

DALLAS THERAPY ALLIANCE
POSTDOCTORAL FELLOWSHIP IN CLINICAL PSYCHOLOGY
HANDBOOK

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OVERVIEW

The goal of the Dallas Therapy Alliance (DTA) postdoctoral fellowship is to provide a one-year advanced training program in psychoanalytic psychotherapy and assessment in a private practice setting. The fellowship is uniquely positioned in a group practice of five licensed clinical and counseling psychologists. This setting provides the postdoctoral fellow with the opportunity for specialized training in psychoanalytic psychotherapy, as well as for integrating a variety of treatment modalities, such as attachment therapy, cognitive behavioral therapy, dialectical behavior therapy and parent counseling. Additionally, the fellow obtains assessment training (two assessments minimum) which may include psychological, neuropsychological, psychoeducational and attachment protocols. DTA provides the opportunity to work with adults, adolescents, children, families, couples and groups. The fellow is expected to reach a total of 30 contact hours a week, with at least three child cases.

The fellow has the opportunity to voice their preferences about patient populations, modalities and assessments in regard to their training needs, in consultation with the training directors. The training directors

ensure 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. DTA pays for the fellow's membership in the Dallas Society for Psychoanalytic Psychology and its parent organization, the Society for Psychoanalysis and Psychoanalytic Psychology, Division 39 of APA. In addition, DTA provides \$1000 in funding for the fellow to receive didactic experiences (e.g., conferences, webinars) based on the fellow's interests and DTA's assessment of the fellow's training needs.

TRAINING DIRECTORS

Richard Enander, Ph.D. became Co-Director of Training in 2021 and Director of Training in 2022. He is the Present Elect for the Dallas Society of Psychoanalytic Psychology, and is a member of the Society for Psychoanalysis and Psychoanalytic Psychology (Division 39 of APA), and the International Association for Relational Psychoanalysis and Psychotherapy. He has published and presented on attachment research.

Tara McKelvy Parker, Ph.D. is a licensed psychologist who became Director of Assessment Training at DTA in 2022. She has experience with neuropsychological, psychoeducational, and personality assessment in a variety of settings, including community mental health, public school, private practice, and pediatric hospitals. She received extensive training in attachment-focused assessment through the Therapeutic Assessment Institute where she is also a member. She has a particular interest in assessing the family unit to determine structural issues related to child emotional and behavioral concerns.

The duties of the training directors include:

1. Directing and organizing the training program and its resources;
2. Responsibility for the selection of the fellow in consultation with other supervising colleagues;
3. Monitoring and evaluating the training program's goals, objectives, and activities;

4. Documenting and maintaining the fellow's training record;
5. Staying in close contact with the fellow to ensure the quality of their experience and the quality of their work;
6. Documenting and maintaining the fellow's training records.

FACULTY

DTA's faculty currently consists of four clinical psychologists and one counseling psychologist. All are licensed and officially designated as postdoctoral supervisors. Together they bring a wealth of experience to the postdoctoral fellowship. The training directors determine the rotation for which supervisors serve in any given year. Each faculty member 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 and at the same time are able to provide expertise in other therapies that complement or enhance a psychoanalytic approach.

DTA's faculty includes:

Richard Enander, Ph.D., Becca Fonville, Psy.D., Tara McKelvy Parker, Ph.D., Kenneth Trevino, Ph.D., and Travis Whitfill, Ph.D.

GOALS AND OBJECTIVES OF THE FELLOWSHIP

The fellowship consists of five primary training goals:

- 1) Proficiency in psychoanalytic theory and competency in psychoanalytic psychotherapy;
- 2) Competency in assessment;
- 3) Demonstration of professionalism;
- 4) Understanding and maintaining ethical standards;
- 5) 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) Integrate psychoanalytic treatment with other modalities.

Training objectives toward the goal of competency in psychological and neuropsychological assessment:

- 1) Conduct intake evaluations and create appropriate test batteries that incorporate relevant background information and addresses patient questions and concerns;
- 2) Demonstrate an ability to administer and score a variety of objective and projective measures;
- 3) Demonstrate an ability to write assessment reports that incorporate relevant data from objective and projective measures;
- 4) Conduct assessment feedback sessions wherein assessment results, diagnoses, recommendations, and resources are shared with patients.

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 their behavior.

Training objectives toward the demonstration of understanding and maintaining ethical standards:

- 1) Have a good working knowledge of the APA Ethics code;
- 2) Demonstrate an understanding of informed consent and limits of confidentiality;
- 3) Understand Texas state law regarding reporting requirements;
- 4) Understand what process to take when an ethical question arises;
- 5) Conform to ethical principals 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) Meet all deadlines for submission of application materials to the Texas Behavioral Health Executive Council/Texas State Board of Examiners of Psychologists 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 helping the fellow grow as a clinician. In most cases, the supervisor and the supervisee work closely together to formulate appropriate clinical plans of treatment.

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 work, 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 advanced 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 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, and (d) 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

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

The fellow receives one hour of group supervision a week, wherein they are expected to present case material and discuss cases presented by DTA professionals. Thus, the postdoctoral fellow receives a minimum of four hours of direct supervision a week.

Didactic training takes place throughout the year; usually through workshops, webinars and conferences. DTA provides membership in the Society for Psychoanalysis and Psychoanalytic Psychology (Division 39 of APA) and its local chapter, the Dallas Society for Psychoanalytic Psychology. The fellow will attend the meetings and workshops of the latter. In addition to the above the fellow receives \$1000 in further didactic training, with the fellow and training directors working together to determine what kinds of training will optimize the fellow's training experience.

All supervisors are members of Dallas Therapy Alliance, and DTA designates each supervisor as professionally responsible for the cases they supervise. The supervisor's name will appear on progress notes, treatment plans and/or case summaries. All supervisors are licensed 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 three assigned supervisors once a week for face-to-face supervision regardless of patient cancellation or no-shows.

Specifically, of the fellow's 40 hours of work per week, three hours are spent in individual supervision, with three different supervisors and one hour in group supervision. The fellow will build their caseload to thirty contact hours a week, which may include individual, couples, group, family and/or play therapy and psychological assessment.

DOCTORAL DEGREE REQUIREMENTS

DTA requires the postdoctoral fellow to possess a doctoral degree from an APA-or CPA-accredited program. Fellows must have completed an APA or CPA-accredited internship OR an internship that meets APPIC standards from a regionally accredited institution. On the first day of the fellowship the fellow will have in hand either their diploma 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 Behavioral Health Executive Council/Texas State Board of Examiners of Psychologists.

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 Behavioral Health Executive Council/ Texas State Board of Examiners of Psychologists. <https://www.bhec.texas.gov>

The Dallas Therapy Alliance Postdoctoral Program in Clinical Psychology has been reviewed by the Texas Behavioral Health Council and determined to be substantially equivalent to an APA accredited or APPIC member post-doctoral Program. *See 22 TAC 882.26, Authorized Practice of Psychology Without a License.* This determination will remain valid until August 17, 2024 at which time the program will be reviewed again to determine substantial equivalency.

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 1750 hours in that 12-month period. The fellow spends the entire duration of their time on site at the DTA offices. DTA will follow APA guidelines on virtual practice and supervision in response to a pandemic or other disaster which precludes working in the office setting.

FELLOWS

The fellow will be called Clinical Psychology Fellow.

CERTIFICATE OF COMPLETION

Upon successful completion of the DTA's postdoctoral fellowship, the fellow will be granted a certificate of completion. This certificate will be issued by Dallas Therapy Alliance and will certify that the fellow 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. All

prospective fellows receive this statement as an email attachment and are directed to find the entire handbook on DTA's website.

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 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 their 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 six months by filling out an evaluation form provided by the 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 will be 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 they have seen the evaluation is required, and their comments are invited on the evaluation form.

While twice a year is the required time frame of the evaluation process, if the supervisor or a training director feels 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 training directors feedback on the progress of the fellow.

If the fellow disagrees with some aspect of their 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

A training director may place the postdoctoral fellow 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.

A training director will determine the probation plan. The remediation plan will be reviewed weekly during supervision with the fellow and a training director. 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.

A training director 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.

A training director 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 fellow will receive both verbal and written notification. The fellow will have an opportunity to meet with a training director 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. A training director 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 a training director. If a training director 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

| Quarter | Compensation |
|----------------|---------------------|
| 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 compensation was over \$60,000.

EXPENSES

The fellow is responsible for furnishing their office space within DTA's suite of offices. Rent starts at zero and is adjusted upward throughout the year to account for the fellow's increased revenue gains. (While percentages remain the same each year, cost of rent does not. These

figures are only estimates based on 2017/2018.):

Rent Expenses as a Percentage of Office Overhead by Fiscal Quarter

| Quarter | DTA Funding | Paid by DTA | Paid by Fellow |
|----------------|--------------------|--------------------|-----------------------|
| Q1 | 100% | \$3184.62 | \$0.00 |
| Q2 | 50% | \$1577.31 | \$1577.31 |
| Q3 | 25% | \$796.15 | \$2388.46 |
| Q4 | 0% | \$0.00 | \$3184.62 |
| TOTAL | | \$3937.50 | \$7150.39 |

Additionally, the fellow is responsible for acquiring their own professional liability insurance.

DALLAS THERAPY ALLIANCE POSTDOCTORAL FELLOW EVALUATION FORM

Name of Postdoctoral Fellow:

Name of Supervisor:

Name of DTA Director of Training: Richard A. Enander, PhD

| | | |
|--|--------------|------------|
| Dates of Supervision (Month/Year) | From: | To: |
|--|--------------|------------|

Directions for Supervisors: Evaluations should be based on the Fellow’s current level of progress and ability in their clinical assignment.

Mark the rating (E, M, S/R, U) that best describes the Fellow’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 which might be useful to the Fellow 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:

| | |
|------------|---|
| E | <i>Exceeds Expectations:</i> Abilities are above the expected level. |
| M | <i>Meets Expectations:</i> Abilities are at the expected level. |
| S/R | <i>Satisfactory with Remediation:</i> Abilities are generally satisfactory but require additional attention to the following areas: [list areas]. |
| U | <i>Unsatisfactory:</i> Abilities are below the level expected at the current stage of training and/or experience in the following areas: [list areas]. |
| N/A | <i>Not Applicable:</i> Insufficient data to provide rating. |

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

| | | | | | | |
|-----------|--|---|---|-----|---|-----|
| 1. | PROFESSIONALISM: knowledge base, professional behavior, self-presentation, self/other-awareness, ethics. | E | M | S/R | U | N/A |
| | | | | | | |
| Comments: | | | | | | |
| 2. | CONSULTATION, COMMUNICATION, AND INTERPERSONAL SKILLS: oral/written communication skills, case presentations, relationship skills, participation. | E | M | S/R | U | N/A |
| | | | | | | |
| Comments: | | | | | | |
| 3. | CLINICAL SKILLS: Clinical interview, diagnosis, formulation, rapport, culture/diversity integration, intervention, assessment administration/scoring/interpretation/reports, crisis management. | E | M | S/R | U | N/A |
| | | | | | | |
| Comments: | | | | | | |
| 4. | ADMINISTRATIVE ISSUES: documentation, billing, policies/procedures. | E | M | S/R | U | N/A |
| | | | | | | |
| Comments: | | | | | | |
| 5. | SUPERVISION: preparedness, involvement, responsiveness. | E | M | S/R | U | N/A |
| | | | | | | |
| Comments: | | | | | | |

LISTING OF FELLOW'S CURRENT STRENGTHS:

Comments:

LISTING OF FELLOW'S OPPORTUNITIES FOR IMPROVEMENT:

Comments:

OPTIONAL – FELLOW'S RESPONSE, ELUCIDATION, OR COMMENTS:

Comments:

Trainee's Signature

Date

Supervisor's Signature

Date

Director of Training's Signature

Date