



Prisma Health Children's Hospital–Upstate
Department of Pediatrics
Division of Pediatric Psychology

Division of Pediatric Psychology Training Program
Post-Doctoral Residency
2023 - 2024



UNIVERSITY OF
SOUTH CAROLINA
School of Medicine
Greenville

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Prisma Health

Prisma Health - Upstate (formerly Greenville Health System) is a nationally recognized patient-centered teaching and research institution, one of the largest not-for-profit health organizations in the Southeast, and the only academic health center in the Upstate. Prisma Health - Upstate consists of eight medical campuses and houses the University of South Carolina School of Medicine Greenville. The system has 1,632 beds, over 1,500 affiliated medical staff and 17,000 employees. It offers nine residency and 10 fellowship programs.

With 746 beds, Greenville Memorial Hospital is the state's largest acute care hospital. It contains Greenville's only 24-hour Level I trauma center, was first in the Upstate to earn Comprehensive Stroke Certification, has achieved Magnet designation for outstanding nursing quality and is Baby-Friendly designated. Its cardiac and women's services are the largest in the state. Cancer, rehabilitation, behavioral health and wellness services – all located nearby – are highly respected as well.

Another Magnet hospital lies on Greer Medical Campus. This 82-bed facility is known for its emergency services, ICU and maternity care, cardiac rehabilitation, breast health, and physical and respiratory therapies. It has attained Baby-Friendly designation and Advanced Certification for Primary Stroke Centers. The campus boasts two medical office buildings.

North Greenville Medical Campus features a 45-bed long-term acute care hospital for adults with complex medical conditions who require an extended stay before returning home. Hospitalists and other specially trained staff provide patient-centered services (including dialysis, rehabilitation, and CT scanning) in a tranquil setting. The campus also includes 24-hour emergency care. Outpatient services are available for pediatrics, along with lab and radiology studies.

Simpsonville Medical Campus is the site of Hillcrest Hospital, which specializes in short-stay and outpatient surgery. This 43-bed hospital provides 24-hour emergency care; a medical office building is located next to the hospital. Specialty programs include bariatric surgery, ENT, sleep disorders and orthopedic/sports medicine services.

Patewood Medical Campus focuses on outpatient care, particularly surgery, women's health, and pediatric subspecialties. Lab, radiology, and pharmacy facilities are available, along with orthopedics/sports medicine offices. With 72 beds, Patewood Hospital specializes in joint replacement surgery, low-risk labor and delivery, and gynecologic procedures.

Prisma Health - Upstate has additional campuses and hospitals outside of Greenville County (Laurens County Hospital in Clinton, Oconee Memorial Hospital in Seneca, and Baptist Easley Hospital in Easley).

Prisma Health Children's Hospital–Upstate

Prisma Health Children's Hospital - Upstate includes more than 40 pediatric subspecialties. It has the region's most advanced neonatal and pediatric ICUs, the only children's emergency center staffed entirely by pediatric specialists, pediatric cancer center and pediatric pain medicine program. The Children's Hospital Outpatient Center (CHOC) offers the services of several outpatient pediatric subspecialty practices in one location, including Developmental Pediatrics, Pediatric Psychology, Behavioral Health, Neurology, Cardiology, Gastroenterology, Endocrinology and Pediatric Sleep. CHOC is also home to South Carolina's only dedicated children's outpatient surgery center.



The Division of Pediatric Psychology Post-Doctoral Training Program

Introduction and Description

The Prisma Health – Upstate Children’s Hospital Psychology Post-Doctoral Training Program has grown significantly, and rapidly, in recent years. At the program’s inception, psychology residents and post-doctoral fellows completed their training within the Division of Developmental Pediatrics, which was, at that time, the home division for psychologists within Children’s Hospital. With a commitment to the development and expansion of psychological services, Children’s Hospital employed several additional psychologists with expertise in the assessment and treatment of various sub-populations of children. With the extension of psychological services to more medical sub-specialties and the creation of new specialty programs, psychology residents and fellows experience increasingly greater breadth in training, as well as opportunities to develop specialized clinical skills, participate in didactics, contribute to the development of programs, and participate in research and other extra-curricular activities and projects. With the establishment of the Division of Pediatric Psychology within Children’s Hospital more recently, and the ongoing addition of new faculty members, the Psychology Post-Doctoral Training Program continues to evolve. The program now offers trainees the opportunity to select areas of concentration, with additional training experiences being considered. Additionally, training partnerships with other divisions and institutions in the region have been established and continue to grow.

The training program strives to provide trainees with well-rounded exposure to as many different populations as possible, as well as specialized training experiences with more unique patient populations. The program adheres to a developmental training model, wherein trainees’ skills are assessed at the beginning of the training process, trainees are observed closely while their skills in evaluation and intervention grow, and trainees gradually move towards more independent practice as their level of proficiency warrants, under the close, supportive supervision of staff and faculty. Throughout the process, trainees receive training in more specialized competencies building on existing knowledge and apply new skills within a wide range of patient populations. As they move towards completion of their training, trainees are expected to independently conceptualize, administer, interpret, and report the results of assessments. Trainees are likewise expected to independently develop and implement treatment plans for intervention. There is also an expectation that trainees will further refine their professional competencies and their ability to function as a member of an interdisciplinary team in a fast-paced, technologically advancing medical environment.

Trainees also attend didactic presentations offered by the Division of Pediatric Psychology and the Division of Developmental Pediatrics. Recent topics have included: developmental theories, biological mechanisms in child development, neurodevelopmental disabilities, autism spectrum disorder, sensory impairment, ethical issues in developmental disabilities, gender and sexuality, sleep disorders, ADHD, elimination disorders, intellectual disability, internalizing disorders, somatoform disorder, foster care and family disruption, and child abuse/neglect. In addition, trainees are welcome to attend Prisma Health – Upstate Children’s Hospital Grand Rounds, seminars to medical residents, and other workshops and colloquia as available. Trainees also present at Division of Pediatric Psychology Case Conferences and at the Division’s Journal Club meetings. Further, Psychology Post-Doctoral trainees participate in site visits to area agencies to better familiarize themselves with available resources in the community. They may also participate in the division’s interview processes of both potential staff members and training candidates, as trainees’ views are valued and regularly considered in an effort to improve the training program and the division as a whole.

The Children’s Hospital Psychology Post-Doctoral Training Program is designed to facilitate the personal and professional growth of trainees in the field of psychology. The program has been designed to achieve an integration of clinical, academic, scientific, and professional training, and aims to strengthen and refine the trainee’s knowledge and application of established and empirically based assessment and intervention techniques appropriate in infant, child, and adolescent populations. As a related goal, the program strives to familiarize trainees with issues related to healthcare delivery, including administrative, consultative, and evaluative procedures. High-level preparation for independent practice as a psychologist capable of functioning successfully in clinical, academic, research, and/or community settings is the program’s ultimate goal.

The Children’s Hospital Psychology Post-Doctoral Training Program maintains active membership in the Association of Psychology Postdoctoral and Internship Centers (APPIC). The training program places a strong emphasis on flexibility,



so that trainees can identify and work toward their own specialized goals while at the same time attaining general skill competencies required of psychologists. Every effort is made to create a learning environment that capitalizes on the trainee's unique and inherent motivation to learn and develop, and one in which trainees and faculty work closely together in a professional, respectful, and collegial environment. The program values diversity and attempts to make training experiences available that fit with the trainee's interests and skills. The evaluation, diagnosis, and treatment planning for children and families with developmental, academic, and neuropsychological disorders are heavily emphasized. While the Training Director and Psychology Faculty serve as appropriate sources of support and guidance, the expectation is that trainees will take on a significant degree of responsibility for his/her progress throughout their time in the program.

Since 2011, The Children's Hospital Psychology Post-Doctoral Training Program has been part of the South Carolina Leadership Education in Neurodevelopmental and Related Disabilities (LEND) program. Post-doctoral fellows who have a concentration in Autism Spectrum Disorders and Developmental Pediatrics will also be part of the SC LEND program and have the opportunity to interact with other SC LEND trainees across the state. Responsibilities include conducting multidisciplinary psychological and developmental evaluations and consultations and completion of the LEND training curriculum. Please note that trainees included in the LEND curriculum will have modified training experiences and objectives (e.g., didactics).

Theoretical Approach

The variety of issues that arise in a medical setting working with children, adolescents, caregivers, interventionists, and other medical providers demands a well-organized, multi-disciplinary, highly integrated, and therapeutic approach. The theoretical orientations of the Division of Pediatric Psychology staff members and faculty range from psychodynamic, short-term psychodynamic and existential, to neuropsychological, developmental, biopsychosocial, behavioral, and cognitive-behavioral. Supportive, crisis-oriented approaches are often utilized to address emotional distress experienced by patients during aggressive medical treatment. Across orientations, however, a primary goal is to provide effective coping strategies, emotional support, and understanding. The interactions between patients and clinicians are always considered.

Diversity, in the broad sense, is embodied in the work, assessing patients' healthcare beliefs and understanding their perspective from their own diverse experiences and backgrounds. Time is regularly devoted throughout the training year to focusing on the healthcare beliefs of the fellows, patients, families, and other staff members in order to better understand the impact of these factors on patient care and on functioning as a psychologist.

Training Goals and Objectives

The Children's Hospital Division of Pediatric Psychology Post-Doctoral Training Program focuses its training goals in the domains of assessment, intervention, and professional development in a comprehensive and well-respected medical setting, where the trainee will have access to experiences as part of an interdisciplinary team involved in the diagnostic and/or treatment process for pediatric populations. Trainees will be able to plan, conduct, and interpret valid, reliable, and comprehensive evaluations of infants, children and adolescents based in theoretical and empirical underpinnings. Trainees will demonstrate competence in the administration of standard developmental, psychological and/or neuropsychological assessment procedures, and will also demonstrate a high level of qualitative knowledge, skills, and assessment procedures. Trainees will demonstrate competence in planning the assessment procedures used based upon consideration of patient characteristics and referral questions, and will perform competent psychological assessment across all ages, developmental levels, and presenting problems. Trainees will be able to diagnose psychological conditions affecting infants, children, and adolescents. Trainees will discuss their clinical training goals with their primary supervisors and set goals appropriately to address individual needs.

Trainees will be able to effectively identify and treat psychological conditions affecting infants, children, and adolescents. They will demonstrate competence in assessment to infants, children, and adolescents across all developmental levels and presenting problems. Trainees will demonstrate competence in systematically monitoring and evaluating psychological needs for treatment purposes and develop appropriate treatment plans for children and their families. All training experiences will be supervised, staffed, evaluated, and approved by licensed psychologists within our division.



Finally, by the end of the training process, trainees will have accrued the required numbers of hours for licensure and will demonstrate the necessary competencies required for independent practice as a psychologist capable of functioning successfully in clinical, academic, research, and/or community settings, and for working with a range of pediatric populations and disorders. Trainees will provide non-discriminatory care according to American Psychological Association Ethical Codes and standards with strict compliance to confidentiality for all patients.

Post-Doctoral Concentrations

The Children's Hospital Psychology Post-Doctoral Training Program is an APPIC-approved training program currently offering training with options for concentration in Autism Spectrum Disorder/Developmental Disabilities and Pediatric Psychology, with opportunities for other elective rotations (e.g., School Problems, Neuropsychology). Post-Doctoral trainees who elect the concentration in Autism Spectrum Disorder/Developmental Disabilities will also participate in the South Carolina Leadership Education in Neurodevelopmental and Related Disabilities (LEND) program.

Autism Spectrum Disorder and Developmental Disabilities Concentration

The **Autism Spectrum Disorder and Developmental Disabilities Concentration** offers specialized training in the evaluation and treatment of children with autism spectrum disorders and developmental disabilities. This concentration is integrated into the Children's Hospital Autism Program, a collaboration between the Division of Pediatric Psychology and the Division of Developmental Pediatrics.

Autism Program at Children's Hospital

The Autism Program serves children with autism spectrum disorders and their families. Its mission is to provide state of the art clinical, research and community outreach services. The Autism Program is an interdisciplinary program that includes developmental-behavioral pediatricians, nurse practitioners, psychologists, and clinical liaisons. Clinical services include initial consultations and ongoing monitoring with clinical service coordinators, diagnostic assessment, medical follow-up, short-term behavioral intervention, individual programmatic consultations, and parent and professional training programs.

Post-Doctoral trainees selecting the Autism Spectrum Disorder and Developmental Disabilities Concentration spend the majority of their clinical time in the Autism Program. Here, the trainee conducts evaluations, provides treatment, leads parent education groups, and provides consultation services. The remainder of trainee time is spent performing psychological assessment of children referred to the Division of Pediatric Psychology for evaluation of developmental concerns, learning disorders, ADHD, cognitive functioning, and behavioral issues.

Pediatric Psychology Concentration

The **Pediatric Psychology Concentration** offers specialized training experiences in the assessment and treatment of complex medical conditions and neurodevelopmental disorders in both inpatient and outpatient settings. Trainees will have the opportunity to work with children and adolescents presenting with a variety of complex medical and neurodevelopmental conditions, referred by specialty services including developmental pediatrics, general pediatrics, neurology, genetics and cardiology. Trainees in the Pediatric Psychology Concentration may also have opportunities in pediatric neuropsychology, hematology/oncology, pain medicine, gastroenterology and endocrinology, and supportive (palliative) care, as well as interdisciplinary medical clinics (e.g., genetics).

Description of Training Curriculum and Integration of Training

The trainee will conduct individual and interdisciplinary evaluations that include intakes, assessments, and feedback sessions; provide behavioral intervention and consultation services; present at interdisciplinary division meetings and participate in didactic offerings. The post-doctoral program will run for one calendar year, with beginning and ending dates negotiable. The post-doctoral program will follow the standard five-day work week.



Post-Doctoral trainees will receive training in the administration, interpretation, and write-up of intellectual, developmental, and neuropsychological measures, as well as measures of behavioral, emotional, psychosocial, and adaptive behavior. Post-doctoral trainees may receive training in empirically validated interventions and may conduct treatment with patients and their families.

Psychology Post-Doctoral trainees may participate in team evaluations and consultations with physicians, nurse practitioners, social workers, and other staff. Psychology Post-Doctoral trainees will discuss the results of psychological assessments during meetings with other team members and develop diagnoses and recommendations. Psychology post-doctoral trainees will collaborate with other interdisciplinary team members on report preparation, recommendations, and feedback meetings with patients and their families. Psychology Post-Doctoral trainees will attend relevant division staff meetings, particularly those that relate to the planning of delivery of services, the role of psychology, and the role of the training program. Psychology Post-Doctoral trainees will present at seminars, workshops, and other forums within the hospital system and to outside agencies.

Supervision

Supervisors are doctoral level child clinical psychologists, pediatric neuropsychologists, or pediatric psychologists employed in the Division of Pediatric Psychology. Post-Doctoral trainees are assigned specific supervisors for specific blocks of time and clinical activities. All supervisors are responsible for monitoring the overall Post-Doctoral trainee's competence and identifying any needs within their respective areas of responsibility. Supervisors will carry clinical responsibility for the cases being supervised by them, as evidenced by co-signatures on all encounter forms, consent forms, treatment plans, reports, progress notes, and any other documentation, whether paper or electronic. The Post-Doctoral trainees will receive at least one hour of scheduled individual face-to-face supervision per week per supervisor (minimum of two hours weekly), to be provided by each doctoral level licensed psychologist actively supervising the trainees. In addition, trainees participate in a minimum of two additional hours of supervision and/or learning activities. Supervision will address the psychological services rendered by the Post-Doctoral trainees.

Clinical Rotations

The Post-Doctoral trainee will observe, participate in, or independently administer psychological evaluations and/or intervention at locations where the licensed psychologists in the Division of Pediatric Psychology are based. This includes the Children's Hospital Outpatient Center, Center for Developmental Services, and Memorial Hospital. The trainee's rotations will be determined by the Post-Doctoral Concentration of the trainee. Rotations within Autism Spectrum Disorder and Developmental Disabilities Concentration will include Autism Spectrum Disorder/Developmental Disabilities as well as possible rotations in Neuropsychology, and School Problems. Rotations within the Pediatric Psychology Concentration may include Hematology/Oncology, Supportive (Palliative) Care, and/or Pediatric Pain. Psychological assessments and intervention will be conducted under the supervision of a doctoral level psychologist licensed by the state of South Carolina.

Didactics

Post-Doctoral trainees will attend scheduled psychology didactics and case presentations, as well as Division of Pediatric Psychology Clinical/Staff Meetings. Trainees will also have access to our Developmental Pediatrics division Core Curriculum. In addition, trainees who fall under the SC LEND program will participate in all SC LEND-required didactics and training.

Post-Doctoral trainees may have the option of attending grand rounds and seminars presented to medical students, residents, and fellows of Prisma Health – Upstate Children's Hospital. The ability to attend these seminars will be dependent upon the trainee's schedule.

Research



Trainees may have the opportunity to conduct and/or participate in research.

Evaluations

Twice a year, the Post-Doctoral trainee's performance will be evaluated by the psychologists in the division as part of a formal evaluation process. A written report focusing upon major competence areas, including strengths and areas for improvement, will be generated as a part of this process. Post-Doctoral trainees will have the right to review this evaluation with supervisors and to provide feedback. At the successful completion of the training program, Post-Doctoral trainees will be provided a certificate stating that the trainees have completed the Pediatric Psychology Post-Doctoral program through Prisma Health – Upstate Children's Hospital.

Supervisors each provide evaluations. Because supervision is seen as a collaborative process, fellows are provided a supervisor evaluation form to provide feedback to their supervisors if they feel comfortable doing so. Formal due process procedures in the event of a grievance are provided to fellows at the start of their fellowship year. However, open communication regarding problems is encouraged to allow issues to be addressed in an informal way with the hopes of resolving conflict or disagreements.

Training Resources

Trainees will have access to all necessary administrative and clerical resources required, which include appropriate clinical support staff, billing tools (e.g., computers, electronic medical records access) and office equipment (e.g., communication devices, printers).

Licensure

Trainees will accrue a total of 2080 hours of training during their fellowship year minus vacation time. The 12-month fellowship training program meets the requirements for licensure in the state of South Carolina.

Division of Pediatric Psychology Faculty

The faculty and training staff consist of doctoral level Psychologists and Neuropsychologists licensed in the state of South Carolina and employed within the Division of Pediatric Psychology and our collaborative partners. The faculty of the Division of Pediatric Psychology holds professorships in Clinical Pediatrics within the University of South Carolina School of Medicine. All supervising psychologists will play an active role in the development of the training curriculum and in the training of post-doctoral trainees.

Anne M. Kinsman, PhD, is the Director of the Division of Pediatric Psychology, Co-Director of the Division of Pediatric Psychology Post-Doctoral Training Program, and Co-Director of the South Carolina Leadership in Neurodevelopmental and Related Disabilities. Dr. Kinsman is a Clinical Associate Professor in the Department of Pediatrics in the University of South Carolina School of Medicine. Dr. Kinsman received her bachelor's degree from the Pennsylvania State University, her Ph.D. in clinical psychology from Kent State University. She completed her pre-doctoral internship at the Kennedy Krieger Institute and post-doctoral fellowship at the Cincinnati Children's Hospital Medical Center.

Dr. Kinsman was a staff psychologist in the Division of Developmental and Behavioral Pediatrics and assistant professor in The Kelly O'Leary Center for Autism Spectrum Disorders at the Cincinnati Children's Hospital Medical Center prior to joining Prisma Health Children's Hospital. Dr. Kinsman's interests include diagnostic assessment, advocacy and policy, and program development for children with developmental disabilities and autism spectrum disorders. Dr. Kinsman has co-authored journal articles and manuals in the areas of autism spectrum disorders, identification of childhood psychosocial problems in pediatric primary care, and youth with special needs in the juvenile justice system.

Mindo J. Natale, PsyD, is a Senior Staff Psychologist and serves as Co-Director of the Division of Pediatric Psychology Post-Doctoral Training Program in the Division of Pediatric Psychology at Prisma Health Children's Hospital. Dr. Natale, who holds an academic appointment as an Assistant Professor with the University of South

Carolina School of Medicine, practices as a Pediatric, Adolescent & Sports Medicine Neuropsychologist. Dr. Natale received his bachelor's degree from Hofstra University in New York. He was awarded the Doctor of Psychology degree with a specialization in Pediatric Neuropsychology from Nova Southeastern University in 2003, where he was trained under the Houston Guidelines for training in Neuropsychology, conducted neuropsychological research, and completed specialized, clinical pediatric neuropsychology externships at the University of Miami School of Medicine/Jackson Memorial Medical Center and the Joe DiMaggio's Children's Hospital at Memorial Hospital. Dr. Natale went on to complete a clinical internship in pediatric neuropsychology and behavioral medicine at Baylor College of Medicine and Texas Children's Hospital in Houston, Texas. A two-year post-doctoral fellowship in pediatric, adolescent & sports medicine neuropsychology followed at the Children's National Medical Center in Washington, D.C. Dr. Natale has been on staff at Prisma Health Children's Hospital since 2005.

Dr. Natale has extensive professional experience in the neurocognitive assessment and treatment of children ranging in age from birth through young adulthood. He has worked with the full range of medical and developmental conditions, including genetic disorders, severe and moderate brain injury, cancer (e.g., brain tumors and leukemia), blood disorders (e.g., sickle cell disease), organ disease (e.g., liver and kidney transplants), autoimmune disorders, cerebral palsy, spina bifida, autism spectrum disorders, intellectual disorders, academic and attention disorders, prematurity, and psychiatric and behavioral disorders. Dr. Natale specializes in the assessment, treatment, and clinical management of concussions/mild traumatic brain injuries in children and adolescents. He has notable research contributions in a variety of pediatric areas and has presented at both national and international professional conferences and symposiums on subjects related to pediatric neuropsychology, concussions, and child development. Dr. Natale has co-authored book chapters, including the chapter *Neurodevelopmental Function and Dysfunction in the School-Aged Child* in the Nelson Textbook of Pediatrics, 19th, 20th and 21st Editions. Dr. Natale has also served as the Assistant Team Neuropsychologist for the National Hockey League's (NHL) Washington Capitals as part of the NHL's Concussion Management Program and as the Head Team Neuropsychologist for the Greenville Road Warriors of the East Coast Hockey League. Dr. Natale maintains active memberships in various professional organizations, including the American Academy of Pediatric Neuropsychology, the National Academy of Neuropsychology, the American Academy of Clinical Neuropsychology, the American Psychological Association, and the Society for Developmental and Behavioral Pediatrics. Dr. Natale is very active in the community through educational presentations to schools, sports organizations, and local groups. In his spare time, Dr. Natale plays competitive ice hockey and enjoys music, traveling, cooking, and spending time with his family, friends and dogs, Luigi and Giuseppe.

Frederick List, PhD, graduated summa cum laude with a Bachelor of Science degree from Muskingum College with a major in psychology and minors in math, French, and music. He then proceeded on to the University of North Dakota, completing the requirements for a master's in psychology and subsequently was awarded a Ph.D. in clinical psychology with the completion of an internship in clinical child psychology at the Arkansas Children's Hospital and University of Arkansas for Medical Sciences. He then moved to North Carolina to complete a two-year postdoctoral fellowship in pediatric psychology/developmental disabilities at the Center for Development and Learning at the University of North Carolina-Chapel Hill. Following his fellowship, he accepted a position as staff psychologist for the Governor Morehead School, North Carolina's residential school for students with visual impairments. He later joined a private practice group in southwestern North Carolina where he developed a satellite office location to work as the county's sole doctoral level child mental health specialist, provided contract services to multiple school systems in the region, supported treatment services for the local child advocacy center while completing training as a forensic interviewer, and developed a support group for parents of adopted children. In 2008, Dr. List relocated to Greenville to join the Division of Pediatric Psychology at Prisma Health Children's Hospital where he now provides developmental evaluations for children and adolescents presenting with a range of concerns including learning difficulties, attention weaknesses, autistic characteristics, and developmental trauma. During his at Prisma Health Children's Hospital, Dr. List was also a member of the inaugural class completing a graduate certificate developed in collaboration between Prisma Health Children's Hospital and Clemson University and has applied that training in his work with the hospital IRB Committee, reviewing a range of research projects being carried out by the staff of the hospital system. Dr. List is married. His wife is an art teacher providing instruction for visually impaired students at the SC School for the Deaf and Blind. He also has two sons with whom he had the experience of learning many things that were never fully addressed in his professional training, as he accompanied them on their own developmental journeys that included the full Scouting experiences to be had from the rank of Tiger through the attainment of Eagle Scout.



Julie McElrath Maldonado, PhD, has been a staff psychologist with the Division of Pediatric Psychology of Prisma Health Children's Hospital since 2015. Dr. Maldonado received her bachelor's degree from Furman University and her Ph.D. in Clinical-Community Psychology from the University of South Carolina. She completed her pre-doctoral internship and post-doctoral fellowship with the Division of Pediatric Psychology at Prisma Health Children's Hospital. Her training included extensive diagnostic assessment and caregiver support and enrichment. Her research interests have included caregiver stress and developmental disability, educator needs for supporting students with chronic health care conditions, pre-driving skills in young people diagnosed with autism spectrum disorder, and social functioning in young adults diagnosed with intellectual disabilities.

During her time at Furman, Dr. Maldonado developed a passion for working with individuals with developmental disabilities and their families. Clinical experience during her course of graduate-level study included assessment and advocacy with youth with developmental disabilities and chronic health conditions; cognitive, neuropsychological, and psychoeducational assessment with pediatrics patients with epilepsy, brain tumors, and sickle cell disease; and cognitive-behavioral therapy with adults. During her internship, she was a Leadership Education in Neurodevelopmental & Related Disabilities (LEND) long-term trainee and assisted in developing an enrichment program for caregivers of children diagnosed with autism spectrum disorder. Current clinical activities include conducting autism spectrum disorder, developmental, and learning assessments with children. In her spare time, Dr. Maldonado enjoys exercising and running with friends, cooking, and spending time with her family.

Kristina K. Bates, Ph.D., received her bachelor's degree in Psychology from the University of North Carolina at Chapel Hill (UNC-CH). After working as a behavioral technician in a psychiatric emergency department and in a child and adolescent partial hospitalization program for one year, Dr. Bates entered the APA-Accredited Clinical Child Psychology doctoral program at West Virginia University (WVU). Dr. Bates' graduate training focused on assessment and evidence-based treatment with children and their families in a variety of settings, including: a university-based outpatient clinic, a maximum security juvenile correctional facility, a private practice, and a University Center of Excellence in Developmental Disabilities (UCEDD) and Leadership and Education in Neurodevelopmental Disabilities (LEND) program. Also, while at WVU, Dr. Bates served as an instructor for an undergraduate introduction to psychology course and as a graduate teaching assistant for a graduate-level clinical interviewing course. Her research interests included anxiety, source monitoring, recall, emotion socialization, and pediatric psychology. Dr. Bates presented research at various conferences and in peer-reviewed journals. She also co-wrote a book chapter and co-reviewed articles for various journals. Dr. Bates then attended the APA-Accredited pre-doctoral internship program at the University of Texas Health Science Center at San Antonio (UTHSCSA), where she provided assessment and evidence-based treatment for children and adults in a variety of settings, including: a child and adolescent residential treatment program, an outpatient clinic, a consultation and liaison rotation in a hospital, a group therapy rotation on an adult psychiatric inpatient unit, a primary care facility, and a PTSD research consortium. Upon completion of her doctoral degree, Dr. Bates began her two-year postdoctoral fellowship with Pediatric Psychology at Prisma Health. Following her fellowship, Dr. Bates accepted a position with Pediatric Psychology at Prisma Health. Currently, she conducts interdisciplinary assessment of children with suspected developmental disabilities. She is also in the process of becoming research reliable on the Autism Diagnostic Observation Schedule-Second Edition (ADOS-2). Dr. Bates is an avid Carolina Tar Heels, Carolina Panthers, and Philadelphia Eagles fan. She enjoys good cheese and spending time with her family, friends, and two dogs.

Cortney V. Rieck, PsyD, received her doctorate in clinical psychology from Widener University Institute for Graduate Clinical Psychology (IGCP), near her home in Pennsylvania. She completed three year-long practicum rotations, followed by two year-long internship rotations in clinical psychology, where she provided psychotherapy and assessment services to address a broad array of presenting concerns, including anxiety and mood issues, adjustment to chronic illness, learning difficulties and developmental delay, and behavior issues. The week after obtaining her degree, Dr. Rieck was married and moved with her husband to the state of Arkansas, where she accepted a postdoctoral fellowship in Pediatric Psychology with the University of Arkansas for Medical Science at the Arkansas Children's Hospital. At ACH, Dr. Rieck provided services to patients with a wide range of physical and mental health concerns.

Upon completion of fellowship, Dr. Rieck accepted her dream position with Prisma Health Children's Hospital as a part of our Division of Pediatric Psychology. Dr. Rieck is housed in the Division of Pediatric Hematology and

Oncology, providing supportive services through the outpatient clinic and inpatient specialty unit for patients with cancer and blood disorders. There, she provides psychological assessment and treatment planning, psychotherapeutic intervention, and school advocacy, to patients and families. Dr. Rieck serves as a part of multidisciplinary teams that provide care to survivors of pediatric cancers, and to patients participating in the innovative lifespan Comprehensive Sickle Cell Disease Program. Research interests include stress and disease, alternative pain management strategies, and biofeedback. Dr. Rieck and her husband are happy to be returned to the East coast, and thoroughly enjoying their new Southern home. They enjoy hiking the mountains of the Upstate with their dog, Panda, exploring local sites, and watching the Food Network with their cat, Fitzgerald.

Jessica Kelliher Rabon, PhD, received her Bachelor of Science degree in psychology from Furman University, her Master of Art degree in clinical psychology from Western Carolina University, and her Ph.D. in clinical psychology from East Tennessee State University. She completed her APA-accredited pre-doctoral internship at Virginia Treatment Center for Children and her post-doctoral fellowship with the Division of Pediatric Psychology at Prisma Health Children's Hospital. Upon completion of her fellowship, she accepted a position with Prisma Health Children's Hospital, Division of Pediatric Psychology, as a staff psychologist. Dr. Rabon is part of the hospital's Pediatric Supportive Care team, providing emotional support, education, an intervention focused on coping skills, symptom management, and adjustment to living with a complex medical condition to children and adolescents.

Additionally, she provides outpatient therapy services in Prisma's Adolescent Medicine Clinic to children and adolescents with comorbid mental and physical health conditions, anxiety, depression, eating disorders, and those who identify as LGBTQ+. Dr. Rabon has developed skills and expertise working with children, adolescents, and families presenting with a diverse range of presenting problems in a variety of different clinical settings including pediatric primary care, community mental health, foster-care, in-home, hospital-based, and acute inpatient settings. She has extensive experience conducting psychoeducational and psychiatric assessments on children and adolescents and, therapeutically, has knowledge and training in a variety of different theoretical orientations. Dr. Rabon's clinical interests include working with children and adolescents with complex medical conditions, depression, anxiety, suicidal behaviors, and those who identify as LGBTQ+. Dr. Rabon has co-authored journal articles, book chapters, and presented research at national conferences in the areas of positive psychology, health psychology, suicidal behavior, depression, and anxiety. Additionally, she is the co-editor of the book *A Positive Psychological Approach to Suicide: Theory, Research, and Prevention*. In her spare time, Dr. Rabon enjoys exercising, music, crafting, and spending time with family, friends, and her dog.

Maria Jay McDaniel, PsyD, is a clinical psychologist/pediatric neuropsychologist housed within the Division of Pediatric Psychology at Prisma Health Children's Hospital. Dr. McDaniel also holds an academic appointment as an Assistant Professor with the University of South Carolina School of Medicine. Dr. McDaniel received her Bachelor of Arts (BA) in Psychology from Auburn University in Auburn, Alabama. She then went on to complete her Doctor of Psychology (PsyD) in child clinical psychology at the Georgia School of Professional Psychology (GSPP) in Atlanta, Georgia, an APA accredited program. The majority of her graduate level clinical training was completed at Children's Healthcare of Atlanta (CHOA). She completed her pre-doctoral internship at Children's Hospital of Michigan in Detroit, Michigan, an APA accredited program. Dr. McDaniel completed her postdoctoral fellowship at Rainbow Babies & Children's Hospital/University Hospitals in the Department of Developmental-Behavioral Pediatrics and Psychology. At Rainbow Babies, she completed a two-year, APPCN-match neuropsychology postdoctoral fellowship in accordance with the Houston Guidelines for training in Neuropsychology. In her current role, Dr. McDaniel primarily provides intervention and neuropsychological testing services for patients in the Hematology/Oncology division at Prisma Health Children's Hospital.

Dr. McDaniel has a varied background in both pediatric neuropsychology and pediatric psychology. She has advanced training and specialization in the neuropsychological assessment of complex medical conditions such as epilepsy, traumatic brain injury, and genetic disorders, as well as neurodevelopmental disorders such as Autism Spectrum Disorders (ASD), Attention-Deficit Hyperactivity Disorder (ADHD), and Specific Learning Disorders. While pediatric neuropsychology is Dr. McDaniel's specialty area of training, she also has considerable experience and interest in pediatric psychology. These experiences include completing training with CHOA's Pain Relief and Solid Organ Transplant Teams, completion of a dual neuropsychology/pediatric psychology pre-doctoral internship, and interdisciplinary clinic involvement at the postdoctoral level. She has presented at both national and international neuropsychology and pediatric psychology professional conferences on topics related to pediatric epilepsy,

encephalitis, quality of life, and Fetal Alcohol Spectrum Disorders (FASD). She has also lectured medical students and residents at Case Western Reserve University School of Medicine on topics related to early detection of ASD symptoms and identification and treatment of Learning Disabilities. Dr. McDaniel maintains active memberships in various professional organizations, including the National Academy of Neuropsychology (NAN) and the International Neuropsychological Society (INS). Personally, Dr. McDaniel enjoys spending time with friends and family, traveling, and exploring the outdoors with her husband and two dogs.

Sarah A. Metallo, Ph.D., received her bachelor's degree in Experimental Psychology from the University of South Carolina. Upon graduation, she entered the APA-accredited School Psychology doctoral program at Louisiana State University, where she was trained in providing evidence-based assessment and treatment to school-age children. Specifically, Dr. Metallo employed behavioral principles when working with children suspected of having emotional and behavioral challenges. She worked in schools, hospitals, and university-based psychology centers, and developed a passion for differential diagnosis and working with caregivers to help children thrive across all settings. Dr. Metallo also served as an instructor for an undergraduate developmental psychology course and a peer supervisor for graduate-level students. Additionally, she presented research at school psychology conferences, published articles in peer-reviewed journals, and co-wrote two book chapters. Dr. Metallo completed her predoctoral internship at Florida State University's Multidisciplinary Evaluation and Consulting Center, an APA-Accredited program. While there, she received specialized training in autism-specific (Autism Diagnostic Observation Schedule-Second Edition) and neuropsychological assessments. She also provided school-based counseling, assessment, and consultation. Dr. Metallo completed her postdoctoral fellowship at the Medical University of South Carolina, where she continued to receive specialized training in pediatric psychology. Dr. Metallo primarily completed comprehensive autism spectrum disorder assessments, but she also administered neuropsychological assessments to children with ADHD, epilepsy, traumatic brain injury, and cancer. Additionally, she screened children with sickle cell disease for developmental disabilities and provided brief psychosocial consultation to families with children undergoing chemotherapy. Dr. Metallo accepted a position with Pediatric Psychology at Prisma Health, where she continues her passion for consultation and evaluation of children with developmental concerns. While she is not at work, Dr. Metallo enjoys spending time with her family, exploring the outdoors with her dog, and participating in community events (particularly those focused on food and theater).

Christopher Moylan, PsyD, received his Bachelor of Arts degree in clinical/counseling psychology from Washington College and his Master of Science and PsyD degrees in clinical psychology from Nova Southeastern University. He completed his pre-doctoral internship at The Haymount Institute for Psychological Services and his post-doctoral fellowship with the Division of Pediatric Psychology at Prisma Health Children's Hospital. Upon completion of his fellowship, he accepted a position with Prisma Health Children's Hospital, Division of Pediatric Psychology, as a staff psychologist. As part of the Pediatric Psychology team, Dr. Moylan conducts comprehensive psychological evaluations for young children and adolescents suspected of having autism spectrum disorder and other developmental disabilities, ADHD, and learning difficulties. Additionally, Dr. Moylan conducts outpatient therapy for adolescents and young adults on the autism spectrum with comorbid mental health conditions such as anxiety and depression and along with other social and emotional challenges.

Dr. Moylan's clinical interests include working with children and adolescents with autism spectrum disorder and comorbid mental health challenges. Dr. Moylan has developed skills and expertise working with children and adolescents on the autism spectrum and their families throughout his graduate and post graduate career. His work with children on the spectrum began when working at Camp Ramapo for Children, an overnight summer camp specializing in children on the spectrum and other behavioral and emotional challenges, in the summer of 2013. This work fostered an interest in the importance of recreational services and programming for these families and how they can be an integral aspect of the treatment team. Dr. Moylan has extensive experience in conducting Cognitive-Behavioral based treatments for this population in a variety of settings including in-home therapy, school- and community-based clinics, and university and hospital-based clinics. In his spare time, Dr. Moylan enjoys cooking, trivia, hiking with his dog, and spending time with family.

Benjamin A. Jones, PsyD, is a licensed clinical psychologist with Prisma Health Children's Hospital. He received his doctoral training at the Georgia School of Professional Psychology, focusing on pediatric psychology. During doctoral training he completed practica and advanced practica at the Children's Hospital of Atlanta Pediatric Hematology/Oncology Center and at the Emory University School of Medicine at Grady Hospital Pediatric

Infectious Disease Program. Dr. Jones was then accepted for the O'Grady Residency in Pediatric Psychology at Cincinnati Children's Hospital Medical Center, where he provided inpatient and outpatient treatment to children and adolescents presenting with a wide array of medical and developmental conditions, including feeding disorders, hematological/oncological diagnoses, craniofacial anomalies, toileting issues, and autism spectrum disorders. Following residency, he remained at Cincinnati Children's Hospital Medical Center for two-year postdoctoral fellowship in treatment and research in pediatric chronic pain. During fellowship he treated pediatric patients referred from orthopedics, rheumatology, neurology, gastroenterology, and other services. He was also responsible for inpatient pain rounds, conducted research in pediatric pain, supervised research assistants and co-authored several articles on the treatment of pain in children and adolescents. After fellowship Dr. Jones was employed by the Prisma Health Children's Hospital. During his tenure at this institution, he has treated children and adolescents in Developmental Pediatrics, Pediatric Neurology, Pediatric Hematology/Oncology and Pediatric Endocrinology. He has also conducted psychological assessment of children with brain tumors, late effects of chemotherapy, developmental delays, learning disorders, executive dysfunction, and autism spectrum disorders. Currently, Dr. Jones provides treatment services to patients in Pediatric Gastroenterology. His research interests include multidisciplinary treatment of pediatric pain, reintegration of chronically ill children into the educational setting and multidisciplinary treatment of children with inflammatory bowel disease. At professional meetings he has presented on topics such as coping and resiliency in chronically ill children and adolescents, outcomes of multidisciplinary treatment of pediatric pain, healthcare utilization, behavioral and functional sequelae of pediatric brain tumors and sickle cell disease, toileting issues, and school reintegration of pediatric cancer patients.

Julie Jones, PsyD, is a licensed clinical psychologist with Prisma Health Children's Hospital. She received her doctoral training at the Georgia School of Professional Psychology, focusing on pediatric psychology. During doctoral training she completed practica and advanced practica at the Emory University School of Medicine at Grady Child and Adolescent Psychiatry Outpatient Clinic and Hughes Spalding Children's Hospital, Emory University School of Medicine at Children's Healthcare of Atlanta at Egleston, Children's Healthcare of Atlanta at Scottish Rite Pediatric Hematology/Oncology Center and at the Emory University School of Medicine at Grady Hospital Pediatric Infectious Disease Program. Dr. Jones was then accepted for the O'Grady Residency in Pediatric Psychology at Cincinnati Children's Hospital Medical Center, where she provided inpatient and outpatient treatment to children and adolescents presenting with a wide array of medical and developmental conditions, including feeding disorders, hematological/oncological diagnoses, craniofacial anomalies, obesity, and autism spectrum disorders. Following residency, she remained at Cincinnati Children's Hospital Medical Center for two one-year postdoctoral fellowships in treatment and research in developmental disorders and pediatric feeding. During the year of fellowship in the Division of Developmental Disorders she provided assessment and treatment of pediatric patients with a wide range of developmental disorders including autism and ADHD. During her second year of fellowship, Dr. Jones participated in the Interdisciplinary Feeding Team and was the primary research therapist for Dr. Scott Powers' NIH funded clinical trial of behavioral intervention to improve calorie intake of children with Cystic Fibrosis. Dr. Jones publications and professional presentations include the areas of feeding disorders, PTSD from physical trauma, pediatric HIV, and cognitive behavioral treatment for children with comorbid medical conditions. After fellowship Dr. Jones was employed by the Prisma Health Children's Hospital. During her tenure at this institution, she has treated children and adolescents in Developmental Pediatrics, Pediatric Gastroenterology, Pediatric Neurology, Pediatric Pulmonology, Pediatric Surgery, Pediatric Nephrology, Pediatric Cardiology, Pediatric Hematology/Oncology and Pediatric Endocrinology. He has also conducted psychological assessment of children with developmental delays, learning disorders, executive dysfunction and autism spectrum disorders. At professional meetings she has presented on topics such as behavioral feeding intervention, ASD and PTSD from physical trauma, and coping and resiliency in chronically ill children and adolescents.

Madison Paff, PhD, earned her Bachelor of Arts in Spanish and Bachelor of Science in Applied Mathematics at Presbyterian College. After teaching kindergarten in Hong Kong for a year, she earned her master's degree and doctoral degree in the School Psychology program at the University of Georgia. She has had experience working in schools, hospitals, a university-based psychology center, and pediatrician offices. Her research interests center on increasing equitable access to high-quality assessment and intervention services. Dr. Paff completed her predoctoral internship through Behavioral Pediatrics and Integrated Care at the University of Nebraska Medical Center Munroe-Meyer Institute where she obtained experience working in a school, in a Developmental-Behavioral Pediatrics office, and in a primary care pediatrician's office. Her postdoctoral fellowship was at the Pediatric Psychology department at Prisma Health where she continued to gain experience conducting comprehensive



autism spectrum disorder evaluations and where she participated as a trainee in the Leadership Education in Neurodevelopmental and Related Disabilities program. Dr. Paff is currently a licensed psychologist in the Pediatric Psychology department at Prisma Health. She conducts psychological evaluations, including autism spectrum disorder diagnostic evaluations. She also provides behavioral therapy and parent training for young children with a range of behavioral concerns. She enjoys spending time with her family, friends, and dog; traveling; spending time outdoors hiking and camping; and reading.

Kate Gamwell, PhD, is the Director of Pediatric Pain Psychology and Rehabilitation at Prisma Health Children's Hospital in the Upstate. Dr. Gamwell also is an Assistant Professor in Pediatrics at the University of South Carolina School of Medicine Greenville. She was trained in pediatric mood, behavior, and family functioning broadly, and specifically, in the context of chronic illness and pain. Dr. Gamwell is a pediatric psychologist who currently specializes in pediatric pain and provides care in outpatient and inpatient rehabilitative settings. She obtained her PhD in clinical psychology from Oklahoma State University where she specialized in pediatric psychology and clinical child psychology. Her APA-accredited, pre-doctoral internship was through Immaculata Consortium where she served as member of a multidisciplinary team providing patient care to at risk youth, led didactics and supervised social workers in their role as patient support for treatment level youth. Following internship, Dr. Gamwell completed a two-year NIH-funded T32 pediatric psychology fellowship at Cincinnati Children's Hospital Medical Center, which focused on clinical research and care surrounding self-management and adherence in pediatric pain, inflammatory, and autoimmune conditions.

Dr. Gamwell has a strong passion for and history as a clinical researcher. She believes that research and effective clinical care go hand-in-hand. As such, she uses evidence-based treatment modalities grounded in biopsychosocial and patient-centered systemic approaches. Her goals are to meet patients where they are at and to work together to improve functioning and quality of life. Her research interests include the dynamic between cognitive and social appraisals, psychosocial adjustment, and health outcomes in youth with chronic health conditions. She is particularly interested in the parent-child dyadic relationship and in identifying risk and resilience factors in underserved pediatric populations experiencing pain. Dr. Gamwell's clinical interests parallel her research interests, and she continues in her pursuit to promote healthy adjustment in youth with pain-related conditions and their families by emphasizing the role of appraisals and self-management.

Division of Pediatric Psychology Director of Training

The Division of Pediatric Psychology Co-Training Directors will oversee training of all trainees, interns, practicum students, undergraduate trainees, and individuals volunteering in the division. The directors are doctoral level psychologists licensed by the state of South Carolina. The directors are employed full-time by Prisma Health – Upstate Children's Hospital. The directors will be responsible for directing and organizing the training program and its resources, selection of trainees, monitoring of the program's goals and activities, and documentation of trainee records.

Requirements for Application

The requirements for application include a completed application, a letter of interest and your current curriculum vitae. Your transcript(s) is also required to complete your application. If you do not have access to it at this time, you will need to forward it as soon as it becomes available to you. If your degree is not yet posted on your transcript, please have your school send a letter of verification and eligibility of readiness that also indicates the date the degree will be posted. Also, please include 3 sample reports.

Applicants must have completed all degree requirements for their doctoral degree before beginning their postdoctoral training, and that they must have received their doctoral degree from an APA/CPA-accredited program or from a "regionally accredited institution of higher education." Applicants must also have completed an APA/CPA-accredited internship or an internship "meeting APPIC standards.



Grievance and/or Due Process - Policy: S-105-03

Due Process and Grievance Procedures

The Division of Pediatric Psychology at Prisma Health - Upstate Children's Hospital has formulated the following Due Process and Grievance Procedures. These procedures may be initiated in situations in which a supervisor, other faculty member or staff member communicates a concern regarding the functioning of a Division of Pediatric Psychology trainee/trainee. Due Process proceeds in a stepwise fashion with more involved levels of mediation based on the scope, continuation and severity of the problem to the training program and/or division. The procedures have been generated and may be implemented as a protection of the rights of both the trainee and the training program.

Due Process

The Division of Pediatric Psychology trainee has a right to and will be afforded every reasonable opportunity to address and remediate any difficulties that arise. It is important to understand that our procedures were not developed and are not designed to be punitive in nature. They are in place as a means of support for the supervisor, other faculty member, staff member or postdoctoral trainee to address any potential issues in a fair and transparent manner that is respectful, professional, and ethical. It will always be the goal that the trainee's perspective be acknowledged and considered, and that their rights to this process and to any appeals be upheld. The training program expects that the trainee makes every reasonable effort to acknowledge and remedy any behavioral, competency or other legitimate concerns. The training program has a right and obligation, if necessary, to make decisions related to the remediation of any concerns and may, as deemed appropriate, institute warnings, probation, suspension and termination within the limits of hospital policies. It is the responsibilities of the training program to work with the trainee in a respectful, professional, and ethical manner, always making every effort to keep the trainee's best interests and well-being in mind. Further, it is the responsibility of the training program to communicate and support the trainee in addressing any concerns to facilitate successful completion of the training program.

Problem Definition

For the purposes of these procedures, a problem may include, but is not limited to, an inability or unwillingness to engage in the necessary activities of professional development at a level that would enable the trainee to meet an acceptable level of competency; and/or an inability to effectively address any personal problems or stressors (e.g., emotional or behavioral issues, substance issues) that directly or indirectly interfere with the trainee's ability to meet program expectations or that impact the training program in a negative manner. Examples of concerns may include, but are not limited to, the following situations: the trainee does not acknowledge, understand, or address the identified problem; the problem is not a skill deficit which can be rectified by training; the quality of services provided by the trainee does not meet the training programs expectations; the problem encompasses one or more areas of professional functioning; the trainee requires an amount of attention by the training program that exceeds the amount of time reasonably considered to be appropriate; once identified, the trainee's behavior does not change adequately; the concern raised may result in ethical, public relations and/or legal consequences for the training program; or the trainee's behavior impacts or harms the program, patients, other staff and/or trainees.

Review Process

Unofficial Review Process

The Division of Pediatric Psychology review process in these situations shall include two levels, unofficial and official. An unofficial review will be initiated in any situation in which a trainee's supervisor, faculty member or other staff member identifies a potentially problematic behavior or concern. In such a situation, the supervisor, other faculty or

staff member will communicate the issue directly to the trainee in respectful and professional manner as soon as possible. Potential steps that would follow may include additional supervision, education, training or other recommendations aimed at addressing the concern in a timely and effective manner. It will be the responsibility of the supervisor, other faculty or staff member to monitor this situation and determine if the concern has been resolved or if the situation requires escalation to an official review.

Official Review Process

If the concern or problematic behavior is not adequately resolved via the Unofficial Review Process, the supervisor, other faculty, or staff member shall notify the training program's training director and the trainee in writing and the issue will be considered under the Official Review Process. Under the authority and purview of the training director, a hearing will be scheduled and conducted within a reasonable time frame. In the event the training director is the initiator of the Official Review, the program Director or other appropriate faculty member will be involved in the hearing. At this hearing, both parties will be afforded fair and equal opportunity to present their views. If determined to be legitimate, the trainee will provide, in written form, their response. The training director will then initiate one or more of the following steps:

Statement of Understanding

Written documentation of the concern, communication of the concern to all appropriate parties, steps agreed upon to address the concern, scheduling of a follow up hearing to monitor progress, and notation that the concern does not require any additional escalation.

Remediation Plan

Under this plan, the supervisors and/or training director will monitor the trainee and their progress towards rectifying the concern. The time frame of any remediation plan shall be length of the dependent of factors such as the nature/severity of the concern. This plan will be in writing and will include:

1. The specific behavior/concern to be addressed.
2. The specific actions that will be undertaken to address and remediate the concern.
3. An expected and reasonable time from for the concern to be remediated.
4. The criteria to determine if the concern has been adequately addressed.

Once the allotted time frame has passed, the training director will meet with the involved parties and will provide, in writing, their decision on whether or not the concern has been adequately addressed. If the training director determines that the concern has not been addressed adequately, the following options are available:

1. The training director can choose to extend the remediation plan period (any extension will again include all of the information from the initial remediation plan).
2. The training director can choose to place the trainee on Suspension. Suspension would include, for a specified amount of time, immediate removal of the trainee from all clinical services. The training director may allow the trainee to continue with other training experiences such as didactics. The period of suspension will be dependent on the scope of the concern and any other factors deemed to be contributory. Suspension will be communicated to the trainee in writing and will include:
 1. The specific behavior/concern to be addressed.
 2. The specific actions that will be undertaken to address and remediate the concern.
 3. An expected and reasonable time from for the concern to be remediated.
 4. The criteria to determine if the concern has been adequately addressed.

Once the allotted time frame has passed, the training director will meet with the involved parties and will provide, in writing, their decision on whether or not the concern has been adequately addressed and if the suspension of clinical activities can be withdrawn. If the training director determines that the concern has not been addressed adequately, or if the problem involves gross misconduct or ethical violations that have the potential to cause harm, the trainee's placement within the postdoctoral fellowship program may be terminated. The decision to terminate a trainee's position would be made by the training director in consultation with the division director, program management team and the Human Resources department. This determination will be made as soon as reasonable possible. The training director may decide to suspend a trainee's clinical activities during this period prior to a final decision being made. If the decision to terminate is finalized, the Human Resource department will take over the process of termination of employment.



Appeal Procedures

Trainees may, at any point in the Due Process proceedings, challenge any decisions. To do so, a trainee must request an appeal in writing to the training director with one week of being notified about the decision. An appeals hearing will be scheduled in a reasonable amount of time and will include the trainee as well as a review committee that will include the training director, division director, a supervisor, and any other member deemed relevant. An appeals hearing will be held within two weeks of the trainee's request. The review committee shall review all materials and will have the opportunity to further meet with any involved parties or any other individuals. The review committee may confirm the decision made during Due Process, may modify any decisions, or may overrule the decision. In the event the trainee is not satisfied with the decision of Appeals committee, the trainee may escalate their appeal, in writing, to the division and/or hospital manager who is responsible for oversight of the Division of Psychology. This appeal must be submitted in writing within 5 working days of the decision being appealed. The division and/or hospital manager shall maintain final discretion regarding the outcome of this appeal.

Grievance Procedures

A Grievance process may be initiated in a situation in which a trainee has concern(s) related to any member of the Division of Pediatric Psychology supervisory or management staff, another trainee, or any other staff member (as appropriate), or with some aspect of the training program. Under no circumstances will a trainee who communicates any concerns face any adverse effects, and any concerns will be addressed in a professional, ethical, timely and respectful manner. The steps involved follow a similar sequence to the Due Process procedures.

Unofficial Review

The trainee, as soon as possible, should communicate their concern to the appropriate party or to the training director. In the event the issue is not resolved via unofficial means, the trainee may submit an Official Grievance in writing to the training director.

Official Review

Once a written grievance is submitted to the training director (if the training director is the grieved party, written notice will be submitted to the division director), the grieved party shall submit a response in writing with 5 business days. The training director will then meet with the trainee and grieved individual within 5 business days. Separate meetings with these individuals may also take place. If the grievance is related to the training program, the training director and division director will meet with the trainee. In either situation, a plan of action will be developed and put in writing and will include:

1. The specific behavior/concern to be addressed.
2. The specific actions that will be undertaken to address and remediate the concern.
3. An expected and reasonable time from for the concern to be remediated.
4. The criteria to determine if the concern has been adequately addressed.

In the event the Official Review process is ineffective in addressing the issue, the training director and division director will form a review committee within 10 business days. This committee will include the training director, the division director and at least one other member of the training staff. The review committee will assess all information and shall also have the opportunity to meet with any involved parties or other individuals as deemed relevant. The review committee will have final discretion regarding decisions and outcomes.

Any determination by the committee that an issue or concern cannot be resolved by the committee shall be escalated to the division/department management and possibly to hospital administrators in order to initiate the systems due process and/or grievance procedures. In such a situation, the hospital system will have final discretion on the matter.