

# Munroe-Meyer Institute

## Postdoctoral Fellowship in Psychology

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## Munroe-Meyer Institute at the University of Nebraska Medical Center

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### Location & Community

Located on the eastern border of Nebraska, near the Missouri River, the city of Omaha is a center of creativity, business, and philanthropy. Currently, the 42nd largest city in the United States, the metropolitan area is home to over 900,000 people who welcome visitors with open arms and authentic Midwestern hospitality. While it is a thriving metropolitan center, Omaha is quintessentially Midwestern. Residents enjoy the benefit of all four seasons and find outdoor activities year-round.

This is where Fortune 500 companies, visionary nonprofits, award-winning arts and culture, and innovative start-ups flourish, and attract a range of world-class talent—from entrepreneurs to artists. Omaha is known for its low cost of living and excellent schools. It is an increasingly diverse community with vibrant cultural celebrations to celebrate the unique cultural heritage of the community.

You can take in a concert at the CHI Health Center or the world-famous Holland Performing Arts Center, catch an art house film at the internationally recognized Film Streams, stroll the more than 100 acres at the Lauritzen Gardens, visit the world-renowned Omaha Henry Doorly Zoo, or shop and dine to your heart's content in the Old Market, Midtown Crossing, Blackstone District, or Aksarben Village. Omaha is also home to the NCAA College World series for over 60 years and has a history of attracting other athletic events including the NCAA Basketball Tournament, US Senior Golf Open and the US Swim Trials.

### Training at MMI

With approximately 230,000 people with disabilities in the state of Nebraska, the need for specialized programs and support services to improve their quality of life is vital. MMI's mission is to lead the world in transforming the lives of all individuals with disabilities and special health care needs, their families and communities through outreach, engagement, premier educational programs, innovative research, and extraordinary patient care. As Nebraska's federally designated University Center of Excellence for Developmental Disabilities Education, Research and Service (UCEDD), the institute provides state-of-the-art services and supports across the state and assists individuals and families in finding services in their local communities. In addition, MMI is a recipient of the Leadership Education in Neurodevelopmental and Related Disabilities (LEND) and several other center grants in addition to the Science Education Partnership Award (SEPA). The MMI Psychology department is also the recipient of multiple training grants including Human Resources & Services Administration (HRSA) grant to establish and support the creation of over 40 primary care behavioral health integrated clinics across Nebraska. Our Health Resources & Services Administration (HRSA) funded programs at the University of Nebraska Medical Center (Graduate Psychology Education [GPE] and Behavioral Health Workforce Education and Training [BHWET]) have established and/or supported the creation of 42 primary care behavioral health integrated clinics across

Nebraska (24 rural and 18 urban locations), and the program has been disseminated to training programs in Michigan and Pennsylvania. Graduates have also developed or collaborated with integrated clinics in Mississippi, Georgia, Iowa, Delaware, and Florida. Additionally, the Mid-America Mental Health Technology Transfer Center (MHTTC), funded at \$5.2 million by the Substance Abuse and Mental Health Services Administration (SAMHSA), was established in 2018 and was housed at the Munroe-Meyer Institute at the University of Nebraska Medical Center and was led by faculty in the MMI Psychology Department. The Mid-America MHTTC served the four states of Nebraska, Iowa, Kansas, and Missouri with a focus on integrated primary care, schools, and mental health training programs. The Center integrated behavioral health care into primary care programs, and also provided training and technical assistance in implementing comprehensive school mental health programming, community-based programming to address serious mental illness, and behavioral health workforce development. Many of these materials and permanent products are integrated into the training curriculum at MMI and there are ongoing opportunities for interns and fellows to disseminate these materials and presentations alongside faculty at local, regional and national events.

### **Our Mission**

Is to be world leaders in transforming the lives of all individuals with disabilities and complex health care needs, their families and the community through outreach, engagement, premier educational programs, innovative research and extraordinary patient care. Transforming lives is at the heart of everything we do. With approximately 230,000 people with disabilities in the state of Nebraska, the need for specialized programs and support services to improve their quality of life is vital.

We follow the four pillars of UNMC's mission: Patient Care, Education, Research and Outreach.

With each client, we pursue the [UNMC Values](#) which reflect who we are and why we're here: Innovation, Teamwork, Excellence, Accountability, Courage and Healing.

### ***At a glance***

#### *Munroe-Meyer Institute ...*

- Uses an interdisciplinary team approach that assures a comprehensive service program;
- Includes parents, teachers, therapists and community service providers in our team approach;
- Employs 500+ people;
- Specializes in more than 50 types of clinical services;
- Provides patient care at more than 40 locations across the state;
- Serves approximately 15,000 children and adults through diagnosis and treatment annually with greater than 80,000 clinical visits.

### ***In-depth***

#### *Munroe-Meyer Institute ...*

- Provides extraordinary interdisciplinary, family-centered services for persons with disabilities and complex health care needs across the lifespan.
- Trains individuals in the medical and therapeutic management of individuals with disabilities and complex health care needs through interprofessional educational experiences, outreach training and onsite technical assistance.

- Conducts basic, translational and clinical research with the goal to transform the diagnosis, care and treatment of individuals with all types of disabilities and complex health care needs.
- Works within the community to enable individuals with disabilities and complex health care needs to live happy and productive lives.
- Serves as the premier source of disability-related information to scientists, care providers, clinicians, families and community leaders across the region, the nation and the world.
- Improves the educational, health and community practices that impact children and families who are at risk for adverse developmental outcomes through program evaluation, training and community outreach.
- Advocates at the local, state, federal and international level to promote best practices, policies and/or laws on behalf of individuals with disabilities and complex health care needs and their families.

### **The MMI Experience Pledge**

**WE PLEDGE:** To pursue the following concepts in all our activities and to work with each individual's unique attributes - particularly their strengths - in order to personalize care that makes a meaningful difference.

#### **We will promote:**

##### FUNCTION by

- Partnering to work with you rather than on you.
- Respecting your way of doing things.
- Empowering you to understand your health care needs and make informed decisions.
- Providing support to reach your potential at school, work and throughout the community.

##### FITNESS by

- Recognizing physical activity is important to health and wellness and comes in many different forms.
- Reducing individual and community barriers to movement and fitness.
- Advocating for policies to build a healthy community.

##### FUN by

- Recognizing that EVERYONE wants to have fun.
- Promoting accessible leisure activities in the community.
- Expanding opportunities to enjoy time with the people you choose as friends.

##### FAMILY by

- Supporting you and your family as you meet life's challenges and opportunities.
- Following your lead.
- Providing services and resources that are meaningful to you and your family.

##### FRIENDS by

- Providing tools that promote and enhance meaningful healthy relationships.
- Encouraging peer connections.
- Recognizing you as a fellow citizen and neighbor.

##### FUTURE by

- Valuing independence, privacy, self-determination, employment and education.
- Keeping your expectations and dreams in view at all times.
- Challenging and supporting you in raising your own expectations in life.
- Embracing people-first language and principles.

- Embracing technology to improve services.

*Based on Rosenbaum, P. & Gorter, J.W. (2012), The 'F-words' in childhood disability: I swear this is how we should think! Child: Care, Health and Development, (38) 4.*

## Program Overview

Our Postdoctoral Psychology Fellowship programs are designed to build on academic and internship training to further consolidate and solidify clinical and research skills, and to provide advanced training to expand the scope of practice. Our clinical fellowship is 12 months. Our research fellowship is 24 months.

Fellows will have an interdisciplinary team approach that ensures a comprehensive service program. Parents, teachers, behavioral health providers, and community service providers are involved in our team approach. MMI also provides statewide technical assistance and consultation to Nebraska public schools and other programs across the state that provide services to children, youth, and adults with disabilities.

As an academic unit of UNMC, MMI is committed to training health care professionals who will provide future care to children and adults with disabilities. MMI provides advanced training to students in a variety of specialized educational programs. The institute has a strong commitment to applied and basic research related to the prevention and treatment of genetic disorders and developmental disabilities.

On June 8, 2021, the Munroe-Meyer Institute cut the ribbon on its new home near the University of Nebraska at Omaha's Scott Campus in the vibrant Aksarben Village community. The new building is more than double the size of MMI's former home, providing critical room for growth of existing programs and the development of innovative new ones, ample parking, entrances, and a floor plan designed to accommodate the needs of the individuals MMI serves. Designers and contractors used careful design choices to enhance the MMI experience for families served and create a more accessible experience, as well as cutting edge facilities for training.

Psychology fellows will participate in a variety of clinical and didactic experiences and will have opportunities to integrate research and/or leadership goals into their individual development plan for the fellowship. In addition, fellows may have opportunities to supervise interns, master's level students and practicum students and to collaborate in multidisciplinary teams (e.g., medical home teams, school-based consultation, research activities). MMI psychology faculty work collaboratively with each individual fellow to develop an individual development plan (IDP) to further their career goals in the field of psychology.

## Training Aims and Competencies

The primary goal of the Postdoctoral Fellowship Program in Psychology is to support fellows to develop the clinical, training, leadership, and research skills necessary to provide care for diverse pediatric populations and adults with intellectual and developmental disabilities and to obtain a position in an integrated primary care setting, school setting or university-based training program. MMI Psychology faculty are committed to working with each individual postdoctoral fellow to develop an individual development plan to meet their fellowship criteria and further their career goals in the field of psychology.

Our program's overarching aim is to train fellows to function as professional psychologists and scientists in integrated pediatric health care, schools, academic medical centers and/or applied research settings. We aim for our graduates to be able to:

1. Effectively serve all patient populations and individualize treatment to each patient and family's unique needs
2. Apply scientific knowledge and evidence-based practices when providing clinical care;

3. Work effectively within integrated teams and across systems to improve care delivery for patients and families; and
4. Function as clinical trainers in school, health services, and other interdisciplinary settings; and
5. Conduct translational research that informs innovations in clinical practices.

To achieve these aims, we employ a competency-based approach to education and training that focuses on biological, psychological, social, and cultural aspects of health and behavior. Our program is designed to develop competency across the following areas approved by the American Psychological Association (APA):

1. Clinical Application skills (Assessment, Intervention, and Consultation)
2. Education and Supervision
3. Science and Research
4. Ethical and Legal Standards
5. Sensitivity to Individual and Cultural Diversity in Professional Work
6. Professionalism
7. Communication and Interpersonal Skills
8. Systems Work

Refer to the evaluation section for more specific details on each competency.

### Responsive Clinical and Training Services

MMI is sensitive to unearned differences in healthcare and individualizing our training and clinical care to meet the unique needs of each individual. Therefore, our trainees are educated in the [National Standards for CLAS](#) (Culturally and Linguistically Appropriate Services) in Health and Health Care. Fellows receive formal training on these standards and other culturally relevant topics through orientation/onboarding, peer coaching, the CLAS Standards seminar, and didactics throughout the year. Faculty trainers and fellows are responsible for using these standards to guide their work with children, adults, and families to ensure that the environment at MMI is supportive for all.

#### *Steering Toward Engagement and Progress (STEP) Committee*

MMI Fellows within the Psychology Department have the opportunity to engage with the department's STEP Committee and the initiatives and projects that the committee undertakes to promote a welcoming culture and responsive clinical services and training in the department. All trainees and faculty are encouraged to lead and work on projects they are passionate about with the support of the STEP Committee.

### Training Model

The Postdoctoral Psychology Fellowship program subscribes to a developmental model of training and supervision that will progressively and systematically strengthen skills, provide more focused training designed to enhance practice, and prepare the Fellow for independent practice. Identified skills are solidified while new experiences expand knowledge and skill sets. Training is individualized and adapted to the trainee's level of functioning as new professional challenges are encountered.

Fellows have the opportunity to receive training over a 12-month (clinical fellows) or 24-month (research fellows) period that is decidedly behavioral in orientation and focuses on evidence-based practice,

including data-driven decision making and the implementation of empirically derived behavioral treatment. Fellows are also trained to become clinical educators through didactics and umbrella supervision of master's level providers. Clinical training and supervision is arranged sequentially. At the beginning of fellowship, fellows will meet with both their primary and secondary supervisors to collaboratively develop an individual development plan (IDP). Depending on the fellow's needs, the fellow may spend time shadowing or doing co-therapy with the supervisors until they are ready to see patients individually. Most fellows should expect to begin fellowship seeing patients independently with supervision. At the beginning of fellowship, supervisors will complete Live Supervision evaluation forms to provide more feedback as the fellows build toward independence. Each fellow receives two hours of supervision weekly. The primary supervisor is responsible for the supervision of clinical cases. The secondary supervisor is responsible for mentoring the fellow in professional development and leadership skills. Assessment of competencies, completion of learning objectives, and progression toward independence is measured through the IDP goals and occurs every four months (entry, mid-term, end of term) between the fellow and their primary and secondary supervisors. Fellows complete self-reflection on goals. Clinical Fellows typically spend 70% of their time in clinical activities, approximately 10% of their time in research-related activities, 10% of their time in supervision and training, and approximately 10% of their time in professional development and learning activities. This can vary based on the training track, funding sources, and individual fellow's goals and needs.

Although all Fellows participate in research or program evaluation as part of their fellowship, those enrolled in our 2-year research program, get more in-depth training and research experience, including the opportunity to develop their own lines of research. Fellows in the research program will engage in clinical service hours for licensure approximately 50% of their time in their identified track. They will spend the other 40% engaged in research wherein they will learn how to successfully write and manage grants, understand and implement various research designs and methods, incorporate innovative translational and implementation science techniques into projects, successfully disseminate research through various outlets, and collaboratively work with interdisciplinary teams. This research may align with their clinical track, but may also include broader department, institute or interdisciplinary areas of focus. Similar to Clinical Fellows, Research Fellows will spend 10% of their time in supervision and professional development and learning activities.

*Structure of Training Curriculum*

All Clinical Postdoctoral Psychology Fellows participate in one year of structured clinical and learning activities, which are outlined below; Research Fellows will follow the same structure for 24 months. The structure allows for some flexibility to increase the breadth, depth, and variety of experiences. At the beginning of the program and throughout the year, each Fellow will collaboratively develop and refine a training schedule through their Individual Development Plan (IDP) in partnership with the primary and secondary supervisor. The IDP is tailored to the fellow's unique clinical and professional goals within the core framework of the program. The training tracks include Integrated Primary Care (#1), School Mental Health (#2), MMI Child and Adolescent Psychology (#3), MMI Lifespan Intellectual & Developmental Disabilities (#4), School Psychological Services (#5) and School Based ABA Services and Consultation (#6).

**Programs, Track Numbers, and Sample Schedules**

Training Track #	Name	Positions Available	Hours per Week	Duration (months) (clinical/research)	Total hours in training program (clinical/research)
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1	Integrated Primary Care (IPC)	2	45	12/24	1500/3000
2	School Mental Health (SMH)	2	45	12/24	1500/3000
3	MMI Child and Adolescent Psychology	1	45	12/24	1500/3000
4	MMI Lifespan Intellectual & Developmental Disabilities (LIDD)	1	45	12/24	1500/3000
5	School Psychological Services – School Assessment	1	45	12/24	1500/3000
6	School-Based ABA Services and Consultation	1	45	12/24	1500/3000

### Integrated Primary Care

- 2 positions (primarily Omaha)
- These positions provide an opportunity for a primarily clinical fellowship with both intervention and assessment experience within an integrated primary care setting. Fellows will work in pediatric or family medicine primary care clinics with opportunities to interact and consult with nurses, residents and physicians. Our primary care clinics reach underserved and rural locations, as well as urban, suburban and metropolitan areas of Nebraska. Some clinical assignments may involve travel to nearby rural communities.
- Intervention opportunities include individual, family and group therapy using evidence-based treatment modalities to address a variety of internalizing and externalizing concerns. Additionally, opportunities for consultation with physicians, medical staff, as well as school and community personnel will be available. Psychological evaluation techniques may include cognitive measures, structured interviews and observations, social/emotional evaluations, as well as opportunities to complete comprehensive evaluations for developmental concerns including autism spectrum disorder and/or attention deficit hyperactivity disorder.
- Minor rotations may include additional assessment and clinical roles in settings providing services to adults with developmental disabilities, assessment in the autism diagnostic clinic, providing school-based mental health, or providing evaluations for special education services through the local public school system. Additional minor rotations may be available in co-facilitating training, technical support, and program evaluation for rural school districts in building comprehensive school mental health systems.
- The fellows in this position will also spend a portion of their time participating in research related to integrated primary care with possible opportunities for presentations at regional and national conferences as well as publication.
- Fellows should expect to participate in the supervision of students, including master’s level providers, psychiatric nurse practitioners and medical residents. It is a goal of MMI to provide supervision and training to support fellows to build skills as clinical educators.

*Supervisors for Integrated Primary Care*

- Jennifer Burt, PhD
- Nancy Foster, PhD
- Allison Grennan, PhD
- Christian Klepper, PsyD
- Holly Roberts, PhD

Sample Integrated Primary Care Clinical Fellow Schedule					
	Mon	Tue	Wed	Thu	Fri
8a					Primary supervision
9a		Secondary supervision	Clinic – Creighton	Documentation and indirect service	1 <sup>st</sup> Program Huddles and Research 2 <sup>nd</sup> Fellow seminar 3 <sup>rd</sup> Self-Study
10a	Clinic – Dundee	Supervision of trainee		Clinic – Dundee	2 <sup>nd</sup> Fellow seminar 3 <sup>rd</sup> Self-study 4 <sup>th</sup> CLAS Standards
11a					4 <sup>th</sup> CLAS Standards
12p	Lunch	Lunch	Lunch	Lunch	Lunch
1p	Clinic – Dundee	Documentation and indirect service	Clinic – Creighton	Clinic – Dundee	2 <sup>nd</sup> Intern peer supervision
2p					4 <sup>th</sup> Dept Seminar
3p					
4p					
5p					

Sample Integrated Primary Care Research Fellow Schedule					
	Mon	Tue	Wed	Thu	Fri
8a					Primary supervision
9a		Secondary supervision	Clinic – Creighton	Documentation and indirect service	2 <sup>nd</sup> Fellow seminar 3 <sup>rd</sup> Self-Study 4 <sup>th</sup> IPC Huddle and Research
10a	Research Hours	Supervision of trainee		Research Hours	2 <sup>nd</sup> Fellow seminar 3 <sup>rd</sup> Self-study 4 <sup>th</sup> CLAS Standards
11a					4 <sup>th</sup> CLAS Standards
12p	Lunch	Lunch	Lunch	Lunch	Lunch
1p	Clinic – Dundee	Documentation and indirect service	Clinic – Creighton	Research Hours	2 <sup>nd</sup> Intern peer supervision
2p					4 <sup>th</sup> Dept Seminar
3p					
4p					
5p					

### School Mental Health

- **2 positions in Omaha and/or Nebraska City**
- This position provides fellows with advanced training in comprehensive school mental health practice and research within the MTSS framework and is designed to train fellows in skills to improve access to high quality school mental health services and programming.
- Fellows will be trained to provide a full continuum of mental health services (e.g., implementation

of MTSS framework, mental health promotion, prevention, intervention, assessment, behavioral consultation, individual therapy, family therapy, group therapy) within their primary school placement in Omaha, Nebraska and/or surrounding rural areas.

- Fellows will work with licensed psychology faculty and will have the opportunity to serve as lead providers within their primary school placement. Fellows will have the opportunity to consult with caregivers and educators, including school counselors, teachers, and administrators. In addition, fellows will have opportunities to lead professional development and/or family education series on mental health promotion topics.
- Fellows will receive rigorous clinical training across a three-tiered public health framework as part of the Mental Health Service Professional (MHSP) demonstration grants through the Department of Education. Furthermore, fellows will complete an intensive clinical rotation (2-3 days per week) within their primary school setting in which they will provide a full continuum of evidence-based mental health services.
- The postdoctoral fellows in this position will also spend a portion of their time participating in research with possible opportunities for presentations at regional and national conferences as well as publication. Participation in student supervision and training activities may also be available.
- Minor rotations may be available depending on the number of days the fellow is placed in the primary rotation. Minor rotations include additional assessment and clinical roles in settings providing services to adults with developmental disabilities, primary care settings, and providing evaluations for special education services through the local public school system. Additional minor rotations may be available in co-facilitating training, technical support, and program evaluation for rural school districts in building comprehensive school mental health systems.

*Supervisors for School Mental Health*

- Mindy Chadwell, PhD
- Erika Franta, PhD
- Gina Kunz, PhD
- Megan Morse, PhD
- Kaitlyn Young, PhD

Sample School Mental Health Clinical Fellow Schedule					
	Mon	Tue	Wed	Thu	Fri
8a		Clinical Training	Clinic – North Middle	Clinic – Kiewit Middle	Secondary supervision
9a	Supervision of trainee				1 <sup>st</sup> Program Huddles and Research 2 <sup>nd</sup> Fellow seminar 3 <sup>rd</sup> Self-Study
10a	Clinical Training				2 <sup>nd</sup> Fellow seminar 3 <sup>rd</sup> Self-study 4 <sup>th</sup> CLAS Standards
11a	Primary supervision				4 <sup>th</sup> CLAS Standards
12p	Lunch	Lunch	Lunch	Lunch	Lunch
1p	Documentation and indirect service	Documentation and indirect service	Clinic – North Middle	Clinic – Kiewit Middle	2 <sup>nd</sup> Intern peer supervision
2p					4 <sup>th</sup> Dept Seminar
3p					
4p					
5p					

Sample School Mental Health Research Fellow Schedule					
	Mon	Tue	Wed	Thu	Fri
8a		Research Hours	Clinic – North Middle	Clinic – Kiewit Middle	Secondary supervision
9a	Supervision of trainee				1 <sup>st</sup> Huddle and Research Seminar 2 <sup>nd</sup> Fellow seminar 3 <sup>rd</sup> Self-Study
10a	Clinical Training				2 <sup>nd</sup> Fellow seminar 3 <sup>rd</sup> Self-study 4 <sup>th</sup> CLAS Standards
11a					Primary supervision
12p	Lunch	Lunch	Lunch	Lunch	Lunch
1p	Documentation and indirect service	Documentation and indirect service	Clinic – North Middle	Research Hours	2 <sup>nd</sup> Intern peer supervision
2p					4 <sup>th</sup> Dept Seminar
3p					
4p					
5p					

### MMI Child and Adolescent Psychology

- 1 position (Omaha)
- The Munroe Meyer Institute is a University Center for Excellence in Developmental Disabilities (UCEDD) with a department of psychology that provides secondary and tertiary outpatient care for children, youth and families with a variety of behavioral, emotional, social and developmental challenges. This is primarily a clinical fellowship with both intervention and assessment experience within a multidisciplinary setting. Fellows will work and interact and consult with speech therapists, OT/PT, genetics, recreation therapists, and developmental pediatricians as well as specialists from our integrated center for autism spectrum disorders (ICASD) and day treatment programs in feeding and severe behavior.
- Intervention opportunities include individual and family therapy using evidence-based treatment modalities to address a variety of internalizing and externalizing concerns. Additionally, opportunities for consultation with physicians, medical staff, as well as school and community personnel will be available. Psychological evaluation techniques may include functional behavioral assessments, structured interviews and observations, social/emotional/cognitive evaluations, as well as opportunities to complete comprehensive evaluations for developmental concerns including autism spectrum disorders and/or attention-deficit/hyperactivity disorders.
- Minor rotations may include additional assessment and clinical roles in settings providing services to adults with developmental disabilities, autism assessments at a federally qualified health center serving a predominately Latinx population (One World Health Center), providing school-based mental health, the Leadership Education in Neurodevelopmental and Related Disabilities (LEND) training program, and providing evaluations for special education services through the local public school system.
- The fellows in this position will also spend a portion of their time participating in research related to child and adolescent behavioral health with possible opportunities for presentations at regional and national conferences as well as publication.
- Fellows should expect to participate in the supervision of students including masters level providers and medical residents. It is a goal of MMI to provide supervision and training to support fellows to build skills as clinical educators.

*Supervisors for Child and Adolescent Psychology*

- Brandy Clarke, PhD
- Ali Delizza, PhD
- Hanna Grandgenett, PhD
- Melissa Hunter, PhD
- Brett Kuhn, PhD
- Mark Shriver, PhD
- Whitney Strong-Bak, PhD

Sample Child and Adolescent Psychology Clinical Fellow Schedule					
	Mon	Tue	Wed	Thu	Fri
8a				Documentation and indirect service	Secondary supervision
9a		Primary supervision	Parent Training Research (Minor Rotation)		Clinic – MMI (Major Rotation)
10a	Clinic – MMI (Major Rotation)	Supervision of trainee		4 <sup>th</sup> CLAS Standards	
11a					
12p	Lunch	Lunch	Lunch	Lunch	Lunch
1p	Clinic – MMI (Major Rotation)	Professional development and indirect service	Parent training Research (Minor Rotation)	Clinic – MMI (Major Rotation)	2 <sup>nd</sup> Intern peer supervision
2p					
3p					
4p					
5p					

Sample Child and Adolescent Psychology Research Fellow Schedule					
	Mon	Tue	Wed	Thu	Fri
8a				Documentation and indirect service	Secondary supervision
9a		Primary supervision	Research Hours		Clinic – MMI (Major Rotation)
10a	Clinic – MMI (Major Rotation)	Supervision of trainee		4 <sup>th</sup> CLAS Standards	
11a					
12p	Lunch	Lunch	Lunch	Lunch	Lunch
1p	Research Hours	Professional development and indirect service	Parent training Research (Minor Rotation)	Clinic – MMI (Major Rotation)	2 <sup>nd</sup> Intern peer supervision
2p					
3p					
4p					
5p					

**MMI Lifespan Intellectual & Developmental Disabilities**

- **1 position in Omaha—BCBA (or BCBA eligible) is highly desired for this position**
- Fellows will provide outpatient services at the Munroe Meyer Institute, participate in

interdisciplinary clinics with developmental medicine, and provide consultation and support for community agencies providing services to individuals with intellectual and developmental disabilities.

- Responsibilities will include conducting functional behavioral assessments and developing function-derived intervention plans within individual and family therapy to address a variety of behavioral health concerns in children, adolescents and adults. Additionally, opportunities for consultation with physicians, medical staff, as well as job sites, group homes and community agencies will be available.
- Psychological evaluation techniques may include cognitive measures, structured interviews and observations, social/emotional evaluations, as well as opportunities to complete comprehensive evaluations for developmental concerns.
- Minor rotations may include participation in the MMI Transition Services Team, consultation at the Madonna Ability Alliance, and/or staff training contracts with community service providers.
- The postdoctoral fellows in this position will also spend a portion of their time participating in research related to IDD with possible opportunities for presentations at regional and national conferences as well as publication. Participation in student supervision and training activities may also be available.

*Supervisors for Lifespan Psychology in Intellectual and Developmental Disabilities*

- Lynda Hayes, PhD
- Lisa Neitzke, PhD

Sample Lifespan Psychology in Intellectual and Developmental Disabilities Clinical Fellow Schedule					
	Mon	Tue	Wed	Thu	Fri
8a					
9a	Primary supervision	Clinic (pediatrics)	Clinic (adults)	Clinic (pediatrics)	1 <sup>st</sup> Huddle and Research 2 <sup>nd</sup> Fellow seminar 3 <sup>rd</sup> Self-Study
10a	Documentation and indirect service				2 <sup>nd</sup> Fellow seminar 3 <sup>rd</sup> Self-study 4 <sup>th</sup> CLAS Standards
11a					4 <sup>th</sup> CLAS Standards
12p	Lunch	Lunch	Lunch	Lunch	Lunch
1p	Secondary supervision	Clinic (assessment)	Clinic (adults)	Clinic (pediatrics)	2 <sup>nd</sup> Intern peer supervision
2p	Documentation and indirect service				4 <sup>th</sup> Dept Seminar
3p					
4p					
5p					

Sample Lifespan Psychology in Intellectual and Developmental Disabilities Research Fellow Schedule					
	Mon	Tue	Wed	Thu	Fri
8a					
9a	Primary supervision	Research Hours	Research Hours	Clinic (pediatrics)	1 <sup>st</sup> Huddle and Research 2 <sup>nd</sup> Fellow seminar 3 <sup>rd</sup> Self-Study 4 <sup>th</sup> Huddle and Research
10a					2 <sup>nd</sup> Fellow seminar

	Documentation and indirect service				3 <sup>rd</sup> Self-study 4 <sup>th</sup> CLAS Standards
11a					4 <sup>th</sup> CLAS Standards
12p	Lunch	Lunch	Lunch	Lunch	Lunch
1p	Secondary supervision				2 <sup>nd</sup> Intern peer supervision
2p	Documentation and indirect service	Research Hours	Clinic (adults)	Clinic (pediatrics)	4 <sup>th</sup> Dept Seminar
3p					
4p					
5p					

### School Psychological Services

- 1 position in Omaha, NE
- This position provides fellows the opportunity to provide school-based psychological services, including assessment and behavioral consultation activities for several schools within a large, diverse school district. The district serves approximately 53,000 students with 36% of the students identifying as Hispanic, 27% identifying as White/Caucasian, and 25% identifying as Black/African American, creating an opportunity to work with diverse populations.
- Fellows will work with licensed school psychology faculty and will have the opportunity to serve as lead providers within local schools conducting multidisciplinary team meetings, individualized educational plans, and providing behavioral consultation regarding implementation of multi-tiered systems of support. In this role, fellows will also gain supervisory experience overseeing psychology interns and practicum students in service provision and consultation.
- School-based assessment will include cognitive and achievement measures, behavioral and adaptive surveys, structured interviews and observations, and comprehensive evaluations for developmental concerns. Consultation opportunities with school personnel and families may focus on addressing behavioral and academic concerns for individuals, as well as class-wide problem-solving.
- Minor rotations may include additional assessment and clinical roles in integrated primary care settings, applied behavior analysis in the schools or grant funded work in the school setting.
- The postdoctoral fellows in this position will also spend a portion of their time participating in research with possible opportunities for presentations at regional and national conferences as well as publication. Participation in student supervision and training activities may also be available.

### *Supervisors for School Assessment and Consultation*

- Brenda Bassingthwaite, PhD
- Erika Franta, PhD
- Melissa Hunter, PhD
- Gina Kunz, PhD
- Megan Morse, PhD

Sample School Assessment and Consultation Clinical Fellow Schedule					
	Mon	Tue	Wed	Thu	Fri
8a					
9a	Documentation and indirect service	Omaha Public Schools	Omaha Public Schools	Team meeting (group supervision)	1 <sup>st</sup> Huddle and Research 2 <sup>nd</sup> Fellow seminar

					3 <sup>rd</sup> Self-Study
10a					2 <sup>nd</sup> Fellow seminar 3 <sup>rd</sup> Self-study 4 <sup>th</sup> CLAS Standards
11a				Secondary supervision	4 <sup>th</sup> CLAS Standards
12p	Lunch	Lunch	Lunch	Lunch	Lunch
1p	Primary supervision	Omaha Public Schools	Omaha Public Schools	OPS: Alternative Curriculum Program	2 <sup>nd</sup> Intern peer supervision
2p	Supervision of trainee				4 <sup>th</sup> Dept Seminar
3p	Documentation and indirect service				
4p					
5p					

Sample School Assessment and Consultation Research Fellow Schedule					
	Mon	Tue	Wed	Thu	Fri
8a					
9a	Documentation and indirect service	Research Hours	Omaha Public Schools	Team meeting (group supervision)	1 <sup>st</sup> Huddle and Research 2 <sup>nd</sup> Fellow seminar 3 <sup>rd</sup> Self-Study
10a					2 <sup>nd</sup> Fellow seminar 3 <sup>rd</sup> Self-study 4 <sup>th</sup> CLAS Standards
11a				Secondary supervision	4 <sup>th</sup> CLAS Standards
12p				Lunch	Lunch
1p	Primary supervision	Research Hours	Omaha Public Schools	OPS: Alternative Curriculum Program	2 <sup>nd</sup> Intern peer supervision
2p	Supervision of trainee				4 <sup>th</sup> Dept Seminar
3p	Research Hours				
4p					
5p					

### School-Based ABA Services and Consultation

- **1 position in Omaha—BCBA is highly desired for this position**
- This position involves providing Applied Behavior Analysis services and consultation as part of a contract with Omaha Public Schools (OPS). The district serves approximately 53,000 students with 36% of the students identifying as Hispanic, 27% identifying as Caucasian, and 25% identifying as African American, creating an opportunity to work with diverse populations.
- Fellows will join the School-Based ABA team which is comprised of faculty, pre-doctoral interns, and graduate students, to provide individualized behavioral consultative services.
- Fellows will be assigned to one or two schools for their primary rotation. In their primary rotation they will receive referrals on individual students and work with school leadership teams to improve

their MTSS system. Fellows can choose from a variety of minor rotations that will be approximately 1 day per week. Examples include providing outpatient clinical services, assessment services in a school setting, or school-based mental health clinical services.

- Fellows will receive referrals for behavioral consultation for students, many of whom have intellectual and/or developmental disabilities. The team conducts functional behavior assessment, develops and evaluates behavior intervention plans, and teaches the school team how to implement components of the plan. Fellows work closely with teachers, paraeducators, school psychologists, speech/language pathologists, occupational therapists, physical therapists, and families in a collaborative process to increase student success.
- Fellows will consult with school leadership teams regarding their MTSS system which results often in developing training for educators that support all 3 Tiers of the school’s system and providing modeling and coaching to educators on trained skills.
- Fellows will have the opportunity to supervise practicum students who are part of the team.
- Fellows will also have time to devote to research within the School-Based ABA program or within the department. Research opportunities available within this program have included individual behavioral consultation, systems-level work, and training/supervision practices. Additionally, fellows are invited to be a part of the faculty supervisor’s research lab focused on evaluating the use of technology (e.g., Virtual Reality, Video Models) in Behavior Skills Training.

*Supervisors for School-Based ABA Services and Consultation*

- Brenda Bassingthwaite, PhD
- Erika Franta, PhD

Sample School-Based ABA Services and Consultation Clinical Fellow Schedule					
	Mon	Tue	Wed	Thu	Fri
8a				Primary supervision	
9a	OPS: Integrated Learning Program	OPS: Alternative Curriculum Program	OPS: Integrated Learning Program	Team meeting (group supervision)	1 <sup>st</sup> Huddle and Research 2 <sup>nd</sup> Fellow seminar 3 <sup>rd</sup> Self-Study
10a					2 <sup>nd</sup> Fellow seminar 3 <sup>rd</sup> Self-study 4 <sup>th</sup> CLAS Standards
11a		Supervision of trainee			4 <sup>th</sup> CLAS Standards
12p	Lunch	Lunch	Lunch	Lunch	Lunch
1p	OPS: Integrated Learning Program	Documentation	OPS: Alternative Curriculum Program	OPS: Alternative Curriculum Program	2 <sup>nd</sup> Intern peer supervision
2p		Secondary supervision			4 <sup>th</sup> Dept Seminar
3p		Team research meeting			
4p					
5p					

Sample School-Based ABA Services and Consultation Research Fellow Schedule					
	Mon	Tue	Wed	Thu	Fri
8a				Primary supervision	

9a	Research Hours	OPS: Alternative Curriculum Program	OPS: Integrated Learning Program	Team meeting (group supervision)	1 <sup>st</sup> Huddle and Research 2 <sup>nd</sup> Fellow seminar 3 <sup>rd</sup> Self-Study
10a				Research Hours	2 <sup>nd</sup> Fellow seminar 3 <sup>rd</sup> Self-study 4 <sup>th</sup> CLAS Standards
11a		Supervision of trainee			4 <sup>th</sup> CLAS Standards
12p	Lunch	Lunch	Lunch	Lunch	Lunch
1p	OPS: Integrated Learning Program	Documentation	OPS: Alternative Curriculum Program	Research Hours	2 <sup>nd</sup> Intern peer supervision
2p		Secondary supervision			4 <sup>th</sup> Dept Seminar
3p		Team research meeting			
4p					
5p					



## Fellowship Supervisors



Brenda Bassingthwaite, PhD, BCBA, began her career as a school psychologist for Heartland Area Education Agency in Iowa prior to receiving her PhD in school psychology from the University of Iowa. She completed her internship and post-doctoral fellowship at the University of Iowa Children's Hospital, gaining clinical expertise in applied behavior analysis to reduce individual's engagement in complex behaviors (e.g., self-injury, aggression, property destruction). She remained there for ten years as a clinician focusing on the assessment and treatment of complex behaviors and as a program director for a decade long training initiative providing apprenticeships in functional behavior assessment to school-based teams throughout the state. Through this work, Dr. Bassingthwaite gained a national reputation for creating systems change for managing complex behaviors in school settings and has consulted across the country on the development of similar programs. Dr. Bassingthwaite's clinical focus in the Department of Psychology is providing behavior consultation for students engaging in complex behaviors through school-based contracts and grants. Her current research interests include the evaluation of innovative technologies (e.g., video modules, virtual reality, e-learning platforms) to teach adult learners how to create supportive learning environments for all students and how to promote positive behaviors in students. She enjoys teaching trainees (e.g., master's level, pre-doctoral interns, post-doctoral fellows) how to apply behavior analytic skills in school settings while building their awareness of their own professional leadership strengths. Additionally, Dr. Bassingthwaite serves as a mentor to junior faculty and serves on graduate committees for students in academic programs at UNO and UNMC.



Jennifer Burt, PhD, is a licensed psychologist and an associate professor in the Department of Psychology at the Munroe-Meyer Institute for Genetics and Rehabilitation. She received her PhD in school psychology from University of Nebraska-Lincoln and completed her internship and post-doctoral training at the Munroe-Meyer Institute. Dr. Burt provides clinical services in an integrated primary care clinic at Children's Physicians Dundee. Her clinical and research interests focus on the integration of behavioral health into primary care and school settings, acceptance commitment therapy, screening in pediatric settings, and

violence prevention and trauma. Dr. Burt also has an active interest in prevention and promoting parental knowledge of developmental milestones and positive parenting practices. She has received funding through the CDC's Learn the Signs Act Early campaign (LTSAE) to assist with the development of resources for the campaign and served as the Nebraska Act Early Ambassador. Dr. Burt was a Robert Wood Johnson Foundation Clinical Scholar and received training in leadership and health equity. She works with a team at UNMC, UNO and the community on hospital and community-based violence prevention efforts in Omaha called ENCOMPASS. Dr. Burt is a former Leadership Education in Neurodevelopmental Disabilities (LEND) trainee and currently serves as Associate Director of LEND. She is the director of the postdoctoral fellowship training program at MMI and serves as a mentor/trainer for junior faculty, interns and postdoctoral fellows.



Mindy Chadwell, PhD, BCBA is a licensed psychologist and an Assistant Professor in the Department of Psychology at the Munroe-Meyer Institute (MMI) for Genetics and Rehabilitation at the University of Nebraska Medical Center. She received her doctorate in school psychology from the University of Nebraska-Lincoln and completed her internship and post-doctoral training at the Munroe-Meyer Institute. Dr. Chadwell serves as the school based mental health coordinator and conducts clinic at local middle schools within the Millard Public School district. Dr. Chadwell's research interests include school-based mental health, the impact of interactive technology on treatment integrity, factors related to improving the integration of behavioral health in schools, and factors related to the therapeutic relationship and treatment integrity. Dr. Chadwell is also a faculty trainer for the Mid-America Mental Health Technology Transfer Center. Dr. Chadwell supervises post-doctoral fellows, doctoral psychology interns, PhD students, and master's level students in both clinical and research settings.



Dr. Brandy Clarke is a Professor, Licensed Psychologist and Director of the Department of Psychology at the Munroe-Meyer Institute (MMI) for Genetics and Rehabilitation at the University of Nebraska Medical Center. She received her doctorate in school psychology in 2007 from the University of Nebraska-Lincoln and completed her clinical internship and postdoctoral training at MMI in integrated behavioral health

care. She also completed a postdoctoral research fellowship at the Nebraska Center for Research on Children, Youth, Families and Schools at the University of Nebraska- Lincoln. Dr. Clarke's clinical and research interests focus on integrating behavioral health services into primary care and school settings. She also has specialized interest and training in grantsmanship for social and behavioral sciences, early childhood development and home-school partnerships. She also serves as the Project Director or Principal Investigator for several large-scale training and research grants focused on integrated behavioral health care and school mental health. Clarke has co-authored several book chapters and peer-reviewed articles on the topics of consultation, early intervention, and integrated health care. She serves on the editorial board for *Early Education and Development* (2020-present) and *Psychology in the Schools* (2011-2021) and regularly serves as a guest reviewer for several other scientific journals (*Early Education and Development*, *Early Childhood Research Quarterly*, *Infant Mental Health Journal*, and *Journal of Applied School Psychology*). Additionally, Dr. Clarke serves as a mentor/trainer for junior faculty, graduate students, interns and postdoctoral fellows.



Dr. Ali DeLizza is an Assistant Professor and Clinical Psychologist at the University of Nebraska Medical Center. She completed her PhD at Western Michigan University in Kalamazoo, MI and her doctoral internship at the Munroe Meyer Institute. She began her career at the UNMC Department of Psychiatry practicing in an integrated child and adolescent psychiatry clinic before returning to MMI in 2023. Clinically, Dr. DeLizza practices at the Munroe Meyer Institute where she primarily treats adolescents with anxiety and depression using behavioral interventions and working with LGBTQ youth and families. Dr. DeLizza specializes in the use of Acceptance and Commitment Therapy, as well as other third wave behavioral interventions for young people. Dr. DeLizza also specializes in applying contextual behavioral principles to systemic practices and interventions to improve access and wellbeing in healthcare systems. Dr. DeLizza is the Associate Director of Workforce Access for the Behavioral Health Education Center of Nebraska, a role in which she promotes initiatives to improve access to the behavioral health workforce in Nebraska. Dr. DeLizza serves as a mentor/trainer for undergraduate and graduate students, interns, and postdoctoral fellows.



Dr. Nancy Foster received her baccalaureate, masters, and doctorate degrees in Psychology from Mississippi State University. Her PhD in School Psychology was awarded in 2005. She interned at Father Flanagan's Boys Town before completing a rural post-doctoral fellowship with the Munroe-Meyer Institute (MMI). Dr. Foster is currently an outreach psychologist for the University of Nebraska Medical Center (UNMC) MMI Behavioral Clinic located at Children's Physicians-Kearney. In collaboration with physicians and nurses from the clinic, Dr. Foster provides outpatient behavioral health services within this primary care office for children and adolescents with presenting problems including disruptive behavior disorders, sleep, feeding, toileting problems, habits and tics, and school problems. She provides psychology services for the MCHP Clinics (Genetics, Craniofacial and Specialty) in Kearney and North Platte. Dr. Foster also engages in research as Co-director of a multidisciplinary obesity program for children ages 6-11 and their families. She is an active clinician and provides education and supervisory experiences for interns from the Nebraska Internship Consortium in Professional Psychology and post-doctoral fellows from the MMI training program. Additionally, Dr. Foster is an associate director of internship training at MMI and coordinator for the Rural Integrated Care internship training track.



Erika Franta Bretscher, PhD, is a licensed psychologist and an Assistant Professor in the Department of Psychology at the Munroe-Meyer Institute for Genetics and Rehabilitation at the University of Nebraska Medical Center. She received her PhD in School Psychology from the University of Nebraska Lincoln. She completed her doctoral internship at Travis County Juvenile Probation in Austin, TX and completed her post-doctoral training at the Munroe-Meyer Institute. Dr. Franta is the School Mental Health Program Director for the Mid-America Mental Health Technology Transfer Center. She conducts her clinical time by providing consultation to a multi-disciplinary team serving youth currently detained in a local county, as well as providing training and technical assistance to regional and local educational and mental health teams in comprehensive school mental health systems. She also provides supervision and training in integrated care services and school-based psychoeducational assessment and consultation services. Her clinical interests include comprehensive school-based mental health services and consultation, psychoeducational and risk assessment, and prevention, evaluation, and treatment of youth involved in the juvenile justice system. Dr. Franta's research interests include implementation science, school-based mental health services, and data-based problem solving and decision making.



Hanna Grandgenett, PhD, LP, is an Assistant Professor at the University of Nebraska Medical Center's Munroe-Meyer Institute and a licensed psychologist in MMI's Department of Psychology. Dr. Grandgenett completed her doctorate in clinical psychology at the University of Nebraska-Lincoln and predoctoral internship and postdoctoral fellowship in behavioral pediatrics at MMI. Dr. Grandgenett provides clinical services at the Munroe-Meyer Institute. She is trained in evidence-based practice, drawing from both behavioral and cognitive-behavioral approaches to partner with children, adolescents, and families to obtain their treatment goals. Dr. Grandgenett also has specialized training in the assessment and treatment of childhood trauma. She collaboratively approaches trauma work with patients, using evidence-based approaches to help clients and families overcome the negative effects of trauma. Her clinical work is informed by her research, which focuses on violence prevention, trauma treatment, and fostering supportive environments for abuse disclosure. Dr. Grandgenett also provides clinical supervision and research mentorship.



Allison Grennan, PhD is a licensed psychologist and an Assistant Professor in the Department of Psychology at the Munroe-Meyer Institute for Genetics and Rehabilitation. She received her PhD in School Psychology from University of Nebraska-Lincoln, and completed her internship and post-doctoral training at the Munroe-Meyer Institute. Dr. Grennan is the Director of Internship Training for the APA-Accredited doctoral internship in psychology and the Associate Co-Director for the Nebraska Internship Consortium in Professional Psychology (NICPP). Dr. Grennan conducts her clinic in the Omaha Metro area at a pediatric practice located in Bellevue, NE. Dr. Grennan's research interests revolve around factors improving the integration of behavioral health in primary care. Specifically, her research interests in demonstrating the effectiveness of the integrated model on behavioral health, mental and behavioral health screening in primary care settings, and the use of acceptance and commitment therapy in primary care. Dr. Grennan also supervises post-doctoral fellows, interns, PhD students, and Masters level students in both clinical and research settings.



Lynda B. Hayes, PhD, is an Assistant Professor in the Department of Psychology at the Munroe-Meyer Institute for Genetics and Rehabilitation. She earned her doctorate from The University of Southern Mississippi in School Psychology in Hattiesburg, MS and completed her pre-doctoral internship and post-doctoral fellowship here at the Munroe-Meyer Institute. Dr. Hayes currently conducts clinic at the Munroe-Meyer Institute and works with populations across the lifespan, specializing in assessment and behavioral therapy with individuals with intellectual and developmental disabilities and their caregivers. She has conducted research on childhood health behaviors, caregiver training (including modified Parent-Child-Interaction Therapy), class wide behavioral interventions, and a community-based summer academic program. Dr. Hayes is the Co-Director of Internship Training for the APA-Accredited pre-doctoral internship in psychology at MMI.



Melissa Hunter, PhD, is a licensed psychologist and an Assistant Professor in the Department of Psychology at the Munroe-Meyer Institute (MMI) for Genetics and Rehabilitation at the University of Nebraska Medical Center. She received her doctorate in school psychology at the University of Southern Mississippi. She completed her internship at the Munroe-Meyer Institute and her post-doctoral fellowship at the University of Oklahoma Health Sciences Center – Child Study Center. Dr. Hunter practiced as a licensed psychologist in Pennsylvania for 15 years, providing outpatient child psychological and behavioral health services and school-based consultation for children and adults with a wide range of presenting needs. She has also served as adjunct or teaching faculty at the University of Oklahoma and the University of Nebraska Omaha, and taught at Pennsylvania State University for 9 years, where she was an Associate Teaching Professor of Psychology. Currently, Dr. Hunter provides behavioral school-based consultation to the Madonna School, a private school for children and adults with developmental disabilities. In addition, she engages in clinical activities at the Munroe-Meyer Institute. In both settings, Dr. Hunter supervises pre-doctoral psychology interns, post-doctoral fellows, and undergraduate psychology students.



Christian Klepper, PsyD is a licensed psychologist and an Assistant Professor in the Department of Psychology at the Munroe-Meyer Institute for Genetics and Rehabilitation. She received her PsyD in Clinical Psychology from Mercer University in Atlanta, Georgia. She completed her internship and post-doctoral training at the Munroe-Meyer Institute. Dr. Klepper is the Project Coordinator for the Pediatric Mental Health Care Access Program and serves as Training Faculty for the Mid-America Mental Health Technology Transfer Center. She provides clinical services to children, adolescents and families in an integrated behavioral health clinic at Children's Physicians Creighton. Her clinical and research interests include integrating behavioral health into primary care, improving access to care, anticipatory guidance, behavioral health screening in primary care, psychological flexibility and education and training in integrated primary care. Dr. Klepper participates in research regarding service delivery and access to care in primary care. Dr. Klepper teaches high school students in UNMC's High School Alliance program. She is the assistant director of the postdoctoral training program at MMI. Dr. Klepper also provides supervision to doctoral interns, postdoctoral fellows and externs.

Brett Kuhn is a licensed psychologist and Professor of Psychology at the Munroe-Meyer Institute and University of Nebraska Medical Center. Dr. Kuhn is a diplomat of behavioral sleep medicine (DBSM) and a member of the international Pediatric Sleep Council. He served on the committee which created the national standards of practice for children with bedtime resistance and night-time awakenings, sponsored by the American Academy of Sleep Medicine (AASM). Dr. Kuhn currently directs the behavioral sleep medicine clinic at the Children's Sleep Disorders Center in Omaha where he supervises medical residents, sleep fellows, and psychology interns in the assessment and treatment of pediatric sleep disorders. He served as co-editor of *Behavioral Treatments for Sleep Disorders: A Comprehensive Primer of Behavioral Sleep Medicine Interventions*, and co-authored a popular press book, *The Toddler Owner's Manual: Operating Instructions, Troubleshooting Tips, and Advice on System Maintenance*.



Gina M. Kunz, PhD, Licensed Psychologist is Professor and Associate Director for Program Growth and Sustainability in the Psychology Department at the Munroe-Meyer Institute for Genetics and Rehabilitation (MMI) at the University of Nebraska Medical Center (UNMC). *Dr. Kunz* earned her PhD in Psychology from Louisiana State University, and School Psychology was her program of study. Her areas of professional expertise include assessment and behavior management for children and adolescents with behavioral challenges and attention deficits, academic assessment and intervention, professional development, instructional coaching, parent training, school-based consultation, strengthening positive home-school partnerships, and family engagement. Her clinical practice at MMI is situated in Omaha Public Schools providing school-based psychological services, including academic and behavioral consultation. Her supervision style is developmental. *Dr. Kunz* completed her pre-doctoral internship at MMI Psychology through NICPP almost 30 years ago, and she has held faculty positions at two medical centers and two institutions of higher education. She has provided behavioral health services through private practice in rural, urban, and suburban areas. She has secured more than \$32 million as PI/Co-PI for large-scale research. She conducts research primarily for the purpose of identifying strategies and practices that are effective in improving the lives of children and their families and teachers, across all the environments in which they live and learn.



Megan M. Morse, PhD, is an assistant professor at the University of Nebraska Medical Center's Munroe-Meyer Institute and a licensed psychologist in MMI's Department of Psychology. *Dr. Morse* is the director of training for the educational specialist school psychology internship program, and a co-coordinator of the comprehensive school-based mental health internship track. She received her doctorate in school psychology from Ball State University. She completed her doctoral internship at the consortium at Ball State University and completed post-doctoral training at the Munroe-Meyer Institute. As part of her doctoral training, she completed an area of study in neuropsychology. *Dr. Morse* is the lead clinician at several Omaha Public Schools and provides supervision and training to post-doctoral fellows, pre-doctoral interns, PhD students and EdS-level interns in both school and clinical settings. *Dr. Morse* is co-facilitator of the MMI psychology inclusion and belonging committee that explores professional and personal best practice.



Allison "Alli" Morton, PhD, is an assistant professor at the University of Nebraska Medical Center's Munroe-Meyer Institute and a licensed psychologist in MMI's Department of Psychology. Morton earned her PhD in clinical psychology from Texas Tech University, completed her predoctoral internship at the University of Arkansas for Medical Sciences and fellowship at the University of Nebraska Medical Center's Munroe-Meyer Institute. Dr. Morton currently provides clinical services in an integrated behavioral health clinic. Her clinical and research interests center around the implementation and dissemination of evidence-based practices with children and adolescents, particularly in relation to trauma. Dr. Morton also has an active interest in promoting resilience following traumatic events and fostering use of positive parenting practices in primary care settings. She provides clinical supervision, and professional and research mentorship for predoctoral interns. Dr. Morton currently leads the Culturally and Linguistically Appropriate Services (CLAS) Standards Seminar for fellows and is a co-director of the Steering Towards Engagement and Progress (STEP) Committee with Drs. Ali DeLizza and Kaitlyn Young.



Lisa L. Neitzke, PhD, is a licensed psychologist and a Visiting Assistant Professor in the Department of Psychology at the Munroe-Meyer Institute for Genetics and Rehabilitation at the University of Nebraska Medical Center. She received her PhD in School Psychology from Oklahoma State University. She completed her doctoral internship at the Nebraska Internship Consortium in Professional Psychology – Nebraska Department of Health and Human Services Division of Developmental Disabilities, and completed post-doctoral training at the Munroe-Meyer Institute Adult Intellectual/Developmental Disabilities Behavioral Health Clinic. As part of her doctoral training, she completed an area of study in Applied Behavior Analysis. Dr. Neitzke conducts her clinic at the Munroe-Meyer Institute, and she provides services for adults and transition aged adults with developmental disabilities. Her clinical interests include developmental disability assessment, functional behavior assessments, and outpatient behavioral therapy. Dr. Neitzke works with individuals, families, and service providers such as Extended Family Home providers, group home staff, job coaches, and day service providers. She also provides supervision to doctoral practicum students in a clinical and community setting.



Holly Roberts, PhD is a Professor and faculty trainer in the Department of Psychology at the Munroe-Meyer Institute (MMI) at the University of Nebraska Medical Center (UNMC) and a licensed psychologist in Nebraska. She received her PhD in school psychology from Illinois State University. Dr. Roberts completed her internship and post doctoral training at MMI. Dr. Roberts is the Director of the Integrated Primary Care Program in the Psychology Department. Additionally, she is the Program Director of Integrated Care for the Mid-America Mental Health Technology Transfer Center (MHTTC) which is a center supported by SAMHSA to provide training and technical assistance in integrated care in a 4-state region. Dr. Roberts has extensive experience with establishing integrated primary care clinics and has been involved in establishing over 20 clinics across Nebraska. She also serves as a national consultant on the implementation of pediatric integrated primary care. Dr. Roberts also trains individuals regionally and nationally on the use of telehealth technology to provide patient care. Dr. Roberts provides clinical services in a pediatric integrated primary care clinic at Omaha Childrens Clinic, P.C.. Dr. Roberts provides clinical supervision and professional and research mentorship for junior faculty, post-doctoral fellows, doctoral interns, school psychology trainees and masters students.



Mark D. Shriver, PhD, BCBA-D, is a Professor of Psychology at the Munroe-Meyer Institute for Genetics and Rehabilitation at the University of Nebraska Medical Center. He is a Licensed Psychologist, Board Certified Behavior Analyst and the Director of Nebraska's University Center for Excellence in Developmental Disabilities at MMI. Additionally, he serves as the Associate Director for Education and Training for the MMI Department of Psychology and he is the Director of the Applied Behavior Analysis graduate training program jointly administered at UNMC and the University of Nebraska Omaha. Shriver's research and clinical interests include behavioral parent training, treatment of anxiety disorders, treatment adherence, treatment of common childhood behavioral issues and school-related behavioral and academic issues. He has written multiple peer-reviewed articles, chapters, reviews and abstracts. Shriver has presented at numerous state, regional and national conferences and authored a book on the science and practice of parent training published by the American Psychological Association. Shriver is founder and past editor of the Journal of Evidence-Based Practices for Schools. He is a past Associate Editor for the Journal of School

Psychology and for the Journal of Behavioral Education, and serves on multiple other editorial boards. He has received recognition as an Outstanding Teacher of the Year at UNMC. He has served as Coordinator of the Practice Board of the Association for Behavior Analysis International and currently serves as a member on the Nebraska Council for Developmental Disabilities.



Whitney Strong-Bak, PhD is a licensed psychologist and an Assistant Professor in the Department of Psychology at the Munroe-Meyer Institute for Genetics and Rehabilitation. She received her PhD in School Psychology from University of Nebraska-Lincoln and completed her internship and post-doctoral training at the Munroe-Meyer Institute. Dr. Strong-Bak is a member of the interdisciplinary team at the Developmental Pediatrics Clinic located on the UNMC campus. Dr. Strong-Bak works closely with three developmental pediatricians, nurses, 2 pediatric nurse practitioners, and social work to diagnose and treat patients with a variety of developmental concerns (e.g., Autism, Intellectual Disability, ADHD, Developmental Delay, congenital heart defects, premature birth). Dr. Strong-Bak's research interests revolve around factors improving the early identification and access to intervention services in children who are not reaching developmental milestones. Specifically, her research interests are related to identification and validation of high-quality developmental screening tools, identifying supplemental intervention strategies to improve early intervention outcomes, and systemic approaches to increasing accessibility of neurodevelopmental evaluations and intervention. Dr. Strong-Bak is a co-instructor in the genetic counseling program, where she trains Masters-level students in interviewing and brief counseling approaches and provides training in developmental monitoring and screening to medical residents at UNMC. Dr. Strong-Bak provides clinical supervision to post-doctoral fellows, interns, PhD students, and Masters-level students.



Kaitlyn M Young, PhD, (she/her) is an Assistant Professor in the Department of Psychology at the Munroe-Meyer Institute, specializing in Comprehensive School Mental Health. In her work, Dr. Young consults with schools to understand their needs and implement a mental and behavioral health system that increases access to services and is equitable in its approach. Dr. Young provides individual and family therapy

services within the school setting, fostering positive relationships between the home, school, and community. Additionally, Dr. Young works collaboratively with trainees to build their skills in therapy, consultation, and systems development and implementation. As a faculty trainer for the Mid-America Mental Health Technology Transfer Center, Dr. Young works on several grant funded teams and projects, all with the central aim of increasing access to evidence-based mental health services in schools. Dr. Young graduated with her doctorate in School Psychology from the University of Wisconsin-Madison where she completed applied and research experiences in urban and rural schools, promoting access to mental and behavioral health services. Dr. Young completed her pre-doctoral internship and post-doctoral fellowship at the Munroe-Meyer Institute and specialized in school-based mental health.

## Learning Activities

### Clinical Supervision

Each Postdoctoral Psychology Fellow receives a minimum of two hours of formal individual supervision a week by a licensed doctoral level psychologist with expertise in the specialty track domain. All clinical supervisors are readily available and have an “open door” policy allowing for additional informal supervision as needed. Each fellow will receive a primary and secondary supervisor. The primary supervisor is responsible for the supervision of clinical cases. The secondary supervisor is responsible for supporting the fellow with professional development, umbrella supervision, and leadership skills. The primary supervisor will complete the mid-term, final evaluation, and live supervision. The secondary supervisor will work with the fellow to review and complete the individual development plan and support the fellow with developing professional boundaries and wellness plan and the CLAS standards activities.

### Learning Activities

Each Postdoctoral Psychology Fellow engages in a minimum of two hours of learning activities, including but not limited to: peer supervision with interns, psychology department didactics, postdoctoral fellow specific didactics, clinical supervision of trainees, participation in university-wide seminars and didactics, MHTTC modules and learning series, CLAS standards seminar, engaging in leadership project and/or research teams, EPPP study groups, Grand Rounds and virtual learning through various organizations.

<b>Learning Activities</b>		
<b>Activity</b>	<b>Timeline</b>	<b>Description</b>
Leadership Project	September 2025- June 2026	Project topic/focus to be decided by September 2025 Will work on project throughout the year and will present on findings in June 2026 (Ignite presentations) Choose topic and submit 1-page abstract: September 8th, 2025 Check-in with supervisors: quarterly Ignite presentation: June 12 <sup>th</sup> , 2026
Intern Peer Supervision	4 <sup>th</sup> Friday of the month 1:00pm-2:00pm 1 hour per month	Each fellow will be assigned a group to facilitate doctoral intern peer supervision monthly. *Track on monthly log
Master’s Trainee Seminar	3 <sup>rd</sup> Friday of the month 2:00pm-3:00pm 1 hour per month	Monthly meetings for long term master’s level BHWET and ABA students in psychology. Abbie serves as the meeting organizer. Fellows and invited faculty have the opportunity to serve as the discussion leader for one of the monthly meetings and guide discussion related to case/clinical topic. All fellows will sign up for at least one of these seminars during fellowship.
<b>Fellowship Events</b>		
Monthly Fellowship Seminars	2 <sup>nd</sup> Friday of the month 9:00am-11:30am	Discussion of regular business topics (e.g., credentialing, supervision of students) Presentation(s) from fellows Didactics from faculty member
EPPP Study Group	Individual and/or small group study	The September seminar on the EPPP will provide tips for how to prepare and study for the EPPP and each fellow will

		make their own plan to study. Fellows are encouraged to work together to study.
CLAS Standards Seminar	4 <sup>th</sup> Friday of the month 10:00am-12:00pm Location: 40042 Self-study: 1 hour per month	The overall goal of this year-long course is to help each fellow make progress toward being a more humble and competent psychologist in clinical practice, teaching and mentoring, and/or research*Track on monthly log
Self-Study	1 hour per week	All fellows should schedule 1 hour per week of self-study to accomplish IDP goals. These can be recommended with secondary supervisor and below are some options for materials to support self-study. This can also include your Clas Standards and ARC readings and reflections. *Track on monthly log
<b>Department Events</b>		
Monthly Program Specific Huddle and Research Meetings	1st Friday of month 9:00am-10:00am	IPC Huddle Comprehensive School-Based Services Child and Adolescent Therapy Services (CATS) and Lifespan *Attendance is required for your track's seminar
Department Seminars	4 <sup>th</sup> Fridays of the month 2:00pm-3:00pm	Department Program Review (each program will present one month per year) Clinical/Ethical presentations and round tables *Attendance is required for all fellows
<b>Institute Events</b>		
LEND Clinical Topics (optional)	2 <sup>nd</sup> and 4 <sup>th</sup> Friday of the month 12:00pm-1:00pm Location: 10046	Fellows are invited to attend monthly presentations about leadership in neurodevelopmental disorders.
GAIN (optional)	4 <sup>th</sup> Friday of the month 11:45am-1:15pm Location: Zoom	*Required for MMI Child and Adolescent Fellows and anyone doing regular ASD evaluations. Contact Dr. Whitney Strong-Bak to register.
<b>University Events</b>		
MMI Grand Rounds (optional)		Emails sent out regularly with presenters and date/location.
Psychiatry Grand Rounds (optional)	2 <sup>nd</sup> and 4 <sup>th</sup> Wednesday of the month 12:00pm-1:00pm Location: Zoom	See website: <a href="https://www.unmc.edu/psychiatry/education/grandrounds/index.html">https://www.unmc.edu/psychiatry/education/grandrounds/index.html</a>
Nebraska Medicine Psychology Journal Club (optional)	4 <sup>th</sup> Friday of the month 12:00pm-1:00pm Location: Zoom	Email will be sent with link and article 1-2 weeks in advance
BHECN Online Training (optional)	Self-study, asynchronous	Including <ul style="list-style-type: none"> <li>• Core Topics Webinar Series</li> <li>• Online Training Modules</li> <li>• Recorded Webinars</li> </ul> See website:

		<a href="https://www.unmc.edu/bhecn/education/online-training/index.html">https://www.unmc.edu/bhecn/education/online-training/index.html</a>
MHTTC Modules (optional)	Self-study, asynchronous	See website: <a href="https://healthknowledge.org/course/index.php?categoryid=139">https://healthknowledge.org/course/index.php?categoryid=139</a> Follow these instructions: 1. Visit healthknowledge.org. 2. Go to the New User section of the homepage and click the "More" button. 3. Fill in your information to create an account and password. 4. Click the link on the Healthknowledge login page to be taken to the sign in page. 5. Log in to your account. 6. To find the trainings you are looking for, go to site home and scroll through the list of trainings > Courses > Mental Health Services > Integrated Pediatric Primary Care: A Primer Series > Obsessive Compulsive Disorder and Adolescent Depression (more to come!)
<b>Outside Activities</b>		
Other webinars and trainings (optional)	Self-study	National Council for Mental Wellbeing <a href="https://www.thenationalcouncil.org/">https://www.thenationalcouncil.org/</a> Collaborative Family Healthcare Association (CFHA) <a href="https://www.cfha.net/">https://www.cfha.net/</a> Society of Clinical Child and Adolescent Psychology (SCCAP) <a href="https://sccap53.org/">https://sccap53.org/</a> Integrated Care Online <a href="https://integratedcareonline.com/">https://integratedcareonline.com/</a> National Center for School Mental Health (NCSMH) <a href="http://www.schoolmentalhealth.org/">http://www.schoolmentalhealth.org/</a> National Child Traumatic Stress Network (NCTSN) <a href="https://www.nctsn.org/">https://www.nctsn.org/</a> National Association of School Psychologists (NASP) <a href="https://www.nasponline.org/">https://www.nasponline.org/</a> American School Counselor Association (ASCA) <a href="https://www.schoolcounselor.org/">https://www.schoolcounselor.org/</a> National School Safety Center <a href="http://www.schoolsafety.us/home">http://www.schoolsafety.us/home</a> Coalition to Support Grieving Students <a href="https://grievingstudents.org/">https://grievingstudents.org/</a> Adult Resiliency Curriculum (ARC) <a href="https://padlet.com/erikarfranta/adult-resilience-curriculum-arc-for-educators-2xo5e7sl3u16tph9">https://padlet.com/erikarfranta/adult-resilience-curriculum-arc-for-educators-2xo5e7sl3u16tph9</a>  UNMC Faculty Development Series <a href="https://www.unmc.edu/facdev/calendar/index.html">https://www.unmc.edu/facdev/calendar/index.html</a>

### Second Year Research Fellows

Second year research fellows will work with their primary and secondary supervisors and fellowship directors to build a comprehensive second year individualized curriculum for learning activities. A meeting will occur in the spring of the first year between the fellow, supervisors, and fellowship directors to identify

progress toward first year goals and learning needs for the second year. All second-year research fellows will participate in the fellowship seminar, huddle and research seminar, and internship peer supervision. They will not participate in the CLAS Standards Seminar, as this learning content would be redundant from the first year. They will be expected to take a leadership role in contributing to the learning activity discussions and supplementing with research discussions when applicable. This leaves an additional 1.5 hours a month of individualized learning activities that will be collaboratively developed by the fellow, supervisors, and fellowship directors and documented in the IDP. It could include the supplemental training options listed above, psychology journal club on campus, or individualized grant writing/research work with Dr. Jenni Blackford (MMI Director Research), Dr. Gina Kunz (Associate Director of Program Growth and Development with an extensive grant writing portfolio), or Dr. Brandy Clarke (Director of Psychology--- Dr. Clarke has an extensive grant writing portfolio).

### Schedule of Training Activities 2025-2026

Psychology Fellowship Meetings 2024-2025		
Date	Location	Topics
August 1, 2025 8:00am-4pm		<b>Orientation</b> 8:15-8:30 Arrival, Pick up Computer 8:30-8:45 Welcome, Dr. Clarke 9:00-9:20 Welcome Academic Affairs 9:30-10:15 Introduction to Fellowship 10:20-11:00 Introduction to Omaha 11:10-1:00pm Introduction to Fellowship/Lunch 1:00-2:00pm Tour of MMI 2:00-3:00 pm Making the Most of Your Fellowship 3:00-3:15 Q &A and Wrap up 3:30 Student Networking Event
August 4, 2025 8:00am-4:00pm		<b>Orientation</b> 8:00-8:15 Arrival 8:15-9:30 Introduction to Psychology Manual 9:30-11:05 Department Presentations 11:15-11:45 UNMC Compliance 11:45-1:00pm Lunch on Your Own 12:45-2:00 Professionalism for Fellows 2:15-3:00 Introduction to Peer Supervision 3:00-3:15 Q & A and Wrap up
August 5 <sup>th</sup> , 2025		8-12pm BLS Training 12-1pm Lunch on your own 1-5pm ABM Training *For anyone who has not previously completed this training
August 6 <sup>th</sup> , 2025 2-3pm		<b>Optional Trainings</b> Omaha Community (Dr. Brenda Bassingthwaite and Dr. Megan Morse)
August 7 <sup>th</sup> , 2025		<b>Optional Trainings</b> Clinical Heuristics (Dr. Keith Allen) 8:15-9:15 Working with Abuse and Trauma (Dr. Hanna Grandgenett) 9:30-10:30 Parent Management (10:45-11:45)

August 8 <sup>th</sup> , 2025 9:00-10:00am		EPIC for Fellows (Dr. Lynda Hayes) *bring your laptop*
10:45-11:45		Optional Trainings Gender Affirming Care (Dr. Ali DeLizza)
August 5-8 <sup>th</sup>		<b>On your own time</b> - university related compliance training - business cards - professional photo - sign up for insurance - update ID cards - keys - draft IDP -draft leadership project -meet with supervisors - first day of clinic could start August 11 or the following the week
August 11-13 <sup>th</sup>		ADOS Training
August 15, 2025 10-12pm	MMI 40042	CLAS Standards for Fellow (Dr. Alli Morton)
August 22, 2025 9:00am-12:00pm	Sanger Conference Room 10046B	Autism Diagnostics and Referrals (Dr. Whitney Strong-Bak and Dr. Trish Zemantic)
August 29, 2025 9-10:00am	MMI 40041	Faculty Positions and Making the Most of Your Fellowship (Dr. Brandy Clarke)
10:00-11:00am	MMI 40041	Supervision for Fellows (Dr. Abbie Kennedy)
11:00-12:00pm	See Outlook	Program Specific Seminars—IPC Huddle, CSBMH, CATS
September 5 <sup>th</sup>	Scott Conference Center	NPA Fall Conference (optional event)
September 12, 2025 9:00am-10:30am	MMI 40042	Regular business <ul style="list-style-type: none"> <li>• Credentialing/licensure status</li> <li>• Clinic numbers</li> <li>• Supervision of students</li> <li>• Leadership project updates</li> <li>• Discuss fellows hosting October mentoring event</li> </ul> Faculty Didactic: EPPP (Dr. Emily Loethen & Dr. Hanna Grandgenett)
September 19, 2025 12:00pm-1:00pm	MMI 40042	Faculty Didactic 9-10am: Preparing a Job Talk (Dr. Brandy Clarke) 10-10:15 Break Faculty Didactic 10:15-11:00am Writing a Positionality Statement
October 10, 2025 9:00am-11:30am	MMI 40042	9:00-11:00am All About the Job Market (Dr. Tara Fahmie)  11:00-11:30am Regular business <ul style="list-style-type: none"> <li>• Credentialing/licensure status</li> </ul>

		<ul style="list-style-type: none"> <li>• Clinic numbers</li> <li>• Supervision of students</li> <li>• Leadership project updates</li> </ul>
October TBA		<p>Training Mentoring Event Fellows lead the event</p>
November 14, 2025 9:00am-11:30am	MMI 40042	<p>9:00am-11:00am Didactic: Grantsmanship (Dr. Brandy Clarke &amp; Dr. Gina Kunz) Regular business 11:00-11:30</p> <ul style="list-style-type: none"> <li>• Credentialing/licensure status</li> <li>• Clinic numbers</li> <li>• Supervision of students</li> <li>• Leadership project updates</li> </ul>
December 12, 2025 9:30-11:30am	TBA	Panel Discussion: Negotiation, Raises, Promotion
December TBA 2:00pm-4:00pm	TBA	Mentoring Event – Department Holiday Party
January 23rd, 2026 9:00am-12:00pm  **Note date, time, and room change due to intern interviews	MMI 40042	<p>9:00-9:30am Regular business</p> <ul style="list-style-type: none"> <li>• Job search</li> <li>• Clinic numbers</li> <li>• Supervision of students</li> <li>• Leadership project updates</li> </ul> <p>9:30-11:30 am Competency Based Supervision with ICASD training Team (Room TBA)</p>
February 6 <sup>th</sup> , 2026 9:30-11:30am Location TBA		Supervision Models and Feedback Delivery with Dr. Chris Courson (optional activity)
February 13, 2026 9:00am-12:00pm	MMI 40042	<p>Regular business</p> <ul style="list-style-type: none"> <li>• Job search</li> <li>• Clinic numbers</li> <li>• Supervision of students</li> <li>• Leadership project updates</li> </ul> <p>9:30am-11:30am Didactic: Start a Clinical Practice Panel</p>
March 13, 2026 9:00am-11:30am	MMI 40042	<p>Regular business</p> <ul style="list-style-type: none"> <li>• Job search</li> <li>• Clinic numbers</li> <li>• Supervision of students</li> <li>• Leadership project updates</li> <li>• Fellow Presentation</li> </ul> <p>Fellow Led Didactic</p> <ul style="list-style-type: none"> <li>• Fellows:</li> </ul> <p>Faculty Didactic: Dr. Melissa Hunter Teaching</p>
March 20, 2026 9:30-11:30am	TBA	Panel Discussion: Program Development with iCASD Training Team (Optional Activity)

April 3, 2026 9:30-11:30am	TBA	Panel Discussion: Work Life Balance with iCASD Training Team (Optional Activity)
April 10, 2026 9:00am-11:30am	MMI 40042	Regular business <ul style="list-style-type: none"> <li>• Job search</li> <li>• Clinic numbers</li> <li>• Supervision of students</li> <li>• Review Ignite format for presentations</li> <li>• Transition planning</li> <li>• Leadership project updates</li> </ul> Fellow Led Didactics <ul style="list-style-type: none"> <li>• Fellows:</li> </ul>
April 17, 2026 9:30-11:30am	TBA	Panel Discussion: Publication with iCASD Training Team (optional Activity)
April TBA 2:00pm-4:00pm	TBA	Trainee Mentoring Event Interns lead the event
May 1 <sup>st</sup> , 2026 9:30-11:30am	TBA	Panel Discussion: Serving on Editorial Boards with iCASD Training Team (Optional Activity)
May 8, 2026 9:00am-11:30am	MMI 40042	Regular business <ul style="list-style-type: none"> <li>• Job search</li> <li>• Clinic numbers</li> <li>• Supervision of students</li> <li>• Review Ignite format for presentations</li> <li>• Transition planning</li> <li>• Leadership project updates</li> </ul> Fellow Led Didactics <ul style="list-style-type: none"> <li>• Fellows:</li> </ul>
June 12, 2026 9:00am-11:30am	MMI 40042	Ignite Presentations Prepare for transition
July TBD 2:00pm-4:00pm	TBA	Final Trainee Mentoring Event
July TBD		Fellow Faculty panel on the transition to the job market

## Fellowship Requirements

Fellowship Requirements: For clinical fellows, a minimum of 1,500 hours is required during a year long, 12-month period (at least 50 working weeks), documented in monthly logs submitted to the Training Director, Assistant Training Director, and supervisors on the Microsoft Teams Fellowship Site. Research fellows are required to complete 3,000 hours over 24 months. Each fellow has a private channel to submit their hours and required activities. A minimum of 1,000 hours must be direct client contact. Extended leave (as defined by MMI/UNMC policy) will be agreed upon and drafted prior to the dates of leave in an agreement and formal document with the Human Resource office by completing FMLA. Paid time off is outlined below in the benefits section. Participation in a minimum of 2 hours per week in individual supervision, plus an additional 2 hours of learning activities each week is required. All fellows will complete 2 hours of learning activities weekly including the following: fellow seminars (2<sup>nd</sup> Friday), Intern peer supervision (2<sup>nd</sup> Friday), huddle and research seminar (4<sup>th</sup> Friday), the CLAS Standards seminar (4<sup>th</sup> Friday), and the department seminar (4<sup>th</sup> Friday). Self-study should also occur to accomplish IDP goals as needed.

All learning activities outlined above are available remotely for fellows in rural placement. Fellows in Omaha are expected to attend training in person unless approved by the Training Director and Assistant Training Director. For fellows outside of the 200-mile radius of Omaha, they can be approved to attend up to two fellowship meetings in person and travel arrangements will be covered by the department, as permitted with UNMC travel policies. Travel arrangements follow UNMC policies on travel for reimbursement. *Attendance at Learning Activities is expected, and fellows should get absences approved.* Fellows can be approved to miss up to 1 of each seminar. Fellows missing a seminar will be expected to review training materials, such as recordings and slide presentations, on their own time. If an activity is missed, the fellow is required to complete feedback to demonstrate that they reviewed the material missed.

## Program Specific Huddles

The program specific huddles are held the 4<sup>th</sup> Friday of the month from 9-10am. Fellows will attend the meeting that is aligned with their primary fellowship placement. The huddles offered are Child and Adolescent Psychology, Integrated Primary Care, Comprehensive School-Based Mental Health Services and Lifespan Psychology in Intellectual and Developmental Disabilities. The Huddles may include didactics, case presentations, journal reviews and discussions, and time to discuss relevant research in the specialty area of the huddle.

## Fellowship Seminars

Fellowship Seminars will occur the second Friday of each month from 9-11:30pm. These seminars will include time for peer supervision and support around professionalism, supervision of trainees, leadership projects, and clinical cases. Additionally, each fellow will sign up to present a didactic on a topic of their choice. Fellows are expected to provide a reading and handout on the didactic at least one week in advance. These should be uploaded into teams in the Fellow Didactic folder and should be emailed to the group. Fellows will be responsible for giving each other feedback on didactics. The seminar also will include a didactic presented by faculty. Please see the Learning Activities Calendar on page 32 for a list of didactics.

## Facilitate Peer Supervision

Intern Peer Supervision occurs every fourth Friday from 1:00pm-2:00pm. The first meeting will be in September. The primary goals of peer supervision are to facilitate evidence-based practices, provide explicit supervisory experience to fellows, expose trainees to the work that others are doing in other programs, and consider how their skills might be generalized to other settings. Fellows will lead a small group of predoctoral interns through a structured consultation process. Interns will come to supervision prepared to discuss a specific need in one or more of four categories: assessment/intervention, problem-

solving, validation (or support), and administrative issues. Fellows will facilitate the discussions and help ensure that everyone is heard. Training will occur prior to the initial intern peer supervision session, and faculty will be available to support the fellow, as needed.

### CLAS Standards Seminar

The overall goal of this year-long seminar is to help each psychology trainee make progress toward being a more humble and competent psychologist in clinical practice, teaching and mentoring, and/or research. The Culturally and Linguistically Appropriate Services (CLAS) standards are “a way to improve the quality of services provided to all individuals, which will ultimately help reduce health disparities.” (see <https://thinkculturalhealth.hhs.gov/clas/what-is-clas>). An ideal goal for each clinician would be to provide care and services that are respectful and responsive to the unique needs of all individuals. I hope this seminar allows trainees and facilitator/s to explore the interaction between their own identities, personal experiences, and societal influences; to nurture connection with others through dialogue, sometimes about difficult topics; and develop skills for navigating differences in their research, clinical work, teaching, and personal lives.

The baseline knowledge, attitudes, and skills for each trainee will vary, and thus, the growth and end-of-year progress will be different for each trainee. This seminar provides a variety of teaching modalities to enhance cross-cutting knowledge, attitudes, and skills in the CLAS Standards. Although the overall goal of the seminar is not explicitly to enhance bravery or your desire to be a champion for others, it is possible that certain trainees, facilitator/s, or ideas will gravitate toward bravery, championing, and change-making. This is welcomed and encouraged. This seminar is generally offered on the fourth Friday of the month from 10am-12pm.

### Department Seminars

The department seminar is the fourth Friday of the month from 2-3pm. This is an opportunity for fellows, faculty and interns to learn as a collective team. The format includes ethics round tables, clinical topics round tables, CLAS standards round tables, and a learning series on the various specialty areas in the Psychology Department. The format will include both didactic and small group discussions between faculty and trainees.

### Community-Based Presentations

Fellows also are expected to engage in at least two leadership activities in the community. Options include lectures on a topic of their choice within the community (e.g., parents, schools, medical professionals) and/or leading a journal discussion for the MMI faculty research meeting. Fellows should obtain feedback on their presentation from attendees to add to their professional portfolio. Fellows also should document the completion of these presentations in the Microsoft Teams Psychology Fellowship folder.

### Fellow Didactics

Each fellow will provide one lecture to other fellows on a clinical topic of their choice during the monthly fellow meetings. The presentation should be 45 minutes total, including time for discussion. Ideally, each case will cover a unique clinical topic (e.g., anxiety, depression, oppositional behavior, ADHD) and discussion of collaboration with primary care providers (PCPs), schools, and/or other related disciplines, if applicable. Psychology fellows will provide a resource to the group prior to the meeting (e.g., journal article, professional standard of practice documents, tool kit). This should be provided at least one week in advance and uploaded into Teams and emailed to the group and supervisors. Discussions should focus more on the chosen topic and sharing resources related to assessment, diagnosis and/or treatment.

Fellows will need to share their topic at the September meeting to make sure there is no overlap. Fellow presentations will occur in the spring. Psychology fellows also will develop a one-page handout on the topic they lead. This one-page handout should be designed for a target population (e.g., educators, medical providers, parents, youth). This handout is due at the time of the presentation and should be shared with all fellows on the Microsoft Teams Fellowship folder.

### Fellow Evaluations

Two evaluations of the fellow, one mid-year and one summative, are required. Research fellows will complete a total of four evaluations. Each evaluation should be completed by the primary supervisor with comments and signatures of the supervisor and fellow, and the signature of the Training Director. The evaluation form is found in the Microsoft Teams Fellowship folder under "Evaluations." At mid-term, if the fellow is at a 2 or lower on any rating, a formal remediation plan will be developed and documented by the fellow and supervisor(s). A mid-term meeting also will be scheduled with the training directors. Fellows must average a 4 or above in each area on their year-end evaluation to successfully complete fellowship. MMI Psychology Fellowship Directors must have all completed paperwork and documentation of required activities to issue your Certificate of Fellowship Completion.

### Individual Development Plan

Each fellow will complete an Individual Development Plan (IDP) addressing each of the fellowship competencies that are guided by APA standards: Clinical Application skills (assessment, intervention, and consultation), Education and Supervision, Science and Research, Ethical and Legal Standards, Sensitivity to Individual and Cultural Diversity in Professional Work, Professionalism, Communication Interpersonal Skills and Systems Work. The IDP will be developed by the fellow in collaboration with the supervisor(s) and reviewed with one of the training directors at the entry interview. Goals may be revised as needed. These ratings are essential for fellows to develop self-awareness associated with the development of competencies. Fellows are highly encouraged to review the IDP with their secondary supervisors at least monthly and more as needed in supervision. This will enhance skill development and build autonomy to prepare fellows to practice independently as a licensed psychologist in the future. The IDP should be reviewed and signed by the fellow, supervisor, and training directors at initial, mid-year and year-end.

### Leadership Project

Fellows are expected to take part in a leadership project that is significant, empirically sound, and ethically appropriate. Fellows are expected to spend 10-20 percent of their time in leadership-related activities (Fellows are referred to Appendix A of their contract to identify specific time allotment for leadership activities). The degree of involvement and the specific projects will be set between fellows and their secondary faculty supervisor at the beginning of the fellowship. Leadership projects should complement the fellow's IDP and be related to career goals. If the leadership project is a clinical service rather than a research project, fellows will be expected to develop a tool kit for the service and/or conduct program evaluation.

Specific goals and expectations for research and/or leadership projects will be set for each fellow and evaluated quarterly by the secondary supervisor. It is the fellow's responsibility to initiate quarterly updates on the leadership project with the supervisor and document on the IDP. Fellows also should provide updates monthly at the fellowship seminar. Leadership projects could include but are not limited to the following:

- Taking a leadership role in a research team/project in a specified way
- Taking initiative in leading research or projects
- Research productivity including submission of abstracts or presentations to scientific meetings and/or papers to scientific journals

- Starting a parent-training or therapy group
- Developing or improving a clinical procedure or practice and collecting program evaluation data
- Engagement in advocacy work
- Writing a grant

The leadership project will be evaluated based on significance, scientific merit, and innovation. See the rubric and guidelines for ignite presentations in the Microsoft Teams Ignite folder. Evaluation for leadership projects will take place by determining the degree to which fellows are accomplishing goals identified in the individual development plan and leadership project outline. All fellows will be expected to have the topic approved by the fellowship director and assistant director and provide a 1-page abstract with timeline by Monday, September 8, 2025. Please upload this into your private teams channel. Fellows are responsible for managing the timeline and meeting deadlines on their own. This is a leadership project to prepare fellows for taking on leadership roles in the future. There will be no intermediate deadlines—only the final Ignite presentations on June 12, 2026. The Ignite format will be reviewed at the April meeting to give you plenty of time to prepare your presentation. Please manage your time accordingly and work to meet your own deadlines established with your supervisor. Dr. Burt, Dr. Klepper, and your faculty supervisors are available to meet with you and support you on your leadership project, but you must initiate these meetings. More information is available on the Ignite Format in the Fellowship Teams Folder titled “Ignite.”

## Fellowship Responsibilities

Fellowship Responsibilities			
Activity	Requirement	Date Due	Competency
Clinical services	Meet weekly goals outlined in Appendix A of contract  1500 hours (1000 direct hours) by the end of fellowship	Weekly  July 31, 2026 (research fellows have 2 years to complete these hours)	All competencies
Supervision	2 hours weekly includes: 1 hour with primary supervisor on clinical cases 1 hour with secondary supervisor on professional development and leadership	Weekly	All competencies
Monthly Fellowship Seminar	Must attend 10 of 11 seminars, in person attendance unless pre-approved  In person attendance is required for final seminar/Ignite presentations	Generally, 2 <sup>nd</sup> Friday of every month 9:00am-11:30am Location: 40042 (most months)  June 12, 2026	All competencies
Program Specific Huddles	Attend monthly	1 <sup>st</sup> Friday of the month 9:00am-10:00am	All Competencies
Leadership Project	Implement an interdisciplinary leadership project during the fellowship year  Upload 1-page abstract to private Teams channel for approval  Provide updates in seminar  Check in with faculty supervisor  Ignite presentation	September 2025-June 2026  September 8, 2025 (before Entry Interview)  Monthly  Quarterly  June 12, 2026	All competencies
Individual Development Plan (IDP)	Develop an IDP based on the postdoctoral fellowship competencies. Upload to private Teams channel.	September 8, 2025 (before Entry Interview)  Quarterly	All competencies

	<p>Informally review with secondary supervisor</p> <p>Review with secondary supervisor and fellowship director. Upload to private Teams channel.</p>	<p>Mid-term: February 13, 2025 (before Mid-term Interview) Year-end: July 10 (before Exit Interview)</p>	
Community presentations	<p>At least 2 presentations in the community and/or to the department (e.g., lead a journal club discussion)</p> <p>Obtain satisfaction data and include in IDP</p>	July 2026	Professionalism Interpersonal Science
Fellow Led Didactic Presentation	<p>Present during seminar on a topic of the fellow's choice</p> <p>Sign up for date and topic</p> <p>Provide handout and reading</p>	<p>March-May 2026</p> <p>Orientation (August 1, 2025)</p> <p>1 week before didactic</p>	Clinical Professionalism Interpersonal Science
Intern Peer Supervision	Facilitate peer supervision of an assigned group of interns	4 <sup>th</sup> Friday of the month 1:00pm-2:00pm	Clinical Professionalism Education
CLAS Standards Seminar	<p>Complete experiential learning and independent self-study activities</p> <p>Attend monthly (beginning in August 2025)</p>	<p>4<sup>th</sup> Friday of the month 10:00am-12:00pm</p> <p>*3<sup>rd</sup> Friday in November, December and July</p>	All competencies
Department Seminars	Attend monthly	4 <sup>th</sup> Friday of the month 2-3pm	Clinical Professional Interpersonal Science
Master's Trainee Seminar	<p>Serve as discussion leader during monthly seminar 1-2 times</p> <p>Sign up</p>	3 <sup>rd</sup> Friday of the month 2:00pm-3:00pm	Clinical Professionalism Education
Trainee Mentoring Events	<p>Attend at least 3 out of the 5 events</p> <p>*Fellows will plan and lead event for October</p>	Dates TBA for 2025-2026	Professional Interpersonal Science

Evaluations	Observation of three live sessions (intake or testing feedback)  Evaluations of fellow completed by and reviewed with primary supervisor	End of September, November, and March  Mid-term: February 13, 2026 Final: July 10, 2026	All competencies
Optional Learning Activities (Work with secondary supervisor to select activities for didactics and weekly learning needs)			
LEND Clinical Topic seminars	Optional	2 <sup>nd</sup> and 4 <sup>th</sup> Friday of the month 12:00pm-1:00pm	Clinical Systems Professionalism
Nebraska Medicine Psychology journal club	Optional	4 <sup>th</sup> Friday of the month 12:00pm-1:00pm	Clinical Science
Grand Rounds	Optional	NA	Systems Clinical Science
GAIN Autism Training	Optional	4 <sup>th</sup> Friday of the month 11:45am-1:15pm	Clinical Education
BHECN Online Training -Core Topics Webinar Series -Online Training Modules -Recorded Webinars	Optional - plan and schedule as needed for IDP goals and learning activities with guidance from secondary supervisor	NA – Asynchronous	Clinical Science Systems Education
Project ECHO – UNMC/BHECN: Substance Use	Optional - plan and schedule as needed for IDP goals and learning activities with guidance from secondary supervisor	NA – Asynchronous	Clinical Science

## Evaluation

The Postdoctoral Psychology Fellowship Program at MMI continually assesses each fellow's performance. Feedback from the assessments facilitates the fellow's professional growth by acknowledging strengths and identifying performance areas that need improvement. Formative evaluations occur on a regular basis to provide ongoing input and feedback regarding a fellow's performance and support the continual development of fellow's skills and competencies. Formal evaluation forms are completed twice during the fellowship year. Specifically, a midyear evaluation is conducted, wherein each fellow's performance and goals are reviewed, with recommendations for subsequent activities and actions articulated. Likewise, a summative, end-of-year evaluation is completed to provide an appraisal of the fellow's competencies at the completion of their fellowship experience. Supervisors review these assessments and offer recommendations in individualized meetings with the fellows. The primary supervisor will complete the evaluations in consultation with the secondary supervisor at both mid-term and summative and meet with the fellow to review and discuss. In the meetings, differences between fellows' and supervisors' appraisals are expected to surface and, in most cases, be resolved. After the meeting, the supervisor and fellow sign the written evaluation and upload it into the private Teams channel and share with the Director and Assistant Director of Fellowship to review and sign. The primary faculty supervisor also will complete two live evaluations of a consult and/or evaluation feedback in the fall (i.e., due September and November) and one in the spring (i.e., due March) to review with the fellow. The fellow will also complete a self-assessment three times each year (entry, mid-year, and end of year) to assess and monitor progression of the IDP training goals and reviews with the secondary supervisor. The fellow in turn provides formal feedback to clinical supervisors and fellowship leadership twice yearly: mid-term and end-of-term. Ongoing informal feedback from the fellow to the supervisors and supervisors to the fellow is encouraged and expected.

## Due Process Procedures

\*These procedures are reviewed with fellows during the orientation at the beginning of fellowship. Fellows are expected to read the entire brochure and send in a document verifying they have read the fellowship brochure, and they understand and agree to expectations, including due process and grievance procedures.

**Due Process Procedures** are implemented in situations in which a supervisor or other faculty or staff member raises a concern about the functioning of a postdoctoral fellow. The fellowship's Due Process procedures occur in a stepwise fashion, involving greater levels of intervention as a problem increases in persistence, complexity, or level of disruption to the training program.

## Rights and Responsibilities

These procedures are a protection of the rights of both the fellow and the postdoctoral fellowship training program, and they carry responsibilities for both.

**Fellows:** The fellow has the right to be afforded with every reasonable opportunity to remediate problems. These procedures are not intended to be punitive; rather, they are meant as a structured opportunity for the fellow to receive support and assistance in order to remediate concerns. The fellow has the right to be treated in a manner that is respectful, professional, and ethical. The fellow has the right to participate in the Due Process procedures by having their viewpoint heard at each step in the process. The fellow has the right to appeal decisions with which they disagree, within the limits of this policy. The responsibilities of the fellow include engaging with the training program and the institution in a manner that is respectful, professional, and ethical, making every reasonable attempt to remediate behavioral and competency concerns, and striving to meet the aims and objectives of the program.

**Postdoctoral Fellowship Program:** The program has the right to implement these Due Process procedures when they are called for as described below. The program and its faculty/staff have the right to be treated in a manner that is respectful, professional, and ethical. The program has a right to make decisions related to remediation for a fellow, including probation, suspension, and termination, within the limits of this policy. The responsibilities of the program include engaging with the fellow in a manner that is respectful, professional, and ethical, making every reasonable attempt to support fellows in remediating behavioral and competency concerns, and supporting fellows to the extent possible in successfully completing the training program.

## Definition of a Problem

For purposes of this document, a problem is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways: 1) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior; 2) an inability to acquire professional skills in order to reach an acceptable level of competency; and/or 3) an inability to control personal stress, psychological dysfunctions, and/or excessive emotional reactions which interfere with professional functioning.

It is a professional judgment as to when an issue becomes a problem that requires remediation. Issues typically become identified as problems that require remediation 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 problem is not merely a reflection of a skill deficit which can be rectified by the scheduled sequence of clinical or didactic training.
3. The quality of services delivered by the fellow is sufficiently negatively affected.
4. The problem is not restricted to one area of professional functioning.
5. A disproportionate amount of attention by training personnel is required.
6. The fellow's behavior does not change as a function of feedback, remediation efforts, and/or time.
7. The problematic behavior has potential for ethical or legal ramifications if not addressed.
8. The fellow's behavior negatively impacts the public view of the agency.
9. The problematic behavior negatively impacts other trainees.
10. The problematic behavior potentially causes harm to a patient.
11. The problematic behavior violates appropriate interpersonal communication with agency staff.

### Informal Review

When a supervisor or other faculty/staff member believes that a fellow's behavior is becoming problematic or that a fellow is having difficulty consistently demonstrating an expected level of competence, the first step in addressing the issue should be to raise the issue with the fellow directly and as soon as feasible in an attempt to informally resolve the problem. This may include increased supervision, more frequent live supervision of clinical services and/or supervision of trainees, didactic training, and/or structured readings. The supervisor or faculty/staff member who raises the concern should monitor the outcome.

### Formal Review

If a fellow's problem behavior persists following an attempt to resolve the issue informally, or if a fellow receives a rating of a "2" or below on any competency on a supervisory evaluation, the following process is initiated:

- A. Notice: The fellow will be notified in writing that the issue has been raised to a formal level of review, and that a Hearing will be held.
- B. Hearing: The supervisor or faculty/staff member will hold a Hearing with the Training Director (TD) and fellow within 10 working days of issuing a Notice of Formal Review to discuss the problem and determine what action needs to be taken to address the issue. If the TD is the supervisor who is raising the issue, an additional faculty member who works directly with the fellow will be included at the Hearing. The fellow will have the opportunity to present his/her perspective at the Hearing and/or to provide a written statement related to his/her response to the problem.
- C. Outcome and Next Steps: The result of the Hearing will be any of the following options, to be determined by the Training Director and other faculty/staff member who was present at the Hearing. This outcome will be communicated to the fellow in writing within 5 working days of the Hearing:
  1. Issue an "Acknowledgement Notice" which formally acknowledges the following:
    - a) That the faculty is aware of and concerned with the problem;
    - b) That the problem has been brought to the attention of the fellow;
    - c) That the faculty will work with the fellow to specify the steps necessary to rectify the problem or skill deficits addressed by the inadequate evaluation rating; and,
    - d) That the problem is not significant enough to warrant further remedial action at this time.
  2. Places the fellow on a "Remediation Plan" which defines a relationship such that the faculty, through the supervisors and TD, actively and systematically monitor, for a specific length of time, the degree to which the fellow addresses, changes and/or otherwise improves the problematic behavior or skill deficit. The implementation of a Remediation Plan will represent a probationary status for the fellow. The length of the probation period

will depend upon the nature of the problem and will be determined by the fellow's supervisor and the TD.

- a) A written Remediation Plan will be shared with the fellow in writing and will include:
    1. The actual behaviors or skills associated with the problem;
    2. The specific actions to be taken for rectifying the problem;
    3. The time frame during which the problem is expected to be ameliorated; and,
    4. The procedures are designed to ascertain whether the problem has been appropriately remediated.
  - b) At the end of this remediation period as specified in "c" above, the TD will provide a written statement indicating whether the problem has been remediated. This statement will become part of the fellow's permanent file. If the problem has not been remediated, the Training Director may choose to move to Step D below or may choose to extend the Remediation Plan. The extended Remediation Plan will include all the information mentioned above, and the extended time frame will be specified clearly.
3. Place the fellow on suspension, which would include removing the fellow from all clinical service provision for a specified period, during which the program may support the fellow in obtaining additional didactic training, close mentorship, or engage some other method of remediation. The length of the suspension period will depend upon the nature of the problem and will be determined by the fellow supervisor and the TD.
- a) A written Suspension Plan will be shared with the fellow in writing and will include the following:
    1. The actual behaviors or skills associated with the problem;
    2. The specific actions to be taken for rectifying the problem;
    3. The time frame during which the problem is expected to be ameliorated; and,
    4. The procedures are designed to ascertain whether the problem has been appropriately remediated.
  - b) At the end of this remediation period as specified in "c" above, the TD will provide a written statement indicating whether the problem has been remediated to a level that indicates that the suspension of clinical activities can be lifted. The statement may include a recommendation to place the fellow on a probationary status with a Remediation Plan. In this case, the process in #2 above would be followed. This statement will become part of the fellow's permanent file.
- D. If the problem is not rectified through the above processes, or if the problem represents gross misconduct or ethical violations that have the potential to cause harm, the fellow's placement within the fellowship program may be terminated. The decision to terminate a fellow's position would be made by the Training Committee (includes the Training Director, Assistant Training Director, and MMI Psychology Leadership team) and a representative of MMI Academic Affairs Educational Committee and would represent a discontinuation of participation by the fellow within every aspect of the training program. The Training Committee and MMI Academic Affairs would make this determination during a meeting convened within 10 working days of the previous step completed in this process, or during the regularly scheduled monthly Training Committee meeting, whichever occurs first. The TD may decide to suspend a fellow's clinical activities during this period prior to a final decision being made, if warranted.

All time limits mentioned above may be extended by mutual consent within a reasonable limit.

## Appeal Process

If the fellow wishes to challenge a decision made at any step in the Due Process procedures, he or she may request an Appeals Hearing before the Training Committee. This request must be made in writing to the TD within 5 working days of notification regarding the decision with which the fellow is dissatisfied. If requested, the Appeals Hearing will be conducted by a review panel convened by MMI Academic Affairs Education Committee. Following the receipt of the statement from the fellow, the Director of Academic Affairs (or appointed individual) will select a committee of 3 faculty and 2 postdoctoral scholars who have no prior knowledge of the dispute/grievance. The Director of Academic Affairs (or an appointed individual from the Educational Committee) will appoint a chair of the committee and will notify the fellow in writing of the hearing. The Appeals Hearing will be held within 10 working days of the fellow's request. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. Only those witnesses will be considered whom the committee deems have the first-hand knowledge of the facts related to the resolution of the issue(s). The review panel may uphold the decisions made previously or may modify them. The fellow may be accompanied by an advisor of their choosing who will afford moral support and act as an observer/advisor. The advisor may not participate in the hearing. The Director of MMI Academic Affairs (or appointed individual from the Educational Committee) and chair of the committee should be informed who will be attending by the fellow, prior to the hearing.

If the fellow is dissatisfied with the decision of the review panel, they may appeal the decision, in writing, to the head of the committee. If the fellow is dissatisfied with the decision of the chair of the committee, they may appeal the decision, in writing, to the MMI Director of Academic Affairs (or an appointed individual if there is a conflict). Each of these levels of appeal must be submitted in writing within 5 working days of the decision being appealed. The MMI Director of Academic Affairs has final discretion regarding outcome.

## Grievance Procedures

**Grievance Procedures** are implemented in situations in which a psychology fellow raises a concern about a supervisor or other faculty member, trainee, or any aspect of the fellowship training program. Fellows who pursue grievances in good faith will not experience any adverse professional consequences. The following are the processes for situations in which a fellow raises a grievance about a supervisor, staff member, trainee, or the fellowship program:

### Informal Review

First, the fellow should raise the issue as soon as feasible with the involved supervisor, staff member, other trainee, or the TD to resolve the problem informally.

### Formal Review

If the matter cannot be satisfactorily resolved using informal means, the fellow may submit a formal grievance in writing to the TD. If the TD is the object of the grievance, the grievance should be submitted to MMI Psychology Director. The individual being grieved will be asked to submit a response in writing. The TD (or MMI Psychology Director, if appropriate) will meet with the fellow and the individual being grieved within 10 working days. In some cases, the TD or MMI Psychology Director may wish to meet with the fellow and the individual being grieved separately first. In cases where the fellow is submitting a grievance related to some aspect of the training program rather than an individual (e.g., issues with policies, curriculum, etc.), the TD and MMI Psychology Director will meet with the fellow jointly. The goal of the joint meeting is to develop a plan of action to resolve the matter. The plan of action will include the following:

- a) The behavior/issue associated with the grievance;
- b) The specific steps to rectify the problem; and,
- c) Procedures designed to ascertain whether the problem has been appropriately rectified.

The TD or MMI Psychology Director will document the process (see below) and outcome of the meeting. The fellow and the individual being grieved, if applicable, will be asked to report back to the TD or MMI Psychology Director in writing within 10 working days regarding whether the issue has been adequately resolved.

If the plan of action fails, the TD or the MMI Psychology Director will work with the MMI Academic Affairs Educational Committee to convene a review panel consisting of the TD (unless the grievance is toward the TD) and at least two other members of the training faculty and 2 postdoctoral fellows who have no prior knowledge of the dispute/grievance within 10 working days. The grievance committee should identify a chairperson and then notify the fellow of the date and time of the hearing. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. Each party can provide supporting witnesses, if any, provided a brief statement describing what information each witness has regarding the grievance has been submitted to the committee. Only those witnesses will be considered whom the committee deems have the first-hand knowledge of the facts related to the resolution of the issue(s). The fellow may be accompanied by an advisor of his/her choosing who will afford moral support and act as an observer/advisor. The advisor may not participate in the hearing. The chairperson of the committee should be informed who will be attending by the fellow, prior to the hearing. The hearing will be confidential and only those people whose presence is determined to be necessary by the committee will be present during the hearing. The fellow and the fellow's advisor, if any, and the respondent (individual the grievance was filed against) may be present throughout the hearing. A witness will be included in the hearing *only* when testifying. No more than one

witness will be called to testify at a time. All questioning of a witness will be by the committee, unless the committee decides differently.

The hearing procedure should include the following:

- a) Call to order by the Chair of the Committee
- b) Introduction of those present
- c) Statement of the issues grieved
- d) Presentation of evidence and testimony in support of the issues grieved
- e) Questioning of the fellow's witnesses
- f) Presentation of evidence and testimony by the Respondent
- g) Questioning of the Respondent's witnesses
- h) Closing statements

The committee will meet in private and provide a brief narrative statement explaining its findings and a summary of the supporting documentation. The committee's written decision shall be transmitted to the Director of Academic Affairs at MMI (or appointed individual). The Director of Academic Affairs at MMI (or appointed individual) will notify the fellow and respondent of the committee's decision and any action to be taken as a result of the committee's decision. The decision of the Director of Academic Affairs at MMI (or appointed individual) will be final. If the review panel determines that a grievance against a staff member cannot be resolved internally or is not appropriate to be resolved internally, then the issue will be turned over to Human Resources to initiate the agency's due process procedures.

*\*\*Note that there may occasionally be a situation where a supervisor and trainee are working through a problem or conflict and they ask a third party (e.g., the training director or director of Academic Affairs) to sit in on one of their meetings to help negotiate a resolution or develop a remediation plan. This can be helpful. There may also be a situation where a trainee and supervisor agree to record a supervision session for documentation purposes or to seek input from a third party (e.g., the training director or director of Academic Affairs). However, recording in-person conversations, video calls or phone dialogs without mutual consent results in diminished trust between the parties and goes against the culture of open dialog between faculty, staff and students at MMI. So, while it is technically legal in Nebraska to record without consent, at MMI it is expected that anyone intending to record a conversation must have the consent of all involved.*

## Facility and Support

The Munroe-Meyer Institute (MMI) is one of the six major components of the University of Nebraska Medical Center. MMI is an interdisciplinary service, training and research center comprised of 15 health care professions. MMI specializes in providing services and support for persons with behavioral, emotional, physical, cognitive, genetic, and developmental disabilities. Clinical service programs are provided in a collaborative environment that provides opportunities for both education and research. The Institute's mission includes a strong commitment to applied and basic research conducted by faculty members, staff and students from all MMI's disciplines and programs.

Clinical services are provided in Nebraska Medical Center hospitals, MMI Clinics, schools, and community-based primary clinics throughout Nebraska. MMI also provides state-wide technical assistance, continuing education, and consultation to public schools, behavioral health agencies, and other programs providing services to children, youth, and adults. Referrals to MMI are made by pediatricians, schools, and parents seeking treatment, second opinions, or interdisciplinary assessments for children and adolescents. Professional staff members are organized within disciplines that include Psychology, Special Education, Clinical Genetics, Developmental Medicine, Occupational Therapy, Physical Therapy, Speech Pathology, Social Work, Recreation Therapy, Nutrition, Nursing, Genetics Laboratories and the Center for Autism Spectrum Disorders.

Faculty consider attendance at conferences to be an important part of professional development as well as a means of establishing important contacts for future employment. Thus, all fellows are encouraged to attend educational workshops and professional conferences during the year. In addition, fellows who have been invited to present clinical research findings at conferences or who are preparing presentations for job interviews are encouraged and financially supported by the department to use the Institute Media Center to develop professional-quality presentations. Fellows who are the first author on a poster or presentation are provided up to \$1,500 in travel funds per year, pending travel requirements by UNMC. Fellows who are not first author on a paper can also apply to serve as an Ambassador to the program at conferences and obtain up to \$1,500 for travel to conferences. Fellows receive \$600 in professional development funds. Please see the psychology manual for guidelines for using professional growth funds. All receipts must be processed within 60 days to be reimbursed. \*Please note that all professional growth/development/travel funds are conditional based on UNMC policies on travel and professional growth.

Additional resources available to each fellow include office space, an individual computer, access to the internet and online statistical packages as well as online library search engines, unlimited copying and phone services, and media services. An SPSS subscription has been purchased and put on a computer in the student computer lab. The computer lab is located on the second floor in room 20200. SPSS is on the computer that is the first computer to the right when you enter. Professional development and training opportunities are available through the University System at UNMC and University of Nebraska Omaha.

Employees who are having difficulty performing the essential functions of their job due to a medical condition may request an accommodation under the Americans with Disabilities Act ("ADA"). Please contact the Fellowship Director (Dr. Jennifer Burt) and Associate Director of Fellowship (Dr. Christian Klepper) for guidance on establishing an accommodation plan with UNMC/MMI.

## Preparation for Licensure

Licensure requirements in the state of Nebraska include 1,500 hours of supervised experience (1,000 hours must be related to direct face to face patient care), 1 hour of weekly individual supervision, pass the EPPP and a state specific oral examination. The requirements for this program exceed the state of Nebraska licensure requirements. Fellows will have a didactic in the fall to support preparation for the EPPP and

should plan to develop a study plan with their secondary supervisor. Fellows are encouraged to form study groups to support each other to meet licensure requirements and pass the EPPP. The fellows will be provided with materials to support studying for the EPPP and can use their own professional growth funds to purchase more materials if desired. Please see the psychology manual for guidelines for using professional growth funds. All receipts must be processed within 60 days to be reimbursed.

**Benefits**

**Stipend:** \$62, 652 paid in 12 monthly payments (2025-2026)

*\*We use NIH standards for fellowship salary*

**Insurance and Retirement Plan Benefits:** University of Nebraska Medical Center offers a comprehensive benefits plan for postdoctoral psychology fellows, which is the same plan available to all full-time employees, including health insurance, dental insurance, and optional life and disability insurance. Please refer to the UNMC Benefits Summary for more detailed information. <https://nebraska.edu/faculty-and-staff/health-benefits>

**Vacation and Leave:** Fellows will accrue 8 hours of vacation and sick leave each month. Sick and vacation leave can be completed on the firefly account. Sick leave is for illness/medical appointments and cannot be used for vacation. It can be accessed on the faculty and staff page of UNMC. UNMC recognizes one (1) banked holiday, during which UNMC operations are open, Martin Luther King, Jr. Day (Third Monday in January). Banked holidays must be used within 12 months of being earned. UNMC recognizes five (5) floating holidays, during which UNMC operations are open; employees may use these days on or after the date on which they are observed, with supervisory approval. These days are President’s Day (Third Monday in February), Arbor Day (Last Friday in April), Juneteenth (June 19), Columbus Day (Second Monday in October), and Veteran’s Day (November 11). Floating holidays must be used within 12 months of being earned. UNMC provides twelve paid holidays a year to all regular employees, who are in a paid status: New Year’s Day (January 1), Memorial Day (Last Monday in May) Independence Day (July 4), Labor Day (First Monday in September), Thanksgiving Day (Fourth Thursday in November), Day After Thanksgiving (Friday following the Fourth Thursday in November), and Christmas Day (December 25). Holidays falling on the first day of the weekend will be observed on the day before; holidays falling on the last day of the weekend will be observed the following day. This is a 12-month fellowship, and vacation days cannot be turned in the final two weeks of fellowship.

Banked Holiday (1)	Floating Holidays (5)	Paid Holidays (7)
Martin Luther King, Jr. Day (Third Monday in January)	President’s Day (Third Monday in February) Arbor Day (Last Friday in April) Juneteenth (June 19) Columbus Day (Second Monday in October) Veteran’s Day (November 11)	New Year’s Day (January 1) Memorial Day (Last Monday in May) Independence Day (July 4) Labor Day (First Monday in September) Thanksgiving Day (Fourth Thursday in November) Day After Thanksgiving (Friday following the Fourth Thursday in November) Christmas Eve (December 24 <sup>th</sup> )* only 2025 Christmas Day (December 25)

Fellows are also allowed up to five (5) additional days leave per year for professional development and continuing education. Professional days include time to interview and/or attend conferences. Please do your best to schedule interviews around your clinic days. If you schedule during clinic, it is your responsibility to reschedule all patients as soon as possible. You may need to consider adding an extra day or telehealth sessions from MMI if your clinic doesn't have space for you to add a day. If you take more than 5 professional days, you may be required to take vacation days. Under special circumstances, accommodation may be made for more than 5 professional days. The psychology fellow will be required to write a proposal documenting days used and the professional necessity for additional professional days. The fellowship leadership team will meet with the fellow's direct supervisor to determine if additional professional days are warranted or if the fellow will be required to take vacation days. Please notify Dr. Burt, Dr. Klepper and your supervisor when you are taking professional days and mark it on the psychology calendar. You do not need to take these off on Firefly.

All of MMI and our Psychology Training programs are in person attendance for services, trainings and meetings and operating hours are 8am-5pm Monday-Friday. Fellows are expected to be in the office or clinic every day. Working from home should be used minimally (e.g., in the event of severe weather) and must be approved by your primary supervisor and put on the department calendar. When a fellow uses a vacation day, the fellow should receive approval from the primary supervisor and put it on the department calendar. The fellow also needs to request the day off on Firefly for sick and vacation leave. Per department policy, the fellow should also put their "out of office" reply on their email. If a fellow takes vacation and will miss a fellowship training, they are required to notify Dr. Burt and Dr. Klepper in advance for approval and identify a plan to make up the training.

Fellows must be in "good standing" for vacation days to be approved. This means you should be compliant with closing notes within 7 business days and have no outstanding notes at the end of the month. Fellows may be required to close delinquent open encounters prior to taking vacation.

Fellows separating that do not use all their vacation leave will get a vacation/floating/banked leave payout on their last monthly paycheck. Sick leave is never paid for Faculty/Managerial staff/Fellows.

Fellows transitioning to Faculty will keep their vacation/floating/banked. Sick leave will not matter as they will get an automatic 1,040 hours in the new position.

Fellows should document their hours for required activities in the Microsoft Teams Site in their individual channel. The hours log should be updated and submitted monthly to the Training Director, Assistant Training Director and the primary/secondary supervisor.

It is the fellow's responsibility to contact patients and reschedule them if clinic is cancelled. You should also notify your supervisors and MMI admin (Christi Ives, Dani Porter, Paula Nelson, and Stacy Heath) of your plan to cancel clinic.

**EPPP:** The department will support fellows to prepare for the EPPP. A didactic is held at the beginning of the fellowship to help fellows to start preparing for the EPPP. Materials are purchased for fellows to study and fellows are encouraged to work as a cohort to support each other to study for the EPPP. Fellows can use professional growth to take the EPPP. They are responsible for paying for it and turning in receipts to Christi/Dani within 60 days of paying for it. University policy requires this to be done within 60 days to be reimbursed. All fellows will receive a professional day to take the EPPP. Some fellows like to take time off to study for the EPPP the week before the exam. They can do this if they use vacation days and approve their time off with their primary supervisor. Fellows taking vacation time for studying should use Firefly to take these days off. Some fellows do not elect to take time off to study the week before the exam. All

fellows are expected to maintain their regular clinic schedule the week before the exam if they do not take time off. You do not need to take the day off for the EPPP, but you should put that you are out on the department calendar.

**Professional Liability:** Postdoctoral Fellows are covered for their training activities under University of Nebraska Medical Center professional liability insurance (\$1,000,000.00 per claim and \$3,000,000.00 aggregate). Fellows are also encouraged to consider purchasing their own professional liability insurance from an independent agency.

**Nebraska Psychological Association (NPA) Membership:** All fellows will receive membership to NPA paid for by the psychology department. Fellows will also receive funding to attend one NPA conference per year.

**Professional Development Funds:** All fellows will receive \$600 in professional development. This money does not cover LP licensing fees. Professional Development funds cannot be used to purchase any equipment (e.g., iPads, computers, ear buds) unless it is specifically approved by the Training Directors, Department Director, and the IT Department. If equipment is purchased, it must be returned to the department at the end of training per University Policies. These funds should be used to augment any department training related to professional development goals on the IDP. The fellow can select how to spend these funds with the guidance of supervisors and/or the Training Directors, as needed. A list of suggested conferences and/or webinars is provided on the Microsoft Teams site. Review the psychology manual for all procedures for submitting professional development.

## Additional Policies and Procedures for Fellows

Detailed procedures for fellows and all psychology faculty members and trainees can be found in the Psychology Manual on the Microsoft Teams site.

### Procedure for Maintaining Client Files

- Fellows should meet with their supervisors to decide which cases will carry over to new rotation and which will stay with supervisor.
- Fellows should confirm with their supervisors and clean out files for cases that have been closed/terminated. Inactive files must be cleaned out per department policies in the Psychology Manual. The Psychology Manual can be found on Teams.
  - Shred psychology notes and related materials
  - Take protocols for scanning to Christi/Dani/Stacy (name, DOB and MRN on documents)
  - Recycle file folders
- Fellows should clean out files for cases that have been inactive for at least two months (e.g., clients no showed; failed to schedule follow ups; or cancelled repeatedly).
- Fellows should keep remaining files in a locked, secure location.
- At the end of your psychology fellowship, all files are expected to be cleaned out. Fellows should give active files to the clinician to whom you are transferring care. Inactive files must be cleaned out per department policies in the Psychology Manual. The Psychology Manual can be found on Teams.

Employment will be contingent on satisfactory completion of a background check, completion of the doctoral degree, and obtaining a provisionally licensed psychologist and licensed mental health practitioner licensure. Once employed, fellows are also expected to complete UNMC compliance training within 30 days of the start date. Links will be sent to the fellow to complete the training on Canva. Additional compliance trainings may be assigned throughout the year by UNMC. **If you do not complete compliance training by the due date, you will be terminated immediately per Dr. Mirnics.**

**All fellows will be responsible for completing documentation related to funding. It may vary depending on the funding source. All fellows will complete the pre-training, mid-training and post-training report. See link below. These will be sent to you and often come from Laura Holly.**

<https://forms.office.com/Pages/ResponsePage.aspx?id=QImihGS0w0G6O7T6ZmW8BV1ILsvעדJkXFViX64S-pUQ0JDOUFLWjFIVkVBMFZZVIVSU0xHT0NOVy4u>

### Concerns

All fellows are encouraged to work with their primary and/or secondary supervisor if they witness any ethical or legal concerns at MMI or UNMC. It is a professional development opportunity to learn how to report these and follow guidelines to go to the source first. If this process is not handled appropriately, fellows should reach out to the fellowship directors, department director or use the department confidential box to share feedback anonymously. Below are links that can also be accessed at the University to report ethical or legal concerns if the department does not handle it appropriately.

[EthicsPoint – reporting information](#)

[Academic Affairs – Compliance information and reporting](#)

[Title IX – File a Complaint](#)



## Application Procedure

**Qualifications:** Applicants must demonstrate completion of all professional doctoral degree requirements from an APA-accredited program (Ph.D. or Psy.D.) and an APA-approved pre-doctoral internship. All applicants should be eligible to obtain a provisionally licensed psychologist license in the state of Nebraska. Preference is given to applicants who also have been certified by the Behavior Analysis Certification Board. Fellows must have a driver's license and the ability to travel to outreach clinical sites from 5 to 180 miles on a regular basis. Additionally, applicants must be eligible for a licensed mental health practitioner credential within the state of Nebraska and obtain an LMHP or credentialed as a certified behavior analyst by the start date of fellowship <https://dhhs.ne.gov/licensure/Pages/Professions-and-Occupations.aspx>. Postdoctoral fellows are required to complete their doctoral degree prior to beginning postdoctoral fellow training. If the degree will not be conferred until after the start date of August 1st, then the fellow is required to submit a rights and privileges letter from the training director of the University where the degree will be conferred. A rights and privileges letter verifies the completion of all degree requirements pending institution graduation ceremony. ***Applicants willing to train in or with goals of living and providing psychological services in underserved/rural areas in Nebraska will receive special consideration.***

**General Application and Selection Procedures:** The Munroe-Meyer Institute at the University of Nebraska Medical Center Psychology Postdoctoral Fellowship Program is an APPIC accredited program and complies with APPIC application procedures. UNMC is an equal employment opportunity employer, including of protected veterans and individuals with disabilities.

A virtual open House is offered to learn more about fellowship training at MMI. Applicants can attend on Monday, November 3<sup>rd</sup> from 12-1pm CST or Wednesday, November 5<sup>th</sup> at 5-6pm CST. Email Christi Ives at [cives@unmc.edu](mailto:cives@unmc.edu).

Submit applications electronically to Christi Ives at [cives@unmc.edu](mailto:cives@unmc.edu). The APPIC application deadline is Friday, November 21st, 2025. Selected applicants will be invited for an interview conducted virtually on December 11<sup>th</sup> or 12, 2025.

Materials required will include the following:

1. Cover letter, describing the following:
  - Statement of interest and fit with position
  - Track(s) applying to (applicants are invited to apply to 1 or more tracks at MMI)
  - Indicate if you are applying to a 2-year research fellowship
  - Date (or anticipated date) of dissertation defense
  - Anticipated date of degree conferral
  - Current **direct clinical** hours obtained post-master's and anticipated number of **direct** post-master's clinical hours (as of May 1, 2026). Direct hours include interviewing, therapy, case conferences, behavioral observations and management, evaluations, treatment planning, testing, consultations, and biofeedback.
  - Names of recommenders who will be sending letters
2. Curriculum vitae (CV)
3. Three letters of recommendation (sent directly from referees)

## Additional Information

Munroe-Meyer Institute: <http://www.unmc.edu/mmi/>

Program website: <http://www.unmc.edu/mmi/departments/psychology/index.html>

On-site interviews are not required. Interviews will be scheduled in December. MMI will make offers for Fellowship in accordance with the APPIC selection guidelines and APPIC Common Hold Date.

**Questions about the Fellowship can be directed to the Fellowship Director and/or Assistant Director:**

Jennifer Burt, PhD [jburt@unmc.edu](mailto:jburt@unmc.edu)

Christian Klepper, PsyD [christian.klepper@unmc.edu](mailto:christian.klepper@unmc.edu)

**Please send all application material via email to:**

Christi Ives [cives@unmc.edu](mailto:cives@unmc.edu)



*Due Process Documentation*

Meeting Date:

Meeting Time:

Fellow:

Supervisor:

Concern:

Action Plan:

Fellow

Supervisor

Follow-Up Meeting Date & Time:

Fellow

Date

Supervisor

Date



*Due Process Documentation – Follow-Up*

Meeting Date:

Meeting Time:

Resolution Summary:

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Fellow

Date

Supervisor

Date