

KENNEDY KRIEGER INSTITUTE AND THE JOHNS HOPKINS UNIVERSITY SCHOOL OF MEDICINE
Postdoctoral Fellowship in Professional Psychology

Program Training Model and Philosophy

The training program follows the scientist-practitioner model in that fellows are provided with intensive training in the application of the scientific method within the context of clinical service delivery. As part of this scientist-practitioner model, the program adheres to a philosophy of utilizing empirically based methods of assessment and intervention.

Program Goals, Objectives, and Competencies

For all goals, these general competencies are evaluated on a daily basis through the postdocs' work product. Postdocs are expected to demonstrate a level of competence at the end of the training year that is commensurate with advanced practice. Postdocs are evaluated not only on their own progress throughout the year, but their progress with respect to what is expected of an independently-functioning psychologist.

Goal 1: Assessment, Treatment Planning, Treatment Implementation
Objective for Goal #1: Postdocs will develop a clear understanding of the assessment and treatment process.
Competencies Expected for Goal #1: Postdocs will develop competencies in the following areas: <u>Assessment</u> - demonstrates awareness of different measures of behavioral, intellectual, and/or developmental functioning and situations in which they are and are not indicated; utilizes appropriate assessments to facilitate treatment development; effectively communicates and documents assessment findings. <u>Conceptual contribution to clinical and research protocols</u> – formulates case conceptualization from a theoretical perspective and contributes during supervision; provides feedback and guidance in group supervision, case presentations, peer review and/or research meetings. <u>Treatment Selection and Implementation</u> - develops treatment strategies and goals and presents them coherently to supervisor; generates and tests hypotheses, identifies short-term and long-term objectives and evaluates treatment effectiveness. <u>Scholarly Inquiry</u> – demonstrates awareness of and use of current literature, research and theory in assessment and treatment. <u>Cultural and individual differences</u> – demonstrates sensitivity to issues of cultural and individual diversity in assessment and treatment development and implementation.
Activities: Delivery of clinical services Didactics Discussion in supervision Documentation in client health record
Goal 2: Case Management
Objective for Goal #2: Postdocs will develop effective and efficient case management skills.
Competencies Expected for Goal #2: Postdocs will develop competencies in the following areas: <u>Case management</u> - communicates in an effective and timely manner with other professionals, manages time efficiently, organizes time to maximize success of case. <u>Completion of required reports</u> - completes clinical reports and documents with suggested revisions included in a timely manner. Meets report, protocol, and clinical correspondence deadlines. <u>Documentation</u> – prepares thorough documentation of initial evaluation, progress notes,

<p>termination/transfer/discharge summaries, treatment protocols, and correspondence. Express ideas clearly and concisely. <u>Data management</u> - maintains up-to-date graphs, demonstrates ability to organize and present data in ways to facilitate interpretation in a timely manner.</p>
<p><u>Activities:</u> Delivery of clinical service Completion of daily progress notes, initial evaluation reports, written behavioral protocols, written task analyses. Completion of data summaries and graphs. Modifications of documents/graphs following feedback from supervisor.</p>
<p>Goal 3: Responsibility to the consumer</p>
<p>Objective for Goal #3: Postdocs will demonstrate accountability and responsibility to the client and caregivers.</p>
<p>Competencies Expected for Goal #3: Postdocs will develop competencies in the following areas: <u>Caregiver/Staff training</u> - conducts training sessions for caregiver/staff to ensure that assessment and intervention protocols are carried out correctly; models necessary procedures for caregiver/staff, assesses effectiveness of training and provides positive and constructive feedback in both oral and written formats. <u>Cultural and individual diversity</u> - Demonstrates sensitivity to issues of cultural and individual diversity in training and supervision of caregiver/staff. <u>Communication with home/community caregivers</u> - initiates and maintains good rapport with caregivers; demonstrates sensitivity to caregivers' concerns; initiates and maintains contact with families, school, pediatricians and other outside agencies throughout case; communicates assessment and treatment results and keeps them informed of the case progress and development; includes caregivers in decision making at appropriate time and incorporates feedback from caregivers and community agencies into assessment and treatment plan.</p>
<p><u>Activities:</u> Observations of clinical interactions Delivery of clinical services Discussions in supervision Documentation in client health record</p>
<p>Goal 4: Professional Conduct</p>
<p>Objective for Goal #4: Postdocs will conduct themselves in a professional and ethical manner.</p>
<p>Competencies Expected for Goal #4: Postdocs will develop competencies in the following areas: <u>Problem solving and judgment</u> - anticipates problems and develops alternative strategies for solving problems; generates solutions independently and in conjunction with supervisors and case managers; recognizes when assistance is needed and when action can be taken independently. <u>Interdisciplinary skills</u> - maintains good rapport with other disciplines and outside professionals; communicates assessment and treatment results to other disciplines; provides effective consultation to other disciplines and outside professionals; demonstrates ability to initiate referrals within and outside the Kennedy Krieger Institute. <u>Public presentation</u> - alters presentation according to audience and succinctly summarizes information within necessary time limits; presents coherent conceptualization to audience, demonstrating knowledge of current scientific practice; answers questions relating to either conceptualization of case (e.g., relative to methodology, theoretical approach) or practical issues. <u>Ethical and Professional conduct</u> - attends and participates in rotation-related meetings; accepts</p>

responsibilities and conducts oneself in an ethical professional manner, dresses in appropriate attire; identifies problems in a professional manner and suggests strategies for resolving them; conduct is appropriate to audience and situation; maintains confidentiality; interacts with colleagues in a positive and cooperative manner; demonstrates knowledge and acts in accordance with APA Code of Ethics for psychologists, and laws governing the practice of psychology.

Acceptance and use of supervision - is responsive to supervision as evidenced by carrying out plans of action; asks relevant questions, participates in discussions, seeks feedback about performance and progress of cases, seeks out additional supervision as needed, and accepts positive and constructive feedback; provides timely updates to supervisory staff.

Crisis intervention/Emergency procedures - recognizes situations where immediate crisis intervention is required; recognizes legally mandated exceptions to patient confidentiality; seeks supervisor consultation when these situations arise and acts in accordance with mutually developed plans of action in high risk situations (e.g., suicide/or homicidal ideation, suspicion of child abuse/neglect, sexual abuse, substance abuse, etc.).

Program evaluation – understands methods of program evaluation, participates in discussions (group meetings and supervision) about program evaluation, offers feedback on clinical and training program functioning.

Scholarly Inquiry – generates scholarly questions/hypotheses, communicates findings of scholarly study through individual supervision, peer reviews, case conferences, and/or professional conference presentations.

Activities:

Observations of clinical interactions

Presentations

Didactics

Delivery of clinical services

Discussions in supervision

Evaluation and Advisement

Written evaluations are conducted three times a year to assess postdoc performance across a number of skill areas that are directly relevant to the training experience. Postdocs are expected to demonstrate progress across all of the standards that are measured in the evaluation. Failure to demonstrate progress during the fellowship results in feedback, retraining, or alternative plans of action.