



THE FLORIDA STATE UNIVERSITY
COLLEGE OF MEDICINE

Immokalee Health Education Site

Postdoctoral Fellowship in Clinical Health Psychology *with an emphasis 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](#) (FSUCOM) was created in June 2000 with the mission of serving the unique needs of Floridians. The college was designed as a community-based medical school. Medical students spend their first two years taking basic science courses on the FSU campus in Tallahassee and are then assigned to one of the regional medical school campuses for their third- and fourth-year clinical training. Regional campuses originally opened in [Orlando](#), [Pensacola](#), [Sarasota](#) and [Tallahassee](#). Additional campuses opened in [Daytona Beach](#) and [Fort Pierce](#) to help accommodate 240 third- and fourth-year students training with a clinical faculty of more than 1,500 physicians throughout the state. In 2007, the college opened a rural clinical-training site in [Immokalee](#). There, third- and fourth-year students from the six regional campuses have the option to take required or elective rotations in a setting with a strong tie to the college's mission of working with the medically underserved. The Postdoctoral Fellowship in Clinical Health Psychology started in 2008 at the Immokalee Site, thus creating an ideal environment for interdisciplinary teaching, learning, and practice. The program is expanding to the Lee Health system in Ft. Myers in 2019 thus forming a Consortium. The Lee system is an FSU partner in Graduate Medical Education. It is the largest healthcare system in southwest Florida and houses FSU's Family Medicine Residency Program.

HOW WE'RE 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 exotic diseases, not those a typical 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. In our selection process, we are interested in learning to what extent applicants have served the underserved, what motivated them to pursue a career in a helping profession and for a commitment to working collaboratively with others.

- **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, with a particular emphasis on the rural, the minority, the elderly and other underserved populations.

The Immokalee Health Education Site

FACILITY & RESOURCES



The Immokalee Health Education site opened in 2007 as a rural clinical-training site in partnership with the Healthcare Network of Southwest Florida (HCN). The facility includes a 29,000-square-foot center with clinical/patient-care areas, research space, and individual office space for each Fellow, as well as designated areas for classroom/group teaching. The center has state of the art technology, which includes video conferencing capabilities to connect with other FSUCOM campuses and Faculty. This allows Fellows to receive training support from FSUCOM Faculty across each of the college's regional campuses. FSUCOM Faculty have a wide array of expertise that Fellows can benefit from, thus allowing for networking with other professionals, despite the rural location of the training site. Main campus provides full support for research endeavors. The Immokalee Health Education Site is a part of the OneFlorida Clinical Research Network. The facility includes full access to the FSUCOM

Maguire Medical Library. 99.9% 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.

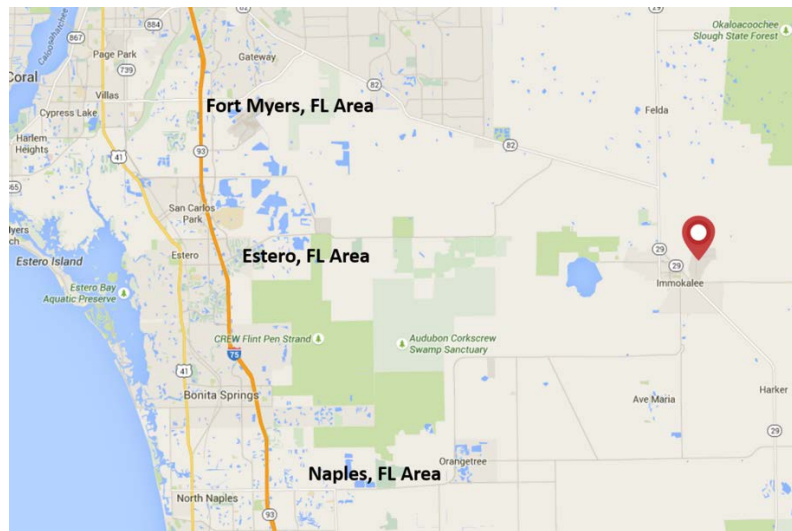
The Immokalee Health Education Site also houses The FSU Center for Child Stress & Health, which serves as an integrated primary care resource center for patients, families, and healthcare providers of children exposed to toxic stress, especially children living in rural, minority, and underserved communities. The Center is a SAMHSA National Child Traumatic Stress Initiative (NCTSI) Category II, Treatment and Service Adaptation Center and serves as a national resource on effective treatment and service approaches for child trauma experienced by children.



The Healthcare Network of Southwest Florida is a Federally Qualified Health Center. The health center includes Pediatrics, Family Medicine, Internal Medicine (including a specialty/HIV clinic), Dental, Obstetrics /Gynecology, and Behavior Health Services. The HCN is a Patient-Centered Medical Home (PCMH). PCMH status allows Fellows to 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. Their first facilities were two small trailers in Immokalee. 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. The HCN participates in the Accreditation Association for Ambulatory Health Care (AAAHC) accreditation program. Today the Healthcare Network of Southwest Florida serves a culturally and linguistically diverse population in 14 healthcare sites in Immokalee and Naples.

Lee Health was founded in 1916 and is the 5th largest health care system in the U.S. with 1,400 inpatient beds in five hospitals and an average daily census of 900 patients. The system includes the vast majority of all inpatient and outpatient facilities in Lee County, Florida, located in the beautiful coastal southwest Florida area. Lee Health is an award-winning health care system with more than a million patient contacts each year. The staff is routinely recognized for the compassionate and dedicated care they provide to their patients. More than 9,500 employees and 4,500 volunteers are part of the Lee Health. The medical staff, totals nearly 1,130 Lee County physicians. The postdoctoral fellows work in outpatient Lee clinics including the FSU Family Medicine Residency Program.

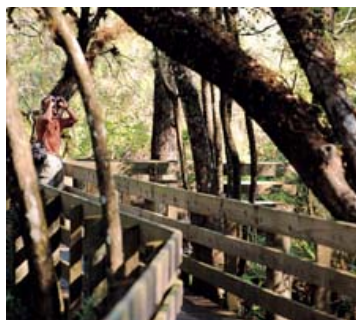
LOCATION & CULTURE



Immokalee is a small rural community in southwest Florida and a designated Health Professions Shortage Area. The patient population is made up primarily of Latino migrant farm workers but also includes Haitian, African American and a rural Caucasian population. Immokalee is situated approximately 30 minutes from Naples and Fort Myers, an area known for its beaches and cultural activities.



The Fort Myers 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 Redsox and Minnesota Twins), and affordable housing and waterfront properties. The area has numerous biking trails, easily accessible waterways, boating, sports facilities, cultural events, and colleges/universities.



Training Program

Overview

The Postdoctoral Fellowship in Clinical Health Psychology is focused on the training and development of psychologists to work in primary care settings. The two-year training program follows a biopsychosocial model thus focusing on the interaction of biological, psychosocial and medico-legal variables. Fellows will develop skills to function as an integrated member of a primary care team and will gain experience in assessment and intervention approaches within the primary care structure.

Applicants can select from two different tracks:

Clinical Track: Clinical Health Psychology in Primary Care

Fellows focus on Clinical Training through the provision of direct clinical service. Fellows will work within an interprofessional healthcare team in primary Pediatrics, Family Medicine and Women's Health clinics. Primary clinical duties will include providing screenings and diagnostic evaluations, behavioral consultations and brief interventions with children, adults and families.

Research Track: Adverse Childhood Experiences/Toxic Stress & Information Technology Applications

Fellows will assist with the development of programs on assessment & treatment for adverse childhood experiences and other types of trauma & stress in primary care settings. Research will emphasize the use of Information Technology to create innovative behavior interventions and screening measures. The Fellow will work with faculty advisors in coordinating/overseeing all aspects of the study including data collection and dissemination of findings.

Objectives & Competencies

The training curriculum closely follows and is based on recommendations from the APA Interdivisional Committee for a Primary Care Curriculum and emphasizes inter-professional collaboration and the following factors of health and illness: biological, cognitive, affective, behavioral & developmental, and sociocultural.

Goal - Train psychologists to work in primary care settings.

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 underserved, rural 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	Interprofessionalism 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 ailment affected by stress, 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 feel that for any problem they bring, they have come to the right place. Teamwork of mental health and medical providers is an embodiment of the biopsychosocial model.

(See www.integratedprimarycare.com)

Fellows also train within the context of ***The Patient-Centered Medical Home (PCMH)***. PCMH refers to an organizational model to deliver the core functions of primary care, including: patient-centered, comprehensive, coordinated care, access, quality and safety.

Postdoctoral Fellows will alternate between two 12-month rotations from the following:

Rotation 1: Primary Care

Training Site: Pediatrics (“Children’s Care Immokalee” at the Healthcare Network of Southwest Florida or Lee Health Children’s outpatient clinic)

Rotation 2: Behavioral Medicine & Chronic Disease Management & Prevention

Training Site: Women’s Health (“Women’s Care Immokalee”/Obstetrics at the Healthcare Network of Southwest Florida)

Training Site: Family Medicine/Internal Medicine (“Family Care Immokalee” at the Healthcare Network of Southwest Florida Marion E. Fether Medical Center) or Family Medicine Residency Program or other Lee Health outpatient clinic

Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday			
8 am	No Clinical Hours	Patient Care	Patient Care	Professional Development	Individual Supervision			
9 am				Patient Care	Patient Care			
10 am	Patient Care		Group Therapy					
11 am								
12 pm								
1 pm	Lunch	Lunch	Lunch	Lunch	Lunch			
2 pm	Patient Care	Patient Care	Training: -Seminars -Treatment Team -Journal Club -Doctoring	Patient Care	Patient Care			
3 pm								
4 pm	Group Therapy: Obesity Program	Individual Supervision						
5 pm								
6 pm		No Clinical Hours						
7 pm								

Research Track

Research Fellows assist with the development of programs on assessment and treatment for adverse childhood experiences and other types of trauma and stress in primary care settings. Research work emphasizes the use of Information Technology to create innovative behavior interventions and screening measures. The Fellow works closely with faculty advisors in coordinating and overseeing all aspects of the study including data collection and dissemination of findings.

Research fellows train within the FSU Center for Child Stress & Health, which is a National Child Traumatic Stress Initiative (NCTSI) Category II, Treatment and Service Adaptation Center. Established by Congress in 2000, the National Child Traumatic Stress Network (NCTSN) brings a singular and comprehensive focus to childhood trauma. Research Fellows will have the opportunity to collaborate with frontline providers and researchers across the country related to a wide range of child traumatic events and corresponding evidence-based practices.

Research Opportunities for Clinical Fellows

Clinical Fellows interested in developing a research project will work closely with their faculty to find an area of interest which may include applied research, implementation research or quality improvement projects that are consistent with an integrated approach to primary care.

Program Activities

Clinical Training

The fellow will function as an integral part of a multidisciplinary healthcare team. Primary duties will include providing screenings and diagnostic evaluations, behavioral consultations and brief interventions with children, adults and families. Services provided by Fellows match the pace and nature of primary care settings. Below is an overview of how services could be rendered by Fellows.

Behavioral Health Service Type	Estimated % of Patient Contacts	1. Key Service Characteristics
General Behavioral Health Consultation Visit	60—70 %	<ul style="list-style-type: none">• Brief, general in focus; oriented around a specific referral issue from health care provider.• Visit length (15-30 min) matches pace of primary care.• Designed to provide brief interventions and support medical and psychosocial interventions by the primary care team member.• May involve conjoint visit with primary care provider• May involve primary focus on psychosocial condition or working with behavioral sequelae of medical conditions.
Behavioral Health Psycho-educational Visit	10—20 %	<ul style="list-style-type: none">• Employs psycho-educational approach in classroom or group modality.• Program structure is often manualized, with condensed treatment strategies; emphasis on patient education and self-management strategies.
Telephone Follow-up	10—20 %	<ul style="list-style-type: none">• Brief phone calls to follow-up with patient after a “General Behavioral Health Consultation Visit
Behavioral Health Case Conference	10%	<ul style="list-style-type: none">• Reserved for high-utilizers or for patient with problems of high risk/complexity.• Emphasis is on developing and communicating a health care utilization plan to contain excessive medical utilization, and on giving primary care providers effective behavioral management strategies and community resource case management.• Goal is to maximize daily functioning of patient, not necessarily symptom elimination.

Didactic Training

- *Behavioral Health Seminar*: This is a seminar 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. Seminars are led by psychology faculty, appointed physicians, health administrators, and by community clinicians with experience in integrated healthcare delivery.
- *Doctoring 3*: This is a year-long course that allows for multidisciplinary training/learning between psychology and medical trainees. The overall goal of participation in this course is to provide Fellows with coursework that enhances their medical clinical knowledge. It also provides opportunities to explore issues related to the College of Medicine's mission of reaching the underserved. Primary care psychologist must have a basic understanding of diseases because they routinely work with medical professionals and collaborate to address cognitive, affective, behavioral, developmental, and sociocultural components of health and illness. Participation in this course is important for fellows to keep informed of advances in current medical treatments.
- *Cross-cultural Medicine/Service Learning*: This is a week-long service learning experience where fellows are immersed into the community in which they serve for outreach activities to deliver primary care and education. Faculty and trainees from the FSUCOM as well as from other FSU Colleges participate – such as the College of Nursing and the College of Law. The learning experience includes lectures, small group discussions, and community clinical work. Assigned readings on cross cultural care are utilized to engage groups in discussions about culture and general healthcare issues pertinent to the community. This experience is designed to prepare fellows to work in rural and underserved areas and to have knowledge of public health and disease commonly found in such communities. Of emphasis will be psychosocial aspects, culturally appropriate delivery of care, and public health issues resulting from migration and its impact on the healthcare system experience.
- *Case Conferences & Grand Rounds*: All Psychology/Behavior Health staff, as well as providers from multiple disciplines, including Psychiatry, participate. Cases are presented on a rotational basis with each fellow presenting at least twice per year to the group.
- *Journal Club*: During monthly journal clubs meetings, Fellows gather with Psychology Faculty to discuss scientific literature. This is offered as a means for training in clinical research and as a platform for gathering first-hand knowledge on analyzing, evaluating, dissecting, and utilizing the 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.

- *Research:* Postdoctoral Fellows with research interest may utilize allotted time to carry out short-term original research projects with a research faculty mentor and/or they may participate with ongoing/established research at the FSUCOM

Teaching and Supervision

Postdoctoral Fellows receive training on the teaching of integrated care, supervision of Clinical Health Psychology in Primary Care settings and general medical education. Fellows have opportunities to teach medical students both informally through patient encounters, and formally by co-facilitating Doctoring 3 sessions during Year 2 of the Fellowship Program. Fellows also receive instruction on the provision of supervision for psychologists to work in Primary Care settings as well as teaching in medical schools. During Year 2 of the Program, Fellows supervise select clinical cases seen by Year 1 Fellows; the supervision process is overseen by an assigned Licensed Psychologist/FSUCOM Faculty Supervisor.

Supervision

Each Postdoctoral Psychology Fellow receives a minimum of two hours of formal, scheduled, individual supervision by a Licensed Psychologist/FSUCOM Faculty Member. 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 information supervision session as needed. In fact, 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 often-time occurs in real-time. For example, 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. Working in primary care adds layers of complexity to interprofessional practice, ethics, and practice management – all of which are addressed during the supervision process. During the second year, a focus of supervision is the professional development of the Fellow to help them develop their own career path. Fellows sign a supervision agreement with the Director of Clinical Training at the start of the Fellowship.

Evaluations

Postdoctoral Fellows are formally evaluated at the end of each academic year/Fellowship year and also receive formative feedback mid-year. 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 the Director about their training experience.

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 effortful at proactively addressing any performance concerns that arise and providing trainees with the needed support to remediate issues of fellow competence. 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.

Psychology Postdoctoral Fellowship Competencies Fellow Evaluation

Fellow: _____ Date of Review: _____

Supervisor: _____

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>Outstandin g</i>	<i>Exceeds Expectatio s</i>	<i>Meets Expectatio ns</i>	<i>Needs Improve -ment</i>	<i>Unsatis- factory</i>	<i>Not Applicabl e</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>Outstandin g</i>	<i>Exceeds Expectatio s</i>	<i>Meets Expectatio ns</i>	<i>Needs Improve -ment</i>	<i>Unsatis- factory</i>	<i>Not Applicabl e</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>Outstandin g</i>	<i>Exceeds Expectatio s</i>	<i>Meets Expectatio ns</i>	<i>Needs Improve -ment</i>	<i>Unsatis- factory</i>	<i>Not Applicabl e</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>Outstandin g</i>	<i>Exceeds Expectatio s</i>	<i>Meets Expectatio ns</i>	<i>Needs Improve -ment</i>	<i>Unsatis- factory</i>	<i>Not Applicabl e</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>Outstandin g</i>	<i>Exceeds Expectatio s</i>	<i>Meets Expectatio ns</i>	<i>Needs Improve -ment</i>	<i>Unsatis- factory</i>	<i>Not Applicabl e</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

Clinical Assessment & Interventions *Continued*

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 in Primary Care

	<i>Item</i>	<i>Outstandin g</i>	<i>Exceeds Expectatio s</i>	<i>Meets Expectatio ns</i>	<i>Needs Improve -ment</i>	<i>Unsatis- factory</i>	<i>Not Applicabl e</i>
1.	Conducts self in a professional manner	5	4	3	2	1	NA
2.	Conducts self in an ethical manner	5	4	3	2	1	NA
3.	Seeks consultation and/or supervision appropriately	5	4	3	2	1	NA
4.	Demonstrates understanding of the major ethical dilemmas in PC	5	4	3	2	1	NA
5.	Demonstrates understanding of the distinctive issues related to informed consent & confidentiality related to team-based care	5	4	3	2	1	NA

Additional Comments:

Summary Rating:

<i>Item</i>	<i>Has Met Fellowship Year 1 Expectations</i>	
Overall Fellow performance	YES	NO

Fellow Signature

Date

Supervisor Signature

Date

Training Director Signature

Date

Sample Self-Assessment Form

**Postdoctoral Fellow
Competency Self-Rating Form**

- Ratings: 1 I am Competent
 2 I need Improvement or Assistance
 3 I have had no *Clinical* Experience

Competency	Technical Skill	Self-Assessment		
		Start	Year1	Final
Clinical Skills in Primary Care	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			
Temporal Orientation	Brief Treatment			
	Extended Treatment			
Modality	Group			
	Individual			
	Family (in Primary Care)			
Patient Population: Developmental Considerations	Infant			
	Preschool			
	Elementary School			
	Middle School			
	High School/Adolescents			
	Transitional Youth			
	Adults			
	Seniors			
Sociocultural Components of Health & Illness (Patient Diversity Considerations)	Gender			
	Sexual Orientation			
	Disability			
	Low SES			
	Culture (Hispanic/Latino)			
	Culture (Haitian)			
	Culture (Rural)			
	Language (Spanish)			
	Language (Creole)			
	Religion (Santeria)			

Competency	Technical Skill	Self-Assessment		
		Start	Year1	Final
Psychodiagnostics	Child Behavior Checklist			
	Achenbach Teacher/Caregiver Report Form			
	Developmental Profile III			
	Conner's Parent/Teacher Rating Scale			
	Conner's Continuous Performance Test			
	PHQ-9			
	CSBS DP Infant-Toddler Checklist			
	ADOS			
Interprofessional Collaboration in Primary Care	Teamwork			
	Co-Therapy			
	Negotiating Treatment Plans			
	Consultation			
Understanding Biological Components of Health & Illness	Human Anatomy			
	Pathophysiology			
	Physiology			
	Pharmacology			
Knowledge of Cognitive	Health Belief Models			
Components of Health & Illness	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, which is provided by Year 2 of the Fellowship (this training program exceeds the state licensure requirements for supervised experience).

Faculty

Elena Reyes, PhD

Elena Reyes, PhD is a Clinical Professor and clinical psychologist with specialty in pediatric psychology, cross-cultural medicine and health disparities. She has close to 30 years' experience in medical education and graduate health psychology education. She is a founding faculty of the Florida State University College of Medicine which opened in 2001 with the mission to train physicians to work with underserved populations. As the College's, Regional Director for SW Florida, she oversees the educational program at the Immokalee Health Education Site which includes clinical training for medical students and post-doctoral health psychology fellows. She also serves as the **Center Director** for the FSU Center for Child Stress and Health. Dr. Reyes' expertise is in culturally appropriate delivery of health care to underserved populations within an integrated behavioral health system.

Javier I. Rosado, PhD

Dr. Rosado is a Florida Licensed Psychologist specializing in Clinical Health Psychology in primary care settings and an **Associate Clinical Professor**. He has research experience in educational psychology as well as in behavioral medicine. He leads several multidisciplinary intervention programs around childhood and adolescent obesity and toxic stress. His work has been funded by the Robert Wood Johnson Foundation and by SAMHSA. Dr. Rosado holds a PhD degree from The Florida State University in Counseling Psychology and Human Systems. During his doctoral education, he interned at the Yale University Medical School, where he completed a pre-doctoral Internship training program in Clinical and Community Psychology. He is the **Clinical Director** for the FSU Center for Child Stress and Health.

Giuliana McQuirt, PsyD

Dr. McQuirt is an **Assistant Clinical Professor**. She received her doctoral degree in clinical psychology from the Virginia Consortium in 2012. She completed both her pre-doctoral internship and post-doctoral fellowship at Baylor College of Medicine in Houston, Texas. Dr. McQuirt provides clinical supervision to post-doctoral psychology fellows in the adult service. Her area of expertise is in culturally appropriate delivery of behavioral health care within an integrated care system. She primarily serves minority, rural, underserved, migrant populations in both the Family Medicine and Internal Medicine Departments.

Jean Mesidor, PhD

Dr. Mesidor is an **Assistant Clinical Professor** and licensed psychologist, with a focus on Clinical Health Psychology in primary care. He received his Ph.D. in Clinical Psychology from Jackson State University in 2015, following completion of his Predoctoral Internship at Broughton Hospital in Morganton, North Carolina. Dr. Mesidor completed his postdoctoral fellowship in Clinical Health Psychology at FSUCOM Immokalee Health Education Site. Dr. Mesidor provides behavioral health services particularly to underserved and rural populations in

the Family Medicine and Internal Medicine Departments at Healthcare Network of Southwest Florida. His clinical and research interests include chronic disease management in the Haitian population and the impacts of trauma on health. Dr. Mesidor supervises in the adult service.

Natalie Rivera-Morales, PhD

Dr. Rivera is a Clinical Assistant Professor and coordinator of the Lee Health rotations for the Fellows. She received her PhD and completed her internship at Carlos Albizu University in San Juan. She completed her postdoctoral Fellowship in Clinical Health Psychology from the from FSUCOM. Her areas of focus are underserved bilingual populations and Geriatrics.

Rose Anne Illes, PhD

Dr. Illes is a Clinical Assistant Professor in the FSU Family Medicine Residency at Lee Health. She is the Director of the Behavioral Science curriculum. Dr. Illes completed her health psychology postdoctoral training at Michigan State University Flint Area Medical Education Consortium for Advanced Psychology Doctoral Training; University of Wisconsin-Milwaukee. Her teaching areas are in culturally appropriate healthcare, multicultural psychology, and graduate medical education.

Associated Faculty

Victoria Frehe-Torres, PhD

Dr. Frehe-Torres graduated from the University of Kansas with a doctoral degree in Counseling Psychology, completed her internship in Clinical Psychology at KU Medical Center followed by a postdoctoral fellowship in Health Psychology with FSU College of Medicine (Immokalee Campus). She has been a staff psychologist for the Healthcare Network of Southwest Florida since 2013 and currently serves as the Director of Behavioral Health. She provides culturally competent behavioral health services in a primary care setting in both, pediatrics and family medicine departments. Dr. Frehe supervises in the Pediatrics service.

Emily Ptaszek, PsyD, ABPP

Dr. Ptaszek a doctoral degree in clinical psychology from Loyola University, Maryland, and a Master's in Counseling from the same institution. She serves as the **Vice President of Operations** at Healthcare Network of Southwest Florida (HCN). Dr. Ptaszek has experience working in a primary care-mental health integration program with the Department of Veterans' Affairs, providing consultation liaisons services, brief screening and evidence-based treatment. and specializes in treating posttraumatic stress disorder. Her area of teaching is in administration and role of psychologists in health systems.

Fellowship Benefits

Stipend

Postdoctoral Fellows are provided with a stipend of \$47,658 per year. Each annual stipend is paid in 26 biweekly payments.

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 have completed 2-months of employment.

Vacation/Leave

Sick Leave Allowance

Sick leave will be approved by the Director depending on the individual fellows' needs. Once a fellow exceeds 40 hours of sick leave per academic year, he/she may be required to make up missed time.

Annual Leave Allowance

Postdoctoral Fellows are allotted a total of 80 hours of annual leave (vacation) per academic year. The dates on which a postdoctoral fellow wishes to take annual leave are generally at the discretion of the Fellow; however, all leave requests are subject to the consideration of departmental and organizational scheduling (taking into consideration patient-care needs). Fellows also receive holiday leave as per university calendar and consistent with coverage for clinical needs.

Professional Development Leave Allowance

Professional development leave is made available to enhance the postdoctoral fellows training, research, writing or other forms of creative activity. This form of leave is typically utilized to attend meetings and conferences related to the fellow's training. Postdoctoral fellows are allotted a total of 5 days of professional development leave per academic year.

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. Fellows interested in the Immokalee site must have fluency in Spanish OR Haitian Creole . Otherwise there is no language requirement for the Lee clinics. Candidates should be committed to serving an underserved population consistent with the mission of the Florida State University College of Medicine to train providers for underserved populations.

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, especially through service to elder, minority and other underserved populations. That process starts with choosing the right trainees – people who work well with their patients and the entire health-care team. Applicants should specify on the cover letter which track they would like to be considered for (Clinical Track or Research Track).

2) Work Sample

This can include a clinical assessment, intake, or progress note without any client/patient identifying information.

3) Confirmation of Degree Completion

This should be 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 .Start date for the Fellowship is September 1st.

4) Curriculum Vitae/CV

5) Three Letters of Recommendation

Please submit three letters of recommendation. Typically provided by clinical 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 should be sent directly by your references to the Program Director – either by email or to the mailing address.

6) Copy of Transcript

This can be an unofficial copy and may be scanned/e-mailed or a mailed paper copy.

*Applicants who are unable to utilize the APPIC Application System for reasons related to financial need, should contact the Director directly to express interest in the program.

Contact Information

Program Director (FSUCOM Regional Director, Southwest Florida)

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