



THE UNIVERSITY OF NEW MEXICO ♦ HEALTH SCIENCES CENTER

**UNM HOSPITALS**

# Training Brochure

**UNMH Clinical Psychology  
Postdoctoral Fellowship:  
Behavioral Health**

## Program Goals and Aim

The overarching **GOAL** of our program is to provide advanced clinical training and educational opportunities for pre-licensure psychology trainees who aim to serve as psychologists who practice evidence-based interventions and work in interdisciplinary team settings.

Our program is grounded in the scientist-practitioner model and therefore our approach to training encourages clinical practice that is evidence-based and consistent with the current state of scientific knowledge. We believe that graduating Fellows should be able to provide competent assessment and appropriate interventions, consultation, supervision, and research in their area(s) of focus, as well as exhibit behavior that is consistent with APA's professional standards.

As a part of developing a healthy professional identity, Fellows are provided appropriate mentorship in their area(s) of interest, and they also participate in directing their own professional development by collaboratively designing an individualized training plan. While individual Fellows may ultimately develop careers that emphasize one aspect of the scientist-practitioner model more than the other, our expectation is that clinicians will practice from a scientific basis and that the work they pursue will be clinically relevant.

The **AIM** of the UNMH Behavioral Health Postdoctoral Fellowship is aimed to train psychologists who meet advanced practice competencies (see below) in psychology and who can function effectively as professional psychologists in a broad range of roles and settings, including clinical services, research, and education. The structure of the Fellowship Program fosters development across nine profession-wide competencies that are critical to an independently functioning psychologist. We expect that Fellows in the Clinical Program will gain both breadth in competency, as well as depth within their particular area of emphasis. Below are the competencies to be developed through a structured, coherent, and integrated training experience that is graded, sequential, and cumulative.

### Core Competencies:

**1. Science and Practice:** Fellows will demonstrate the ability to critically evaluate and disseminate research or other scholarly activities at the local, regional, or national level. Fellows will demonstrate the ability to think critically about existing literature and apply scientific knowledge to clinical practice, as well as allow clinical practice to inform research questions. Fellows will develop skills in critical thinking, curiosity, and hypothesis testing and will play an active role in developing their own research and/or program development and evaluation goal that will be completed and presented to stakeholders at the end of the training year.

**2. Ethical and Legal Standards:** Fellows will demonstrate the ability to respond professionally in increasingly complex situations with a greater degree of independence in accordance with the *APA Ethical Principles of Psychologists* and *Code of Conduct* and relevant laws, regulations, rules, policies, standards, and guidelines. Ethical and legal issues will arise in all areas of training, including confidentiality, legal obligation to warn of danger or report abuse, competency assessments, the right to refuse treatment, assessments of dangerousness, informed consent, and publication credit. Fellows receive supervision and didactic training related to these issues and learn to recognize ethical dilemmas as they arise, apply ethical decision-making processes in order to resolve the dilemmas, and to conduct themselves in an ethical manner in all professional activities. In addition, most years provide an opportunity for Fellows to co-facilitate a clinical ethics workshop.

**3. Individual and Cultural Diversity:** Fellows will demonstrate the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse population. Fellows demonstrate knowledge, awareness, sensitivity, and skills when working with

diverse individuals and communities who embody a variety of cultural and personal background and characteristics. Fellows will demonstrate sensitivity to patient cultural diversity, including race, ethnicity, religion, country of birth, gender, social class, age, sexual orientation, disability and health status, as well as other individual differences, integrating awareness and sensitivity into all professional roles. Additionally, Fellows will demonstrate a continued willingness to explore one's own cultural background and how this influences one's personal attitudes, beliefs, and biases. Issues related to diversity are discussed during supervision, as well as incorporated into all program wide didactics.

**4. Professional Values and Attitudes:** Fellows are exposed to professional role models who embrace the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. Fellows are expected to demonstrate these values as they also engage in self-reflection regarding one's personal and professional functioning, and engage in activities to maintain and improve performance, well-being, and professional effectiveness. Fellows are expected to actively seek and demonstrate openness and responsiveness to feedback and supervision. Fellows will demonstrate an increasing ability to respond professionally in increasingly complex situations with a greater degree of independence and autonomy as they progress through the training year. Fellows will demonstrate maturing professional identities and a sense of themselves as a "Psychologist".

**5. Communication and Interpersonal Skills:** Communication and interpersonal skills are the foundations of education, training, and practice in health service psychology. Fellows are expected to develop and maintain effective professional relationships, deal with conflict, negotiate differences, and understand and maintain appropriate professional boundaries with patients, colleagues, supervisors, and other health professionals. Fellows will also be able to produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated, timely, appropriately reflective of the needs of the anticipated audience, and demonstrate a thorough grasp of professional language and concepts.

**6. Assessment:** Functional skills in assessment, diagnosis, and feedback are critical to the professional practice of clinical psychology. Fellows will develop competence in diagnostic interviewing, and will be able to appropriately assess, evaluate, and conceptualize a broad range of patients, including those with complex presentations and/or comorbidities. Fellows will receive training on the selection and use of evidence-based assessment tools and/or clinical interviews (including consideration of relevant diversity characteristics of the patient), as well as skills related to medical record review, risk assessment, and provision of feedback in a manner that is clear and understandable by the patient. Fellows are expected to interpret and synthesize assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, and to communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner.

**7. Intervention:** Fellows will develop advanced case conceptualization skills that draw on theoretical and empirical knowledge, and formulate effective treatment plans. Fellows will demonstrate skills in implementing interventions that are evidence-based, in individual, group, family and couples formats, as well as managing risk issues. Fellows will demonstrate competence with the types of therapies required for a given presentation. Fellows are expected to choose and implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. Fellows will demonstrate the ability to apply the relevant research literature to clinical decision making. Fellows are also expected to develop appropriate treatment goals and plans, evaluate intervention effectiveness, and adapt intervention goals and methods consistent with the ongoing evaluation.

**8. Supervision:** Fellows will demonstrate knowledge of evidence-based supervision models and practices and apply this knowledge in direct practice via the provision of supervision to a more junior trainee. The Fellows

will demonstrate advanced understanding of the complexity of the supervisor role including ethical, legal, and contextual issues. They will demonstrate an awareness of the current needs of supervised trainees, and on how to provide developmentally appropriate feedback to them. The Fellows will receive close supervision and didactics on developing this formative skill.

**9. Consultation and Interprofessional Skills:** Fellows will develop advanced competence in the intentional collaboration of professionals in health service psychology with other individuals or groups. Fellows receive supervised experiential learning and didactics in these areas and will demonstrate skill in understanding the role of a psychologist and communicating and collaborating with other providers within an interdisciplinary team. This may be demonstrated by, for example, contributing to team meetings or case presentations through the communication of important information about patients, co-treatment, consulting directly with patients' other providers (either effectively seeking consultation or offering consultation/teaching), being sensitive to and responding appropriately to the needs of other team members, and using skills as a psychologist to facilitate team functioning.

## PHILOSOPHY AND MODEL OF TRAINING

### Training is:

**1. Individualized, graduated, and primary:** Training is individualized, such that we aim to build professional identity and responsibility through involvement in the training process. In other words, we ask that Fellows collaborate with their supervisor to develop a training plan that meets their specific training and career goals based on a needs assessment and trainee area of interest. Training is structured around those specific goals and increases in complexity and responsibility over the course of the training year. Service delivery or applied clinical research experiences are the means by which training and enrichment occur.

**2. Based on a scientist-practitioner model:** We employ and model a scientist-practitioner approach to professional psychology, wherein empirically supported knowledge informs psychological assessment and intervention, and wherein questions arising from clinical practice drives research endeavors. Training involves empirically supported treatments and assessment methods, and ensures that Fellows utilize critical thinking skills to develop their own clinical research questions and/or program development/evaluation projects. This goal is greatly facilitated by the rich and diverse clinical research setting offered by UNMH.

**3. Sensitive to individual differences:** We work to identify, respect, and nurture the unique personal attributes that the Fellow brings. The training environment is supportive and guided through close collaboration with supervising faculty. Our training program is sensitive to individual differences and diversity, and values the enriched educational environment that occurs within a diverse group of trainees and staff. Training involves self-awareness related to cultural factors, as well as appreciating those social and cultural factors that influence patient centered care.

**4. Collaborative:** We utilize a "junior colleague" model of training. Our commitment to the Fellows' professional growth and scholastic development is conveyed in a supportive training atmosphere emphasizing individual strengths. Our major resource in this endeavor is the significant investment of enthusiasm, energy, and time of our training staff, including psychologists and non-psychology supervisors. Fellows are to think critically, and constructive criticism is offered in a non-threatening manner to encourage the Fellow's full participation in all endeavors, scientific and clinical. We provide training in multidisciplinary and interdisciplinary care environments in which the Fellow develops confidence as a local mental health expert who collaborates effectively with a range of providers in the context of a large medical system. Fellows will learn to work effectively with a variety of other disciplines, as well as collaborate with other mental health practitioners in clinical and research domains.

## Training Tracks:

***Clinical Educator Track:*** In the clinical educator track, Fellows are trained with an emphasis on clinical provision and direct patient care. Fellows in this program will spend a minimum of 45% of their week engaged in direct, face-to-face clinical care. As appropriate for training, face-to-face patient encounters are but one component of service delivery, and delivery of patient care. In addition, there are numerous activities that the Fellow will engage in that are in support of face-to-face clinical care. The *combination* of face-to-face clinical care *and* all supportive clinical functions (e.g., consultation with other providers, report writing, medical record review, supervision, and provision of supervision) will comprise at least 75% of a Fellows' training. The other 25% of their time will be devoted to the development and implementation of a Quality Improvement or Program Evaluation Project that is geared to advance the overall clinical provision of one or more of the adult behavioral health clinics at UMNH.

***Scientist Educator Track:*** In the scientist educator track, Fellows are trained to move into an academic research career with emphasis on clinical research activities and publications. Fellows in this program will spend a maximum of 25% of their week engaged in direct, face-to-face clinical care. The trainee in this track will be matched with a designated research mentor (in addition to a clinical supervisor) to assist with immersing themselves in scientific research activities such as; writing grant applications, IRB submissions, preparing manuscripts and posters for publication / presentation, etc. Supervising junior colleagues or teaching didactics / trainings can be negotiated per the trainee's interest. Specific research deliverables will be outlined with the trainee and their research mentor at the beginning of the training year to ensure that the trainee's research interests are taken into account along with the hospital's clinical programming needs.

## Other Structured Learning Activities:

All Fellows will be expected to participate in a minimum of 5.5 additional hours of other structured learning activities, including program-wide and track specific didactics, team meetings, rounds, and case conferences (this time is embedded into the clinical service percentage).

## Organization of the Fellowship:

All Fellows are supported on a rolling basis for 1 or 2 year contracts depending on the position and the Fellows needs. They will be hired through UNMH HR and will be granted all the salary and benefits commiserate with the position of a pre-licensure psychologist (see hospital job description for more information).

## Training Rotations:

### **Addictions and Substance Abuse Programs (ASAP)**

The Addictions and Substance Abuse Program at the University of New Mexico Hospitals is a comprehensive outpatient alcohol and drug treatment program focused on treating high acuity complex individuals with substance use disorders and an array of co-occurring conditions. This clinical postdoctoral Fellowship is designed to provide Fellows with a comprehensive understanding of assessment and treatment approaches for individuals with alcohol and drug problems and co-occurring psychiatric disorders (e.g. PTSD, affective disorders, anxiety disorders, and personality disorders), as well as co-occurring psychosocial issues (e.g. medical comorbidities, homelessness, legal issues). The Fellow will work as a vital member of the overall ASAP integrated treatment team, as well as a provider of specialized skills such as comprehensive assessments, evidence-based interventions, and best-practice training/teaching. The Fellow is trained to provide supervision to junior trainees and is involved in program development and performance improvement activities. As a member of a multidisciplinary treatment team, the Fellow has a high level of input into clinical decision

making. This experience also provides the opportunity for specialized training in evidence-based approaches including motivational enhancement, cognitive-behavioral relapse prevention techniques, CBT harm reduction strategies, CRAFT/CRA, Interpersonal Psychotherapy for Depression, Cognitive Processing Therapy and Prolonged Exposure for PTSD, and Integrative Behavioral Couples Therapy. In addition, training is available in a wide range of group therapies including Seeking Safety, Acceptance and Commitment Therapy (ACT), Mindfulness techniques, and Dialectical Behavior Therapy (DBT) skills.

**Who Do We Serve?** ASAP clients present with great diversity in their substance use histories, including use of alcohol, oral opioids and heroin, marijuana, stimulants, anxiolytic/sedative medications, inhalants, and various generations of designer drugs. In addition to chemical dependency concerns, a number of our clients also struggle with related habit disorders, including gambling, sexual addictions, compulsive overspending, etc. The majority of our clients have co-occurring psychiatric conditions such as PTSD, anxiety disorders, depression, and personality disorders and are struggling with significant social problems. Of note, a history of trauma (with or without a PTSD diagnosis) is prevalent in our patient population and includes index events like childhood physical or sexual abuse, community and domestic violence exposure, and traumatic loss. We serve a diverse population that includes but is not limited to individuals who are homeless, unemployed, and struggling with medical comorbidities, legal problems, and interpersonal stressors. In addition, our clients and staff are diverse on many dimensions, including race, ethnicity, age, sexual orientation, cultural background, religion, socio-economic background, and education.

### **University Psychiatric Center (UPC)**

The University Psychiatric Center is the inpatient, outpatient and psychiatric emergency service line for the University of New Mexico Hospitals system. Each area provides a different emphasis of service for patient's across a continuum of acuity. The UPC psychotherapy service provides all of the outpatient group, individual, couples/family, and crisis/walk-in services for the UPC center. This service line works to meet the needs of patients with a range of complex diagnoses but has a concentration of patients with complex trauma, PTSD and personality disorders. The clinic runs a DBT treatment program as well as a comprehensive PTSD treatment track. Fellows providing services on this team would learn skills for working with individuals with complex trauma presentations and stabilizing them for ongoing outpatient care.

The UPC inpatient service provides on-unit comprehensive assessments, daily treatment teams, individual, group and family intervention as well as complex discharge planning and case management. The inpatient team commonly works with the outpatient team to coordinate care for patients across their two areas of service. Fellows providing services on this team would learn skills for working on an integrated team and working with individuals with severe presentations. They would also work closely with the inpatient neuropsychologist and gain skills in providing comprehensive and brief neuropsychological assessment for high acuity and complicated case presentations. Furthermore, they would learn to skills necessary to communicate assessment results, make targeted recommendations, and create behavioral plans for on-unit intervention.

The UPC Psychiatric Emergency Service (PES) is one of the only dedicated psychiatric emergency services in the state. The PES team is an integrated medical and therapy service line that works to quickly assess patients for admission to inpatient services or discharge to outpatient follow-up. Fellows on this team would work closely with medical and nursing colleagues and learn to assess adolescents and adults presenting to the PES unit for safety, as well as provide crisis counseling and brief short-term follow-up care for stabilization.

**Who Do We Serve?** UPC clients present with great diversity in their psychiatric histories, psychosocial stability and needs, and diagnostic picture. UPC clients typically present with trauma conditions such as PTSD, anxiety disorders, depression, as well as personality disorders and various SMI conditions with or without psychosis.

They typically have significant social problems such as homeless, unemployment, and struggling with medical comorbidities, legal problems, and interpersonal stressors. However, there are more traditional psychotherapy clients who present for treatment in the UPC outpatient clinic. Similar to ASAP, UPC clients and staff are diverse on many dimensions, including race, ethnicity, age, sexual orientation, cultural background, religion, socio-economic background, and education.

### **Goals across Rotations:**

At the completion of their training, Fellows will be able to:

- Conduct a comprehensive assessment related to substance use, psychiatric issues, and risk;
- Provide group and individual (both short- and long-term) therapy for individuals with substance use disorders in various levels of care;
- Provide treatment for co-occurring psychiatric disorders in individuals with or without SUD;
- Provide consultation for treatment providers in multidisciplinary settings;
- Provide clinical supervision to junior trainees;
- Provide program development and/or program evaluation;
- Have an advanced awareness of, and skill level with, working with diverse clients and diversity issues in all aspects of clinical care and research;
- Have enhanced skills in developing and conducting research;
- Have a greater understanding of and greater skill at program management and development;
- Interact effectively with a multidisciplinary clinical treatment team.

## **APPLICATION INFORMATION:**

### **Statement of Nondiscrimination**

The UNMH Postdoctoral Fellowship Training Program is committed to a policy of nondiscrimination on the basis of race, sex, age, religion, color, national origin, ancestry, handicap, marital status, arrest and court record, sexual orientation, and veteran status.

### **Eligibility Requirements**

- 1.** Fellows are subject to fingerprinting and background checks. Appointment decisions are contingent on passing these screens.
- 2.** UNMH conducts drug screening exams on randomly selected personnel as well as new employees. Fellows are not required to be tested prior to beginning work, but once on staff they are subject to random selection for testing as employees.
- 3.** Have received a Doctorate from an APA or CPA accredited graduate program in Clinical, Counseling, or Combined Psychology or PCSAS accredited Clinical Science Program. Persons with a doctorate in another area of psychology who meet the APA or CPA criteria for re-specialization training in Clinical, Counseling, or Combined Psychology are also eligible.
- 4.** Have completed an internship program accredited by the APA or CPA. The only exception regarding accreditation is for those who complete a new VA internship that is not yet accredited.

### **Hours, Stipend, and Benefits**

- All Fellows receive a full stipend – no Fellow is accepted on a Without Compensation (WOC) status.
- All Fellows are admitted into the full-time training programs (40hrs per week expected).
- The Postdoctoral Fellowship requires that Fellows must complete 1500 training hours annually.
- The stipend for a first year postdoctoral Fellow ranges from \$51,000-\$53,000 and final salary decisions are made by UNMH HR and not the fellowship hiring committee.
- Fellows are eligible for health insurance at no cost.

- No funds are available for relocation.
- It is anticipated that Fellows will receive faculty appointments at the University of New Mexico School of Medicine during the training year.
- Benefits include 10 paid holidays, 13 days of annual leave (vacation) and, if needed, 13 days of sick leave per year.
- It is expected that all Fellows will complete state psychology licensure within the fellowship training year. Their supervisor will work with them to support them in studying and sitting for the EPPP, as well as the process for completing the application. If the Fellow intends to leave the state of NM, exceptions can be made to support licensure in another state but licensure attainment will still be expected by the completion of the training year.

## Application Process

The UNMH Postdoctoral Fellowship Program evaluates the following criteria when selecting applicants:

- Breadth and quality of prior general clinical or counseling training;
- Quality of experience in the specific area of emphasis to which the applicant applies;
- Quality and scope of research productivity and match to research mentors within the training committee;
- Evidence of personal maturity and accomplishments;
- A clear, thoughtful, and meaningful writing style in application materials;
- Goodness of fit between the applicant's professional goals and program training objectives;
- Strength of letters of recommendation.

Applications are reviewed for eligibility after all materials are received. Telephone or in-person interviews are offered to select candidates. We prefer in-person interviews, so that Fellows can tour the site, meet face-to-face with prospective supervisors, learn about the program from current Fellows, and experience New Mexico.

***At this time, due to COVID-19, all interviews for the 2021-2022 fellowship year will be done via Zoom.***

Applicants are extended offers based on their written application materials and interview presentation.

## Application Materials

Application materials are due at the time of application (rolling deadline). Please read and follow instructions carefully and prepare the following:

1. A personal statement, containing the following information (please note that if you are applying to both tracks, your personal statement should address the below elements for each track reflecting the content areas to which you are applying).
  - The history of your interest;
  - Any relevant educational, clinical, and/or research experiences;
  - A self-assessment of your training needs and goals for the fellowship;
  - A statement of your career goals.
2. A detailed Curriculum Vita.
3. Three letters of recommendation - one from a faculty member personally familiar with your graduate school performance and at least one from a primary clinical supervisor during the pre-doctoral internship.

We encourage applicants to be selective and thoughtful when considering submitting applications to both tracks. If you are considering applying to both tracks, please be in touch with Dr. Maley prior to the application deadline.