



UCF

Counseling and Psychological Services

UNIVERSITY OF CENTRAL FLORIDA

Postdoctoral Fellowship in Health Service Psychology

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Welcome Letter

Hello and welcome to the University of Central Florida Counseling and Psychological Services (CAPS). We are happy that you are interested in our training site. We hope that the information helps you in determining whether UCF CAPS is a good fit for your postdoctoral fellowship year. Please feel free to email or contact me by telephone if you have any questions. I will be glad to discuss our fellowship program with you.

Best wishes to you in your postdoctoral fellowship selection process!

Sincerely,

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The Fellowship Setting

Orlando, Florida

Known as one of the world's premier travel and leisure destinations, Orlando is one of the fastest-growing cities in the United States with an estimated population of 255,400 individuals (Greater Orlando metropolitan area has a population of 2.13 million and the state of Florida has a population of over 19 million). Its temperate climate, tourism industry and cultural diversity make it a popular destination. Over 62 million people visited Orlando in 2014 and they enjoyed area attractions and theme parks such as Walt Disney World, Sea World, and Universal Studios, world-class beaches, shopping and dining, lakes, golf courses, jogging trails, and nature preserves.

University of Central Florida

The University of Central Florida is among the nation's largest universities, with an enrollment of over 64,000 students. As a major metropolitan research university, UCF plays a large role in Central Florida's fast-paced growth through its community and corporate partnerships, research programs, regional campuses and its nearly 11,000 employees. UCF offers 92 bachelor degree program, 83 master's degree programs, 31 doctoral programs, 3 specialist programs, and 1 professional program. UCF main campus is located 13 miles east of the city of Orlando, 45 miles from the Atlantic Ocean and Cape Kennedy, and 100 miles from Tampa and the Gulf of Mexico.

Counseling and Psychological Services (CAPS)

CAPS is a department within the Division of Student Development and Enrollment Services. Students come to CAPS with an array of developmental and mental health concerns ranging from adjustment issues to various kinds of severe psychological disturbance. Services offered by CAPS include brief individual and couples counseling, referrals, consultation, group therapy and workshops, crisis intervention, developmental programming and presentations, and psychological assessment.

CAPS currently has 6 administrative staff (Director; Associate Directors of Clinical Services, Outreach and Community Intervention, and Training; Assistant Directors of Clinical Services and Administration & Innovation), 22 staff clinicians, 6 administrative support staff, and Bodhi, our animal-assisted therapy dog. Please see our UCF CAPS Staff Website for more information.

CAPS is open 8-6 pm on Mondays-Thursdays and 8-5 pm on Fridays during the Fall and Spring semesters. During the summer semester, CAPS is open Monday-Friday from 8-5 pm. CAPS is Building 27 on the UCF campus.

Model of Training & Core Competencies

The UCF CAPS Postdoctoral Fellowship program provides advanced training in the practice of health service psychology. The training is agency-based with opportunities to gain advanced experience in CAPS functions such as clinical interviewing, individual and group counseling/psychotherapy; consultation and outreach; assessment; program evaluation; research; supervision and training; and crisis intervention. The postdoctoral fellowship program utilizes a practitioner-scholar-developmental model of training emphasizing learning by observing models, then actually practicing skills, while

consulting scholarly research. This model also includes an emphasis on experiential learning which allows postdocs to learn through concrete experience, reflective observation, active experimentation, and an establishment of mentoring relationships where training is viewed as relational and reciprocal. There are certain developmental markers that indicate movement toward becoming a competent therapist over time (Stoltenberg and Delworth, 2009; Competency Benchmark Document, 2008).

Our training model entails a focus on service delivery with professional development being viewed as sequential in nature, and with the goals of assisting postdoctoral fellows to possess advanced knowledge, skills, and awareness in the core competencies of health service psychology and to obtain clinical hours and supervision necessary for licensure eligibility as a psychologist. We believe that assessing the developmental level of each competency area at the beginning of the year and tracking changes up to the end of the year is the way to show the progress and growth of each postdoc fellow. The core competencies of health service psychology include:

1. Clinical Skills in
 - a. Initial Assessments, Referrals and Report Writing
 - b. Brief Individual Psychotherapy, Conceptualization and Interventions
 - c. Group Psychotherapy, Conceptualization and Interventions
 - d. Crisis Intervention
 - e. Psychological Assessment
2. Clinical Supervision
3. Outreach and Consultation
4. Individual & Cultural Diversity
5. Professionalism/Professional Identity Development, Ethical Conduct and Practice, Communication and Interpersonal Skills
6. Program Evaluation & Research

Components of Training Philosophy

Mentoring and Modeling

An important aspect of our training philosophy is the importance of mentoring and modeling. Consistent with our practitioner-scholar-developmental model of training, postdoc fellows have opportunities to work collaboratively with staff members who represent diverse training disciplines including psychology, mental health counseling, social work, marriage and family therapy, and psychiatry. Our training program endorses an “open-door policy,” encouraging postdoc fellows to interact with staff who function in a variety of roles such as mentor, supervisor, consultant, teacher, advocate, and administrator. Mentoring occurs through a progressive and experiential “learning by doing” process that is augmented by close supervision, co-facilitation and co-presentation opportunities and shadowing of staff during clinical or programmatic activities. Mentoring also occurs in the context of didactic training activities, staff meetings, project collaborations, and informal consultations with CAPS staff. This range of experience allows postdoc fellows to gain

exposure to a variety of styles and perspectives, to expand their clinical and conceptual repertoire, and to cultivate areas of interest or specialty. In our approach to mentoring, we strive to model professional behaviors and demonstrate our commitment to ethical practice and all types of diversity. In addition, we strive to model open and healthy communication, critical thinking skills, self-care, continuing education and lifelong learning, and active membership in professional organizations.

Professionalism & Professional Identity

Another tenet of our philosophy is based on our belief that the fellowship year is a time when a critical socialization process occurs. This process helps foster the integration of a professional identity. We believe that a professional identity entails balancing of multiple professional roles and responsibilities, effective communication with clients and colleagues, and development of sound judgment and personal maturity. It also encompasses awareness and adherence to professional and ethical conduct, consolidation of theoretical orientation, and the ability to work collaboratively within larger systems. The socialization process occurs in the context of daily interactions, formal supervision and training activities, and through professional relationships with members of the community.

Learning in a Supportive Environment

Another element of our training philosophy is the belief that postdoc fellows learn most effectively in a humane atmosphere that is professional, collegial, and supportive. With a strong investment in postdoc fellowship training and supervision, our CAPS training staff strives to cultivate a safe and welcoming environment. We consider postdoc fellows as an integral part of our staff, and believe that they have as much to offer us as we have to offer them. Postdoc fellows receive ongoing mentoring, constructive feedback and evaluation which is reciprocal in nature.

Self-Awareness

Another philosophical premise is our belief that self-awareness is critical to the advancement of effective therapy skills as a psychologist. In this regard, postdoc fellows will be asked to engage in a process of self-reflection and personal exploration with supervisors and training staff to reflect upon how their life experiences, personal qualities and interpersonal dynamics relate to their clinical and therapeutic work. Supervisors take great care to develop training relationships with postdoc fellows that are characterized by trust, safety, and respect. As such, we believe that care should also be taken to differentiate between therapy and supervision, and that personal exploration with postdocs fellows should always be carried out with an emphasis on enhancing their therapeutic effectiveness and professional functioning rather than conducting therapy with them. The use of ongoing and constructive feedback is also essential in enhancing postdoc fellow self-awareness and professional growth during the year.

Integration of Scholarly Knowledge into Practice

Another principle is our belief that postdoc fellows should be informed by the integration of scholarly knowledge and research findings as it impacts clinical practice. We emphasize the consumption of scholarly research in the application of clinical practice through training activities, professional development seminars, and professional dialogues with CAPS training staff. We encourage postdoc fellows to gain understanding of a variety of empirically-informed treatments and interventions, analysis of current trends in the field, and the use of critical thinking in the process of clinical decision-making.

Appreciation for Differences and Cultural Competence

A final essential theme woven throughout the entire training program is that we value openness and appreciation for all differences among individuals including CAPS staff and postdoc fellows. We believe that honoring the richness of our similarities and differences facilitates growth and development and enhances quality of life in our community and the world in which we live. In order to effectively respond to the unique needs of our diverse student population and broader campus community, we consider our own cultural contexts including understanding of the interaction of worldviews and experiences of oppression and privilege. As such, we are committed to promoting awareness and understanding of cultural diversity at all levels. We actively infuse this philosophy into the planning and implementation of all professional activities including 1) counseling services, 2) postdoctoral fellowship training, 3) programming and presentations, 4) consultation activities, 5) creation of CAPS brochures and website, 6) development of CAPS policies and procedures, 7) recruitment of staff and postdocs fellows, 8) continuing education and professional development, and 9) research and scholarly activity. Postdoc fellows are expected to develop enhanced multicultural competence and to be skilled in addressing the needs of the various populations we serve.

CAPS' Diversity Statement

The staff at the UCF CAPS have a commitment to providing a safe, welcoming environment for all students regardless of their gender, gender expression, ethnicity, race, language, culture, religious beliefs, sexual orientation, national origin, age, size, physical and mental abilities, and/or socioeconomic status. We aim to demonstrate our view of diversity issues through our work with individual and group counseling, consultation, outreach presentations, program development, assessment, supervision, training, and research. In our professional roles, we stand at the intersection of diversity and mental/emotional health by recognizing the impact of diversity issues on all individuals such as discrimination, stereotypes, oppression, prejudice, acculturation, and identity development. We make an effort to promote the acceptance and understanding of individuals with diverse backgrounds and to educate ourselves and others on diversity-related matters. We strive to be affirming, respectful, and open minded of individuals with diverse backgrounds not only among ourselves within the Center, but across the campus community through our contact with all students,

staff, faculty, and administrators. We not only want to share this vision, but we hope to contribute to the reduction of problems such as prejudice, discrimination, and exploitation. We strive to recognize when our own diversity affects how we may relate to or work with our colleagues and the individuals we serve. It is part of our professional responsibility to gain continuing education for ourselves and our trainees regarding individuals of diverse backgrounds. We work towards recognizing and understanding the value of our similarities and differences. We uphold the freedom for people to remain committed to personal values. Our hope is that individuals in our Center, campus, and community feel at peace to live and be themselves.

Goals of the Postdoctoral Fellowship

The goals of this fellowship are to gain proficiency in the following areas:

1. Clinical Competence:

Postdoc fellows will be able to conduct clinical interviews in which they accurately evaluate the psychological needs of clients, make accurate diagnoses, and assess the need for brief psychotherapy, psychiatric medication, or other psychological interventions including referrals and appropriate documentation.

Postdoc fellows will be able to provide brief individual psychotherapy to diverse clients with a variety of presenting concerns by the completion of the fellowship. Postdoc fellows will practice integrative psychotherapy and learn how to apply ideas and strategies of change from different theoretical approaches.

Postdoc fellows will be able to facilitate process-oriented psychotherapy groups and/or theme-oriented psycho-educational groups.

Postdoc fellows will be able to provide crisis intervention for clients experiencing personal distress or acute symptomatology related to stress, trauma, or loss. Postdoc fellows will be able to help students in crisis reduce their immediate distress and mobilize resources. Postdoc fellows will be able to make decisions about clients' safety based on a risk-assessment of their danger to self and others.

2. Competence in Clinical Supervision:

Postdoc fellows will be able to provide or co-facilitate supervision to doctoral and/or master's level students through a variety of formats depending on the postdoc's past supervision experiences, their level of interest and the availability of opportunities. Examples include: provision of group therapy supervision, case conference supervision, and primary individual supervision. Postdoc fellows will be supervised by a licensed psychologist, licensed mental health counselor, or licensed social worker.

3. Outreach and Consultation Competence:

Postdoc fellows will be able to design and facilitate psycho-educational workshops and engage in other types of developmental programming and presentations.

Postdoc fellows will be able to provide consultation with faculty, staff, parents and others who are concerned about a student, and develop formal consultation relationships with residence life and other members of the campus community to help meet the needs of students.

4. Individual and Cultural Diversity Competence:

Postdoc fellows will be able to demonstrate multicultural competence in their work with clients from diverse cultural backgrounds and who display other forms of individual difference. Multicultural competence is defined by the Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change of the American Psychological Association (2003).

5. Professionalism, Professional Identity Development and Ethical Conduct and Practice:

Postdoc fellows will interact with a wide variety of professionals in a courteous and respectful manner and follow CAPS' policies and procedures.

Postdoc fellows will gain professional competence and confidence in their work, increase self-awareness that promotes professional growth, and develop a clearer sense of professional identity.

Postdoc fellows will be able to conduct themselves in an ethical manner throughout their fellowship. Ethical conduct is defined by the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association.

6. Program Evaluation and Research

Postdoc fellows will give a presentation on a research area of their interest to professional staff. They may also facilitate training seminars to trainees and/or interns as well as submit a proposal to the annual UCF SDES Institute. They may participate in the Program Evaluation and Research CAPS committee if interested.

Fellowship Activities

Orientation (2 weeks): Postdoc fellows are introduced to the program through a 2-week orientation period which occurs in August prior to the start of the UCF academic year.

Direct Service Activities:

- 1. Initial Assessment (3 hrs. weekly)** – Postdoc fellows will be scheduled for 3 intake appointment each week. Postdoc fellows will conduct an initial assessment that will be typed up in Titanium prior to their Case Disposition day. Postdoc fellows will be able to pick up their own clients after disposition. High risk clients: Postdoc fellows will assume greater responsibility for high risk clients with supervisor's permission. Postdoc fellows should always consult with the Counselor on Duty if an initial assessment turns into a crisis session or have any high risk issues involved throughout the year.
- 2. Timely Access (2 hrs. weekly)** – Postdoc fellows will be scheduled for 2 Timely Access appointments each week. These usually will be used for same day appointments. These appointments will be a regular initial assessment or may turn into a crisis intervention session.

3. **Individual Brief Therapy (8-19 hrs. weekly)** – Postdoc fellows are expected to see between 8-14 ongoing clients a week. A full case load may consist of approximately double this many clients. A full caseload is considered when a counselor has no ongoing client openings for two weeks. Most clients are typically seen every other week.
4. **Counselor On Duty (COD)** – Postdoc fellows will be available to perform COD duties. The COD will be available to consult with faculty, staff, parents, see unscheduled crisis clients, help in a crisis situation, and/or find an available staff member or administrator to help.

Crisis Intervention:

- **Clinical Crisis Intervention** – Postdoc fellows gain a majority of crisis intervention experience through timely access, initial assessment or emergency appointments throughout the year in responding to clinically urgent and complex client situations (e.g., suicidal or homicidal risk, psychotic episodes, or overwhelming trauma). Postdoc fellows will be allowed to see more high risk clients once supervisors have assessed level of skills and feel comfortable.
 - **Campus Crisis Response** – Postdoc fellows will assist staff in planning and responding to the psychological and emotional needs of the larger campus community in the aftermath of a traumatic event (e.g., suicide, homicide, hurricane, etc.).
5. **Group Therapy and Supervision (2.0-4.0 hrs. weekly)** – Postdoc fellows may have the opportunity to co-facilitate with an intern or trainee at least one group each semester for 90 minutes, then provide 30 minutes of supervision immediately after the group session. A postdoc fellow may also co-facilitate a workshop, structured group or support group.
 6. **Additional Supervision/Training (1.0 hr weekly)** – Postdocs fellows may have an opportunity to further enhance their supervisory skills by co-facilitating a case conference or supervision seminar and/or providing individual supervision.
 7. **Developmental Programming and Outreach Presentations (0-1 hrs. weekly)**
Postdoc fellows are expected to present a minimum of six outreach presentations during the year and participate in six tabling events during the year.

Supervision Received:

1. **Individual Supervision (1 hr. weekly)** - Postdoc fellows receive 1 hour of regularly scheduled weekly individual supervision from a licensed psychologist. Each semester, the supervisor and postdoc fellow are expected to clarify training goals, responsibilities and expectations, and the evaluation process and procedures.
2. **Cohort Supervision (1 hr. weekly)** – Postdoc fellows receive 1 hour of cohort supervision from the Training Director, who is a licensed psychologist. Postdoc fellows may use the time to discuss clinical issues as well as supervision, transitional, ethical/legal, multicultural and/or professional concerns.
3. **Supervision of Group Therapy Supervision (0-1 hr. weekly)** Postdoc fellows may receive supervision from a licensed clinician regarding group issues or supervisory concerns.
4. **Additional Supervision of Supervision/Training Activities (0-1.0 hrs. weekly)**
Supervision of additional supervision and/or training activities (e.g., case conference, supervision of supervision seminar, individual supervision of trainee) will be provided by the co-facilitating staff member and/or licensed supervisor.

Additional Training Experiences:

- 1. Staff Meeting and Professional Development Seminars (0 - 2 hrs. as scheduled)** Postdoc fellows are expected to participate in staff meetings and seminars as colleagues, unless otherwise specified not to attend by the Training Director.
- 2. CAPS meetings (1 hr. weekly)** Postdoc fellows will be expected to select either the Eating Disorder Management Team, Substance Abuse Treatment Team, Trauma Informed Treatment Team, or the Trans Care Team to gain additional clinical experience from an interdisciplinary approach. Postdoc fellows may also participate in additional committees (e.g., clinical, outreach, file review and/or training) for professional development experience.
- 3. Documentation/Preparation/Research Time (3 – 7.5 hrs. weekly)** Postdoc fellows will be given weekly hours for client documentation. This time is for writing up initial assessments and client progress notes and managing client caseloads. Postdoc fellows will be given preparation time to view digitally recorded videos, to prepare for supervision, and/or an outreach presentation. Postdoc fellows can also use this time to study for the psychology licensure exam. All this time is used interchangeably for what is needed.

Eligibility Criteria

UCF CAPS prefer applicants who graduated from APA-accredited programs and internships. Completion of all professional doctoral degree requirements prior to the start of the fellowship is required. Documentation may either be provided through a copy of the academic transcript indicating date of conferred degree or a letter from the Director of graduate studies verifying the completion of all degree requirements pending institution graduation ceremony.

Application Procedure

Applications for the UCF Postdoctoral Fellowship position must include:

- A cover letter of intent stating interest in UCF CAPS and training goals,
- A current vita, including names and phone numbers for 3 professionals familiar with your clinical work, including either the internship training director or clinical supervisor, and
- An unofficial graduate school transcript.

Applications are not considered complete until all materials are received. Application materials need to be submitted via email to CAPS Associate Director/Training Director Dr. Annatolee King: annatolee.king@ucf.edu

Training year

The postdoctoral fellowship starts two weeks prior to the start of the UCF fall semester. Postdoc fellows will accrue and document a minimum of 2,000 professional hours, of which 900 hours will be in direct client contact and 200 hours in supervision.

Positions

CAPS provides 3 postdoctoral fellowship positions. Postdoc fellows will have to pass a background check as part of the onboarding process as an UCF OPS (Other Personal Services) employee.

Stipend and Benefits

The postdoctoral fellowship position offers an annual stipend of \$37,000 (paid on an hourly basis of 18.50 per hour). Postdoc fellows receive 10 days of combined annual leave and sick leave, and 5 paid days of professional development leave. In addition, there are 9 unpaid university holidays. Postdoc fellows have a private office with a personal computer linked to the University network and library privileges. The university may offer health insurance.

Policies on Use of Leave Time

Postdoc fellows are strongly encouraged to take their annual leave in between semesters and during summer sessions. All annual leave and professional development days must be approved by the Training Director. Due to postdoc fellow's status as OPS (Other Personal Services) employees at the University of Central Florida, it is recommended that postdoc fellows view the UCF Human Resources page regarding family/parental leave policies.

Initial Post-Fellowship Positions

	2016- 2017	2017- 2018	2018- 2019
Total # of fellows who were in cohort	2	2	4
Community mental health center			
Federally qualified health center			
Independent primary care facility/clinic			
University counseling center			
Veterans Affairs medical center			
Military health center			
Academic health center			
Other medical center or hospital			
Psychiatric hospital			
Academic university/department	1	1	3
Community college or other teaching setting			
Independent research institution			
Correctional facility			
School district/system			
Independent practice setting	1	1	1
Not currently employed			
Changed to another field			
Other			
Unknown			

Employed Position

Current and Former Postdoctoral Fellows

Current 2019-2020

Alyssa Steckler, Psy.D. – Nova Southeastern University

2018-2019

Jennifer Farrell, Ph.D. – University of North Texas

Jennifer Jacobson, Psy.D. – Nova Southeastern University

Karly Branch, Psy.D. – Florida Institute of Technology

Vitoria Prado Piovesan Suplicy, Psy.D. – Florida School of Professional Psychology, Argosy Atlanta

2017-2018

Bryanna Campbell, Psy.D. – Florida School of Professional Psychology, Argosy University Tampa

Lauren Mazur, Psy.D. – Florida Institute of Technology

2016-2017 (Inaugural Year)

Janice Delgado, Psy.D. – Ponce Health Sciences University

Lara Herman, Psy.D. – Nova Southeastern University