



**Children's Hospital of Greenville Health System (GHS)
Department of Pediatrics
Division of Pediatric Psychology**

**Division of Psychology Training Program
Post-Doctoral Residency
2018 - 2019**



**UNIVERSITY OF
SOUTH CAROLINA**
School of Medicine
Greenville

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Greenville Health System

Greenville Health System (GHS) – which will become Prisma Health in 2019 – a nationally recognized patient-centered, teaching and research institution, is one of the largest nonprofit health systems in the Southeast, and the only academic health center in the Upstate. GHS consists of eight medical campuses and houses the University of South Carolina School of Medicine Greenville. The system has 1,646 beds, over 1,500 affiliated medical staff, and nearly 16,000 employees. It offers nine residency and 10 fellowship programs.

With 746 beds, Greenville Memorial Hospital is the state's largest acute care hospital. It contains Greenville's only 24-hour Level I trauma center, was first in the Upstate to earn Comprehensive Stroke Certification and has achieved Magnet designation for outstanding nursing quality. Its cardiac and women's services are the largest in the state. Cancer, rehabilitation, behavioral health and wellness services – all located on Greenville Memorial Medical Campus – are highly respected as well.

Another Magnet hospital, Greer Memorial Hospital, lies on Greer Medical Campus. This 82-bed facility is known for its emergency services, ICU and maternity care, cardiac rehabilitation, breast health, and physical and respiratory therapies. The campus boasts two medical office buildings.

North Greenville Medical Campus features a 45-bed long-term acute care hospital for adults with complex medical conditions who require an extended stay before returning home. Hospitalists and other specially trained staff provide patient-centered services (including dialysis, rehabilitation and CT scanning) in a tranquil setting. The campus also includes 24-hour emergency care. Outpatient services are available for pediatrics, orthopaedics, and lab and radiology studies.

Simpsonville Medical Campus is the site of Hillcrest Memorial Hospital, which specializes in short-stay and outpatient surgery. This 43-bed hospital provides 24-hour emergency care; a medical office building is located next to the hospital. Specialty programs include bariatric surgery, ENT, sleep disorders and orthopedic/sports medicine services.

Patewood Medical Campus focuses on outpatient care, particularly surgery, women's health and pediatric subspecialties. Lab, radiology, and pharmacy facilities are available, along with orthopaedics/sports medicine offices. With 72 beds, Patewood Memorial Hospital is well-known for joint replacement surgery, low-risk labor and delivery, and gynecologic procedures.

The system's most recently acquired hospitals are located outside of Greenville County: Laurens County Memorial Hospital in Clinton (72 beds), Oconee Memorial Hospital in Seneca (169 beds) and Baptist Easley Hospital in Easley (109 beds).

GHS Children's Hospital

Children's Hospital includes more than 40 pediatric subspecialties. It has the region's most advanced neonatal and pediatric ICUs, only children's emergency center staffed by pediatric specialists, pediatric cancer center and pediatric pain medicine program. All school-age inpatients have access to the Children's Hospital School, a program to keep children from falling behind academically during hospital stays. The Children's Hospital Outpatient Center (CHOC) offers the services of several outpatient pediatric subspecialty practices in one location, including Psychology, Developmental Pediatrics, Behavioral Health, Neurology and the Center for Pediatric Sleep Disorders. CHOC is also home to South Carolina's only dedicated children's outpatient surgery center.



The Division of Psychology Post-Doctoral Training Program

Introduction and Description

Children's Hospital Psychology Post-Doctoral Training Program has grown significantly, and rapidly, in recent years. At the program's inception, psychology residents and post-doctoral fellows conducted assessment in the Division of Developmental-Behavioral Pediatrics, which was at that time the home division for psychologists within Children's Hospital. With a commitment to the development and expansion of psychological services, Children's Hospital employed several additional psychologists with expertise in the assessment and treatment of various sub-populations of children. With the extension of psychological services to more medical sub-specialties and the creation of new programs within Developmental-Behavioral Pediatrics, psychology residents and fellows experienced increasingly greater breadth in training, as well as opportunities to develop specialized clinical skills, to participate in didactics, to contribute to the development of programs, and to participate in research and other extra-curricular activities and projects. With the recent establishment of the Division of Psychology within Children's Hospital, and the ongoing addition of new faculty members, the Psychology Post-Doctoral Training Program continues to evolve. The program now offers trainees the opportunity to select areas of concentration, with additional training experiences being considered. Additionally, training partnerships with other institutions in the region have been established and continue to evolve.

The training program strives to provide trainees with well-rounded exposure to as many different populations as possible, as well as specialized training experiences with more unique patient populations. The program adheres to a developmental training model, wherein trainees skills are assessed at the beginning of the training process, trainees are observed closely while their skills in evaluation and intervention grow, and trainees gradually move towards more independent practice as their level of proficiency warrants and under the close, supportive supervision of staff and faculty. Throughout the process, trainees receive training in more specialized competencies building on existing knowledge, and apply new skills within a wide range of patient populations. As they move towards completion of their training, trainees are expected to independently conceptualize, administer, interpret, and report the results of assessments. Trainees are likewise expected to independently develop and implement treatment plans for intervention. There is also an expectation that trainees will further refine their professional competencies and their ability to function as a member of a multidisciplinary team in a fast-paced, technologically advancing medical environment.

Trainees are required to attend didactic presentations offered by the Division of Psychology and the Division of Developmental-Behavioral Pediatrics. Recent topics have included: Developmental theories, biological mechanisms in child development, Neurodevelopmental disabilities, developmental aspects of vision, sensory impairment, ethical issues in developmental disabilities, gender and sexuality, sleep disorders, ADHD, elimination disorders, intellectual disability, internalizing disorders, somatoform disorder, foster care and family disruption, and child abuse/neglect. In addition, trainees are welcome to attend Children's Hospital Grand Rounds, seminars to medical residents, and other workshops and colloquia as available. Trainees also present at Division of Psychology Case Conferences and at the Division's Journal Club meetings. Psychology Post-Doctoral trainees also participate in site visits to area agencies to better familiarize themselves with available resources in the community. They may also participate in the division's interview processes of both potential staff members and training candidates, as trainees' views are valued and regularly considered in an effort to improve the training program and the division as a whole.

The Children's Hospital Psychology Post-Doctoral Training Program is designed to facilitate the personal and professional growth of trainees in the field of psychology. The program has been designed to achieve an integration of clinical, academic, scientific, and professional training, and aims to strengthen and refine the trainee's knowledge and application of established and empirically-based assessment and intervention techniques appropriate in infant, child, and adolescent populations. As a related goal, the program strides to familiarize the trainee with issues related to healthcare delivery, including administrative, consultative, and evaluative procedures. High-level preparation for



independent practice as a Psychologist capable of functioning successfully in clinical, academic, research, and/or community settings is the program's ultimate goal.

The Children's Hospital Psychology Post-Doctoral Training Program maintains active membership in the Association of Psychology Postdoctoral and Internship Centers (APPIC). The training program places a strong emphasis on flexibility, so that trainees can identify and work toward their own specialized goals while at the same time attaining general skill competencies required of Psychologists. Every effort is made to create a learning environment that capitalizes on the trainee's unique and inherent motivation to learn and develop, and one in which trainees and faculty work closely together in a professional, respectful and collegial environment. The program values diversity and attempts to make training experiences available that fit with the trainee's interests and skills. The evaluation, diagnosis, and treatment planning for children and families with developmental, academic, and neuropsychological disorders are heavily emphasized. While the Training Director and Psychology Faculty serve as appropriate sources of support and guidance, the expectation is that trainees will take on a significant degree of responsibility for his/her progress throughout their time in the program.

Since 2011, The Children's Hospital Psychology Post-Doctoral Training Program has been part of the South Carolina Leadership Education in Neurodevelopmental and Related Disabilities (LEND) program and will have a concentration in Autism and Developmental-Behavioral Pediatrics with opportunities for other elective rotations. Responsibilities include conducting multidisciplinary psychological and developmental evaluations and consultations and completion of the LEND training curriculum. Please note that trainees included in the LEND curriculum will have modified training experiences and objectives (e.g., didactics).

Theoretical Approach

The variety of issues that arise in a medical setting working with children, adolescents, caregivers, interventionists, and other medical providers demands a well-organized, multi-disciplinary, highly- integrated, and therapeutic approach. The theoretical orientations of the Division of Psychology staff members and faculty range from psychodynamic, short-term psychodynamic and existential, to neuropsychological, developmental, biopsychosocial, behavioral and cognitive-behavioral. Supportive, crisis-oriented approaches are often utilized to address emotional distress experienced by patients during aggressive medical treatment. Across orientations, however, a primary goal is to provide effective coping strategies, emotional support, and understanding. The interactions between patients and clinicians are always considered.

Diversity, in the broad sense, is embodied in the work, assessing patients' healthcare beliefs and understanding their perspective from their own diverse experiences and backgrounds. Time is regularly devoted throughout the training year to focusing on the healthcare beliefs of the fellows, patients, families and other staff members in order to better understand the impact of these factors on patient care and on functioning as a psychologist.

Goals and Objectives

The Children's Hospital Psychology Post-Doctoral Training Program trainees will be able to plan, conduct, and interpret a valid, reliable, and comprehensive evaluation of infants, children, and adolescents. The trainee will demonstrate competence in the administration of standard psychological assessment procedures, yet will also demonstrate a high level of qualitative knowledge, skills and assessment procedures. The trainee will demonstrate competence in planning the assessment procedures used based upon consideration of patient characteristics and referral questions, and will perform competent psychological assessment across all ages, developmental levels, and presenting problems. The trainee will be able to diagnose psychological conditions affecting infants, children, and adolescents.

The trainee will be able to effectively identify and treat psychological conditions affecting infants, children, and adolescents. They will demonstrate competence in assessment to infants, children, and adolescents across all developmental levels and presenting problems. The trainee will demonstrate competence in systematically monitoring



and evaluating psychological needs for treatment purposes and develop appropriate treatment plans for children and their families.

Finally, by the end of the training process, the trainee will show the necessary competencies required for independent practice as a Psychologist capable of functioning successfully in clinical, academic, research, and/or community settings, and for working with a range of pediatric populations and disorders.

Post-Doctoral Residency Concentrations

The Children's Hospital Psychology Post-Doctoral Training Program currently offers training as part of the South Carolina Leadership Education in Neurodevelopmental and Related Disabilities (LEND) program and will have a concentration in Autism, Developmental Disabilities and Developmental-Behavioral Pediatrics, with opportunities for other elective rotations (e.g., School Problems, Neuropsychology).

Autism and Developmental Disabilities Concentration

The ***Autism and Developmental Disabilities Concentration*** offers specialized training in the evaluation and treatment of children with autism spectrum disorders. This concentration is integrated into the Children's Hospital Autism Program, a collaboration between the Division of Psychology and the Division of Developmental-Behavioral Pediatrics.

Autism Program at Children's Hospital

The Autism Program serves children with autism spectrum disorders and their families. Its mission is to provide state of the art clinical, research and community outreach services. The Autism Program is a multidisciplinary program that includes developmental-behavioral pediatricians, nurse practitioners, psychologists, speech-language pathologists, occupational therapists, and clinical liaisons. Clinical services include initial consultations and ongoing monitoring with clinical service coordinators, diagnostic assessment, medical follow-up, short term behavioral intervention, individual programmatic consultations, and parent and professional training programs.

Post-doctoral trainees selecting the Autism and Developmental Disabilities Concentration spend two-thirds of their time in the Autism Program. Here, the trainee conducts evaluations, provides treatment, leads parent education groups, and provides consultation services. The remainder of the trainee's time is spent performing psychological assessment of children referred to the Division of Psychology for evaluation of developmental concerns, learning disorders, ADHD, cognitive functioning, autism, and behavioral issues.

Description of Training Curriculum and Integration of Training

The trainee will conduct psychological assessment, participate in multidisciplinary evaluations, present at multidisciplinary division meetings, and participate in didactic offerings. The post-doctoral program will run for one calendar year, with beginning and ending dates negotiable. The post-doctoral program will follow the standard five-day work week.

Post-doctoral trainees will receive training in the administration, interpretation, and write-up of intellectual, developmental, and neuropsychological measures as well as measures of behavioral, emotional, psychosocial and adaptive behavior. Post-doctoral trainees may receive training in empirically validated interventions, and may conduct treatment with patients and their families.

Psychology post-doctoral trainees may participate in team evaluations with physicians, nurse practitioners, social workers, and other staff of the Division of Developmental-Behavioral Pediatrics. Psychology post-doctoral trainees will discuss the results of psychological testing during staffing meetings with other team members and develop diagnoses. Psychology post-doctoral trainees will collaborate with other multidisciplinary



team members on report preparation, recommendations, and feedback meetings with patients and their families. Psychology post-doctoral trainees will attend relevant division staff meetings, particularly those that relate to the planning of delivery of services, the role of psychology, and the role of the training program. Psychology post-doctoral trainees will present at seminars, workshops, and other forums within the hospital system and to outside agencies.

Supervision

Supervisors are doctoral level child clinical psychologists, pediatric neuropsychologists, or pediatric psychologists employed in the Division of Psychology. The post-doctoral trainee is assigned specific supervisors for specific blocks of time and clinical activities. All supervisors are responsible for monitoring overall post-doctoral trainee competence and identifying any needs within their respective areas of responsibility.

Supervisors will carry clinical responsibility for the cases being supervised by them, as evidenced by co-signatures on all encounter forms, consent forms, treatment plans, reports, progress notes, and any other documentation whether paper or electronic. The post-doctoral trainee will receive at least one hour of scheduled individual face-to-face supervision per week, to be provided by each doctoral level licensed psychologist actively supervising the trainee. Supervision will deal specifically with psychological services rendered by the post-doctoral trainee.

Clinical Rotations

The post-doctoral trainee will observe, participate in, or independently administer psychological evaluations at the two locations where the Division of Psychology is based; Children's Hospital Outpatient Center and Center for Developmental Services. The trainee's rotations may include Autism/Developmental Disabilities, Neuropsychology, and School Problems as well as other possible rotations. Psychological assessments will be conducted under the supervision of a doctoral level psychologist licensed by the state of South Carolina. The post-doctoral trainee may observe, participate in, or independently conduct outpatient and inpatient psychotherapy. Psychotherapy will be conducted under the supervision of a doctoral level psychologist licensed by the state of South Carolina.

Didactics

Post-doctoral trainees will attend scheduled psychology didactics and case presentations, as well as Division of Psychology Clinical/Staff Meetings. In addition, trainees who fall under the LEND program will participate in all LEND-required didactics and training.

Post-doctoral trainees may have the option of attending grand rounds and seminars presented to medical students, residents, and fellows of Greenville Health System. The ability to attend these seminars will be dependent upon the trainee's schedule

Research

Trainees may have the opportunity to conduct and/or participate in research.

Evaluations

Periodically, the post-doctoral trainee's performance will be evaluated by the psychologists in the division as part of a formal evaluation process. A written report focusing upon major competence areas, including strengths and areas for improvement, will be generated as a part of this process. Post-doctoral trainees will have the right to review this evaluation with supervisors and to provide feedback. At the successful completion of the training program, post-doctoral trainees will be provided a certificate stating that the trainee has completed a psychology post-doctoral program through Children's Hospital.

Supervisors each provide evaluations. Because supervision is seen as a collaborative process, fellows are provided a supervisor evaluation form to provide feedback to their supervisors if they feel comfortable doing so. Formal due process procedures in the event of a grievance are provided to fellows at the start of their fellowship year. However,



open communication regarding problems is encouraged to allow issues to be addressed in an informal way with the hopes of resolving conflict or disagreements.

Licensure

Fellows will accrue a total of 2080 hours of training during their fellowship year minus vacation time. The 12 month fellowship training program meets the requirements for licensure in the state of South Carolina.

Division of Psychology Faculty

The faculty and training staff consist of doctoral level Psychologists and Neuropsychologists licensed in the state of South Carolina and employed within the Division of Psychology and Developmental-Behavioral Pediatrics. The faculty of the Division of Psychology holds professorships in Clinical Pediatrics within the University of South Carolina School of Medicine. All supervising psychologists will play an active role in the development of the training curriculum and in the training of post-doctoral trainees.

Dr. Anne M. Kinsman, PhD, is the Director of the Division of Psychology, Co-Director of the Division of Psychology Post-Doctoral Training Program, and Co-Director of the Autism Program at GHS Children's Hospital. Dr. Kinsman is an Assistant Professor of Clinical Pediatrics at the University of South Carolina School of Medicine. Dr. Kinsman received her Bachelor's Degree from the Pennsylvania State University, her Ph.D. in clinical psychology from Kent State University. She completed her pre-doctoral internship at the Kennedy Krieger Institute and post-doctoral fellowship at the Cincinnati Children's Hospital Medical Center.

Dr. Kinsman was a staff psychologist in the Division of Developmental and Behavioral Pediatrics and assistant professor in The Kelly O'Leary Center for Autism Spectrum Disorders at the Cincinnati Children's Hospital Medical Center prior to joining GHS Children's Hospital. Dr. Kinsman's interests include diagnostic assessment, advocacy and policy, and program development for children with developmental disabilities and autism spectrum disorders. Dr. Kinsman has co-authored journal articles and manuals in the areas of autism spectrum disorders, identification of childhood psychosocial problems in pediatric primary care, and youth with special needs in the juvenile justice system.

Dr. Mindo J. Natale, PsyD, is a Senior Staff Psychologist and serves as Co-Director of the Division of Psychology Post-Doctoral Training Program in the Division of Psychology at GHS Children's Hospital. Dr. Natale, who holds an academic appointment as an Assistant Professor with the University of South Carolina School of Medicine, practices as a Pediatric, Adolescent & Sports Medicine Neuropsychologist. Dr. Natale received his Bachelors Degree from Hofstra University in New York City. He was awarded the Doctor of Psychology degree with a specialization in Pediatric Neuropsychology from Nova Southeastern University in 2003, where he was trained under the Houston Guidelines for training in Neuropsychology, conducted neuropsychological research, and completed specialized clinical externships at the University of Miami School of Medicine/Jackson Memorial Medical Center and the Joe DiMaggio's Children's Hospital at Memorial Hospital. Dr. Natale went on to complete a clinical internship in Pediatric Neuropsychology and Behavioral Medicine at Baylor College of Medicine and Texas Children's Hospital in Houston, Texas. A two-year post-doctoral fellowship in Pediatric, Adolescent & Sports Medicine Neuropsychology followed at the Children's National Medical Center in Washington, D.C.

Dr. Natale has extensive professional experience in the neurocognitive assessment and treatment of children ranging in age from birth through young adulthood. He has worked with the full range of medical and developmental conditions, including genetic disorders, severe and moderate brain injury, cancer (e.g., brain tumors and leukemia), blood disorders (e.g., sickle cell disease), organ disease (e.g., liver and kidney transplants), autoimmune disorders, cerebral palsy, spina bifida, autism spectrum disorders, mental retardation, learning and attention disorders, prematurity, and psychiatric and behavioral disorders. Dr. Natale specializes in the assessment, treatment, and clinical management of concussions/mild traumatic brain injuries in children and adolescents. He has notable research contributions in a variety of pediatric areas and has presented at both



national and international professional conferences and symposiums on subjects related to pediatric neuropsychology, concussions, and child development. Dr. Natale has co-authored book chapters, including the chapter *Neurodevelopmental Function and Dysfunction in the School-Aged Child* in the Nelson Textbook of Pediatrics, 19th and 20th Editions. Dr. Natale has also served as the Assistant Team Neuropsychologist for the National Hockey League's (NHL) Washington Capitals as part of the NHL's Concussion Management Program. Dr. Natale maintains active memberships in various professional organizations, including the American Academy of Pediatric Neuropsychology, the National Academy of Neuropsychology, the American Academy of Clinical Neuropsychology, the American Psychological Association, and the Society for Developmental and Behavioral Pediatrics. Dr. Natale is very active in the community through educational presentations to schools, sports organizations, and local groups. In his spare time, Dr. Natale plays competitive ice hockey and enjoys music, traveling, cooking and spending time with his family and friends.

Dr. Frederick List, PhD, received his Ph.D. in clinical psychology from the University of North Dakota. He completed a residency in child psychology at the Arkansas Children's Hospital and a postdoctoral fellowship in pediatric psychology/developmental disabilities at the Center for Development and Learning at the University of North Carolina at Chapel Hill. Following his fellowship, he accepted a position as the staff psychologist for the Governor Morehead School, North Carolina's residential school for students with visual impairments. He later joined a private practice group in the southwestern mountains of North Carolina where he developed a satellite office location to work as the county's sole doctoral level child mental health specialist, provided contract services to multiple school systems in the region, supported treatment services for the local child advocacy center while completing training as a forensic interviewer, and developed a support group for parents of adopted children. In 2008, he relocated to Greenville to join the Division of Psychology at GHS Children's Hospital where he now assists in providing developmental evaluations for children and adolescents presenting with a range of concerns including learning difficulties, attention weaknesses, and autistic characteristics. Dr. List is married with two sons. In his free time, he will often be preparing for, or recovering from, one of numerous Boy Scout outings with his sons.

Dr. Jane A. R. Ford, Psy.D., - received her Bachelor of Arts degree in psychology and social welfare. She completed her Master's and Doctor of Psychology (PsyD) degrees in Clinical Psychology with concentration in children and adolescents, from the APA accredited School of Psychological Sciences at the University of Indianapolis. Clinical experience during her course of study included community-based behavioral consultation with individuals with developmental disabilities. In addition, Dr. Ford trained at Riley Hospital for Children's Developmental Pediatrics Department in conducting psychological assessment, individual behavioral treatment, and behavioral consultation in an inclusive early childhood center. She completed an APA accredited internship at Youth Opportunity Center in Muncie, Indiana. This included working with children and adolescents in the juvenile justice and child welfare systems, providing psychological evaluation, various therapy modalities, and court testimony. She completed a postdoctoral fellowship specializing in autism and other developmental disabilities at Greenville Hospital Systems/University Medical Group as well as the ABC Special Needs Program through the University of South Carolina University Center for Excellence in Developmental Disabilities (UCEDD). During her time with the UCEDD, Dr. Ford provided training and consultation in a child care setting regarding children exhibiting special needs or developmental delay. This experience integrated with her dissertation that addressed child care experiences and competencies for children with autism spectrum diagnosis. Following her fellowship, she accepted an appointment as a licensed clinical psychologist and Assistant Professor of Clinical Pediatrics at University of South Carolina School of Medicine. She works in the Division of Psychology, Department of Pediatrics of GHS Children's Hospital. There, Dr. Ford performs psychological evaluations regarding autism spectrum diagnosis of all ages. She engages in supervision and training of psychology interns and postdoctoral fellows, as well as medical students and residents.

In summer of 2013, Dr. Ford celebrated her 30th year working in the field of autism. Prior to obtaining her doctorate in psychology, Dr. Ford worked for ten years in university-based and private residential settings for individuals with autism from preschool to adult age. Following that, she was a behavioral consultant for fifteen years, specializing in Functional Behavioral Assessment for individuals with autism and other developmental disabilities. She has



volunteered as a victim-offender/community mediator, board member for Community Justice and Mediation Center in Bloomington, Indiana, and hospice volunteer and trainer. Dr. Ford holds a certificate in Rehabilitation Management from Southern Illinois University at Carbondale and has completed coursework in Applied Behavior Analysis through Florida Institute of Technology.

Dr. Ford's clinical interests include cultural and non-traditional family structural influences on children's development and behavior, puberty and sexuality in individuals with disabilities, positive behavioral supports, nonviolent communication, and child care for individuals with autism spectrum disorder. Personal interests include animal rescue, historic homes, knitting, water aerobics, riding recumbent bicycles, camping, and spending time with family and friends.

Dr. Julie McElrath Kellett, PhD, is a staff psychologist with the Division of Psychology of GHS Children's Hospital. Dr. Kellett received her Bachelor's Degree from Furman University and her Ph.D. in clinical-community psychology from the University of South Carolina. She completed her pre-doctoral internship and post-doctoral fellowship with the Division of Psychology at GHS.

Dr. Kellett's primary interests include diagnostic assessment and caregiver support and enrichment. Her research interests include caregiver stress and developmental disability, pre-driving skills in young people diagnosed with autism spectrum disorder, and social functioning in young adults diagnosed with intellectual disabilities.

Dr. Cortney V. Rieck, PsyD, received her doctorate in clinical psychology from Widener University Institute for Graduate Clinical Psychology (IGCP), near her home in Pennsylvania. She completed three year-long practicum rotations, followed by two year-long internship rotations in clinical psychology, where she provided psychotherapy and assessment services to address a broad array of presenting concerns, including anxiety and mood issues, adjustment to chronic illness, learning difficulties and developmental delay, and behavior issues. The week after obtaining her degree, Dr. Rieck was married and moved with her husband to the state of Arkansas, where she accepted a postdoctoral fellowship in Pediatric Psychology with the University of Arkansas for Medical Science at the Arkansas Children's Hospital. At ACH, Dr. Rieck provided services to patients with a wide range of physical and mental health concerns. Upon completion of fellowship, Dr. Rieck accepted her dream position with GHS Children's Hospital as a part of our Division of Psychology. Dr. Rieck is housed in the Division of Pediatric Hematology and Oncology, providing supportive services through the outpatient clinic and inpatient specialty unit for patients with cancer and blood disorders. Dr. Rieck and her husband are happily returned to the East coast, and thoroughly enjoying their new Southern home. They enjoy hiking the mountains of the Upstate with their dog, Panda, exploring local sites, and watching the Food Network with their cat, Fitzgerald.

Division of Psychology Director of Training

The Psychology Training Director will oversee training for pre and post-doctoral trainees, interns, practicum students, undergraduate trainees, and individuals volunteering in the psychology section. The Psychology Training Director will be a doctoral level psychologist licensed by the state of South Carolina. The Psychology Training Director will be employed full-time by Children's Hospital. The Psychology Training Director will be responsible for directing and organizing the training program and its resources, selection of trainees, monitoring of the program's goals and activities, and documentation of trainee records.

Grievance and/or Due Process - Policy: S-105-03

Fellowship status within the Division of Psychology affords the right for fair opportunities for remediation and information regarding Grievance procedures and Due Process. Faculty and trainees housed within the Division of Psychology are represented under Greenville Health System's Employee Grievance Procedures. These procedures have been established to promote the fair and equitable treatment of all employees, including trainees, interns, and fellows/residents. The grievance procedure will be used to provide a formal mechanism to ensure prompt handling of trainee complaints and to work toward resolution of such complaints in an orderly and timely manner. This policy assures the right to appeal an issue through a formal process of systematic review by progressively higher levels of



management. A position within the Division of Psychology will not be jeopardized, and a trainee will not be penalized in any way, as a result of using the Grievance and/or Due Process procedures.

I. Definitions.

- A. Informal Grievance: Problems, misunderstandings, or complaints that adversely affect a trainee's job should be brought to the attention of the Division of Psychology's Training Director, who will facilitate an open discussion between the trainee, Training Director and the Department Head. Usually issues are resolved at this level and no further action is necessary. If the issue is not resolved, the trainee has the right to a formal grievance.
- B. Formal Grievance: Issues that are not resolved through an informal grievance are facilitated by the Training Director, Division Head, and/or the appropriate Human Resources Coordinator, and are investigated by progressively higher levels of management.

II. Trainee Grievance Procedure:

- A. Grievance Procedure Guidelines: If the trainee is unable to resolve an issue with his/her immediate Training Director and/or Division Head and chooses to pursue a formal grievance, the trainee must submit a completed Statement of Appeal form (Appendix S-105-3) to his/her Human Resources Coordinator within 10 working days. The Human Resources Coordinator will forward the State of Appeal form to the next level of management.
- B. The Statement of Appeal form should:
 - 1. Provide a concise statement of the facts surrounding the appeal.
 - 2. Identify the policy or rule in question.
 - 3. Request a specific action or remedy.
- C. A trainee's grievance may progress through all levels of management, following the chain of command in his/her work area. Upon mutual agreement, a grievance may progress to a higher level without review at a particular level. Each level of management will review the issue, conduct further investigations as necessary and provide a written response to the trainee within 10 working days. A copy of the response must also be given to the Division Training Director, Division Head, and to the Human Resources Coordinator.
- D. To proceed to each new level of the grievance procedure, the trainee must notify the Human Resources Coordinator of his or her request to proceed within 7 calendar days of the receipt of a written response.
- E. If a satisfactory solution cannot be reached by utilizing these progressive levels of management, the trainee may appeal to the President for a final decision. The President shall conduct any further investigations as necessary and provide a written response to the trainee, the Division Training Director, and the Division Head within 15 working days.