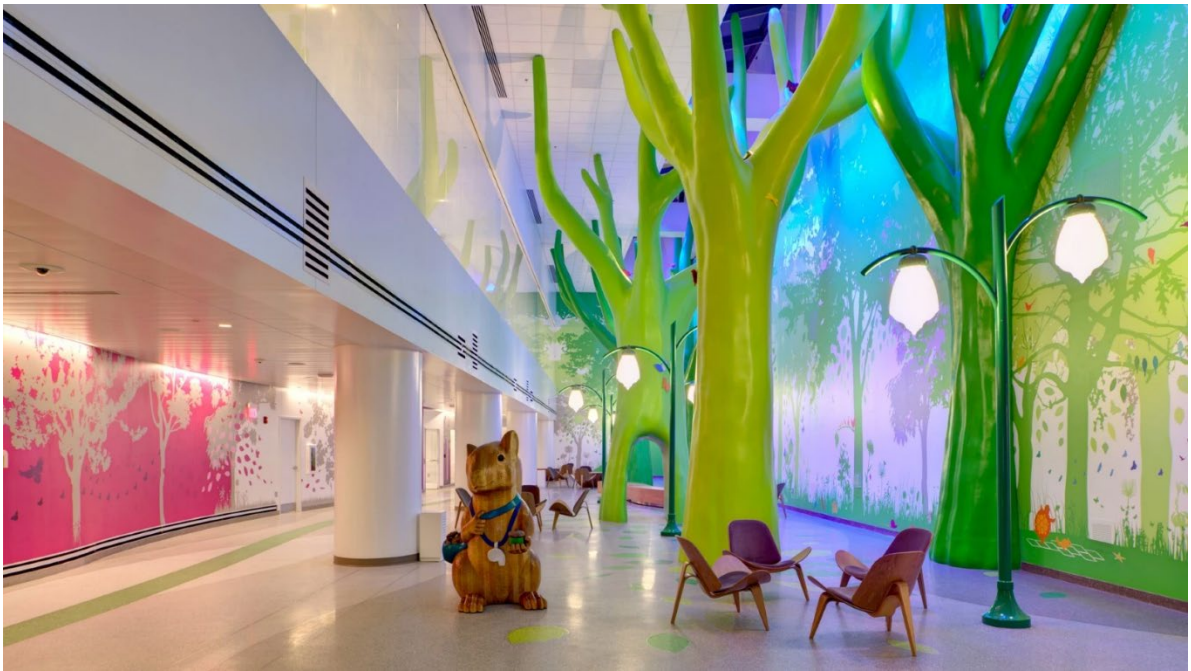




NATIONWIDE CHILDREN'S®
When your child needs a hospital, everything matters.

Division of Psychology
Fellowship Handbook
2024 – 2025



Fellowship Director: Doug Bodin, PhD
Program Coordinator: Natalie Ross

TABLE OF CONTENTS

TRAINING PHILOSOPHY OF THE PSYCHOLOGY FELLOWSHIP	4
THE PSYCHOLOGY FELLOWSHIP PROGRAM AT NATIONWIDE CHILDREN'S HOSPITAL.....	5
Administrative Structure of Fellowship.....	5
PROGRAM CONTACT INFORMATION	6
GENERAL FELLOWSHIP GUIDELINES	7
Fellowship Structure	7
Didactic Training	7
Teaching	8
Research and Scholarly Activities	8
Mentors and Support	8
Preceptor	8
Ombudsperson.....	9
Clinical Supervision	9
EXPECTATIONS OF FELLOWS	10
Minimal Clinical Expectations	10
Entry Requirements	10
Professional Conduct	10
Confidentiality	11
EVALUATIONS POLICY AND PROCEDURES	12
Faculty Evaluation of Fellow Performance.....	12
Fellow Evaluation of Supervisor Performance	12
Fellow Evaluation of Seminars	12
Fellow Evaluation of Training Program	12
DUE PROCESS IN EVALUATIONS AND REMEDIATION	13
Definition of Problematic Performance and/or Problematic Conduct	13
Procedures for Responding to Problematic Performance and/or Problematic Conduct	14
Failure to Correct Problems	14
Grievance Procedures and Due Process	15
Fellow complaint or Grievance about Supervisor, Staff Member, Trainee or Program	15
Due Process Procedure	16
STIPEND AND BENEFITS	17
Resources	17
Reimbursements	18
Paid Time Off Requests	18

<u>SPECIALTY TRACK DESCRIPTIONS</u>	<u>19</u>
<u>Pediatric Psychology</u>	<u>19</u>
<u>Neuropsychology</u>	<u>19</u>
<u>Intellectual and Neurodevelopmental Disabilities</u>	<u>20</u>
<u>Clinical Child</u>	<u>21</u>
<u>Autism Treatment</u>	<u>21</u>
<u>Pediatric Acute Treatment</u>	<u>22</u>

TRAINING PHILOSOPHY OF THE PSYCHOLOGY POSTDOCTORAL FELLOWSHIP PROGRAM

Our training philosophy is based on the expectation that individuals bring to the fellowship solid backgrounds in the science and practice of psychology. The fellowship at Nationwide Children's Hospital trains post-doctoral level psychology fellows in accordance with the scientist-practitioner model. This statement has several implications. First, the fellowship is viewed as a developmental process whereby the fellow is provided with the knowledge and skills needed for increasingly independent practice over the course of training, undertaken in the context of modeling, mentoring, teaching, and supervision. Second, by denoting trainees as "scientific practitioners" we are stating our commitment to furthering the fellow's skills in integrating the science and practice of psychology (Belar & Perry, 1990). Third, training at our fellowship assumes the fellow has had some experience in specialized areas of psychology, within the context of more generalist training. Consequently, fellowship training is designed so that the fellow gains further experience in a chosen area of specialization and develop a level of expertise in that specialty or subspecialty. Ethical, legal professional, cultural and ethnic issues are addressed as they apply to practice.

The fellowship program has identified five domains of competency that are the targets of our training (each track has varying levels of emphasis in each of these domains). Those domains are:

1. Assessment
2. Intervention
3. Consultation and Interdisciplinary Relationships
4. Scientific Foundations and Research
5. Professionalism

These are foundational and functional competencies that transcend theoretical orientations, are essential to all activities of professional psychologists and are directly related to the quality of psychological services and research (<https://www.apa.org/ed/graduate/benchmarks-evaluation-system>). We believe that individuals can be educated and trained to develop these competencies and these competencies can be assessed. Therefore, trainee growth and development are assessed on these competencies.

THE PSYCHOLOGY FELLOWSHIP PROGRAM AT NATIONWIDE CHILDREN'S HOSPITAL

Nationwide Children's Hospital is committed to providing the highest quality in the professional education and training of child health care providers. It is an integral part of the hospital's mission dating back to its original incorporation in 1892. Nationwide Children's Hospital and the Department of Pediatrics of The Ohio State University have jointly supported postdoctoral psychology fellows annually providing financial, administrative, and logistical support. This support has enabled the fellowship training program to grow within a setting with impressive training, library, and research facilities. Fellows receive approximately 2,000 hours of training per year. The State of Ohio does not have a specific requirement for postdoctoral hours.

Administrative Structure of Fellowship Program

The Psychology fellowship programs are administratively housed in Nationwide Children's Hospital (NCH) Big Lots Behavioral Health Services. The NCH Big Lots Behavioral Health Services is a multidisciplinary service line responsible for all mental/behavioral health services at Nationwide Children's Hospital (NCH). Big Lots Behavioral Health Services is the third largest service line of NCH.

The psychology fellowship program offers training in **6 specialty track areas**. The *Pediatric Psychology* and *Neuropsychology* specialty tracks are located in the Department of Pediatric Psychology and Neuropsychology at NCH Main Campus. The *Intellectual and Neurodevelopmental Disabilities (IND)* specialty track is located at the NCH Child Development Center in Westerville, Ohio. The *Pediatric Acute Treatment* specialty track is located at NCH Main Campus – Big Lots Behavioral Health Pavilion. The Autism Treatment specialty track is located at the *NCH Center for Autism Spectrum Disorders (CASD)* located in Westerville, Ohio. The *Child Clinical* specialty track is located at various NCH outpatient clinics, including sites in Dublin, Westerville, and the Livingston Ambulatory Center (LAC).

These specialty tracks are operated by a training faculty who are all psychologists employed by NCH. The overall operations of the fellowship program are led by the Fellowship Training Director. The day-to-day operations of the specialty tracks are administered by the Associate Training Directors in each specialty track listed below.

PROGRAM CONTACT INFORMATION

Doug Bodin, PhD

Director of Psychology Fellowship Training

Phone: (614) 722-4720

Doug.Bodin@nationwidechildrens.org

Natalie Ross, BS

Psychology Training Program Coordinator

Phone: (614) 938-2235

Natalie.Ross@nationwidechildrens.org

ASSOCIATE TRAINING DIRECTORS

Charles Albright, PhD

Associate Training Director- Intellectual and Developmental Disabilities

Phone: (614) 355-7500 ext. 38220

Charles.Albright@nationwidechildrens.org

Kimberly Schubert, PhD

Associate Training Director- Pediatric Acute Treatment

Phone: (614) 722-4700

Kimberly.Schubert@nationwidechildrens.org

Kelly McNally, PhD

Associate Training Director- Neuropsychology

Phone: (614) 722- 4899

Kelly.Mcnally@nationwidechildrens.org

Molly Gardner, PhD

Associate Track Director- Pediatric Psychology

Phone: (614) 722-8491

Molly.Gardner@nationwidechildrens.org

Anya Froelich, PsyD, BCBA, COBA

Associate Track Director- Autism Treatment

Phone: (614) 355-7570

Anya.Froelich@nationwidechildrens.org

Ben Fields, PhD

Associate Track Director- Clinical Child

Phone: (614) 355-8160

Benjamin.Fields@nationwidechildrens.org

GENERAL FELLOWSHIP GUIDELINES

Fellowship Structure

The structure of the fellowship is designed to enable trainees to gain specialized experience in professional psychology, as well as develop specific areas of expertise. Within a general set of training expectations, the fellows have some flexibility to personalize the experience. In doing so the fellows fill gaps in previous training, expand areas of competence, and develop a specialty area in preparation for independent practice.

Although each specialty track has its own specific training requirements and expectations, clinical fellows will spend at least 20 hours per week in clinical activities. In addition, fellows participate in additional activities, including didactic training, teaching (optional), research/scholarly activities, and supervision:

Didactic Training

There are several seminar series which fellows are expected to attend and participate, as indicated below (specialty track specific didactics are discussed later for each specific specialty track):

1. Psychology Fellowship Seminar- Psychology fellowship seminar will be held approximately one hour per month for the entire training year. A schedule with times and dates will be made available at the beginning of the training year. Fellowship seminar will be conducted via virtual format to reduce travel burden on off-site fellows. Fellows are encouraged to network with peers and use seminar as an opportunity to connect with trainees in other specialties. **Fellows are expected to make every effort to attend every seminar.** Fellows in their 2nd year should discuss required attendance at seminar with their track director. Fellows should discuss scheduling conflicts with their track director.
2. Research Seminar (optional)- This is a research presentation series which occurs the 1st Wednesday of the month (12:00-1:00). The purpose of this requirement is for trainees to further professional development by providing an opportunity to make a formal scientific presentation in relatively relaxed surroundings and to obtain constructive feedback from faculty about the presentation. **Attendance to this seminar is strongly encouraged for fellows located on main campus.** Please discuss expectations for attendance with your specialty program training director.
3. Other Educational Seminars - Other educational opportunities are offered at Nationwide Children's Hospital, such as Cutting Edge, Grand Rounds, various in-service trainings, hospital departmental or medical service rounds, research presentations, and ethical "brown bag" conferences. These optional opportunities are communicated to hospital employees via weekly e-mails. There is also a weekly didactic seminar series presented by faculty and/or community professionals for psychology interns. Seminar topics cover a wide variety of assessment and treatment issues, ethical issues that may arise in clinical and research situations, cultural and individual diversity, and specific

topic areas in pediatric psychology. Attendance to these seminars is recommended but not required. Fellows may have the opportunity to present at these seminars as well.

Teaching (optional)

While teaching activities will vary depending on the individual specialty, fellows may participate in any of the following:

1. Fast Facts is a weekly seminar series for medical residents (Thursdays from 12:30-1pm). Psychologists and psychology fellows provide didactic training to medical residents as part of this seminar series. This is optional and can be arranged by specialty program directors.
2. Supervision – Depending on availability of interns and externs, fellows may be provided with opportunities for supervision of other trainees (e.g., interns, practicum students) based on interest and availability. This opportunity varies across specialty programs. Cases for umbrella supervision will be assigned based on the timing dictated by each specialty. The types and number of supervised cases assigned will be determined by the specialty program director, and may include inpatient consultation, outpatient treatment, or clinic involvement. Supervision will also be addressed in didactic seminars.

Research/Scholarly Activities

The psychology fellowship program at Nationwide Children's Hospital is based on the scientist-practitioner model. As such, fellows might be expected to complete a research project or proposal depending on their specialty program. Research activities in the training program consist primarily of collaboration with psychology faculty or with physicians, nurses, and/or social workers in other Divisions. The collaboration usually involves ongoing research programs but can involve initiation of an independent research project. Scholarly activities can also include involvement in a quality improvement (QI) project or program development projects.

Faculty Mentors and Support Structure

Preceptor

Each fellow will have a preceptor within their specialty track who will also serve as the training faculty mentor. This person will be a faculty psychologist. Preceptors typically serve in several capacities, including:

- Assisting the training director in coordinating the fellow's training plan
- Ensuring the fellow's experiences are consistent with the fellow's goals and objectives
- Acting as a mentor regarding professional development issues
- Providing an ongoing, supportive relationship
- Monitoring progress throughout the year via direct contact and feedback from other supervisors and the specialty track training director
- Providing feedback about performance in coordination with the specialty track training director

Ombudsperson

Two faculty psychologists who are not postdoctoral training directors will serve as ombudsperson in a supportive and problem-solving role when difficulties with faculty or other fellows arise that cannot be addressed with the preceptor or track director.

Clinical Supervision

Fellows receive a minimum of 2 hours of face-to-face individual supervision each week. Fellows are also provided with supervision of clinic-related and consult-related activities. Supervision meetings take place at regularly scheduled times although fellows can also receive supervision through discussion in meetings, as well as consultation with training faculty regarding clients and clinical interventions. Additional supervision will be provided if warranted by the fellow's performance and/or case load.

Ohio Psychology Law & Rules make a number of stipulations about professional training supervision and include:

- Supervisor and supervisee are both responsible for ensuring that each client is fully informed of the supervised nature of the work of the supervisee and of the ultimate professional responsibility of the supervisor. Electronic templates are available and must be completed for each patient.
- Supervisor shall have direct knowledge of all clients served by supervisee. This knowledge may be acquired through direct client contact, or through other appropriate means such as tape recordings, videotapes, test protocols or other client generated material.
- Supervisor shall keep records of supervision. These records shall be maintained for five years.
- Evaluative reports and letters dealing with client welfare are co-signed by the licensed supervisor.

EXPECTATIONS OF FELLOWS

Minimal Clinical Expectations

The primary training method of the fellowship is experiential (i.e., learning via delivery of clinical services). This experiential training includes socialization into the profession of psychology (through supervision, training seminars, role modeling, co-therapy, and observation during psychology rounds and interdisciplinary team meetings) and is augmented by other appropriately integrated modalities, such as mentoring, didactic exposure, observational/vicarious learning, supervisory or consultative guidance. Weekly expectations are based on 1.0 FTE, with variability for fellows at different levels of clinical appointment. These responsibilities include, but are not limited to:

- 13 – 15 hours of face-to-face patient care
- 10-12 hours in case management, such as case notes, test scoring, or report writing
- 3-4 hours in didactic activities
- At least 2 hours in supervision
- 1-2 hours in research or QI initiatives

Fellows work five days per week. Hours worked per week vary but are generally 40-60, depending on case load and research involvement.

Entry Requirements

Applicants must complete all requirements for their doctoral degree before beginning the postdoctoral training program. Applicants must have received the doctoral degree from an APA/CPA accredited program, including an APA/CPA accredited internship. If the doctoral diploma has not been conferred, the applicant must have a letter from their Director of Graduate studies verifying completion of the degree requirements pending the university's graduate ceremony. Applicants must also undergo pre-employment screenings with NCH human resources which includes a background check and drug screening.

Professional Conduct

Fellows are expected to conform to the highest standards of professional and ethical conduct in the execution of their duties. They are bound by the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct, Ohio State Psychology Law and Rules, and the policies and procedures of Nationwide Children's Hospital and their primary funding sources. A fellow may be dismissed because of gross violations of the law, or of the APA Code of Ethics. Dismissal will occur only after the completion of appropriate grievance and/or due process procedures.

It is important to note that Ohio Psychology Law and Rules state that the APA code of ethics "shall be used as aids in resolving ambiguities..." BUT "...these rules [Ohio's rules] shall prevail whenever any conflict exists between these rules and the APA code of ethics." Therefore, you must become familiar with the stipulations regarding professional conduct in the Ohio Psychology Law & Rules.

As clinical staff members of Nationwide Children's Hospital, the fellow is subject to all hospital administrative and clinical care policies. The fellow is considered a full-time employee of Nationwide Children's Hospital and is subject to all personnel policies of Nationwide Children's Hospital.

Confidentiality

The fellow is expected to understand and comply with federal and state laws and rules regarding use of confidential information. Confidentiality is defined not simply as a legal necessity but also as an integral component of the client-professional relationship. The fellow is expected to behave in ways that fully conforms with APA and Ohio Board of Psychology standards for the protection of every client's right to confidentiality.

EVALUATION POLICY AND PROCEDURES

Faculty Evaluation of Fellow Performance

The Psychology Fellowship Program continually assesses each fellow's performance and conduct. Fellows receive ongoing, informal feedback on their performance during the year. Supervisors provide formal evaluations quarterly via MedHub and meet with fellows to discuss the evaluation as well as offer recommendations. Each supervisor will review their evaluations with the fellow and return it to the relevant Associate Fellowship Training Director. Based on the evaluations, the Associate Fellowship Training Director may work with case load, training experiences, etc. to better meet training needs.

Fellow Evaluation of Supervisor Performance

Evaluation is not a one-way process. The fellow will complete electronic evaluations of each of their supervisors at six-month intervals. These evaluations are to be completed and feedback is provided at the same time that a fellow receives feedback on their evaluation. Evaluations are used to assist the faculty in improving their supervision style. The evaluations are forwarded to each faculty member's supervisor for use in their annual performance evaluation.

Fellow Evaluation of Seminars

The fellow completes electronic evaluations of each didactic seminar. These ratings provide feedback on the seminar content and the instructor's teaching skills. These evaluations are taken very seriously by the faculty. The information is used to assist individual faculty in improving their seminars and by the Fellowship Director for program evaluation. These evaluations are also forwarded to the faculty member's supervisor for use in their annual performance evaluation.

Fellow Evaluation of the Training Program

Fellows complete electronic evaluations of the postdoctoral training program at the end of each training year.

DUE PROCESS IN EVALUATIONS AND REMEDIATION

The fellowship program follows due process guidelines to ensure that decisions about fellows are not arbitrary or personally based. The program uses the same procedures to evaluate all trainees, and it has appeal procedures that permit any fellow to challenge program decisions. The due process guidelines and rights and responsibilities of fellows and program faculty are described below:

1. All fellows receive a written statement of program expectations for professional functioning at fellowship orientation (i.e., the training manual).
2. Evaluation procedures are clearly stipulated, including when and how evaluations will be conducted.
3. The procedures and actions for making decisions about problematic performance or conduct are outlined in the training manual given to all fellows.
4. Work improvement plans are instituted for identified inadequacies, and they include time frames for remediation and specify consequences for failure to rectify the inadequacies.
5. All fellows receive a written description of procedures they may use to appeal the program's actions, and procedures they may use to file grievances.
6. Fellows are given sufficient time to respond to any action taken by the program.
7. Decisions or recommendations regarding the fellow's performance or conduct are based on input from multiple professional sources.
8. Program actions and their rationale are documented in writing to all relevant parties.

Definition of Problematic Performance and/or Problematic Conduct

Problem behaviors are said to be present when supervisors perceive that a fellow's behaviors, attitudes, or characteristics are disrupting the quality of their clinical services or research; their relationships with peers, supervisors, or other staff; or their ability to comply with appropriate standards of professional behavior. It is a matter of professional judgment as to when a fellow's problem behaviors are serious enough to fit the definitions of problematic performance or conduct rather than merely being typical problem behaviors often found among trainees.

The fellowship program defines *problematic performance* and *problematic conduct* as follows. *Problematic performance* and/or *problematic conduct* are present when there is interference in professional functioning that renders the fellow: unable and/or unwilling to acquire and integrate professional standards into their repertoire of professional behavior; unable to acquire professional skills that reach an acceptable level of competency; or unable to control personal stress that leads to dysfunctional emotional reactions or behaviors that disrupt professional functioning. More specifically, problem behaviors are identified as *problematic performance* and/or *problematic conduct* when they include one or more of the following characteristics.

1. The fellow does not acknowledge, understand, or address the problem when it is identified.
2. The quality of services or research duties delivered by the fellow is significantly negatively affected.
3. A disproportionate amount of attention by training personnel is required.
4. The fellow's behavior does not change as a function of feedback, remediation efforts, and/or time.

Procedures for Responding to Problematic Performance and/or Problematic Conduct

The fellowship program has procedures to guide its response to fellows with problematic performance or problematic conduct. When supervisors' evaluations indicate that a fellow's skills, professionalism, or personal functioning are inadequate for a fellow in training, the specialty track associate training director will review the negative evaluations and a determination will be made as to what action needs to be taken to address the problems. The associate training director may consult with the overall fellowship director and the fellowship training committee. After the review and consultation, the training faculty for that specialty track may elect to take no further action. Alternatively, the associate fellowship training director may inform the fellow that the faculty is aware of and concerned about the fellow's performance and the faculty will work with the fellow to rectify the problem within a specified time frame (i.e., the next quarterly evaluation training period). The associate fellowship training director will actively and systematically monitor weekly the degree to which the fellow addresses, changes, and/or otherwise improves the problem behaviors. This action will include a written work improvement plan containing a description of the problematic performance or conduct, specific written recommendations for rectifying the problems, a period for the probation during which the problem is expected to be ameliorated (typically a three-month period) and procedures to assess whether the problem has been appropriately rectified. If the associate fellowship training director deems that remedial action is required, the work improvement plan may include increased supervision, either with the same or other supervisors, a change in the format, emphasis, and/or focus of supervision and/or a change in the fellow's case load or workload. If a work improvement plan is written, the associate fellowship training director will meet with the fellow to review the plan. The fellow may elect to accept the conditions or may challenge the actions as outlined below.

Failure to Correct Problems

When a combination of interventions does not rectify the problematic performance or problematic conduct within a quarterly evaluation period, or when the fellow seems unable or unwilling to alter his or her behavior, the training program may need to take more formal action. If a fellow on a work improvement plan has not improved sufficiently to rectify the problems under the conditions stipulated by the plan, the faculty will conduct a formal review and then inform the fellow in writing that the conditions for terminating the work improvement plan have not been met. The faculty may then elect to take any of the following steps, or other appropriate action.

1. It may continue the work improvement plan for an additional quarterly evaluation period.

2. It may suspend the fellow whereby the fellow is not allowed to continue engaging in certain professional activities until there is evidence that the problem behaviors in question have been rectified.
3. It may inform the fellow, Nationwide Children's Hospital, and Research Institute administration that the fellow will not successfully complete the fellowship if their behavior does not change. If by the end of the training period, the fellow has not successfully completed the training requirements, the fellowship faculty may withhold certification that the fellow successfully completed the fellowship. A majority vote by a quorum of the entire fellowship training committee is required to withhold certification of completion.
4. It may inform the fellow that the faculty is recommending to Nationwide Children's Hospital and Research Institute administration that the fellow be terminated immediately from the fellowship program, and with the administration's approval, move to terminate the fellow. A majority vote by a quorum of the entire fellowship training committee is required to dismiss a fellow.

All the above steps will be appropriately documented and implemented in ways that are consistent with due process procedures, including opportunities for the fellow to initiate grievance proceedings to challenge any decisions.

Grievance Procedures and Due Process

Fellow Complaint or Grievance about Supervisor, Staff Member, Trainee or the Training Program

There may be situations in which the fellow has a complaint or grievance against a supervisor, staff member, another trainee, or the program itself, and the fellow wishes to file a formal grievance. The following steps are intended to provide the fellow with a means to resolve perceived conflicts that cannot be resolved by informal means. Fellows who pursue grievances in good faith will not experience any adverse personal or professional consequences. The fellow who wishes to file a formal grievance should:

Procedure for fellow complaint about supervisor, staff member, trainee, or training program:

1. Raise the issue with the supervisor, staff member, other trainee, or Fellowship Track Director in an effort to resolve the problem informally.
2. If the matter cannot be resolved informally, or it is inappropriate to raise with the other individual, the issue should be raised with one of the designated fellowship Ombudspersons. This notice shall be made in writing by the fellow.
3. The Ombudsperson will work with the fellowship track director to mediate the matter within 10 business days. Written material may be sought from both parties.
4. If mediation fails, and the complaint is against another trainee, or the program, the Fellowship track Director will convene a review panel consisting of the Overall Fellowship Director, the Ombudspersons, one faculty member from each fellowship track chosen by the Ombudsperson and one faculty member chosen by the fellow. The Review panel will review all written materials (from the Fellow, other party, mediation) and have an opportunity at its discretion to interview the parties or other individuals with

relevant information. The Review Panel has final discretion regarding outcome. The review panel will have 10 business days to make a determination.

Due Process Procedure

If a fellow disagrees with any training faculty action regarding their status in the fellowship program, they should approach the Overall Fellowship Director for assistance. If a satisfactory solution cannot be achieved at this level the fellow is entitled to challenge the faculty actions by initiating the due process procedure within 10 business days. The fellow must inform the Overall Fellowship Director in writing that they are challenging the faculty's action within 10 business days of the decision. The fellow then has 10 business days to provide the Overall Fellowship Director with information as to why the fellow believes the faculty's action is unwarranted. Failure to provide such information will constitute a withdrawal of the challenge. Following receipt of the fellow's written grievance, the following actions will be taken.

Due process procedure:

1. The fellow will have 5 business days to select one of the fellowship Ombudspersons to convene a Review Panel consisting of one faculty member from each fellowship specialty track, chosen by the Overall Fellowship Director and one faculty member chosen by the fellow. The fellow retains the right to review all facts and the opportunity to dispute or explain their behavior.
2. The Ombudsperson will chair the review of the faculty action and the fellow's challenge. A review hearing will be conducted within 10 days of forming the review panel. The Review Panel's decisions will be made by majority vote. Within 10 days of completion of the review hearing, the Review Panel will prepare a report on its decisions and recommendations and will inform the fellow of its decisions.
3. Once the Review Panel has informed the fellow and submitted its report, the fellow may seek further review of their grievance through the Nationwide Children's Hospital employee grievance process. Those procedures are described in the Nationwide Children's Hospital Employee Handbook. This process would need to be initiated within 5 business days of the Review Panel's decision.
4. Once a final and binding decision has been made, the fellow and other appropriate individuals will be informed in writing of the action taken.

STIPEND & BENEFITS

As of the 2024-2025 training year, fellows are paid a salary of \$64,058 for the first year of fellowship and \$65,979 for the second. Fellows also are eligible for NCH employee benefits, such as medical, dental, and vision insurance. More information about NCH benefits will be provided through hospital orientation. Each fellow is allotted up to \$3000 for moving expenses (if moving from out of central Ohio) and up to \$1,500 per year for reimbursement for professional expenses. Subject to approval by the Associate Fellowship Training Director, professional money is intended to support attendance of local and national conferences, membership to professional organizations, or participation in training workshops related to your fellowship experience. Fellows are encouraged to seek approval prior to purchase. Receipts need to be submitted within 90 days per NCH policy.

Fellows do not “accrue” paid time off (PTO) given the time limited nature of their NCH employment. Instead, fellows are provided with a yearly bank of:

1. 15 days of paid vacation per year. Unused vacation days do not “roll-over” to the following year. These days are meant for time away from work for non-professional reasons.
2. 6 days of paid holidays for: New Years Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day. These days are not part of the 15 vacation days.
3. Up to 5 days of paid professional leave. These days have to be pre-approved by the track director and are intended to support fellows for professional development related activities, such as conference attendance.
4. Up to 6 days of paid sick time: These days are meant for both planned and unplanned medically related absences. These days cannot be used for vacation. There needs to be a legitimate medical reason to use these days. These sick days are provided so that fellows do not have to use “vacation days” when they are sick or recovering from a medical procedure. Recovery beyond 6 days will need to go through hospital HR for short term disability (fellows may be eligible for short term disability after being employed for > 6 months).

All leave must be approved by the track director at least 3 weeks prior to the requested time off. **Vacation time will not be approved during the last 2 weeks of fellowship.**

Fellows are typically given an appointment as a Clinical Instructor of Pediatrics at The Ohio State University, although this varies across specialty programs. This is a “clinical auxiliary” track faculty appointment. Auxiliary track faculty members are not eligible for tenure and the appointment carries no expectation of research or other scholarly activities.

Resources

The Nationwide Children’s Hospital Library is located on the second floor of the Education Center. It is staffed from 8:30 to 7 pm Monday through Thursday and 8:30 am to 5 pm

on Friday. It is closed on the weekend. Nationwide Children's Hospital Employees with valid Hospital I.D. Badges have 24-access via a card reader to the right of the front door.

The Library is part of The Ohio State University Library System. All Nationwide Children's Hospital employees are entitled to apply for a library card, which will give them borrowing privileges at all OSU Libraries, as well as the statewide network known as OhioLINK. The Library also provides interlibrary loan services and is an NLM docline participant. The Library also features a computer lab, a scanner, a media viewing room, a classroom for small group meetings and photocopy machines.

Reimbursements

Fellows may be reimbursed for use of their personal automobile for transportation related to their job duties. Reimbursement is limited to a standard mileage rate and parking expenses. The standard mileage rate is set by Nationwide Children's Hospital and may be adjusted periodically. Reimbursement for parking expenses is limited to the actual expenses and requires submission of a receipt in support of the request.

Generally, reimbursable transportation expenses include:

1. Traveling from one NCH worksite to another in the course of the employee's duties.
2. Visiting clients/research participants in their natural environment in the course of the employee's duties.
3. Traveling to business meetings, schools or other community organizations in the course of the employee's duties.

Commuting expenses are not reimbursable. Commuting expenses are defined as costs of transportation between the employee's home and the approved worksite for that day. This could be any NCH worksite, business meeting or natural setting environment where paid work is to occur.

Paid Time Off (PTO) Requests

Fellows must request approval prior to scheduled leave.

Trainees should submit a request to block off appointments during vacation dates/times in Cadence.

SPECIALTY TRACK DESCRIPTIONS

Pediatric Psychology Specialty Track

Pediatric Psychology Track Fellows participate in various supervised inpatient and outpatient experiences. Inpatient and outpatient referrals are obtained from a variety of medical services, medical clinics, and from community physicians and caregivers. Emphasis will be placed on gaining experiences to fulfill the fellow's area of specialization, as dependent on the training plan developed with the fellow's primary supervisor. These experiences may include:

- Inpatient consultation/liaison
- Outpatient therapy
- Participation in outpatient medical clinic

The pediatric psychology track provides experience in interdisciplinary clinical settings. Fellows may be required to attend weekly interdisciplinary rounds on the inpatient units or other relevant meetings dependent on the track.

In addition, pediatric psychology fellows may participate in the rotation for on-call coverage of emergency consults (depending on the track). Call coverage consists of responding to consults that come in after regular business hours and on the weekend. The number of weeks on call each training year will be determined by the Associate Fellowship Training Director for Pediatric Psychology in conjunction with the Pediatric Psychology Clinical Director.

While assessment is not a typical part of this track, experiences in assessment may be available if in line with fellow training goals.

Each fellow will complete a fellow project which can be varied and determined in collaboration with track directors.

Neuropsychology Track

The clinical training component of the pediatric neuropsychology track at Nationwide Children's Hospital is structured around three core areas of:

- Neuropsychological Evaluation
- Neuropsychological Consultation
- Neuropsychological Intervention

Neuropsychological Evaluation

Fellows receive supervised experience in conducting neuropsychological evaluations of both inpatient and outpatient populations. All fellows will complete outpatient evaluations from our general neuropsychology service throughout both years. Fellows will also complete one six-month rotation that includes inpatient neuropsychological services (on the inpatient rehabilitation unit as well as consultation to other inpatient services). Fellows may have the opportunity to elect to complete an additional inpatient rotation, depending on training goals and availability.

Neuropsychological Consultation Neuropsychological consultation services will be provided during inpatient rotations and also in multi-disciplinary outpatient medical clinics.

Outpatient Medical Clinics: Neuropsychology fellows provide consultation in a variety of outpatient medical clinics, including the Myelomeningocele clinic, Concussion clinic, Complex concussion clinic, Stroke clinic, Rehabilitation clinic, and Epilepsy clinic. Fellows will be assigned 2 outpatient clinic experiences at a time, with 6- or 12-month rotations.

Neuropsychological Intervention

Fellows will be involved in providing neuropsychological informed intervention services. All fellows will provide treatment to patients and families as part of the Teen Online Problem Solving (TOPS) program. This is a family-based problem-solving intervention to target a range of problems after brain injury and other neurologic conditions. Treatment may be delivered in the office or in an online format. Fellows providing clinical services within the Complex Concussion Clinic will also provide brief intervention services for patients presenting with persistent post-concussion symptoms with the Concussion Symptom Treatment and Education Program (CSTEP). Other opportunities for neuropsychologically informed intervention services may be available on an individualized basis.

Intellectual and Neurodevelopmental Disabilities Track

Fellows will participate in a range of assessment, treatment and consultation experiences designed to develop expertise in the field of neurodevelopmental disabilities. Each fellow's yearly rotation schedule will be designed individually to fit this broad goal, as well as to allow for training in specific interest areas unique to each fellow. Rotations will include a mix of the following activities:

Assessment: The fellows take part of an interdisciplinary team to evaluate children suspected of autism or a developmental delay. Following the interdisciplinary team evaluation, fellows will complete a full assessment battery to further document the child's functioning and generate recommendations for services. Fellows will also complete their own psychological evaluations in order to assess for a variety of developmental delays/disabilities and other psychological disorders.

Treatment: Treatment experiences are ample and generally focus on treating externalizing behavioral problems and adaptive functioning deficits commonly seen in children with intellectual and developmental disabilities.

Sub-specialty Clinics: The fellows participate in several medical sub-specialty clinics on the Nationwide Children's Hospital Main Campus as well as other Ohio locations. Current specialty clinics include:

- Participating in team-based assessments in a clinic led by a pediatric neurologist in Neurodevelopmental Clinic
- Completing follow-up assessments of children who have experienced non-accidental traumatic brain injury in the Non-Accidental Traumatic Brain Injury (NATBI) Clinic
- Evaluating children and co-training with medical fellows as part of Fellow Clinic
- Evaluating children at various sites in rural parts of Ohio as part of Rural Outreach
- Training in providing assessment and intervention services in an ICF/MR facility

- Completing team-based evaluations of children who have been recently adopted from other countries in International Adoption Clinic
- Completing targeted evaluations for very young children with concerns for Autism Spectrum Disorder in Early Assessment Clinic
- Participation in hospital in-patient consultations. Consultations typically involve determining current level of functioning, ruling out autism spectrum disorders, designing treatment plans to improve compliance with medical procedures, evaluating the appropriateness of placement in an ICF/MR facility, and other issues concerning children with developmental disabilities.

Clinical Child Fellowship Track

Clinical Child fellows have opportunities to participate in long- and short-term individual therapy with children/adolescents, parent behavior management training, and parent group therapy interventions. Fellows are generally expected to spend 50% of their client contact hours per week providing outpatient therapy. Fellows maintain an active caseload with a variety of psychological disorders that occur in children and families across all age ranges. Typically, fellows complete one therapy-focused intake per week for a new client.

Assessment is also an integral component of training in the Clinical Child fellowship. Fellows are expected to spend 50% of their client contact hours per week providing assessment services. Referral questions include learning disability, ADHD, and other behavioral and emotional difficulties. Evaluations involve evidence-based assessment strategies and typically center on objective testing of cognitive, academic, and emotional/behavioral functioning. Fellows typically complete two assessment intakes per week for new clients.

Autism Treatment Specialty Track

The Center for Autism Spectrum Disorders (CASD) offers clinical training in evidence-based ASD interventions. Fellows will be provided a range of clinical opportunities to develop advanced competencies in the specialty area of ASD and to prepare for independence practice as scientist-practitioners. Training experiences include extensive experience and supervision in the following areas:

- Early Intensive Behavioral Intervention (EIBI) for toddlers/children with ASD
- Triple P-Stepping Stones individual and group parents training for ASD
- Brief behavioral consultation, educational consultation, and transition services for school-age children and adolescents with ASD
- Intensive outpatient services and community-based services for complex problem behavior
- CBT interventions (group and individual) for adolescents with high functioning ASD
- Social skills group interventions

Additionally, fellows will gain experience conducting diagnostic intake appointments to document client's current symptom presentation, document current levels of functioning, and to assist in triaging new cases to the appropriate CASD service. During the course of the fellowship, the fellow will also gain experience in psychological assessment, either based at

CASD or the Child Development Center as part of an Interdisciplinary Diagnostic Assessment (IDA) team.

Care coordination and advocacy activities are central to all clinical services provided at CASD. The fellow will engage in coordination of care as related to their clinical cases, including but not limited to, school consultation, supporting families/caregivers at IEP or other school meetings, and collaborating with medical providers and other allied professionals working with clients (e.g., speech therapists, occupational therapists, job coaches, adult services representatives).

Pediatric Acute Treatment Track

The Pediatric Acute Treatment fellows engage in supervised and empirically-driven clinical services on the inpatient psychiatric units within the Behavioral Health Pavilion (BHP) and on an outpatient basis (in Pediatric Psychology or MAP) for children referred for severe emotional or behavioral disorders. The fellows will be involved in individual and group treatment for child and/or adolescent hospitalized on the inpatient units. In addition, depending on selected rotations, the fellows may participate in psychiatric and self-harm assessments as well as clinical care through Psychiatry C/L, medical psychiatric units, and the psychiatric crisis department (PCD). Finally, the fellows may participate in cognitive assessments for diagnostic clarity.

In addition to clinical responsibilities, the fellows will participate in inter-disciplinary rounds and case conferences. The fellows will engage in required bi-weekly didactics covering several topics (e.g., DBT, suicide risk management with ethnic minority youth, behavior chain analysis). Program development projects will be encouraged during the fellowship year in collaboration with other disciplines aimed at improving the quality of services on the inpatient units or other acute services. Opportunities for umbrella supervision with a psychology intern will be available.