



THE FLORIDA STATE UNIVERSITY  
COLLEGE OF MEDICINE

# Isabel Collier Read Medical Campus Postdoctoral Health Psychology Consortium

## Postdoctoral Fellowship in Clinical Health Psychology *with a focus in Primary Care*

### PROGRAM INFORMATION



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## General Information

### The Florida State University College of Medicine

#### HISTORY

The Florida State University College of Medicine (FSU COM), the first new medical school of the 21st Century, was established in June 2000 by the Florida Legislature, with the mission of serving the unique needs of Floridians. Specifically, the college was founded to train physicians with special emphasis on providing health care for medically underserved populations.

The first Health Psychology postdoctoral fellow was accepted to the Isabel Collier Read Medical Campus in 2008 in affiliation with the Healthcare Network. The Fellowship has expanded into a consortium consisting of primary care clinics at Healthcare Network in Immokalee and the Lee Health System in Fort Myers along with the FSU Center for Child Stress & Health (CCSH). The CCSH is an affiliate of SAMHSA's National Child Traumatic Stress Network and serves as a resource, training and research center. The Fellowship program maintains membership with the Association of Psychology Postdoctoral and Internship Centers (APPIC).

#### HOW WE ARE UNIQUE

##### The FSU College of Medicine Model

- **Community-Based.** Most traditional medical schools are anchored by an academic medical center. Such centers are valuable, but their patients usually have diseases not typical of clinician encounters in daily practice. For those reasons, the Florida State University College of Medicine was structured much differently. It focuses on educating outstanding clinicians for practice in community settings. Therefore, community-based clinical education spans the curriculum for both medical students and postdoctoral psychology fellows alike.
- **Mission-Driven.** Our mission is to educate and develop exemplary clinicians who practice patient-centered health care, discover and advance knowledge, and respond to community needs, especially through service to elder, rural, minority and other underserved populations. That process starts with choosing the right trainees – people who will work well with their patients and the entire health-care team. Therefore, we take great care in choosing our trainees. While academic achievement is important, so are other factors, such as commitment to teamwork, culturally appropriate care and evidence based practice.
- **Primary-Care Focused.** Primary-care is the backbone of our health-care system; accordingly, the principal focus of the College of Medicine is on meeting the primary-care needs of the state of Florida. Focus on care along the lifespan (pediatric, adult, geriatric) along with health promotion and chronic disease management is emphasized.
- **Preeminent Research University.** FSU is designated a preeminent research university in the State of Florida and Top 20 National Public University. Fellows have full access to all institutional and research support.

## About Our Program

The Florida State University College of Medicine has a one-year postdoctoral fellowship in Clinical Health Psychology with focus on Primary Care. Fellows function as an integral part of a multidisciplinary healthcare team in primary Pediatrics, Family Medicine and Women's Health clinics. Primary duties include health psychology screenings, assessments and interventions, chronic disease management, consultations with physicians, prevention and wellness interventions as well as mental health triage and brief interventions. Fellows participate in teaching of medical students and residents. Mentoring and support is available for fellows interested in participating in research.

## Training Sites

Fellows train at the Isabel Collier Read Medical Campus which encompasses two clinical sites: the Healthcare Network in Immokalee and the Lee Health System in Fort Myers. Individual office space is available for fellows. Both sites have designated areas for classroom/group teaching and state of the art technology, which includes video conferencing capabilities to connect with other FSUCOM campuses and Faculty. This allows Fellows to receive training and support from FSUCOM faculty and staff across all of the college's campuses. Central campus provides full institutional support for research endeavors. Fellows have full access to the FSUCOM Maguire Medical Library. All of the medical library's resources are electronic and available 24 hours a day, 7 days a week. Fellows have access to over 2,400 medical and biomedical journals. Evidence-based medicine and mobile resources are especially applicable to the online environment providing access to medical library resources around the clock from any internet-enabled device. The campus also houses **The FSU Center for Child Stress & Health**, which serves as an integrated primary care resource center for patients, families, and healthcare providers of children exposed to toxic stress, especially children living in rural, minority, and underserved communities. The Center is an affiliate of SAMHSA's National Child Traumatic Stress Network and serves as a national resource on effective treatment and service approaches for child trauma.



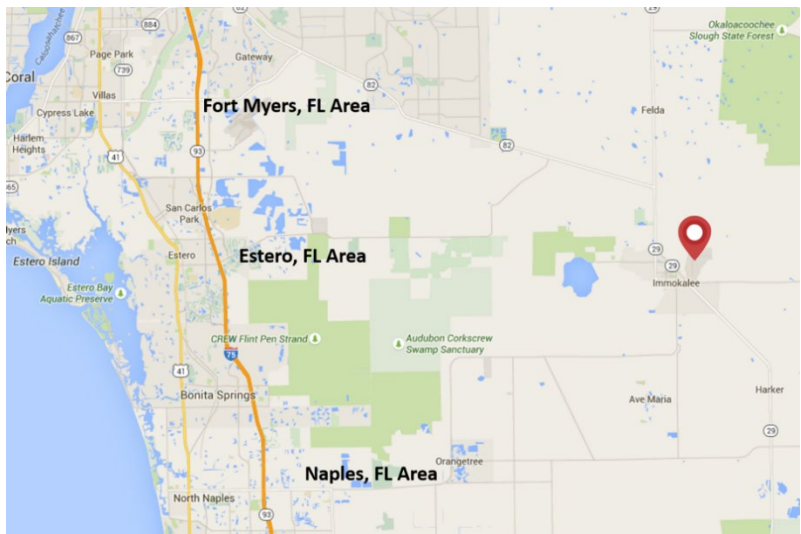


**The Healthcare Network (HCN)** is a Federally Qualified Health Center. The health center includes Pediatrics, Family Medicine, Internal Medicine (including a specialty/HIV clinic), Women’s Health, and Behavioral Health Services. Fellows train within an organizational model that delivers the core functions of primary care including: patient-centered, comprehensive, coordinated care, access, quality and safety. The HCN was founded as a nonprofit organization in 1977 by a group of community leaders in Immokalee, Florida to address the health issues of migrant and seasonal farm workers, rural poor and other citizens in the area. From the start, the nonprofit was committed to providing basic medical and dental healthcare services at an affordable cost while ensuring dignity and respect to each individual served. Today the Healthcare Network serves a culturally and linguistically diverse population in 14 healthcare sites in Immokalee and Naples.

**Lee Health** was founded in 1916 and is the 5<sup>th</sup> largest health care system in the U.S. The system includes the vast majority of all inpatient and outpatient facilities in Lee County. The postdoctoral fellows work in outpatient Lee clinics including the FSU Family Medicine Residency Program. Lee Health is committed to meeting the continuum of healthcare needs of the diverse community.



**LOCATION & CULTURE**



The Isabel Collier Read Medical Campus is located in Southwest Florida, a federally designated health shortage area. There are plenty of opportunities for graduates to work in a variety of healthcare settings. The campus is located within two hours of Tampa, Miami and Fort Lauderdale and 30 minutes from the Everglades and Naples.



Southwest Florida area is well known for its beautiful beaches (Sanibel Island, Captiva, Fort Myers Beach, and many other vacation destinations), historical areas (winter homes of Thomas Edison and Henry Ford), sporting activities (home of spring training for Boston Red Sox and Minnesota Twins) . The area has numerous biking trails, easily accessible waterways, boating, sports facilities, cultural events, and colleges/universities.



## Training Program

### Objectives & Competencies

The Postdoctoral Fellowship in Clinical Health Psychology is focused on the training and development of psychologists to work in primary care settings. The one-year training program follows a biopsychosocial model focusing on the interaction of biological, psychosocial and medico-legal variables. Fellows develop skills to function as an integrated member of a primary care team and gain experience in assessment and intervention approaches within the primary care structure with a diverse population. The training closely follows and is based on the standards set by the American Psychological Association for accreditation for Health Service Psychology.

### Objectives:

- Develop skills to work effectively within an interprofessional team.
- Recognize the role of development across the life course in patient care.
- Develop skills to implement evidence-based practices with time efficiency.
- Recognize and work with a population health model of care.
- Demonstrate respect, compassion and integrity with patients.
- Sharpen cognitive-behavioral expertise.
- Acquire knowledge of common medical conditions, procedures, and medications when developing psychological interventions.
- Develop knowledge and skills necessary to practice with diverse and underserved populations.

- Utilize advanced skills in behavior change, including enhancing motivation to change.
- Use information technology to support patient care decisions and patient education.

Expected Competencies at Conclusion of Fellowship:

Competencies expected of the Postdoctoral Fellows will target the components established by the APA Interdivisional Committee for a Primary Care Curriculum. The competencies are grouped into six clusters: Science, Systems, Professionalism, Relational, Application, and Education.

The table below presents the six clusters and the competencies associated with each:

Cluster	Competencies
1. Science	Science Related to the Biopsychosocial Approach
2. Systems	Leadership/Administration Interdisciplinary Systems Advocacy
3. Professionalism	Professional Values and Attitudes Individual, Cultural and Disciplinary Diversity Ethics in Primary Care Reflective Practice/Self-assessment/Self-care
4. Relationships	Inter-professionalism Building and Sustaining Relationships in Primary Care
5. Application	Practice Management Assessment Intervention Clinical Consultation
6. Education	Teaching Supervision

### Clinical Rotations

The clinical rotations provided by the Fellowship give Postdoctoral Fellows a unique opportunity to train in Clinical Health Psychology within an *Integrated Primary Care* setting. Integrated Primary Care is a model that combines medical and behavioral health services for the spectrum of problems that patients bring to primary medical care. Because most patients in primary care have a physical, chronic illness, problems maintaining healthy lifestyles, or a psychological disorder, it is clinically effective and cost-effective to make behavioral health providers part of primary care. Patients can address all their health problems in one place. Teamwork of mental health and medical providers is an embodiment of the biopsychosocial model.

Fellows will see patients in ambulatory primary care clinics which include services in Adult & Family Medicine, Women’s Health, and Pediatrics.

## Placements

### Lee Health (Ft. Myers)

- Family Medicine Residency Program at Lee Health
- Lee Community Clinic at Lehigh Acres
- Lee Family Medicine Clinic at Plantation

### Healthcare Network (Immokalee)

- Family Medicine/Internal Medicine
- Pediatrics
- Women's Health

## Research Interest

### Center for Child Stress & Health

Fellows have the opportunity with the Center for Child Stress & Health to increase their knowledge and skills in the area of trauma in children and families. Interested Fellows may choose to join a research project. Fellow s interested in more in depth experience may apply for a limited number of research positions at the Center for a second year fellowship.

## Sample Schedule

### Healthcare Network

	Monday	Tuesday	Wednesday	Thursday	Friday
8a	Patient Care	Patient Care	Patient Care	Patient Care	Patient Care
9a					
10a					
11a					
12p					
1p	Lunch	Lunch	Lunch	Lunch	Lunch
2p	Patient Care	Administrative Time	Trainings: Didactics Supervision Case Consultation	Patient Care	Patient Care
3p					
4p					
5p	Group Therapy for Obesity or Trauma Informed Telepsychology				
6p	may be scheduled one day per week during this block.				

### Lee Health

	Monday	Tuesday	Wednesday	Thursday	Friday
8a	Patient Care	Patient Care	Patient Care	Patient Care	Patient Care
9a					
10a					
11a					
12p					
1p	Lunch	Lunch	Lunch	Lunch	Lunch
2p	Patient Care	Administrative Time	Trainings: Didactics Supervision Case Consultation	Patient Care	Patient Care
3p					
4p					
5p					



## Program Activities

### Clinical Training

The fellow will function as a Behavioral Health Consultant in an integral multidisciplinary healthcare team. Primary duties will include providing screenings and diagnostic evaluations, behavioral consultations, and brief interventions across the lifespan with children, adults and families. Services provided by Fellows match the pace and nature of primary care settings.

### Didactic Training

- *Behavioral Health Didactics*: This is a weekly mandatory attendance seminar for all Fellows that covers various topics to build core knowledge and skills in practicing primary care psychology. Seminar topics emphasize the reciprocal and dynamic influence of biological, psychological and social factors on the etiology, treatment and experience of illness and disease. Issues of diversity and culture are discussed as they pertain to providing culturally appropriate care. Seminars are taught by faculty including psychologists, physicians and pharmacists as well as health administrators with experience in integrated healthcare delivery.
- *Consultation Group*: weekly group attended by all fellows and supervised by faculty focusing on cases that have teachable elements for group learning and an opportunity for fellows to practice presentation skills and consultation. Emphasis is placed on supervision skills with colleagues.

### Teaching

- *Doctoring 3 and Residency Didactics and Behavioral Health Didactics*: This is an opportunity for multidisciplinary training/learning between psychology and medical trainees. The overall goal of participation is to enhance Fellows' teaching skills within an academic health setting. Fellows will be assigned specific topics for presentation to medical students, residents and/or psychology fellows. Presentations will be developed with faculty supervision. Additionally, fellows will provide clinical consultation/teaching to medical students completing rotations in their units.
- *Cross-cultural Medicine/Service Learning*: Fellows are expected to participate in service learning experience where fellows are immersed into the community for outreach activities to deliver primary care and education. Faculty and trainees from the FSUCOM as well as from other FSU programs and residencies work together on these outreach projects. This experience is designed to prepare fellows to work in underserved areas and to have knowledge of public health and diseases commonly found in such communities.
- *Journal Club/Medical Humanities*: Some Didactics seminar sessions focus on scientific literature. This experience allows Fellows to enhance evidence-based practice and to advance their skills at analyzing the quality, validity, and relevance of available evidence. Additionally twice a year the session will focus on discussion of a common selected book to enhance cultural diversity.

- *Committees:* Fellows will participate in medical staff meeting and may be assigned to clinic/health system committees to enhance competencies in administration and systems.

## Supervision

Each Postdoctoral Psychology Fellow receives a minimum of two hours of individual supervision by a Licensed Psychologist/FSUCOM Faculty Member. One hour is for traditional scheduled supervision and one hour is live in-clinic consultation consistent with the integrated care model. Additionally, all fellows participate in one hour per week of group consultation. Supervisors are assigned to each rotation based on their expertise within that specialty domain and patient population. All supervisors follow an “open door” policy and are readily available for additional and informal supervision session as needed. The structure and content of supervision in Primary Care often mirrors the pace and structure of the Primary Care setting. Supervision frequently occurs at times outside of, and in addition to, the scheduled supervision blocks. Such supervision is flexible and occurs in real-time. Supervisory consultations may include questions regarding diagnostic clarification, treatment planning, care coordination, appropriate triage, and practice management. Furthermore, the content of supervision in primary care is not exclusively about the treatment of patients as working in primary care adds layers of complexity to interprofessional practice, ethics, and practice management. Fellows sign a supervision agreement with their individual supervisors and with the Program Director at the start of the Fellowship. Supervisor also incorporates professional mentoring [for the transition to independent practice / employment].

## Evaluations

Postdoctoral Fellows are formally evaluated mid-year and at the end of the Fellowship year. For each of these evaluations, the Fellow meets with their direct supervisor and with the Program Director to review performance and progress, develop remediation if necessary, and set goals for the next segment of training. The Postdoctoral Fellow is provided with written and oral feedback regarding their performance and progress towards meeting the program objectives, professional development, and expected competencies. At each evaluation point, the Fellow is given an opportunity for self-assessment and also provides feedback to their supervisor and the Program Director about their training experience. At any time that the Fellow may not be meeting expectations, additional reviews of performance with supervisors and/or Program Director may be necessary.

The Florida State University College of Medicine is committed to maintaining a supportive educational environment where fellows are given the opportunity to learn and grow. Faculty are proactively addressing any performance concerns that arise and providing trainees with the needed support to remediate issues of fellow competence throughout the training. The Fellowship Handbook includes a Due Process policy that outlines due process for postdoctoral fellows and establishes the procedure for addressing postdoctoral fellows’ deficiencies, including notice, hearing, and appeal.

## Clinical Health Psychology Postdoctoral Fellow Evaluation

Fellow \_\_\_\_\_ Date of Review: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Rotation: \_\_\_\_\_

Feedback for period \_\_\_\_/\_\_\_\_ through \_\_\_\_/\_\_\_\_

### Rating Guide:

- 5 Outstanding – Fellow consistently demonstrates superior performance far exceeding the standards for this position
  - 4 Exceeds Expectations – Fellow significantly exceeds the standards for this position and at times goes above and beyond expectations
  - 3 Meets Expectations – Fellow meets the standards for this position and demonstrates dependable work outcomes
  - 2 Needs Improvement – Fellow performance is below the standards for this position, and some effort is needed to improve and meet position objectives
  - 1 Unsatisfactory – Fellow does not meet the minimum acceptable level for the position
- NA Not Applicable – Fellow does not participate in this activity as part of his/her position

### Professional Skills and Competencies:

Below are the dimensions on which Fellows are rated, based upon the program training mission and objectives.

- A. Biological components of Health & Illness
- B. Cognitive & Affective Components of Health & Illness
- C. Behavioral and Developmental Aspects of Health & Illness
- D. Sociocultural Components of Health & Illness
- E. Health Policy & Healthcare Systems
- F. Clinical Assessment & Interventions
- G. Interprofessional Collaboration/Relationship Management
- H. Ethical, Legal & Professional Issues in Primary Care

### Biological components of Health & Illness

	<i>Item</i>	<i>Outstanding</i>	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>	<i>Not Applicable</i>
1.	Uses scientific literature in the daily PC practice	5	4	3	2	1	NA
2.	Recognizes and names appropriate dosages of medications for commonly occurring medical or psychological/behavioral conditions	5	4	3	2	1	NA

### Cognitive & Affective Components of Health & Illness

	<i>Item</i>	<i>Outstanding</i>	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>	<i>Not Applicable</i>
1.	Articulates an understanding of health belief models and attitudes regarding help seeking	5	4	3	2	1	NA
2.	Demonstrates knowledge of cognitive factors (i.e., memory, attention) that influence reactions to medical diagnoses and processing of health information	5	4	3	2	1	NA
3.	Demonstrates knowledge of the impact of biological factors on cognitive functioning	5	4	3	2	1	NA
4.	Demonstrates knowledge of affective factors that influence reactions to diagnoses, injury, disability and processing of health information	5	4	3	2	1	NA

### Behavioral and Developmental Aspects of Health & Illness

	<i>Item</i>	<i>Outstanding</i>	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>	<i>Not Applicable</i>
1.	Demonstrates knowledge of behavioral risk factors, including the effect of coping on health	5	4	3	2	1	NA
2.	Recognizes the effect of acute and chronic illness on physical and mental health of caregivers, siblings, and other family members	5	4	3	2	1	NA
3.	Utilizes knowledge about the effect of the family and other members of the support system on medical regimen adherence	5	4	3	2	1	NA

### Sociocultural Components of Health & Illness

	<i>Item</i>	<i>Outstanding</i>	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>	<i>Not Applicable</i>
1.	Demonstrates openness to exploring diversity issues with clients	5	4	3	2	1	NA
2.	Seeks consultation related to diversity issues and explores diversity issues in supervision	5	4	3	2	1	NA
3.	Understands the impact of own personal culture on values, relationships and worldview	5	4	3	2	1	NA
4.	Demonstrates an understanding of the psychological impact of privilege, prejudice, oppression, culture, & sociopolitical structures	5	4	3	2	1	NA



## Health Policy & Healthcare Systems

	<i>Item</i>	<i>Outstanding</i>	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>	<i>Not Applicable</i>
1.	Demonstrates knowledge of population-based approaches to health promotion	5	4	3	2	1	NA
2.	Applies evidence-based approaches to patient care, including use of stepped care approaches to match treatment effort with patient complexity	5	4	3	2	1	NA
3.	Utilizes appropriate screening procedures to inform further assessment	5	4	3	2	1	NA
4.	Employs proactive follow-up to support patient self-management	5	4	3	2	1	NA

## Clinical Assessment & Interventions

1.	Gathers adequate and meaningful information from initial interviews & sessions	5	4	3	2	1	NA
2.	Appropriately administers, scores & interprets PC psychological instruments & screening measures	5	4	3	2	1	NA
3.	Works collaboratively with PC team to perform on-going assessment of fluctuations in presenting problem & of emerging problems	5	4	3	2	1	NA
4.	Integrates test/screening data appropriately into intervention strategies and other recommendations	5	4	3	2	1	NA
5.	Demonstrates an understanding of common PC problems and is able to present coherent and meaningful case formulations	5	4	3	2	1	NA

6.	Uses appropriate intervention techniques grounded in theory and a clear conceptual framework	5	4	3	2	1	NA
7.	Understands & reacts therapeutically to relational aspects between self & client	5	4	3	2	1	NA
8.	Evaluates therapeutic progress and alters the approach or strategy as needed	5	4	3	2	1	NA

### Interprofessional Collaboration/Relationship Management

	<i>Item</i>	<i>Outstanding</i>	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>	<i>Not Applicable</i>
1.	Demonstrates empathy & respect for clients and colleagues	5	4	3	2	1	NA
2.	Is able to form effective therapeutic relationships with clients	5	4	3	2	1	NA
3.	Is open to feedback from others and integrates that feedback usefully	5	4	3	2	1	NA
4.	Demonstrates self-reflection as it relates to relationship management	5	4	3	2	1	NA
5.	Demonstrates an understanding of the potential impact of differences in cultural values, backgrounds, and experiences on developing relationships	5	4	3	2	1	NA

### Ethical, Legal & Professional Issues

	<i>Item</i>	<i>Outstanding</i>	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>	<i>Not Applicable</i>
1.	Conducts self in a professional and ethical manner	5	4	3	2	1	NA
2.	Seeks consultation and/or supervision appropriately	5	4	3	2	1	NA

3.	Demonstrates understanding of the major ethical dilemmas in PC	5	4	3	2	1	NA
4.	Demonstrates understanding of the distinctive issues related to informed consent & confidentiality related to team-based care	5	4	3	2	1	NA
5.	Completes documentation in a timely manner and follows prescribed protocols for charting	5	4	3	2	1	NA
6.	Punctual and reliable attendance	5	4	3	2	1	NA
7.	Follow state laws regarding practice of psychology	5	4	3	2	1	NA
8.	Demonstrates skills of self assessment and seeks and is receptive to feedback on performance.	5	4	3	2	1	NA

### Didactic/Outreach Participation

	<i>Item</i>	<i>Outstanding</i>	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>	<i>Not Applicable</i>
1.	Conducts self in a professional manner [arrives on time; asks relevant/appropriate questions; treats others with respect; stays on topic]	5	4	3	2	1	NA
2.	Demonstrates preparedness for activity [i.e. has needed materials/has read required readings, etc]	5	4	3	2	1	NA
3.	Actively participates in the discussion/activity	5	4	3	2	1	NA

## Didactic Teaching

	<i>Item</i>	<i>Outstanding</i>	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>	<i>Not Applicable</i>
1.	Demonstrates ability to conceptualize cases in a concise manner	5	4	3	2	1	NA
2.	Addresses cultural aspects of clinical cases/uses culturally appropriate techniques	5	4	3	2	1	NA
3.	Uses appropriate professional references/resources. Shows evidence of literature review.	5	4	3	2	1	NA
4.	Utilizes different teaching mediums to convey information [i.e. group activity, video/audio clips, etc.]	5	4	3	2	1	NA

### Additional Comments:

### Summary Rating:

<i>Item</i>	<i>Has Met Fellowship Expectations</i>	
Overall Fellow performance	YES	NO

\_\_\_\_\_  
Fellow Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Program Director

\_\_\_\_\_  
Date

**Postdoctoral Fellow  
Competency Self-Rating Form**

Ratings	1	I am competent
	2	I need improvement or assistance
	3	I have had no <i>clinical</i> experience

Competency	Technical Skill	Self-Assessment	
		Start	Final
<b>Clinical Skills in Primary Care</b>	Implementing Interventions through other Providers		
	Motivational Interviewing		
	Case Management		
	Implementing Prevention Interventions		
	Psychological Treatment in Collaborative Care		
	Diagnostics/Assessment		
	Brief Interviewing Methods		
	Therapeutic Alliance		
	Medical Assessment Methods [knowledge of]		
	Program Evaluation		
<b>Temporal Orientation</b>	Brief Treatment		
	Extended Treatment		
<b>Modality</b>	Group		
	Individual		
	Family (in Primary Care)		
<b>Patient Population: Developmental Considerations</b>	Infant		
	Preschool		
	Elementary School		
	Middle School		
	High School/Adolescents		
	Transitional Youth		
	Adults		
<b>Sociocultural Components of Health &amp; Illness (Patient Diversity Considerations)</b>	Seniors		
	Gender		
	Sexual Orientation		
	Disability		
	Low SES		
	Culture (Hispanic/Latino)		



	Culture (Haitian)		
	Culture (Rural)		
	Language (Spanish)		
	Language (Creole)		
	Religion & Spirituality		
<b>Psychodiagnostics</b>	Child Behavior Checklist		
	Achenbach Teacher/Caregiver Report Form		
	Developmental Profile III		
	Conner's Parent/Teacher Rating Scale		
	Conner's Continuous Performance Test		
	PHQ-9/GAD-7		
	CSBS DP Infant-Toddler Checklist		
	ADOS		
	Pediatric Symptom Checklist		
	Geriatric Depression Scale		
CAGE (Substance Abuse Screening Tool)			
<b>Interprofessional Collaboration in Primary Care</b>	Teamwork		
	Co-Therapy		
	Negotiating Treatment Plans		
	Consultation		
<b>Understanding Biological Components of Health &amp; Illness</b>	Human Anatomy		
	Pathophysiology		
	Physiology		
	Pharmacology		
<b>Knowledge of Cognitive Components of Health &amp; Illness</b>	Health Belief Models		
	Biologic Factors (Impact on cognitive functioning)		
	Cognitive Factors (influence on reactions to initial diagnoses)		

## Licensure

The FSU College of Medicine Postdoctoral Fellowship in Clinical Health Psychology aims to provide Fellows with the required supervised experience to meet licensure requirements in the state of Florida. The [Florida Board of Psychology](#) requires a total of 4000 hours of supervised experience. The Board accepts the doctoral level psychology internship in satisfaction of the first 2000 hours of the required experience. Applicants must complete the remaining 2000 hours as post-doctoral supervised experience.

This program provides the hours required by the Board for licensure. The requirement is met through full time placement (40 hours per week) throughout the year (with exception of allowed benefit of holiday and vacation) as delineated by the FSU Human Resources policy.

## Faculty

### Program Leadership

Dr. Rivera-Morales is an Assistant Professor and the Program Director for the ICR Postdoctoral Health Psychology Consortium. She is the coordinator for Postdoctoral Fellowship rotations at the Lee Health System in Fort Myers and Lehigh. Dr. Rivera-Morales is a Licensed Clinical Psychologist in Florida, and her direct clinical service is in Family Medicine at the Lee Community Healthcare located in Lehigh Acres where she also provides individual clinical supervision.

### Training Faculty

#### **Giuliana McQuirt, PsyD**

Clinical Assistant Professor

Healthcare Network

[giuliana.mcquirt@med.fsu.edu](mailto:giuliana.mcquirt@med.fsu.edu)

Dr. McQuirt provides individual supervision to Fellows rotating through the Family Medicine/ Internal Medicine/ Women's Health, and Pediatrics Departments where she provides direct clinical service. Her focus is on chronic care management in primary care. She is the course director for the weekly Didactics series. Her areas of expertise include behavioral medicine, HIV, immigrant health, rural health, and adult/child psychology.

#### **Natalie Rivera-Morales, PhD**

Program Director

Clinical Assistant Professor

Lee Health

[natalie.rivera@med.fsu.edu](mailto:natalie.rivera@med.fsu.edu)

Dr. Rivera-Morales provides direct clinical service at Lee Community Healthcare clinic located in Lehigh Acres.. She provides individual clinical supervision at all Lee Health training clinics. . Her main focus is teaching Integrated Care in Primary Care settings and chronic health management with culturally diverse and underserved populations..

**Javier Rosado, PhD**

Regional Director  
Director Center for Child Stress & Health  
Healthcare Network  
[javier.rosado@med.fsu.edu](mailto:javier.rosado@med.fsu.edu)

Dr. Rosado provides service in the Healthcare Network Children's primary care clinic where he serves as clinical supervisor to Fellows. He oversees the clinical services and research programs at the Center for Child Stress & Health. His areas of expertise include Latino childhood obesity and Toxic Stress/Adverse Childhood Experiences among Latino and immigrant children as well as among agricultural families. He particularly focuses on the dissemination and implementation of best practices with adaptations for underserved populations and within integrated behavioral health systems.

**Jean Mesidor, PhD**

Clinical Assistant Professor  
Healthcare Network  
[jean.mesidor@med.fsu.edu](mailto:jean.mesidor@med.fsu.edu)

Dr. Mesidor provides clinical service and supervision in the Family Medicine and Internal Medicine clinics of Healthcare Network. His work focuses on chronic care management of disease in the Haitian population including diabetes and HIV. His research interests are in trauma, posttraumatic growth, and mental health services within multicultural populations, such as refugees, African Americans, international college students, and Haitians.

**Roseanne Illes, PhD**

Clinical Associate Professor  
Lee Health (GME Clinic)  
[roseanne.illes@leehealth.org](mailto:roseanne.illes@leehealth.org)

Dr. Illes provides individual supervision for fellows at the FSU Family Medicine Residency at Lee Health. Her areas of expertise are multicultural psychology, health psychology, integrated primary care, and medical education.

**Jaqueline Hidalgo, PsyD**

Clinical Assistant Professor  
Lee Health (GME Clinic)  
[Jacqueline.hidalgo@leehealth.org](mailto:Jacqueline.hidalgo@leehealth.org)

Dr. Hidalgo provides individual supervision for fellows at the FSU Family Medicine Residency at Lee Health. Her areas of interest are: integrated primary care, bridging gaps in behavioral medicine for underserved populations, multicultural issues and health disparities.

**Natalia Falcon, PhD**

Staff Psychologist  
Clinical Assistant Professor  
Healthcare Network  
[natalia.falcon@med.fsu.edu](mailto:natalia.falcon@med.fsu.edu)

Dr. Falcon provides direct service and supervision at HCN Pediatrics clinic. She also provides consultative services, direct treatment and trainings for child trauma related issues. Her area of

expertise is in culturally appropriate care with underserved communities, trauma early childhood and infant mental health.

**Lisandra Torres Aponte, PhD**

Assistant Professor

Lee Health (Lee Community Healthcare, Lehigh Acres)

[lisandra.torres@med.fsu.edu](mailto:lisandra.torres@med.fsu.edu)

Dr. Torres Aponte provides clinical services at Lee Health Community (Lee Health) in Lehigh Acres and supervises the pediatric cases of the health psychology fellows at Lee Health training sites. She also spends part of her time teaching medical students doing rotations at the training sites about integrated behavioral health services. Also, Dr. Torres Aponte spends part of her time at the Center for Child Stress & Health, conducting research activities and overseeing the CARACOL program. Her clinical and research interests include children and adolescents' mental health, underserved populations, and chronic health conditions like obesity and inflammatory bowel diseases.

## Fellowship Benefits

### ***Stipend***

Postdoctoral Fellows are provided with a stipend of \$55,000 per year.

### ***Health Insurance***

The FSUCOM offers Postdoctoral Psychology fellows the same health-insurance benefit plan it offers all full-time employees/faculty members. Supplemental insurance plans, such as dental and vision, are also available options at the Fellows discretion. Please refer to the Florida State University Human Resources Department for update information about available health insurance options. Health-insurance benefits become effective after Fellows on the 1<sup>st</sup> day of the month following employment date.

### ***Paid Time Off***

Fellows accrue paid time off, which can be used for periodic vacations, personal reasons, illness, or other pre-approved reasons.

- PTO is accrued during each pay period.
- Fellows earn 104 hours during the training year.
- PTO will be recorded using the OMNI timesheet and approved by the supervisor
- Time off taken due to medical reasons may require a physicians note if the clinical site requires it.
- No PTO can be taken in the first 60 days of the academic year, with the exception of time off due to illness. This allows for appropriate transition to new clinic environment.
- PTO cannot be taken during the last two weeks of employment.
- In addition to PTO, Fellows have official university holidays off. When Fellows cover clinics during holidays, they may take a compensatory day.

### ***Professional Development Allowance***

Professional development allowance is made available to enhance the postdoctoral fellows training, research, or writing. A stipend of \$1500 is available for professional development such as professional conference attendance. Fellows may take up to 5 days for professional development activities.

### ***Professional Liability***

Postdoctoral Fellows are covered by the FSUCOM insurance program, which provides comprehensive general liability protection, including professional liability protection.



## Application Information

**Eligibility:** Completion of an APA accredited doctoral program in Clinical or Counseling Psychology (PhD/PsyD) as well as an APA accredited internship. Applicants interested in the Healthcare Network site should be fluent in Spanish OR Haitian Creole. Candidates for either site should be committed to serving an underserved population consistent with the mission of the Florida State University College of Medicine to train clinicians for underserved populations. Completion of background screen, drug screen, and submission of medical background documentation required by clinical sites.

**START DATE:** September 3<sup>rd</sup>, 2024

Applications are accepted through the APPIC Psychology Application system\*:

<https://appicpostdoc.liaisoncas.com/>

Application requirements include:

### 1- Cover Letter

The mission of The Florida State University College of Medicine is to train exemplary clinicians who practice patient-centered health care, discover and advance knowledge, and respond to community needs. That process starts with choosing the right trainees – people who work well with their patients and the entire health-care team. Please address the reason for interest in this program and how your skills and knowledge would fit with the program. Letter should indicate if the applicant has a preference for the Lee Health or Healthcare Network site. Otherwise applications will be considered for both sites. (Note – the Healthcare Network site require bilingual skills in Spanish or Creole). Written and verbal fluency in English are required and assessed.

### 2- Confirmation of Degree Completion

Include a brief statement from a Director of Clinical Training, Major Professor, or Dissertation Chair confirming that the applicant is expected to complete all degree requirements, including dissertation defense, prior to the fellowship start date.

### 3- Curriculum Vitae/CV

### 4- Three Letters of Recommendation

Please submit three letters of recommendation. These should be from clinical internship supervisors and graduate school professors. Letters of recommendation should highlight the strengths and interests of each applicant. Specifically, observations of the applicant's clinical competencies and experiences working within multidisciplinary teams should be included. Letters can be emailed or sent by mail to the address below.

5- Official Copy of Transcript sent to address below:

**Address:**

Natalie Rivera-Morales, Ph.D.  
Program Director  
Florida State University  
College of Medicine  
Isabel Collier Read Medical Campus  
1441 Heritage Blvd  
Immokalee, FL 34142

**Email:**

[natalie.rivera@med.fsu.edu](mailto:natalie.rivera@med.fsu.edu)

\* Applications may also be requested directly from, and submitted to, the Program Manager:

Ashley Butler, Program Manager  
[ashley.butler@med.fsu.edu](mailto:ashley.butler@med.fsu.edu)  
(239) 658-3729