



University Counseling Center

**Postdoctoral Fellowship Training Program
in Health Service Psychology**

**Brochure for Recruitment
2022-2023 Training Cohort**

INTRODUCTION

Vanderbilt University (VU), located in Nashville, Tennessee, is a private research university offering a full range of undergraduate, graduate and professional degrees. Vanderbilt is situated on a 330-acre campus near the economic center of the city, serving 12,592 students and employing more than 6,000 faculty and staff. The university is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelors, masters, education specialists and doctoral degrees, as well as a full range of graduate and professional degrees, including business, law, medicine and nursing.

The Vanderbilt University Counseling Center (UCC) is committed to working with campus and community partners to provide holistic, inclusive, and accessible mental health and prevention services to support the academic and personal success of Vanderbilt's diverse student community. We promote social justice and an affirming caring culture through our clinical, outreach, consultation, and training services. We know that each student is unique both in terms of their identity and lived experiences, and we work with our campus partners to provide a comprehensive pathway of support options for students that are flexible and attentive to each individual's particular needs, opportunities, and challenges.

The Postdoctoral Fellowship at the Vanderbilt University Counseling Center (the UCC) is designed to provide advanced training to clinical and counseling psychologists who wish to build a career and assume leadership positions within a fast-paced, multidisciplinary university counseling center setting. The UCC is a large and well utilized counseling center that provides an array of services to both undergraduate and graduate students at Vanderbilt University. Services include individual and group counseling, cognitive and psycho-educational testing, trauma-informed care, outreach, medication management, and crisis response. Under the supervision of a licensed psychologist, postdoctoral fellows assume many of the functions and responsibilities of UCC staff and are afforded ongoing opportunities, both formal and informal, for collaboration and consultation with a wide range of mental health providers and campus partners. Our multidisciplinary staff includes psychologists, psychiatrists, licensed professional counselors, licensed clinical social workers, and psychiatric nurse

practitioners who collaborate to develop evidence-based treatment plans by working together with students, our campus partners, and community providers.

All fellowship-related training and clinical services are provided either in-person at the University Counseling Center or via telehealth. Outreach opportunities, including Drop-In Consultation, may take place at various sites across the university campus or via Zoom.

Below you will find a more complete description of the postdoctoral fellowship experience, including our training philosophy, training responsibilities, opportunities for working with specific populations and/or treatment modalities, practical considerations of the position, and application information.

The Staff

All training/supervisory staff are licensed psychologists with health service provider designation in the state of Tennessee. Including the Center Director and Training Director, there are ten psychologists involved in the postdoctoral training program representing an array of theoretical orientations, interests, and treatment modalities. UCC psychologists have expertise in psychological assessment and evaluation, Cognitive Behavioral Therapy, Acceptance and Commitment Therapy, Dialectical Behavioral Therapy, psychodynamic psychotherapy, biofeedback, trauma-informed care, and multicultural counseling. Additional opportunities for training and supervision in EMDR and hypnosis may be available.

The UCC has full administrative support, including front desk staff and a designated administrative staff person whose job responsibilities include providing support to trainees and to the Training Director, including communication with fellowship applicants, onboarding of fellows into the university, and coordinating training activities. The front desk administrative staff assists all UCC clinical providers with coordination of client care, including scheduling. The UCC Administrative Manager works collaboratively with the Vanderbilt University Human Resources department and the Office of Postdoctoral Affairs to coordinate onboarding and off-boarding processes, along with addressing any paycheck, vacation time, insurance, or other such issues which might come up during the fellowship year.

The Setting

The Vanderbilt UCC is housed in a 12,000 square foot, two-story building on the Vanderbilt University campus. There is ample space which allows staff and all trainees to have their own offices. Each fellow's office is furnished comfortably and is equipped with a computer, connection to a secure printer, and a phone. The UCC also provides tablets to all clinical staff for administration of assessment tools that interface with the electronic record-keeping system and for access to apps that may be used to support work with clients.

As with all Vanderbilt University buildings, the counseling center is compliant with the Americans with Disabilities Act and is equipped with handicap accessible entrances and parking as well as an elevator. Additionally, as for all VU employees, interns also have access to the VU Office of Equal Employment Opportunity (<https://www.vanderbilt.edu/eoo/>) if they have need of accommodations for disabilities.

TRAINING PHILOSOPHY

The postdoctoral year is one in which the fellow is transitioning from the status of "student in training" to that of licensed professional. The UCC training staff recognizes this important developmental transition and seeks to provide an extensive training experience that both supports and challenges fellows to make meaningful contributions through their direct clinical service, as well as through consultation, weekly staff meetings, case conference discussions, outreach opportunities, and didactic seminars. While fellows function within a training capacity, they are viewed and approached as valuable members of the clinical staff. From this perspective, fellows are seen as being early in their career but at an advanced level in terms of training. Thus, while great emphasis is placed on assisting fellows in continuing to cultivate their knowledge, skill, and overall professional identity, they are also expected to serve as colleagues to the clinical and administrative staff, as well as models of professionalism for the graduate-level practicum students and doctoral interns who also train at the UCC.

TRAINING OBJECTIVES/COMPETENCIES

The training objectives of the Postdoctoral Fellowship program are aligned with the profession-wide competencies specified by the APA for practice in health service psychology. UCC postdoctoral fellowship training objectives include the development of competence in the following areas:

Professional Values and Attitudes: as evidenced in behavior and comportsment that reflects the values and attitudes of psychology, including reflecting on, critically evaluating, and improving one's own professional performance.

Individual and Cultural Diversity: awareness, sensitivity and skill in working professionally with diverse individuals, groups and communities who represent various cultural and personal backgrounds and identities.

Ethical-Legal Standards: application of ethical principles and awareness of legal issues regarding the practice of psychology with individuals, groups, and organizations.

Research: ability to critically evaluate, disseminate, and generate research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.

Evidence-based Intervention: ability to provide clinical interventions grounded in science to alleviate suffering and to promote the health and well- being of individuals, groups, and/or organizations.

Evidence-based Assessment: develop knowledge and competency in the selection, administration and interpretation of psychological assessments consistent with the best scientific research evidence.

Evidence-based Supervision: supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.

Consultation: engage in interprofessional and interdisciplinary collaboration to improve client outcomes and quality of care.

Communication and Interpersonal Skills: ability to communicate effectively, to interact appropriately, and to develop meaningful and helpful relationships in all professional roles.

TRAINING GOALS

Training experiences are grounded in the competencies above to provide advanced training to postdoctoral fellows to:

- perform initial clinical consultations/evaluations
- practice multi-modal psychotherapy (individual and group)
- offer crisis intervention
- practice psychology guided by professional ethics and research
- promote development of healthy professional identity
- develop cultural humility and respect for and awareness of human diversity
- develop skills in conducting outreach programming, professional presentations, and interprofessional consultation
- develop skills in professional mentoring

These goals are addressed by a number of training experiences that occur weekly or monthly, including didactic seminars, case conferences, campus outreach presentations, provision of individual and group psychotherapy and crisis counseling services, participation in individual and group/peer clinical supervision, mentoring of practicum level trainees, and completion of a scholarly project.

FELLOWSHIP OVERVIEW

The fellowship year typically begins in mid-August and runs through mid-August of the following year. The fellowship experience at the Vanderbilt UCC is considered full-time, based on 1900 hours of practice with an expectation of approximately 1000 hours of direct clinical service. Fellows gain experience with a variety of direct service activities throughout the year which are described in detail below. Although there is a predetermined set of expectations required to complete fellowship, the degree of involvement in some activities is negotiable and determined by the interest and experience of the fellow, as well as the needs of the center.

The fellowship position offers a salary of \$54,835 paid on a monthly basis. Fellows receive annual sick leave, as well as university holidays and professional development time for activities such as research, job interviews, and conferences. All fellows have a private office with a personal computer linked to the University network, and library privileges. Fellows may also opt into employee medical and dental insurance, as well as other employee benefits, which require an employee contribution.

Learning Activities/Training Curriculum

The primary training method is experiential. The following learning activities are a part of the fellows' weekly or monthly schedule. Satisfactory completion of these learning activities during the year-long (i.e., 1900 hours) postdoctoral fellowship meets supervised practice requirements for licensure as a Psychologist with Health Service Provider designation in the State of Tennessee.

- Individual and Group Intervention (approximately 20 hours/week)

Fellows provide a wide range of direct clinical service at the UCC, including initial clinical assessment (intake), individual therapy, group therapy, and crisis counseling interventions. Through coordination and communication with the fellow and their primary supervisor, care is taken to balance the fellow's case load with respect to clinical acuity and presenting concerns, and consideration is given to the fellow's stated interest in working with a specific presenting concern or identity group (e.g., trauma treatment; LGBTQI- identified students).

Fellows typically see 18-20 individual psychotherapy clients per week. In addition, each fellow is required to co-facilitate one therapy group with a licensed mental health provider each semester during the academic year, with the option to co-facilitate more than one therapy group if desired and available. Fellows also participate on the Urgent Care Team, a crisis response rotation shared among selected UCC staff one 1/2 -day per week. Thus, fellows can expect to accrue approximately 1000 hours of direct clinical service over the course of the year.

- Supervision

Individual Supervision (weekly x 2 hours)

Over the course of the training year, fellows will have two supervisors of individual therapy, one for each half of the year, with whom they will meet for 2 hours weekly. This supervisor is known as the “Primary Supervisor” because this is the supervisor who has the most frequent and consistent contact with the fellow. All primary supervisors are licensed as psychologists with Health Service Provider designation in the State of Tennessee. Primary supervisors provide regular individual clinical supervision for individual psychotherapy, crisis intervention services, and consultation. Primary supervisors also provide training and oversight for case management, documentation, and other administrative activities. Supervision utilizes case discussion and review of video recordings, and supervisors provide fellows with ongoing, formative feedback and summative written evaluations of the fellow’s work and progress two times during the training year. The primary supervisor maintains professional responsibility for the fellow’s clinical cases and co-signs all individual therapy notes written by the fellow.

Group Supervision (weekly x 1 hour): supervision of individual therapy in a group format.

The postdoctoral fellows and doctoral interns meet weekly for group supervision of individual therapy supervised by a licensed mental health provider on staff at the UCC (this responsibility rotates among licensed staff on a weekly basis). During Group Supervision trainees rotate responsibility for presenting a clinical case, and the supervisor facilitates the discussion of the case. Utilizing an informal case presentation format, trainees select cases to present and prepare diagnostic and treatment-related questions for their peers and supervisor. Presentation of video recordings of psychotherapy sessions may be used to enhance the clinical presentations. Licensed staff facilitators provide information about the fellow’s progress to the primary supervisor during regularly scheduled supervisor meetings or informally between meetings. Note that the primary doctoral-level supervising licensed psychologist maintains responsibility for overall supervision, including oversight and integration of supervision provided by other professionals.

Supervision of Group Therapy (weekly x 30 minutes)

Fellows are required to co-facilitate at least one weekly psychotherapy group or workshop with or supervised by a licensed member of the UCC staff. Following each group therapy session, the fellow and the supervising co-facilitator meet for 30 minutes of face-to-face supervision to discuss the therapeutic group process within the session. The fellow is provided with feedback concerning the therapeutic process and their own participation and performance in the group. The supervisor of group therapy provides information about the fellow's progress to the primary supervisor during regularly scheduled supervisor meetings as well as informally between meetings. While the group supervisor co-signs all group therapy notes written by the fellow, the primary doctoral-level licensed psychologist maintains responsibility for overall supervision, including oversight and integration of supervision provided by other professionals.

- Outreach (schedule varies)

Fellows participate in outreach programming with the larger university community throughout the year. Opportunities for outreach can be coordinated depending on expressed interest in potential work or partnership with various campus partners (e.g., the Center for LGBTQI Life, the Black Cultural Center, Residential Experience, Athletics). Fellows may also facilitate Drop-In Consultation, a service that offers informal, confidential consultations at various sites on campus. Fellows are given the opportunity to participate as a member of the Intersectional Outreach Committee, charged with planning and implementing UCC outreach efforts on the broader campus.

- Advanced Psychological Assessment (optional)

Fellows may opt to provide psychological assessment services during the training year. Advanced training in psychological assessment includes test selection and administration, scoring of instruments and interpretation of results, writing a comprehensive assessment report, and providing feedback to the client. Supervision of assessment is provided by a licensed psychologist with advanced training in assessment.

- Scholarly Project (dedicated time provided)

Fellows are expected to contribute to the center through the completion of a scholarly project. Like the clinical training at the UCC, this project is considered to be flexible enough to allow the fellow to pursue particular areas of interest. The ideal project will be grounded in, or informed by, existing research/literature and will be undertaken with the aim of enhancing the clinical, administrative, and/or organizational goals of the center. Outreach program development, group therapy initiatives, organizational assessment/quality improvement, and clinical workshops are only some examples of possible scholarly projects.

Fellows and their supervisor will begin to discuss project ideas at the beginning of the training year, followed by the creation of a more formal and comprehensive outline of the plan, which is ultimately reviewed by the supervisor and UCC Training Director before the project is initiated. There is no set timeline for project completion, but the postdoctoral training year will not be considered successfully completed until the project is brought to fruition. While the Training Director provides oversight of the project and the fellow's progress, other UCC clinical staff who possess expertise in the area associated with the fellow's project may assume a mentoring role.

- Postdoc Seminar (monthly x 1 hour)

Postdoctoral fellows participate in a didactic seminar with peers from the Vanderbilt University Medical Center Department of Psychiatry and Behavioral Sciences Postdoctoral Fellowship Training Program in Professional Psychology with which the Vanderbilt UCC maintains a collaborative relationship. This collaborative didactic seminar is co-facilitated by UCC supervisors and faculty psychologists from the VUMC Department of Psychiatry, giving fellows opportunities to learn from variety of supervisors who are engaged in clinical service delivery in a number of different clinical settings with a range of diverse clients (e.g., primary care, at-risk youth, first episode psychosis). The Postdoc Seminar includes a breadth of topics touching on the 9 profession-side competencies, including ethics, cultural diversity in practice, professional development and behavior, assessment, intervention, and supervision.

- UCC Multidisciplinary Case Conference (weekly x 1 hour)

The **UCC Multidisciplinary Case Conference** occurs bimonthly at the UCC and follows a format in which a UCC staff member or trainee presents a clinical case, ideally one that is complex in nature and may require integration of multiple services. This center-wide case conference is an opportunity for staff to solicit clinical consultation from their peers who may represent different disciplines and have different areas of clinical expertise. Fellows participate in this weekly case conference as general attendees and are also included in the schedule of presenters. Case conference presentations are formatted specifically to address presenting concerns within a framework that considers individual and cultural identity and other relevant contextual variables, and typically focuses on treatment planning for brief intervention. Fellows present in the UCC Multidisciplinary Case Conference at least once during the training year. No specific rubric for the presentation is required.

A one-hour **UCC Case Management Discussion** is held monthly. Licensed staff and trainees participate in this discussion that is focused on management of clinical needs within a brief treatment/absorption model. Topics may include how to integrate group with individual treatment, when to refer for medication management and/or psychological assessment, and collaboration with campus partners and community providers, including inpatient treatment facilities, to support high acuity students,

Also once per month, this hour is devoted to meetings of identity-based **Affinity Groups** that are intended to further social justice work and racial equity initiatives within the UCC. Staff and trainees self-select to attend the Black Providers Affinity Group, Non-Black Providers of Color Affinity Group, or White Accountability Group.

- Facilitation of Practicum Seminar (weekly x 1 hour)

During the second half of the postdoc year, fellows take over responsibility for facilitating the case presentation aspect of a weekly seminar held for practicum-level trainees at the UCC. In this role, fellows guide the discussion of cases, highlight issues to consider, and provide suggestions for managing aspects of the cases presented, allowing them to take on a consistent mentoring role for less advanced trainees and to gain experience enhancing and monitoring the professional functioning of others.

- Mentoring of Doctoral Interns (monthly x 1 hour)

Fellows also facilitate a monthly support space for UCC interns to discuss topics of interest and importance to interns, including but not limited to applying for postdoc positions, wellbeing and self-care during internship, managing difficult conversations, and matters of professional identity.

Opportunities for Participation on Clinical Teams and UCC Committees

The program's primary training method is experiential. Regularly scheduled training experiences occur weekly or monthly, including didactic seminars, case conferences, campus outreach presentations, provision of individual and group psychotherapy, participation in individual and group/peer clinical supervision, mentoring of practicum level trainees, and completion of a scholarly project.

While all UCC clinical providers, including postdoctoral fellows, are expected to function as generalist practitioners who are able effectively to manage the mental health needs of students who present with a range clinical concerns and intersecting identities, the fellowship training program is typically able to offer fellows opportunities to focus at least part of their training on treatment of a particular presenting condition (e.g., trauma; alcohol and other drug use; eating disorders) or use of a specific treatment modality (e.g., Dialectical Behavioral Therapy or biofeedback). Opportunities also are available to partner with campus identity centers to provide clinical and outreach services to specific student populations (i.e., athletes, international students, students identifying as LGBTQ+).

UCC postdoctoral fellows may choose to focus an added portion of their clinical time providing formal psychological assessments. If they choose, fellows may also join the UCC's Diversity Alliance, which steers the center's efforts to center social justice

and anti-racism in all UCC clinical and outreach activities. Fellows are also invited to join the UCC Wellness Committee, which is tasked with promoting work/life balance, encouraging a sense of community, and injecting fun into the work environment.

Postdoctoral fellows are challenged to consider the full complexity of the clients they serve and identify not only their clinical needs but also appropriate resources within and outside of the center that will assist clients in achieving their goals. The diversity of UCC clientele represents an opportunity for fellows to pursue specific clinical interests. UCC clients present with a wide range of concerns, identities, and cultural backgrounds. As such, fellows can expect to develop rich caseloads that vary in terms of complexity and treatment duration.

Weekly Schedule

Below is an estimated weekly schedule, based on an approximate 40-hour work week.

<u>ACTIVITY</u>	<u>Hours per Week</u>
Individual therapy	18-20
Group therapy	2-4
Assessment	varies
Individual supervision	2
Group supervision	1
UCC Multidisciplinary Case Conference	1
Practicum training	1.5 hrs/week in spring only
Urgent Care ("Crisis") coverage	4
Outreach	2-4 hrs/month
Scholarly Project	1-3
Didactic Seminar	1 hr/month
Support Space for Doctoral Interns	1 hr/month
Clinical Team Meetings	2-4
UCC Staff Meeting	1.5
Clinical support activities	5
EPPP study time	5 May, June, July

MONITORING & EVALUATION OF TRAINEE PROGRESS

All fellows will be monitored and evaluated using a competency-based format that aligns with the stated training objectives and emphasizes acquisition of the profession wide competencies for health service psychology. Clear objective criteria will be applied for evaluation of achievements (e.g., number of patients seen, number of reports written).

A needs assessment will be completed with each trainee and their primary supervisor, within the first two weeks of training year. The plan will include an assessment of strengths and weaknesses across different areas, along with a plan for meeting training goals. Progress toward achieving these goals will be reviewed throughout the year. The primary supervisor and Training Director will regularly monitor the plan to ensure that each trainee is on the right path for success. If any trainee lags in meeting their development plan objectives, the primary supervisor and Training Director will identify barriers to success and adjust the mentorship plan accordingly (e.g., hold meetings with primary supervisor and trainee, recommend additional development activities). Details on the evaluation process are outlined below.

EVALUATION PROCESS

The fellows will be evaluated two times during the year: December and August. All supervisors of a fellow's work (i.e., of intervention, assessment, scholarly activities) contribute to the evaluation, which the primary supervisor formally reviews with the fellow. This evaluation is then sent to the Training Director. Each fellow will also complete a written evaluation of their supervisors to the Training Director at the same intervals.

It is the responsibility of the training faculty to identify any serious problems or deficiencies as early as possible. Feedback should be given in a timely manner such that low ratings on the formal written evaluation are not the fellow's first indication that they are not performing at the expected level. If the problem is of such severity as to call into question the fellow's successful completion of the program, the Training Director will be informed, and a written plan will be developed and implemented, in collaboration with the trainee, to remedy the problems (see Due Process section below).

See Notebook Appendix for Postdoc Evaluation Form

TRAINING STAFF

Training Director

Frances Niarhos, Ph.D., HSP

Dr. Frances Niarhos is the UCC Training Director, with primary responsibility for oversight of all training programs at the UCC, including a clinical practicum program for graduate students representing various mental health disciplines (e.g., professional counseling, social work, and clinical/counseling psychology) and an APA accredited internship in health service psychology in addition to the UCC Postdoctoral Fellowship Program. Dr. Niarhos joined the University Counseling Center in 2012 and is a licensed psychologist in the State of Tennessee. She completed her undergraduate degree at Southern Methodist University and received her Ph.D. in Clinical Psychology with a concentration in child and pediatric psychology from the University of Miami. As part of her degree, she engaged in coursework, research, and practicum experiences specific to psychological assessment. Prior to her tenure at the UCC, Dr. Niarhos was a member of the clinical faculty in the Vanderbilt University Department of Pediatrics for 8 years. In both settings, the focus of her clinical work has been the psychological evaluation and diagnosis of neurodevelopmental disorders, acquired brain injury, and psychological disorders affecting cognitive functioning in children, adolescents and young adults.

Dr. Niarhos maintains primary responsibility for directing and organizing the postdoctoral fellowship training program, including monitoring and evaluating the training program's goals and activities and documenting and maintaining fellow training records.

Training Faculty

The following individuals are actively involved in the training of postdoctoral fellows as supervisors, mentors, and administrators.

Todd Weinman, Psy.D., HSP

University Counseling Center Director

Interests: leadership and management in college health; training and supervision, diversity and social justice; brief counseling approaches; male identity and healthy masculinity; and Positive Psychology

Mary Clare Champion, Ph.D., HSP

Associate Director for Administration & Services

Interests: Women's health; health psychology; supervision/student development; individual psychotherapy

Nalini Connor, Ph.D., HSP

Staff Psychologist, School of Medicine Satellite Clinic Team Lead

Interests: Interpersonal/relationship problems; depression; anxiety; identity issues; and clinical supervision. Psychotherapy orientation is integrative, primarily using CBT, interpersonal-focused therapy, and insight-oriented therapy

Melissa Porter, Psy.D., HSP

Staff Psychologist, Associate Director for Clinical Services

Interests: Individual, group, and family therapy regarding women's issues & LGBTQ+ issues; trauma; depression; assessments; crisis assistance; interventions predominately utilize CBT, trauma focused CBT, and supportive therapy along with EMDR

Anabella Pavon Wilson, Ph.D., HSP

Staff Psychologist, Groups Coordinator

Interests: Individual, group, and family therapy; adjustment issues; identity development; multicultural issues; anxiety and depression; predominately utilizing CBT and supportive therapies

Ciera Scott, PhD, HSP

Staff Psychologist, Associate Director for Outreach and Community Engagement

Interests: diversity and multiculturalism, individual and cultural identity issues, group psychotherapy, and outreach and education

Ruth Howard, PhD, HSP

Staff Psychologist, Outreach Co-Coordinator

Interests: Individual and group therapy; mindfulness and self-compassion; individual and cultural identity issues, including international, immigrant, and first-generation students.

COMPLETION OF THE PROGRAM

Upon successful completion of the program, fellows will be awarded a certificate of completion. This certificate will validate that the trainee has successfully completed all the program requirements and has acquired expertise in the field of health service psychology. This certificate will be awarded after final evaluation by the Training Committee.

FURTHER INFORMATION

Appointment: position is a “Postdoctoral Scholar” appointed through VU Office of Postdoctoral Affairs and VU Peabody College, Department of Human and Organizational Development (identified mentor is Gina Frieden, PhD).

Stipend: \$54,835

Benefits: Health insurance with employee contribution; vacation and sick leave; professional development time; and university vacation and holidays. Paid Time Off (20 days) is and used for all vacation and sick leave. Postdocs are given 5 professional days.

Postdoctoral Fellows receive \$1000 in professional development funds to be used for attendance at conferences and other professional trainings. These funds must be used on or before June 30, 2024; these funds cannot be used to cover licensing fees, EPPP fees, books or journal subscriptions, or membership fees.

Postdoctoral Fellowship in Health Service Psychology

Postdoctoral Fellow Rights and Responsibilities (before Due Process)

Fellows Rights

1. The right to a clear statement of general rights and responsibilities upon entry into the fellowship program, including a clear statement of goals and parameters of the training experience.
2. The right to be trained by professionals who behave in accordance with the ethical guidelines of their professional disciplines (APA Ethical Principles of Psychologists and Code of Conduct; APA General Guidelines for Providers of Psychological Services and Professional Practice Guidelines; ASPPB Code of Conduct; NASW Code of Ethics; APNA Scope and Standards of Psychiatric-Mental Health Nursing; or other relevant and applicable codes, standards, or guidelines).
3. The right to be treated with professional respect, with recognition of the training and experience the Fellow brings with them.
4. The right to ongoing evaluation that is specific, respectful, and pertinent.
5. The right to engage in an ongoing evaluation of the training experience.
6. The right to initiate, a) informal resolution of problems that might arise in the training experience (e.g., supervision assignments, etc.) through request to the individual concerned and/or to the Training Director and/or; b) formal complaint procedures for conflict-based problems in accordance with the procedures set forth in the *Grievance Procedures* section of this document.
7. The right to due process to deal with problems or disagreements related to the evaluation of their competency\acquisition of skills or when formal procedures for addressing grievances have not been successful.
8. The right to privacy and respect of one's personal life. Disclosure of personal information is voluntary except when it is necessary to evaluate or obtain assistance for Fellows whose personal problems could reasonably be judged

to be preventing them from performing their responsibilities at the counseling center.

Postdoctoral Fellow Responsibilities

1. The responsibility to read, understand and seek clarification if necessary, the statement of rights and responsibilities and of the Policies and Procedures within the Handbook generally. Implementation of these responsibilities is considered a competence and will be exercised by Fellows.
2. The responsibility to maintain behavior within the scope of the APA ethical guidelines.
3. The responsibility to behave within the bounds set forth by the laws and regulations of the State of Tennessee.
4. The responsibility to be open to professionally appropriate feedback from immediate supervisors, professional staff, and agency personnel.
5. The responsibility to behave in a manner that promotes professional interaction within the Counseling Center and is in accordance with the standards and expectations of the center.
6. The responsibility to give professionally-appropriate feedback regarding the training experience or center experience.
7. The responsibility to conduct oneself in a professionally-appropriate manner should Due Process procedures be initiated.
8. The responsibility to actively participate in the training, service and overall activities of the Counseling Center.
9. The responsibility to meet training expectations by developing an acceptable level of competency in regard to stated Profession Wide Competencies.

At the beginning of the training year, each Postdoctoral Fellow is provided: (1) a copy of the Due Process Policy, which provides a definition of competency standards, a listing of possible sanctions, and an explicit discussion of the due process procedures; and (2) a copy of our Grievance Procedures policy, which provides guidelines to assist Fellows who wish to file complaints against UCC staff members.

DUE PROCESS PROCEDURE

Due process procedures are meant to provide a framework for the Postdoctoral Fellow to respond to or act or dispute an action taken by the postdoctoral fellowship training program or member of the Counseling Center staff.

Due process (1) ensures that decisions made about Fellows by the Vanderbilt UCC postdoctoral fellowship program are not arbitrary or personally biased; (2) requires the Vanderbilt UCC postdoctoral fellowship program to identify specific evaluative procedures which are applied to all Fellows; and (3) provides appropriate *Appeal Procedures* available to the Postdoctoral Fellow so that they may appeal the Vanderbilt UCC postdoctoral fellowship program's actions.

General Due Process guidelines include:

- Presenting to Fellows in writing the Vanderbilt UCC postdoctoral fellowship program's expectations related to professional functioning;
- Articulating the various procedures and actions involved in making decisions regarding unsatisfactory performance or problematic conduct;
- Instituting a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies;
- Ensuring that the appropriate person(s)/group(s) meet with the Fellow to discuss the unmet performance standards, the remedial plan to be instituted, the timing and procedures involved in the remedial plan, and the consequences of not rectifying the unmet performance standards.
- Providing the Fellow with a procedure for appealing the program's action (see Grievance Procedure in this document below)
- Ensuring that Fellows have sufficient time to respond to any action taken by the Vanderbilt UCC postdoctoral fellowship program;
- Using input from multiple professional sources (e.g., APA, APPIC) when possible for making decisions or recommendations regarding the Postdoctoral Fellow's performance;

- Documenting to all relevant parties the action taken by the Vanderbilt UCC postdoctoral fellowship training program and the rationale for those actions.

Definition of Learning Need

The UCC Postdoctoral Fellowship program defines a “**learning need**” to be a developmentally expected or non-extreme behavior that is identified as an important area of growth or focused learning for a professional-in-training that can be addressed informally with additional support and feedback from the Fellow’s primary supervisor. This level of intervention is considered **Informal Feedback** to the Fellow emphasizing the need to address the behavior at question. In many cases the concern may be addressed informally through re-negotiation of the Postdoctoral Fellow’s training goals. The Training Director may make recommendations regarding supervisory interventions or training changes or may choose to consult with the Training Committee for additional recommendations.

Definition of Not Meeting Performance Expectations

In contrast, it is sometimes determined that a Fellow is “**not meeting performance standards**,” which is defined broadly as interference in a Fellow’s professional functioning that is manifested in one or more of the following ways:

- ***Unethical behavior or violation of policies:*** an inability and/or unwillingness to acquire and integrate essential professional standards into one’s repertoire of behavior;
- ***Inadequate performance:*** an inability to acquire professional skills in order to reach an acceptable level of competency for the Postdoctoral Fellow’s stage of development (as operationalized by the formal evaluation process);
- ***Problematic behavior or conduct:*** an inability to control personal stress, psychological dysfunction, and/or inappropriate emotional reactions which disrupt professional functioning.

In general, it is a matter of professional judgment as to when difficulties in a Postdoctoral Fellow’s behavior reaches the level of problematic performance or conduct. **Behaviors typically become identified as “not meeting performance standards” when they include one or more of the following characteristics:**

- The Postdoctoral Fellow does not acknowledge, understand or address the problem when it is identified.
- The problem is not merely a reflection of a skill deficit which can be rectified by academic or didactic training.
- The quality or quantity of services delivered by the Postdoctoral Fellow is affected in a sufficiently negative way.
- The problem is not restricted to one area of professional functioning.
- A disproportionate amount of attention by training personnel is required to attend to the problematic behavior.
- The Postdoctoral Fellow's behavior does not change as a function of feedback, remediation, and/or time.

Procedures for Responding to Not Meeting Performance Standards

If a Postdoctoral Fellow receives an unacceptable rating (i.e., below "3" *Satisfactory*) on any of the elements within the profession-wide competencies of the formal Postdoctoral Fellow Evaluation, **or** if a staff member has concerns about a Postdoctoral Fellow's behavior (e.g., ethical or legal violations, professional competence, etc.), the following procedures will be initiated:

Note: *Means of addressing the problematic behaviors are described below in the Remediation Options for Note Meeting Performance Standards section*

1. Once made aware of the concern or unacceptable rating, a Review Committee will be formed, chaired by the Training Director or by a chair selected by the UCC Director if the UCC Director deems that the Training Director has an unacceptable dual relationship with or personal bias toward the Fellow. The Chair will appoint two Training Committee members to the Review Committee, taking into consideration the need to minimize dual relationships or the possibility/perception of unacceptable personal bias.
2. Within **three (3) working days** of assembling the Review Committee, the Fellow will be notified, in writing that such a review is occurring, and the Review Committee will request information and/or a statement from the Fellow in response to the identified unmet performance standards. The Fellow will submit their statement to the Review Committee in writing

- within **five (5) working days** of receiving the notification that the Review Committee is meeting to consider the matter of the Fellow's behavior.
3. In discussing the unmet performance standards and the Fellow's statement, the Review Committee may adopt any one or more of the following measures or may take any other appropriate action, referred to as the "Initial Review Committee Decision." The Review Committee may:
 - a. determine that the criteria for *not meeting performance standards* has not been met and consequently does not warrant further action; **or**
 - b. issue an "**Acknowledgement Notice**" which formally acknowledges that:
 - i. the Review Committee concurs that the Fellow is not meeting performance standards in the identified area, and
 - ii. the unmet performance standards have been brought to the attention of the Fellow, and
 - iii. the Review Committee will work with the Fellow to rectify the identified unmet performance standard(s) and will establish a time frame for rectification through the creation of a remediation plan; **or**
 - c. issue a "**Probation Statement**" indicating that the Review Committee will actively and systematically monitor for a specific length of time, the degree to which the Fellow addresses, changes, and/or otherwise improves the behavior associated with the unmet performance standards. The Probation Statement is a written statement to the Fellow which includes:
 - a. a description of the behaviors associated with the unmet performance standard(s);
 - b. specific recommendations for rectifying the problem;
 - c. the time frame for the probation during which the problem is expected to be ameliorated; and
 - d. the procedures used to ascertain whether the problem has been appropriately rectified, **or**
 - d. recommend to the UCC Director that the Fellow's participation in the training program be terminated. The UCC Director will have discretion as to whether or not to issue a "**Termination Statement.**" If the UCC Director determines not to issue a Termination Statement,

the Director will consult with the Review Committee to arrive at an appropriate Probation Statement. The UCC Director, in consultation with the Dean of Students administration and Vanderbilt University Human Resources, will have final discretion in regard to Fellow termination.

- e. A remediation plan is created for both the Acknowledgement Notice and the Probation Statement. The elements of the remediation plan, including additional supports implemented to assist the Fellow to resolve the problem, are determined by the Review Committee in collaboration with the Fellow's primary supervisor, members of the Training Committee, and the UCC Director with consultation from APPIC and/or APA.
4. If a Probation Statement is issued (3.c. above), the Chair of the Review Committee will meet with the Fellow **within 3 working days** of the decision to review the probationary conditions. The Fellow may also request to meet with the Review Committee. The Fellow may choose to accept the conditions of the Probation Statement or may choose to challenge/appeal the Review Committee's action and Probation Statement. An Acknowledgement Notice may also be challenged. The procedures for challenging/appealing the action are presented in the section of this document titled "Fellow Grievance Procedures."
 5. If the Fellow does not challenge the Acknowledgement Notice or Probation Statement, it is expected that the status of the unmet performance standard(s) will be reviewed no later than the time limits identified in the Acknowledgement Notice or Probation Statement.
 6. At such a time that the unmet performance standards have been rectified to the satisfaction of the Review Committee, the Fellow and other appropriate individuals will be informed in writing and no further action will be taken.
 7. **Failure to demonstrate sufficient improvement:** if the Review Committee determines that there has *not* been sufficient improvement of the unmet performance standards under the conditions stipulated in the Probation Statement, the Review Committee may adopt any one of the following measures:
 - a. an **extension of the probation** for a specified time period whereupon the Review Committee will once again determine if sufficient improvement in the fellow's behavior has rectified the unmet performance standards;

- b. a **suspension**, whereby the Postdoctoral Fellow is prohibited from engaging in certain professional activities (e.g., direct service activities) until there is evidence that the problem behaviors in question have improved;
 - c. determine that the Fellow be permitted to complete their UCC duties with or without restrictions but receive **no endorsement** for having completed the training program. Under these circumstances, the Fellow will have received training and provided services for the year but will not have satisfactorily completed the training program or be certified as such.
 - d. If the determination of insufficient improvement is made at the end of a training year, the Committee may: 1) give the Fellow a limited endorsement, including the specification of those settings or roles in which they could function adequately; 2) determine that the Fellow has not successfully completed the training program, with the recommendation of a subsequent Postdoctoral Fellowship; 3) recommend a career shift for the Fellow and facilitate this, if possible.
 - e. the Postdoctoral Fellow may **voluntarily withdraw** from the postdoctoral fellowship program;
 - f. a recommendation to the UCC Director that the Postdoctoral Fellow be **terminated** from the program.
8. Within **three (3) working days** of the Review Committee's decision per item 7 above, the Review Committee will communicate in writing to the Fellow, the Training Director and UCC Director that the conditions for revoking the probation have not been met. The decision to implement one of the six options above (7. a-f) is contained in that letter.
 9. Within **five (5) working days** of receipt of the letter containing the Review Committee's determination and proposed course of action (per 7. a-f above), the Fellow will respond to the Review Committee's action in writing to: a) accept the determination and/or action; or b) challenge and appeal the determination and/or action (*see section titled "Fellow Grievance Procedures"*).
 10. Once the Fellow has made a decision under item 9 above, the Fellow, Training Director, UCC Director and other appropriate individuals are informed in writing by the Review Committee of the action taken by the Review Committee and Fellow's response to such action.
 11. A lack of response within **five (5) working days** by the Fellow to the Training Committee's decision will be interpreted as accepting the action.

Remediation Options for Not Meeting Performance Standards

Several possible, and perhaps concurrent, courses of intervention to remediate problems may include but are not limited to:

- increasing supervision, shifting the focus of supervision, or modifying the format of supervision with either the same or another supervisor;
- requiring specific readings or academic coursework in a specific area to be regularly monitored by a member of the training staff who is knowledgeable in that area;
- recommending or requiring personal therapy with a clear statement about the intentions of the therapy referral and whether or how such therapy contacts will be used in the evaluation process;
- reducing the Postdoctoral Fellow's clinical or other workload;
- recommending, when appropriate, a leave of absence and/or second postdoctoral fellowship

Violations Meriting Immediate Suspension

Some violations of policy or procedure are serious enough to warrant immediate action. Should the Postdoctoral Fellow commit a felony, have sexual or romantic contact with a client, or perform any other serious violation of the APA Code of Ethics or the university policy, they will be placed on immediate suspension. Further disposition will be determined by the Counseling Center Director in consultation with the Training Director, the Training Committee, and/or other training staff and with Vanderbilt University Human Resources in accordance with relevant university policies and procedures.

FELLOW GRIEVANCE PROCEDURES

Grievance Procedures to Appeal Review Committee's actions in connection with "Not Meeting Performance Standards"

1. Fellows can institute formal grievance procedures in order to: a) challenge an initial Review Committee decision, b) challenge an initial decision of the UCC Director, or c) challenge consequent Review Committee decision(s).

2. If the Fellow wishes to challenge a Review Committee decision or a decision by the UCC Director, they must, within **five (5) working days** of receipt of the decision, provide the Chair of the Review Committee their formal grievance in writing and explain the grounds for the challenge.
3. The Chair of the Review Committee will convene a Grievance Panel consisting of two staff members selected by the Chair of the Review Committee and two selected by the Fellow. The Chair of the Review Committee also sits on the Grievance Panel. The staff complainant will not sit on the Grievance Panel. The Director of UCC, who has final decision-making authority, will not sit on the Grievance Panel. The Fellow retains the right to hear all facts with the opportunity to dispute and/or explain their behavior.
4. A grievance hearing is conducted, chaired by the Chair of the Review Committee, in which the appeal is heard. Within **five (5) working days** of the completion of the review hearing, the Grievance Panel submits a report to the UCC Director, including any recommendations for further action. Recommendations to the UCC Director are determined by majority vote of the Grievance Panel (4 staff members and Chair of the Review Committee).
5. Within **five (5) working days** of receipt of the recommendation of the Grievance Panel, the UCC Director, in consultation with Dean of Students administration, either (1) accepts the Grievance Panel's action, (2) rejects the Grievance Panel's action and provides an alternative, or (3) refers the matter back to the Grievance Panel for further deliberation. In the latter case, the Grievance Panel then reports back to the Director within **ten (10) working days** of the receipt of the Director's request for further deliberation. The UCC Director then makes a final decision regarding what action is to be taken with similar consultation as noted above.
6. Once a decision has been made, the Fellow and other appropriate individuals are informed in writing of the action taken within **five (5) working days**.
7. If the Fellow wishes to challenge the final decision of the Director, they must within **five (5) working days** of receipt of the Director's final decision, file a petition in writing to the UCC Director. The Director will then consult with the Dean of Students administration to establish a procedure to review and investigate the complaint. This does not preclude attempts at resolution made at the university/institution level. It is the policy of Vanderbilt University to provide an avenue for individuals who may have a complaint regarding the behavior(s) of any university employee (see below). The Vanderbilt University Staff Handbook describes the university policies and

procedures for employee complaints, and can be accessed online at https://www.vanderbilt.edu/eo/other_services/grievances.php

8. At any stage of the process the Postdoctoral Fellow may consult formally or informally with the APA, APPIC, or legal counsel about their problems, dissatisfactions, or grievances.
9. UCC will maintain a confidential and de-identified log of all formal Fellow complaints and grievances filed against UCC, training staff members of UCC or other individuals associated with UCC and/or the training program. The Training Director will also maintain complete documentation of all such formal Fellow complaints and grievances in a secure electronic file accessible only to the Training Director, UCC Director, and one administrative staff member for the training program. The Training Director will also maintain copies of such documentation in the Fellow's Fellowship file that resides in a secure electronic file accessible only to the Training Director, UCC Director, and one administrative staff member for the training program.

Grievance Procedures for Conflict with UCC Staff or Trainees

It is the program's intent to be receptive to all Fellows' expression of problems encountered during fellowship training and to make reasonable and timely efforts to resolve any causes of Postdoctoral Fellow dissatisfaction. Staff members are expected to be candid and to act in good faith in dealing with problems and dissatisfaction expressed by Fellows. No staff member will interfere with a Postdoctoral Fellow's right to express or file a grievance. Fellows are assured freedom from restraint, discrimination, or reprisal in exercising that right.

In order to protect the needs and rights of all Fellows, a complaint procedure has been developed. While it is hoped that any concerns or complaints can be discussed and resolved informally, a formal mechanism is appropriate in light of the power differential between Fellows and supervisors.

In general, Fellows and supervisors are encouraged to speak openly in order to facilitate a congenial learning environment that fits the needs and interests of the Fellows. Giving feedback to staff members/supervisors or the Training Director is encouraged.

When a Postdoctoral Fellow has a complaint (e.g. poor supervision, unavailability of supervisor, evaluations perceived as unfair, personality clashes, workload issues, other conflicts) regarding a supervisor, another member of the Counseling Center staff, another trainee, or with the program itself, these steps will be followed:

- 1) The Postdoctoral Fellow should attempt to discuss the concern directly with the individual involved in an effort to informally resolve the problem.
- 2) If this is insufficient to resolve the problematic situation, or it is inappropriate to raise the issue directly with the individual concerned, the Fellow should raise the issue with their Primary supervisor (or the Training Director if the concern is regarding the Primary supervisor) for consultation and guidance. Following this consultation, the Fellow may:
 - (a) personally discuss the matter with the staff member involved;
 - (b) accompanied by a supervisor, may meet and talk with the staff member involved in an effort to seek resolution;
 - (c) possibly with a supervisor, meet with the Training Director to discuss the concerns and efforts made to date to seek resolution.
 - (d) bring the matter to the attention of the UCC Director
- 3) When the Training Director becomes involved, any of the following steps may be taken to seek resolution:
 - (a) The Training Director may talk privately with the staff member involved;
 - (b) The Training Director may talk with the staff member and Fellow together to seek resolution of concerns;
 - (c) The Training Director, Fellow, Fellow's supervisor(s), and the staff member involved may meet together to seek resolution.
- 4) If these steps fail to resolve the matter, the Training Director will consult with the Counseling Center Director to develop appropriate procedures to review and investigate the complaint. The Training Director and UCC Director may decide to convene a Grievance Panel to investigate the grievance further (follows process outlined above in section titled *Grievance Procedures to Appeal Review Committee's actions in connection with "Not Meeting Performance Standards"*).

Complaint against the Training Director

If the Training Director is the object of the complaint or grievance, the Postdoctoral Fellow should consult with a supervisor and together consider the following sequence of steps:

- 1) The Fellow may meet privately with the Training Director to raise concerns and seek resolution;
- 2) The Fellow and their Primary Supervisor together may meet with the Training Director to seek resolution;
- 3) The Fellow and Primary Supervisor may raise the issue with the UCC Director, who will advise on the appropriate steps to be taken, including but not limited to, mediation by another party. If resolution is not achieved, the UCC Director or their designee would assume administrative oversight of the Fellow in place of the Training Director. The UCC Director may consult with Dean of Students administration, Vanderbilt University Human Resources, APPIC, and APA to provide independent support and guidance related to the complaint or grievance;
- 4) If the Training Director is the Fellow's supervisor and the matter cannot be resolved:
 - a. another senior staff member may be assigned to assume supervisory responsibilities for the Postdoctoral Fellow in place of the Training Director; the supervisor's responsibilities would include formal evaluations of the Postdoctoral Fellow's performance; or.
 - b. the UCC Director may decide to convene a Grievance Panel to investigate the grievance further (follows process outlined above in section titled *Grievance Procedures to Appeal Review Committee's actions in connection with "Not Meeting Performance Standards"*).

At any stage of the process the Postdoctoral Fellow may consult formally or informally with the APA, APPIC, or legal counsel about their problems, dissatisfactions, or grievances.

If the Postdoctoral Fellow wishes to file a more formal complaint, this should be in writing and submitted to the Training Director and/or the Counseling Center Director. The Director will then establish a procedure to review and investigate the complaint. The Grievance Procedures described above do not preclude attempts at resolution made at the university/institution level. It is the policy of Vanderbilt University to provide an avenue for individuals who may have a complaint regarding the behavior(s) of any university employee. The Vanderbilt University Staff Handbook describes the university policies and procedures for employee complaints, and can be accessed online at https://www.vanderbilt.edu/eoo/other_services/grievances.php

APPENDICES *

UCC Postdoctoral Fellowship Professional Development Seminar Schedule

Vanderbilt UCC Postdoctoral Fellow Evaluation Form

UCC Clinical Guidelines AY 2020-2021 (rev. Aug 2020)

TN Code Rules Covering Psychologists

Mandatory Reporting in Tennessee

*note to APPIC reviewers: these documents are in the Uploads section of the Membership Renewal Application

GRIEVANCE PROCEDURES

Complaint against a Staff Member

It is the program's intent to be receptive to all Fellows' expression of problems encountered during fellowship training and to make reasonable and timely efforts to resolve any causes of Postdoctoral Fellow dissatisfaction. Staff members are expected to be candid and to act in good faith in dealing with problems and dissatisfaction expressed by Fellows. No staff member will interfere with a Postdoctoral Fellow's right to express or file a grievance. Fellows are assured freedom from restraint, discrimination, or reprisal in exercising that right.

When a Postdoctoral Fellow has a complaint (e.g. poor supervision, unavailability of supervisor, evaluations perceived as unfair, personality clashes, workload issues, other conflicts) regarding a supervisor, another member of the Counseling Center staff, or with the program itself, the subsequent steps will be followed:

- 5) The Postdoctoral Fellow should attempt to discuss the concern directly with the individual involved in an effort to informally resolve the problem.
- 6) If this is insufficient to resolve the problematic situation, or it is inappropriate to raise the issue directly with the individual concerned, the Postdoctoral Fellow should raise the issue with a supervisor (or the Training Director if the concern is regarding a supervisor) for consultation and guidance. Following this consultation, the Postdoctoral Fellow may:
 - (a) personally discuss the matter with the staff member involved;
 - (b) accompanied by a supervisor, may meet and talk with the staff member involved in an effort to seek resolution;
 - (c) possibly with a supervisor, meet with the Training Director to discuss the concerns and efforts made to date to seek resolution.
- 7) When the Training Director becomes involved, any of the following steps may be taken to seek resolution:
 - (a) The Training Director may talk privately with the staff member involved;
 - (b) The Training Director may talk with the staff member and Postdoctoral Fellow together to seek resolution of concerns;
 - (c) The Training Director, Postdoctoral Fellow, Postdoctoral Fellow's supervisor(s), and the staff member involved may meet together to seek resolution.
- 8) If these steps fail to resolve the matter, the Training Director will consult with the Counseling Center Director to develop appropriate procedures to review and investigate the complaint.

Complaint against the Training Director

If the Training Director is the object of the complaint or grievance, the Postdoctoral Fellow should consult with a supervisor and together consider the following sequence of steps:

- 5) The Postdoctoral Fellow may meet privately with the Training Director to raise concerns and seek resolution;
- 6) The Postdoctoral Fellow and a supervisor together may meet with the Training Director to seek resolution;
- 7) The Postdoctoral Fellow and supervisor may raise the issue with the Counseling Center Director, who would then advise on the appropriate steps to be taken, including but not limited to, mediation by another party. If resolution is not achieved, the Director or their designee would assume administrative responsibilities for the Postdoctoral Fellow in place of the Training Director. An outside professional determined by the Director may be offered as a consultant to the process, to provide independent support and guidance related to the complaint or grievance;
- 8) If the Training Director is one of the Postdoctoral Fellow's supervisors and the matter cannot be resolved:
 - (a) the Postdoctoral Fellow and Training Director may agree to continue with supervision under stipulated conditions (e.g. the focus of supervision remains on specific tasks or areas);
 - (b) another senior staff member may be assigned to assume supervisory responsibilities for the Postdoctoral Fellow in place of the Training Director; the supervisor's responsibilities would include formal evaluations of the Postdoctoral Fellow's performance.

At any stage of the process the Postdoctoral Fellow may consult formally or informally with the APA, APPIC, or legal counsel about their problems, dissatisfactions, or grievances.

If the Postdoctoral Fellow wishes to file a more formal complaint, this should be in writing and submitted to the Training Director and/or the Counseling Center Director. The Director will then establish a procedure to review and investigate the complaint. This does not preclude attempts at resolution made at the university/institution level. It is the policy of Vanderbilt University to provide an avenue for individuals who may have a complaint regarding the behavior(s) of any university employee (see below). The Vanderbilt University Staff Handbook describes the university policies and procedures for employee complaints, and

can be accessed online at

https://www.vanderbilt.edu/eeo/other_services/grievances.php

REVIEW PANEL/HEARING

- 1) When needed, a Review Panel will be convened by the UCC Director to make a recommendation to the Training Director about the appropriateness of a Remediation Plan/Sanction for a Postdoctoral Fellow's problematic Behavior OR to review a grievance filed by the Postdoctoral Fellow.
 - a. The Panel will consist of three staff members selected by the Director with recommendations from the Training Director and the Postdoctoral Fellow who filed the appeal or grievance. The UCC Director will appoint a Chair of the Review Panel.
 - b. In cases of an appeal, the Postdoctoral Fellow has the right to hear the expressed concerns of the training program and an opportunity to dispute or explain the behavior of concern.
 - c. In response to a grievance, the Postdoctoral Fellow has a right to express concerns about the training program or CAPS staff member and the CAPS program or staff has the right and responsibility to respond.
- 2) Within **five (5) work days**, the Review Panel will meet to review the appeal or grievance and to examine the relevant material presented.
- 3) Within **three (3) work days** after the completion of the review the Panel will submit a written report to the Director, including any recommendations for further action. Recommendations made by the Review Panel will be made by majority vote if a consensus cannot be reached.
- 4) Within **three (3) work days** of receipt of the recommendation, the Director will either accept or reject the Review Panel's recommendations. If the Director rejects the recommendation, the Director may refer the matter back to the Panel for further deliberation and revised recommendations or may make a final decision.
- 5) If referred back to the Panel, a report will be presented to the Director within **five (5) work days** of the receipt of the Director's request of further deliberation. The Director then makes a final decision regarding what action is to be taken and informs the TC and Training Director.
- 6) The Training Director and or TC informs the Postdoctoral Fellow, staff members involved and necessary members of the training staff of the decision and any action taken or to be taken.
- 7) If the Postdoctoral Fellow disputes the Director's final decision, the Postdoctoral Fellow has the right to appeal through following steps outlined

in Appeal Procedures (Section IID) or by contacting the UC Davis
Department

