

**Clover Educational Consulting Group**

**Postdoctoral Fellowship**

**in**

**Consultation, Research, and Program  
Development**

**Training Manual**

**CLOVER**   
Educational Consulting Group

## Table of Contents

Overview .....	3
Setting .....	3
Aims and Competencies .....	3
APA Accreditation .....	4
Program Structure and the Fellow Experience .....	4
Other Structured Learning Activities .....	5
Research.....	5
Supervision.....	6
Core Training Faculty .....	6
Stipend, Benefits, and Resources .....	7
Application Process and Selection Criteria .....	7
Program Expectations and Licensure .....	8
Title .....	8
Evaluation .....	8
Contact Information and More Information .....	8
Due Process and Grievance Policy .....	9
Due Process Procedures .....	9
Grievance Procedures.....	12

## Overview

The Postdoctoral Fellowship offered by Clover Educational Consulting Group focuses on the development of advanced competency in professional psychology, with an emphasis on Consultation, Research, and Program Development. The position is based in Texas, although Clover provides services and employs staff members across the nation.

## Setting

### Clover Educational Consulting Group

Clover Educational Consulting Group, Inc. is a 501c3 non-profit corporation with locations in Mineola and Austin, Texas. Clover was established for the purpose of advancing the training of healthcare professionals. Clover's primary office is in the rural community of Mineola, Texas, which is approximately 1.5 hours east of Dallas and 30 minutes north of Tyler. The office is a beautifully restored historic home, just blocks from Mineola's historic downtown. Clover's Austin office is a small, urban location, minutes from Austin's thriving South Congress district.

Clover provides consultation services, and conducts training, community outreach/prevention, research, and evaluation. A major emphasis of our consultation service is on supporting the development and/or accreditation of masters, doctoral, and postdoctoral training programs in behavioral health disciplines. With regard to psychology specifically, Clover has supported the development and/or accreditation processes of over 250 psychology training programs to date, including doctoral, internship, and postdoctoral training programs. Our staff has a high level of expertise in accreditation consultation, as well as experience in supporting programs at all stages of development. Regarding community outreach/prevention, Clover provides mental health and substance use awareness activities and training to community members and allied health providers in northeast Texas from our Mineola office. Clover also provides training to communities across the country on mental health topics and conducts general mental health awareness activities in partnership with agencies and organizations in a variety of locations and settings. Clover is an APA-approved sponsor of Continuing Education for psychologists and, as such, we also provide virtual and in-person training to psychologists and allied healthcare providers. In terms of research, Clover conducts original research on topics such as suicide prevention and mental health workforce development. We also provide expert evaluation services on projects and programs of all scopes and sizes, including large, multi-year, federally funded grant projects. Clover is governed by a Board of Directors and retains a network of consultants with expertise in topics related to training and healthcare. Clover has provided services across the nation, in nearly every state and in Puerto Rico.

## Aims and Competencies

***The Aim of the Postdoctoral Fellowship Program is to advance the competency of early-career psychologists in the areas of consultancy, research, and program evaluation.***

The Fellowship requires that Fellows obtain competency within four distinct areas. The training goals of the program are based on the successful attainment of these expected areas of competency, and thus are as follows:

- Goal 1: The Fellow will attain advanced competence in the area of Consultation and Interprofessional Skills.
- Goal 2: The Fellow will attain advanced competence in the area of Professional Values, Attitudes, and Behaviors.
- Goal 3: The Fellow will attain advanced competence in the area of Integration of Science and Practice.
- Goal 4: The Fellow will attain advanced competence in the area of Program Evaluation.

## APA Accreditation

Clover's Postdoctoral Fellowship program is not currently accredited by the American Psychological Association.

Questions related to the program's accreditation status should be directed to the Commission on Accreditation:

[Office of Program Consultation and Accreditation](#)

*American Psychological Association*

*750 1st Street, NE, Washington, DC 20002*

*Phone: (202) 336-5979*

*Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)*

## Program Structure and the Fellow Experience

The Postdoctoral Fellowship Program is a 12-month, 2,000-hour fellowship that begins in early September each year. Fellows generally work 40 hours per week, Monday through Friday, and spend an average of 10-12 hours per week (25-30%) engaged in professional psychological services. Clover's Postdoctoral Fellowship Program operates in both Mineola and Austin, and Fellows may choose to be placed in either location. Professional psychological services primarily include consultation services and research, although the Mineola location offers regular opportunities to provide direct outreach, training, and prevention to community members. The training program follows a planned sequence of activities, through which Fellows are expected to demonstrate increasing skill and to function more autonomously over time. Each major training activity increases in complexity and requires a higher level of functioning as the Fellow progresses through the program. Supervision is structured accordingly, with closer, more directive supervision occurring in the beginning of the training year. As the Fellow begins to demonstrate more advanced competence, supervision becomes less directive and increasingly consultative.

Throughout the training year, professional psychological service delivery includes consultancy and technical assistance with psychology graduate, internship, and postdoctoral training programs. This consultation and technical assistance may focus on areas such as program development, operations,

funding, governance, and accreditation. Additionally, Fellows provide behavioral health awareness training to communities and engage in evaluation and research as described later in this document.

Fellows who choose to be placed in our Mineola location will have their own office. In addition to conducting consultation, research, and program development activities, placement in Clover's Mineola office includes regular opportunities to provide direct community prevention services, such as outreach and training. The Mineola-based Fellow also has the opportunity to partner with a Postdoctoral Fellow at the University of Texas Health Sciences Center at Tyler to collaborate on community prevention projects.

Fellows who choose to be placed in our Austin location will utilize a shared office space with one other psychologist. The Austin-based Fellow spends the majority of their time conducting consultation, research, and program development activities, with occasional opportunities to provide direct community prevention services.

## Other Structured Learning Activities

Fellows are expected to engage in a minimum of 2 hours of structured learning activities per week. These weekly activities include the development and implementation of a Continuing Education course that will be presented by the Fellow as part of Clover's APA-approved Continuing Education for psychologists. Fellows engage in this structured activity for 2 hours each week, during which time they are expected to identify the course topic, conduct a comprehensive literature review, design the course, and ultimately present the course as part of Clover's Continuing Education programming.

Fellows also view didactic seminars for a minimum of 1 hour monthly, during 9 of the 12 training months. The content of these seminars supports the training of Fellows in the provision of accreditation consultation, which is a core aspect of Clover's work. Fellows are expected to engage in discussion with their primary supervisor regarding these didactic trainings.

Finally, Fellows engage in a "Passion Project", through which they develop a project based upon their own area of professional interest. The Fellow is provided with close supervision and guidance as they identify and carry out their project. This structured learning activity may include searching for an appropriate grant-funding mechanism and working with the primary supervisor to develop a grant application. Clover makes every attempt to support the implementation of some version of the Fellow's project, regardless of whether the Fellow's grant application is funded.

## Research

As a structured component of their training, each fellow is required to conduct research to support the development of a Continuing Education course to be provided as part of Clover's Continuing Education programming. Additionally, each fellow is assigned to work on various research projects being conducted by Clover. Previous fellows have worked on projects such as researching the efficacy of a suicide prevention training program for college students, researching the impact of community mental health awareness programming in certain target areas, and researching the outcomes of mental health

workforce development efforts in rural communities. Each fellow also is provided with opportunities to participate in conducting program evaluations on federally funded grant projects.

## Supervision

Fellows receive a minimum of 2 hours of individual supervision each week. Clover employs a total of 6 licensed psychologists, and supervisory contact with at least 3 licensed psychologists is ensured to expose fellows to multiple supervisory styles and to provide adequate opportunities for professional mentorship. Each supervisor is an expert in their area of professional emphasis. A complete listing of Clover staff and consultants is available on the agency website (<https://clovered.org/our-team/>). Questions regarding fellowship supervisors may be directed to the Training Director.

## Core Training Faculty

Erin M. Foley, PhD, ABPP is the Training Director for the Postdoctoral Fellowship at Clover Educational Consulting Group and serves as the primary supervisor for the Fellow throughout the training year. Dr. Foley is the Director of Training Initiatives for Clover and a licensed clinical psychologist. She has her board certification in Clinical Psychology from the American Board of Professional Psychology. Dr. Foley earned her Ph.D. in Clinical Psychology from the APA-accredited doctoral program at Fairleigh Dickinson University. She completed an APA-accredited doctoral internship and a formal post-doctoral fellowship at Sharp Mesa Vista Hospital in San Diego, California. Dr. Foley has served as an administrator, supervisor, and practitioner for government agencies and nonprofit organizations. Her professional background includes training and experience in the provision of direct clinical services to children and adults as well as experience in supervision, consultation, policy and program development, program evaluation, the development and facilitation of online and in-person training and education, and grant writing and grants management. Additionally, Dr. Foley developed and served as the first Training Director for an APA-accredited internship focused on meeting the needs of youth in a juvenile justice setting. In her current role with Clover, Dr. Foley is responsible for overseeing and expanding Clover's mission-driven efforts related to improving the quality and availability of training in behavioral health. To this end, she serves as a member of Clover's Leadership Team and is a key liaison between Clover and behavioral health professionals on issues related to policy, workforce development, and training. In her role as Training Director, Dr. Foley spends time onsite at both the Austin and Mineola offices throughout the training year.

Tamara DeHay, PhD is the President of Clover Educational Consulting Group and a licensed clinical psychologist. She is certified as a Health Services Provider in Psychology by the National Register and is additionally certified in Primary Care Behavioral Health through the Department of Family Medicine and Community Health at the University of Massachusetts Medical School. Dr. DeHay earned her Ph.D. from the University of Texas at Austin. She completed a clinical doctoral internship with a focus on Pediatric Health Psychology at the Children's Hospital of Colorado and a post-doctoral fellowship in Administration, Policy, and Program Evaluation through the University of Colorado Health Sciences Center. Dr. DeHay has co-led the development of a Suicide Prevention Toolkit for Rural Primary Care Providers in partnership with the Suicide Prevention Resource Center, which has been launched

internationally, and has trained PCPs across the nation in effective suicide prevention. She was invited to serve on the Standards Advisory Panel, a national panel of suicide prevention experts, to inform the development of accreditation standards by the Council of Accreditation for community-based behavioral health and social service organizations. She has also developed and led a national psychology internship development initiative, and over the past decade has supported the development and/or accreditation of over 200 internship programs. She was featured in the Monitor on Psychology's October 2016 cover article entitled "Rising Stars: 9 Early Career Psychologists who are Changing the World" for their work in reducing the national shortage of doctoral psychology internship positions. Dr. DeHay is an experienced evaluator and has led the evaluation of a number of foundation, state, and federal grants. She is also an accomplished grant-writer, having written over 30 successful state and federal grant applications. Finally, Dr. DeHay is a consistent contributor to the professional literature base, having authored or coauthored over 20 professional publications and having served as the co-editor of APA's Journal of Rural Mental Health.

## Stipend, Benefits, and Resources

The postdoctoral fellowship provides an annual stipend of \$45,000. Fellows are employees of Clover and, as such, are entitled to full employee benefits including health, dental, and vision insurance; 401k retirement savings; and vacation and sick leave.

Fellows have access to such resources as administrative support, office space, computing equipment, access to professional research databases, and a variety of software programs.

## Application Process and Selection Criteria

Individuals interested in applying for the fellowship program should send their Cover Letter and CV to the program's Training Director, Dr. Erin Foley, at [erin.foley@clovered.org](mailto:erin.foley@clovered.org). The Cover Letter must state the applicant's location preference (i.e., Mineola or Austin).

To be considered for selection, applicants must have completed a doctoral degree from an APA-accredited program in Clinical, Counseling, or School psychology, as well as an APA-accredited doctoral internship program. Applications must be received by the deadline listed the Universal Psychology Postdoctoral Directory to be considered; however, the program encourages interested candidates to apply as early as feasible. All applications will be screened by the program's Training Director and evaluated for potential goodness of fit with the fellowship program. If applicants are invited to interview, they will be notified by email. Interviews may occur either via distance technology or in-person.

Questions regarding any part of the selection process or the program's academic preparation requirements may be directed to the Training Director.

## Program Expectations and Licensure

Clover's Postdoctoral Fellowship program is a one-year-long, full-time postdoctoral training experience. To successfully complete the program, fellows are expected to complete 2000 hours of training, achieve the goals and objectives of the fellowship program, and abide by the APA Code of Ethics, the requirements of the training program, and the policies and procedures of their employer. Successful completion of the postdoctoral fellowship program will fulfill the supervised practice requirements for licensure as a psychologist in the state of Texas.

## Title

Fellows hired by Clover Educational Consulting Group are referred to by the title of "Postdoctoral Fellow".

## Evaluation

As described above, Postdoctoral Fellows are expected to attain advanced competence in four broad areas. Fellows are evaluated twice annually by their supervisors. Evaluations are conducted using a formal, standard, written evaluation form. Attainment of competency in each broad area is measured via ratings on specific "learning elements" associated with the area of competency. Ratings are provided on a Likert scale of 1-5 (1= Significant Development Needed; 2= Developing Skill Level; 3= Intermediate Skill Level; 4= Advanced Skill Level; 5= Seasoned Professional Skill Level.) It is expected that Fellows will attain a rating of at least 4 on all areas of competence to successfully complete the Fellowship program. Ratings of less than a 3 at the mid-year evaluation will trigger the Due Process procedures to remediate skill deficits and provide the Fellow with support in attaining the expected advanced level of competence prior to the end of the training year.

## Contact Information and More Information

For information about Clover's Postdoctoral Fellowship in Consultation, Research, and Program Evaluation, please contact or visit:

### Training Director

Erin M. Foley, Ph.D., ABPP

[Erin.foley@clovered.org](mailto:Erin.foley@clovered.org)

### Universal Psychology Postdoctoral Directory Listing

<https://www.appic.org/Postdocs/Universal-Psychology-Postdoctoral-Directory-UPPD/Detail/id/1910>

### Clover's Website

[www.clovered.org/staff-openings](http://www.clovered.org/staff-openings)

# Due Process and Grievance Policy

## *Due Process Procedures*

**Due Process Procedures** are implemented in situations in which a supervisor or other faculty or staff member raises a concern about the functioning of a postdoctoral fellow. The fellowship's Due Process procedure occurs in a stepwise fashion, involving greater levels of intervention as a problem increases in persistence, complexity, or level of disruption to the training program.

### Rights and Responsibilities

These procedures are a protection of the rights of both the fellow and the training program and carries responsibilities for both.

*Fellows:* The fellow has the right to be afforded with every reasonable opportunity to remediate problems and to receive support and assistance. These procedures are not intended to be punitive. The fellow has the right to be treated in a manner that is respectful, professional, and ethical. The fellow has the right to participate in the Due Process procedures by having his/her viewpoint heard at each step in the process. The fellow has the right to appeal decisions with which he/she disagrees, within the limits of this policy. The responsibilities of the fellow include engaging with the training program and the institution in a manner that is respectful, professional, and ethical, making every reasonable attempt to remediate behavioral and competency concerns, and striving to meet the aims and objectives of the program.

*Postdoctoral Fellowship Program:* The program has the right to implement these Due Process procedures when they are called for. The program and its faculty/staff have the right to be treated in a manner that is respectful, professional, and ethical. The program has a right to make decisions related to remediation for a fellow, including probation, suspension, and termination, within the limits of this policy. The responsibilities of the program include engaging with the fellow in a manner that is respectful, professional, and ethical, making every reasonable attempt to support fellows in remediating behavioral and competency concerns, and supporting fellows to the extent possible in successfully completing the training program.

### Definition of a Problem

For purposes of this document, a problem is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways: 1) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior; 2) an inability to acquire professional skills in order to reach an acceptable level of competency; and/or 3) an inability to control personal stress, psychological dysfunctions, and/or excessive emotional reactions which interfere with professional functioning.

It is a professional judgment as to when an issue becomes a problem that requires remediation. Issues typically become identified as problems that require remediation when they include one or more of the following characteristics:

- 1) the fellow does not acknowledge, understand, or address the problem when it is identified;
- 2) the problem is not merely a reflection of a skill deficit which can be rectified by the scheduled sequence of training;
- 3) the quality of services delivered by the fellow is sufficiently negatively affected;
- 4) the problem is not restricted to one area of professional functioning;

- 4) a disproportionate amount of attention by training personnel is required;
- 5) the fellow's behavior does not change as a function of feedback, and/or time;
- 6) the problematic behavior has potential for ethical or legal ramifications if not addressed;
- 7) the fellow's behavior negatively impacts the public view of the agency;
- 8) the problematic behavior negatively impacts other trainees;
- 9) the problematic behavior potentially causes harm to a patient; and/or,
- 10) the problematic behavior violates appropriate interpersonal communication with agency staff.

#### Informal Review

When a supervisor or other faculty/staff member believes that a fellow's behavior is becoming problematic or that a fellow is having difficulty consistently demonstrating an expected level of competence, the first step in addressing the issue should be to raise the issue with the fellow directly and as soon as feasible in an attempt to informally resolve the problem. This may include increased supervision, didactic training, and/or structured readings. The supervisor or faculty/staff member who raises the concern should monitor the outcome.

#### Formal Review

If a fellow's problem behavior persists following an attempt to resolve the issue informally, if the issue is serious enough to warrant bypassing the informal review, or if a fellow receives a rating below a "3" on any competency on the mid-year evaluation, the following process is initiated:

- A. The fellow will be NOTIFIED in writing that the issue has been raised to a formal level of review, and that a Hearing will be held.
- B. The supervisor or faculty/staff member will hold a HEARING with the Training Director (TD) and fellow within 10 working days to discuss the problem and determine what action needs to be taken to address the issue. If the TD is the supervisor who is raising the issue, an additional faculty member who works directly with the fellow will be included at the Hearing. The fellow will have the opportunity to present his/her perspective at the Hearing and/or to provide a written statement related to his/her response to the problem.
- C. The result of the Hearing will be any of the following options, to be determined by the Training Director and other faculty/staff member who was present at the Hearing. This outcome will be communicated to the fellow in writing within 5 working days of the Hearing:
  - 1) Issue an "Acknowledgement Notice" which formally acknowledges:
    - a) that the faculty is aware of and concerned with the problem;
    - b) that the problem has been brought to the attention of the fellow;
    - c) that the faculty will work with the fellow to specify the steps necessary to rectify the problem or skill deficits addressed by the inadequate evaluation rating; and,
    - d) that the problem is not significant enough to warrant further remedial action at this time.
  - 2) Place the fellow on a "Remediation Plan" which defines a relationship such that the faculty, through the supervisors and TD, actively and systematically monitor, for a

specific length of time, the degree to which the fellow addresses, changes and/or otherwise improves the problematic behavior or skill deficit. The implementation of a Remediation Plan will represent a probationary status for the fellow. The length of the probation period will depend upon the nature of the problem and will be determined by the fellow's supervisor and the TD. A written Remediation Plan will be shared with the fellow in writing and will include:

- a) the actual behaviors or skills associated with the problem;
- b) the specific actions to be taken for rectifying the problem;
- c) the time frame during which the problem is expected to be ameliorated;  
and,
- d) the procedures designed to ascertain whether the problem has been appropriately remediated.

At the end of this remediation period as specified in 'c' above, the TD will provide a written statement indicating whether the problem has been remediated. This statement will become part of the fellow's permanent file.

3) Place the fellow on suspension, which would include removing the fellow from all professional service provision for a specified period, during which the program may support the fellow in obtaining additional didactic training, close mentorship, or engage some other method of remediation. The length of the suspension period will depend upon the nature of the problem and will be determined by the fellow's supervisor and the TD. A written Suspension Plan will be shared with the fellow in writing and will include:

- a) the actual behaviors or skills associated with the problem;
- b) the specific actions to be taken for rectifying the problem;
- c) the time frame during which the problem is expected to be ameliorated;  
and,
- d) the procedures designed to ascertain whether the problem has been appropriately remediated.

At the end of this remediation period as specified in 'c' above, the TD will provide a written statement indicating whether the problem has been remediated to a level that indicates that the suspension of professional activities can be lifted. The statement may include a recommendation to place the fellow on a probationary status with a Remediation Plan. In this case, the process in #2 above would be followed. This statement will become part of the fellow's permanent file.

- D. If the problem is not rectified through the above processes, or if the problem represents gross misconduct or ethical violations that have the potential to cause harm, the fellow's placement within the fellowship program may be terminated. The decision to terminate a fellow's position would be made by the Training Director and would represent a discontinuation of participation by the fellow within every aspect of the training program. The Training Director would make this determination within 10 working days of the previous step completed in this process. The TD may decide to suspend a fellow's professional activities during this period prior to a final decision being made, if warranted.

### APPEAL Process

If the fellow wishes to challenge a decision made at any step in the Due Process procedures, he or she may request an Appeals Hearing. This request must be made in writing to the TD within 5 working days of notification regarding the decision with which the fellow is dissatisfied. If requested, the Appeals Hearing will be conducted by a review panel convened by the TD and consisting of him/herself (or another supervisor, if appropriate) and at least two other members of the training faculty who work directly with the fellow. The fellow may request a specific member of the training faculty to serve on the review panel. The Appeals Hearing will be held within 10 working days of the fellow's request. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel may uphold the decisions made previously or may modify them.

If the fellow is dissatisfied with the decision of the review panel, he/she may appeal the decision, in writing, to Clover's Executive Committee. This appeal must be submitted in writing within 5 working days of the decision being appealed. Clover's Executive Committee has final discretion regarding outcome.

### *Grievance Procedures*

**Grievance Procedures** are implemented in situations in which a psychology fellow raises a concern about a supervisor or other faculty member, trainee, or any aspect of the fellowship training program. Fellows who pursue grievances in good faith will not experience any adverse professional consequences. For situations in which a fellow raises a grievance about a supervisor, staff member, trainee, or the fellowship program:

#### Informal Review

First, the fellow should raise the issue as soon as feasible with the involved supervisor, staff member, other trainee, or the TD in an effort to resolve the problem informally.

#### Formal Review

If the matter cannot be satisfactorily resolved using informal means, the fellow may submit a formal grievance in writing to the TD. If the TD is the object of the grievance, the grievance may be submitted to any member of the Training faculty. The individual being grieved will be asked to submit a response in writing. The TD (or other member of the Training faculty, if appropriate) will meet with the fellow and the individual being grieved within 10 working days. In some cases, the TD or faculty Member may wish to meet with the fellow and the individual being grieved separately first. In cases where the fellow is submitting a grievance related to some aspect of the training program rather than an individual (e.g., issues with policies, curriculum, etc.) the TD may invite other members of the Training faculty to the meeting. The goal of the joint meeting is to develop a plan of action to resolve the matter. The plan of action will include:

- a) the behavior/issue associated with the grievance;
- b) the specific steps to rectify the problem; and,
- c) procedures designed to ascertain whether the problem has been appropriately rectified.

The TD or Training faculty member will document the process and outcome of the meeting. The fellow and the individual being grieved, if applicable, will be asked to report back to the TD or other Training faculty member in writing within 10 working days regarding whether the issue has been adequately resolved.

If the plan of action fails, the TD or other faculty member will convene a review panel consisting of him/herself and at least two other members of the training faculty within 10 working days. The fellow may request a specific member of the training faculty to serve on the review panel. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel has final discretion regarding outcome.