

**DALLAS THERAPY ALLIANCE**  
**POSTDOCTORAL FELLOWSHIP IN CLINICAL PSYCHOLOGY**  
**HANDBOOK**

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Laurel Bass Wagner, Ph.D.  
Director of Training  
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**OVERVIEW**

The goal of the Dallas Therapy Alliance (DTA) postdoctoral fellowship is to provide a comprehensive one-year experience in psychoanalytic psychotherapy in a private practice setting. The fellowship is uniquely positioned in a group practice of seven licensed clinical and counseling psychologists. This setting provides the postdoctoral fellow with the opportunity for specialized training in psychoanalytic psychotherapy, as well as integrating a variety of treatment modalities, such as attachment therapy, cognitive behavioral therapy, dialectical behavior therapy, play therapy, and parent counseling. Additionally, the fellow has the opportunity to obtain training in psychological, neuropsychological and psychoeducational assessment. DTA provides the opportunity to work with adults, adolescents, children, families, couples and groups. Furthermore, DTA has been deemed as substantially equivalent to an exempt TSBEP agency, and therefore postdocs need no pre-requisites to begin their training, e.g. trainee status.

The fellow has the opportunity to choose which populations, modalities and assessments would best serve his training needs in consultation with the training director. At the beginning of the fellowship the director and fellow meet to map out a plan for what kinds of patients and what kinds of treatments and assessments the fellow will take on.

The training director ensures that the fellow receives training that is balanced between being comprehensive and intensive.

The training program is an integral part of the larger organization of Dallas Therapy Alliance. All DTA clinicians meet weekly with the fellow for a group case consultation. Given the psychoanalytic orientation of this fellowship the fellow attends the meetings and workshops sponsored by the Dallas Society for Psychoanalytic Psychology. Two of our clinicians have been presidents of DSPP. DTA provides funding for the fellow to receive didactic experience (e.g. conference, webinar) based on the fellow's interest and DTA's assessment of the fellow's training needs.

### **DIRECTOR OF TRAINING**

DTA's current Director of Training is Laurel Bass Wagner, Ph.D., a licensed psychologist with over 30 years of experience in the field. She has supervised doctoral students in the University of Texas Southwest Medical Center PhD Clinical Psychology program, where she is a Clinical Professor, since 1980. She is a past-president of the Division of Psychoanalysis (39) of APA and the recipient of its Distinguished Leadership Award. She is uniquely qualified to head this psychoanalytic postdoctoral fellowship.

The duties of the Director of Training include:

1. Directs and organizes the training program and its resources.
2. Is responsible for the selection of the Fellow(s) in consultation with her supervising colleagues.
3. Monitors and evaluates the training program's goals, objectives, and activities.
4. Documents and maintains the Fellow's training record.
5. Stays in close contact with the Fellow to ensure the quality of his experience and the quality of his work.

### **FACULTY**

DTA's faculty currently consists of six clinical psychologists and one counseling psychologist. All are licensed. Together they bring a wealth of experience to the postdoctoral fellowship. All are officially designated as postdoctoral supervisors, although all seven don't supervise at the same time. Each is significantly involved in developing and refining the fellowship. Each has expertise in various fields and is able to provide

supervision specific to their areas of expertise. All begin from a psychoanalytic orientation, in keeping with the specific focus of the fellowship.

DTA's faculty includes:

Richard Enander, Ph.D., Becca Fonville, Psy.D., Tara McKelvy, Ph.D., Jeff Napier, Psy.D., Kenneth Trevino, Ph.D., Laurel Wagner, Ph.D, and Travis Whitfill, Ph.D.

## **GOALS AND OBJECTIVES OF THE FELLOWSHIP**

The Fellowship consists of four primary training goals:

- 1) Proficiency in psychoanalytic theory and competency in psychoanalytic psychotherapy;
- 2) Demonstration of professionalism;
- 3) Understanding and maintaining ethical standards;
- 4) Successful completion of state board examinations and licensure.

Training objectives toward the goal of proficiency in psychoanalytic theory and competency in psychoanalytic psychotherapy:

- 1) Demonstrate an ability to formulate and conceptualize clinical cases within a contemporary psychoanalytic framework;
- 2) Conduct intake evaluations and formulate psychoanalytic treatment plans;
- 3) Conduct clinical interventions within a relational psychoanalytic framework;
- 4) Demonstrate an ability to conduct personality assessments using objective and projective measures and write reports which incorporate psychoanalytic formulations of personality dynamics.

Training objectives toward the demonstration of professionalism:

- 1) Readily accepts and performs tasks and seeks opportunities to improve knowledge base;
- 2) Presents self in a professional manner through composure, organization, and confidence;
- 3) Demonstrates awareness of personal limitations;
- 4) Demonstrates an ability to interact appropriately with clients, supervisors and staff;
- 5) Demonstrates sensitivity to the perceptions of others toward his or her behavior;
- 6) Conforms to ethical principles in professional work and practice.

Training objectives toward the goal of successful completion of state board examinations and licensure:

- 1) Passage of the Jurisprudence Examination;
- 2) Passage of The Examination of the Professional Practice of Psychology (EPPP);
- 3) Obtain licensure as a Provisionally Licensed Psychologist;
- 4) Fellows will meet all deadlines for submission of application materials to the Texas State Board of Examiners of Psychologists (TSBEP) for required exams and licensure.

**SUPERVISION GUIDELINES, LEARNING ACTIVITIES AND TIME ALLOTMENT**

Definition of Supervision

Supervision is an ongoing process, involving at least two individuals, the supervisor and supervisee, interacting with each other on a regularly scheduled basis regarding clinical psychological issues. The supervisor is responsible for overseeing the supervisee's work and initiating discussion when possible improvement of performance can be achieved. In most cases, the supervisor and the supervisee work closely together to formulate appropriate clinical plans of action relevant to the client.

However, since the supervisor has the ultimate legal and ethical responsibility for the welfare of the client, it may be necessary for the supervisor to independently determine some specific course of action. It is only in unusual circumstances that supervisors find it necessary to exercise their authority, over a fellow's questioning, in order to ensure the quality of clinical services being provided.

Purpose of Supervision

There are multiple goals for supervision. First, supervision is a process of interaction designed to enhance the learning experience of fellows. Clinical experience is essential to the education and clinical training of a professional psychologist; supervision should be aimed at facilitating maximum learning out of that experience. As such, supervision is aimed at furthering the professional development of psychologists. Second, the supervisory process serves as a mechanism to protect the welfare of the client who will be the recipient of the fellow's clinical services. As such, supervision aims to ensure that supervisees learn to deliver safe,

high quality, and relevant clinical services. Third, supervision should be directed toward supporting the aims and goals of the postdoctoral fellow training program by designing supervision that enhances all of the skills that are used in practice and are relevant to the development of a responsible and effective professional psychologist.

#### Activities Requiring Supervision

Fellows receive supervision for all professional activities related to their postdoctoral training at DTA. These activities include: (a) Therapeutic intervention, (b) Psychological assessment, (c) Consultation, (d) Any research activities, and (e) Any other clinical, research, or administrative activities in which the fellow participates in the role of a postdoctoral fellow at Dallas Therapy Alliance.

#### Structure of Supervision

Postdoctoral fellows receive at least four hours of supervision and other related learning activities a week. At a minimum postdoctoral fellow receive two hours per week of regularly scheduled face-to-face supervision. Postdoctoral fellows will be assigned a minimum of two clinical supervisors (one being the Director of Training) at the beginning of the postdoctoral fellow training program and before providing any psychological services or engaging in the practice of psychology.

Postdoctoral Fellows receive one hour of group supervision a week, where he/she is expected to present case material and discuss cases presented by DTA professionals.

A fourth hour of supervision or learning activities will be scheduled weekly. This may include additional individual supervision, particularly in an area of expertise of one of the DTA supervisors, e.g. treatment-resistant depression, psychoeducational evaluations, couples therapy; group supervision; seminars; workshops through the Dallas Society for Psychoanalytic Psychotherapy; or co-therapy with a supervisor. The Director of Training will meet with the Postdoctoral Fellow to determine how that fourth hour of supervision or learning activities will be scheduled to optimize the Fellow's training experience.

All supervisors will be members of Dallas Therapy Alliance, carry professional practice responsibility for the cases being supervised, and licensed as psychologists in the State of Texas by the Texas State Board of Examiners of Psychologists.

Postdoctoral fellows are expected to meet with each of their assigned supervisors a minimum of once a week for face-to-face supervision regardless of patient cancellation or no-shows. The Postdoctoral Fellow is free to schedule up to four hours of individual supervision a week, based on his/her needs and interests and in consultation with the Director of Training.

Specifically, of the fellow's 40 hours of work per week, two to four hours are spent in individual supervision, one hour in group supervision and a one hour in individual supervision or learning activity agreed upon by the Director of Training and the Postdoctoral Fellow. Ten to twenty hours per week are spent providing individual, couples, group and/or family therapy. Psychological assessments are provided on a case-by-case basis, and adequate time and resources are allocated for evaluating, report writing, and providing feedback.

### **DOCTORAL DEGREE REQUIREMENTS**

Admission requirements include completion of all professional doctoral degree requirements from a regionally accredited institution of higher education or an APA/CPA-accredited program and predoctoral internship meeting APPIC standards. This is defined as having on the first day of the fellowship either the diploma in hand or a letter from the Director of graduate studies verifying the completion of all degree requirements pending institution graduation ceremony.

APA guidelines on specialty change are followed. Fellows having completed doctoral studies in fields other than clinical and counseling psychology must have received a certificate of equivalency from an APA/CPA accredited university program attesting to their having met APA/CPA standards, including internship.

- All fellows must receive their doctoral degree from an APA-accredited program in clinical, or counseling psychology. During

the course of their graduate school program, fellows must complete 2000 hours of supervised internship training. All degree and internship requirements must be met prior to the start of any postdoctoral training, supervision, or rendering of services. Pre-doctoral internship must meet licensing requirements of the Texas State Board of Examiners of Psychologists.

### **DURATION AND INTENSITY OF THE FELLOWSHIP**

Dallas Therapy Alliance maintains one 12-month full-time postdoctoral fellow per year. The fellow completes a minimum of 1500 hours in that 12-month period. The fellow spends the entire duration of his/her time on site at the DTA offices.

### **FELLOWS**

Fellows will be called Clinical Psychology Residents.

### **CERTIFICATE OF COMPLETION**

Upon successful completion of the DTA's postdoctoral fellowship postdocs will be granted a certificate of completion. This certificate will be issued by Dallas Therapy Alliance, and will certify that the postdoc has completed a postdoctoral fellowship in Clinical Psychology. The certification will also indicate the beginning and ending dates of the Postdoc's training, and will be signed by the Director of Training.

### **PROGRAM DESCRIPTION FOR PROSPECTIVE FELLOWS**

A statement describing DTA's Postdoctoral Program is available to all prospective fellows and can be found at to the end of this handbook.

### **GUIDELINES AND REGULATIONS FOR POSTDOCTORAL FELLOWS**

#### Ethical and Professional Guidelines

Fellows are responsible for knowing and abiding by the guidelines of the Dallas Therapy Alliance Postdoctoral Fellow Training Program outlined in this document and the American Psychological Association's (APA) Ethical Principles of Psychologists and Code of Conduct. DTA postdoctoral fellows are expected to conduct academic, therapeutic, and research pursuits according to the American Psychological Association

Ethical Code of Conduct. To successfully complete the DTA postdoctoral fellowship fellows are required to fulfill the program requirements outlined in this document.

### Essential Functions

Fellows must be able to perform specific essential functions. These essential functions are the basic activities that a fellow must be able to do in order to successfully complete the DTA postdoctoral fellowship.

Essential functions fellows must be able to perform include:

1. **Communication:** Fellows must be able to effectively communicate orally and in writing with the program, its personnel, patients and other members of the health care team. Fellows must also be able to read and comprehend written material.
2. **Intellectual and Cognitive Abilities:** Fellows must be able to measure, calculate reason, analyze, synthesize, integrate, and apply information. Problem solving, a clinical skill required of psychologists, requires all of these intellectual abilities.
3. **Behavioral and Social Attributes:** Fellows must possess the emotional health required to fully use their intellectual abilities, such as exercising good judgment, promptly completing all responsibilities required by the training program or attendant to the diagnosis and care of patients, and be able to develop mature, sensitive, and effective relationships. Fellows must be able to tolerate demanding workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties and ambiguities inherent in the clinical problems of many patients.
4. **Ethical Standards:** Fellows must demonstrate professional demeanor and behavior, and must perform in an ethical manner in all dealings with peers, supervisors, other clinicians or staff members, and patient.



## **EVALUATION PROCESS**

Although informal feedback is offered frequently so that the supervisee can be accurately aware of his or her progress, official evaluation occurs twice a year. Each of the fellow's supervisors is expected to evaluate the fellow's clinical performance. Supervisors will document their assessment of the fellow at the end of each 6 months by filling out an evaluation form provided by the DTA Director of Training. A copy of the evaluation form is available at the end of this handbook.

Supervisors will review their evaluation form with their supervisees. The results are discussed openly to provide direct feedback. Disagreement concerning the evaluation needs to be discussed carefully, tactfully, and thoroughly until all problems are resolved or, at least, until the conflict is clearly understood by both the supervisor and supervisee. The student's written acknowledgment that he or she has seen the evaluation is required, and his or her comments are invited on the evaluation form.

While twice a year is the required time frame of the evaluation process, if the supervisor or Director of Training feel that the completion of an additional evaluation form would be helpful to the fellow this can be arranged at any time during the fellowship. This written evaluation is the primary means of giving the Director of Training feedback on the progress of the fellow.

If the fellow is in disagreement with some aspect of his/her evaluation or the evaluation as a whole the fellow has the option to file a grievance. The fellow is required to follow the grievance procedure outlined in the General Grievance Procedure of this document.

## **REMEDICATION, PROBATION, GRIEVANCE, AND DISMISSAL**

The Director of Training may place postdoctoral fellows on a remediation plan for the following reasons:

1. At any point the fellow's performance is determined to be unsatisfactory;
2. One or more formal evaluations indicating an unsatisfactory performance;
3. Violation of ethical or professional standards;

4. Failure to perform the essential functions required to complete the postdoctoral fellowship.

The Director of Training will determine the probation plan. The remediation plan will be reviewed weekly during supervision with the fellow and Director of Training. The purpose of this review is to determine the effectiveness of the remediation plan and to help the fellow complete the requirements of the remediation plan. Upon the successful completion of the requirements of the remediation plan the fellow will be removed from the plan and considered to be in good standing.

If the proposed remediation plan is not met, possible consequences include developing an additional remediation plan, completion of remedial work, being placed on probation, and potentially dismissal from the postdoctoral fellow training program.

The Director of Training may place postdoctoral fellows on probation for the following reasons:

1. Failure to complete a remediation plan;
2. Two or more formal evaluations indicating an unsatisfactory performance;
3. Violation of ethical or professional standards;
4. Failure to perform the essential functions required to complete the postdoctoral fellowship.

The Director of Training will determine the probation plan including time frame. The probation plan will be reviewed weekly during supervision with the fellow and Director of Training. The purpose of this review is to determine the effectiveness of the probation plan and to help the fellow complete the requirements of the probation plan. Upon the successful completion of the requirements of the probation plan the fellow will be removed from the plan and considered to be in good standing.

The Director of Training may dismiss the fellow from the postdoctoral training program for the following reasons:

1. Failure to complete a remediation plan;

2. Any violation of conditions of probation while a fellow is on probation;
3. Two or more formal evaluations indicating an unsatisfactory performance;
4. Violation of ethical or professional standards;
5. Failure to perform the essential functions required to complete the postdoctoral fellowship.

## **PROCEDURE**

The postdoctoral fellow will be informed of any problematic behavior that requires placing the fellow on a remediation plan, probation, or being dismissed from the training program. The postdoc will receive both verbal and written notification. The fellow will have an opportunity to meet with the Director of Training to discuss and respond to the identified problematic behavior.

A fellow may appeal being placed on probation or being dismissed from the postdoctoral training program by providing a written request for reconsideration to one of their assigned clinical supervisors. The written request must state in a clear and concise language the reasons the probation or dismissal is inappropriate.

The appeal must be received by one of the fellow's assigned clinical supervisors within 10 business days of the fellow's receipt of the notification of being placed on probation or dismissal from the postdoctoral training program. The fellow's assigned clinical supervisor will meet with the fellow to discuss the fellow's reasons for appeal.

To the extent schedules allow, within 10 business days of meeting with the fellow, the fellow's supervisor will then meet with a minimum of two additional DTA clinical supervisors to review the fellow's appeal, and determine if the probation or dismissal will be reversed. The Director of Training cannot be one of the additional DTA clinical supervisors. A written response will be forwarded to the fellow as soon as a decision is made. This decision on the appeal will be final.

## **GENERAL GRIEVANCE PROCEDURE**

Grievances related to matters other than formal evaluation, disciplinary action, and discrimination must be initiated by attempting to resolve the matter through discussion. If not resolved, the grievance must be

submitted in writing within five business days to the Director of Training. If the Director of Training does not satisfactorily resolve the grievance, the decision may then be appealed to one of the fellow's assigned clinical supervisors within five business days. If the fellow's assigned clinical supervisor does not satisfactorily resolve the grievance, the decision may be appealed within five business days to non-assigned DTA clinical supervisor, who will render the final decision.

If submitting a grievance with any of the above-mentioned individuals would represent a conflict of interest then the fellow should submit their grievance to the next individual listed in the appeal process.

### **FUNDING**

Compensation is a percentage of the revenue that is collected by Dallas Therapy Alliance for clinical services provided by the Fellow. The Fellow's compensation is adjusted upward throughout the year to account for the Fellow's advancement in the training program.

*Fellow Compensation as a Percentage of Revenue by Fiscal Quarter*

<b>Quarter</b>	<b>Compensation</b>
Q1	50%
Q2	60%
Q3	70%
Q4	80%

Compensation is competitive and on par with stipends provided by APPIC member training programs in the Dallas-Fort Worth-Arlington, Texas geographic region. For instance, over each of the past three years the Dallas Therapy Alliance Fellowship was over \$50,000.

## DALLAS THERAPY ALLIANCE POSTDOCTORAL FELLOW EVALUATION FORM

**Name of Postdoctoral Fellow:**

**Name of Supervisor:**

<b>Dates of Supervision</b>	<b>From:</b>		<b>To:</b>	
<i>Please indicate month/year</i>				

**Directions for Supervisors:** Evaluations should be based on the trainee’s current level of progress and ability in his/her clinical assignment.

Mark the rating (S, S/R, U) that best describes the trainee’s level of functioning as given in the descriptions below. Rate each category independently. There is a section for written comments on each item. It is **required** when giving a rating of S/R or U for the supervisor to provide behavioral descriptors that might be useful to the trainee and to the Director of Training in identifying areas for improvement. There is a section at the end of the evaluation where the supervisor can outline strengths and areas for improvement.

A description of the ratings is given below:

<b>S</b>	Abilities are at or above an acceptable level.
<b>S/R</b>	Abilities are generally satisfactory but require additional attention to the following areas: [list areas].
<b>U</b>	Abilities are below the level expected at the current stage of training and/or experience in the following areas: [list areas.]
<b>N/A</b>	Insufficient data to rate at this time.

***Please indicate appropriate rating by placing an “X” in the box.***

***Reviewed by DTA Director of Training (Initials and Date:)*** \_\_\_\_\_

## PROFESSIONALISM

1.	<b>Knowledge Base:</b> demonstrates a good understanding of counseling/psychotherapy, assessment, and psychopathology and relevant theories and research in psychology and human development.	S	S/R	U	N/A
<b>Comments:</b>					
2.	<b>Professional Behavior:</b> readily accepts and performs assigned duties; seeks out opportunities to improve skills and knowledge base.	S	S/R	U	N/A
<b>Comments:</b>					
3.	<b>Self Presentation:</b> present self in a professional manner through composure, organization, and confidence, consistent with level of training and experience.	S	S/R	U	N/A
<b>Comments:</b>					
4.	<b>Self Presentation (Appearance/Dress):</b> presents self in a professional manner with respect to appearance and dress.	S	S/R	U	N/A
<b>Comments:</b>					

5.	<b>Self Awareness:</b> demonstrates awareness of personal limitations and freedom from dysfunctional characteristics that have the potential to interfere with professional performance and/or ability to interact appropriately with clients, peers, supervisors, and staff.	S	S/R	U	N/A
<b>Comments:</b>					

6.	<b>Other Awareness:</b> demonstrates sensitivity to the perception of others toward his/her behavior. Able to appropriately understand and effectively interact with clients, peers, supervisors, and staff.	S	S/R	U	N/A
<b>Comments:</b>					

7.	<b>Ethical Knowledge:</b> demonstrates understanding of ethical principles.	S	S/R	U	N/A
<b>Comments:</b>					

8.	<b>Ethical Practice:</b> conforms to ethical principles in professional work and practice.	S	S/R	U	N/A
<b>Comments:</b>					

**CONSULTATION, COMMUNICATION, AND INTERPERSONAL SKILLS**

9.	<b>Oral Communication Skills:</b> shows ability to use oral language to communicate effectively with clients, peers, supervisors, staff, and referral sources.	S	S/R	U	N/A
<b>Comments:</b>					
10.	<b>Written Communication Skills:</b> shows ability to write in a professional style that is clear and succinct.	S	S/R	U	N/A
<b>Comments:</b>					

11.	<b>Case Presentations:</b> presents in a clear concise manner, well organized, and with relevant and evidentiary base.	S	S/R	U	N/A
<b>Comments:</b>					
12.	<b>Relationship Skills:</b> interacts appropriately and shows respect for clients, peers, supervisors, and staff.	S	S/R	U	N/A
<b>Comments:</b>					



13.	<b>Participation Skills:</b> contributes appropriately and effectively in conferences, meetings, and/or interdisciplinary staffings.	S	S/R	U	N/A
<b>Comments:</b>					

### CLINICAL SKILLS

14.	<b>Clinical Interview:</b> conducts clinical interviews in a manner consistent with training and experience.	S	S/R	U	N/A
<b>Comments:</b>					
15.	<b>Diagnosis:</b> demonstrates good knowledge of DSM criteria for multiaxial diagnosis.	S	S/R	U	N/A
<b>Comments:</b>					

16.	<b>Formulation:</b> able to incorporate multiple sources of data in order to formulate case conceptualization.	S	S/R	U	N/A
<b>Comments:</b>					

17.	<b>Rapport:</b> establishes and maintains rapport with clients and families, communicates interest, caring and helpfulness in a professional manner.	S	S/R	U	N/A
<b>Comments:</b>					
18.	<b>Appreciation for/understanding of cultural and individual diversity issues:</b> recognizes the importance of cultural diversity in client/patient care, consultation services, and staff-team relationships.	S	S/R	U	N/A
<b>Comments:</b>					
19.	<b>Intervention:</b> shows flexibility in using a variety of appropriate strategies to help clients work toward identified goals.	S	S/R	U	N/A
<b>Comments:</b>					
20.	<b>Assessment (administration/scoring):</b> makes defensible choice of assessment instruments; administers and scores correctly.	S	S/R	U	N/A
<b>Comments:</b>					

21.	<b>Assessment (interpretation):</b> interprets data accurately, demonstrating appropriate awareness for client demographic variables, including education, cultural status, etc.	S	S/R	U	N/A
Comments:					
22.	<b>Assessment (reports):</b> reports are written clearly and succinctly. Referral question and client needs are adequately addressed.	S	S/R	U	N/A
Comments:					
23.	<b>Crisis management:</b> recognizes and effectively handles crises and emergencies; promptly seeks appropriate supervision.	S	S/R	U	N/A
Comments:					

**ADMINISTRATIVE ISSUES**

24.	<b>Documentation:</b> processes reports and other forms of documentation (chart notes, progress notes) in a timely and accurate manner.	S	S/R	U	N/A
Comments:					

25.	<b>Policies and Procedures:</b> attends to office and administrative procedures and policies in a timely and accurate manner.	<b>S</b>	<b>S/R</b>	<b>U</b>	<b>N/A</b>
<b>Comments:</b>					

## SUPERVISION

26.	<b>Preparedness:</b> arrives well prepared for supervision and uses supervision time effectively.	<b>S</b>	<b>S/R</b>	<b>U</b>	<b>N/A</b>
<b>Comments:</b>					
27.	<b>Involvement:</b> seeks supervision when needed.	<b>S</b>	<b>S/R</b>	<b>U</b>	<b>N/A</b>
<b>Comments:</b>					
28.	<b>Responsiveness:</b> accepts feedback in a non-defensive manner.	<b>S</b>	<b>S/R</b>	<b>U</b>	<b>N/A</b>
<b>Comments:</b>					

29.	<b>Responsiveness:</b> demonstrates adequate assimilation of supervisory suggestions to make improvements.	<b>S</b>	<b>S/R</b>	<b>U</b>	<b>N/A</b>
<b>Comments:</b>					

<b>LISTING OF TRAINEE'S CURRENT STRENGTHS:</b>
<i>(begin comments here)</i>
<b>LISTING OF TRAINEE'S OPPORTUNITIES FOR IMPROVEMENT:</b>
<i>(begin comments here)</i>
<b>RESPONSE, ELUCIDATION, OR COMMENTS BY THE FELLOW (Optional: The choice is the fellow's)</b>
<i>(begin comments here)</i>

\_\_\_\_\_  
**Supervisor's Signature** **Date**

\_\_\_\_\_  
**Fellow's Signature** **Date**

# **DALLAS THERAPY ALLIANCE POSTDOCTORAL FELLOWSHIP IN CLINICAL PSYCHOLOGY**

## **Description for prospective fellows**

The goal of DTA's postdoctoral fellowship is to provide a comprehensive one-year experience in psychoanalytic psychotherapy in a private practice setting. The fellowship is uniquely positioned in a group practice of seven licensed clinical and counseling psychologists. This setting provides the postdoctoral fellow with the opportunity for specialized training in psychoanalytic psychotherapy, as well as integrating a variety of treatment modalities, such as attachment therapy, cognitive behavioral therapy, dialectical behavior therapy, play therapy, and parent counseling. Additionally, fellows have the opportunity to obtain training in psychological, neuropsychological and psychoeducational assessment. DTA provides the opportunity to work with adults, adolescents, children, families, couples and groups.

Fellows have the opportunity to choose which populations, modalities and assessments would best serve his or her training needs in consultation with the training director. At the beginning of the fellowship the director and fellow meet to map out a plan for what kinds of patients and what kinds of treatments and assessments the fellow will take on. The training director ensures that the fellow receives training that is balanced between being comprehensive and intensive.

The training program is an integral part of the larger organization of Dallas Therapy Alliance. DTA supervisors meet weekly with the fellow for a group case consultation. Given the psychoanalytic orientation of this fellowship the fellow attends the meetings and workshops sponsored by the Dallas Society for Psychoanalytic Psychology. Three of our clinicians have been presidents of DSPP. The fellow also engages in psychoanalytic readings with one or more of the supervisors to round out his psychoanalytic fellowship.

### **GOALS AND OBJECTIVES OF THE FELLOWSHIP**

*The Fellowship consists of four primary training goals:*

- 1) Proficiency in psychoanalytic theory and competency in psychoanalytic psychotherapy;
- 2) Demonstration of professionalism;
- 3) Understanding and maintaining ethical standards;
- 4) Successful completion of state board examinations and licensure.

*Training objectives toward the goal of proficiency in psychoanalytic theory and competency in psychoanalytic psychotherapy:*

- 1) Demonstrate an ability to formulate and conceptualize clinical cases within a contemporary psychoanalytic framework;
- 2) Conduct intake evaluations and formulate psychoanalytic treatment plans;
- 3) Conduct clinical interventions within a relational psychoanalytic framework;

- 4) Demonstrate an ability to conduct personality assessments using objective and projective measures and write reports that incorporate psychoanalytic formulations of personality dynamics.

Training objectives toward the demonstration of professionalism:

- 1) Readily accepts and performs tasks and seeks opportunities to improve knowledge base;
- 2) Presents self in a professional manner through composure, organization, and confidence;
- 3) Demonstrates awareness of personal limitations;
- 4) Demonstrates an ability to interact appropriately with clients, supervisors and staff;
- 5) Demonstrates sensitivity to the perceptions of others toward his or her behavior;
- 6) Conforms to ethical principles in professional work and practice.

Training objectives toward the goal of successful completion of state board examinations and licensure:

- 1) Passage of the Jurisprudence Examination;
- 2) Passage of The Examination of the Professional Practice of Psychology (EPPP);
- 3) Obtain licensure as a Provisionally Licensed Psychologist;
- 4) Fellows will meet all deadlines for submission of application materials to the Texas State Board of Examiners of Psychologists (TSBEP) for required exams and licensure.

## **EVALUATIONS**

Fellows will be formally evaluated twice a year by each supervisor.

## **TRAINING SITE AND RESOURCES**

Training takes place in the professional offices of Dallas Therapy Alliance, 12801, N. Central Expressway, Suite 1730, Dallas, Texas 75243. Fellows are provided a dedicated office and have access to all common areas including waiting room, play therapy room, group therapy room, conference room, file room, and kitchen.

Administrative support and supplies include access to testing materials, computers and software, printers, network, and office supplies.

Fellows will be assigned two licensed supervisors, including the Director of Training and one other DTA psychologist. The fellow will have opportunities for supervision from additional DTA psychologists depending on the types of cases and assessments assigned.

Fellows will participate in one hour of supervision with each supervisor each week, for a total of three hours per week. Fellows will participate in group supervision one

hour each week. One hour each week will be dedicated to reading psychoanalytic writings which will be discussed in individual and group supervision.

### **FELLOWSHIP ELIGIBILITY REQUIREMENTS**

- Completion of all professional doctoral degree requirements in clinical or consulting psychology from a regionally accredited institution of higher education or an APA/CPA-accredited program and predoctoral internship meeting APPIC standards.
- Pre-doctoral internship must meet licensing requirements of the Texas State Board of Examiners of Psychologists.

### **APPLICATION PROCESS**

The application deadline is **January 31 of each year**. Interviews take place in February.

Interested candidates should submit a letter explaining their interest in psychoanalytic postdoctoral training in a private practice setting, a current curriculum vita, and two letters of recommendation by mail or email to:

Travis Whitfill, Ph.D.  
Admissions Coordinator  
Dallas Therapy Alliance  
12801 N. Central Expressway, Suite 1730  
Dallas, Texas 75243  
twhitfill@dallasterapyalliance.com

Chosen candidates will be required to provide graduate transcripts.

September 1<sup>st</sup> of each year is the start date.

The Dallas Therapy Alliance Fellowship Program meets the licensure requirements for postdoctoral supervised practice. Satisfactory completing of the DTA Fellowship Program meets the postdoctoral supervised practice requirements for licensure set forth by the Texas State Board of Examiners of Psychologists (TSBEP):  
<https://www.tsbep.texas.gov>