement/voluntary/
STANDARDS OF CONDUCT

Ethical Conduct/APA Ethical Standards

Integrity and ethical conduct are the foundation for everything the professional psychologist does. The Postdoctoral fellow must acquaint him/herself with the APA ethical standards/code of conduct of psychologists concerning issues such as the responsibility to the public, the conduct of research, dissemination of information, confidentiality, patient welfare, and professional relationships. This responsibility of the Postdoctoral fellow extends to knowledge of particular rules, regulations, and policies of the Department, Psychology Clinic, Academic Health Center, and the University. APA ethics and standards of practice are binding on all Postdoctoral fellows. The Postdoctoral fellow should consult the following sources for ethical and professional standards:

1. Ethical Principles of Psychologists and Code of Conduct

2. General Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations

3. APA Guidelines for Practitioners

4. 2019 Florida Statutes - Chapter 490, Psychological Services

5. Protecting Human Research Participants
   a. https://phrptraining.com/

6. Publication Manual of the American Psychological Association
   b. The Concise APA Guide (access from on campus or using UF VPN):
      http://eds.b.ebscohost.com/eds/ebookviewer/ebook/bmxlYmtfXzE0NzA3ODdfX0FO0?sid=254ebcc0-6682-4187-a2a4-b55c0ff156c7@pdc-v-sessmgr04&vid=0&format=EB&rid=2
UNIVERSITY POLICIES & REGULATIONS

Professional Practice

A Postdoctoral fellow must not engage in professional practice except under the direct supervision of a qualified person designated by the Program Director. The Program Director or Department Chair must approve any activity involving psychological counseling, psychotherapy or the delivery of professional psychological services that exist in addition to those required by the program in writing.

Blood-borne Pathogen Policy

All Postdoctoral fellows are required to participate in blood-borne pathogen education and have this documented on a yearly basis. You may access this by navigating to my.ufl.edu and clicking on NavBar: Main Menu > My Self Service > Training and Development> myTraining. The two courses that should be taken on or before the fellow’s first day are:

- UF_EHS850G_OLT: BBP/BMW General Training (1.6)
- UF_EHS850C_OLT: BBP/BMW Clinical Training (1.7)

Other Required Trainings

The fellow should also complete the following under myTraining:

- UF_PBC809_OLT: Billing Compliance Training For Clinical Providers, Residents, Students, And Other Applicable Staff (1.0)
- UF_PRV800_OLT: HIPAA & Privacy – General Awareness
- UF_GET803_OLT: Maintaining a Safe and Respectful Campus: Sexual Violence, Harassment and Discrimination Awareness and Prevention (1.0)
- UF_OOC101_OLT: Compliance: A Collaboration for Success! (1.0)

The fellow should also complete a Confidentiality Statement, which can be found here.

TB Testing/Hepatitis B Vaccination

All Postdoctoral fellows are required to have an annual TB test (or documentation from a physician certifying that this test is contraindicated). A copy of this document must be kept in the Postdoctoral fellow file, and it is the postdoctoral fellow’s responsibility to maintain this certification up-to-date each year that she/he is in the program. The annual TB test requirement applies to all postdoctoral fellows who have patient contact. The department pays for the test when obtained at the Student Health Center’s Health Science Center Branch (Room D2-49). You can call (352) 294-5700 for an appointment. Postdoctoral fellows must also complete the Hepatitis B series before beginning clinical training experiences that bring them into contact with patients. Since Hepatitis B takes six months to complete, you should start the series as soon as you begin your postdoctoral fellow program. These are paid for by the postdoctoral fellow and can be obtained from the Student Health Care Center or a private physician. Please provide the Academic Coordinator with documentation of completion on each of these requirements as they become available. Failure to maintain current immunization documentation will result in suspension from clinical activities and potential disciplinary action until Postdoctoral fellow documentation is provided.
**Flu Shot**

All Postdoctoral fellows are required to receive a seasonal influenza vaccination at the time the annual flu vaccine becomes available to UF employees. Documentation must be provided to your postdoctoral fellow program.

Any Postdoctoral fellow who has a medical contraindication preventing one or more required immunizations or tests must provide the academic program with medical documentation verifying each contraindication (e.g., allergic, etc.). This documentation is due at the same time as compliance documentation for any relevant initial and annual requirement.

**Health Science Center Security Policy**

In compliance with the Health Science Center Security Program for the Information and Computing Environment (HSC SPICE) security policy, faculty, staff, and students shall visibly display their UF Gator1 or other approved identification badge at all times when at an HSC facility unless work requirements specify otherwise. (See SPICE standard PS0001.2 at https://security.health.ufl.edu/policies/)

Shands has a similar requirement, and the ID policy is enforced at all time. A lab coat with a name is not sufficient; you must wear your name badge.

All faculty, staff, and students of the Health Science Center and affiliated entities are reminded that our current HIPAA compliant privacy policies PROHIBIT e-mail forwarding outside the ufl.edu domain. Therefore, faculty, staff, and students of the Health Science Center and its affiliated entities may NOT use the auto-forward function of the UF e-mail system because of the likelihood it will result in an unauthorized disclosure. To review current privacy-related e-mail policies, visit the privacy website at http://privacy.ufl.edu/uf-health-privacy/ To review information on how to properly de-identify Protected Health Information, please see the Privacy Office Operations Manual http://privacy.ufl.edu/wp-content/uploads/2015/01/UF-Operations-HIPAA-11-01-14.docx.

Important Note Regarding e-mail Forwarding: You can forward your ufl.edu GatorLink e-mail to your PHHP e-mail, but you may not forward any ufl.edu e-mail to an outside e-mail server (i.e., Yahoo, AOL, Gmail, etc.).

**Dress Code**

In addition to being a research and teaching setting, this is also a professional setting where patient services are rendered. As is usual in such settings, the hospital Chief of Staff has issued a dress code (http://gme.med.ufl.edu/files/2011/12/Dress-Code-Policy-for-Shands-Healthcare.pdf). All personnel working in the Academic Health Center facilities are required to display their ID Badge when on premises. Postdoctoral fellows should dress appropriately for the physical setting in which they work. Appropriate business attire should be worn when engaged in patient service activities. The wearing of white coats is optional. Even when not engaged in direct patient contact, postdoctoral fellows should use discretion when in patient care areas (clinic, hospital, etc.). No shorts or logo t-shirts should be worn in patient care areas.

**Internet Policy**

Postdoctoral fellow activities on websites, blogs, e-mail, social media sites, and other electronic media should be thoughtful and should be conducted professionally and appropriately.
When Postdoctoral fellows post personal information on publically available electronic media sites, they, unfortunately, may forfeit control over how that information is used or how it reflects on themselves or their training program. Recent concerns have heightened awareness of this fact, and of its potential implications, including:

1. Postdoctoral programs report conducting web searches on applicants’ names before inviting applicants for interviews and before deciding to rank applicants in selection or matching systems.

2. Clients may conduct web searches on postdocs’ names in order to find out about them. There have been many documented instances in the health professions of patients subsequently refusing to be seen in a clinic based on what they have found.

3. Potential employers often conduct online searches of potential job applicants or final candidates prior to interviews and job offers.

4. Legal authorities search websites for evidence of illegal activities. Some prima facie evidence may be gained from websites such as photographs, but using texts may also alert authorities to investigate further.

5. Unprofessional postings on ListServs, blogs, social media sites, etc. may reflect poorly on you or on the training program in which you are enrolled. It is NEVER appropriate to discuss patients or personal reactions to patients or supervisors, or other aspects of the healthcare provider-patient relationship on social media sites and any other digital media not explicitly designed for discussions of this type.

6. Although signature lines and e-mail addresses are ways of indicating uniqueness or personal philosophy, the lack of control over e-mail forwarding makes it impossible to know who will read electronic postings. Signature lines and expressive e-mail addresses may affect how others view your professional standing. Quotations on personal philosophy, religious beliefs, or political attitudes might cause adverse or unpredictable reactions in some people.

7. Voicemail messages might be entertaining to your peers, may express your individuality, and be indications of your sense of humor. However, they may not appeal to all callers. Greetings on voicemail messages should be thoughtfully constructed. If cell phones are used for professional communications (e.g., research, teaching, or clinical activities), be sure your greeting is appropriate to the context in which it is used.

There is now ample documentation of instances in training programs and at universities where students/Postdoctoral fellows have been negatively affected by material on websites, e-mails, and voicemail messages. There are examples of e-mails from faculty and trainees being published in newspapers, causing harm to recipients, senders, or others.

Information that seems to be fun, informative, and candid might put the program and the Postdoctoral fellow at risk for adverse consequences. What might be seen as private self-disclosure may actually be very public. This includes information posted on blogs, personal pages on Facebook, Twitter or other similar sites, including ones started before undergraduate or graduate school. Anything on the World Wide Web is potentially available to all who seek.
Postdoctoral fellows are reminded that, if you identify yourself as a Postdoctoral fellow in Clinical and Health Psychology, we have an interest in how you portray yourself. If you report doing or are depicting on a website or in an e-mail as doing something unethical, illegal or if the data depicts behavior that threatens your ability to fulfill your professional role, then this information may be used by the Program to determine your standing or retention. As a preventative measure, the Program advises that Postdoctoral fellows and faculty approach online blogs and websites, including ListServs sponsored by professional organizations, very carefully. Postdoctoral fellows are advised to engage in “safe” web practices and be concerned about professional demeanor and presentation.

Outside Employment Policy

Any postdoctoral fellows receiving any funds from the University (grants, graduate assistantships, etc.) must not accept other employment of any kind without the written permission of the Program Director. The Program Director’s written approval is required prior to acceptance of any other position or job inside or outside of the department.

The department discourages Postdoctoral fellows working for faculty members (even paid work) when the work is not professional in nature, except in extraordinary circumstances, or in situations where peer review suggests minimal risk of negative outcomes due to dual relationships.

Sexual Harassment Policy

The university’s policy is to protect all members of the community from sexual harassment. Consequently, Faculty, TEAMS/USPS, and all OPS employees including Postdoctoral fellows are required to complete the Sexual Harassment Prevention training (GET803) available on MyUFL website. New Postdoctoral fellows are expected to meet this training requirement within the first 30 days of employment and provide their certificate of training completion to CHP’s Human Resources Assistant or Business Manager. Postdoctoral fellows should renew their Sexual Harassment Prevention training every two years.

Absence/Travel Policy

Faculty, Postdoctoral fellows and staff are expected to be on campus Monday through Friday as part of their regular assignments. The College of Public Health and Health Professions has established an absence/travel policy to ensure that authorized absences for professional activities are consistent with the mission of the University of Florida. Faculty, postdocs, students and staff must complete the PHHP-TAR online for any domestic or international travel to participate in conferences, training, and grant/research-related activities. For additional information about the absence/travel policy and instructions about submitting a travel authorization online form, please visit CHP’s intranet available at https://chp.phhp.ufl.edu/. Click on Department” and then “Travel.”
DUE PROCESS, GRIEVANCES PROCEDURE, AND TERMINATION

Due Process

The primary purpose of the due process is to provide a mechanism to fairly and systematically address postdoctoral fellows’ issues regarding evaluation, performance or because of a violation of the Postdoctoral Program’s Standards of Conduct. Faculty who perceive that a postdoctoral fellow has a serious difficulty affecting his or her clinical performance or likely to affect it in the future follows the procedures described below. The due process is in alignment with the University of Florida Regulations and Procedures.

1. Faculty supervisors complete bi-annual written evaluations for each postdoctoral fellow that they supervise. However, when a performance deficit or problem is observed at any point during training, the faculty supervisor is encouraged to discuss the issue with the postdoctoral fellow and attempt to arrive at a mutually acceptable solution. Such a situation is not unusual, and in the vast majority of instances would require no further action.

2. If the faculty supervisor feels that performance deficit or problem has not been corrected, or the faculty supervisor and postdoctoral trainee are not able to reach an agreement, the Area Head and the Postdoctoral Training Director are informed by the faculty supervisor and fully apprised of the problem. The postdoctoral fellow is notified that the faculty supervisor has formally shared their concerns with the Area Head and/or Postdoctoral Training Director. The Area Head and/or Postdoctoral Training Director will gather information from the faculty supervisor and postdoctoral fellow, as well as from other faculty or postdoctoral fellows in positions to provide relevant information.

3. The faculty supervisor, area head, relevant faculty, and the Postdoctoral Training Director will develop a remediation plan. The Area Head and Postdoctoral Training Director will meet face-to-face with the postdoctoral fellow to discuss the remediation plan and allow the trainee to provide input on the plan; however, the Postdoctoral Training Director has the final decision on the structure. Following this Hearing, the postdoctoral fellow will receive a copy of the final remediation plan in writing, including the required actions that he or she must take, and the possible consequences for failing to do so. The written remediation plan should define specifically (in behavioral terms) the deficits or challenging behaviors in relation to expected standards of performance, required actions or changes, the faculty and time table involved, and method(s) of evaluation noting the criteria for successful completion. A copy of this correspondence will be placed in the postdoctoral fellow file.

4. Based on the timeline and criteria in the original remediation plan, the Area Head and Postdoctoral Training Director will assess if the postdoctoral fellow has successfully completed the remediation plan and correct the problem. If the postdoctoral fellow has met the criteria, they will receive a letter indicating they have effectively accomplished the remediation plan. If the problem has not been remedied, then either there will be (a) further remediation, (b) or recommendation for termination.

5. If the Area Head and the Postdoctoral Training Director believe that the postdoctoral fellow is making progress toward meeting the outlined criteria for successful remediation, but has not quite fulfilled all criteria stated in the remediation plan, an extension for an additional period of time may be granted by the Area Head and the Postdoctoral Training Director.
6. If the Area Head and the Postdoctoral Training Director feel that the postdoctoral fellow has not made satisfactory progress toward fulfilling the criteria of the remediation, the postdoctoral fellow will be placed on a probation period for a defined period of time (typically 2 to 3 months), which can lead to termination from the Postdoctoral Training Program. The postdoctoral fellow will be informed of the probation decision in a face-to-face meeting with the Area Head and the Postdoctoral Training Director, and also will receive written notification of this decision. Criteria for improvement and successful completion of the probation period will be defined in this letter and discussed at this meeting.

7. If the postdoctoral fellow does not meet successful criteria for remediation during the stipulated period, the Area Head and the Postdoctoral Training Director can recommend termination. The decision for determination will be discussed and voted on by the area faculty. The decision will be forwarded to the Department Chair and College Human Resources. The Postdoctoral Program Director and the Department Chair will inform the postdoctoral fellow of the separation from the program and the general grounds of the dismissal. Final decision about termination should be notified in writing to the postdoctoral fellow at a meeting between the administrators and the postdoctoral fellow.

8. The postdoctoral fellow has the right to Appeal. Disagreements should be immediately resolved among the parties whenever possible, as outlined above. Once the Postdoctoral Training Director and Area Head have approved formal remediation, the involved postdoctoral fellow who disagrees with the decision may appeal in writing to the Department Chair within 15 days after receiving the performance or misconduct notice from the Postdoctoral Program Director and Area Head.

9. If the issue cannot be resolved at the Department level, the postdoctoral fellow may also appeal in writing within seven (7) days of the meeting with the Department Chair to the College Dean. A faculty member on his or her behalf may represent the postdoctoral fellow during college appeal if desired. The decision of the College of Public Health and Health Professions’ Dean will be final.

**Termination of Appointment**

Termination of a Postdoctoral fellow from the Postdoctoral Program involves the permanent withdrawal of all privileges with the Department of Clinical and Health Psychology at the University of Florida. Dismissal of the program may result for any of the following reasons:

1. The Postdoctoral fellow has committed a violation of federal or state laws, including HIPAA state statutes regarding professional conduct or a severe violation of the Ethical Principles of the American Psychological Association (APA).

2. Violation of Standards of Conducts including Postdoctoral Training Program’s policies, procedures or professional organization guidelines.

3. There has been little to no progress in the competencies evaluated as deficient by faculty supervisors.

4. The Postdoctoral fellow had failed to show improvements of the criteria included in a remediation plan during a probation period because of unsatisfactory clinical performance or judgment.
5. Attempts at remediation, after a reasonable period of time, have not remedied the competency problems.

The decision to dismiss a Postdoctoral fellow will be made by the Director of the Postdoctoral Training Program, the Area Head and the Department Chair in consultation with the Human Resources area. The final decision about termination will be notified in writing to the postdoctoral fellow at a meeting between the administrators and the postdoctoral fellow.

**Grievances Procedure**

The Postdoctoral Program at the Department of Clinical and Health Psychology adheres to the University of Florida Procedures and Regulations.

The purpose of the present Grievance Procedure is to provide a prompt and efficient collegial method for the review and resolution of grievances filed by a postdoctoral fellow who is in disagreement with an evaluation, disciplinary action or has a complaint about a supervisor or postdoctoral fellow. There are two possible stages in the grievance procedure, as follow: Informal Stage and Formal Stage.

**Informal Stage**

1. Oral discussion between the Postdoctoral fellow and the person(s) alleged to have caused the grievance is strongly encouraged. The discussion should be held as soon as the Postdoctoral fellow first becomes aware of the act or condition that is the basis of the grievance. Additionally, or in the alternative, the postdoctoral fellow may wish to present his or her grievance in writing to the persons alleged to have caused the grievance. In either case, the person alleged to have caused the grievance must respond to the Postdoctoral fellow either orally or in writing.

2. If this first attempt to resolve the complaint is not successful, the Postdoctoral fellow may ask the Postdoctoral Program Director to intervene. In such a case, the Director of the Postdoctoral Program collects all relevant information from the Postdoctoral fellow and other parties including consultation with the Area Head, Department Chair, and other faculty and staff as is appropriate to the specific situation.

3. Subsequently, the Postdoctoral Program Director brings the relevant individuals together and presents a plan for resolution of the problem. The Director then follows up with the postdoctoral fellow and other relevant parties to determine whether a successful resolution of the problem has been achieved.

4. If the postdoctoral fellow wishes to appeal the Postdoctoral Program Director’s disposition, he/she may bring the problem to the Department Chair for resolution following the steps above described. Finally, if an appropriate solution of the concern cannot be achieved within the Department, the postdoctoral fellow may pursue a Formal Grievance Procedure.

**Formal Stage**

The Formal Stage of Department of Clinical and Health Psychology’s Postdoctoral Program Grievance Procedures is in line with the Regulations of the University of Florida, outlined on the Regulations of The University of Florida for Faculty and Postdoctoral Fellows (regulation 7.042).
Postdoctoral fellows will not be subject to any kind of retaliation as a result of participating in a grievance procedure.

In the event that the postdoctoral fellow considers that the response of the informal discussion is unsatisfactory and feels that the grievance still exists, he/she should submit a written complaint to the Department Chair no later than thirty (30) days from the date the grievance arose. Failure of the postdoctoral fellow (grievant) to file a request for review within the time limits provided in this regulation, the grievance shall be deemed to have been resolved at the prior step, and the grievance file closed. The grievance shall not later be revived. If the time limit expires on a non-business day, the limit shall be extended to 5 p.m. of the next business day. The steps in the formal grievance process are as follows:

1. Submit a formal complaint in writing, with all supporting documentation, to the Department Chair with a copy to the Postdoctoral Program Director.

2. The postdoctoral fellow must support his or her position regarding the grievance by providing evidence of the complaint.

3. All documents considered relevant to the grievant’s claim will be reviewed by the administrators and attached to a written report.

4. Department Chair and Postdoctoral Program Director may schedule a meeting to discuss the findings of facts and recommendations.

5. The response of the Department Chair to the Postdoctoral fellow’s grievance must be given within ten (10) days after the complaint has been submitted. A meeting will be arranged among the Department Chair, Postdoctoral Program Director and the grievant to discuss possible resolution of the grievance.

6. If the grievance is still considered unresolved or the postdoctoral fellow is not satisfied with the resolution, he/she may then file the Grievance Appeal in writing with the Dean of the College. The College Dean shall investigate the matter and respond to the Postdoctoral fellow within 15 days of receiving the complaint. The Grievance Appeal must be in writing, and the postdoctoral fellow should attach a copy of the written communication received at the Department level and any additional evidence submitted on the previous stages of this procedure.

7. The University of Florida also offers to all employees, including Postdoctoral fellows, who are not comfortable reporting concerns through their chain of command or through the formal complaint process, The Ethics and Compliance Hotline which is a confidential/anonymous way to report concerns of suspected policy violations or misconduct. Postdoctoral fellows can reach the UF Compliance Hotline at any time of day at 1-877-556-5356 or online through its Web Reporting System.

8. The right of appeal in writing to the Ombudsman for faculty and Postdoctoral fellows, as the authorized representative of the President of the University, shall be the final appeal but only after the prescribed administrative channels and grievance, procedures have been exhausted (https://faculty.ombuds.ufl.edu/).
TRAINING, DEVELOPMENT AND EVALUATION

Personal Therapy

Many Postdoctoral fellows decide to seek personal therapy in the course of their education. However, this is NOT a requirement of our program. Regardless, no stigma is associated with the decision to seek therapy. It is the policy of the program that no postdoctoral fellow can enter a therapeutic relationship with a faculty member in the Department, even if that faculty member does not participate in the postdoctoral fellow’s education or training.

Individual Developmental Plan

Within the first month of starting the program, and then again at the one year point (for fellows enrolled in a 2 year program), the Postdoctoral fellow will complete an Individual Development Plan (IDP – Appendix A). The IDP is a tool designed to assist with:

- identifying professional goals and objectives;
- assessing an individual’s skill set relative to their career goals; and
- developing a plan to acquire the skills and competencies needed to achieve short- and long-term career objectives.

Dr. Pereira will prompt the Postdoctoral fellow to complete the IDP upon entry into the program and every year thereafter. The Postdoctoral fellow will complete the IDP, which will then be forwarded to the Area Postdoctoral Director, and if applicable, to any research mentors. The Area Postdoctoral Director will discuss the IDP with the fellow and sign off on it once any edits have been made. It will then be forwarded to Dr. Pereira for her signature and filing.

Postdoctoral Fellow Evaluation and Feedback Protocol

Postdoctoral fellows’ knowledge and competence are assessed on an ongoing basis through a variety of methods, including live observations of Postdoctoral fellow-patient interviews and testing, reviews of digital videos of therapy sessions, detailed reviews of the Postdoctoral fellow’s written assessment reports and treatment progress notes, observations of presentations of case formulations and treatment planning, as well as formal and informal feedback from referral sources. Feedback to Postdoctoral fellows about their progress in achieving competence in professional skills is accomplished through several means. First, each supervisor provides the fellow with verbal feedback about his/her performance during the course of assessment/consultation rotations or therapy cases. Second, all supervisors complete detailed, written evaluations of the performance of each Postdoctoral fellow supervised. Fellows enrolled in a 2 year training program will undergo evaluation once every 6 months. Fellows enrolled in a 1 year training program will undergo assessment once every 3 months. Third, the Area Postdoctoral Directors and Dr. Pereira will review all evaluations and discuss the progress of each Postdoctoral fellow upon collection of written evaluations. Fourth, the Area Postdoctoral Directors, Dr. Pereira, and supervising faculty meet individually with each Postdoctoral fellow to review the formal feedback from their evaluations, to assist the postdoctoral fellow in conducting a self-assessment of progress, and to integrate the evaluative information into the training plan for the remainder of the program.

Competence in the understanding and application of ethical principles and state practice regulations are stressed and assessed throughout the year(s). Postdoctoral fellows are exposed early and often to the wide array of ethical issues that arise in clinical practice. Discussion of ethical issues is an important feature of didactic training and individual and group supervision. Postdoctoral fellows are expected to demonstrate an ability to apply the APA Ethical Principles and Code of Conduct in a
clinical context. Application of these principles is fostered through group discussions (during the Postdoctoral fellow didactic seminar series) of the possible courses of actions to be taken in specific case scenarios. Knowledge and sensitivity to issues of individual and cultural diversity in psychological practice are ensured through a variety of means. Postdoctoral fellows are prompted by the faculty to discuss these issues as they relate psychological assessment and treatment in individual and group supervision.

At the end of each evaluation period, supervising faculty will complete an evaluation form for each Postdoctoral fellow they supervised. *The Clinical Training Review and Evaluation (CTRE) forms are located in the Appendices.* Dr. Pereira will prompt all fellows to initiate the review process. For each supervisor with whom they have worked, they will complete the **CTRE-Postdoc** form *(Appendix B).* Dr. Pereira will forward this form to the appropriate supervisor. The supervisor will then complete the **CTRE-Faculty** form *(Appendix C)*, and Dr. Pereira will forward this to the trainee, Supervisor, Area Postdoctoral Director, and Area Head. Once the evaluation forms are completed, each area will convene to discuss the progress of each Postdoctoral fellow within their area as summarized in the individual evaluation forms completed by their supervisors. Recommendations regarding any changes in supervisory requirements for the next 6-month period are developed by consensus of the faculty and relayed to the Director of the Postdoctoral Fellow Program. Feedback from their individual supervisors at the completion of their six-month period is provided directly by individual faculty and the area head in summary.

As noted in the previous paragraph, upon completion of the evaluation form, the faculty mentor will meet with the Postdoctoral fellow to review the evaluation, provide verbal feedback, and discuss any remediation plans if necessary. They should also review progress relative to the Postdoctoral fellow’s individual development plan that was completed at the beginning of the year, and establish new goals or training activities as necessary. The Postdoctoral fellow will have a chance to provide written comments on this evaluation form. The form should then be signed by the postdoctoral fellow and the faculty member and routed to the Director of the Postdoctoral fellow program. The Postdoctoral fellow must have a rating of “Trainee Meets Expectations” on all items of their final evaluation form at the end of the postdoctoral training program in order to successfully complete the training program.

Minor deficiencies in Postdoctoral fellow preparation or performance are generally remediated through the course of normal interaction with the Postdoctoral fellow's supervisor(s). The remediation may consist of didactic supervisory instruction, modeling of techniques by the supervisor, and/or readings in the appropriate literature. When the deficiency is in the domain of experience, the Postdoctoral fellow may be assigned additional relevant cases to provide the needed exposure.

When a major deficiency is detected, three steps are taken. First, the Postdoctoral fellow is placed on “probationary status” to communicate clearly that significant improvement in performance is needed for successful completion of the Postdoctoral fellow and that failure to remediate the deficiency could result in dismissal from the program. Second, the faculty and the Postdoctoral Fellow Program Director develop a remediation plan to ameliorate the noted deficiency. Such plans typically involve increased supervisory contacts (for both training and evaluation) along with intensive variations of the remediation methods used to deal with minor deficiencies. The remediation plan specifies the required changes in performance along with a timetable for a re-evaluation of progress. If the deficiency is remediated, probationary status is lifted. If the Postdoctoral fellow fails to remediate the deficiency, the faculty carefully review evaluations from the Postdoctoral fellow supervisors as well as the Postdoctoral fellow self-evaluation of progress. The faculty then decides whether sufficient progress has been made to warrant continuation of the probationary status, with the expectation that
the deficiency will be remediated, or whether dismissal from the program is warranted by the Postdoctoral fellow's failure to demonstrate progress.

Program Evaluation Survey Procedures

Every 6 months, Postdoctoral Residents will complete a Program Evaluation Survey (Appendix D) that will provide feedback about the quality of the training program to the Associate Chair of Postgraduate Studies and Area Postdoctoral Directors. The survey is an open-evaluation process; thus, responses are not anonymous. There are several reasons why we are using an open-evaluation process:

(1) Given that our area postdoctoral classes are relatively small, it is nearly impossible for us to collect information in a way that ensures that an individual postdoctoral resident's identity is not discoverable. We want to open and transparent about this from the outset.

(2) We truly value your perceptions about the program and are committed to using your evaluation to optimize the training experiences we provide. It would be difficult for us to optimize an individual's training if their feedback is anonymous.

(3) An "open system" is a healthy system. We want to create a setting in which evaluation and feedback are expected and normative from all individuals in our system. By having an open evaluation system, we wish to impart to you that we expect and indeed welcome formative feedback from you.

(4) Learning how to provide formative feedback effectively is an advanced professional skill and a goal in-and-of itself.

Please note: If you do not believe that you can provide an authentic evaluation of the program through an open evaluation system, please discuss this with Dr. Pereira at your earliest convenience.

Although we are using an open evaluation system, we have put into place the following safeguards to eliminate concerns that your survey data may affect a faculty member’s future CTRE on you:

(1) Dr. Pereira will personally review every postdocs Program Evaluation Survey data. While you are still an active trainee in the program, she will only share aggregate, de-identified data with area faculty and Area Postdoctoral Directors. However, identifiable data may be shared with faculty/Area Postdoctoral Directors upon your graduation. In addition, identifiable data may be shared with Dr. Smith (CHP Chair) and/or Dr. Perri (PHHP Dean) at any time upon their written request.

(2) In the special situation in which Dr. Pereira is supervising a resident, she will not review that resident's Program Evaluation Survey until after she has completed that resident's CTRE.
Practica and Academic Preparation Requirements

Postdoctoral applicants should have obtained a doctoral degree (Ph.D. or Psy.D.) from an APA or CPA-accredited graduate program in Clinical or Counseling Psychology (the child-peds area will also consider those with a Ph.D. in School Psychology), as well as, an APA or CPA approved predoctoral internship in a specialty area related to the three major Areas of Study offered by the Clinical and Health Psychology Department. Preference is given to those applicants whose coursework, practica and research experience have prepared them best for working in an academic medical center setting such as Shands Hospital and the University of Florida Health Science Center. Because the Postdoctoral fellows will also be working with our own graduate students or advanced practica, it is important that Postdoctoral fellows have had some prior exposure to the types of patients and methods employed in assessment and treatment within the multidisciplinary inpatient and outpatient settings of a large teaching hospital.

Below are specific practica experiences (looked for by the selection committee in each of the Major Areas of Study):

**Clinical Child-Pediatric area, requirements include:**

1. A doctoral degree from an APA or CPA accredited program in clinical, school, or counseling psychology;

2. Have completed APA or CPA accredited graduate and clinical predoctoral internship programs by the start of the postdoctoral program and have a background of coursework and training in clinical child and/or pediatric psychology;

3. Prior graduate level coursework emphasizing areas related to child development, child psychopathology, and family and child interventions;

4. Prior practicum supervised experiences in child assessment settings and therapy programs;

5. Prior supervised assessment and/or treatment experiences in pediatric health care settings (outpatient, inpatient);

6. A career goal of professional practice and/or research that emphasizes work with children and families;

7. Submission of a cover letter and up-to-date curriculum vitae.

**Clinical Health area, requirements include:**

1. Completed APA or CPA accredited graduate and clinical predoctoral internship programs and a background in coursework pertaining to the area of Clinical Health Psychology;

2. Prior graduate-level coursework that may include the topics of Medical/Health Psychology, Human Physiology, Human Anatomy, or Pathophysiology among others;

3. Prior to practicum supervised experiences in assessment and treatment with patients with primary or co-morbid medical conditions. Examples of these practicum
experiences may include inpatient consultation and liaison, chronic pain, psycho-oncology, sleep medicine, women’s health, pre-surgical evaluations (e.g., organ transplantation, bariatrics, and spinal cord stimulator placement), smoking cessation and substance abuse, cardiac psychology, etc.

4. A dissertation topic broadly within the domain of Clinical Health Psychology.

**Clinical Neuropsychology area, requirements include:**

1. Have completed APA or CPA accredited graduate and clinical predoctoral internship programs and have a background of coursework and training in Neuropsychology;

2. Prior graduate level coursework in brain-behavior relationships, neuroanatomy, and (at least) a survey course in behavioral manifestations of neurological disorders;

3. Prior practicum level experiences and/or placement experiences that have exposed them to practice issues in Clinical Neuropsychology;

4. A career goal to obtain postdoctoral training and board certification in Clinical Neuropsychology;

5. A dissertation topic within the domain of Clinical Neuropsychology.
RESOURCES FOR POSTDOCTORAL FELLOWS

Disclaimer: Please be aware that the links of the present handbook will be updated on an annual basis; therefore, since the various University’s units update their websites on a different schedule some of the links might be broken.

Useful Websites across UF Campus

- PeopleSoft/ My UFL: https://my.ufl.edu/ps/signon.html. Contains links to:
  - Gatorlink account
  - Reporting time
  - Viewing paycheck
- People First: https://peoplefirst.myflorida.com includes links to
  - State of Florida Benefits
  - Enrollment in State’s dental, health, life and vision insurance plans
  - Enrollment in State’s retirement benefit
- Faculty and Staff Resource Guide: http://aa.ufl.edu/resources/resources-for-faculty/
- Faculty Handbook
- UF – 7 Academic Affairs Regulations
- HIPAA training
- Leave Regulations
- Postdoctoral Fellows’ Leave Policy
- UF’s 2021-2022 Academic Calendar
- UF’s Directory
- UF- Outlook/Webmail External Access:
  - https://mail.ufl.edu
- UF Campus Map: http://campusmap.ufl.edu/#/index
- Parking Decals/Map: http://parking.ufl.edu/decals/faculty-and-staff/
- Computer Help Desk: http://helpdesk.ufl.edu/self-help/

College Resources

- College Web page: http://www.phhp.ufl.edu/
- PHHP IT – responsible for the maintenance of computers and related equipment used by staff and trainees: (352) 273-6200, http://it.phhp.ufl.edu/
- PHHP Room Request

Department Resources

- Photocopying/fax – Clinic has its own Xerox and fax services available to postdoctoral fellows and trainees for clinic related business.
- Department Web page: http://www.chp.phhp.ufl.edu/
- Faculty contact information: http://chp.phhp.ufl.edu/people/core-faculty/
- Staff contact information: http://chp.phhp.ufl.edu/people/staff/
- CHP Intranet: Go to the Department Web page and click on “Intranet.” Contains links to:
  - Clinic Policies and Procedures Manual
  - Clinic Reports
  - Clinic Schedule
  - Department Phone List
- EPIC/OnBase Resources and Training
- Florida Statutes
- Forms
- Conflict of Interest Manual
- HIPAA Guidelines
- Patient Contact Log
- Postdoctoral fellows Resources
- Leave Slips
- Letterhead (Department and Clinic)
- On-Call Schedule
- Supervisor Evaluation Form

- Spok, Haiku/Canto, OnBase Instructions: Go to Departmental Web Page then click on “Intranet.” Then go to “Clinic” and “Applications.”

Shands/Health Science Center’s Library

- Library: https://library.health.ufl.edu/
- Health Science Center’s Maps: https://ufhealth.org/shands-university-florida/maps

UF Police Department

The University of Florida Police Department (UFPD) provides 24 hours per day security for Shands Hospital and the Health Science Center (HSC) on the campus of the University of Florida.

Staffed by Police Service Technicians (PST’s), security is provided to the Health Science Center (HSC) complex 24 hours daily, every day of the year.

In addition, a shift officer is assigned to this area 24 hours daily to provide a more immediate response to crimes and emergencies.

The PST’s provide security both inside and outside the complex, not including the interior of Shands Hospital. The PST’s also perform vehicle patrols of the parking lots, garages and exterior grounds of the complex and related buildings.

PST’s are available to provide walking and vehicle escorts for staff and students from the Health Science Center to their vehicles at night. Please contact UFPD Dispatch at 352-392-1111 to request an escort.

The PST’s at the HSC are responsible for securing the facility, providing escorts and general assistance to the students, faculty, staff, and visitors at Shands Hospital and the HSC. The PST’s also assist with UFPD community outreach programs such as bicycle registration and bicycle safety events, as well as, Coffee with a Cop.
LIVING IN GAINESVILLE

The City of Gainesville is the largest city in and the county seat of Alachua County. It serves as the cultural, educational, and commercial center for the North Central Florida Region. In September of 1995, Money Magazine ranked Gainesville as one of the best places to live in America. For five consecutive years, it has been tapped as Florida’s most livable city.

The Visit Gainesville site provides information about Alachua County’s attractions, cultural events, local history and heritage, historic sites, hotels, and sports.

Housing

- Off-Campus Life (UF Resource site for those not living on campus)
  - Off-Campus Housing Locator
  - Gator Guide to off-campus life
- The Continuum: Housing for graduate/professional students, faculty or staff at UF.
- SwampRentals (http://www.SwampRentals.com)
- University Heights Apartments
- Gainesville Apartments (http://www.gainesville-rent.com/)
- Trulia (http://www.trulia.com/for_rent/Gainesville,FL/type:rental_prices_affordability)
- Local newspapers: The Independent Florida Alligator has classified ads for rentals, roommates, and subleases.

Shopping and Grocery Stores

- The Oaks Mall
- Tioga Town Center
- Butler Plaza Shopping
- More area shopping
- Grocery stores:
  - Publix Supermarkets
  - The Fresh Market
  - Trader Joe’s
  - Ward’s Supermarket
  - Winn-Dixie Supermarkets
  - Whole Foods Market

Entertainment

Campus Arts and Culture

- Florida Museum of Natural History
- Samuel P. Harn Museum of Art
- UF Performing Arts
- University Galleries
- College of Fine Arts Calendar of Events
- Stephen C. O’Connell Center Events
Gainesville Arts and Culture

- Hippodrome Theatre
- Gainesville Community Playhouse

Parks, Nature and Outdoor Activities

- Lake Wauburg
- Paynes Prairie State Park
- Lake Alice Bat House
- Area Springs
  - Poe Springs Park
  - Ginnie Springs
  - Other Florida Springs
- Alachua County Bike Trails (Filter by Activity>Bicycle Trails)
- Devil's Millhopper State Geological State Park
- Ichetucknee Springs State Park
- Kanapaha Botanical Gardens
- Santa Fe College Teaching Zoo
- Silver Springs State Park
APPENDICES

Appendix A

Individual Development Plan

Start of Block: INTRODUCTION

Q1

Individual Development Plan (IDP) for Postdoctoral Associates and Fellows

The Individual Development Plan (IDP) template will serve as a guide to your annual progress meeting with your supervisor, to ensure progress is made towards your personal and professional goals. An IDP should be completed annually based on an updated assessment of your goals and skills, as well as the progress you make throughout your career, to create attainable steps for fulfilling long-term goals. A copy of you signed IDP should be submitted to your supervisor for personnel records.

Below are the essential steps that you will take to complete your IDP:

ASSESS YOUR SKILLS/COMPETENCIES (Self-assessment tools can be used) DRAFT YOUR GOALS DISCUSS GOALS AND DEVELOP PLAN FOR THE UPCOMING YEAR IMPLEMENT YOUR ACTION PLAN REVIEW AND REVISE YOUR GOALS
Q2 Postdoctoral trainee's name:

- Brittany Biles  (12)
- Vaughn Bryant  (8)
- Ryan Cummins  (11)
- Chelsea Larsen  (9)
- Tatiana Vallejo Luces  (2)
- David Marra  (3)
- Stephanie Vega Molina  (10)
- Nicole Norheim  (13)
- Eliana Pasternak  (5)

Q3 Postdoctoral residency program:

- Clinical Child & Pediatric Psychology  (1)
- Clinical Health Psychology  (2)
- Clinical Neuropsychology  (3)
Q4 Consider the faculty members you will be working with over the next 6 months. Select 1 faculty member as a primary supervisor/mentor. This will be the faculty member with whom you share and review your IDP. Check the name of the supervisor/mentor below.

- Glenn Ashkanazi (Area Head, Clinical Health Psychology) (1)
- Russell Bauer (2)
- Dawn Bowers (Postdoctoral Director, Clinical Neuropsychology Residency Program) (3)
- Erika Cascio (4)
- Ronald Cohen (5)
- Duane Dede (Area Head, Clinical Neuropsychology) (28)
- Patricia Durning (6)
- Kimberly Driscoll (Postdoctoral Director, Clinical Child & Pediatric Psychology Residency Program) (7)
- David Fedele (Area Head, Clinical Child-Pediatric Psychology) (8)
- Jennifer Fisher (9)
- Joy Gabrielli (10)
- Robert Guenther (11)
- Kristin Hamlet (12)
- Shelley Heaton (13)
- Allison Holgerson (Postdoctoral Director, Clinical Health Psychology Residency Program) (14)
- David Janicke (15)
- Lisa King (16)
- Shellie-Anne Levy (17)
☐ Jessica Payne-Murphy (18)

☐ Deidre Pereira (Associate Chair, Postgraduate Studies) (19)

☐ William Perlstein (20)

☐ Catherine Price (21)

☐ Alana Rawlison (22)

☐ Kathryn Ross (29)

☐ Glenn Smith (23)

☐ Lori Waxenberg (24)

☐ Brenda Wiens (25)

☐ John Williamson (26)

☐ Other (27) ____________________________________________

Q5 Year in postdoctoral training program:

☐ Year 1 (1)

☐ Year 2 (2)

☐ Year 3 (3)

☐ Other (4) ____________________________________________
Q6 Academic year:

- 2019-2020 (1)
- 2020-2021 (2)
- 2021-2022 (3)
- 2022-2023 (4)

End of Block: INTRODUCTION

Start of Block: 1. SELF-ASSESSMENT OF SKILLS/COMPETENCIES

Q7

You may also consider using additional resources to help you assessing your skills, interests and values. Below we have included some free tools to assist you.

- myIDP individual development plan survey: assess skills, interests and values (http://myidp.sciencecareers.org/)
- Visual DNA: personality assessment (https://www.visualdna.com/)

Q8 This self-assessment survey allows you to evaluate your current strengths and areas of improvement. Please check the boxes that most accurately describes your current level of expertise with "1" = LOW and "3" = HIGH. Mark only one column per skill/competency. Use these scores to develop your annual goals.
**Q9 RESEARCH SKILLS & KNOWLEDGE**

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<th>3 (HIGH) (3)</th>
<th>GOAL (4)</th>
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<td>Careful record-keeping practices (4)</td>
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<td>Understanding data ownership (5)</td>
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<td>Demonstrating responsible conduct in (human/animal) research publication (6)</td>
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<td>Identifying research misconduct (7)</td>
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### Q10 EFFECTIVENESS/PURPOSE

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<td>Effective time management (3)</td>
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<td>Maintaining personal motivation (4)</td>
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<td>Fostering diversity of academic/personal perspective (5)</td>
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<td>Promoting inclusive workplaces/classrooms (6)</td>
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<td>Speaking clearly and effectively (4)</td>
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<td>Teaching in a classroom (5)</td>
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<td>Editing your own work (6)</td>
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<tr>
<td>Collaborating on work/peer review (7)</td>
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Q12 MANAGEMENT & LEADERSHIP SKILLS

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<th>1 (LOW) (1)</th>
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<tr>
<td>Providing instruction and guidance (1)</td>
<td>☐</td>
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<td>Providing constructive feedback (2)</td>
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<td>Dealing with conflict (3)</td>
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<td>Planning and organizing projects (4)</td>
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<tr>
<td>Serving as a role model (5)</td>
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<td>Delegating responsibilities in a research setting (6)</td>
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<td>Leading and motivating others (7)</td>
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<td>Q13 PROFESSIONALISM</td>
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<td><strong>Providing constructive feedback (2)</strong></td>
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<td><strong>Planning and organizing projects (4)</strong></td>
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<td><strong>Leading and motivating others (7)</strong></td>
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<td>Q14 CAREER ADVANCEMENT</td>
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<tr>
<td>Building transferable skills (1)</td>
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<td>Identifying career options (2)</td>
<td>□</td>
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<td>Preparing application materials (3)</td>
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<td>Interviewing skills (4)</td>
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<td>Negotiating skills (5)</td>
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<td>Participating in professional service (6)</td>
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<tr>
<td>Taking long-term approach to career (7)</td>
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Q15 CLINICAL SKILLS
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<tr>
<th>Identify and express the ethical and legal foundations of, influences on, and consequences of biopsychosocial/cultural assessment, intervention, consultation/liaison, program development/quality improvement, and/or research in health care settings, as applicable. (1)</th>
<th>1 (LOW) (1)</th>
<th>2 (MEDIUM) (2)</th>
<th>3 (HIGH) (3)</th>
<th>GOAL (4)</th>
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<tr>
<td>Act in accordance with ethical and legal standards, particularly as they apply to those that occur within academic and hospital-based health care settings and interprofessional health care team settings. (2)</td>
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<tr>
<td>Relate effectively and meaningfully with individuals, groups, and/or communities. (3)</td>
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<tr>
<td>Integrate research and clinical expertise in the context of patient factors. (4)</td>
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<tr>
<td>Assess and diagnose problems, capabilities and issues associated with individuals, groups, and/or organizations. (5)</td>
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</tbody>
</table>
Intervene effectively to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations. (6)

Provide expert guidance or professional assistance in response to a patient’s needs or goals. (7)

Demonstrate awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal backgrounds and characteristics. (8)

Supervise, teach, and mentor in the professional knowledge base in order to enhance and monitor the professional functioning of others. (10)

End of Block: 1. SELF-ASSESSMENT OF SKILLS/COMPETENCIES

Start of Block: 2. DRAFT YOUR IDP

Q16

Below is a summary of your self-assessment:

I feel confident about the following:

$\{Q9/ChoiceGroup/SelectedChoicesForAnswer/3\}$

$\{Q10/ChoiceGroup/SelectedChoicesForAnswer/3\}$
I do not feel confident about the following:

Q17 Draft your Annual Goals Below

Include timeframe for the completion of your annual goals and expected outcomes.

Q18 Research & Scientific Knowledge

/Publications, conferences, workshops, professional activities you plan to participate in.

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________
Q19 **Effectiveness & Purpose**

( Teaching, mentoring, time management skills, service/outreach, etc.)

________________________________________________________________

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Q20 **Management & Leadership Skills**

(Skills/competency to acquire, develop, or improve.)

________________________________________________________________

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Q21 **Professionalism**

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Q22 Career Advancement
(List activities that will take you to the next step, career goal, and/or career path.)

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Q23 Clinical Skills
(Skills, behaviors, competencies that you want to achieve in the clinical realm.)

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Q24 Additional Goals

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End of Block: 2. DRAFT YOUR IDP
Q25 Discuss your self-assessment summary and existing goals with your primary clinical/research supervisor. Develop an action plan based on this conversation to address your target goals, skills, and competencies for the next 12 months. Discussing the results of your skill/competency assessment with your supervisor will help you identify areas of improvement and find the right strategies to develop new skills.

________________________________________________________________
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________________________________________________________________

End of Block: 3. DISCUSS GOALS WITH SUPERVISOR

Start of Block: 4. IMPLEMENT ACTION PLAN/IDP

Q26

Take action on your IDP and monitor progress on your personal and professional goals on a regular basis. Stay organized and seek out the support you need to stay on track. Commit to the plan but also remember that you will need to be flexible and modify your plan as your goals or circumstances change. Add your IDP deadlines to your Outlook calendar to integrate them with other work related deadlines.

End of Block: 4. IMPLEMENT ACTION PLAN/IDP

Start of Block: 5. REVIEW AND REVISE YOUR IDP

Q27

Update as necessary. As you implement your IDP, remember to adjust your plans as your circumstances change. If necessary, meet with your supervisor/mentor throughout the year to discuss your progress and achievements. Include below any updates on your progress over the course of the year that you would like to discuss at your next annual meeting with your supervisor.
Q28 Acknowledgments
This IDP form has been adapted from:
(1) MyIDP.org template: http://myidp.sciencecareers.org/.

(2) University of Florida – Graduate School template: http://graduateschool.ufl.edu/faculty--staff/resources/individual-development-plan-idp-policy/.


End of Block: 5. REVIEW AND REVISE YOUR IDP

Start of Block: POSTDOCTORAL RESIDENT’S SIGNATURE

Q29 Dr. ${Q2/ChoiceGroup/SelectedChoices}: PLEASE SIGN BELOW.

Skip To: End of Survey If Dr. ${q://QID2/ChoiceGroup/SelectedChoices}: PLEASE SIGN BELOW. Is Displayed

End of Block: POSTDOCTORAL RESIDENT’S SIGNATURE

Start of Block: SUPERVISOR’S SIGNATURE

Q30 Dr. ${Q4/ChoiceGroup/SelectedChoices}: PLEASE SIGN BELOW.

Skip To: End of Survey If Dr. ${q://QID3/ChoiceGroup/SelectedChoices}: PLEASE SIGN BELOW. Is Displayed

End of Block: SUPERVISOR’S SIGNATURE

Start of Block: POSTDOCTORAL DIRECTOR’S SIGNATURE
Q31 Postdoctoral Director: PLEASE SIGN BELOW.

Skip To: End of Survey If Postdoctoral Director: PLEASE SIGN BELOW. Is Displayed

End of Block: POSTDOCTORAL DIRECTOR'S SIGNATURE

Start of Block: DR. PEREIRA'S SIGNATURE

Q32 Dr. Pereira: PLEASE SIGN BELOW.

End of Block: DR. PEREIRA'S SIGNATURE
Appendix B

1-CTRE-Postdoc

Start of Block: I. POSTDOCTORAL ACTIVITIES

Q1 Postdoctoral trainee's name:
Q2 Supervising faculty member's name:

- Glenn Ashkanazi
- Russell Bauer
- Dawn Bowers
- Erika Cascio
- Ronald Cohen
- Duane Dede
- Kimberly Driscoll
- Patricia Durning
- David Fedele
- Jennifer Fisher
- Joy Gabrielli
- Robert Guenther
- Kristin Hamlet
- Shelley Heaton
- Allison Holgerson
- David Janicke
- Lisa King
- Shellie-Anne Levy
- Stephanie McDonough
- Jessica Payne-Murphy
- Deidre Pereira
Q3 Year in postdoctoral training program:

- Year 1
- Year 2
- Year 3
- Other _____________________________

Q4 Training period:

- Cycle 1: First 6 months of training year
- Cycle 2: Second 6 months of training year
Q5 Clinical training activities during this rotation with this supervisor:

☐ Assessment/Consultation (Insert Number of Cases)

☐ Treatment/Intervention (Insert Number of Cases)

☐ Other (Insert Number of Cases)

Display This Question:
If Clinical training activities during this rotation with this supervisor = Other (Insert Number of Cases)

Q6 Please describe other types of cases seen during this rotation with this supervisor:

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Q7 Prior training with types of cases seen during this rotation:

☐ None

☐ Limited (1-2)

☐ Some (2-4)

☐ Extensive (>4)
Q8 Clinical teaching methods used by this supervisor (Check all that apply):

☐ Live Observation (Required)

☐ Individual Supervision

☐ Group Supervision

☐ Review of Audio

☐ Review of Video

☐ Review of Written Reports

☐ Other ________________________________________________

Q9 Amount of face-to-face supervision with this supervisor per week (in hours):

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

End of Block: I. POSTDOCTORAL ACTIVITIES

Start of Block: II. SELF-EVALUATION OF CLINICAL PERFORMANCE OVER THE PRIOR 6 MONTHS

Q10 Please reflect upon your clinical performance and progress, as well as your clinical goals for the next 6 months.

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Q11 Since you started your postdoctoral training (or since your prior evaluation), have you held any leadership roles in state, regional, or national professional organizations?

☐ Yes

☐ No

Display This Question:
If Since you started your postdoctoral training (or since your prior evaluation), have you held any... = Yes

Q12 For each leadership experience, please list the leadership role and name of the organization.

________________________________________________________________________
________________________________________________________________________
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Q13 Do you have a scientific/research mentor at UF/CHP?

☐ No

☐ Yes (Please indicate who) ________________________________________________
Q14 Have you engaged in any of the following scientific/research activities over the past 6 months OR since your last evaluation?

(A) Submitting/planning grants,
(B) Implementing research,
(C) Publishing in the field of clinical psychology, and/or
(D) Disseminating knowledge via presenting at conferences.

○ No
○ Yes

Skip To: Q16 If Have you engaged in any of the following scientific/research activities over the past 6 months OR... = No

Q15 Please choose the appropriate statement below:

○ I have already reported my research activities on another form.
○ I am reporting my research activities on this form.

Skip To: Q16 If Please choose the appropriate statement below: = I have already reported my research activities on another form.
Skip To: End of Block If Please choose the appropriate statement below: = I am reporting my research activities on this form.

Q16 By signing below, you attest to the fact that the above information is a complete and accurate representation of your clinical and/or research activities.

Skip To: End of Survey If By signing below, you attest to the fact that the above information is a complete and accurate rep... Is Displayed

End of Block: IV. ENGAGEMENT IN SCIENCE/RESEARCH

Start of Block: A. FUNDED/SUBMITTED GRANTS
Q17 Have you submitted or had funded any grants in the past 6 months OR since your prior evaluation?

- No
- Yes

Q18 Grant 1 area of research:

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Q19 Grant 1 status:

- Applied
- Awarded
- Ongoing
Q20 Grant 1 role:

- PI
- Sub-PI
- Co-I
- Other ________________________________

Q21 Grant 1 agency:

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Q22 Grant 1 title:

________________________________________________________________
________________________________________________________________

Display This Question:
If Have you submitted or had funded any grants in the past 6 months OR since your prior evaluation? = Yes
If you submitted or had funded any grants in the past 6 months OR since your prior evaluation? = Yes

Q23 Have you submitted or had funded any other grants in the past 6 months OR since your prior evaluation?

- [ ] No
- [ ] Yes

Q24 Grant 2 area of research:

________________________________________________________________

__________________________________________________________

________________________________________________________________

________________________________________________________________

Display This Question:

If you submitted or had funded any other grants in the past 6 months OR since your prior evaluation? = Yes

X+
Q25 Grant 2 status:

- Applied
- Awarded
- Ongoing

Display This Question:

If Have you submitted or had funded any other grants in the past 6 months OR since your prior evaluation? = Yes

X

Q26 Grant 2 role:

- PI
- Sub-PI
- Co-I
- Other ________________________________

Display This Question:

If Have you submitted or had funded any other grants in the past 6 months OR since your prior evaluation? = Yes

Q27 Grant 2 agency:

__________________________________________

__________________________________________

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Display This Question:
If Have you submitted or had funded any other grants in the past 6 months OR since your prior evaluation? = Yes

Q28 Grant 2 title:

________________________________________________________________________________________
________________________________________________________________________________________
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End of Block: A. FUNDED/SUBMITTED GRANTS

Start of Block: B. PLANNED GRANTS

Q29 Are you planning to submit any grants in the next 12 months?

○ No

○ Yes

Display This Question:
If Are you planning to submit any grants in the next 12 months? = Yes

Q30 Planned grant 1 area of research:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Q31 Planned grant 1 role:

- [ ] PI
- [ ] Sub-PI
- [ ] Co-I
- [ ] Other __________________________

Q32 Planned grant 1 agency:

________________________________________________________________________
________________________________________________________________________
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Q33 Planned grant 1 title:

________________________________________________________________________
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Display This Question:

If Are you planning to submit any grants in the next 12 months? = Yes
If Are you planning to submit any grants in the next 12 months? = Yes

Q34 Are you planning to submit any other grants in the next 12 months?

- No
- Yes

If Are you planning to submit any other grants in the next 12 months? = Yes

Q35 Planned grant 2 area of research:

________________________________________________________________
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If Are you planning to submit any other grants in the next 12 months? = Yes

X+
Q36 Planned grant 2 role:

- PI
- Sub-PI
- Co-I
- Other ________________________________

Display This Question:
If Are you planning to submit any other grants in the next 12 months? = Yes

Q37 Planned grant 2 agency:

________________________________________________________________
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Display This Question:
If Are you planning to submit any other grants in the next 12 months? = Yes

Q38 Planned grant 2 title:

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End of Block: B. PLANNED GRANTS
Q39 Have you published any manuscripts or book chapters in the past 6 months or since your prior evaluation?

- [ ] No
- [ ] Yes (List publication[s] in APA format) ________________________________________________

Q40 Do you have any manuscripts or book chapters in press?

- [ ] No
- [ ] Yes (List publication[s] in APA format) ________________________________________________

Q41 Do you have any manuscripts or book chapters under review?

- [ ] No
- [ ] Yes (List publication[s] in APA format) ________________________________________________

Q42 Have you presented at any conferences in the past 6 months OR since your prior evaluation?

- [ ] No
- [ ] Yes (List publication[s] in APA format) ________________________________________________
Q43 Please reflect on your research performance and progress to date, as well as your research goals over the next 6 months.

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Q44 By signing below, you attest to the fact that the above information is a complete and accurate representation of your clinical and/or research activities.
Appendix C

2-CTRE-Faculty

Start of Block: POSTDOCTORAL FELLOW-SUPERVISING FACULTY INFORMATION

Q1 Postdoctoral trainee's name:
Q2 Supervising faculty member's name:

- Glenn Ashkanazi
- Russell Bauer
- Dawn Bowers
- Erika Cascio
- Ronald Cohen
- Duane Dede
- Kimberly Driscoll
- Patricia Durning
- David Fedele
- Jennifer Fisher
- Joy Gabrielli
- Robert Guenther
- Kristin Hamlet
- Shelley Heaton
- Allison Holgerson
- David Janicke
- Lisa King
- Shellie-Anne Levy
- Stephanie McDonough
- Jessica Payne-Murphy
- Deidre Pereira
Q3 Ethical and Legal Standards, Knowledge and Comprehension:
Identify and express the ethical and legal foundations of, influences on, and consequences of biopsychosocial/cultural assessment, intervention, consultation/liaison, program development/quality improvement, and/or research in health care settings, as applicable.

- Meets Expectations
- Needs Improvement

Q4 Ethical and Legal Standards, Application:
Act in accordance with ethical and legal standards, particularly as they apply to those that occur within academic and hospital-based health care settings and interprofessional health care team settings.

- Meets Expectations
- Needs Improvement
Q5 Comments on Ethical and Legal Standards:

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

End of Block: 1. ETHICAL AND LEGAL STANDARDS

Start of Block: 2. PROFESSIONAL RELATIONSHIPS

Q6

Professional Relationships:
Relate effectively and meaningfully with individuals, groups, and/or communities.

☐ Meets Expectations

☐ Needs Improvement

Q7 Comments on Professional Relationships:

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

End of Block: 2. PROFESSIONAL RELATIONSHIPS

Start of Block: 3. APPLICATION OF KNOWLEDGE AND SKILL TO PRACTICE
Start of Block: a. Evidence-Based Practice

Q8

**Evidence-Based Practice:** Integration of research and clinical expertise in the context of patient factors.

- Meets Expectations
- Needs Improvement

Q9 Comments on Evidence-Based Practice

________________________________________________________________
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End of Block: a. Evidence-Based Practice

Start of Block: b. Assessment

Q10

**Assessment:** Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.

- Meets Expectations
- Needs Improvement
- Not Applicable
Q11 Comments on Assessment

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________

End of Block: b. Assessment

Start of Block: c. Intervention

Q12 Intervention:
Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.

○ Meets Expectations
○ Needs Improvement
○ Not Applicable

Q13 Comments on Intervention

________________________________________________________________________
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Q14 **Consultation:** The ability to provide expert guidance or professional assistance in response to a patient’s needs or goals.

- Meets Expectations
- Needs Improvement
- Not Applicable

Skip To: End of Block if Consultation: The ability to provide expert guidance or professional assistance in response to a patient’s needs or goals. = Not Applicable

Q15 Comments on Consultation:

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End of Block: d. Consultation

Start of Block: 4. INDIVIDUAL AND CULTURAL DIVERSITY

Q16

Diversity:
Demonstrates awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal backgrounds and characteristics.

- Meets Expectations
- Needs Improvement

Q17 Comments on Diversity:

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

End of Block: 4. INDIVIDUAL AND CULTURAL DIVERSITY

Start of Block: 5. INTEGRATION OF SCIENCE AND PRACTICE

Q18

Scientific Knowledge and Methods:
Is able to apply research methodology to evaluate clinical practice procedures and clinical relevant research, and develop and present research methodology used to improve clinical practice. Respect for scientifically derived knowledge.

- Meets Expectations
- Needs Improvement

Q19 Comments on Scientific Knowledge and Methods:
End of Block: 5. INTEGRATION OF SCIENCE AND PRACTICE

Start of Block: 6. SUPERVISION/TEACHING/MENTORSHIP OF JUNIOR COLLEAGUES AND TRAINEES

Q20

Supervision:
Supervision, teaching and mentoring in the professional knowledge base of enhancing and monitoring the professional functioning of others.

- Meets Expectations
- Needs Improvement
- Not Applicable

Skip To: End of Block If Supervision: Supervision, teaching and mentoring in the professional knowledge base of enhancing... = Not Applicable

Q21 Comments on Supervision/Teaching/Mentorship of Junior Colleagues and Trainees

End of Block: 6. SUPERVISION/TEACHING/MENTORSHIP OF JUNIOR COLLEAGUES AND TRAINEES

Start of Block: 7. LEADERSHIP
Q22

Leadership:
Demonstrates a variety of skills and competencies (i.e., organizational skills, decision-making skills, interpersonal awareness skills, emotional intelligence, conflict management and consensus building skills, fortitude, shows respect for others, the ability to see other perspectives) that facilitate effective leadership.

○ Meets Expectations
○ Needs Improvement
○ Not Applicable

Skip To: End of Block If Leadership: Demonstrates a variety of skills and competencies (i.e., organizational skills, decision-making skills, interpersonal awareness skills, emotional intelligence, conflict management and consensus building skills, fortitude, shows respect for others, the ability to see other perspectives) = Not Applicable

Q23 Comments on Leadership

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

End of Block: 7. LEADERSHIP

Start of Block: 8. SCIENCE/RESEARCH

Start of Block: a. Scientific Knowledge and Methods

Q24

Scientific Knowledge and Methods:
Demonstrates an understanding of, and competence in, research, research methodology, techniques of data
collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan.

- Meets Expectations
- Needs Improvement
- Not Applicable

Q25 Comments on Scientific Knowledge and Methods

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

End of Block: a. Scientific Knowledge and Methods

Start of Block: b. Research/Evaluation

Q26

**Research/Evaluation:** Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.

- Meets Expectations
- Needs Improvement
- Not Applicable

Skip To: End of Block If Research/Evaluation: Generating research that contributes to the professional knowledge base and... = Not Applicable
Q27 Comments on Research/Evaluation:

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

End of Block: b. Research/Evaluation

Start of Block: SIGNATURE BLOCK

Q28 Supervising Faculty Member: Please provide your digital signature below.

End of Block: SIGNATURE BLOCK
Appendix D

Postdoctoral Resident Program Evaluation

Start of Block: INTRODUCTION

Q1 Your opinions and perceptions about your training experiences in the Postdoctoral Resident Program in CHP are very important to us. Please take a moment to complete the follow evaluation of your training experiences to date.

Why isn’t this survey anonymous?

(1) Given that our area postdoctoral classes are relatively small, it is nearly impossible for us to collect information in a way that ensures that an individual postdoctoral resident's identity is not discoverable. We want to open and transparent about this from the outset.

(2) We truly value your perceptions about the program and are committed to using your evaluation to optimize the training experiences we provide. It would be difficult for us to optimize an individual's training if their feedback is anonymous.

(3) An "open system" is a healthy system. We want to create a setting in which evaluation and feedback are expected and normative from all individuals in our system. By having an open evaluation system, we wish to impart to you that we expect and indeed welcome formative feedback from you.

(4) Learning how to provide formative feedback effectively is an advanced professional skill and a goal in-and-of itself.

If you do not believe that you can provide an authentic evaluation of the program through an open evaluation system, please discuss this with Dr. Pereira at your earliest convenience.

End of Block: INTRODUCTION

Start of Block: POSTDOCTORAL RESIDENT’S INFORMATION

Q2 POSTDOCTORAL RESIDENT’S INFORMATION
Q3 Today’s date (mm/dd/yyyy):

________________________________________________________________

Q4 Postdoctoral trainee’s name:

▼ Brittany Biles (10) ... Ming Hwei Yek (7)

Q5 Postdoctoral residency program:

▼ Clinical Child & Pediatric Psychology (1) ... Clinical Neuropsychology (3)

Q6 Year in postdoctoral training program:

▼ Year 1 (1) ... Other (4)

Q7 Please indicate the amount of time (in hours) spent in each activity per week on average.

<table>
<thead>
<tr>
<th>Activity (Column 1)</th>
<th>0 (1) ... 40 (41)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment/Evaluation (1)</td>
<td>▼</td>
</tr>
<tr>
<td>Intervention (2)</td>
<td>▼</td>
</tr>
<tr>
<td>Consultation/Liaison (3)</td>
<td>▼</td>
</tr>
<tr>
<td>Receiving Supervision (4)</td>
<td>▼</td>
</tr>
<tr>
<td>Providing Supervision (5)</td>
<td>▼</td>
</tr>
<tr>
<td>Report/Note Writing and Other Support Activities (6)</td>
<td>▼</td>
</tr>
<tr>
<td>Didactic Learning (7)</td>
<td>▼</td>
</tr>
<tr>
<td>Research (8)</td>
<td>▼</td>
</tr>
</tbody>
</table>
Q8 PLEASE INDICATE WHETHER YOUR TRAINING NEEDS HAVE BEEN MET AS THEY PERTAIN TO THE PROGRAM STRUCTURE:

Q9 The overall organization of the training program.

▼ Training needs not met (1) ... Training needs exceeded (4)

Q10 The degree to which your training plan meets your goals, expectations, and training needs.

▼ Training needs not met (1) ... Training needs exceeded (4)

Q11 The clarity of expectations articulated to you.

▼ Training needs not met (1) ... Training needs exceeded (4)

Q12 The degree to which reactions, concerns, and problems are addressed adequately.

▼ Training needs not met (1) ... Training needs exceeded (4)

Q13 The degree to which you received adequate feedback regarding performance and progress.

▼ Training needs not met (1) ... Training needs exceeded (4)
<table>
<thead>
<tr>
<th>Q14</th>
<th>The degree to which you received adequate opportunity for skill development.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▼ Training needs not met (1) ... Training needs exceeded (4)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Q15</th>
<th>The sufficiency of opportunities for input into your training needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▼ Training needs not met (1) ... Training needs exceeded (4)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Q16</th>
<th>The degree to which the environment is conducive to learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▼ Training needs not met (1) ... Training needs exceeded (4)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Q17</th>
<th>The degree to which the environment facilitates fulfilling and enriching relationships among Fellows.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▼ Training needs not met (1) ... Training needs exceeded (4)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Q18</th>
<th>The degree to which the resources (e.g., space, computers, supplies) provided are adequate.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▼ Training needs not met (1) ... Training needs exceeded (4)</td>
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</table>

<table>
<thead>
<tr>
<th>Q19</th>
<th>The degree to which you were treated in a professional manner.</th>
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<tbody>
<tr>
<td></td>
<td>▼ Training needs not met (1) ... Training needs exceeded (4)</td>
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</table>

<table>
<thead>
<tr>
<th>Q20</th>
<th>The effectiveness of your working relationships with support staff.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▼ Training needs not met (1) ... Training needs exceeded (4)</td>
</tr>
</tbody>
</table>
Q21 The degree to which you were provided with adequate support and encouragement.

▼ Training needs not met (1) ... Training needs exceeded (4)

End of Block: PROGRAM STRUCTURE

Start of Block: POSTDOCTORAL DIRECTORS

Q22 PLEASE INDICATE WHETHER YOUR TRAINING NEEDS HAVE BEEN MET AS THEY PERTAIN TO THE POSTDOCTORAL DIRECTORS (BOWERS, DRISCOLL, HOLGERSON, PEREIRA):

Q23 The degree to which the Directors provide guidance for your postdoctoral program and training.

▼ Training needs not met (1) ... Training needs exceeded (4)

Q24 The degree to which the Directors show interest in and responsiveness to your training needs.

▼ Training needs not met (1) ... Training needs exceeded (4)

Q25 The availability of the Directors when you need to discuss training needs, problems, and questions.

▼ Training needs not met (1) ... Training needs exceeded (4)

Q26 The degree to which the Directors are approachable to assist in managing difficult or sensitive issues.

▼ Training needs not met (1) ... Training needs exceeded (4)
Q27 The effectiveness of the Directors in communicating expectations of the postdoctoral program.

Training needs not met (1) ... Training needs exceeded (4)

End of Block: POSTDOCTORAL DIRECTORS

Start of Block: POSTDOCTORAL SEMINAR SERIES AND OTHER DIDACTICS

Q28 PLEASE INDICATE WHETHER YOUR TRAINING NEEDS HAVE BEEN MET AS THEY PERTAIN TO THE POSTDOCTORAL SEMINAR SERIES AND OTHER DIDACTICS:

Q29 Monthly Didactic Seminar Series

Q30 Applicability to one’s professional development.

Training needs not met (1) ... Training needs exceeded (4)

Q31 Breadth and depth of knowledge of presenters in topic areas.

Training needs not met (1) ... Training needs exceeded (4)

Q32 Contribution of the series to overall training goals.

Training needs not met (1) ... Training needs exceeded (4)

Q33 Departmental Colloquium Series
Q34 Applicability to one’s professional development.

▼ Training needs not met (1) ... Training needs exceeded (4)

Q35 Breadth and depth of knowledge of presenters in topic areas.

▼ Training needs not met (1) ... Training needs exceeded (4)

Q36 Contribution of the series to overall training goals.

▼ Training needs not met (1) ... Training needs exceeded (4)

Q37 Area-Specific Didactics

Q38 Applicability to one’s professional development.

▼ Training needs not met (1) ... Training needs exceeded (4)

Q39 Breadth and depth of knowledge of presenters in topic areas.

▼ Training needs not met (1) ... Training needs exceeded (4)

Q40 Contribution of area-specific didactics to overall training goals.

▼ Training needs not met (1) ... Training needs exceeded (4)

End of Block: POSTDOCTORAL SEMINAR SERIES AND OTHER DIDACTICS

Start of Block: ETHICAL AND LEGAL STANDARDS
Q41 PLEASE INDICATE WHETHER YOUR TRAINING NEEDS HAVE BEEN MET AS THEY PERTAIN TO ETHICAL AND LEGAL STANDARDS:

Q42 Opportunities to critically evaluate ethical and legal concerns as they pertain to assessment, treatment, consultation/liaison, and/or research activities.

▼ Training needs not met (1) ... Training needs exceeded (4)

Q43 Opportunities to demonstrate behaviors consistent with APA ethical guidelines and State of Florida mental health statutes.

▼ Training needs not met (1) ... Training needs exceeded (4)

End of Block: ETHICAL AND LEGAL STANDARDS

Start of Block: PROFESSIONAL RELATIONSHIPS

Q44 PLEASE INDICATE WHETHER YOUR TRAINING NEEDS HAVE BEEN MET AS THEY PERTAIN TO PROFESSIONAL RELATIONSHIPS:

Q45 Opportunities to develop professional identity as a Psychologist.

▼ Training needs not met (1) ... Training needs exceeded (4)

Q46 Opportunities to interact meaningfully with licensed psychologists, other residents, pre-doctoral trainees, and professionals from other health service disciplines.

▼ Training needs not met (1) ... Training needs exceeded (4)
Q47 Opportunities to demonstrate behaviors consistent with professional responsibilities (e.g., timely documentation, active involvement in supervision, follows program procedures, functions independently within the scope of competence).

▼ Training needs not met (1) ... Training needs exceeded (4)

Q48 Opportunities to critically evaluate one’s own competence and limitations with regards to assessment, intervention, consultation/liaison, and/or research activities.

▼ Training needs not met (1) ... Training needs exceeded (4)

Q49 Formal opportunities to present to and discuss cases with other health service providers.

▼ Training needs not met (1) ... Training needs exceeded (4)

End of Block: PROFESSIONAL RELATIONSHIPS

Start of Block: APPLICATION OF KNOWLEDGE AND SKILL TO PRACTICE

Q50 PLEASE INDICATE WHETHER YOUR TRAINING NEEDS HAVE BEEN MET AS THEY PERTAIN TO APPLICATION OF KNOWLEDGE AND SKILL TO PRACTICE:

Q51 Opportunities to integrate empirical research literature and clinical theory/models and apply them across patient assessment, intervention, and consultation/liaison activities.

▼ Training needs not met (1) ... Training needs exceeded (4)

Q52 Opportunities to develop and express a personal theoretical/conceptual perspective that is comprehensive and responsive to changes in patient's status, new information gleaned from patient/collateral sources, and/or empirical research literature.

▼ Training needs not met (1) ... Training needs exceeded (4)
Q53 Opportunities to critically evaluate one’s own competence and limitations with regards to assessment, intervention, consultation/liaison, and/or research activities.

▼ Training needs not met (1) ... Training needs exceeded (4)

Q54 Breadth and depth of training provided in clinical evaluation/assessment activities.

▼ Training needs not met (1) ... Training needs exceeded (4)

Q55 Opportunities and training provided in formulating differential diagnoses.

▼ Training needs not met (1) ... Training needs exceeded (4)

Q56 Opportunities to develop competence in bio-psycho-social-cultural case conceptualization.

▼ Training needs not met (1) ... Training needs exceeded (4)

Q57 Formal opportunities to present to and discuss cases with other health service providers.

▼ Training needs not met (1) ... Training needs exceeded (4)

Q58 Breadth and depth of training provided in intervention delivery.

▼ Training needs not met (1) ... Training needs exceeded (4)
Q59 Breadth and depth of training provided in consultation/liaison activities.

▼ Training needs not met (1) ... Training needs exceeded (4)

End of Block: APPLICATION OF KNOWLEDGE AND SKILL TO PRACTICE

Start of Block: INDIVIDUAL AND CULTURAL DIVERSITY

Q60 PLEASE INDICATE WHETHER YOUR TRAINING NEEDS HAVE BEEN MET AS THEY PERTAIN TO INDIVIDUAL AND CULTURAL DIVERSITY:

Q61 Opportunities to demonstrate awareness, sensitivity, and skills in working professionally with diverse individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics.

▼ Training needs not met (1) ... Training needs exceeded (4)

End of Block: INDIVIDUAL AND CULTURAL DIVERSITY

Start of Block: INTEGRATION OF SCIENCE AND PRACTICE

Q62 PLEASE INDICATE WHETHER YOUR TRAINING NEEDS HAVE BEEN MET AS THEY PERTAIN TO INTEGRATION OF SCIENCE AND PRACTICE:

Q63 Opportunities (1) to apply research methodology to (a) evaluate clinical practice procedures and (b) clinically-relevant research and (2) to develop and present research methodology used to improve clinical practice.

▼ Not applicable (5) ... Training needs exceeded (4)

End of Block: INTEGRATION OF SCIENCE AND PRACTICE

Start of Block: SUPERVISION/TEACHING/MENTORSHIP OF PRE-DOCTORAL TRAINEES

Q64 PLEASE INDICATE WHETHER YOUR TRAINING NEEDS HAVE BEEN MET AS THEY PERTAIN TO SUPERVISION/TEACHING/MENTORSHIP OF PRE-DOCTORAL TRAINEES:
Q65 Opportunities to provide supervision, teaching, and mentoring in the professional knowledge base to enhance and monitor the professional functioning of pre-doctoral trainees.

▼ Training needs not met (1) ... Training needs exceeded (4)

End of Block: SUPERVISION/TEACHING/MENTORSHIP OF PRE-DOCTORAL TRAINEES

Start of Block: LEADERSHIP

Q66 PLEASE INDICATE WHETHER YOUR TRAINING NEEDS HAVE BEEN MET AS THEY PERTAIN TO LEADERSHIP SKILL DEVELOPMENT:

Q67 Opportunities to demonstrate skills and competence in behaviors that facilitate effective leadership (e.g., conflict management, consensus-building, empathy-building).

▼ Training needs not met (1) ... Training needs exceeded (4)

End of Block: LEADERSHIP

Start of Block: SCIENTIFIC KNOWLEDGE AND METHODS

Q68 PLEASE INDICATE WHETHER YOUR TRAINING NEEDS HAVE BEEN MET AS THEY PERTAIN TO SCIENTIFIC KNOWLEDGE AND METHODS:

Q69 Opportunities to demonstrate an understanding of and competence in research methodology,* techniques of data collection and analysis,* biological bases of behavior,** cognitive-affective bases of behavior,** and/or development across the lifespan.**

*Applicable to residents with research goals/responsibilities.
**Applicable to all residents.

▼ Training needs not met (1) ... Training needs exceeded (4)

End of Block: SCIENTIFIC KNOWLEDGE AND METHODS

Start of Block: RESEARCH/EVALUATION
Q70 PLEASE INDICATE WHETHER YOUR TRAINING NEEDS HAVE BEEN MET AS THEY PERTAIN TO RESEARCH/EVALUATION:

Q71 Opportunities to generate research that contributes to the professional knowledge base and/or evaluates the effectiveness of various health service psychology activities.

▼ Not applicable (5) ... Training needs exceeded (4)

End of Block: RESEARCH/EVALUATION

Start of Block: COMMENTS

Q72 PLEASE ADD ANY ADDITIONAL INFORMATION ABOUT THE STRENGTHS/WEAKNESSES OF THE PROGRAM BELOW.

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Q99 Are you graduating from the program in the next several months?

▼ No (1) ... Yes (2)

Skip To: End of Survey If Are you graduating from the program in the next several months? = No

Q97 Please provide an email address at which we can always reach you.

________________________________________________________________
Q98 Site of your next position:

________________________________________________________________

Q100 Location (city, state) of your next position:

________________________________________________________________

Q101 Title of your next position:

________________________________________________________________

End of Block: COMMENTS

Start of Block: SIGNATURE BLOCK

Q73 Postdoctoral Resident's Signature

Skip To: End of Survey If Postdoctoral Resident's Signature Is Displayed

Q74 Dr. Pereira's Signature

End of Block: SIGNATURE BLOCK