The Program
The Albany Medical Center (AMC), Department of Psychiatry Post-Doctoral Fellowship in Clinical Psychology is designed to prepare Fellows to function as capable professional psychologists assuming multiple roles within an academic psychiatry department or other practice based academic institution. This includes two broad domains of clinical and academic competency.

Post-Doctoral Fellows are expected to develop a range of skills and capacities functioning within a medical center Department of Psychiatry; however, a major focus of their training is the refinement of core professional practice competencies. Fellows are expected to spend at least 50% of their time engaged in direct clinical care and associated clinical documentation (e.g., notes, report writing, treatment planning).

Clinical Domains
- **Intervention**
  - Individual Psychotherapy
  - Group Psychotherapy
  - Inpatient Consultation and Case Management
- **Psychological Assessment**
  - Personality and Cognitive Assessment

As a psychologist in an academic medical center, fellows are called upon to fill multiple scholarly, training and academic roles.

Academic Domains
- **Supervision**
- **Teaching**
  - Psychiatry Residency courses
  - Psychology Intern/Practicum Student didactics
  - Staff, Community and Medical trainees
- **Scholarly Activity**
  - Department Research
  - Individually Directed Research
- **Administration**
  - Quality Improvement initiatives
  - Committee involvement

Fellows work closely with, and serve as junior faculty for, trainees within associated programs, including the AMC Psychiatry Residency Training Program and the Albany Psychology Internship Consortium.

The Fellowship is a full time, year-long program requiring a 40 plus hour work week. The program accepts two to three Fellows per year, depending on funding. The training year begins September 1st and ends August 31st. The program is coordinated by the Director of Training, Robert Hubbell, PsyD, and the Department Chair, Victoria Balkoski, MD.
Philosophy of Training
The overarching emphasis of the program is on the development of skills and competencies across multiple roles for the psychologist in an academic psychiatry department. Fellows are expected to develop competency across both clinical and academic domains. As clinicians, Fellows are actively involved in provision of therapeutic and assessment services within the outpatient and inpatient services of the Department of Psychiatry. Fellows are also expected to serve in a number of scholarly, academic, and supervisory roles.

With regard to the development of clinical skills the Fellowship program follows a predominantly Practitioner-Scholar training model with a focus on self-reflection, and the use of self in practice, and the incorporation of broadly psychodynamic principles in treatment. A substantial portion of the Fellowship entails development of additional competency within core academic roles: teaching, supervision and research. Therefore, training and practice within these roles involve significant elements of a Local Clinical Scientist model (Stricker & Trierweiler, 1995) of scholarship and research in professional psychology. Fellows are capable of designing, conducting and mentoring practice based research within the department. They are also responsible for teaching various topics to trainees across a number of health and mental health professions (psychiatry residents, psychology practicum students and interns, medical students, as well as other staff). Finally, they are competent in providing supervision to allied mental health professionals in training. Within these academic domains Fellows are able to model and demonstrate the integration of science and practice. Fellows are encouraged and supported in developing their own individual scholarly interests during the program, as well as collaborating with ongoing faculty projects.

The program emphasizes the integration of research/scholarship into professional practice roles, and requires fundamental pre-requisite skills in research design and implementation. Candidates from Scientist-Practitioner based programs and internships will find the Fellowship a fit with, and extension of, their previous training. Trainees looking for a diverse and academically rich fellowship experience grounded in clinical practice and practice based research will find the program a strong foundation for academic as well as clinical career paths.

A key task for Post-Doctoral Fellows involves the developmental transition from pre-doctoral intern to early career psychologist. This progression involves personal growth, intellectual and skill development, and the articulation of a more refined professional identity. As such, we expect that Fellows engage in an active, reflective and open dialogue with faculty and mentors as they explore their emerging status as independent professional psychologists. Likewise, there are additional, relatively concrete, requirements that Fellows must meet. This includes EPPP exam preparation, psychology licensure, and job search. We provide instruction, as well as support and mentoring, to ensure that all Fellows meet a minimum expectation — achieving licensure by the conclusion of the Post-Doctoral Fellowship. We work with Fellows to manage a seamless transition to an initial permanent position.


Goals and Objectives
The program aims to guide Fellows in developing professional competency across a number of roles and activities associated with practice in an academic medical center. Broadly, Fellows are expected to attain advanced competency in key clinical domains (assessment and psychotherapeutic intervention), academic domains (research, education, supervision), as well as broad foundational domains (ethics, cultural competency, professional development).

Goals, objectives and competencies are described below.

Table 1. Goals, Objectives and Competencies of the AMC Post-Doctoral Fellowship in Clinical Psychology
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<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Competencies</th>
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<tr>
<td>Psychological Assessment and Diagnosis</td>
<td>Knowledge of psychiatric (DSM-IV-TR) nomenclature, and multiaxial diagnosis.</td>
<td>Fellows demonstrate a thorough knowledge of psychiatric classification, including multiaxial diagnoses and relevant diagnostic criteria to develop an accurate diagnostic formulation.</td>
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<td>Selection, administration/scoring and interpretation of psychological tests and measures.</td>
<td>Fellows proficiently and efficiently administer, score and interpret tests, choosing appropriate tests to answer referral questions. Note: Fellows are expected to administer, score and interpret four major personality and cognitive measures with High-Intermediate to Advanced competency: WAIS-IV, Rorschach (Comprehensive System and/or R-PAS), MMPI-2, and PAI.</td>
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<td>Psychological report writing/feedback, and therapeutic uses of assessment.</td>
<td>Fellows write clear, comprehensive psychological reports; feedback sessions are planned and implemented appropriately, demonstrating therapeutic uses of assessment.</td>
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<td>Psychotherapeutic Interventions</td>
<td>Collaborative case conceptualization and treatment planning.</td>
<td>Fellows independently produce useful case conceptualizations anchored to treatment goals collaboratively established with patients.</td>
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<td>Appropriate and effective therapeutic interventions.</td>
<td>Fellows provide interventions and interpretations which facilitate patient acceptance and change. Fellows utilize transference and countertransference to formulate hypotheses about patients affective state, as well as predominant interpersonal patterns in case conceptualization and during therapy sessions.</td>
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<td>Facilitation of group process and psychotherapy.</td>
<td>Fellows consistently and effectively manage issues in group process/psychotherapy.</td>
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<td>Research, Education and Professional Practice</td>
<td>Teaching multiple topics in health and mental health professions.</td>
<td>Fellows will organize and coordinate a coherent plan of instruction, demonstrating a capacity for teaching health professional trainees at multiple levels of skill/development.</td>
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<td>Formulating, conducting and mentoring practice based research.</td>
<td>Fellows will formulate and coordinate active and productive research projects as mentors, primary investigators and/or collaborators.</td>
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<td>Utilization of psychological research as a foundation for clinical practice.</td>
<td>Fellows will access and utilize empirical and theoretical information to enhance clinical practice utilizing available databases, professional literature, seminars and supervision. Fellows will demonstrate an integration of science and practice across practice domains.</td>
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<td>Supervision</td>
<td>Provision of clinical supervision to allied mental health professionals in training.</td>
<td>Fellows will conduct a course of clinical supervision anchored to the developmental and clinical needs of trainees in allied mental health fields.</td>
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<td>Cultural Diversity and the Professional Relationship</td>
<td>Consideration of cultural diversity in provision of psychological services and academic/scholarly activity (teaching, research and supervision).</td>
<td>Fellows will identify differences that exist between self and clients in terms of race, ethnicity, culture and/or other individual difference variables, exploring individual differences with when appropriate, and demonstrating awareness of limits of own expertise.</td>
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<td>Awareness of cultural assumptions and biases, and impact on practice.</td>
<td>Fellows will accurately self-monitor responses to self-other differences, differentiate these from patient responses, and show awareness of personal impact on clients.</td>
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<td>Ethics and Professional Development</td>
<td>Knowledge and application of ethical principles (and utilization of ethical supervision/consultation).</td>
<td>Fellows will appropriately and consistently identify professional ethical issues, addressing them proactively, and utilizing supervision/consultation as needed.</td>
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Responsibilities and Clinical Assignments

Fellows are assigned to various clinical and academic roles across the Department of Psychiatry. This may include the AMC Psychiatry Clinic, Inpatient Psychiatry Service (E2), as well academic roles in the Department broadly.

Clinical Activities. Fellows are expected to maintain an outpatient caseload throughout the training year, conducting psychotherapy and psychological assessment. The AMC Clinic serves a diverse population presenting with a range of psychiatric issues including mood and anxiety disorders, trauma, personality disorders, polysubstance dependence, and co-morbid health related issues (e.g., HIV). Fellows have opportunities for group therapy, and occasionally will have a chance to conduct couple and family therapy. Fellows may rotate on the Inpatient Psychiatry Service. This is a part-time assignment totaling approximately 12.5 hours (up to 15 hours) per week in the mornings. In this context, Fellows work in multidisciplinary teams providing treatment planning, case management, as well as assessment and consultation services. While on the Inpatient rotation Fellows are expected to participate in Saturday team coverage. This involves being present with the covering team to evaluate patients on a Saturday morning approximately once every 6 weeks.

Teaching. Teaching and mentoring roles may be assigned at various points during the year — distributed between the two Fellows based on interest and Department scheduling. Generally, Fellows can expect to teach between 2 and 4 "courses" during the year. This may include formal seminars, as well as brief practice based didactics (serving psychiatry, psychology, and medical student trainees). Residency program seminars taught by Fellows may include: Research Design & Methodology I: Evidence-Based Medicine; Research Design & Methodology II: Project Development; Behavioral Theory and Behavior Therapy; Cognitive-Behavior Therapy; Human Development; and Psychological Testing. Fellows are given opportunities to present lectures for doctoral psychology practicum students, psychology interns, medical students, as well as staff and affiliated agencies. Fellows also function as research mentors for advanced psychiatry residents (PGY-2, 3 & 4) as they complete research projects required for residency graduation. Recognizing their junior faculty status, Fellows are given an initial faculty appointment of “Instructor” in the Albany Medical College, Department of Psychiatry.

Supervision. Fellows are expected to carry a supervision caseload during the training year. This may include long-term individual supervision, assessment supervision, and/or group supervision, with trainees in psychiatry and psychology, or social work staff. Fellows are expected to work with 2 to 3 trainees in a supervisory capacity during the year, and will receive administrative supervision/oversight from the Director of Training. Fellows are also expected to serve as supervisors for psychology interns as the interns rotate at the Crisis Intervention Unit (at the Capital District Psychiatric Center) on Wednesdays between 4:00pm and 8:00pm from September to February (15 weeks).

Research. Opportunities within the department exist for either collaborative or independent research. At minimum Fellows are expected to participate in ongoing departmental research and produce a scholarly project by the end of the training year (e.g., a paper, poster, Grand Rounds talk, etc…). However, Fellows are highly encouraged to develop and conduct projects of personal interest and/or value for the department. Other scholarly activities include involvement in departmental training initiatives, such as the Screening, Brief Intervention and Referral to Treatment (SBIRT), AMC Clinic practice based research initiatives, and collaborative clinical and research initiatives with other AMC departments. Fellows are provided support and mentoring for such scholarly activities, and are expected to attend and participate in Research Committee meetings.

Administration. Fellows are expected to become involved with and/or shadow faculty in various administrative roles. This includes administrative activities such as Quality Assurance tasks, which involves auditing of AMC Clinic documentation and review of procedural compliance. Fellows are also responsible for coordination of AMC Clinic psychological assessment/testing referrals — maintaining a
database of referrals, ongoing assessments, and timelines for written reports/feedback. Likewise, Fellows are expected to serve on the Research and Grand Rounds committees, as well as assisting in organization of workshops and training days.

Fellows are expected to meet certain benchmarks for clinical and academic activity. While these roles/tasks are quite variable and fluid throughout the work week and over the course of the year, the program expects Fellows to become engaged in all components of the program.

Table 2. Hourly Requirements: Roles, Tasks, and Clinical Activities.

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<thead>
<tr>
<th>Domain</th>
<th>Role/Task</th>
<th>Hours/Requirements</th>
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<tbody>
<tr>
<td>Clinical</td>
<td>Individual Psychotherapy Caseload</td>
<td>5-8 hrs*</td>
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<td>Group Psychotherapy</td>
<td>1-2 groups (2 hrs)*</td>
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<td>Psychological Assessment/Testing</td>
<td>≥ 4 batteries</td>
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<td></td>
<td>Clinic Intake Evaluation and Pre-Screening</td>
<td>.5 to 1 hr</td>
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<td>Inpatient Consultation, Treatment Planning &amp; Assessment (as scheduled)</td>
<td>12.5 to 15 hrs/week</td>
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<td>Clinical Documentation</td>
<td>3 to 4 hrs</td>
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<td></td>
<td>Clinical Supervision (received)</td>
<td>2 hrs*</td>
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<tr>
<td>Academic</td>
<td>Teaching (as scheduled)</td>
<td>1.5 hrs + preparation</td>
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<tr>
<td></td>
<td>Research</td>
<td>3 hrs (variable)</td>
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<td></td>
<td>Department Projects (i.e., SBIRT, PKU genetics clinic collaboration, etc)</td>
<td>1 hr</td>
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<tr>
<td></td>
<td>Supervision (provided)</td>
<td>1 to 2 hrs</td>
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<tr>
<td></td>
<td>Didactics, Grand Rounds, Trainings, etc...</td>
<td>2 to 3 hrs</td>
</tr>
<tr>
<td>Other/Administrative</td>
<td>Meetings</td>
<td>4 hrs</td>
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<tr>
<td></td>
<td>Administrative, Quality Assurance, Committee Involvement</td>
<td>3 hrs</td>
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**Didactics and Professional Development**
The Fellowship utilizes a Continuing Education (CE) based model for didactic offerings. This approach models the experience of practicing professionals who maintain responsibility for self-directed learning, attend trainings/workshops, and work to remain current with developments in the field. Specifically, Fellows are expected to develop a self-directed educational plan under the advisement of a mentor and/or the Director. Coordination of educational plans is essential to ensure that core domains (i.e., professional ethics, supervision, cultural diversity) are adequately covered over the course of the training year. The Fellow is expected to attain at least 30 CE credits (or equivalent clock hours) during the year. These hours may be attained from any number of educational offerings provided by AMC or affiliated programs, including:

- AMC Department of Psychiatry Grand Rounds
- All didactics offered by the Stratton VA Post-Doctoral Fellowship in PTSD
- Department training days or sponsored workshops
- Individually scheduled lectures/talks for Fellows (e.g., psychology licensure, topics in supervision)
- AMC Diversity Seminar and Case Conference
- Self-study or distance learning (as arranged with program faculty/Director)
- National and/or regional conferences or workshops

**Supervision**
Post-Doctoral Fellows are provided at a minimum, two (2) hours of individual supervision per week. Additional supervision may be scheduled as needed for specific tasks (e.g., psychological assessment, teaching, etc). Likewise, opportunities exist for group supervision (Fellows may participate in faculty
Fellows are responsible for tracking and reviewing clinical and supervisory hours in a shared electronic log.

Note: By the start of the Fellowship, candidates are required to submit the Application for Limited Permit for Persons Gaining Experience for Licensure (Psychologist Form 5A), available from New York State Education Department, Office of the Professions, Division of Professional Licensing Services. It is suggested that all candidates planning on New York State licensure should also submit the Application for Licensure and First Registration (Form 1) and the Certification of Professional Education (Form 2), as well as submitting associated fees and transcripts during the summer prior to starting the Fellowship.

**Evaluation**

Supervisor(s) and the Director formally evaluate each Fellow in writing (see Evaluation Form) at the midpoint of the year (6 months) and conclusion (12 months).

For evaluations completed prior to 12 months (i.e., at or prior to the midpoint), Fellows are expected to have all competency areas rated at a level of competence of "Intermediate" (I) or higher, with at least 75% of areas rated "High-Intermediate" (HI) or "Advanced" (A). No competency areas will be rated as "Needs Remedial Work" (R) or "Entry Level" (E). Note: exceptions would be specific competency areas, that for logistical or planning reasons, Fellows were not given sufficient exposure or opportunity to develop skills prior to evaluation, e.g., supervision or teaching.

The goal for evaluations by the conclusion of the program is for Fellows to have all competency areas rated at level of competence of HI or higher, with at least 50% rated A. No competency areas will be rated as I, R or E.

Successful completion of the Post-Doctoral Fellowship requires candidates to meet the following criteria:

- Meeting all benchmarks for professional competency on the Post-Doctoral Evaluation (see above);
- Meeting required clinical caseload requirements (see table 2, above);
- Completing 30 CE credits/hours;
- Completing 1750 training hours (within a period of no less than 10 months);
- Completing a scholarly project;
- Fulfiling remaining requirements for licensure, including passing the Examination for Professional Practice of Psychology (EPPP).

Fellows are awarded a Graduation Certificate upon completion of the Post-Doctoral Fellowship.

**Remediation**

If it becomes apparent that a Fellow is manifesting a particular weakness in his or her work it may be determined that s/he is in need of remediation. When it is recognized that a Fellow needs remedial work, an evaluation form should be filled out immediately, prior to the midpoint or final evaluation. This evaluation is completed collaboratively by the primary supervisor, Director of Training and Department Chair (forming a “360° assessment”). Immediate feedback allows the Fellow an opportunity to gain competency and meet passing criteria for the program. Areas will be addressed proactively and a remedial plan will be devised and implemented promptly. The Director of Training, the Department Chair, along with the individual Fellow and the supervisor(s) involved, will develop an individualized Plan of Remediation with tailored goals, objectives and time frames. Each plan is to be worked through

to completion and to the point that the Director and supervisors feel that the weakness has been successfully remediated.

**Program Dismissal**
A Fellow may be dismissed from the program for failure to demonstrate the appropriate levels of competencies and through failing to complete prescribed Plans of Remediation. Serious professional, ethical, and legal violations are also grounds for dismissal from the program. Dismissal from the program can only come about with the unanimous agreement of the Director of Training, Department Chair, and primary supervisor. In such proceedings, the Fellow is entitled to complete, legal, due process, which can include legal representation.

**Grievance Policy**
Fellows are encouraged first to lodge grievances with their primary supervisor. If the grievance cannot be resolved at that level, the grievance is to be then lodged with the Director of Training who will seek to resolve the issue with inputs from the representative supervisor. Should the grievance prove refractory to solution at this level, the core administrative faculty (Director of Training, Department Chair, and supervisors) would then work collectively to resolve the matter. The grievance would reach final resolution through a majority-endorsed decision by the administrative faculty.

**Salary and Benefits**
Fellows are provided a salary of $40,000 per year, with institutionally supported health insurance coverage. Up to three weeks of vacation are available (with additional administrative/educational leave being negotiable). All vacation and administrative leave time is negotiated with the Director of Training and Department Chair.

Fellows are issued ID Badges which entitle them to utilize all of the resources within the Medical Center. They are provided offices within the AMC Psychiatry Clinic, with fully networked computer/printing capacity. Fellows are provided electronic pagers. Fellows have full access to the Albany Medical College Library, and its print and electronic resources (including PsycINFO), and inter-library loan services. Likewise, Fellows have access to employee health services, as well as low cost or free parking and hospital cafeteria discounts.
Application Process
Applicants are required to complete a doctoral degree (PhD, PsyD, EdD) in Clinical or Counseling psychology from an APA accredited program, as well as an APA accredited internship, prior to the start of the Fellowship (September 1st).

Applicants are asked to submit the following materials:
- Current CV
- 2 letters of recommendation (preferably one being from a current primary supervisor or internship Training Director)
- Cover letter describing goals, interests and fit with the fellowship program.

The deadline for completed applications is January 15th. Applicants will be contacted by the first week of February, and approximately 6-8 individuals will be invited for interviews. Most years the Fellowship will follow the Uniform Notification Date (mid-March) for offering positions, so as to limit conflicts for applicants holding offers. Prospective Fellows will have 24 hours to hold offers before accepting or passing on the position. The Post-Doctoral Fellowship abides by APPIC policy on nondiscrimination in that we have practices which are nondiscriminatory in regard to race/ethnic background, age, gender, sexual orientation or disabilities.

Application materials should be submitted to: Robert Hubbell, PsyD at HubbelR@mail.amc.edu

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A. Jill Clemence, PhD
Assistant Professor, Department of Psychiatry; Research Associate, Austen Riggs Center, Erik H. Erikson Institute for Education and Research

Jennifer Durham-Fowler, PhD
Clinical Instructor, Department of Psychiatry

Christopher Hamilton, PhD
Clinical Instructor, Department of Psychiatry

Robert Hubbell, PsyD
Director, AMC Department of Psychiatry Post-Doctoral Fellowship; Director of Training, Albany Psychology Internship Consortium; Assistant Professor, Department of Psychiatry; Adjunct Professor, Division of Counseling Psychology, University at Albany, SUNY

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Clinical Instructor, Department of Psychiatry
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Director, Pediatric Consultation Liaison Service; Assistant Professor, Department of Psychiatry; Clerkship Coordinator, Albany Medical College

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Clinical Instructor, AMC, Department of Psychiatry

Jeanette P. Sharp, PhD
Chief Psychologist, AMC; Associate Professor, Department of Psychiatry

Jeffrey Winseman, MD
Director, Student Psychological Services, Albany Medical College; Associate Residency Director; Assistant Professor, Department of Psychiatry

Megan Zacher, LMSW
Clinic Manager, AMC Psychiatry Clinic; Clinical Instructor, Department of Psychiatry