Medical Psychology Fellowship Program

Goals & Objectives

Mission
Mayo Clinic’s Vision – “Provide an unparalleled experience as the most trusted partner for health care” and Mayo’s Primary Value – “The needs of the patient come first” lead to our institutional mission: “To inspire hope and contribute to health and well-being by providing the best care to every patient through integrated clinical practice, education and research.”

The postdoctoral program models the mission of the institution by emphasizing integrated clinical practice, education, and research. The faculty utilize a patient-centered approach in their clinical and scholarly activities. All resources available to faculty in support the delivery of clinical care (e.g., scheduling staff, electronic medical record, digital dictation, medical social services resources) are also available to the fellows. The postdoctoral program, the Department of Psychiatry and Psychology, and Mayo Clinic all center on the interaction of the “three shields” of Mayo Clinic: clinical care, education, and research.

Statement of Purpose and Goals
The Primary purpose of the Mayo Clinic Medical Psychology Fellowship Program is to provide comprehensive two-year postdoctoral training in professional psychology which emphasizes the integration of clinical practice and scientific knowledge relevant to advanced specialized competence as psychologists in academic health science centers. The training model emphasizes the scientist-practitioner model, in which psychological assessment and treatment is informed by evidence-based best practices, and clinical practice and discovery contributes to clinical research. The fellowship program is consistent with the overall institution in its emphasis on integrated, academic group practice that values the dynamic interactions among clinical practice, education, and translational science. Postdoctoral training is accomplished through active participation in integrated multidisciplinary teams that model professional communication, specialized evaluation and treatment planning, and delivery of evidence-based psychological treatments. Fellows receive regular clinical supervision and research mentorship, and have access to clinical and scholarly resources in support of their own professional development, the care of the patients they serve, and their own research endeavors. Postdoctoral training includes continuing professional development courses, grand rounds, seminars,
clinical experiences in assessment and intervention with a diverse range of individuals with both medical and psychological problems, supervision in evidence-based assessment and intervention, experience and training in consultation, and research training in protocol development and manuscript preparation. These experiences provide a breadth and depth of training to prepare postdoctoral fellows for careers as clinician-scientists in academic health science centers. The fellowship training experiences are consistent with a fellow-centered approach, in which each fellow’s learning preferences, professional development needs, and career desires are considered. Evaluations and formal and informal feedback of fellows, the faculty, and the fellowship program are conducted regularly and inform continuous improvement efforts in the fellowship program to best prepare fellows for advanced practice in their specific specialty practice area of professional psychology.

The three major goals of this fellowship are as follows:

- **Goal #1:** Acquire advanced knowledge, assessment skills, and intervention skills necessary to effectively treat adult patients within a health care system.
- **Goal #2:** Develop scholarship and research skills consistent with the scientist-practitioner model of our program that will equip the fellow to pursue a career in a medical center or academic health science center.
- **Goal #3:** Acquire advanced knowledge and skills in consultation and knowledge of administrative aspects of medical psychology within a health care system.

**Training Philosophy**

The Medical Psychology Fellowship and its constituent specialty practices are guided by a common philosophy of training that places the interest of training and professional development foremost for the postdoctoral fellows. The clinical practices in which fellows train do not rely on fellows in any way for their operation, and fellows do not face clinical productivity requirements. Instead, the program integrates clinical service opportunities into the overall plan of training for the fellows.

All fellows participate in supervised clinical experience with graduated responsibility, assessment, and feedback. All fellows have protected research time and a research mentor (30%), protected educational time to attend grand rounds and our seminar series, and have a training plan over-seen by the Medical Psychology Fellowship Training Committee. Fellows also receive training in administration, ethics, diversity, and consultation. The fellowships
provide funding and paid time off for fellows to attend professional trainings/continuing education.

**Training Model**
Please see information provided for each specialty program. The following education and training goals respond to the overall model of training.

The Mayo Clinic Medical Psychology Fellowship Program provides comprehensive two-year postdoctoral training in professional psychology emphasizing the integration of clinical practice and scientific knowledge. The program’s curriculum insures training to advanced specialized competence relevant to the practice of medical psychology in an academic health science center. Training emphasizes the scientist-practitioner model, in which evidence-based best practices guides psychological assessment and treatment, and clinical practice informs clinical research and discovery. Fellows develop competency through active participation in integrated multidisciplinary teams, which model professional communication, specialized evaluation and treatment planning, and delivery of evidence-based psychological treatments. Faculty supervise fellows in all clinical care, and mentor the fellows’ research. Fellows have access to clinical and scholarly resources in support of their own professional development, the care of the patients they serve, and their own research endeavors. Postdoctoral training includes continuing professional development courses, grand rounds, seminars, clinical experiences in assessment and intervention with a diverse range of individuals with both medical and psychological problems, supervision in evidence-based assessment and intervention, consultative experience and training, and research training in protocol development and manuscript preparation. These experiences provide a breadth and depth of training to prepare postdoctoral fellows for careers as clinician-scientists in academic health science centers.

The fellowship training follows a fellow-centered philosophy, in which each fellow’s learning preferences, professional development needs, and career desires informs the content of the 2-year curriculum.

The fellowship program ensures that the training meets specialty-training guidelines through a robust process of program evaluation. The program conducts formal evaluations of the program and the faculty regularly, and uses those evaluations to inform continuous improvement efforts in the fellowship
program to best prepare fellows for advanced practice in their specific specialty practice area of professional psychology.

**Training Sites**
See specialty specific training sites.

**Goals, Objectives, and Competencies**
The major goals of the overall fellowship program are as follows:

- **Goal #1:** Acquire advanced knowledge, assessment skills, and intervention skills necessary to effectively treat adult patients within a health care system.
- **Goal #2:** Develop scholarship and research skills consistent with the scientist-practitioner model of our program that will equip the fellow to pursue a career in a medical center or academic health science center.
- **Goal #3:** Acquire advanced knowledge and skills in consultation and knowledge of administrative aspects of medical psychology within a health care system.

These goals of the overall fellowship program inform the specific goals, competencies, objectives and evaluation process for each of the specialty programs.

See specialty specific objectives, and competencies.

**Curriculum Training Activities**

**Curriculum area:** *Theories and effective methods of psychological assessment, diagnosis and interventions*

**Required training/experiential activities:**
The Medical Psychology Fellowship Program educates fellows in theories and methods of psychological assessment, diagnosis, and interventions through required training and activities included in

- Required specialty specific seminars
- Medical Psychology Seminar
- Psychiatry and Psychology Grand Rounds.

Faculty provide fellows with individualized feedback designed to enhance their skills in clinical evaluation and treatment during weekly supervision and regular
clinical work together. Faculty educate fellows in intervention efficacy through measurement of treatment response and outcome.

Please see information from each specialty program for additional detail.

**Competencies expected:**

1. Accurate/complete biopsychosocial assessment
2. Knowledge of relevant medical/physiological aspects of symptom presentation
3. Effective utilization of measures and/or self-monitoring for patient assessment
   - behavioral observation
   - objective
   - self-report
   - mental status examination
4. Competent case formulations
   - differential diagnosis
   - coherent case presentations
   - identify evidence-based interventions
   - behavioral observation
5. Effective documentation/communication of assessment findings
   - medical record documentation
   - communication to referral source
   - communication to patient
6. Provision of evidence-based individual or group treatment
7. Practice in an ethical manner
8. Incorporate awareness of individual differences and diversity in assessment/intervention

**How outcomes are measured:**

Tools to assess outcomes (evaluation metrics):

- Attendance Tracking
  The education program coordinator tracks participation in seminars and Psychiatry and Psychology Grand Rounds.
- Global Faculty Evaluations
  Faculty meet and provide formal evaluation about the competencies listed above to the specialty director. Faculty complete formal evaluations quarterly using the Mayo School of Graduate Medical Education’s Integrated Scheduling and Evaluation System (ISES).
- Advisor Evaluation

All fellows meet quarterly with the specialty director to discuss their progress in the training program, who maintains a small database to track progress on clinical, educational, scholarly activities and licensure progress. The specialty director provides a narrative (qualitative) summary of the fellow’s progress that incorporates the fellow’s self-assessment at the semi-annual and annual review.

**Curriculum area:** Consultation, program evaluation, supervision and/or teaching

**Required training/experiential activities:**
The program educates fellows in consultation by required training and activities included in
- Specialty specific Administrative Meetings and Seminars
- Medical Psychology Seminar
- Psychiatry Grand Rounds

Most faculty participate in consultative practice, which allows the fellow to participate in and observe modeling of relevant skills in daily practice. Fellows participate in multidisciplinary workgroups in their area of focus, which also provides the opportunity to observe and practice the role of consultant. These teams also offer teaching and supervisory opportunities with others disciplines, including nursing, social work, psychiatry, nutrition, speech pathology, occupational therapy, physical therapy, and medical students.

Optional teaching and supervisory experiences include:
- Teaching of a cognitive-behavioral therapy course for psychiatry residents each summer for second-year fellows
- Supervising psychiatry residents individually as they provide cognitive-behavioral treatment for mood disorders with related readings and mentorship on the supervisory process provided by Drs. Seime and Vickers-Douglas.

Please see information from each specialty program for additional detail.

**Competencies expected:**
1. Clarify and address consultation question
2. Effective consultation with health professionals
   - Clear, succinct communication
   - Participation in multidisciplinary workgroups
3. Perform administrative roles
- administrative meetings
- committee participation

4. Seeks supervision appropriately
5. Development of own supervisory skills
6. Develop and present educational material for students/residents/healthcare professionals

**How outcomes are measured:**
- The education program coordinator tracks participation in seminars and Grand Rounds.
- The specialty director tracks participation in teaching activities for each fellow.
- Faculty evaluation of consultation and teaching activities is provided via ISES, incorporated with fellow self-assessment, and a narrative summary is provided at the semi-annual and annual review.
- Teaching activities approved for continuing education credit through Mayo or regional/national organizations provide audience evaluation summaries.

**Curriculum area:** *Strategies of scholarly inquiry*

**Required training/experiential activities:**
The program educates fellows in strategies of scholarly inquiry by required training and activities included in
- Specialty specific seminar
- Medical Psychology Seminar
- Individualized feedback from supervising faculty
- Psychiatry and Psychology Grand Rounds.

Each specialty program utilizes a mentorship model. Incoming fellows are matched with a research mentor at the time of recruitment into the fellowship. This model allows planning ahead for inclusion of fellows in research projects, as well as time in faculty schedules for scholarly mentorship. As a result of this approach, fellows have been successful in achieving multiple peer-reviewed publications, national presentations, and even successful grant applications during the course of their fellowship.

Each fellow is expected to deliver Grand Rounds in their second year, which requires synthesis and presentation of scholarly efforts acquired throughout fellowship, a scientific presentation that is often also used for fellows in their job interviewing process. Fellows are required to submit at least one publications during fellowship, with at least one as a peer reviewed publication. They are
required to make at least one scholarly presentation at a national conference relevant to their specialty area.

Scholarly activities listed above are supplemented by self-study of empirical literature, serving as peer-reviewer for journals with faculty, grant writing seminars, research support (access to online journals, SPSS, secretarial assistance), and protected time for research.

Please see information from each specialty program for additional detail.

**Competencies expected:**

1. Demonstrate knowledge of relevant empirical literature
2. Familiarity with grant writing and funding sources
3. Research participation
   - Methodology
   - Implementation
   - Analysis
   - Manuscript/presentation development
   - Research ethics
   - Diversity
4. Presentations
5. Publications
6. Attendance/active participation in didactics

**How outcomes are measured:**

a. Faculty evaluation of research progress, scholarly presentations and manuscript preparation by primary supervisor quarterly using ISES evaluation form.

b. Evaluation of number of presentations and manuscripts by specialty directors during quarterly meetings with each fellow.

c. Semi-Annual review by faculty as a group and fellow self-assessment, with feedback summarized and provided individually to the fellow by the specialty directors.

d. Feedback on scholarly activities from the Medical Psychology Fellowship Director during semi-annual meeting with each fellow.

**Curriculum area:** Organization, management and administration issues pertinent to psychological service delivery and practice, training, and research

**Required training/experiential activities:**
Mandatory training during their first month of fellowship that trains them to work in a healthcare setting, engaging in research, and orientation to the electronic medical record system.

The Medical Psychology Seminar includes topics such as “Practice Models in Psychology”, “Licensure for Psychologists”, “Benefits and Contracts.”

Psychology Directorate meeting which addresses issues related to licensure, credentialing, evaluation, and recruitment of new psychologists to the department.

Fellows also have the opportunity to participate in administrative roles in the department including Research Committee, Clinical Practice Committee, and Psychiatry and Psychology Grand Rounds Committee.

All fellows are required to take the Examination for Professional Practice of Psychology (EPPP) examination. In the last 7 years, 100% of fellows have taken this exam. The fellowship program provides EPPP study materials and content within addresses this curriculum area.

**Competencies expected:**

1. Perform administrative roles
   - administrative meetings
   - committee participation
2. Efficiently manage administrative tasks
   - Timely documentation
   - Mandatory training
   - Electronic signing of notes
   - Succinct dictation
3. Professional attire and presentation

**How outcomes are measured:**

The program tracks participation in required training and successful completion of these modules in Pathlore (i.e. an education platform that tracks participation and successful completion of training modules). Most online education sessions have a minimal threshold for successful passing based on number of accurately completed knowledge-based questions.

All faculty members meet and provide formal feedback about the competencies listed above to the specialty director.

Faculty complete formal evaluations quarterly using ISES.
All fellows meet quarterly with the specialty director, who maintains a small database to track progress on clinical, educational, scholarly activities and licensure progress. The specialty director provides a narrative (qualitative) summary of the fellow’s progress that includes the fellow’s self-assessment at the semi-annual and annual review. The fellow’s self assessment is incorporated into evaluation of training progress.

**Curriculum area:** *Professional conduct; ethics and law; and other standards for providers of psychological services*

**Required training/experiential activities:**
The program provides mandatory online training in professional conduct, ethical, legal, and other professional standards during their first month of fellowship. This training includes healthcare ethics for clinicians and students, integrity and compliance program, HIPAA privacy/security education, and protection of human subjects training.

Psychology faculty model professional conduct in their daily activities related to psychological services and ethical issues are discussed in supervision.

An institutional committee on ethics is available for consultation on difficult situations.

Following completion of the EPPP, most fellows obtain licensure in the state of Minnesota, which involves study of and examination on the state laws governing psychological practice and the Ethical Principles and Guidelines for Psychologists and Code of Conduct.

**Competencies expected:**
1. Research ethics
2. Practice in an ethical manner
3. Professional attire and presentation
4. Effective documentation/communication of assessment findings
   - medical record documentation
   - communication to referral source
   - communication to patient
5. Provision of evidence-based individual or group treatment

**How outcomes are measured:**
Participation in required training modules is tracked in Pathlore (i.e. Mayo Clinic Education Platform that tracks participation and successful completion of
training modules). Most online education sessions have a minimal threshold for successful passing based on number of accurately completed knowledge-based questions. Fellows receive regular evaluation and feedback by supervising faculty on professionalism ethics in the course of clinical care, research, and teaching activities and related supervision. Semi-Annual evaluation by faculty is conducted as a group with feedback summarized and provided individually to the fellow by the specialty directors.

**Curriculum area:** *Issues of cultural and individual diversity that are relevant to all of the above*

**Required training/experiential activities:**
Fellows participate in the Diversity Case Conferences Series, with each fellow required to present case conceptualization and treatment issues within the context of the individual/culture. Grand Rounds and fellowship seminars also address this topic.

Fellows also participate in cultural awareness courses through Mayo Clinic Human Resources (e.g., “Arab Cultures” “The Somali Culture” The Spanish-Speaking Cultures” “Gay, Lesbian, Bisexual and Transgender Community”), and beginning in 2011 panel discussion presentations tailored specifically for mental health professionals (“Mental Health and Somali Culture”) are provided.

The Mayo Clinic Simulation Center is used for experiential training with actors (e.g., “Cross Cultural Communication Workshop,”).

Several psychology practices attract international patients, allowing fellows the opportunity to utilize the foreign language interpretive services and to practice incorporating awareness of individual differences into clinical assessment and treatment.

Faculty also address issues of diversity in supervision. Dr. Cynthia Townsend, a clinical health psychology faculty, is the new liaison for Diversity and Inclusion for the department and has been advising on ways to enhance the recruitment and retention of fellows and staff with diverse backgrounds into the Medical Psychology Fellowship program.

**Competencies expected:**
1. Research participation:
   - Diversity
2. Clinical Assessment/Intervention:
* Incorporate awareness of individual differences

**How outcomes are measured:**
Participation in training is tracked through calendar maintenance system and “MEds Web” card swipe monitoring system. Psychology faculty provide formal feedback about the competencies listed above to the specialty director. Formal evaluations are completed quarterly using Mayo School of Graduate Medical Education’s Integrated Scheduling and Evaluation System (ISES). Faculty evaluate and discuss fellow’s attention to issues of individual and cultural diversity during clinical, research, and teaching activities and following cultural case presentation.

**Didactics**

**Medical Psychology Seminar:**
The Medical Psychology Seminar meets monthly and is designed for all fellows as a collective didactic focused on professional development. Topics include diversity, research, developing a clinical practice, job negotiation. A formal presentation is typically followed by interactive discussion.

**MGP Rotations**
See Clinical Health and Neuropsychology Specialties. Mayo Clinic Arizona and Florida rotations are not available for the Clinical Child Psychology Specialty at this time.