

2025

Lepage Associates Solution-Based Psychological Services Postdoctoral Clinical & Forensic Training *(APPIC Member – has meet the membership standards required)*



Lepage Associates
Durham, North Carolina

Lepage Associates
Solution-Based Psychological Services
Post-Doctoral Training
In Clinical & Forensic Psychology
for Work with Adults & Children
2025-2026



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Lepage Associates Mission Statement

We are a collaborative team of professionals providing the highest quality psychological services to clients of all ages and backgrounds. We work with clients to take a proactive role in exploring solutions to life's challenges and achieving their goals.

Mission of the Post-Doctoral Training

Mission: To foster the development of competent and professional clinical and forensic psychologists, who are ready to transition to private practice or any other clinical or forensic setting upon completion of the fellowship year.

To foster the development of competent and professional clinical and forensic psychologists, our clinical and forensic training is designed to equally develop skill in these areas through a planned, programmed sequence of supervised training experiences (described in-depth below under Training Experiences and Additional Learning Activities). Didactic seminars cover both areas, and supervisors are experts in clinical and forensic work. The training program is designed to allow fellows to have 50% of evaluation cases clinical/non-forensic and 50% forensic, and 25-50% of therapy cases forensic. Recognizing fellows may have differing levels of interest, we are able to shift that percentage based on the interests of the fellow so one may have more or less clinical or forensic evaluations or therapy cases based on their preferences. Similarly, we are designed to allow 50% of a fellow's work to be therapy and 50% evaluations, but we can shift those percentages based on desires of the fellow to do more or less therapy or evaluations. Regarding sites, both clinical and forensic work are done primarily in the private practice setting of the Lepage Associates Durham office, with clients presenting to the office for services; 95% of services are conducted at Lepage Associates in Durham. At times, evaluation services may be provided at other sites, wherein we complete a clinical or forensic evaluation in another setting for the convenience

of the client. These have included: schools, universities, hospitals, juvenile detention centers, and adult prisons.

Qualifications of the Prospective Post-Doctoral Fellow

Applicants must to have graduated from an APA- or CPA- accredited program. This includes completion of formal academic coursework at a degree-granting program in professional psychology. The Lepage Associates Clinical and Forensic Post-Doctoral Fellowship is for candidates with a post-graduate level of experience. The applicant must have also attended an internship that was APA- or CPA-accredited. Applicants must provide documentation demonstrating they graduated from an APA- or CPA- accredited program and attended an internship that was APA- or CPA-accredited prior to beginning the fellowship.



Goals and Objectives of the Post-Doctoral Fellowship

1. To develop advanced clinical and forensic skills in individual, couple, family, and group psychotherapy. (Forensic examples could be court-ordered clients to include anger management, substance abuse, DBT, co-parenting, and general court-ordered therapy, etc.)
2. To develop advanced clinical skills in psychological and psycho-educational evaluations for all ages.
3. To develop advanced skills in forensic evaluation to include use of specific forensic tests and a wide array of psychological, psycho-educational, and neuropsychological tests.
4. To develop advanced skills in a wide array of forensic assessment types. Examples include but are not limited to: competency, immigration, substance abuse, risk assessment, child custody, and parental capacity evaluations.
5. To develop advanced skills in research as related to preparing a case for expert testimony.
6. To develop community outreach and presentation skills.
7. To develop knowledge about the community resources available for referral to and from private practice.
8. To develop awareness of cultural and individual differences amongst clients served.
9. To increase awareness and knowledge of the ethical principles of professional psychologists.
10. To provide fellows the experience and training in the professional activities involved in private practice.

About Us

Lepage Associates is a private group psychological and psychiatric services practice, with a large forensic division. We are home to a diverse group of clinicians whose expertise spans a range of problems for which people seek help. This breadth of specialties allows for the highest level of specialized and individualized service as either one specialist best suited for the client's presenting problem can meet client needs, or a comprehensive treatment team can work together as needed for the best interests of the client. Even when a client works directly with only one clinician, the client will have the minds and thoughts of other doctors on the case through our weekly peer case conferences. Among our specialties, we are well known for our large Forensics Division, making our site well designed for a comprehensive training experience in both clinical and forensic psychology.

At Lepage Associates we make every effort to provide clients with the highest quality mental health services available. To join the Lepage Associates team, therapists and evaluators must hold doctorate degrees in psychology or have experience as a licensed social worker or counselor at the master's level. Service providers may also hold other masters and undergraduate level degrees in psychology and/or related areas, and/or have additional specialty certifications or training. While all of our psychologists are trained as generalists, each also has unique areas of expertise, and we pride ourselves on the breadth of specialties we are able to offer clients.

Lepage Associates provides the following services:

- Clinical Services for all ages (therapy, assessment, and medication)
- Couple's Counseling
- Forensic Services (family court, criminal, and civil cases)
- Separation and divorce services through our Center for Separating with Civility and Divorcing with Dignity
- Business Consultation

Post-Doctoral Fellowship Director, Dr. Tina Lepage



Dr. Lepage is the founder of Lepage Associates. She is a specialist in: personal and professional relationship issues; children, adolescents, and families; court-ordered therapy; psychological and forensic evaluations; and personal growth pursuits. She holds a Doctorate and Masters in *clinical psychology* and a Bachelor of Science in *child development & family relationships*, as well as a Masters in *management*, and is a *Licensed Psychologist*. Dr. Lepage is experienced in individual, couples/marriage, family, and group therapy for adults and teens; play therapy for children; psychological and forensic evaluations for all ages; separation and divorce; family, civil, and criminal court matters (forensics); and management. Dr. Lepage has been serving clients in a variety of settings for the past 25+ years.

As Fellowship Director, her uncommon blend of training, having a management degree (along with clinical degrees and broad forensic experience), affords a unique opportunity for fellows to learn the business side of psychology if interested, to include how to develop a successful private practice for clinical and forensic work. Dr. Lepage has 25+ years of experience in program development and management and has built a very successful practice. She actively mentors and coaches fellows interested in private practice development.

Responsibilities of the Training Director

The Training Director is responsible for the overall training of the post-doctoral fellows. Primary responsibilities are:

1. To ensure that each fellow has two assigned supervisors who provide weekly supervision.
2. To communicate weekly with supervisors on overall progress of the fellow.
3. To provide quarterly reviews to the fellow.
4. To plan a schedule of outreach events, clinical topics presentations, and case presentations with the fellow for the fellowship year.
5. To mentor each fellow in professional development, outreach activities, and business practices.
6. To ensure integrity of the training program including ethical matters, training guidelines and therapeutic concerns.
7. To keep all documentation current, including APPIC documentation requirements, program statistics, etc.

Licensed Clinicians in the Practice

(in addition to Dr. Lepage, Post-Doctoral Fellowship Director)

Colleen Hamilton, PsyD, holds a Doctorate in Clinical Psychology with training focused on work with children, families, and in forensics. She provides individual, family and group therapy to clients of all ages. Dr. Hamilton has worked in a variety of settings including outpatient clinics, day treatment programs, school settings, and inpatient facilities. In addition to therapy, Dr. Hamilton is also experienced in conducting educational, psychological and forensic evaluations. She has testified as an expert witness many times. Areas of special interest include childhood trauma, adolescent depression, family relationships, and self-care. She manages trainees of all levels (doctoral and masters) as our Director of Clinical Training.

Lindsey Ohler, PsyD, holds a doctorate in Clinical Psychology, and has worked with the entire spectrum of age groups including children, adolescents, college students, and adults. Settings have included private practice, businesses, community mental health centers, the juvenile court system, college counseling centers, inpatient facilities, outpatient hospitals, and a clinical research lab investigating the neurocircuitry of eating disorders. In addition to treating the many forms of depression, anxiety, and stress adults and children often present with, Dr. Ohler has special training and interest in autism spectrum, eating issues, and therapy for children and parents in high conflict divorce. In her many years as a forensic evaluator, she has completed numerous reports for use in criminal, civil, and family courts, and has testified as an expert witness numerous times. Dr. Ohler is our Director of Clinical Services.

Dr. Erica Pritzker, PsyD, provides therapy and evaluation services to individuals of all ages. She brings a wealth of experience to her work in clinical psychology with a rich, diverse background of working with adults, adolescents, and children in various contexts. Her intervention style includes the use of cognitive-behavioral therapy (CBT), dialectical behavior therapy (DBT), and family systems therapy, to form integrative, evidence-based interventions. Dr. Pritzker has a passion for delivering evidence-based treatments, but

also emphasizes the significance of the therapeutic relationship in bringing science and art together for effective, efficient, and client-centered outcomes. Her evaluation and therapy work also include specialty in family court cases, and she has testified in family court.

Rae Ann Hamilton, LPA, has 25+ years of experience working with individuals of all ages doing therapy and evaluations. She earned a Master's Degree in Counseling Psychology and is licensed by the North Carolina Psychology Board. Mrs. Hamilton has worked in a variety of settings: private/group practices; pre-school, primary, secondary and postsecondary educational venues; and community mental health. She enjoys working with individuals, couples and families. In both therapy and testing she treats most presenting problems. Mrs. Hamilton also has a high regard for our military families, for whom she has sought specific training that enables her to meet their unique needs. Her forensic work includes being a Parenting Coordinator in NC and providing court-ordered therapy. Ms. Hamilton has testified as well.

Charlotte Nagy, LPA, has almost 30 years of experience with a focus on children, teenagers, and families. She is also licensed as a school psychologist. Ms. Nagy provides psychotherapy and evaluations for all ages. She believes life's challenges are opportunities for growth and self-discovery.

Others with us include Dr. Alexandra Maestre (LPA) and Dr. Julie Michalowski (LP), providing individual, couples, and family therapy, plus a range of psychological, educational and forensic assessments. They have doctorate degrees in psychology, and have additional expertise in forensic evaluations, therapy for court-involved individuals and coparenting therapy, and testimony.

We also have Licensed Clinical Social Workers and Licensed Clinical Mental Health Counselors, and have connection with a psychiatrist and psychiatric nurse for any medication needs.

More extensive bios of all clinicians can be found on our website.

Training Experiences & Additional Learning Activities

Post-Doctoral fellows at Lepage Associates take part in all aspects of the clinical and forensic services offered by the practice. Daily interaction with practicing clinicians is an integral part of the fellowship. Fellows benefit from weekly meetings with all clinicians in the practice and participate in weekly case conferences. Fellows spend *at least* one-third of their time providing direct professional psychological services. As available, training includes the following:

Training Experience: Psychological, Psychoeducational, and Neuropsychological Assessments

Under supervision, fellows provide full psychological, psychoeducational, and neuropsychological assessments for all ages. Fellows do testing and scoring, write assessment reports and meet with clients for feedback sessions.

Training Experience: Forensic Assessments

Under supervision, fellows provide forensic assessments for all ages. Fellows conduct collateral interviews, do testing and scoring, and conduct clinical interviews for forensic evaluations. Fellows write assessment reports and meet with clients for feedback sessions. Fellows engage in research related to forensic cases to prepare for expert testimony.

Training Experience: Individual, Couples, Family, & Group Therapy

Under supervision, fellows provide psychotherapy services directly to consumers. Fellows provide services to a variety of consumers and modalities including individual, couple, family, and group as needed. For individual clients, ages range from young children to adults, depending on the background and previous experience of the fellow. Fellows are expected to be willing to provide services to a diverse age and clinical range of clientele. As a forensic site, some therapy will be court-ordered, thus fellows interface as needed with attorneys and judges.

Additional Learning Activity: Business/Staff Meetings

Fellows meet monthly with all full-time psychologists and the Director of Training in a business/staff meeting during a shared social lunch. The focus of the business meeting is on topics relevant to the operations of running a successful group private practice.

Additional Learning Activity: Community/Clinical Outreach Seminar

There are three activities under Community/Clinical Outreach fellows may engage in, as available, at the following levels:

- 1.) Each quarter fellows may join a Lepage Associates psychologist in a community outreach activity (as available). The fellow is responsible for assisting with seeking out and coordinating these opportunities with the psychologist.
- 2.) Fellows may engage in a minimum of two self-directed community outreach endeavors on their own. Pre-approval of each proposal to be obtained by Training Director.
- 3.) Saturday Divorce Seminars: Fellows may speak to at least two seminars during the fellowship year (as available).

Additional Learning Activity: Clinical and Forensic Topics in Psychological Practice Seminar

Fellows will do preparatory reading for and attend a Seminar series on Clinical/Forensic Topics in Psychological Practice lead by an experienced licensed psychologist. Fellows may spend one hour per week on preparatory reading, and Seminars are conducted weekly. First Thursdays, focus is Psychotherapy with Clinical & Forensic Clients. Second Thursdays, focus is Evaluations with Clinical & Forensic Clients. Third Thursdays, focus is Forensic Practice. Fourth Thursdays the topic is Open Discussion and Q&A on Psychological Practice as an Early Career Psychologist. In addition, the first Tuesday of each month during Group/Peer Supervision, there is a forensic focus, and the third Tuesday there is an evaluation focus, in addition to the usual therapy cases discussed among the several full-time clinicians who attend.

Prior to each Seminar, the fellow may email a list of questions they would like answered/discussed on the scheduled topic by the psychologists. All full-time psychologists and clinicians engaging in the Seminar will share their knowledge and experience of the topic with the fellow. In addition, fellows may present what they learned from their readings on at least one topic.

At the beginning of the fellowship, the fellow will develop a list of up to two topics and an associated reading list for each topic. This allows fellows to build in topics of special interest to them. This reading must be somewhat succinct but must also imbue the fellow with a decent depth and breadth on the topic at hand. A draft of the topics must be submitted to the Director of Training for approval before a reading list is composed. Reading can include a variety such as up to date journal articles, book chapters, etc. Topics can be related to the practice of clinical and forensic psychology. The fellow must include one ethics topic and one multiculturalism (or diversity) topic. Topics should be varied and represent diversity under the umbrella of typical clinical and forensic topics in psychology.

Additional Learning Activity: Clinical Case Presentations in Therapy or Evaluation & Special Topic

Fellows will present one in-depth clinical case presentation and one special topic presentation to the Director of Training, supervisors and other fellows; invitation will also be provided to all Lepage clinicians. (One must be a forensic case.)

One presentation should be on a therapy case which has had a minimum of 10 sessions and preferably a clinically complex case, or an evaluation case preferably a full battery -- full psychological or full psychoeducational evaluation. Therapy presentations shall cover case formulation from two theoretical orientations, diagnosis, description of treatment to include application via specific strategies and interventions of orientation chosen for treatment, any ethical or diversity issues associated with the case, analysis of self as therapist (what went well, what didn't, what could have been improved),

outcome, and recommendations for future treatment if any; a handout shall be given to all attendees in presentation covering these topics. Evaluation presentations shall cover reason for referral, description of determination of tests to use, discussion of the testing session(s), presentation of the test results to include clinical conceptualization of test data, diagnosis, recommendations, and analysis of self as the examiner and of one's strengths and weaknesses in report writing; a handout shall be given to attendees. The special topic presentation can be on any topic of interest to the postdoc related to the practice of psychology.

Additional Learning Activity: Professional Development & Continuing Education

Fellows may engage in up to one specialized training, conference, or seminar during the fellowship year. Fellows may propose ideas for trainings or conferences to the Director of Training for approval. Although Lepage Associates does not *guarantee* pay for trainings, hours are counted toward the total hours' requirement while fellows attend these external events, and payment is most often possible. Past fellows have attended trainings or conferences on: The Team Approach to Collaborative Divorce, Forensic Assessments, Blending Play Therapy with Evidence-Based Treatments to Trauma, The Carolina House Eating Disorders Symposium, The American Academy of Psychotherapists yearly conference, and Court-Ordered Reunification Therapy. (Lepage Associates typically pays attendance fees based on current budget/funds availability. Also, some trainings attended have been free.)

Summary of Time Spent in Additional Learning Activities

Additional learning activities take up about 7 to 8 hours per week. (Appendix A shows a sample typical week and what you might do.)

Supervision: 3 hours per week: weekly of individual supervision with their assigned supervisor, additional individual supervision with other clinicians, and group/peer supervision every Tuesday.

Didactic Learning Activities: Approx. 5 hours per week on average
(1) The Clinical and Forensic Topics in Psychological Practice Seminar on Thursdays is 1 hour per week + 1 hour per week of preparatory reading = 2 hours per week. This increases to 3 hours once a month during the week of the monthly Tuesday Clinical and Forensic Topic, and during weeks when the didactic is 2 hours versus one hour long.

(2) One hour monthly in Business/Staff Meeting on topics relevant to the operations of running a successful group private practice.

(3) Community/Clinical Outreach, Clinical Case Presentation, and Professional Development & Continuing Education: These are periodic and averaged take up approximately 2 hours per week. When a Fellow is planning an outreach activity, which is always with one or more other clinicians, the psychologist leading the outreach will schedule a Community/Clinical Outreach Seminar to focus on choosing an outreach activity, planning and preparation, and practicing any didactic component the fellow will be providing. When a fellow is planning their Case Presentations, they may take time in case review and presentation preparation to include research related to their case or special topic. Lastly, when a fellow is engaged in Professional Development & Continuing Education, this might take as little as an hour in a formal training or self-study, or one or more full days at a formal off-site training.

Other Training Experiences

In addition to the above training activities and experiences, fellows may participate in all aspects of practice functioning. These include:

- Consult phone calls with prospective clients to determine clinical needs and how the practice can meet them
- Use of the computerized scheduling and clinical record keeping software system
- Presentations to the practice by other agencies, services providers or community organizations
- Participation in outreach such as Education or Health Fairs
- Unscheduled supervision with clinicians in the practice as needed

Supervision

Fellows receive two hours of individual supervision each week with a licensed psychologist who is their formal supervisor and professionally responsible for the fellow's cases. They are the supervisor of record for license application with the NC Psychology Board and as such responsible for the fellow's cases, and countersign documentation.

Fellows typically also have one hour weekly of rotating supervision with other clinicians. In addition, group supervision takes place one hour every week. All clinicians are available for supervision as questions arise for the fellow; these can be informal or formal/scheduled meetings. Often, fellows have the benefit of providing services to clients who also work with other clinicians here in a different modality. This provides opportunity for collaborative consultation sessions with these other providers. At times this includes supervision/consultation with psychiatrists or psychiatric nurses in the practice. Lepage Associates is a supervision-rich environment as impromptu supervision by other psychologists on site naturally occurs in this type of group private practice setting.

Supervisors

Supervisors at the Lepage Associates fellowship site are always licensed psychologists with experience practicing clinical and forensic work in a private practice setting, as well as other settings.



Expectations for Fellow Performance

Fellows are typically evaluated on each of these dimensions:

- Fellows are expected to provide assessment and intervention services to clients.
- Fellows are expected to set and meet specific goals with his or her supervisor for developing therapeutic and assessment skills over the course of the fellowship training year.
- Fellows are expected to practice ethically in all activities.
- Fellows are expected to use supervision to discuss difficult, challenging, complex, or uncertain issues that they face in their delivery of services.
- Fellows are expected to participate in group processes, including weekly staff meetings and group supervision.
- Fellows are expected to fully document all services that he or she delivers to clients.
- Fellows are expected to give direct and honest feedback to his or her supervisors about the quality of the fellowship experience, as well as any grievances/concerns that may arise.
- Fellows are expected to conduct all required community outreach activities as outlined in the Training Activities section of the Training Manual (if available).
- Fellows are expected to present two case presentations as outlined in the Training Manual (at least one must be forensic).
- Fellows are expected to engage in all didactic seminars and to do the necessary reading and preparation for the seminar prior to the seminar date.
- Fellows are expected to practice with a high degree of professionalism. Adherence to professionalism includes:
 - behaving in a legal and ethical manner
 - developing awareness of "self" and its impact on others

- contributing to a respectful work environment
- being committed to self-directed continued learning
- confidently practicing within areas of competence
- functioning responsibly and independently
- identifying and managing one's own psychological issues
- appropriately giving feedback
- maintaining awareness and skill with individual and cultural diversity
- taking a scholarly approach to one's work

Fellow Evaluation and Feedback

Evaluation

Fellows are verbally evaluated after the first month and first three months, and evaluated in writing after six months and at the end of the fellowship experience by their supervisor. In addition, during weekly supervision fellows receive feedback from supervisors about any concerns that may arise. We view evaluations as opportunities to give and receive feedback about a fellow's progress/experience. The fellowship training program can be modified and enhanced based on each fellow's feedback and his or her unique needs. (See Appendix B for a copy of the formal evaluation form.)

Feedback

Fellows are invited to give regular verbal feedback about the training program during each of their four individual evaluations or to their supervisors during weekly sessions. At the end of the post-doctoral fellowship year, fellows will have the opportunity to give a written evaluation of the training program.

Due Process

If a postdoctoral fellow does not meet the expected level of competency on an evaluation, or if a staff member or another trainee has concerns about a fellow's behavior (ethical or legal violations, professional incompetence), due process procedures will be initiated. The goal of the training program is always to, through remediation, education and training, try to rectify any problem. If client care is negatively impacted and the behaviors likely cannot be improved in a timely manner to allow continued client care, the fellowship may be ended, but this is a rare occurrence. Due process includes notice, a formal hearing, and an appeals process if the fellow desires to appeal. (See Appendix C for a comprehensive description of the due process policy and procedures. These procedures are given to trainees at the beginning of training.)

Grievance Procedure

In situations in which the fellow has a complaint against any aspect of the training program, the first step would be to discuss the complaint with the Training Director. If the issue cannot be resolved satisfactorily at this level, the fellow can request and will be given the right to select another licensed staff member to assemble a review panel to address the concerns. The fellow will be allowed to present any concerns, information or opinion to this assembled panel. At the end of this assembly, the Review Panel will issue a written summary of findings and conclusions with recommendations to address the complaint. (See Appendix D for a comprehensive description of the grievance policy and procedures. These procedures are given to trainees at the beginning of the postdoctoral training period.)

APPIC Postdoctoral Membership Criteria and North Carolina's Requirements for Licensure

The Lepage Associates Post-Doctoral Fellowship meets North Carolina's requirements for licensure. Satisfactory completion of our postdoctoral training program meets postdoctoral supervised practice requirements for licensure in North Carolina.

The North Carolina Psychology Practice Act states the following regarding training requirements for a licensed psychologist:

21 NCAC 54 .1611 PRACTICE BY POSTDOCTORAL TRAINEES

An individual pursuing postdoctoral training or experience in psychology shall be exempt from licensure pursuant to G.S. 90-270.4(d) if the following criteria are met:

- (1) the postdoctoral training or experience in psychology meets all the criteria set forth in 21 NCAC 54 .2009(i); and

(2) the individual has completed all doctoral degree requirements for a program in psychology from an institution of higher education as defined in **G.S. 90-270.2(5)**. Evidence of completion of all degree requirements shall be in the form of either an official transcript showing the date on which the degree was conferred; or a letter from the registrar, dean of graduate school, or director of graduate studies verifying that all substantive and administrative requirements for the doctoral degree have been met without exception, and stating the date on which the doctoral degree will be awarded.

21 NCAC 54 .2009 LICENSED PSYCHOLOGIST

(i) One year of supervised experience shall meet all of the following criteria for a training program in psychology:

(1) The training shall be a planned and directed program in the practice of psychology, in contrast to “on the job” training, and shall provide the trainee with a planned, programmed sequence of training experience.

The fellowship at Lepage Associates is a planned, programmed sequence of training experience as indicated in the Lepage Associates Clinical and Forensic Post-Doctoral Fellowship manual.

(2) The training site shall have a written statement or brochure which describes its training program and is made available to prospective trainees.

A written statement and brochure describing the training program are available to prospective trainees on the Lepage Associates website.

(3) Trainees shall be designated as “interns,” fellows,” or “residents,” or shall hold other designation which clearly indicates training status.

During the fellowship at Lepage Associates, the designation for fellows is "doctoral fellow."

(4) The training shall be completed within a consecutive period of 24 months.

The post-doctoral fellowship is a 12-month training program (with flexibility to extend to 24 months as needed by the fellow).

(5) The training shall consist of at least 1500 hours of practice in psychology as defined by G.S. 90-270.2(8).

The training consists of 2000 hours of practice in professional psychology.

(6) The training site shall have a minimum of two doctorally trained licensed, certified, or license eligible psychologists at the training site as supervisors who shall have ongoing contact with the trainee.

The training site has several doctorally trained psychologists, some currently licensed psychologists and some are license-eligible.

(7) The training shall be under the direction of a licensed, certified, or license eligible doctorally trained psychologist who shall be on the staff of the training site, who shall approve and monitor the training, who shall be familiar with the training site's purposes and functions, who shall have ongoing contact with the trainee, and who shall agree to assume responsibility for the quality, suitability, and implementation of the training experience.

The training is under the direction of a licensed psychologist, Dr. Tina Lepage. As director of training, she establishes the training, approves and monitors the

training. Having established the training, Dr. Lepage is familiar with the training site's purposes and functions. Dr. Lepage assumes responsibility for the quality, suitability, and implementation of the training experience.

(8) The training shall provide a minimum of two hours per week of individual face-to-face discussion of the trainee's practice, with the specific intent of overseeing the psychological services rendered by the trainee. Supervision may be provided in part by psychiatrists, social workers, or other related professionals qualified by the training site, but at least 50% of supervision shall be provided by licensed, certified, or license-eligible doctorally trained psychologists.

During full time participation in the fellowship, the training provides a minimum of two hours per week of individual, face-to-face discussion of the trainee's practice, with the intent of overseeing the psychological services rendered. At least 50% of supervision is provided by licensed psychologists, and supervision may also be provided by a clinician practicing with another license, such as LCSW, LPA, LMFT, licensed nurse practitioner, etc.

(9) In addition to individual supervision, the training site shall provide a minimum of two hours per week of instruction which may be met by group supervision, assigned reading, seminars, and similarly constituted organized training experiences.

In addition to the individual supervision, the training site provides at least two hours per week of instruction. This is in the form of weekly, full-practice staff meetings, weekly group supervision, weekly assigned readings, weekly didactic activities, and/or presentations.

G.S. 90-270.2(5). Institution of higher education. – A university, a college, a professional school, or another institution of higher learning that:

a. In the United States, is regionally accredited by bodies approved by the Commission on Recognition of Postsecondary Accreditation or its successor.

b. In Canada, holds a membership in the Association of Universities and Colleges of Canada.

c. In another country, is accredited by the comparable official organization having this authority.

Hours/Benefits/Stipend

Hours

Fellows work 42.5 hours per week (minus a one-hour lunch break daily) and spend *at least* 1/3 of their time in direct client services, with approx. 500 hours in forensic work. (Often they have more than 1/3 in direct services, but 1/3 is typically a minimum.) A total of 2000 hours are needed to complete the fellowship over 12 months. Evenings and Saturdays are popular with clients, so most fellows should expect to work these hours weekly in their first year with us.

Benefits

Fellows have 10 days of paid time off for the fellowship year to be taken during a time agreed upon with the Fellowship Director, and also have eight paid holidays. Malpractice insurance is paid, and health insurance is provided. Fellows may also sign up for our 4% matching retirement plan. Flex time is also a benefit.

Stipend: \$62,000.

Summary of Benefits of Postdoctoral Training at Lepage Associates

This is an excellent advanced training opportunity for a clinician wanting to be highly trained in and eventually work in clinical or forensic psychology, and/or in private practice.

In our setting all facets of clinical psychology are present: therapy for all ages, evaluations for all ages, and consultation. Thus is a very well-rounded training experience. Fellows can try out various niche areas to see what they like as they prepare for their long-term career path.

Lepage Associates is a supervision-rich environment. Individual supervisors from a variety of specialty areas are available for 1-1 supervision, weekly group supervision includes the same variety of specialists, and impromptu supervision naturally occurs in this type of

group private practice setting. In addition, since we work some cases as a team, supervision occurs during those team cases as well.

It is a unique advanced *clinical* placement in that it is in a private practice setting whereas most post doc placements are in organizations such as college counseling centers, community mental health clinics, etc. Private practice post docs are extremely rare.

It is a unique advanced *forensic* placement in that it is in a private practice setting whereas most forensic placements are in the criminal justice system such as prisons. In our setting all facets of forensic psychology are present: family law, civil, and criminal.

We provide the highest level clinical and forensic psychology training while also showing the post-doc how to create a successful private practice, the latter a skill that is rarely to never covered in training programs.



Lepage Associates Facilities

Fellow services are typically provided at one location, the Lepage Associates Durham office, though fellows may request to work in our Raleigh or Chapel Hill offices. Lepage Associates Durham is located in Sutton Station, an upscale development with a mix of retail businesses, offices, restaurants, and luxury apartments. Sutton Station is situated on 16 acres just north of The Streets at Southpoint Mall on Fayetteville Street in Durham, North Carolina. www.suttonstation.com

The Lepage Associates offices are centrally located within Sutton Station. Offices are beautiful and spacious with attractive furnishings and a professional atmosphere. Each office has its own networked laptop computer and telephone. Most have large windows providing ample natural light and look out onto a central plaza and large fountain. Outdoor therapy space is also available in our courtyard and on walking trails that surround our office.



APPENDIX A: DIDACTIC CALENDAR

Below is an example of a typical week. Note, the Business Meeting and Peer Supervision have set times Tuesdays, and the Clinical and Forensic Seminar has a set time Thursdays. The rest have days and times that are TBD. Each box typically denotes one hour, except the four-hour Psych Eval example on Wednesday. This is a sample of what your week could look like with all of the activities included. Note we are open Mondays through Saturdays. This sample is where the fellow works Saturdays; not all fellows work weekends, but most do their first year due to popularity with clients. Your schedule will be set with the Director of Training closer to your start date. Please also note this sample represents a fellow equally interested in doing therapy and evaluations; however, if a fellow is primarily interested in therapy or primarily in evaluations, we can adjust the time spent in those clinical services to match the fellow's interests over time.

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|-------------------------------|--|-------------------------------|---------------------------------|-----------------------------------|
| OFF | 1 hour Individual Supervision | Psych Eval: Clinical Interview & Testing | 1 hour Individual Supervision | Report Writing | Therapy Session |
| | Treatment Planning | | Professional Development | Report Writing | Therapy Session |
| | Therapy Session | | Therapy Session | Report Writing | Prepare for court |
| | Business Meeting & Lunch | Continued Testing | Lunch | Lunch | Lunch |
| | *1 hr Peer Supervision | Lunch | **Clinical & Forensic Seminar | 1 hr Prep for Case Presentation | 1 hr Add'l Individual Supervision |
| | Therapy Session | Report Writing | Therapy Session | Didactic Readings | Professional Development |
| | Therapy Session | Didactic Reading: Prep for C/F Seminar | Therapy Session | Therapy Session | Prep for next psych eval |
| | Therapy Session | Report Writing | Therapy Session | Therapy Session | Treatment Planning |

*The first Tuesday of each month this hour includes specific focus on forensic cases, and the third Tuesday there is an evaluation focus in addition to the usual therapy focus. Attended by all full-time licensed and unlicensed clinicians to provide broad sharing of experiences in discussions.

Learning Activities: The program provides at least 2 hours per week of learning activities to fellows: one hour as Peer Supervision, and one hour of didactic seminars. **A minimum of one didactic is held per week every Thursday at noon, with some weeks having two didactics, or having longer, 2-hour seminars.** The first two to three days of the fellowship are also purely didactic. Common topics are listed below for the Clinical & Forensic Seminars (followed by a list with dates for the 2025-2026 year). Therapy and Evaluation seminars will mix in forensic discussion as applicable, while the Forensic Specific didactic seminars focus purely on forensics.

CLINICAL-THERAPY TOPICS (1st Thursdays) - Structured Didactic + Discussion

Onboarding Module: Introduction to Psychotherapy (2 hours)

Intake Forms & Informed Consent for Adults & Minors

Release of Information Forms

Subpoena Basics

First Session Pointers & Building Therapeutic Alliance

Special Populations (Forensic Cases, RT, etc.)

Onboarding Module: Electronic Health Record Training (2 hours)

Case Management

Scheduling and Client Progress

Onboarding Module: Introduction to Therapy with Children

Foundations & Child Development (2 hours)

Onboarding Module: Introduction to Reunification Therapy (2-3 hours)

Onboarding Module: Introduction to Working with Couples (2 hours)

Orientation Roundtable: Documentation in Therapy & Evaluations

Orientation Roundtable: Finding & Using Resources to Advance Cases

Orientation Roundtable: Effective Use of Games & Toys in Child Therapy

Orientation Roundtable: Communicating with Other Professionals

When Coordinating Cases

Building Rapport & Therapeutic Alliance

Diagnostic Interviewing in Psychotherapy & Treatment Planning Overview

Helping Clients Feel Respite in Early Sessions and Client Retention

(Keeping Clients Motivated to Achieve Symptom Reduction)

Race & Culture in Psychotherapy

Case Conceptualization in Psychotherapy (2 hours)

Effective Use of CBT & ACT Across Diagnoses

Trauma: TF-CBT & CPT

Effective Teaching of DBT Skills in Individual Psychotherapy

Family Therapy & NIC (Negative Interaction Cycle)

Ethical Dilemmas in Psychotherapy

Therapy for Substance Abuse

CLINICAL-EVALUATION TOPICS (2nd Thursdays) - Structured Didactic + Discussion

Onboarding Module: Testing (2 hours)

Planning Your Evaluation & Helpful Hints for Writing

Evaluation Case Management
Review of Clinical Test Instruments; Review of Forensic Test Instruments
Use of Collaterals & Records in Evaluations
Diagnostic Interviewing in Clinical, Educational & Forensic Evaluations
Initial Review of Standard Educational Testing Measures
Review of Additional Cognitive Testing Measures
Defensiveness in Testing
MMPI-3 Interpretation
Review of Additional Personality Measures
Review of Projective Testing Measures
Race & Culture in Evaluations
Ethical Dilemmas in Evaluations
Case Conceptualization in Evaluation Writing
Advancing Your Writing Skills: Writing Test Data, and Achieving Clinical Depth, Breadth, and Reader Understandability

FORENSIC SPECIFIC TOPICS (3rd Thursdays) - Structured Didactic + Discussion

Onboarding Module: Introduction to Forensics (2 hours)
Who's Who in Forensic Cases
Court-Ordered Family Therapy in Family Court, Part I
Court-Ordered Family Therapy in Family Court, Part II
Ethics: Forensic Practice Guidelines & Reading Court Orders
Responding to Subpoenas and Providing Testimony
Documentation in Forensic Casework
Stay in Your Lane: Roles in Forensic Cases
Avoiding Bias in Therapy & Evaluations
Communicating Forensic/Expert Opinions
Forensics in Criminal Proceedings
Forensics in Civil Proceedings
Forensic Roles in Custody Cases
Forensic Work with Juveniles
Parental Capacity Evaluations & Custody Evaluations
Forensic Case Conceptualization & Treatment Planning
Self-Care in Forensic Work
Legal and Ethical Issues When Working with a Child of Divorced Parents (if time)

ADDITIONAL TOPICS-Onboarding Module: Front Desk Operations; Effective Use of Supervision; The Business of Psychology

Open Discussion and Q&A on Psychological Practice as an Early Career Psychologist (4th Thursdays)

This seminar allows Fellows to explore a myriad of issues relevant to early career psychologists. The emphasis is on professional development and professional identity, and exploring post-doctoral, licensing, and early career issues.

PRESENTERS: Didactics are presented by Dr. Tina Lepage, Dr. Colleen Hamilton, and/or Dr. Lindsey Oher. All CVs are listed on the APPIIC website. All are PsyDs and Licensed Psychologists. Peer Supervision is led by Dr. Lindsey Oher.

| Date | Time | Topic | Lead by |
|------------|--------------------------|--|--------------------------|
| 9/3/2025 | 8am-10am | Introduction to Psychotherapy | Colleen Hamilton, Psy.D. |
| 9/3/2025 | 10am-12pm | Electronic Health Record Training | Lindsey Ohler, Psy.D. |
| 9/3/2025 | 1p-2p | Front Desk Operations | Tina Lepage, Psy.D. |
| 9/4/2025 | 8am-10am | Introduction to Forensic Work | Lindsey Ohler, Psy.D. |
| 9/4/2025 | 10am-12pm | Introduction to Working with Children | Colleen Hamilton, Psy.D. |
| 9/4/2025 | 1p-4p | Introduction to Reunification Therapy | Tina Lepage, Psy.D. |
| 9/5/2025 | 8am-10am | Introduction to Testing | Lindsey Ohler, Psy.D. |
| 9/8/2025 | 12p-2p | Introduction to Couples Therapy | Tina Lepage, Psy.D. |
| 9/9/2025 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 9/11/2025 | 12p-1p | Diagnostic Interviewing (Educational, Clinical & Forensic) | Lindsey Ohler, Psy.D. |
| 9/16/2025 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 9/18/2025 | 12p-1p | Ethics; Reading Court Orders | Lindsey Ohler, Psy.D. |
| 9/23/2025 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 9/25/2025 | 12p-1p | Early Career Open Discussion | Tina Lepage, Psy.D. |
| 9/30/2025 | 5 th Tuesday | | |
| 10/2/2025 | 12p-1p | Building Rapport & Therapeutic Alliance | Colleen Hamilton, Psy.D. |
| 10/7/2025 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 10/9/2025 | 12p-1p | Review of Standard Educational Test Measures (Weschler, WJ) | Lindsey Ohler, Psy.D. |
| 10/14/2025 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 10/16/2025 | 12p-1p | Responding to Subpoenas & Testimony | Lindsey Ohler, Psy.D. |
| 10/21/2025 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 10/23/2025 | 12p-1p | Early Career Open Discussion - Effective Use of Supervision | Tina Lepage, Psy.D. |
| 10/28/2025 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 10/30/2025 | 5 th Thursday | | |
| 11/4/2025 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 11/6/2025 | 12p-1p | Diagnostic Interviewing & Treatment Planning | Colleen Hamilton, Psy.D. |
| 11/11/2025 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 11/13/2025 | 12p-1p | Additional Cognitive Testing Measures (NEPSY, DKEFS, WMS, WRAML) | Lindsey Ohler, Psy.D. |
| 11/18/2025 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 11/20/2025 | 12p-1p | Documentation (Progress vs Process Notes, Contact Logs, etc.) | Colleen Hamilton, Psy.D. |
| 11/25/2025 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 11/27/2025 | Thanksgiving | | |

| | | | |
|------------|--------------|--|--------------------------|
| 12/2/2025 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 12/4/2025 | 12p-1p | RT and Parent Coaching | Colleen Hamilton, Psy.D. |
| 12/9/2025 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 12/11/2025 | 12p-1p | Defensiveness in Testing (MMPI-A, MMPI-2, Other measures) | Lindsey Ohler, Psy.D. |
| 12/16/2025 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 12/18/2025 | 12p-1p | Stay in Your Lane (Roles) | Colleen Hamilton, Psy.D. |
| 12/23/2025 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 12/25/2025 | Christmas | | |
| 12/30/2025 | HolidayBreak | | |
| 1/1/2026 | New Years | | |
| 1/6/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 1/8/2026 | 12p-1p | Helping Clients Feel Early Respite & Client Retention | Colleen Hamilton, Psy.D. |
| 1/13/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 1/15/2026 | 12p-1p | MMPI-3 Interpretation | Lindsey Ohler, Psy.D. |
| 1/20/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 1/22/2026 | 12p-1p | Avoiding Bias in Therapy and Evaluations | Tina Lepage, Psy.D. |
| 1/27/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 1/29/2026 | 12p-1p | Early Career Open Discussion | Tina Lepage, Psy.D. |
| 2/3/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 2/5/2026 | 12p-1p | Race & Culture | Colleen Hamilton, Psy.D. |
| 2/10/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 2/12/2026 | 12p-1p | Additional Personality Measures (MCMI, MACI, MPACI, PAI, Piers-Harris) | Lindsey Ohler, Psy.D. |
| 2/17/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 2/19/2026 | 12p-1p | Communicating Forensic/Expert Opinions (making recommendations, letters, evals, testimony) | Colleen Hamilton, Psy.D. |
| 2/24/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 2/26/2026 | 12p-1p | Early Career Open Discussion - Communicating with Other Professionals | Tina Lepage, Psy.D. |
| 3/3/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 3/5/2026 | 12p-1p | Case Conceptualization | Colleen Hamilton, Psy.D. |
| 3/10/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 3/12/2026 | 12p-1p | Projectives (RISB, TAT, Roberts, Rorschach) | Colleen Hamilton, Psy.D. |
| 3/17/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 3/19/2026 | 12p-1p | Forensics in Criminal Proceedings | Lindsey Ohler, Psy.D. |
| 3/24/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 3/26/2026 | 12p-1p | Early Career Open Discussion | Tina Lepage, Psy.D. |

| | | | |
|-----------|--------------------------|--|--------------------------|
| 3/31/2026 | 5 th Tuesday | | |
| 4/2/2026 | 12p-1p | Case Conceptualization Pt 2 | Colleen Hamilton, Psy.D. |
| 4/7/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 4/9/2026 | 12p-1p | ASD Evaluations | Lindsey Ohler, Psy.D. |
| 4/14/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 4/16/2026 | 12p-1p | Forensics in Civil Proceedings | Tina Lepage, Psy.D. |
| 4/21/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 4/23/2026 | 12p-1p | Early Career Open Discussion | Tina Lepage, Psy.D. |
| 4/28/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 4/30/2026 | 5 th Thursday | | |
| 5/5/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 5/7/2026 | 12p-1p | Effective Use of CBT & ACT | Colleen Hamilton, Psy.D. |
| 5/12/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 5/14/2026 | 12p-1p | Race & Culture in Evals | Lindsey Ohler, Psy.D. |
| 5/19/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 5/21/2026 | 12p-1p | Forensic Roles in Custody Cases | Tina Lepage, Psy.D. |
| 5/26/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 5/28/2026 | 12p-1p | Early Career Open Discussion | Tina Lepage, Psy.D. |
| 6/2/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 6/4/2026 | 12p-1p | DBT | Colleen Hamilton, Psy.D. |
| 6/9/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 6/11/2026 | 12p-1p | Ethical Dilemmas in Evals | Lindsey Ohler, Psy.D. |
| 6/16/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 6/18/2026 | 12p-1p | Forensic Work with Juveniles | Lindsey Ohler, Psy.D. |
| 6/23/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 6/25/2026 | 12p-1p | Early Career Open Discussion | Tina Lepage, Psy.D. |
| 6/30/2026 | 5 th Tuesday | | |
| 7/2/2026 | 12p-1p | Family Therapy & NIC | Colleen Hamilton, Psy.D. |
| 7/7/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 7/9/2026 | 12p-1p | Parental Capacity & Custody Evals | Lindsey Ohler, Psy.D. |
| 7/14/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 7/16/2026 | 12p-1p | Forensic Case Conceptualization and Treatment Planning | Colleen Hamilton, Psy.D. |
| 7/21/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 7/23/2026 | 12p-1p | Early Career Open Discussion- The Business of Psychology | Tina Lepage, Psy.D. |
| 7/28/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 7/30/2026 | 5 th Thursday | | |
| 8/4/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 8/6/2026 | 12p-1p | Trauma (TF-CBT & CPT) | Colleen Hamilton, Psy.D. |
| 8/11/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |

| | | | |
|-----------|--------|---|-----------------------|
| 8/13/2026 | 12p-1p | Advancing Your Writing Skills (Through the whole eval - building your case) | Lindsey Ohler, Psy.D. |
| 8/18/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 8/20/2026 | 12p-1p | Self-Care in Forensic Work | Tina Lepage, Psy.D. |
| 8/25/2026 | 1p-2p | Peer Supervision | Lindsey Ohler, Psy.D. |
| 8/27/2026 | 12p-1p | Early Career Open Discussion | Tina Lepage, Psy.D. |

APPENDIX B: FELLOW COMPETENCY EVALUATION

| Lepage Associates Post-Doctoral Clinical & Forensic Fellowship | | | | | | | | | |
|--|----------------------|---|---|--------------------|--------------------|---|---|---|--|
| COMPETENCY EVALUATION | | | | | | | | | |
| Name: | | | | | Supervisor: | | | | |
| Rotation (Circle): 1 2 3 Outpatient | | | | | Date: | | | | |
| COMPETENCY EXPECTATIONS: To Demonstrate Proficiency in Performing Core Competencies in Accordance with Lepage Associates' Standards of Training | K E Y | HOW ASSESSED: A. Direct Observation B. Supervisory Discussion C. Record Review D. Feedback from Others E. Other (Specify) | PERFORMANCE LEVELS: 1. Significant further training needed. 2. Meets minimum requirement. 3. Exceeds minimum requirement. 4. Beyond expectations for level of training. 5. Not applicable or insufficient opportunity to demonstrate. | | | | | | |
| COMPETENCY STANDARDS | | COMMENTS | HOW ASSESSED | PERFORMANCE LEVELS | | | | | |
| <u>ASSESSMENT/DIAGNOSIS</u> | | | | 1 | 2 | 3 | 4 | 5 | |
| Reviews client record for pertinent history, to include legal records as pertinent. | | | | | | | | | |
| Interviews client and/or family to assess mental status, symptoms, problem behaviors, medical concerns, risk status, personality style, developmental level, interpersonal issues, adaptive functioning and pertinent historical background. | | | | | | | | | |
| Utilizes observation to make reasonable statements about client's affect, flow of thought, general mental status and quality of speech. | | | | | | | | | |
| Formulates multiaxial diagnosis in accordance with current DSM guidelines. | | | | | | | | | |

| COMPETENCY STANDARDS | COMMENTS | HOW ASSESSED | PERFORMANCE LEVELS | | | | |
|--|----------|--------------|--------------------|---|---|---|---|
| <u>PSYCHOLOGICAL, NEURO & FORENSIC TESTING</u> | | | 1 | 2 | 3 | 4 | 5 |
| Selects appropriate test/s for referral question, displaying sensitivity to sources of bias. | | | | | | | |
| Administers test/s in prescribed manner per manual. | | | | | | | |
| Scores test/s in prescribed manner. | | | | | | | |
| Interprets test/s appropriately. | | | | | | | |
| Integrates findings from test data, history, clinical interview and behavioral observations into a cohesive picture of client functioning. | | | | | | | |
| Writes report that is accurate, well-organized, concise and easily understood by non-psychologist professionals. | | | | | | | |
| Discusses test results with client and/or family in understandable language, and with attorneys and courts as appropriate. | | | | | | | |
| Makes recommendations that follow logically from the assessment results and support positive functioning. | | | | | | | |
| Identifies appropriate referrals and resources. | | | | | | | |
| <u>INTERVENTION SKILLS</u> | | | | | | | |
| Establishes a therapeutic alliance with client. | | | | | | | |
| Conceptualizes client issues from an appropriate theoretical framework. | | | | | | | |

| COMPETENCY STANDARDS | COMMENTS | HOW ASSESSED | PERFORMANCE LEVELS | | | | |
|--|----------|--------------|--------------------|---|---|---|---|
| <u>INTERVENTION SKILLS</u> | | | 1 | 2 | 3 | 4 | 5 |
| Demonstrates knowledge of a variety of treatment paradigms, strategies and techniques. | | | | | | | |
| Develops a treatment plan with client with mutually agreed upon goals. | | | | | | | |
| Selects appropriate interventions for assessed problem/s and goal/s. | | | | | | | |
| Implements interventions appropriately helping client integrate new knowledge/skills into everyday functioning. | | | | | | | |
| Demonstrates respect and concern for client while maintaining a balance of objectivity and empathy. | | | | | | | |
| Demonstrates understanding of group theory, dynamics, structure, norms and techniques. | | | | | | | |
| Negotiates appropriate role when functioning as a co-therapist. | | | | | | | |
| Incorporates goals or directives ordered by the court in court-ordered therapy, as appropriate. | | | | | | | |
| <u>DOCUMENTATION SKILLS</u> | | | | | | | |
| Documents treatment progress by describing conceptualization of client, key issues discussed in therapy, client strengths and areas for continued improvement. | | | | | | | |
| Writing is accurate, well-organized, easily understood by non-psychologist staff and has been proofread for errors prior to supervisor's review. | | | | | | | |

| COMPETENCY STANDARDS | COMMENTS | HOW ASSESSED | PERFORMANCE LEVELS | | | | |
|--|----------|--------------|--------------------|---|---|---|---|
| UTILIZATION OF SUPERVISION | | | 1 | 2 | 3 | 4 | 5 |
| Participates in supervision with openness and willingness. | | | | | | | |
| Prepares for supervision and actively sets the agenda. | | | | | | | |
| Appropriately integrates supervisor's feedback. | | | | | | | |
| Acknowledges own limits of skills and knowledge; seeks consultation as needed. | | | | | | | |
| Acknowledges and takes appropriate action when personal issues interfere with professional functioning. | | | | | | | |
| PROFESSIONAL CONDUCT | | | | | | | |
| Presents professional appearance and demeanor. | | | | | | | |
| Understands and complies with ethical standards for psychologists. Recognizes ethical dilemmas and seeks appropriate consultation. | | | | | | | |
| Displays initiative, resourcefulness and increased readiness for autonomous functioning. | | | | | | | |
| Demonstrates good judgment and common sense. | | | | | | | |
| Participates in a range of educational opportunities including seminars, case conferences, professional reading and other learning experiences beyond the minimum requirement. | | | | | | | |
| Develops effective working relations with others showing respect, concern and sensitivity for diverse backgrounds, values and viewpoints. | | | | | | | |

| COMPETENCY STANDARDS | COMMENTS | HOW ASSESSED | PERFORMANCE LEVELS | | | | |
|---|----------|--------------|--------------------|---|---|---|---|
| <u>ORGANIZATIONAL EXPECTATIONS</u> | | | 1 | 2 | 3 | 4 | 5 |
| Observes organizational expectations regarding time and attendance avoiding tardiness and unnecessary absences from scheduled duties. | | | | | | | |
| Establishes appropriate work priorities and manages time efficiently. | | | | | | | |
| Meets institutional/departmental deadlines for completing assigned tasks. | | | | | | | |
| Demonstrates reliability and dependability. | | | | | | | |
| Complies with institutional/departmental policies and procedures. | | | | | | | |
| Maintains communication with supervisors and administrators regarding any departure from established expectations. | | | | | | | |

Due process is initiated when a Fellow does not meet the expected level of competency on the evaluation. The goal is remediation of the lacking area of competency through an organized plan for improvement. Due process will include: (1) Notice (i.e. the Fellow will be notified that problematic behavior has been identified and that the Fellowship is addressing the problem); (2) Hearing (i.e. there is a formal process by which the Fellow has an opportunity to hear concerns and to respond to the concerns); and (3) Appeal (i.e. the Fellow has the opportunity to appeal the actions taken by the program in regard to the identified problematic behavior if he or she chooses to do so).

APPENDIX C: POST-DOCTORAL PROGRAM DUE PROCESS PROCEDURES

Due Process is a written procedure that comes into use when a postdoctoral fellow's behavior is problematic. This document provides trainees and staff with an overview of the identification and management of concerns about a trainee's performance, important considerations in the remediation of problems, and an explicit discussion of the due process procedures which include notice, hearing, and appeal. Due process is initiated when a trainee does not meet the expected level of competency on a competency evaluation. The goal is remediation of the lacking area in competency through an organized plan for improvement. Due process will include: (1) Notice (i.e. the trainee will be notified that problematic behavior has been identified and that the training program is addressing the problem); (2) Hearing (i.e. there is a formal process by which the trainee has an opportunity to hear concerns and to respond to the concerns); and (3) Appeal (i.e. the trainee has the opportunity to appeal the actions taken by the program in regard to the identified problematic behavior if he or she chooses to do so).

This document is divided into main three sections:

Definitions: Provides definitions of terms and phrases used throughout the document.

Due Process Procedures: Provides our basic procedures, notification and hearing process, the possible remediation for responding to a trainee's problematic behavior and any possible sanctions, and includes steps for an appeal process.

Rights & Responsibilities: Provides summary of the rights and responsibilities of the trainee and of the training program.

I. Definitions

Trainee: The term "trainee" is used to describe any person in training who is working in the practice including a practicum student, doctoral intern or post-doctoral resident.

Training Director: The term "Training Director" is used to describe the staff member who oversees that specific training group's activities.

Due Process: The basic meaning of due process is to inform and to provide a framework to respond, act or dispute. Due process ensures decisions about trainees are not arbitrary or personally based. It requires that the training program identify specific procedures which are applied to all trainees' complaints, concerns and appeals.

Due Process Guidelines: Includes the following:

1. During orientation trainees will receive in writing expectations of professional functioning. The Training Director will discuss these expectations in both group and individual settings.
2. The procedures for evaluation, including when and how evaluations will be conducted, will be described. Such evaluations will occur at meaningful intervals.
3. The various procedures and actions involved in decision-making regarding the problem behavior or trainee concerns will be described.
4. Lepage Associates will communicate early and often with the trainee if any suspected difficulties are significantly interfering with performance are identified.
5. The Training Director will institute, when appropriate, a remediation plan for identified problems, including a time frame for expected remediation and consequences of not rectifying the problem areas.
6. If a trainee wants to institute an appeal process, this document describes the steps of how a trainee may officially appeal this program's action.
7. Lepage Associates' due process procedures will ensure that trainees have sufficient time (as described in this due process document) to respond to any action taken by the program before the program's implementation.

8. When evaluating or making decisions about a trainee's performance, Lepage Associates staff will use input from multiple professional sources.
9. The Training Director will document in writing and provide to all relevant parties the actions taken by the program and the rationale for all actions.
10. While the strong goal of the training program is to fix the problem, nothing in the due process guidelines interferes with the right of the employer to end the fellowship if client care has been or seems likely will be negatively impacted by the fellow and remediation of the deficiency seems unlikely.

Problematic Behavior: Problematic behavior is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways:

1. An inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
2. An inability to acquire professional skills in order to reach an acceptable level of competency; and/or
3. An inability to control personal stress, strong emotional reactions, and/or psychological dysfunction which interfere with professional functioning.

It is a professional judgment when a trainee's behavior becomes problematic rather than of concern. Trainees may exhibit behaviors, attitudes or characteristics which, while of concern and requiring remediation, are not unexpected or excessive for professionals in training. Problematic behavior typically become identified when one or more of the following characteristics exist:

1. The trainee does not acknowledge, understand, or address the problem when it is identified;
2. The problem is not merely a reflection of a skill deficit which can be rectified by academic or didactic training;
3. The quality of services delivered by the trainee is sufficiently negatively affected;
4. The problem is not restricted to one area of professional functioning;
5. A disproportionate amount of attention by training personnel is required; and/or
6. The trainee's behavior does not change as a function of feedback, remediation efforts, or time.

II. Due Process Procedures

A. Basic Procedures: If a trainee receives an unacceptable rating from any of the evaluation sources in any of the major categories of evaluation, or if a staff member or another trainee has concerns about a trainee's behavior (ethical or legal violations, professional incompetence) the following procedures will be initiated:

1. In some cases, it may be appropriate to speak directly to the trainee about these concerns and in other cases a consultation with the Training Director will be warranted. This decision is made at the discretion of the staff or trainee who has concerns.
2. Once the Training Director has been informed of the specific concerns, within five business days they will discuss the concern with at least two other psychologists and the group will determine if and how to proceed with the concerns raised.
3. If the staff member who brings the concern to the Training Director is not the trainee's supervisor, the Training Director will discuss the concern with the supervisor(s) within five business days.
4. If the Training Director and supervisor(s) determine the alleged behavior in the complaint, if proven, would constitute a serious violation, the Training Director will inform the staff member who initially brought the complaint within five business days.
5. The Training Director, supervisor(s), and other relevant staff may meet to discuss possible course of actions (as listed in II-B below).

B. Notification, Hearing, and Remediation Procedures to Address Problematic Behavior or Inadequate Performance: The initial steps to address problematic behavior or inadequate performance include notification of the trainee, and a hearing wherein the trainee has an opportunity to hear concerns and to respond to the concerns. It is important to have meaningful

ways to address problematic behavior once identified. In implementing remediation, the training staff must be mindful and balance the needs of the problematic trainee, the clients involved, members of the trainee's training group, the training staff, other agency personnel, and the work community. All evaluative documentation will be maintained in the trainee's file.

1. Verbal Notice to the trainee emphasizes the need to discontinue the inappropriate behavior under discussion and will occur within two business days of the meeting above noted in II-A-2.

2. Written Notice will occur within five business days of the meeting above noted in II-A-2 and to the trainee formally acknowledges that the:

- a) Training Director and supervisor(s) are aware of and concerned with the behavior,
- b) concern has been brought to the attention of the trainee,
- c) Training Director and supervisor(s) will work with the trainee to rectify the problem or skill deficits if the behaviors of concern are not significant enough to warrant more serious action, or
- d) that the fellowship will be immediately terminated if the behaviors of concern have negatively impacted client care and/or are unlikely to be successfully remediated.

3. Hearing: Within five business days of the written notice noted in II-B-2, a formal hearing will be held wherein the trainee will have an opportunity to hear concerns and to respond to the concerns. The Training Director and at least two other psychologists will attend, one of which would include the trainee's direct supervisor, and one of which can be chosen by the trainee.

4. Second Written Notice to the trainee will occur within five business days of the first Written Notice above noted in II-B-2 and describe the remediation plan in detail. This letter will contain:

- a) a description of the trainee's unsatisfactory performance;
- b) actions needed by the trainee to correct the unsatisfactory behavior, if the behaviors of concern are not significant enough to warrant more serious action;
- c) the timeline for correcting the problem;
- d) what sanction(s) may be implemented if the problem is not corrected; and
- e) that the fellowship will be immediately terminated if the behaviors of concern have negatively impacted client care and/or are unlikely to be successfully remediated.
- f) notification that the trainee has the right to request an appeal of this action (see *Appeal Procedures - Section II E*). If at any time a trainee disagrees with the aforementioned notices, the trainee can appeal.

C. Remediation and Sanctions: The implementation of a remediation plan with possible sanctions should occur only after careful deliberation and thoughtful consideration of the Training Director, supervisor(s), and relevant members of the training staff. The remediation and sanctions listed below may not necessarily occur in that order. The severity of the problematic behavior plays a role in the level of remediation or sanction. Most issues of competency can be rectified at the schedule modification or probation level; suspension of services, administrative leave, and dismissal are rare. If at any time a trainee disagrees with any remediation or sanction below, the trainee can appeal (see *Appeal Procedures - Section II E*)

1. Schedule Modification is a time-limited, remediation-oriented closely supervised period of training designed to return the trainee to a more fully functioning state. Modifying a trainee's schedule is an accommodation made to assist the trainee in responding to personal reactions to environmental stress, with the full expectation that the trainee will complete the traineeship. This period will include more closely scrutinized supervision conducted by the regular supervisor in consultation with the Training Director. Several possible and perhaps concurrent courses of action may be included in modifying a schedule. These include:

- a) increasing the amount of supervision, either with the same or additional supervisors;
- b) change in the format, emphasis, and/or focus of supervision;

c) recommending personal therapy (a list of community practitioners and other resources are available at Lepage Associates);

d) reducing the trainee's clinical or other workload; and/or

e) requiring specific academic coursework.

The length of schedule modification will be determined by the Training Director in consultation with supervisor(s). The termination of the schedule modification period will be determined, after discussions with the trainee and Training Director in consultation with the supervisor(s).

2. Probation is also a time limited, remediation-oriented, more closely supervised training period. Its purpose is to assess the ability of the trainee to complete the traineeship and to return the trainee to a more fully functioning state. Probation defines a relationship in which the Training Director systematically monitors for a specific length of time the degree to which the trainee addresses, changes and/or otherwise improves the behavior associated with the inadequate rating. The trainee is informed of the probation in a written statement that includes:

a) the specific behaviors associated with the unacceptable rating;

b) the remediation plan for rectifying the problem;

c) the time frame for the probation during which the problem is expected to be ameliorated, and

d) the procedures to ascertain whether the problem has been appropriately rectified.

If following the completion of the time specified for the modified schedule or probation the Training Director and at least two other psychologists discuss and determine that there has not been sufficient improvement in the trainee's behavior to remove the Probation or modified schedule, then they will discuss with the supervisor(s) possible courses of action to be taken. The Training Director will communicate in writing to the trainee that the conditions for revoking the probation or modified schedule have not been met. This notice will include a revised remediation plan, which may include continuation of the current remediation efforts for a specified time period or implementation of additional recommendations. Additionally, the Training Director will communicate that if the trainee's behavior does not change, the trainee will not successfully complete the training program.

3. Suspension of Direct Service Activities requires a determination that the welfare of the trainee's client(s) or the work community has been jeopardized. When this determination has been made, direct service activities will be suspended for a specified period as determined by the Training Director in consultation with the trainee's supervisor(s). At the end of the suspension period, the trainee's supervisor(s) in consultation with the Training Director will assess the trainee's capacity for effective functioning and determine if and when direct service can be resumed. If problematic behavior rises to the level that suspension of direct services to clients must be implemented, Dismissal from the Training Program will be considered; this determination would be made in committee by the Training Director and at least two other psychologists, one of which would include the trainee's direct supervisor.

4. Administrative Leave involves the temporary withdrawal of all responsibilities and privileges at Lepage Associates. If the probation period, suspension of service activities, or administrative leave interferes with the successful completion of the training hours needed for completion of the traineeship, this will be noted in the trainee's file and the trainee's academic program will be informed. The Training Director will inform the trainee of the effects the administrative leave will have on the trainee's stipend and accrual of benefits. If problematic behavior rises to the level that administrative leave must be implemented, Dismissal from the Training Program will be considered; this determination would be made in committee by the Training Director and at least two other psychologists, one of which would include the trainee's direct supervisor.

5. Dismissal from the Training Program involves the permanent withdrawal of all agency responsibilities and privileges. When specific interventions do not, after a reasonable time period, rectify the problem behavior or concerns and the trainee seems unable or unwilling to alter her/his behavior, the Training Director will discuss with at least two other psychologists, one of which would include the

trainee's direct supervisor, the possibility of termination from the training program or dismissal from the agency. Either administrative leave or dismissal would be invoked in cases of severe violations of the APA Code of Ethics, or when imminent physical or psychological harm to a client is a major factor, or the trainee is unable to complete the training program due to physical, mental or emotional illness. If the behaviors of concern have negatively impacted client care and/or are unlikely to be successfully remediated, dismissal may occur immediately.

D. Appeal Procedures: The trainee has the opportunity to appeal the actions taken by the program in regard to the identified problematic behavior if he or she chooses to do so. In the event that a trainee does not agree with any of the aforementioned notifications, remediation or sanctions, the following appeal procedures should be followed:

1. The trainee should file a formal appeal in writing with all supporting documents with the Training Director. The trainee must submit this appeal within five business days from their notification of any of the above (notification, remediation or sanctions).
2. Within five business days of receipt of a formal written appeal from a trainee, the Training Director will convene a Review Panel which shall consist of two other clinical staff members at Lepage Associates, one chosen by the trainee and one by the Training Director.
3. In the event that a trainee is filing a formal appeal in writing to disagree with a decision that has already been made by a Review Panel, then that appeal is reviewed by the Training Director in consultation with the supervisor(s) to determine if a new Review Panel should be formed to reexamine the case, or if the decision of the original Review Panel is upheld.

III. Rights & Responsibilities

A. In summary, the rights and responsibilities of the training program include the following:

1. The training program is responsible to provide quality training in psychological services to the trainee, of which at least 25% must be in direct clinical services.
2. The psychologists with the program are all responsible for following the APA Code of Ethics.
3. The training program is responsible to follow the due process procedures outlined in II above, to include: timeliness of all elements outlined within the timeframes noted above, a formal hearing, and well-designed remediation when needed.
4. The training program has a right to dismissal of a trainee from the training program, though the goal is remediation and this right would be exercised in rare instances.

B. In summary, the rights and responsibilities of the trainee include the following:

1. The trainee is responsible to provide quality services to clients, and to inform their supervisor(s) or the Training Director when they need assistance to do so.
2. The trainee is responsible for following the APA Code of Ethics.
3. The trainee is responsible to follow the due process procedures outlined in II above, to include: timeliness of all elements outlined within the timeframes noted above, preparedness of thoughts to share at any formal hearing, and willingness to learn and improve by following any remediation instituted.
4. The trainee has a right to an appeal process as described above in II-D.

APPENDIX D: POST-DOCTORAL PROGRAM GRIEVANCE PROCEDURES

A Grievance Procedure is a process that is invoked when a trainee has a complaint against the training program. We encourage trainees to discuss and resolve conflicts informally when possible and appropriate, however, if this cannot occur, this document was created to provide a formal mechanism for trainees to express a grievance and Lepage Associates to respond to issues of concern brought by trainees. Trainees may express grievance about any situations that may arise during fellowship (i.e., complaints about evaluations, supervision, salary, harassment, etc.) The Grievance Procedure includes specific steps a trainee takes in the complaint process and is broad enough to cover any and all complaints that may arise for fellows.

This document is divided into three sections:

Definitions: Provides definitions of terms and phrases used throughout the document.

Grievance Procedures: Outlines our procedures.

Rights & Responsibilities: Provides summary of the rights and responsibilities of the trainee and of the training program.

I. Definitions

Trainee: The term "trainee" is used to describe any person in training who is working in the practice including a practicum student, doctoral intern or post-doctoral resident.

Training Director: The term "Training Director" is used to describe the staff member who oversees that specific training group's activities.

Grievance Procedures: Provides the guidelines through which a trainee can informally and formally raise concerns about any aspect of the training experience or work environment, and includes steps for an appeal process.

II. Grievance Procedures

A. In the event a trainee encounters difficulties or problems, a trainee can:

1. If the concern involves a conflict with an individual, discuss the issue with the staff member(s) involved to try to resolve it informally.
2. If the issue cannot be resolved informally, the trainee should discuss the concern with the Training Director who may then consult with the supervisors(s) or other staff members if needed to help resolve the issue (if the concerns involve the Training Director, trainee can consult directly with the supervisor). If the concern is resolved at this level, the Training Director or supervisor who worked with the trainee to resolve it should document this. Effort should be made to resolve the issue within five business days of the trainee raising the issue.
3. If the concern is program-related (versus a conflict with an individual), the trainee should discuss the concern with the Training Director who may then consult with the supervisors(s) or other staff members if needed to help resolve the issue. If the concern is resolved at this level, the Training Director should document this. Effort should be made to resolve the issue within five business days of the trainee raising the issue.
4. If the Training Director or supervisor(s) cannot resolve the issue of concern to the trainee, the trainee can file a written grievance with all supporting documents with the Training Director. This grievance must be filed within ten business days after first raising the issue.

B. When the Training Director has received a written grievance as described above in II-A-4, within five business days of receipt, the Director will implement Review Procedures below.

C. Review Procedures:

1. As part of a grievance process, the trainee has a right to express concerns about the training program or Lepage Associates' staff member, and the Lepage Associates program or staff has the right and responsibility to respond.
2. Within five business days of receipt of a written grievance from a trainee, the Training Director will convene a Review Panel which shall consist of two other clinical staff members at Lepage Associates, one chosen by the trainee and one by the Training Director. The Panel will meet to review the grievance and to examine the relevant material presented.
3. Within three business days after the completion of the review the Panel will complete a written report, including any recommendations for further action. Recommendations made by the Review Panel will be made by majority vote if a consensus cannot be reached.
4. The Training Director will inform the trainee, staff members involved and necessary members of the training staff of the decision and any action taken or to be taken.
5. If the trainee disputes the Review Panel's final decision, the trainee has the right to appeal through following the steps outlined in Appeal Procedures (Section II-D).

D. Appeal Procedures: The trainee has the opportunity to appeal the actions taken by the program in regard to grievance if he or she chooses to do so. In the event that a trainee does not agree with the final report of the Review Panel following a grievance:

1. The trainee can file a formal appeal in writing with all supporting documents with the Training Director. The trainee must submit this appeal within five business days from their receipt of the Review Panel's report regarding the grievance.
2. Within five business days of receipt of a written appeal from a trainee, the Training Director will convene a new Review Panel which shall consist of two other clinical staff members at Lepage Associates, one chosen by the trainee and one by the Training Director. The appeal will be reviewed and the new Review Panel will complete a written report, including any recommendations for further action. Recommendations made by the Review Panel will be made by majority vote if a consensus cannot be reached. This appeal and review will be the final step in the appeal process.

III. Rights & Responsibilities

A. In summary, the rights and responsibilities of the training program include the following:

1. The training program is responsible to provide quality training in psychological services to the trainee, of which at least 25% must be in direct clinical services.
2. The psychologists with the program are all responsible for following the APA Code of Ethics.
3. The training program is responsible to follow the grievance procedures outlined in II above, to include: timeliness of all elements outlined within the timeframes noted above, a Review Panel response when needed, and an appeals process as needed.
4. The Training Director on behalf of the program, and any staff member the trainee expresses concerns about, has a right to respond to concerns the trainee has raised

B. In summary, the rights and responsibilities of the trainee include the following:

1. The trainee is responsible to attempt to resolve concerns informally if possible.
2. The trainee is responsible for following the APA Code of Ethics.
3. The trainee is responsible to follow the grievance procedures outlined in II above, to include: timeliness of all elements outlined within the timeframes noted above, thorough preparedness of any written grievance, and willingness to try to resolve any concerns if possible.
4. The trainee has a right to express concerns about any aspect of the training program or any Lepage Associates' staff member.
5. The trainee has a right to an appeal process following the report of any Review Panel as described above in II-D.