

TRIPLER ARMY MEDICAL CENTER (TAMC) SPECIALTY PSYCHOLOGY Postdoctoral Fellowship Training Programs Revised 5/16/16



QUICK LINKS

- [Program Philosophy](#)
- [Program Goals](#)
- [Specialty Practice Areas](#)
 - [Clinical Child Psychology](#)
 - [Clinical Health Psychology](#)
 - [Clinical Neuropsychology](#)
- [Common Training Experiences](#)
- [Application/Selection Procedures](#)
- [Program Faculty](#)
- [Supervision](#)
- [Evaluation of Fellow Performance](#)
- [Grievance Procedures](#)
- [Attendance and Absences](#)
- [Duty Hours](#)
- [Graduates](#)
- [Accreditation Status](#)

PROGRAM PHILOSOPHY

Our Postdoctoral Fellowship Training Programs strive to provide each postdoctoral psychology fellow with advanced training and specialty expertise. The programs are structured to produce psychologists who are capable of understanding, appreciating, and contributing to the scientific underpinnings of clinical practice. We not only believe that science must inform clinical practice but that practice must inform science.

The Department of Behavioral Health at TAMC offers postdoctoral training in three substantive specialty practice areas recognized by the Commission on the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP) of the American Psychological Association (APA) or by the American Board of Professional Psychology (ABPP). These specialty areas are Clinical Child Psychology, Clinical Health Psychology and Clinical Neuropsychology that are accredited as separate postdoctoral programs in their specialty area. Each specialty practice area provides postdoctoral fellows with opportunities to achieve advanced levels of expertise in each specialty area. It is believed that postdoctoral training is the optimal opportunity to develop the high level of specialty expertise needed for health care delivery careers, academic careers or leadership roles in the health care delivery system. Our program highly values interdisciplinary training and multidisciplinary team participation. Our fellows train alongside trainees of many other disciplines, depending on their specialty practice area, e.g., child psychiatry fellows, pediatrics residents, family practice residents, surgery residents, etc. They also participate in multidisciplinary teams in primary care, pain rehabilitation, schools, oncology, etc.

The faculty models interdisciplinary cooperation and demonstrates the unique contributions psychologists can make to multidisciplinary teams, thus helping prepare students to take active and productive roles on such teams.

Our Postdoctoral Fellowship Training Programs strive to facilitate the professional development of each postdoctoral fellow. Each postdoctoral fellow has unique career aspirations and is at his or her individual level of professional development. It is our conviction that this professional development be nurtured. We believe that this requires facilitation of appropriate opportunities for advocacy, development of research interests, cross-specialty or departmental collaborations, membership in professional organizations, and attendance at professional conferences.

PROGRAM GOALS

The education and training goals of our Postdoctoral Training Programs are consistent with our aims to (1) prepare clinical psychologists for clinical psychology practice at an advanced competency level and (2) provide them with advanced specialty level training. The training that we provide includes: (a) diagnosing or defining problems through psychological assessment and implementing psychological interventions; (b) consultation, program evaluation, supervision and/or teaching; (c) strategies of scholarly inquiry; (d) organizational management and administration issues as they affect the service delivery or research setting; (e) professional issues and conduct, including law and ethics, and other psychology service provider standards; and (f) issues of cultural and individual diversity relevant to all of the areas above.

SPECIALTY PRACTICE AREAS

In addition to common training experiences, there are training experiences shared by fellows within a common specialty practice area. These may include university courses, seminars, workshops, case conferences, and clinic and treatment experiences as indicated below.

Tripler Clinical Child Psychology Fellowship Program (TCCFPF)

- Accredited, active (2014-2016 training cohort)
- **Our program received a seven-year accreditation from the APA Committee on Accreditation, 2016-2022**
- One training position is available for an **active duty service member** for the training cycle year 2017-2019. Please email COL P. Antonio Casas at **pedro.a.casas.mil@mail.mil** for a copy of the Clinical Child Psychology Postdoctoral Training Handbook.

The TCCFPF prepares postdoctoral psychologists for advanced practice competence in Clinical Child and Adolescent Psychology. The TCCFPF curriculum is consistent with the “Guidelines and Principles: Accreditation of Postdoctoral Training Programs in Clinical Child Psychology” (APA Division 53 Task Force) and the “Model for Training Psychologist to Provide Services for Children & Adolescents” (Roberts, Carlson, Erickson et. al., 1998). A Practitioner-Scholar model guides the TCCFPF, with an emphasis on clinical practice with children, adolescents, and families that is validated by empirical research. The TCCFPF is a comprehensive and intensive two-year training experience. The long-term goals of the program are to prepare postdoctoral psychologists to:

- Pursue careers in Clinical Child Psychology, and;
- Make significant contributions to the field of Clinical Child Psychology through delivery of clinical service, program development, research, consultation, or teaching-training activities.

The vehicles for training include supervised clinical practice, didactic seminars, case conference presentations, inter-professional consultation, and team interactions. Fellows acquire competency in Clinical Child Psychology assessment, consultation/education, treatment, supervision, and scholarly inquiry and are exposed to a wide range of psychological, developmental, and medical disorders. Training experiences are graded, sequential, and graduated in complexity. Training starts with didactics, supervised practice, and observational learning and moves to self-directed education and autonomous practice. The TCCFPF emphasizes a knowledge base and a set of foundational competencies (ethics, cultural diversity, professional development, and administration/management) consistent with a specialty practice in Clinical Child Psychology. The training curriculum provides both a range and depth of learning experiences to ensure development of competency. Due to its unique geographical location and the blend of military and civilian training settings, the TCCFPF provides exposure to a rich array of cultural, individual, and role differences, including those based on: age, gender, race, ethnicity, culture, national origin, religion, sexual orientation, disability, and socioeconomic status.

Training Settings. Fellows spend two (2) years (twenty-four hours or more per week) in the Child and Family Behavioral Health Service (CAFBHS). CAFBHS is an outpatient specialty service within the Department of Behavioral Health at TAMC. CAFBHS offers service for a range of childhood disorders and family problems. During this primary rotation, Fellows conduct evaluations/assessments, provide a variety of treatments, participate in team meetings, supervise junior-level trainees, conduct a scholarly project, and lead team projects.

In their first year, Fellows complete sub-rotation (eight hours per week) with our School Behavioral Health Team at a public school located on/near a local military installation. This sub-rotation provides Fellows with an opportunity to evaluate and treat children and their families within an educational setting.

This sub-rotation also affords opportunities to develop skills for inter-professional consultation to/with educators, and gain further clinical experience with youth in an alternative system of care.

In their second year, Fellows complete a sub-rotation (sixteen hours per week) in our Pediatric Outpatient Clinic. Fellows function as a member of an inter-professional team who evaluate and treat children with variety of medical illnesses. This sub-rotation provides training in the care of youth and their families in an alternative system of care, to include inter-professional assessment, treatment, and consultation. This sub-rotation also encompasses medically-oriented meetings (Morning Report, Grand Rounds, Multidisciplinary Rounds), and various specialty clinics (Adolescent Medicine, PICU, Pediatrics Ward, CF Clinic, Feeding Clinic).

Clinical Health Psychology Fellowship Program

- **Our program received a seven-year accreditation from the APA Committee on Accreditation, 2014-2021**
- Please email COL P. Antonio Casas at pedro.a.casas.mil@mail.mil for a copy of the Clinical Health Psychology Postdoctoral Training Handbook.

The Clinical Health Psychology Specialty prepares postdoctoral psychologists in the specialty of Clinical Health Psychology to work in diverse health settings in military and civilian settings. The postdoctoral program follows the postdoctoral education and training guidelines delineated in the 2007 American Psychological Association Division 38 (Health Psychology) sponsored summit meeting revisiting the standards in training in clinical *health psychology* (France et. Al, 2008) and the *Commission for the Recognition of Specialties in Professional practice* (CRSPPP). As an institutional working member of the Council of Clinical Health Psychology Training Programs (CCHPTP), TAMC continues to refine this set of professional competencies to reflect advances in the field as they are integrated into this growing specialty.

The mission of the Clinical Health Psychology postdoctoral training program is to provide a comprehensive and intensive 2-year training program in the specialty area of Clinical Health Psychology to prepare for work in diverse health settings in military and civilian settings. The program's primary goal is to develop board-eligible clinical health psychologists to work across the clinical health psychology spectrum of prevention, treatment and rehabilitation using the biopsychosocial model for addressing disease and wellness. Emphasis is placed on a scholar-practitioner model that is both programmatic and competency based.

At the center of clinical health fellowship training is a set of core competencies and the

biopsychosocial model. It is through the establishment of those competencies and application of the model that the fellow is able to be successful in diverse environments of health psychology. Fellows will engage in a scholarly project to be completed by the end of the fellowship.

Each of the training settings and rotations offer both unique training opportunities (patient type and setting) as well the opportunity to first establish the core skills and then refine the skills while using the biopsychosocial model. Furthermore, the habit of lifelong learning is instilled in fellows in the field of health psychology.

The fellowship is comprised of 4 major 6-month rotations with correspondingly aligned minor rotations. The major rotations are Behavioral Medicine, Interdisciplinary Pain Management Center, LEAN Healthy Lifestyle Program, and Oncology. The aligned minor rotations are located outside of the Department of Behavioral Health in Cardiology/ Cardiothoracic Surgery and the Bariatric Surgery Clinic. Additional elective training experiences can be coordinated within the TAMC system.

Clinical Neuropsychology Fellowship Program

- One training position is available for an **active duty service member** for the training cycle year 2014-2016.
- **Our program received a seven-year accreditation from the APA Committee on Accreditation, 2014-2021**
- Please email COL P. Antonio Casas at pedro.a.casas.mil@mail.mil for a copy of the Clinical Neuropsychology Fellowship Handbook.

The mission of the Clinical Neuropsychology Postdoctoral Fellowship Program is to provide advanced training in the specialty area of Clinical Neuropsychology in the application of knowledge of brain-behavior relationships for the benefit of patients suffering from disorder, disease, or injury to the central nervous system. The training and program standards of the Postdoctoral Fellowship Program are designed to fulfill criteria designated by the Houston Conference on Specialty Education and Training in Clinical Neuropsychology (Hannay et al., 1998) and prepare fellows for independent practice in the specialty and eventual board certification in Clinical Neuropsychology through the

American Board of Clinical Neuropsychology in conjunction with the American Board of Professional Psychology. This specialty area complies with the training guidelines of Division 40 of the American Psychological Association.

Fellows obtain experience and develop a high level of professional expertise in the conduct of clinical neuropsychological evaluations, in differential diagnosis, clinical interviewing and in case formulation based on contemporary clinical practice. Fellows

develop a philosophy of neuropsychological assessment, brain organization, and professional ethics and develop professional consultation skills and the ability to provide lectures and information on neuropsychological issues. Fellows obtain skills in treatment intervention, consultation, and supervision of junior trainees, providing input in the development of training curriculum for those trainees. Fellows become highly competent and capable of independent and systematic neuropsychological research. To maintain consistency with the Houston Conference Guidelines on specialty education and training in clinical neuropsychology, the Clinical Neuropsychology Fellowship adheres to a scientist-practitioner model as applied to clinical neuropsychology (Belar & Perry, 1992). That is, aspects of general neuropsychology and education and training are integrated, beginning with doctoral education and continuing through postdoctoral education and training.

The Clinical Neuropsychology Fellowship Program extends over 24 months and is structured to ensure the development of advanced professional and technical expertise in the practice of Clinical Neuropsychology of each fellow based upon sound scientific and professional practice foundations. Fellows are expected to attain the knowledge required for advanced training in Clinical Neuropsychology. Weekly inter-institutional seminars and case conferences are provided via video teleconferencing with fellowship sites in Washington D.C. and with neuropsychology services in other areas of the country. Fellows also participate in the weekly Neuropsychology Service series that may include clinical rounds (case conferences), didactic presentations, and journal club discussions. Fellows present at clinical rounds and review scholarly articles in a group consisting of neuropsychology faculty, rotating interns, and other trainees. Fellows also participate as examinees for ABPP mock examination exercises. Course work in neuroanatomy is required and currently taken as a post-baccalaureate online course. The fellows may attend neurology rounds, neuroradiology case conferences, neuropathology braincutting sessions, neurosurgery observation, and lectures in the Department of Medicine and Department of Psychiatry lectures as available. Fellows also have the opportunity to present to other disciplines and medical residents on topics of neuropsychological assessment, fostering interdisciplinary awareness.

A supervised training experience in a subspecialty area of neuropsychology at an outside setting is available to enhance the breadth of training during fellowship. Fellows are required to participate in a 3-month rotation at the Rehabilitation Hospital of the Pacific, an acute rehabilitation center providing services specifically designed to meet the rehabilitation needs of individuals who have suffered injuries or illnesses such as brain injury, spinal cord injury, stroke, amputation, neurological disorders, and orthopedic injury and multiple traumas. Training in this setting is focused on the provision of assessment as well as rehabilitation strategies in an inpatient setting under the supervision of a board-certified neuropsychologist. This rotation provides the fellow with the opportunity to gain experience in rehabilitation and behavioral management strategies and practices.

The primary training method is supervised service delivery with direct patient care. However, fellows' service delivery activities are intended to be primarily learning oriented and training considerations are given precedence over service delivery and revenue

generation. Each fellow receives at least 4 hours of training per week, with a minimum of at least 2 hours involving individual, face-to-face supervision. In addition, fellows have access to supervisor consultation and intervention as needed. Educational and training activities also comprise a large portion of the fellow’s training and are designed to be cumulative, graduated in complexity, and structured.

The Clinical Neuropsychology Fellowship Program is housed within the Neuropsychology Service of the Department of Behavioral Health. The Neuropsychology Service is composed of three neuropsychologists, two who are board-certified in Clinical Neuropsychology through the American Board of Clinical Neuropsychology, an adjunct faculty member who is also board-certified in Clinical Neuropsychology, two master’s level psychometrists, and clerical support. The Neuropsychology Service serves recipient young adult to geriatric populations. Diversity is represented within each of the populations, including ethnicity, race, gender and SES level. The population served at TAMC is ethnically diverse, reflective of both the traditional military and local populations.

COMMON TRAINING EXPERIENCES

All fellows spend up to 2 hours during an average week in common training experiences. This total increases to about 14 hours per week when they participate in 2-day visits by a distinguished visiting professor. Examples of training activities common to all fellows are described below:

Distinguished Visiting Professors 2014-2016

Name	Topic
Carol Falender, Ph.D.	Competency-based Clinical Supervision
Jessica Henderson Daniel, Ph.D., ABPP	Culturally Informed Therapy and Micro-aggressions
Yossef S. Ben-Porath, Ph.D.	AnMMPI-2-Restructured Form™, Intermediate-Advanced Level
Charles W. Hoge, M.D, Colonel, US Army (Ret.)	PTSD Evaluation and Treatment, Including DSM-5 and Clinical Approaches Rethinking War-Related mTBI, Post-Concussion Symptoms, and Post-War Health
Robb Mapou, PhD, ABPP-CN	Evidence-based assessments of late adolescents and adults with learning disabilities (LDs) and attention-

	deficit/hyperactivity disorder (ADHD)
Gerald Koocher, PhD	Current Topics in Ethics for Behavioral Health Professionals

Each training session by visiting professors is a 2-day experience and includes approximately 12 hours of seminar/workshop as well as opportunities for professional development as they interact with the distinguished professor.

Year-long Fellowship Seminar Series

All Fellows Seminar (1 hour per week)

Fellows participate in a weekly yearlong Seminar Series. This seminar covers four competencies common across fellowships: ethics, cultural diversity, supervision and program development and evaluation. Although the Director of Training, Psychology Graduate Health Education Programs has overall responsibility for the seminar, the fellows are also involved in planning and conducting presentations during this seminar.

- The ethics seminar series focuses on ethical practice and ethical conflicts in psychology. The seminar is conducted as an interactive discussion of relevant topics, and fellows are encouraged to think critically about ethical challenges and reflect on their own practices from an ethical standpoint.
- Fellows also participate in a cultural diversity seminar series in which various topics are discussed, including diverse ethnic and cultural groups, sexual orientation, disabilities, and military culture and considerations when planning interventions and assessment strategies. Fellows also participate in a supervision series which covers a developmental model of supervision, assessment and evaluation of trainee’s strengths and needs, collaborative agreements, structuring supervision sessions, diversity issues in the supervisory relationship and ethical and legal considerations in clinical supervision.
- The program development and evaluation seminar series includes topics of conceptualizing goals, objectives and outcomes in planning programs, internal and external assessment, using needs assessment to span the gaps and evaluating outcomes and reporting.
- Fellows participate in weekly didactic seminars in each respective specialty practice area (refer to specialty handbooks).
- Each fellow participates in case conferences with each specialty practice area.

APPLICATION/SELECTION PROCEDURES

The TAMC Postdoctoral Fellowship Programs in Clinical Child Psychology, Clinical Health Psychology, and Clinical Neuropsychology do not have direct input in the selection of military fellows.

Military Fellow Entry Criteria

- Applications for the fellowships are accepted from active duty United States Army clinical psychologists.
- Entry into the fellowship is based upon completion of an APA accredited doctoral education and training program in clinical or counseling psychology. Fellows will also have successfully completed an APA accredited internship or a program acceptable to the Surgeon General of the Army. In all cases, candidacy for postdoctoral training must be based on demonstration of skills as a health services provider, and an interest in and capacity for the specialty practice area.
- Applicants to the fellowship must possess an unrestricted license to practice psychology in one of the 50 states or the District of Columbia, must possess the 73B Specialty Skills Indicator (Clinical/Counseling Psychologist), and must meet all service requirements with the Army, Air Force, Marine and Navy for selection as determined by the Army Medical Department (AMEDD) Long Term Health Education and Training (LTHET) program based upon the discretion and guidance of the Psychology Consultant to the United States Army Surgeon General. Most active duty Clinical Psychologists have an average of six years of independent practice. United States Army 73B psychologists interested in applying for the fellowship should obtain the most up to date instructions for application from the Long Term Health and Education Training Program (LTHET), Medical Service Corps, United States Army.

There are internet links to this LTHET information through the Army Medical Service Corps web page and the Army Knowledge Online Clinical Psychology (73B) web page. The primary goal is to serve our Soldiers and their families at the highest level of their specialty.

- Deadline for application is approximately May 1, but applicants should consult LTHET as application processes may change from year to year.
- The fellowship will ordinarily begin on September 1 of the following year. In order to successfully assist our Fellows with orientation to the facility, the program, as well as the local area, we require that incoming students have adequate time to prepare for

the rigors of the Fellowship year. It is with this in mind that we recommend a Report Not Later Than Date (RNLT) of 20AUG16. The application packet currently includes: DA Form 3838 Application for Professional Training, Commanders Height/Weight (including Officer Service Specific Physical Fitness Standards 24/7/365) and Army Physical Fitness Test Memorandum, undergraduate and graduate transcripts, a Department of the Army photograph online, a Memorandum of Recommendation from the Psychology Consultant to the United States Army Surgeon General, and an up to date Officer Record Brief/Official Military Record File on-line.

A Selection Board comprised of senior United States Army Medical Service Corps officers (usually including one psychologist) meets on or about the month following the application deadline.

- Acceptance decisions are announced 60 to 90 days following.

PROGRAM FACULTY

The fellowship faculty consists of military and civilian licensed psychologists assigned to TAMC. Additional training and supervisory experiences may be provided by other in-house psychologists and by other health care professionals on a contractual basis as appropriate. The Fellowship Faculty Committee meets weekly to discuss faculty and training concerns. The Committee provides guidance, planning, and ongoing evaluation of the program and assists in formulating policy and designing the curriculum.

Membership of the Fellowship Faculty Committee consists of 1) The Director of Training, Department of Behavioral Health GME/GHE, , 2) Training Directors of the Clinical Child Psychology, Clinical Health Psychology, and Clinical Neuropsychology Postdoctoral Fellowship Programs and 3) faculty advisors of each specialty practice area. Other individuals substantially involved in training fellows may be invited to attend the meetings when appropriate. A fellow representative attends all training committee meetings. Names of faculty and their professional interests will be provided by contacting the Director of Training, Psychology Graduate Health Education Programs at pedro.a.casas.mil@mail.mil.

SUPERVISION

Fellows receive 4 hours of regularly scheduled supervision with a minimum of two hours of face-to-face individual supervision per week by licensed psychologists, depending on the specialty area. Fellows will receive one or more hours of group

supervision per week depending on the specialty. Supervisors review clinical charts, observe sessions via video or telehealth modalities, and may join fellows during clinical work on occasion as part of the supervision process. As fellows rotate through specialty medical clinics, they are supervised by clinic staff. Supervision is scheduled in 1-hour increments and is monitored by the specialty practice area Director of Training for attendance and punctuality. In addition, fellows attend didactic weekly conferences and other training experiences as available (Distinguished Visitors Professors).

Through work with multiple role models, postdoctoral fellows gain an appreciation for differing perspectives and professional styles of functioning. In addition to formal and informal supervision experiences, fellows participate in 8 or more hours of structured learning activities per week, dependent on the week and the specialty area the fellow is pursuing.

These activities are listed for in the Fellowship Handbooks (handbooks are available upon request).

Each Fellow has one primary supervisor for their specialty practice area training during their fellowship experience. They may also have additional psychologist supervisors depending on the specialty and the interests of the fellows. As noted previously, fellows may also have non-psychologist clinical supervisors as they rotate through medical clinics. Supervisors are also available for ad hoc consultations as the need arises via pager, in-person or telephone consultation. The appropriate supervising psychologist has responsibility for the clinical services provided by each fellow while at the same time working to facilitate the growth of the fellow's professional responsibility.

Provisions are made for emergency consultation and assistance in crisis intervention. This assistance is available from supervising faculty psychologists. All supervisors have email, voice mail and are required to carry pagers. Thus, they are accessible during clinic hours to fellows. In each specialty training area, at least one faculty member is available by page during clinic hours for the purpose of emergency consultation and intervention. Since TAMC is a military facility, accountability exceeds most standards. All supervisors are required to discuss emergency procedures with their staff and all persons in training.

EVALUATION OF FELLOW PERFORMANCE

Postdoctoral fellows are formally evaluated twice a year, except Clinical Health Psychology Fellows who are evaluated at the midpoint (every three months) and end of their four six-month rotations. They receive written evaluations (see Specialty Practice Area Handbooks) from each supervisor they work with during the quarter, reviewing each training competency, as well as indicating strengths and weaknesses in clinical and academic areas, and goals for further training. The specialty area director of training

discusses the evaluations and training goals with the fellow. This discussion forms the basis for considering changes in training goals or activities. A summary of this evaluation is documented and signed by both the Director of Training and the fellow. If desired, a fellow may attach his/her own written addendum to the evaluation for the faculty and Director of Training, Psychology Graduate Health Education Programs to review.

All evaluation forms are then forwarded, with written notes concerning training goals, to the Director of Training. Fellows are also asked to complete an evaluation of their experience during the rotation. Evaluation of a fellow's performance is an ongoing process. Scheduled evaluations are not meant to preclude providing the fellow feedback at any time throughout the training program. The progress of all fellows is regularly reviewed at the weekly faculty meeting. Evaluation methods and data used by the Fellowship Faculty to assess the fellows' attainment of the advanced knowledge, skills and abilities specified in the competency lists for each specialty area include: their attendance and participation at seminars, workshops and conferences, direct observation of assessment and treatment skills, written work samples, feedback from supervisors, didactic presentations given by the fellows, and daily interaction with patients and colleagues.

GRIEVANCE PROCEDURES

Fellow Conflicts and Grievance Procedures

If the fellow wishes to formally dispute a probationary action or training decision, the following grievance process and timeline will be initiated:

- Departmental Remediation or Other Intra-Departmental Decision:
Psychology Due Process Policy (request from Director of Training)
- Disciplinary Matters and Insufficient Progress:
Psychology Due Process Policy (request from Director of Training)
- Complaints and Grievances Not Related to Training:
This includes pay and personnel issues, sexual harassment, discrimination, etc.
 - Fellows are encouraged to first discuss any issue with the DOT or Director of Training, Psychology Graduate Health Education Programs. Issues can best be resolved at this level and every effort will be made to affect a mutually agreeable solution.
 - If the fellow is unable, for whatever reason, to resolve the grievance through the chain of command, he/she is encouraged, but not required to use the chain of command for Inspector General (IG), Equal Opportunity (EO), Equal Employment Opportunity (EEO) or Sexual Harassment/Assault Response Program (SHARP) issues. Fellows can contact these offices directly without

discussing with their chain of command.

- TAMC Chaplain, 433-5727
- TAMC EO Advisor, 433-5813
- TAMC IG, 433-6619
- TAMC Staff Judge Advocate (SJA), 433-5311
- TAMC Military Personnel Officer, 433-9164
- TAMC Provost Marshal, 433-4464
- TAMC Alpha Company Commander, 433-9130

ATTENDANCE AND ABSENCES

- Fellows must complete 2 full calendar years of training. Personal leave may be granted when, in the judgment of the Director of Training, such absences do not interfere with a fellow's progress in the program. Ten duty days off may be granted per training year. Duty days are days in which the clinic is officially open. These 10 days normally are taken in the form of personal leave. Leave generally is not granted during the first 6 weeks or last 6 weeks of the fellowship. Because Army regulations compute leave on the basis of calendar days without regard for weekends and holidays, it is usually not efficient to take leave during the reduced Christmas holiday schedule, unless a fellow plans to be off island.
- Fellows may be granted 5 working days of Permissive Temporary Duty (PTDY) for the purpose of attending professional workshops, meetings, or presentations per training year. These PTDYs are at no expense to the government. PTDY approval is granted by the Director of Training if it is deemed to contribute to the training goals of the fellow or the program. Days off for PTDY are not counted against the 10 days of personal leave during the training year. Training required of fellows as part of the program (such as attendance at local conferences, seminars), is not considered part of this 5 day PTDY allowance, or of the 10 days of leave during each training year.
- All requests for leave, PTDY, TDY, or any other activities that take place away from the hospital are subject to recommendation for approval by the Director of Training. The Director of Training will ensure that all service members are below the DoD mandated 60 total leave days by 30SEP of every year.

DUTY HOURS

- Program require a total of about 60 hours per week. Faculty monitor duty hours in the event the demands are over 60 hours per week.
- Military fellows may not "call in sick." To be excused from duty, a military fellow must see a physician during military sick call. The physician then decides whether the

illness warrants being placed on quarters. Civilian fellows must communicate with the Director of Training in a timely manner, to be excused due to illness. In the event of extended illness, extension of the fellowship-training period may be required and decisions are made under appropriate guidelines by the Director of Training.

- Fellows are encouraged to schedule necessary personal appointments at times that do not conflict with training activities. Any absence from the clinic or assigned place of duty must be cleared by the Director of Training. Fellows must account for their whereabouts through their Director of Training. All absences are subject to the final approval of the Director of Training, Psychology Graduate Health Education Programs, or other appropriate military authority.

GRADUATES

Training Cycle	Specialty	Employment Post-program
2007-2009	Child Psychology	Military (Army)
2007-2009	Health Psychology	Military (Army)
2007-2009	Health Psychology	Military (Army)
2007-2009	Neuropsychology	Military (Army)
2007-2009	Neuropsychology	Military (Navy)
2008-2010	Child Psychology	Military (Army)
2008-2010	Child Psychology	Military (Army)
2008-2010	Health Psychology	United States Public Health Services
2009-2011	Child Psychology	Military (Air Force)
2009-2011	Health Psychology	Military (Air Force)
2009-2011	Health Psychology	Military (Marines)
2009-2011	Neuropsychology	Military (Army)
2010-2012	Neuropsychology	Military (Army)
2010-2012	Child Psychology	Community Health Center
2010-2012	Child Psychology	Private Practice
2010-2012	Health Psychology	Military (Army)
2010-2012	Health Psychology	Civilian Hospital
2011-2013	Child Psychology	Community Health Center
2011-2013	Health Psychology	Military (Army)
2011-2013	Health Psychology	Military (Army)
2011-2013	Health Psychology	Veterans Administration
2011-2013	Health Psychology	Veterans Administration

2012-2014	Health Psychology	Military (Army)
2012-2014	Health Psychology	Military (Army)
2012-2014	Health Psychology	Veterans Administration
2012-2014	Health Psychology	Private Practice
2012-2014	Neuropsychology	Military (Army)
2013-2015	Neuropsychology	Military (Army)
2014-2016	Child Psychology	Military (Army)

ACCREDITATION STATUS

The TAMC Clinical Health Psychology and the Clinical Neuropsychology Fellowship Programs are accredited as separate postdoctoral programs by the APA CoA until 2021.

The Clinical Child Psychology Fellowship received a seven-year accreditation from the APA CoA until 2022. The APA can be contacted at:

The Office of Program Consultation and Accreditation.
750 First Street, NE, Washington, DC 20002-4242
<http://www.apa.org/ed/accreditation/>
(202) 336-5979

We are also a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). They can be contacted at:

APPIC Central Office
10 G Street, NE Suite 440
Washington DC 20002

<http://www.appic.org/>
Phone: 202-589-0600 Fax: 202-589-0603