



The Help Group's Postdoctoral Fellowship Program in Clinical Psychology
Focusing on Autism Spectrum Disorder

Postdoc Handbook 2023-2024

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THE HELP GROUP

Purpose of This Handbook

The Postdoc Handbook has been created to guide the Postdoc through the Postdoctoral Fellowship year by outlining policies and procedures, program requirements, Postdoc advisement and evaluation, and program evaluation, specifically related to the Postdoctoral Fellowship year. Commonly used forms will be provided to you electronically. A copy of the relevant pages of the agency Personnel Policy Manual will be provided to Postdocs by the Human Resources department and the entire Manual is available on The Help Group's intranet. It is expected that Postdocs will read and become fully acquainted with the personnel policies of The Help Group. If any of these policies are discrepant with policies in the Postdoc Handbook, Postdocs should consult the Director of Training to clear up any confusion.

Postdocs are expected to utilize the forms described in this Handbook for their designated purposes during the Postdoctoral Fellowship year. Policies/Procedures in this 2022-2023 Postdoc Handbook are subject to revision during the Postdoctoral Fellowship year. Postdocs will be informed of any such revisions in a timely manner.

OVERVIEW OF THE AGENCY

Founded in 1975, The Help Group is the largest, most innovative, and comprehensive nonprofit of its kind in the United States serving children with special needs related to autism spectrum disorder, learning disabilities, ADHD, developmental delays, abuse, and emotional problems.

The Help Group provides over 15 types of comprehensive services throughout Los Angeles County communities including nine specialized day schools, child abuse prevention programs, residential programs, transitional age youth programs, outpatient services, and more. The Help Group offers pre-K through high school programs for more than 1,600 students. Its broad range of mental health and therapy services extends its reach to more than 6,000 children and their families each year. The Help Group employs more than 950 staff members in state-of-the-art schools and programs located in the Los Angeles area.

Recognizing that the problems of our community are complex and multifaceted, The Help Group offers a continuum of services, ranging from outpatient therapy to 24-hour residential care. In addition, the programs within The Help Group are offered individually or may be combined to address the unique needs of each child or family. This range of services affords the thousands of children, adolescents, young adults, and families served by The Help Group a tremendous opportunity for continuity of care, as clients can move fluidly from one level of care to another as needed.

The programs of The Help Group receive funding from the Los Angeles County Department of Mental Health, the Los Angeles County Department of Children and Family Services, the Los Angeles Unified School District, health insurance panels, and other governmental agencies.

The programs of The Help Group serve a broad spectrum of children, adolescents, and families of varied ethnicities, cultural backgrounds, and socioeconomic levels. Many of the clients in each of The Help Group programs live below the poverty level. The Help Group's services are designed to be sensitive to cultural differences and multilingual needs. Over 60% of The Help Group's clients are from diverse populations. Bilingual staff are employed across all disciplines; current staff includes bilingual Spanish/English speaking psychologists, social workers, in-home counselors, and paraprofessionals. All services are offered in both Spanish and English.

The Help Group is located across Los Angeles County with most of its services centralized in the suburban San Fernando Valley, Culver City, and Irvine. Most clinics are thirty to sixty minutes from downtown Los Angeles. All Help Group campuses are located in culturally and ethnically diverse areas where cultural, professional, and recreational opportunities abound. Numerous major universities, professional schools, and training institutes are in close proximity.

The Help Group Child and Family Center (formerly Los Angeles Center for Therapy and Education) is the founding agency of The Help Group, initially established in 1953 as an outpatient treatment program for children with communicative disorders. At that point in our community's history, there were few services available to children and families with special needs. Recognizing this gap in services, The Help Group dedicated itself to creating innovative programs for those in need, including children with emotional and developmental difficulties, as well as those who have been victims of abuse or neglect or who are at risk of being abused. As the community has grown, so have its social problems, and so have The Help Group's efforts to respond to these issues. Over the years, as other and greater needs have arisen, The Help Group has been a pioneering agency, recognizing these special needs and creating programs to fill them.

All children, adolescents and families served by The Help Group's school and residential programs (see below for description of these programs) receive therapeutic services through The Child and Family Center, including but not limited to psychotherapy, psychiatry, crisis intervention, speech and language therapy, and parent education.

The Child and Family Center's outpatient department offers numerous community-based and in-home treatment programs.

INTRODUCTION TO THE POSTDOCTORAL FELLOWSHIP PROGRAM

The Psychology Doctoral Postdoctoral Fellowship Program at The Help Group is designed to facilitate the professional growth of Postdocs who are in the process of becoming practicing psychologists. The goals of the Postdoctoral Fellowship year include assisting the Postdoc to become more skilled in the breadth and techniques of assessment and intervention with children, adolescents, and families with neurodevelopmental disorders. Currently, The Help Group offers diagnostic, therapeutic, and educational services to a full range of clients within the autism spectrum who span in age from infant to young adult, with the majority being school-aged. Approximately 500 clients with neurodevelopmental disorders are served throughout The Help Group. During the training year, emphasis is also placed on giving the Postdoc exposure to the varied roles a psychologist plays in a large community-based mental health agency, including but not limited to administration, program evaluation, supervision, and consultation.

Students entering the Postdoctoral Fellowship Program will have finished their course work, completed internship, met all competencies without disciplinary actions, have prior experience working with individuals identified as having neurodevelopmental needs, and received confirmation by their graduate training director of their readiness for Postdoctoral Fellowship and their degree has posted prior to the beginning of the Postdoctoral Fellowship year. The Help Group accepts applications only from students who attended APA-accredited graduate schools. Furthermore, interested applicants must be U.S. citizens or be able to obtain an F-1 Visa and authorization to participate in Curricular Practicum Training from their university. The Help Group does not sponsor students for visas.

The Help Group is a member of APPIC and follows their guidelines.

The Postdoctoral Fellowship is a full-time 12-month program that requires accrual of at least 2000 hours of Supervised Professional Experience (SPE) toward licensure. For fellows seeking licensure in the state of California under the Board of Psychology (BOP), successful completion of the fellowship will meet requirements for licensure eligibility, if they have completed at least 1500 predoctoral CA Board approved SPE hours and the other requirements stipulated by the BOP ([CA BOP Licensure Information](#)).

The stipend for Doctoral Postdocs is accrued hourly with an annual average salary of approximately \$56,000 per year, with an additional \$3000 for fellows who are completely bilingual in Spanish. The Postdocs are eligible for health and dental benefits approximately six weeks after the beginning of the Postdoctoral Fellowship year.

POSTDOCTORAL FELLOWSHIP STRUCTURE

The list below, while not exhaustive, includes the programs that Postdocs typically work during their training year:

Programs Serving Children and Adolescents with Autism Spectrum Disorder

Outpatient Services are accessed by the community through several programs including the Child and Family Center therapeutic programs. The outpatient program is a Los Angeles County Department of Mental Health (DMH) funded program designed to serve children birth through 21 years of age who present with a variety of psychological, behavioral, and social challenges. Clients are also seen through **Lumina Counseling** launched by The Help Group in 2022 in response to growing demand for mental health services, decreased public access to care, and to help diversify services offered to families served in the community. The program aims to provide a range of outpatient therapeutic services through insurance, private pay, and managed health care plans.

<https://luminacounselingla.com/>

<https://www.thehelpgroup.org/program/outpatient-services/#>

Kaleidoscope is one of The Help Group's newest programs, serving LGBTQ+ children, youth, young adults, and their families. While not limited to clients with neurodiversity, this program also specializes in collaborating with individuals with Autism Spectrum Disorder, ADHD, unique learning needs, and social and emotional challenges.

<http://www.kaleidoscopelgbtq.org/>

Village Glen School is a WASC-accredited college preparatory program for students with social and communicative disorders, including autism spectrum disorder and learning differences. The Pace Program is available for gifted students. The Beacon Program educates students with behavioral challenges.

<https://villageglen.org/>

The Bridgeport Vocational Education Center provides young adults with special needs a unique learning environment where they can develop independent living skills and vocational opportunities.

<https://www.thehelpgroup.org/school/bridgeport-vocational-education-center/>

Bridgeport School integrates an academic curriculum with hands-on life skills training and vocational services for students with mild cognitive delays and challenges in the areas of social communication and/or language development.

<https://www.thehelpgroup.org/school/bridgeport-school/>

Summit View School fosters the fullest potential of students with specific learning disabilities. In this dynamic environment, students build their academic skills and experience the educational process as positive and rewarding.

<https://www.summitview.org/>

STEM3 Academy provides an innovative and rigorous K-12 curriculum for students with social and learning differences, including autism, who have a passion for STEM fields and may benefit from experiential learning approaches.

<https://stem3academy.org/>

The Help Group's Kids Like Me Programs are designed especially for children and adolescents (from preschool to high school) with autism spectrum disorder and other developmental challenges. Participants enjoy a variety of enriching and beneficial after-school classes, clubs, camps, family weekend social activities, and other events. All programs are developed by a multidisciplinary team of experts and overseen by highly trained Help Group professionals to accommodate various ages and abilities.

<https://www.thehelpgroup.org/program/kids-like-me/>

Club I.a. is an exciting social community for young adults 18 to 35 who have social challenges. It provides a great opportunity to make connections with other young adults with common interests and is structured to ensure a positive experience for all participants.

<https://www.meetup.com/clubla/>

UCLA Center for Autism Research and Treatment

UCLA Child and Adult Neurodevelopmental Clinic (CAN) is a National Institutes of Health Autism Center of Excellence (ACE) and plays a leading role – locally, nationally, and internationally – in developing an improved understanding of the biological and psychosocial basis of autism. Combining their excellence in research, education, and assessment, the clinic continues to develop and disseminate new and more effective treatments for autism and autism spectrum disorders.

Utilizing a strong interdisciplinary approach in genetics, neurobiology, psychology, brain imaging and psychiatry, the clinic's main research aim is to understand the origins of the social, communicative, and language deficits demonstrated by individuals with autism and related disorders. CAN is also proud of its outreach to families and community practitioners, building strong partnerships with members of the autism community.

The post-doctoral fellow spends one day per week at UCLA CAN, working with the research team on various projects, such as administering autism assessments, helping with data collection and analysis, etc. The fellow also attends multi-disciplinary team meetings (with psychologists, neurologists, geneticists, etc.) and attends autism-related courses and lectures.

<https://www.semel.ucla.edu/autism/ucla-child-and-adult-neurodevelopmental-clinic>

Assessment & Testing

PLAN Assessment Center provides comprehensive assessments that are tailored to identify each child's individual strengths and challenges, and provide an understanding of overall development, diagnoses, and treatment recommendations. The PLAN Assessment Center is an assessment center dedicated to providing diagnostic and developmental assessments to individuals with a variety of needs including suspected neurodevelopmental disorders (e.g., Autism Spectrum Disorder, ADHD, Intellectual Disability), social-emotional issues (e.g., anxiety, depression, self-esteem), and learning difficulties (e.g., reading, writing, mathematics, underachievement, anxiety, low self-esteem). Our assessments are comprehensive and are tailored to answer families' and other professionals' specific questions. We provide families, clients, and treatment teams with an understanding of a child's overall development, diagnoses, and treatment recommendations.

The Postdoctoral Fellowship is designed to provide specialized training in assessment for individuals with autism or other neurodevelopmental needs. Throughout the year postdocs will receive advanced supervision/training in administration, scoring, and interpretation of autism specific measures such as the ADOS 2, the ADI-r, etc. Similarly, the postdoc typically provides administration, observation, and scoring guidance for the predoctoral Postdocs. Previous experience with these types of assessments prior to fellowship is highly encouraged.

The programs at The Help Group continue to grow to meet the ever-changing needs of the community. To accommodate this growth, the agency not only accepts assessment referrals from current clients and families, but also through other outpatient and insurance-based referrals.

<https://www.thehelpgroup.org/p-l-a-n-center/>

Professional Development Opportunities

As a leader in the service of clients with neurodevelopmental disorders, The Help Group provides a wide range of professional development opportunities to the community through major conferences and seminars, as well as a bi-annual newsletter featuring internationally recognized experts in the fields of Autism Spectrum Disorder, Learning Disabilities and Attention Deficit Disorder. Some examples of The Help Group's professional development and research activities include:

The Help Group Summit, a yearly national conference bringing together experts in the field of neurodevelopmental psychology and focusing on the latest research and the best practices in Autism Spectrum Disorder, Learning Disabilities, and attention deficit hyperactivity disorder.

Advance LA offers an annual conference for parents and professionals on a variety of topics to meet the growing need to support teens and young adults during their transition to independence.

Helpletter, a professional newsletter published biannually as a public service to heighten awareness of issues related to children with special needs.

For more information regarding all of the Help Group's programs, please check our website:

www.thehelpgroup.org

PHILOSOPHY AND MODEL OF TRAINING

The educational and training model of The Help Group's Doctoral Postdoctoral Fellowship Program grows out of the Local Clinical-Scientist Model. Consistent with this model of training, the scientific approach is applied to all clinical practice endeavors through a process of learning, doing, and reflecting.

Postdocs are exposed to research-based empirical and theoretical knowledge in the field, they are given a wide variety of experiences in service delivery, and they are asked to engage in ongoing analysis, reflection, and dialogue on the nature of this experience. The general knowledge gleaned from scientific and theoretical endeavors is then adapted to the clients' own emotional, cultural, and environmental contexts to arrive at treatment strategies that are most fitting. Supervision then offers the opportunity for reflection, incorporating examination of ethical issues and the Postdocs' professional identity.

The process of learning, doing, and reflecting is applied to all psychological roles including service delivery, consultation, supervision, program development, program evaluation, and mental health administration. The scientific principles of careful and systematic observation, as well as those of curiosity, inquisitiveness, skepticism, and openness to divergence are encouraged and valued as a means of carefully reflecting on experiences.

This approach fosters the development of professionals who have a perspective that ranges from the particular to the general, sensitivity to ecological validity and cultural context, and respect for the complexity and subtlety of their work.

Training Model

The Doctoral Postdoctoral Fellowship Program's model of training is experiential, based on the belief that professional competency is developed through hands-on direct service contact with clients, reflective practice, and in-depth analysis of clinical and professional interactions. A key component of this analysis is the Postdocs' endeavor to learn who they are as clinicians, and in turn to make increasing use of that knowledge to better understand and help their clients. This growing awareness of self is integrated with the Postdocs' knowledge of theory and research, balancing the art and science of psychology.

Postdocs can join the multidisciplinary team in a role of autonomy and responsibility, while being provided with the necessary support, supervision, and training they need to fully assume that role. This approach to learning is carried out through all aspects of the Postdoc's professional training, including experiences with mental health administration, program development and evaluation, consultation, and supervision.

Work at The Help Group demands flexibility and adaptability, as much of the therapeutic work is conducted in non-traditional settings (e.g., a school-based milieu setting, the client's home, etc.). This allows students to develop a conceptualization of their role that is not bound to a specific external structure, fostering the development of psychologists who are able to meet the needs of an ever-changing world while maintaining the basic tenets of their role and their profession.

The Doctoral Postdoctoral Fellowship Program is also invested in training Postdocs to anticipate trauma exposure responses, create a sustainable practice approach, and manage their countertransference reactions. The clinical work in a community mental health setting with children and families who are often victims of child abuse and systemic inequities may weigh heavily on our Postdocs. The training program uses the experience of treating childhood trauma as an opportunity to help Postdocs plan for delivering care to traumatized populations ethically and with intentionality over the course of their career. We hope to retain psychologists in the treatment of traumatized and disenfranchised youth by preparing our Postdocs to anticipate how they will care for themselves to best care for others.

Treatment Philosophy

The Help Group is an organization committed to working within the larger community, creating linkages with governmental agencies, the business and philanthropic communities, and other providers. Working with a growth mindset in identifying and promoting change in systemic limitations, while also working to navigate within those same limitations. Our clients must function within their communities; therefore, a significant part of their treatment involves uncovering, strengthening, and creating linkages in their lives. This approach may range from helping an individual link with unacknowledged parts of the self, to helping members of a family link with each other, to facilitating a family's linkage with community resources to meet their needs. Many clients of The Help Group are dealing with problems that are of a chronic and complex nature. The Postdoc is trained to understand and appreciate the tremendous energy and hope that can be stimulated by even subtle interventions or fragile linkages, thereby decreasing the individual or family's sense of isolation and hopelessness.

The treatment methods at The Help Group reflect this dedication to forging links. Two of these treatment approaches are described below.

Multidisciplinary Teamwork and Consultation

In approaching the treatment of children, adolescents and families, The Help Group believes strongly in a treatment team approach. A child must be viewed not in isolation, but within the context of the many different arenas in which she/he lives, including family, school, friendship, other support networks and the larger community. Viewing a child from a multitude of vantage points allows areas of strength as well as deficit to be readily evident and demands that the therapist make sense of apparent differences in functioning in varying environments. This results in more careful and realistic assessments of the child or family and facilitates the creation of practical and useful treatment plans.

This team orientation is especially essential in the treatment of children and adolescents who are alienated from themselves and their communities, as is common with the population we treat. Through an integrated and cohesive effort by a team of professionals with differing roles and skills, the child is confronted by the same therapeutic messages in a variety of situations and is assisted in integrating new skills across those situations. The treatment team at The Help Group can include the child, the family or significant others, therapists, psychiatrists, group leaders, speech and language therapists, teachers and other school staff, professionals from such agencies as the Department of Children and Family Services, Department of Mental Health, Regional Centers or the Probation Department, and others significant to the child's life.

The Postdoc assumes the role of the team leader and is responsible for coordinating the contributions of these team members. This role demands a variety of skills, including conceptualization skills (an ability to conceptualize the client's strengths and weaknesses as well as the team's strengths and weaknesses), systems analysis (envisioning the team as a system), consultation, problem solving, and case management. Postdocs at The Help Group receive training and supervision on consultation. The primary areas in which Postdocs are called to consult are within the child welfare system, schools, and during psychological assessments. Specialized training around these systems was developed to prepare Postdocs to know who the key players are within each system, understand their roles and boundaries, and develop a vision for their contributions to the system's shared goals.

The value of a team approach is multi-layered and generates increased understanding of the child and their world in many ways. For example, analysis of the conflicts that emerge as a team works together can lead to an enhanced understanding of the conflicts within the client's internal world. Through supervision, the Postdoc is encouraged to observe and understand the ways in which the client may be projecting onto the team and its various members, and how the team enacts these projections. To facilitate the creation of a cohesive team, the Postdoc is assisted in developing the skills to manage these conflicts. The clinician's strategies must incorporate an appreciation of each individual team member's strengths and deficits, an assessment of the overall abilities and limitations of the team, and an awareness of the constraints imposed on the larger structure of the agency system. This understanding parallels the clinician's recognition of the client as an individual, a member of a family and a part of a larger community.

An Integrative Treatment Approach

The Training Department houses diverse psychologists who can offer effective but divergent viewpoints on cases. The Training Department is reflective, relational, and practical. While some supervisors may primarily conceptualize from different schools of thought, all supervisors welcome inquiry and reflection into the supervision dyad. The training department does not aim to train Postdocs in one orientation, but instead helps psychologists-in-training better define and apply their chosen theoretical orientation.

While many clinicians at The Help Group think dynamically, they use techniques from behavioral, cognitive-behavioral, developmental, and family systems models. Behavioral interventions assist a child to learn to approach situations in new and more adaptive ways, through such techniques as shaping, reinforcing client strengths, and teaching new skills. Social skills training, in both therapy sessions and milieu treatment, can be a powerful tool to enhance social relatedness. Clients are encouraged to expand their repertoire of coping skills by learning problem-solving techniques, socialization skills, communication skills, relaxation techniques, etc.

Cognitive behavioral techniques are regularly used to help clients manage the flood of affect they experience because of their precariously structured internal world. Treatment identifies and supports client strengths, while aiding clients in recognizing their limitations. These distinctions can facilitate a differentiation between areas that are hopeful and those that are best mourned and let go, resulting in the development of realistic expectations of self.

A similar approach is taken in working with families. The focus of family treatment includes identifying conflicts, role confusion, and basic needs. Clinicians may aid family members in recognizing and acknowledging their abilities as well as their limitations or disappointments, and in learning new, more realistic and satisfying ways of relating. They may also target specific child behavioral problems and assist caregivers by encouraging, supporting, and strengthening their roles to become partners with their children in effecting change. Additionally, they provide education and information, tools that empower families to pursue and maintain their sense of well-being. Moreover, they link families to community support services, and thereby prevent unnecessary crises. All these approaches aid families in maintaining changes and promoting better functioning.

TRAINING GOALS AND OBJECTIVES

The overall goal of The Help Group's Doctoral Postdoctoral Fellowship Program is to prepare Postdocs for the specialized practice working with families, systems, and individuals within the context of autism. The program has clearly defined areas of expected competency that are consistent both with our philosophy and training model as well as with more global standards for the training of professional psychologists. By the end of the Postdoctoral Fellowship year, it is expected that Postdocs will be ready for independent practice and meeting competency in the following areas and specific training goals as follows:

Foundational Competencies

1. Research
2. Ethical-Legal Standards & Policy
3. Individual and Cultural Diversity
4. Professional Values and Attitudes
5. Communication and Interpersonal Skills
6. Assessment
7. Intervention
8. Supervision
9. Interdisciplinary Systems & Consultation

Goal 1 - Assessment: Post-Doctoral Fellows will develop advanced knowledge and skill levels in performing diagnostic and psychological assessments on young children (2-5), school-aged children, and adolescents suspected of having an autism spectrum disorder.

Goal 2 - Intervention: Post-Doctoral Fellows will acquire knowledge and advanced skill in utilizing empirically supported psychotherapy techniques for young children, school-aged children, and adolescents with autism spectrum disorder in school-based and/or outpatient settings.
Competencies:

Goal 3 - Research, Program Development, and Evaluation: Post-Doctoral Fellows will develop or evaluate programs within The Help Group's school-based and/or outpatient settings, and/or develop protocols for training professionals on how to screen, diagnose, and intervene with clients with ASD. Post-Doctoral Fellows will also participate in research studies conducted at [UCLA CAN Clinic](#).

Goal 5 - Ethical and Legal Considerations: Post-Doctoral Fellows will demonstrate knowledge of the legal and ethical principles that guide the practice of psychology.

Goal 6: Professionalism: Post-Doctoral Fellows will develop a clear professional identity as a psychologist with advanced knowledge of autism spectrum disorder and will be prepared for independent practice.

POSTDOCTORAL PROGRAM ACTIVITIES

The Help Group training staff is dedicated to working with the postdoctoral fellow to tailor a program that will meet specific professional interests and needs and that capitalizes on the ideas, initiative, and creativity of each fellow. Early in the training year, the fellow, in consultation with their supervisors, will prepare a learning plan outlining individualized training goals and the specific activities that will help them attain these goals. The fellow's initial self-assessment will aid in the creation of this plan. The fellow's subsequent self-assessment along with the supervisor's mid-year assessment in February will provide information at the mid-year mark for further refining the learning plan. At the end of the year the fellows will evaluate their growth through self-assessment and the supervisor will do likewise through the end-year evaluation. Similarly, as part of the program's ongoing self-study, post-doctoral fellows are asked to formally evaluate the program at mid-year and end-year. Due process/grievance procedures are outlined in the Postdoc Brochure and Handbook and reviewed with the fellows at the onset of the training year.

Clinical Activities

While the fellow is responsible for conducting and participating in a number of clinical activities, supervisors maintain professional responsibility for all fellows' clinical cases. The following is a list of possible activities to meet the fellow's training goals will include the items with an asterisk, and may include any or all the following activities:

1. Direct Service: Individual*, family* and group therapy*, case management*, multidisciplinary teamwork*, summer camp*, and crisis intervention* with six to eight clients with a neurodevelopmental disorder, most likely autism.
2. Diagnostic Testing and Assessment*: Assess infants through adults who are suspected of having an autism spectrum disorder.
3. Program Development and Evaluation*: Enhance current programs (e.g., pre-school, summer camp, assessment program) or create new programs for clients with autism (e.g., after school day program).
4. Applied Research: Participate in applied research on autism spectrum disorder.
5. Supervision: Supervise Practicum Trainees and/or teachers and paraprofessionals; participate in supervision group for educational staff.
6. In-service training*: Prepare and present in-service training for agency staff.
7. Public Speaking*: Presentations in forums for parents, educators, professionals, and other related service providers in the community.

8. Contributions to the field of neurodevelopmental disorders: publish papers and/or present at professional conferences.
9. Grant writing: assess needs of agency and write grants for agency programs.
10. Progress toward Licensure: Sit for the EPPP*; Complete all required courses required for licensure in the State of California*. The Postdoctoral Fellowship structure involves one primary clinical rotation that comprises most of the Postdocs time and selected secondary rotations throughout the year that equate to approximately 3-4 hours per week.

Supervision and Training Activities

1. Individual supervision, minimum 2 hours per week.
2. Group supervision, minimum 1 hour per week.
3. Individual or group supervision on supervision, professional development, and/or research project minimum 1 hour per week.
4. Attendance of weekly clinical staff meetings.
5. Attendance at The Help Group's Annual Summit.
6. Attendance at The Help Group's Adance.LA Annual Conference.
7. Participation in agency in-service training.
8. Attendance in courses relating to Autism at UCLA.

Qualifications

1. Completed all doctoral degree requirements (Ph.D. or Psy.D.) from an APA accredited graduate school in Clinical, School, or Counseling Psychology.
2. Attended an APA-accredited internship or an APPIC-member internship where the focus is working with children and families.
3. Has experience working with clients with neurodevelopmental disorders.
4. Has experience conducting psychological and neurodevelopmental testing with children.
5. Has experience working in a milieu environment or in a multidisciplinary team.
6. Has a significant interest in working with clients with autism spectrum disorder and plans on specializing in this field.

The following would be preferred (this is not in any order)

1. Has good working knowledge of cognitive-behavioral therapy and similar models, and ability (or desire to learn) to apply and adapt these theoretical models to clients with ASD.
2. Has some experience with program development/program evaluation.
3. Has some experience in applied research. Has done research on autism spectrum disorder or has working knowledge of the literature in at least one area (e.g., theory of mind).
4. Has some experience of providing supervision.

TRAINING DEPARTMENT FACULTY

Stephanie Lord, Ph.D., Core Faculty, Director of Psychology Training

Involvement in Postdoctoral Fellowship: Directs and oversees the Postdoctoral Fellowship training program; provides clinical and/or assessment supervision to Postdocs; provides EBP trainings such as Trauma Focused Cognitive Behavioral Therapy, Dialectical Behavior Therapy, Functional Family Therapy, Behavioral Management Training, and attachment-based interventions; participates in Cultural Complexity Seminar; participates in Postdoc Case Conferences and group supervision.

Interests: Testing and assessment; evidence-based approaches to diagnostics; supervision and training; education; neurodiverse affirmative practices; prodromal psychosis; severe and persistent mental illness; Diversity, Equity, Inclusion, and Action program development; social justice

Priscilla Barajas, Ph.D., Core Faculty, Director of Professional Development

Involvement in Postdoctoral Fellowship: Provides clinical supervision to Postdocs; leads Professional Development Seminar; leads Family Therapy Seminar; provides EBP trainings such as Trauma Focused Cognitive Behavioral Therapy and Seeking Safety; participates in Cultural Complexity Seminar; participates in Postdoc Case Conferences and Formal Case Presentations; provides Professional Development and supervision to licensed and unlicensed psychologists.

Interests: Supervision and training; Family Systems; culturally Informed Interventions; evidenced-based treatment for trauma, anxiety, and depression; neurodiverse affirmative practices

Bonnie Auerbach, Ph.D., Core Faculty, Clinical Director of Advance LA, Supervising Psychologist

Involvement in Postdoctoral Fellowship: Provides clinical supervision to Postdocs; provides supervision of supervision to Postdocs; leads ICD supervision; participates in Postdoc Case Conferences and Formal Case Presentations.

Interests: Young adults – those with autism spectrum disorder and those with other struggles that leave them unable to thrive; parenting issues; substance abuse; family therapy

Jamie Barstein, Ph.D., Core Faculty, Supervising Psychologist

Involvement in Postdoctoral Fellowship: Provides supervision to Postdocs; participates in psychodiagnostic seminars and trainings; participates in Postdoc seminars; ICD series/presentations; assessment consultation.

Interests: Assessment and treatment of neurodevelopmental disabilities (NDD); family therapy; parent management; Cognitive Behavioral Therapy for anxiety; gender, sexuality, and sexual behaviors in individuals with NDD

Laurie Stephens, Ph.D., Core Faculty, Senior Director of Program Development

Involvement in Postdoctoral Fellowship: Provides supervision on independent rotations; leads ICD supervision; participates in Postdoc Case Conferences and Formal Case Presentations

Interests: Differential diagnosis of the various autism spectrum disorders; the overlap between ASD and gender non-conformity; the development of theory of mind in ASD and designing intervention strategies to improve ToM; the changing nature of social expectations in the digital era and how this should inform changes to traditional belief and therapeutic interventions for social skills.

Claudia Kernan, Ph.D., Adjunct Faculty, Director of THG-UCLA Neuropsychology Program; Clinical Neuropsychologist, Assessment Supervisor

Involvement in Postdoctoral Fellowship: Provides assessment supervision; consultation on neuropsychology assessment cases; participates in Postdoc ICD presentations; training consultation.

Interests: Neuropsychological assessment; ADHD and developmental learning disorders; traumatic brain injury and concussions; prenatal substance exposure; cultural identity development

Jason Bolton, Psy.D., Adjunct Faculty, Vice President of Programs

Dr. Jason Bolton has over 20 years of experience working with

Involvement in Postdoctoral Fellowship: Participates in Postdoc ICD presentations; training consultation.

Interests: Children, adolescents, and families with histories of abuse and neglect; social-emotional challenges; neurodevelopmental needs including autism spectrum disorder and learning differences

LOGISTICS OF THE TRAINING YEAR

1. The postdoctoral program typically begins the second week in August and runs for a full calendar year. (If this interferes with a current doctoral internship the start date may be open to negotiation.)

2. The stipend for the year is \$56,000, with an additional \$3,000 for fully bilingual Spanish-English speaking fellows.
3. In addition, the following benefits are available:
 - health and dental benefits chosen from among different plans, requiring different contributions and beginning approximately October 1.
 - 80 hours of vacation.
 - paid holidays when the agency is closed.
 - up to 64 hours of time devoted to professional development activities.
4. Fellows are provided with an office, computer and printer, voice mail, and email.
5. Fellows will provide most services at the Sherman Oaks campus but will also have the option of working at the Culver City and/or Van Nuys campuses, depending on the training needs of the fellow.
6. The postdoctoral hours meet the requirements for Supervised Professional Experience (SPE) toward licensure in California. Fellows working full-time for the entire calendar year will accumulate 2000 hours of SPE.

APPLICATION

Please email the following to Dr. Stephanie Lord at slord@thehelpgroup.org

1. CV
2. Cover letter addressing your future career goals as well as what you are interested in learning and doing in your post-doctoral year as it relates to autism spectrum disorder.
3. 3 letters of recommendation (one of which must come from your internship program - either the primary supervisor or internship director).
4. A sample assessment report, ideally focused on neurodevelopmental diagnoses.
5. The deadline for receipt of these items is 11:59 PM PST January 26, 2024, but applications will be reviewed as they are received.
6. After reviewing the application materials, a decision will be made regarding an invitation for an interview. All interviews will be conducted virtually.
7. The Help Group is an APPIC Membership Post-Doctoral Fellowship and will be participating in the Postdoctoral Selection Process Uniform Notification Day (UND).

Please go to <https://www.appic.org/Postdocs/Postdoctoral-Selection-Standards> for more information. If you interview with The Help Group, please feel free to ask questions about this process.

Please note that applicant acceptance is pending fingerprint clearance from the Department of Justice and the FBI, pre-employment physical, and verification of your legal right to work in the United States. Additionally, fellows are required to have a car for transport to the varying Help Group sites.

The Help Group is an equal opportunity employer and prohibits unlawful discrimination based on race, color, creed, gender, gender identity, religion, marital status, age, national origin or ancestry, physical or mental disability, medical condition including genetic characteristics, pregnancy, sexual orientation, or any other consideration made unlawful by federal, state, or local laws.

Please note that this description of the postdoctoral program is subject to change.

DUE PROCESS PROCEDURES

Postdoctoral trainees are given a copy of the Due Process procedures, the training handbook, and THG Employee Manual, at the outset of training during the onboarding process. Additionally, an electronic copy is available to the postdoc and all members of the training team within the programs secure electronic file system

This Due Process policy provides a stepwise procedure when the Training Program or Committee has concluded a Postdoc's performance and/or behavior is problematic. While the Program's intention is to apply this Due Process policy as written, it is not intended to be a contractual obligation and does not create a binding legal obligation on any party. It is subject to change at any time at the program's discretion.

The Training Program prefers to work informally and collaboratively with trainees in the first instance but provides more formal due process procedures as well. It involves: (1) notice to the Postdoc of the problem identified and how it will be addressed by the Program; (2) the right to a process and if necessary, a hearing in which a trainee hears of the Training Program's concerns and is provided a chance to respond; (3) an appeal process if the Postdoc does not agree with the actions taken by the Program.

Performance Concerns

It is the goal of the Postdoctoral Fellowship Program to identify concerns and problems in a Postdoc's performance prior to those concerns and problems becoming serious, and to assist in the remediation of the difficulties through educational opportunities and supervision. The Due Process procedures are designed to respect the rights of all levels of trainee and to provide clearly delineated processes designed to be supportive in nature. The Help Group and the Training Program recognize the rights of trainees to be treated with courtesy and respect, to inform them of the principles outlining ethical conduct of psychologists, and to ensure that they are aware of avenues of recourse should problems with regard to these principles arise.

Should problematic behavior and/or competency concerns arise at any point during the year, or during an evaluation period, initiation of Due Process procedure and/or disciplinary actions up to and including dismissal from the Postdoctoral Fellowship program, may occur. Postdoc areas of expected competency are clearly delineated in the Postdoc Handbook and the formal evaluations of performance are presented to Postdocs through the self-evaluation process, during onboarding, and is available for them to review at all times within the Training Program's electronic files. Input from multiple sources, including supervisors and training staff, is solicited in any examination of a Postdoc's performance. The Training Program and the Director of Training maintain a record of all formal evaluations, formal competency concerns, due process procedures documents, complaints, and grievances of which it is aware within secure electronic files.

Competency Rating Descriptions:

The following rating scale shall be used to evaluate the Postdoc on each of the competency areas:

1. Significantly Below Expected Competence - Substantial supervision and direction required on all cases, projects, and/or professional activities, regardless of the difficulty of the cases; little to no autonomous judgment.
2. Below Expected Competence – Increased supervision required for critical professional activities, cases, and/or projects.
3. Emerging Competence – At the level expected for doctoral Postdoctoral training and readiness for specialized independent practice.

4. Anticipated Competence – Building critical thinking/judgement evident overall in areas of competency. Level expected for mid-year level Postdocs.
5. At Expected Competence – Sound critical thinking/judgement evident overall. Prepared for independent practice in specialized postdoctoral clinical area.
6. Advanced Competence - Sound critical thinking/judgment is evidenced in advanced or specialized area(s). Works independently and ready for independent practice and advanced credentialing.

The goal of the program is for each Postdoc to receive a rating demonstrating competence in 100% of the required competency areas by the end of year evaluation to successfully complete Postdoctoral Fellowship. Within the evaluation scales, a rating of 5 or higher will indicate competence within that competency domain and skill at the end of the training year.

Any areas of concern must be addressed with a supervisor following the Due Process guidelines. All areas warranting supervisor's attention must first be addressed through informal discussion through supervision to help the Postdoc resolve the issue or gain the tools to meet expected competency.

Any competency items with a rating of 2 require completing the steps for Competency Concerns through either written acknowledgment or a corrective action, or both (see Competency Concerns in the Handbook).

Any competency items with a rating of 1 require initiating the Competency Problem steps, which may include, but are not limited to, Corrective Action Plan, Probation, Suspension of case privileges, administrative leave, and/or dismissal from Postdoc program.

A drop or decrease in competency performance (ex: rating of a 4 in the beginning of the year drops to a 3 later in the year) in any individual item from one assessment period to another also warrants following Competency Concerns procedures.

Competency Concerns are those behaviors that are concerning and that may indeed need to be remediated, but these performance issues are not completely atypical for a Postdoc's level of training. Some Postdoc performance issues can be classified as "Competency Concerns," while other more significant performance issues can be classified as "Competency Problems." An example of a concern might include Postdocs who have never administered projective tests, or who have never filed a child abuse report, and/or who struggle with paperwork management during a specific period of time.

Competency Problems are defined broadly as an interference in professional functioning which is reflected in one or more of the following ways:

- An inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior,
- An inability to acquire professional skills to reach an acceptable level of competency, and/or
- An inability to control personal stress, psychological dysfunctions, and/or excessive emotional reactions which interfere with professional functioning.

Competency Concerns typically become identified as Competency Problems when they include one or more of the following characteristics:

- the Postdoc does not acknowledge, understand, or address the problem when it is identified,
- the problem is not merely a reflection of a skill deficit which can be rectified by academic or didactic training,

- the quality of services delivered by the Postdoc is sufficiently negatively affected,
- the problem is not restricted to one area of professional functioning,
- a disproportionate amount of attention by training personnel is required,
- the Postdoc's behavior does not change as a function of feedback, remediation efforts, and/or time,
- the problematic performance issue has potential for ethical or legal ramifications if not addressed,
- the Postdoc's performance issues negatively impact the public view of the agency,
- the problematic performance issues negatively impact the training team.

Examples of Competency Problems include, but are not limited to, the following:

- Lack of adequate levels of skill in one or more of the stated expected competencies; such difficulty is serious enough that clients' needs are not being met on an ongoing basis and/or professional obligations are not being met.
- Nonconformance with Board of Psychology rules of professional conduct.
- Nonconformance with The Help Group policies or rules of conduct.
- Violation of California State Laws.
- Personal stress or psychological dysfunction that interferes with professional functioning.

Should the staff of the Postdoctoral Fellowship Program or The Help Group perceive a problem in a trainee's performance of professional duties, specific steps are taken. Serious problems may lead to immediate disciplinary action.

Options for Competency Concerns

Informal discussion and supervision are the first avenues used to address Competency Concerns. Should the concern not be resolved, two levels of intervention are possible.

Option A: Written Acknowledgment: Written Acknowledgment to the Postdoc formally acknowledges:

- that the Director of Training and the Training Committee are aware of and concerned about the performance,
- that the concern has been brought to the attention of the Postdoc
- that the concern has been added to the Individual Learning Plan
- that the Director of Training and Training Committee will collaborate with the Postdoc to rectify the problem or skill deficits, and
- that the performance issues are not significant enough to warrant more serious action.

Option B: Corrective Action Plan: A Corrective Action Plan is a time-limited, remediation-oriented closely supervised period of training when specific tasks are assigned to assist the Postdoc with the skill deficiency. The Postdoc, Director of Training, and Supervisors meet to discuss the area of concern and develop a plan of intervention, which may include the following:

- increasing the amount of supervision, either with the same or other supervisors
- change in the format, emphasis, and/or focus of supervision
- reducing the Postdoc's clinical or other workload
- discussion with the Postdoc's supervisory team

The area of concern will be added to the Postdoc's Individual Learning Plan. The length of a Corrective Action Plan will be determined by the Director of Training in consultation with the Supervisors. After the specified period, the Director of Training, Postdoc, and Supervisor will meet to discuss progress and any

areas of concern. If the Director of Training and Supervisors feel the Postdoc has corrected the performance issues, they may choose to end the plan at that point.

However, if the concern is still present, the concern now becomes a "Competency Problem." Moreover, if the concern occurs a second time, after a Corrective Action Plan has ended, the concern becomes a "Competency Problem." When this is the case, five levels of intervention are possible.

Options for Competency Problems

Every Option listed below will involve discussion with the Postdoc's training team and the Training Committee.

Option A: Corrective Action Plan: A Corrective Action Plan is a disciplinary action that is a time-limited, remediation-oriented closely supervised period of training when specific tasks are assigned to assist the Postdoc with the skill deficiency/problem area. Time limits are set based on reasonable timeline expectations needed for the Postdoc to correct the behavior based on the complexity of the goal and significance of the concern, which can typically last one month. The Postdoc, Director of Training, and Supervisors meet to discuss the Problematic Performance Issue/Competency Problem and develop a plan of intervention. The Director of Training will also discuss the problem with the Postdoc's training team. The plan of intervention may include the following:

- increasing the amount of supervision, either with the same or other supervisors
- change in the format, emphasis, and/or focus of supervision
- reducing the Postdoc's clinical or other workload
- requiring specific readings, courses, and/or writing

The Competency Problem will be added to the Postdoc's Individual Learning Plan. The length of a Corrective Action Plan will be determined by the Director of Training in consultation with the Supervisors. After the specified period, the Director of Training, Postdoc, and Supervisors will meet to discuss progress and any areas of concern. If the Director of Training and Supervisors feel the Postdoc has corrected the behavior, they may choose to end the plan at that point.

If the Competency Problem is not resolved, the Postdoctoral Fellowship Program can either continue the Corrective Action Plan for another time-limited period, or go to Option B, C, D, or E, depending on the situation.

Before moving to Option B, C, D, or E, a Review Committee is convened. The Review Committee is comprised of two members of the Postdoctoral Fellowship Program's training staff who do not individually supervise the Postdoc and one other administrator or clinical staff member of The Help Group. The Review Committee interviews the Postdoc, supervisors, Director of Training, and others relevant to the problem area and makes a recommendation to the Chief Operating Officer and/or Senior Risk Management Officer as to further action within ten (10) working days of first being convened. The Chief Operating Officer and/or Senior Risk Management Officer will make the final decision. All meetings of the Review Committee are documented.

Option B: Probation: Probation is considered a disciplinary action. The problems that may warrant probation and possibly dismissal include but are not limited to failure to respond to deficits identified in a remediation plan, significant failure to meet administrative requirements of the program (e.g.,

attendance, documentation), failure to respond to supervision, difficulties with professionalism, and/or other issues interfering with clinical functioning that put patient wellbeing in jeopardy.

Probation is also a time limited, remediation-oriented, more closely supervised training period. The purpose of Probation is to assess the ability of the Postdoc to complete the Postdoctoral Fellowship and to return the Postdoc to a more fully functioning state. Time limits are set based on reasonable timeline expectations needed for the Postdoc to correct the behavior based on the complexity of the goal and significance of the concern, which can typically last one month. During Probation, the Director of Training systematically monitors for a specific length of time the degree to which the Postdoc addresses, changes and/or otherwise improves their performance. The Postdoc is informed of the probation in a written statement which includes:

- the specific performance issues being displayed and the areas of competency that are a problem
- the requirements for rectifying the problem
- the time frame for the probation during which the problem is expected to be ameliorated
- the procedures to ascertain whether the problem has been appropriately rectified

If the Director of Training determines that there has not been sufficient improvement in the Postdoc's behavior to remove the Probation, then the Director of Training re-convenes the Review Committee to determine the next course of action. This could include continuation of Probation, or movement to Option C, D, and/or E as determined by the Review Committee.

Option C: Suspension of Case Privileges: Suspension of Case Privileges, which may or may not also include implementation of an Administrative Leave, occurs if the Review Committee determines the welfare of the Postdoc's clients is in jeopardy. All direct service activities (e.g., individual, family, group, and testing cases) will be suspended for 7 days or as determined by the Review Committee. The Postdoc is informed of the Suspension in a written statement which includes:

- the specific performance issues being displayed and the areas of competency that are a problem
- the requirements for rectifying the problem
- the time frame for the probation during which the problem is expected to be ameliorated
- the procedures to ascertain whether the problem has been appropriately rectified

At the end of the suspension period, typically lasting one week, based on the plan as specified above, the Director of Training and the Postdoc's supervisors will assess the Postdoc's capacity for effective functioning and determine if or when direct service can be resumed. If the decision is made that case privileges cannot be resumed, the Director of Training may choose to continue the suspension and reconvene the Review Committee to determine if Option D and/or E are appropriate.

Option D: Administrative Leave: Administrative leave would be invoked for reasons including, but not limited to, severe violations of the APA Code of Ethics, when imminent physical or psychological harm to a client is a major factor, failure to respond to deficits identified in a remediation plan, significant failure to meet administrative requirements of the program (e.g., attendance, documentation), failure to respond to supervision, difficulties with professionalism, and/or when the Postdoc is unable to complete the Postdoctoral Fellowship due to physical, mental, or emotional illness. When specific interventions do not rectify the problematic performance after a reasonable period, and the Postdoc seems unable to alter her/his performance, the Director of Training will convene a Review Committee within 24 hours. The Review Committee is comprised of two members of the Postdoctoral Fellowship Program's training staff who do not individually supervise the Postdoc and one other administrator or clinical staff member of The

Help Group. The Review Committee will discuss the possibility of administrative leave from the Training Program and agency. The Committee will make their determination and provide their final suggestion to the Chief Operating Officer and/or the Senior Risk Management Officer, who will make the final decision. When a Postdoc has been placed on Administrative Leave, the Director of Training will communicate within 24 hours to the Postdoc. The Postdoc is informed of the Administrative Leave in a written statement which includes:

- the specific performance issues being displayed and the areas of competency that are a problem
- the requirements for rectifying the problem
- the time frame for the probation during which the problem is expected to be ameliorated
- the procedures to ascertain whether the problem has been appropriately rectified

At the end of the Administrative Leave period, 7 business days, the Review Committee will assess the Postdoc's capacity for effective functioning and determine when the Postdoc can return to work. If the decision is made that the Postdoc cannot return to work, the next step in Due Process could be Option E below.

If the Probation, Suspension of Case Privileges, and/or Administrative Leave interferes with the successful completion of the training hours needed for completion of the Postdoctoral Fellowship, this will be noted in the Postdoc's file. The Director of Training will inform the Postdoc of the effects the administrative leave will have on the Postdoc's stipend and accrual of benefits.

Option E: Dismissal from the Postdoctoral Fellowship Program: Dismissal/permanent withdrawal from the Postdoctoral Fellowship Program would be invoked for reasons including, but not limited to, severe violations of the APA Code of Ethics, when imminent physical or psychological harm to a client is a major factor, failure to respond to deficits identified in a remediation plan, significant failure to meet administrative requirements of the program (e.g., attendance, documentation), failure to respond to supervision, difficulties with professionalism, and/or when the Postdoc is unable to complete the Postdoctoral Fellowship due to physical, mental, or emotional illness. When specific interventions do not rectify the problematic performance after a reasonable period, and the Postdoc seems unable to alter her/his performance, the Director of Training will convene a Review Committee hearing.

The Review Committee, which will conduct the review hearing within 7 business days, will consist of two training faculty members and/or clinical administrators selected by the Director of Training who do not supervise the postdoc, and one other administrator or clinical staff member of The Help Group selected by the Postdoc. The Director of Training will chair the review hearing. At this hearing, the intern will be given the opportunity to hear all facts with the opportunity to dispute or explain his or her behavior. The Review Committee will discuss the possibility of termination from the Training Program and agency. The Committee will make their determination and provide their final suggestion to the Chief Operating Officer and/or the Senior Risk Management Officer, who will make the final decision. When a Postdoc has been dismissed, the Director of Training will communicate within 24 hours to the Postdoc that the Postdoc has not successfully completed the Postdoctoral Fellowship.

Postdoc Appeals Process

Should the Postdoc disagree with an action taken in the Due Process procedures (Written Acknowledgement, Corrective Action Plan, Probation, Suspension of Privileges, Administrative Leave, Dismissal from Postdoctoral Fellowship Program), the Postdoc can file an appeal regarding the action taken by the Training Department/Agency.

1. The Postdoc must, within 5 business days of receipt of the decision, inform the Director of Training, in writing, of such an appeal.
2. The Director of Training will convene a Review Committee, which will conduct a review hearing within 7 business days consisting of two training faculty members and/or clinical administrators selected by the Director of Training and two training faculty members and/or clinical administrators selected by the Postdoc. Postdocs are given a list of training faculty members and clinical administrators during orientation. The review hearing will be chaired by the Director of Training. At this hearing, the appeal is heard, and the evidence is presented. The Postdoc will be given the opportunity to hear all facts with the opportunity to dispute or explain his or her behavior.
3. Within 7 business days of the completion of the review hearing, the Review Committee submits a written report to the Executive Director and/or the Senior Risk Management Officer, including any recommendations for further action. Decisions made by the Review Committee will be made by majority vote. The Postdoc is informed of the recommendations.
4. Within 5 business days of receipt of the recommendations, the Executive Director and/or the Senior Risk Management Officer will either, (a) accept the Review Committee's action, (b) reject the Review Committee's action and provide an alternative, or (c) refer the matter back to the Review Committee for further deliberation. The Review Committee then reports back to the Executive Director and/or the Senior Risk Management Officer within 5 business days of the receipt of the Executive Director and/or the Senior Risk Management Officer's request for further deliberation. The Executive Director and/or the Senior Risk Management Officer then decide regarding what action is to be taken and that decision is final.

Postdoc Rights and Responsibilities

Should a Postdoc perceive a problem or wish to file a complaint about *any* portion of the Postdoctoral Fellowship Program or The Help Group (e.g. complaints about evaluations, due process procedures, supervision, stipends/salary, harassment, etc.), each trainee is encouraged to attempt to first resolve the problem informally and/or in person. If the Postdoc believes the problem has not been resolved after an informal attempt is made, the following formal procedure is available. At any point in the process, the Director of Training might also consult with the agency's Human Resources Department. The Director of Training maintains a record of formal trainee complaints within secure electronic files.

Grievance Policy and Procedures

1. If the complaint is regarding a staff member, the Postdoc should discuss the difficulty with his/her supervisor. The supervisor may wish to meet with the Postdoc and other staff member(s) to discuss the problem. The supervisor may choose to contact the other staff member's supervisor, depending on the nature of the problem.
2. If the complaint is regarding the Postdoc's supervisor, the Postdoc may request a meeting with the Director of Training to aid in problem solving approaches toward resolution of the matter.
3. The Director of Training will meet with the Postdoc within seven (7) working days of receipt of the grievance.
4. The Director of Training will meet with the Postdoc's supervisor within seven (7) working days of meeting with the Postdoc and will then meet with the Postdoc and supervisor. If necessary, a plan for

resolution of the problem will be created. This plan will be in writing and will detail specific actions and a timeline for them.

5. Should the grievance not be resolved by these means, the Director of Training will convene a Review Committee, comprised of the Director of Training, at least two other training staff, a representative from the Human Resources Department, and at least one other Help Group Administrator. The Review Committee will meet within seven (7) working days of being convened, will consult with the Postdoc, the supervisor, and all others relevant to the grievance, and will develop a written plan of action to resolve the grievance.

6. If the complaint is regarding the Director of Training, the Postdoc may consult with the Director of Training's supervisor (i.e., Senior Director), who will follow similar procedures as above.

7. Postdocs are always free to consult with the HR department for guidance, direction, or intervention with perceived problems.

8. If a Postdoc does not feel that a grievance has been adequately addressed, he or she may send a written account of that grievance to The Help Group's HR Director.

9. If the problem has not been resolved, the HR Director will meet with the Postdoc.

10. The decision of the HR Director concerning the grievance is final.

Should a Postdoc disagree with the Training Department's actions during Due Process Procedures, they should follow the steps in the above section titled "Postdoc Appeals Process."

POSTDOC EVALUATION OF PROGRAM

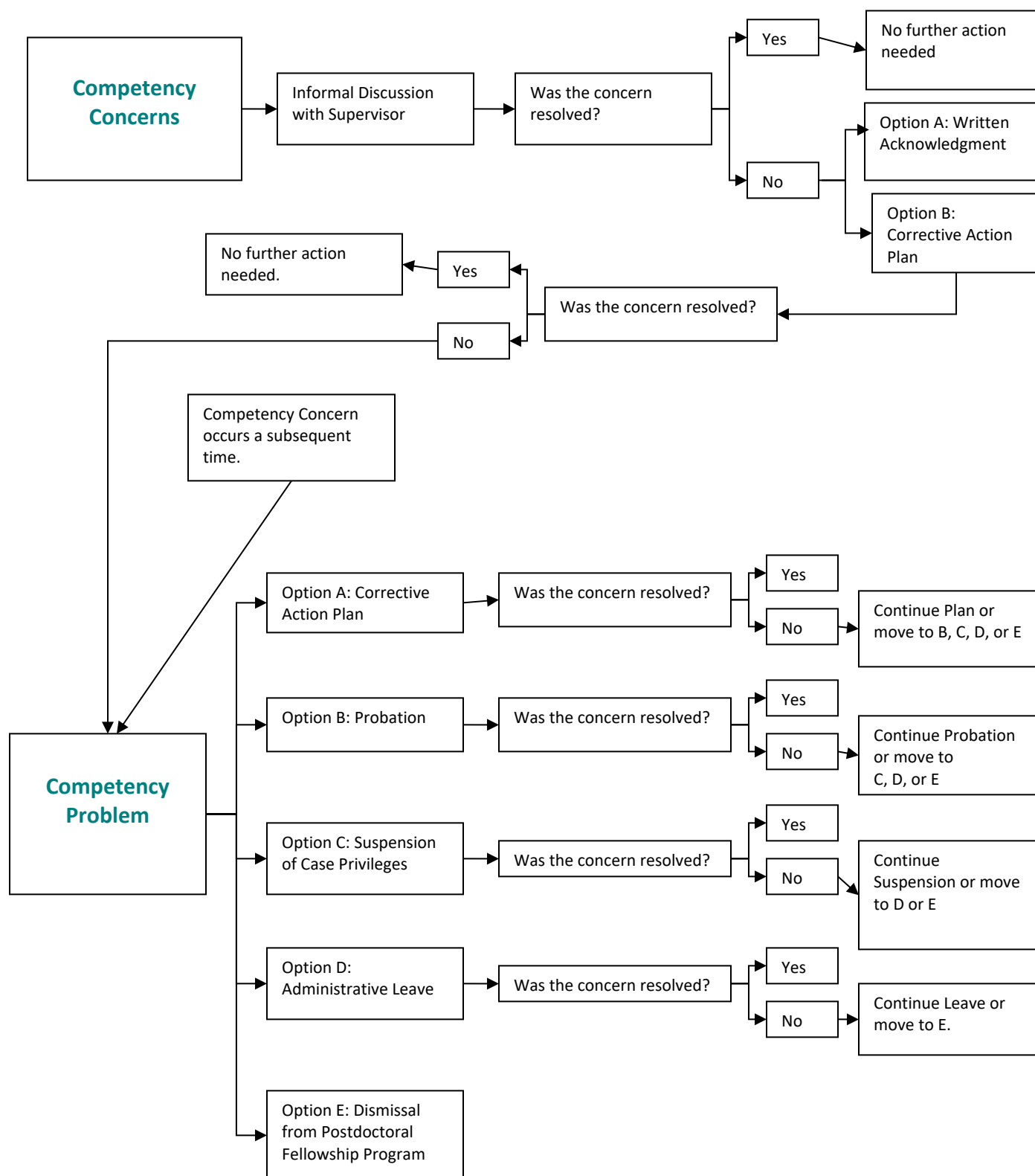
Postdocs are asked to formally evaluate the program at three points during the Postdoctoral Fellowship year. The first evaluation is due on December 15th, the second on August 1st. The purpose of the evaluation is to assist in identifying areas of strength in the program as well as areas that need further development. Postdoc program evaluations are part of the Postdoctoral Fellowship program's ongoing self-study process.

Postdocs should complete the online Program Evaluation via Survey Monkey. The link will be sent to them at least 2 weeks prior to the due date. The evaluations are reviewed by the Director of Training, Vice President of Programs and by the Chief Operating Officer. Portions of the evaluation that are pertinent to training staff will be distributed to them directly. Postdocs are required to put their names on all evaluations.

Evaluations will be reviewed with Postdocs in their individual and group supervision sessions as a means of strengthening the learning contract.

Didactic Seminar Evaluation

Postdocs are asked to formally evaluate each didactic seminar using the Evaluation of Didactic Seminar form (available electronically). Evaluations should be filled out immediately following the didactic seminar. These evaluations should be attached to the monthly training log and uploaded to the shared folder at the end of each month to the Director of Training.



The Process of
Developing, Assessing, and Modifying
Individual Learning Plans of Doctoral Postdocs

