Postdoctoral Fellowship in Clinical Neuropsychology and Rehabilitation Research

2026-2028

Department of Rehabilitation and Human Performance

Icahn School of Medicine at Mount Sinai

New York, NY

Mount Sinai *Rehabilitation Medicine*

Icahn School of Medicine at Mount Sinai *Brain Injury Research Center*

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INTRODUCTION, PHILOSOPHY AND MISSION

The Postdoctoral Fellowship in Clinical Neuropsychology and Rehabilitation Research is a two-year, full-time program offered through the Brain Injury Research Center (BIRC) within the Department of Rehabilitation and Human Performance at the Icahn School of Medicine at Mount Sinai, funded in part by the National Institutes of Health (NIH) and the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR). The program follows the scientist-practitioner model of training, with the goal of producing graduates with advanced skills in clinical neuropsychology and rehabilitation psychology as applied to a variety of patient populations, as well as skills in rehabilitation research. A minimum of one post-doc is admitted to the postdoctoral fellowship program each year (contingent on funding). Former fellows have gone on to secure positions in academic departments, medical centers, and private practice.

The fellowship program has been a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) since 1994. The program meets requirements for licensing as a psychologist in New York State (NYS) and eligibility requirements for board certification in Clinical Neuropsychology and/or Rehabilitation Psychology by the American Board of Professional Psychology (ABPP). The postdoctoral fellowship is designed to comply with the Houston Conference Guidelines for specialty training in clinical neuropsychology. The program does NOT currently participate in the Association of Postdoctoral Programs in Clinical Neuropsychology (APPCN) Resident Matching Program and is NOT currently accredited by the American Psychological Association (APA). The training faculty consists of full-time licensed psychologists, research faculty and adjunct faculty, with multiple faculty members who are Board Certified in Clinical Neuropsychology. Approximately 80% of the fellow's time is spent in clinical service; 10% in clinical research; and 10% in educational activities. The postdoctoral fellowship typically commences on the day after Labor Day (contingent on HR clearance) and ends on the last weekday of August.

The *mission and philosophy* of the fellowship training program is consistent with that of the larger Mount Sinai Health System, the Department of Rehabilitation and Human Performance, and that of the Rehabilitation Neuropsychology Service. The mission of the Mount Sinai Health System is to provide compassionate patient care with seamless coordination and to advance medicine through unrivaled education, research, and outreach in the many diverse communities we serve. Since 1910, the Department of Rehabilitation Medicine at Mount Sinai has been dedicated to advancing human ability and solving barriers for those with disabilities. From sprains and strains to severe injuries affecting the spinal cord and brain, our world class specialists provide the highest level of evidence-based care from the onset of disability through long-term and community care. Our full-time faculty, affiliated physicians, nurses, therapists, neuropsychologists, researchers, social workers, and staff provide the highest level of team-based care to help patients achieve their goals of self-sufficiency and mobility, so that they can return to their lives and community. The philosophy of the Rehabilitation Neuropsychology Service is to maximally facilitate a person's affective, behavioral and cognitive adjustment to a disabling condition, and to facilitate satisfactory family adjustment and community reintegration. The Service adheres to guidelines established by the APA for the assessment of and intervention with persons with disabilities.

CONTEXT OF THE TRAINING PROGRAM

Mount Sinai Health System

The recently formed Mount Sinai Health System includes the Icahn School of Medicine at Mount Sinai and several hospital campuses in the New York metropolitan area (Mount Sinai Hospital, Mount Sinai Brooklyn, Mount Sinai Queens, Mount Sinai Morningside, and the New York Eye and Ear Infirmary). The Mount Sinai Health System is an integrated health care system providing exceptional medical care to our local and global communities and is internationally acclaimed for its excellence in research, patient care, and education across a range of specialties. The Health System includes more than 7,000 primary and specialty care physicians and 12 minority-owned free-standing ambulatory surgery centers. Mount Sinai also features a robust and continually expanding network of multispecialty services, including more than 45 ambulatory practices throughout the five boroughs of New York City, Westchester, and Long Island. It has more than 40 clinical and academic relationships with other local health care organizations. Mount Sinai physicians can be found in more than 300 community locations throughout the New York metropolitan area. With an extraordinary array of resources for the provision of compassionate, state-of-the-art care, the Mount Sinai Health System is poised to identify and respond to the health-related needs of the diverse populations we serve. Furthermore, the Mount Sinai Health System was recently ranked #1 in the nation for diversity and inclusion by DiversityInc.

Mount Sinai Hospital

The flagship of the Mount Sinai Health System, Mount Sinai Hospital (MSH) is located on the Upper East Side of Manhattan and is one of the oldest and largest hospitals in the country, founded in 1852. It has more than 1,200 beds and approximately 150 outpatient clinics that provide services in all medical specialties and subspecialties. The MSH complex occupies a four-block area on upper Fifth Avenue across from Central Park in Manhattan. More than 1,500 physicians are on the staff and its outpatient department serves the communities of Upper East Side and East Harlem, as well as a broad spectrum of individuals from local urban and suburban areas. As a result, a culturally and economically diverse population of individuals, reflective of metropolitan New York, is routinely seen for treatment at MSH.

The Icahn School of Medicine at Mount Sinai

The Mount Sinai School of Medicine, recently renamed the Icahn School of Medicine at Mount Sinai (ISMMS), was founded in 1968 and has achieved national and international recognition for its programs in education, basic and applied research, and innovative patient care. ISMMS consistently ranks among the top medical schools in the US.

The Department of Rehabilitation and Human Performance

Since 1986, the Department of Rehabilitation and Human Performance at Mount Sinai has been recognized for our ability to address the comprehensive needs of people with a variety of rehabilitative needs. The Commission on the Accreditation of Rehabilitation Facilities (CARF) has accredited 17 of our inpatient and outpatient programs, including rehabilitation for brain injury, spinal cord injury, amputation, and stroke. Our CARF accreditation signals our commitment to keep patients at the center of care and continuously improve our services. The Department of Rehabilitation and Human Performance has specialty programs in brain injury and spinal cord injury, which is staffed by more than 110 professionals who provide clinical care services during approximately 85,000 patient visits per year. The department provides comprehensive interdisciplinary physical rehabilitation along a continuum of care that includes acute hospitalization, inpatient and outpatient treatment, and long-term follow-up (e.g. community integration). Specialty programs for individuals with brain

injury, spinal cord injury, and limb loss are core components of both inpatient and outpatient treatment. The department houses training programs for a variety of rehabilitation disciplines, including physiatry, psychology, physical therapy, occupational therapy, speech therapy, social work, vocational counseling, and therapeutic recreation. Mount Sinai is the only hospital in NYS that is recognized as being a Model System of Care in both traumatic brain injury (TBI) and spinal cord injury (SCI). A unique aspect of the department is its large portfolio of funded research grants (over $5M per year) in diverse areas of clinical rehabilitation.

The Brain Injury Research Center

Research training for postdoctoral fellows is provided through the Brain Injury Research Center of Mount Sinai (BIRC), directed by Kristen Dams-O'Connor, Ph.D., who is part of the training faculty and the primary research supervisor. Established in 1987, the BIRC is committed to discovering treatments that will enhance quality of life for those living with TBI. The research conducted by the BIRC has greatly expanded the medical community's understanding of the long-term challenges of living with TBI and the best approaches to leading better lives after injury. The BIRC is one of 16 NIDILRR-funded Model System centers across the United States. Each Model System provides the highest level of comprehensive and multidisciplinary rehabilitation care in the field. Conducting research in all three core phases of injury control (prevention, acute care, and rehabilitation), the center serves as a training and information hub for the public. The BIRC is currently funded by several large grants from NIDILRR, NIH, Department of Defense (DoD), Department of Justice (DOJ) - National Institute of Justice (NIJ), and Patient Centered Outcomes Research Institute (PCORI).

The Rehabilitation Neuropsychology Faculty Practice – Outpatient Adult Services

The outpatient Rehabilitation Neuropsychology Services consists of an outpatient hospital-based clinic and the *Mount Sinai Rehabilitation Neuropsychology Faculty Practice*. Postdoctoral fellows provide clinical services through the *Mount Sinai Rehabilitation Neuropsychology Faculty Practice*, a part of the Mount Sinai Doctors Faculty Practice, a multispecialty group comprised of more than 2,000 world-class physicians who have extensive experience in their specialty area(s). The practice provides psychological and neuropsychological assessment of neurobehavioral and cognitive dysfunction, along with psychosocial and emotional functioning. In addition, the practice provides psychotherapy and neurocognitive interventions (individual and group) to patients, and support and consultation to their families. The practice provides neurorehabilitation services to individuals with TBI, SCI, stroke, brain tumor, anoxia, epilepsy, multiple sclerosis, Parkinson's disease, post-concussive syndrome, Post Acute Covid Syndrome, and other neurological disorders and medical disorders.

TRAINING GOALS AND OBJECTIVES

The overarching goals of the fellowship training program are to provide advanced training in clinical neuropsychology, rehabilitation psychology, and clinical rehabilitation research. It is our intention to produce outstanding scientist-practitioners with advanced understanding of brain-behavior relationships, who are rigorously trained with a broad-based foundation in assessment, intervention, and consultation. It is also our goal to increase the number of rehabilitation researchers from under-represented backgrounds in the field by providing in-depth training, supervision, and mentoring in the areas of disability research, including qualitative and quantitative research designs as related to rehabilitation. The fellowship program training allows trainees to be eligible for state licensure or certification for the independent practice of psychology and board certification in clinical neuropsychology and rehabilitation psychology by the ABPP. In addition to the below goals and objectives, fellows are evaluated on their overall mastery of specialized skills in the practice of rehabilitation psychology and neuropsychology, as well as rehabilitation research. Fellows are also evaluated on their professional demeanor in clinical and research settings, as well as on professional responsibility as a clinical researcher and clinician.

Goals	**Objectives/Competencies**
Goal 1: To develop advanced skills in neuropsychological assessment	• Information gathering and history taking • Selection of neuropsychological tests and measures • Report writing, interpretation, and diagnosis • Treatment planning and provision of feedback
Goal 2: To develop advanced skills in rehabilitation assessment	• Disability for patient and family • Disability and preserved abilities, including education and/or vocational capacities • Personality and emotional functioning • Competency • Sexual functioning • Pain • Substance use/abuse • Social and behavioral functioning
Goal 3: To develop advanced skills in the selection, implementation and evaluation of interventions	• Identification of intervention targets and specification of intervention need • Formulation, implementation, and adjustment of an intervention plan • Assessment of outcomes
Goal 4: To develop advanced skills in rehabilitation interventions	• Individual and group therapeutic interventions related to adjustment to disability • Family/couples interventions related to adjustment to disability • Behavioral management interventions • Sexual counseling with disabled populations • Pain management interventions • Cognitive remediation and retraining

Goal 5: To develop advanced skills in neuropsychological consultation	• Develop effective communication skills • Determination and clarification of referral issues • Education of referral sources regarding neuropsychological services • Communication of evaluation results and recommendations • Education of patients and families regarding services and disorder(s)
Goal 6: To develop advanced skills in rehabilitation consultation	• Consultation regarding physical, behavioral and cognitive functioning • Vocational and/or educational considerations • Personality and emotional factors • Integration of assistive technology for enhancement of cognitive, sensory, and physical functioning
Goal 7: To develop advanced skills in research	• Ability to critique research in related areas of rehabilitation and clinical neuropsychology • Knowledge of research methodology and data management • Selection of appropriate research topics • Review of relevant literature • Design of research • Execution and monitoring, and evaluation of outcomes • Data analysis and communication of results
Goal 8: To understand and incorporate research into practice	• Incorporate knowledge of relevant literature in the fields of clinical neuropsychology and rehabilitation psychology to practice • Consider research regarding intervention efficacy and assessment • Consider research pertaining to adaptive/assistive technology • Consider research regarding individual and family acute and long-term adjustment to disability • Obtain knowledge of research regarding measurement of rehabilitation outcomes
Goal 9: To develop professional and ethical responsibility in practice and clinical research, and competence in cultural and individual diversity	Build awareness, recognition and sensitivity to multicultural and diversity factors. Develop knowledge of: • Professional and ethical responsibility in conducting clinical research • State laws of practice and laws related to ADA • APA Ethical principles • Issues related to patient confidentiality and privacy
Goal 10: Professional Development and career independence	• Conduct professional presentations at local, state and national levels • Produce publications • Gain teaching experience (if available) • Develop professional skills in communication, accountability, goal-setting and attainment, time management, and productivity that are consistent with an independent career.

THE TRAINING EXPERIENCE

The training experience consists of a full-time, two-year specialized training program in advanced clinical neuropsychology and rehabilitation psychology, as well as rehabilitation research. Specifically, the training consists of didactic and experiential clinical and research training experiences and supervision. Fellows spend approximately 80% of their time providing clinical services to patients, 10% in didactic training, and 10% in research activities, with flexibility based on skills, training goals, and training needs. Progress towards training goals and objectives are measured and competencies are informally assessed on an ongoing basis through supervision and regular meetings with the Directors of Training and formally assessed every six months via written evaluation forms. Clinical work of fellows is supervised by four clinical training faculty (Drs. Maria Kajankova, Kristen Dams-O'Connor, Belinda Yew, and Eric Watson). Research is supervised by Drs. Dams-O'Connor (Director of the BIRC), Raj Kumar, Maria Kajankova, Belinda Yew, Eric Watson and Sarah Bannon, who provide ongoing research supervision and training. The adjunct faculty are involved in providing seminars, group supervision and case conferences (see The Training Curriculum section on pages 11-13).

Impact of COVID-19 on current training experience: Fellows are required to work on-site 5 days per week. Fellows continue to provide clinical services in-person and via telehealth and maintain full/expected caseloads. Hospital COVID-19 safety protocols and procedures are followed for all onsite activities. Research activities and didactics are conducted via teleconference and in-person. Clinical supervision is provided in-person and via videoconference (as needed).

Clinical Training Experience

Fellows spend approximately 80% of their time providing clinical services to patients in the department's Rehabilitation Neuropsychology Faculty Practice under the supervision of clinical training faculty. Outpatient clinical services provided by fellows include 1) neuropsychological evaluations, 2) clinical interventions and treatment (short- or long-term) including cognitive rehabilitation and psychotherapy, and 3) consultation. Clinical training is obtained in each of these areas across both years of fellowship and are designed to help fellows develop a sophisticated understanding of brain-behavior relationships, enhance neuropsychological evaluation skills, and provide neurorehabilitation interventions that improve our patients' functional ability, emotional adjustment, and overall well-being. Clinical training meets requirements for licensing as a psychologist in NYS and is designed to adhere to the Houston Conference guidelines for specialty training in clinical neuropsychology and contributes to rehabilitation psychology board certification eligibility. Specifically, the outpatient clinical services rendered to patients by fellows through the Faculty Practice include:

- *Comprehensive or focused neuropsychological evaluations* to address a variety of referral questions, including diagnostic clarification, designing treatment plans or making recommendations for improving daily functioning, and informing patients' decision-making (e.g. return to work or school). Fellows also participate in neuropsychological and psychological evaluations as part of a preoperative work-up prior to placement of a Deep Brain Stimulator and Spinal Cord Stimulator. As evaluations range from brief focused evaluations to comprehensive neuropsychological evaluations spanning multiple test days, the number of cases seen by postdoctoral fellows each week will vary. On average, the fellows conduct 2 to 3 evaluations per week.

- *Psychotherapy* in individual, family, and/or group formats that reflects an integrative but predominantly cognitive-behavioral approach with the goal of educating patients about, and facilitating adjustment to, neurological disability.
- *Cognitive remediation* in individual, family, and/or group formats, which typically involves delivering empirically supported structured exercises and developing compensatory cognitive techniques tailored to each patient.
- *Couples and family co-treatment:* Fellows provide co-treatment for families or couples following brain injury or other neurological disorders, helping caregivers and family members of patients with issues related to adjustment.
- *Psychoeducation:* As part of neuropsychological assessment and treatment, postdoctoral fellows provide psychoeducation related to TBI, healthy lifestyle habits, etc.
- *Consultation:* Postdoctoral fellows provide consultation to other rehabilitation, medical or other relevant professionals regarding their patient's cognitive and/or emotional functioning. The fellows regularly work as part of a rehabilitation team, consisting of the referring physiatrist, neurologist, or psychiatrist, as well as other providers involved in the patient's care (social workers, physical therapists, occupational therapists, speech language pathologists, vision therapists, vestibular therapists, psychologists, vocational counselors, attorneys, case workers), within the department, Mount Sinai, or at other medical or rehabilitation centers.
- *Support groups*: Fellows are involved in leading and/or co-leading support groups for individuals with brain injury and their caregivers.
- *Cross-Cultural Neuropsychology:* Fellows learn best practices for providing culturally informed neuropsychological services operating from an intersectionality framework that considers the influence of multiple aspects of one's social identity, including race, ethnicity, native language, social and economic status, sex/gender, and age. Clinicians and trainees participate in year-round bi-weekly specialized didactic training and case rounds, focusing on *understanding* how the intersectionality of an individual affects assessment and *practicing* sensitive and unbiased assessment. These efforts support the greater mission of inclusion and diversity in providing the highest quality care and support to all brain injury survivors of linguistically and culturally diverse backgrounds.

Fellows mostly see adults with acquired brain injury (TBI, anoxia, stroke) but will also see individuals with other diagnoses (e.g. dementia, movement disorders, SCI, brain tumor, epilepsy, multiple sclerosis, Parkinson's disease, post-concussive syndrome, and Post Acute COVID Syndrome) all with or without co-morbid mood and/or adjustment disorders. The practice occasionally accepts adolescents, and these patients are assigned to fellows based on fellows' prior experience and/or interest in working with adolescents. The variety of clinical diagnoses and symptom presentations of patients referred to the practice, coupled with cultural and socio-economic variety of individuals living in New York City, ensures that fellows gain experience with an extremely diverse patient population.

Clinical Case Assignments

All assessment and treatment patients are assigned to the fellows based on prior experience and expertise, and interests of the fellows in certain cases are accommodated whenever possible. It is the goal of the fellowship to maximize a diversity of training experiences while at the same time keeping the fellow's clinical service requirements at a manageable level. During the weekly individual supervision sessions and during monthly check-ins with the Director of Training, the

workload of the fellow is reviewed, and modifications are made as needed. Depending on the interest of the fellow and availability, an opportunity to supervise interns and externs may be an option.

Clinical Supervision

Clinical supervision is the primary training modality for development of professional expertise in assessment, treatment, and consultation. Supervision occurs both on a scheduled and case-focused basis. During the two-year program, postdoctoral fellows receive a minimum of three hours per week of regularly scheduled, face-to-face individual and group supervision for neuropsychological and psychological services. Supervision is provided by the supervising training faculty, which all have full-time faculty appointments at Mount Sinai and are licensed psychologists in NYS; supervising training faculty all carry professional practice responsibility for the cases being supervised. In addition, fellows also receive supervision through the rehabilitation treatment and clinical neuropsychological case seminars. Case seminars follow a case conference format and fellows receive input and feedback on treatment and assessment cases from clinical faculty and fellow trainees (see the Training Curriculum section for more details) and other additional learning experiences and scheduled seminars.

Research Training Experience

Fellows spend approximately 10% of their time in research activities and have the opportunity to engage in all stages of the research process. Fellows work closely with a multidisciplinary team in the BIRC, led by Dr. Kristen Dams-O'Connor, and are involved in various stages of research, from project conceptualization, execution, analysis, and dissemination. Fellows contribute to the implementation of existing research studies and participate in research projects that match their interests and skill sets under the mentorship of faculty. The extent and nature of involvement in research is tailored to each fellow's interests, skill level, and career goals and may include completing literature reviews, contributing to and/or leading quantitative or qualitative analyses, contributing and/or leading manuscripts, co-leading focus groups, or contributing clinical expertise to support ongoing research projects. Productivity expectations include but are not limited to, participating in existing studies, using archival data sets to examine variables of interest, writing a review paper or book chapter, or submission of a grant proposal to support a new pilot project depending on the fellow's interests and available mentorship in their area of interest.

Fellows are expected to demonstrate competence in basic research skills (e.g. scientific literature review, identification of a research question, study design, and familiarity with data analysis and scientific writing) prior to training. Research training includes active participation in weekly multidisciplinary research meetings as well as seminars in research methodology and in statistical methods. Research training activities include individual and group supervision as well as participation in weekly research planning/progress meetings that include all BIRC staff. A wide variety of didactic seminars on topics such as effective scientific writing, preparing a competitive grant application, and scientific presentation skills are offered within the larger Mount Sinai community. In addition, fellows have the opportunity to assist faculty in the preparation of manuscripts and center-wide grant applications. Fellows' research efforts are expected to culminate in presentation(s) at national or international conferences and/or authorship of at least one publication and/or grant application (to support further research either during or beyond fellowship training). More information about current

and recently completed studies (for which extensive data are available for secondary analysis) can be found at www.tbicentral.org.

Research Supervision

Fellows are provided with weekly individual supervision with their research mentor(s). The primary research supervisor for research projects conducted by the BIRC is Dr. Dams-O'Connor, with Raj Kumar, Eric Watson, Sarah Bannon, Belinda Yew, and Maria Kajankova, with adjunct faculty providing additional research mentorship and training (as needed). Fellows also participate in weekly research planning and progress meetings with BIRC research staff, and hands on training in research methodology, statistics and research design. The research training is designed to incorporate fellows' research projects, where they can receive guidance and feedback from research faculty. Fellows are also encouraged to attend a variety of didactic seminars offered through Mount Sinai and the Office of Postdoctoral Affairs on topics such as scientific writing and grant application preparation.

THE TRAINING CURRICULUM

Orientation

The initial two weeks of training focus on an orientation to the Mount Sinai Health System, the Department of Rehabilitation and Human Performance, the BIRC, the scope of services provided by the Rehabilitation Psychology and Neuropsychology Service, and the role/expectations of postdoctoral fellows. The orientation includes a basic overview of: postdoctoral mission and philosophy, policies and procedures, outpatient clinic experience, EPIC electronic medical record and other clinical documenting procedures, emergency policies and procedures, introduction to neurorehabilitation treatment and neuropsychological testing, and current research within the BIRC. The post-docs are also invited to participate in relevant didactics provided as part of a comprehensive two-week orientation program within the pre-doctoral internship program in the Department. The orientation is designed to acquaint trainees with rehabilitation medicine and the role of the psychologist in the rehabilitation setting. The program includes a series of lectures on the various types of disabilities seen in the medical center (e.g., TBI, stroke, SCI, epilepsy, and cardiopulmonary conditions), the roles and interventions provided by different healthcare professionals, and core psychological issues presented by individuals with physical and cognitive disabilities.

Didactics

Approximately 10% of the fellow's time is dedicated to didactic learning. All fellows participate in didactic seminars taught by training faculty, adjunct faculty, and outside speakers. Didactic experiences in the postdoctoral training program are both formal and informal and occur through seminars, course work, attendance at conferences, individual and group supervision, and day-to-day collaboration with faculty members and trainees. Fellows also will be expected to complete readings in clinical neuropsychology and rehabilitation research, as designated by training faculty. Opportunities for developing supervisory skills are also available, and when available and appropriate, fellows are involved in teaching and some supervision of pre-doctoral interns in the department's APA-accredited rehabilitation neuropsychology internship program. Didactics generally begin during the second or third week in September and run throughout the training year.

Clinical Didactics

Functional Neuroanatomy and Clinical Neuroscience for Neuropsychologists (1 hour): This monthly seminar is led by Dr. Suzan Uysal, a board-certified clinical neuropsychologist, and focuses on the basics of brain and spinal cord anatomy and the relationship between behavior, neuropsychological test performance, and underlying neuropathology.

Clinical Neuropsychology Case Seminar (1 hour): This weekly seminar is led by Drs. Megan Putnam, Belinda Yew, and Katie Stolove and provides trainees with the opportunity to present clinical neuropsychology cases, helping fellows to succinctly communicate findings, using a group supervision format to provide fellows with feedback while preparing fellows for the oral portion of the board certification exam in clinical neuropsychology.

Neuropsychology Fact-Finding Seminar (1 hour): This bi-monthly seminar is led by two board certified clinical neuropsychologists, Drs. David Layman and Jeanine Tiago, and provides an opportunity for trainees to learn and discuss clinical cases and clinical syndromes as well as clinical and research issues is neuropsychology, neuroimaging, and other issues related to specific illnesses. The seminar format is designed to help prepare fellows for the case defense of the oral portion of the neuropsychology board certification examination.

Interdepartmental Neuropsychology Faculty Lecture Series (1 hour): This monthly guest speaker series includes presentations on various topics (e.g., Statistical Methods in Neuropsychology: Common Procedures Made Comprehensible and The Role of Neuropsychology in Concussion Management: Diagnosis, Treatment, Malingering, and Other Psychosocial Issues). This seminar provides the opportunity for postdoctoral fellows within multiple departments (Neurology, Psychiatry, and Rehabilitation) to interact with other neuropsychology trainees (interns and externs).

Rehabilitation Neuropsychology Seminar (1 hour): This bi-monthly seminar is led by Drs. Eric Watson and Belinda Yew.

> Year 1: Cognitive Rehabilitation Seminar Series (1 hour): This bi-monthly seminar is led by Dr. Eric Watson and follows a group didactic and supervision format, where trainees alternate every other session learning essential cognitive rehabilitation strategies with case presentation done in the ABPP format, giving the trainees exposure to the format used when applying for board certification in Rehabilitation Psychology.
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> Year 2: Neuropsychology Foundations (1 hour): This bi-weekly seminar is designed to help postdoctoral fellows build foundational neuropsychological knowledge, covering topics ranging from psychometrics to condition-specific expertise. The series aims to prepare postdocs for the written ABPP exam in Neuropsychology. Additional sessions throughout the year will focus on Advanced Neuropsychological Test Interpretation, further refining trainees' skills in test interpretation and treatment planning. These sessions provide a deeper understanding essential for clinical practice and board certification.

Saugatuck Institute for Neuropsychological Rehabilitation (SINR) Seminar Series (1 hour): Consists of monthly seminars sponsored and organized by the SINR Education Committee. The goal of the seminar series is to create more learning and community-building opportunities within the field of neuropsychological rehabilitation.

Neuropathology Case Conference (Brian cutting; 1-2 hours; *optional*): Fellows are encouraged to attend *optional* weekly brain cutting conferences offered through the Department of Neuropathology. The case conference is led by various neuropathology faculty members (rotating schedule) and attended by medical residents, postdoctoral fellows, and other trainees. Schedule is sent out weekly by the Department of Neuropathology.

Research Didactics

Research didactics consist of regular seminars in research design and statistical methods.

TBI Journal Club (1 hour): Postdoctoral fellows have the option to attend a weekly journal club facilitated by brain injury medicine fellows and attending physicians within the Department of Rehabilitation and Human Performance.

SCI Journal Club (1 hour): The SCI Journal Club have the option to attend a weekly journal club facilitated by SCI medicine fellows and attending physicians within the Department of Rehabilitation and Human Performance.

Journal Club/WIP Meeting: (1 hour): This bi-monthly meeting alternates between WIP and postdoc journal club. The WIP meeting includes all supervising clinical and research faculty and provides fellows with the opportunity to develop and receive feedback on their individual research project(s) and learn about the work of other researchers/faculty. Fellows present their ideas and updates, and receive feedback ranging from study design, analysis, manuscript preparation, and dissemination. On alternative weeks, fellows take turns choosing and leading discussion of a research article that is relevant to brain injury and/or rehabilitation research.

Optional Seminars and Training Opportunities

Fellows have the option of choosing didactics that match their interests or identified areas of development, including weekly neuroradiology seminars, monthly brain dissections led by the Neuropathology Department, and monthly neuropathology clinical-pathological diagnostic case conferences. Fellows are also encouraged to attend grand rounds offered by the Departments of Rehabilitation and Human Performance, Psychology, Neurology, and Psychiatry. Fellows can also take advantage of the translational neuroscience seminar series and programs offered through the Friedman Brain Institute and Translational and Molecular Imaging Institute, including the Brain Imaging and Alzheimer's Disease and Neurodegeneration Clubs. Fellows are also encouraged to take advantage of additional didactic opportunities within the hospital system and the ISMMS, as well as outside learning via conferences and professional development seminars provided through the hospital, ISMMS, and the Office of Postdoctoral Affairs, as time permits. Through these optional seminar and training opportunities, fellows have the opportunity to interact, network, and collaborate with other medical professionals and trainees.

COMPETENCY EXPECTATIONS AND EVALUATIONS

Evaluation of Fellows

It is expected that by the end of the two-year training program, all postdoctoral fellows will demonstrate advanced skills and competencies necessary to function as independent clinical neuropsychologists and/or rehabilitation psychologists, and possess skills to conduct or contribute to rehabilitation research. Clinical and research competency is assessed every six months (two evaluations per year; four evaluations total over the two-years of training) via joint (supervisor and trainee) discussion and formal written evaluations. These ongoing evaluations serve to clarify strengths and weaknesses of each fellow as related to the ten goals and related objectives of the training program, with increasing competence expected as the training program progresses. In addition to the below goals and objectives, fellows are evaluated on their general ability to grasp issues related to rehabilitation psychology and neuropsychology, as well as rehabilitation research. Fellows are additionally evaluated on their professional demeanor in the clinical and research settings and professional responsibility as clinical researchers and clinicians. Consistent with the program goals and objectives outlined on pages 6-7, the following domains of competency are evaluated for each fellow throughout the two-year training and used as exit criteria:

1. Neuropsychological Assessment
2. Rehabilitation Assessment
3. Consultation in neuropsychology practice
4. Consultation in rehabilitation practice
5. Selection, implementation, and evaluation of neurorehabilitation interventions
6. Rehabilitation interventions
7. Research skills and competence
8. Incorporating research into practice
9. Professional and ethical responsibility in practice and clinical research, and competence in cultural and individual diversity
10. Professional Development and career independence

Due Process and Grievance Procedures

Please see due process and grievance procedures on pages 22-23 that describe how the program deals with concerns about fellows' performance and training. These procedures include the steps of notice, hearing, and appeal, and are given to the fellows at the beginning of the training year in writing.

Evaluation of Faculty and Program

The program elicits evaluations of the faculty and program once per year, including fellows' views of how effective the faculty and program are in helping them achieve the program goals and objectives, their personal goals and objectives, and the adequacy of program resources, training activities, and faculty teaching and supervision. The training program also collects data about fellows' performance after fellowship program completion, for example, licensing and board certification rates, employment in the practice area, professional participation and productivity though alumni surveys. The data collected though this evaluation process is used to improve program functioning.

BENEFITS AND RESOURCES

Compensation and Benefits

Stipend amounts are informed by NIH and Mount Sinai guidelines, and the current annual stipend is $65,000 paid every two weeks. Fellows also receive 29 paid days off (includes vacation, sick and personal days) and 9 holidays observed by the health system per year. Health, vision, and dental insurances are provided. Paid attendance at one professional conference each year is also available (if funds are available), as well as participation in an extensive offering of free or low-cost seminars, workshops, and courses offered by ISMMS on topics such as research methodology and professional development, computer program skills training, and leadership skills and public speaking. Each postdoctoral fellow is provided with a dedicated work space with a computer and telephone access, and necessary materials and software to fulfill their clinical and research responsibilities.

Resources

The Human Resources Office at ISMMS serves as the liaison between Human Resources and all areas within the school. They handle questions related to faculty, house staff, fellows, and other employees and their respective handbooks and manuals. The Human Resources activities include: Employee/Labor Relations, Benefits, Compensation, Recruitment, and International Personnel. http://icahn.mssm.edu/about/leadership/human-resources

The Levy Library supports the education, research, and clinical information needs of the Mount Sinai Health System, including ISMMS. The library is a unit of Mount Sinai's Academic Informatics and Technology division.

The Recreational Office sponsors several programs. The ticket program offers discount tickets for plays, concerts, sports, ballet and other events. The consumer program provides a list of various discounts including magazines, car rentals, major purchases, eye glasses, clothing, restaurants, hotels, tickets to amusement parks, and other events such as health clubs. As the health system is a member of several buying services, the Recreational Office can assist in obtaining such items as major appliances, cars, and furniture. The activities program schedules events including exercise classes, sports teams, and trips. The general information and assistance program provides information on a variety of topics including adult education courses, museum exhibits, and general information about living in the metropolitan area. Further information can be obtained from the Recreational Office. The Recreational Office is located at 19 East 98th Street (212-241-6660).

APPLICATION INFORMATION/ADMISSION REQUIREMENTS

Individuals with a doctoral degree in clinical or counseling psychology who have training and experience in clinical neuropsychology and/or rehabilitation psychology are strongly encouraged to apply. Candidates should have completed all requirements for the doctoral degree before beginning their postdoctoral training, must have received the doctoral degree from an APA/CPA-accredited program, and be eligible for a limited permit to practice psychology in NYS by the time training begins. Applicants must have completed all doctoral requirements from an APA/CPA-accredited program and an APA/CPA approved internship. Those from minority and/or disability backgrounds are encouraged to apply. Individuals with previous research experience and aspirations for a clinical research career are also strongly encouraged to apply. Preference will be given to individuals who are US citizens or permanent residents, but others may

apply if they anticipate being able to obtain the credentials needed to complete the program. All successful applicants must provide the Office of Postdoctoral Affairs with a copy of their doctoral degree or a letter from their doctoral program's registrar documenting completion of all degree requirements before training begins. **Applications must be received by December 1st**. Interviews with faculty and current fellows will be scheduled between December 4th-9th. ***Interviews will be conducted virtually.***

Applications must include the following in order to be considered:

1. Cover letter
2. Curriculum vitae that includes citizenship and languages spoken fluently
5. Two to four letters of recommendation:
    a. One or two letters from clinical supervisor(s), e.g. internship training director, AND
    b. One or two letters from research supervisor(s), e.g. dissertation chair/mentor
6. Copy of your unofficial graduate transcript; must submit final official transcripts before starting postdoc
7. One sample neuropsychological report and one treatment case summary
8. Representative copies of abstracts, publications, and/or research presentations

Applications should be sent via e-mail to the following individuals:

Maria Kajankova, Ph.D., Director of Clinical Training
Department of Rehabilitation Medicine and Human Performance
Icahn School of Medicine at Mount Sinai
One Gustave L. Levy Place, Box 1163, New York, New York 10029
Tel: (212) 241-2221
Fax: (212) 241-0137
Email: maria.kajankova@mountsinai.org

Eric Watson, PhD, ABPP-CN, Co-Director of Clinical Training
Department of Rehabilitation Medicine and Human Performance
Icahn School of Medicine at Mount Sinai
One Gustave L. Levy Place, Box 1163, New York, New York 10029
Tel: (212) 241-2221
Fax: (212) 241-0137
Email: eric.watson@mountsinai.org

TRAINING PROGRAM FACULTY

Dr. Joseph Herrera, Chair of the Department of Rehabilitation and Human Performance, provides general oversight and support for the postdoctoral fellowship training program. Dr. Angela Riccobono, Chief of the Neuropsychology and Rehabilitation Psychology Service, oversees all psychology services within the Department. As the director of the BIRC, Dr. Kristen Dams-O'Connor, Jack Nash Professor and Vice Chair of Research of the Department, oversees all research activities of the department, center, and the research conducted by postdoctoral fellows. Through their leadership roles, Drs. Herrera, Riccobono, and Dams-O'Connor provide support to Dr. Maria Kajankova (Director of Training) and Dr. Eric Watson (Co-Director). Drs. Kajankova and Watson are responsible for all activities of the fellows and for the overall quality and integrity of the fellowship program. The training program faculty consists of on-site NYS licensed psychologists who provide direct clinical and/or research supervision (Drs. Kajankova, Dams-O'Connor, Watson, Yew, and Bannon), and research training faculty (Drs. Dams-O'Connor, Kumar, Yew, Watson and Kajankova) who provide research training and supervision on center-wide and postdoctoral fellow led research projects, and adjunct faculty members who participate/lecture in the didactic program and/or provide research support and supervision (Spielman, Tiago, Layman, Uysal, Tsaousides, Esopenko, and LaDuke). Together, the faculty shares the collective responsibility for the success of the training program.

Clinical and Research Training Faculty

Maria Kajankova, Ph.D., (*Director of Clinical Training*) is an Assistant Professor in the Department of Rehabilitation and Human Performance and is a licensed clinical psychologist in NYS. She is a clinical rehabilitation neuropsychologist specializing in neuropsychological evaluations, cognitive remediation, and individual and group psychotherapy with patients experiencing a variety of neurological disorders, including TBI, concussion, brain tumors, dementia, stroke, and movement disorders. Dr. Kajankova received her doctorate in counseling psychology from Fordham University. She completed her pre-doctoral internship in rehabilitation neuropsychology at the Rusk Institute of Rehabilitation Medicine/NYU Medical Center and her postdoctoral fellowship in rehabilitation research and clinical neuropsychology at ISMMS. Her research focuses on qualitative research methods and topics related to pediatric brain injury and rehabilitation, evaluation of concussion policies, and interventions for individuals with TBI and their caregivers. She is currently an investigator on several federally funded grants focusing on the development and evaluation of interventions for individuals with TBI. As Director of Clinical Training, Dr. Kajankova is responsible for directing and organizing the training program and its resources, organizing didactics, assigning cases for psychotherapy and neuropsychological testing, and overseeing individual and group supervision experiences. She is responsible for recruitment and selection of fellows, monitoring and evaluating the training program's goals and activities, and documenting and maintaining fellows' training records. As part of the clinical training faculty, she also provides direct clinical and research supervision to postdoctoral fellows.

Kristen Dams-O'Connor, Ph.D., Jack Nash Professor and Vice Chair of Rehabilitation and Human Performance, Professor in the Departments of Neurology, and Neuroscience, is a clinical neuropsychologist with clinical expertise in neuropsychological assessment, neurorehabilitation, and cognitive remediation. Dr. Dams-O'Connor is a licensed clinical

neuropsychologist in NYS. Dr. Dams-O'Connor is Director of the BIRC and Project Director of the New York TBI Model System of Care. Her research focuses on understanding the long-term sequelae of TBI including clinical phenotypes and pathological substrates of post-traumatic neurodegenerative disease. Her work has focused on applying advanced psychometric methods and multimodal biomarker data integration to characterize long-term outcomes following TBI. She is principal investigator of multiple federally funded grants from the NIH, PCORI, DOD, and NIDILRR. Dr. Dams-O'Connor received her doctorate in counseling psychology at the University at Albany, State University of New York. She completed a pre-doctoral internship in rehabilitation psychology at the Rusk Institute/NYU Medical Center and a postdoctoral fellowship in Rehabilitation Research and Clinical Neuropsychology at the Mount Sinai School of Medicine. In addition to direct clinical supervision, as Director of the BIRC, Dr. Dams-O'Connor also provides research mentorship, training, and supervision.

Eric Watson, Ph.D., ABPP-CN, (*Co-Director of Clinical Training*) is an Assistant Professor in the Department of Rehabilitation and Human Performance at ISMMS. Dr. Watson received his doctorate in clinical health psychology from East Carolina University. He completed his pre-doctoral internship in rehabilitation neuropsychology at the Mount Sinai Hospital and his two-year postdoctoral fellowship in clinical neuropsychology and rehabilitation research at ISMMS. Dr. Watson has extensive training in neuropsychological assessment and rehabilitation both clinically and in research. He has completed several practicum experiences with neurologically and medically complex individuals with diverse presenting concerns. Additionally, Dr. Watson's prior work experience has included working as a psychometrist, cognitive remediation therapist, and clinical research coordinator. His clinical and research interests include forensic neuropsychology, aging and geriatric neuropsychology, cognitive rehabilitation, behavioral sleep medicine, applied electroencephalography, and health interventions for cognitively impaired populations (e.g., medication adherence, weight management, and chronic pain). As part of the clinical training faculty, Dr. Watson provides clinical and research supervision to fellows.

Belinda Yew, Ph.D., is an Assistant Professor and Clinical Neuropsychologist in the Department of Rehabilitation and Human Performance. Dr. Yew received her doctorate in clinical psychology from the University of Southern California, where she specialized in neuropsychology and health psychology. She completed her pre-doctoral internship in rehabilitation neuropsychology at New York University-Langone Health's Rusk Institute of Rehabilitation Medicine, and her postdoctoral fellowship in clinical neuropsychology and rehabilitation at ISMMS. Dr. Yew's research has utilized neuroimaging and physiological methods to study aging, neurodegenerative disease, and vascular contributions to cognitive decline. Her clinical interests include neuropsychological assessment, cognitive rehabilitation, geropsychology, and cognitive-behavioral interventions for improvement of health outcomes. As part of the clinical training faculty, Dr. Yew provides clinical and research supervision to fellows.

Raj Kumar, **Ph.D., MPH**, is an Instructor in the Department of Rehabilitation and Human Performance at ISMMS. Dr. Kumar completed his PhD training in Neuroepidemiology at the University of Pittsburgh Graduate School of Public Health, and MPH in Chronic Disease Epidemiology at Yale School of Public Health. Dr. Kumar's research blends the fields of epidemiology and rehabilitation. His work focuses on the long-term cognitive, physical, and mental health consequences for individuals living with TBI. He also has extensive experience in TBI biomarkers research and applied epidemiological and biostatistical methods. He is currently principal investigator of a K99/R00 Career Development

Award from the National Center for Medical Rehabilitation Research at NICHD/NIH. Dr. Kumar provides research supervision for post-doctorates on research design, statistical analyses, and grant preparation.

Sarah Bannon, Ph.D., is an Assistant Professor in the Department of Rehabilitation and Human Performance at ISMMS. Dr. Bannon received her doctorate in clinical psychology from Stony Brook University. She completed her pre-doctoral internship in clinical psychology in the Brain Health elective track of the Massachusetts General Hospital/Harvard Medical School (MGH/HMS) pre-doctoral internship program. She then completed a one-year postdoctoral fellowship and transitioned to a Staff Psychologist role at the MGH/HMS Center for Health Outcomes and Interdisciplinary Research (CHOIR) and Spaulding Rehabilitation Hospital. Dr. Bannon has clinical and research expertise in couple and family psychology, rehabilitation medicine, and qualitative methods to inform intervention development. She currently has over 40 publications and has contributed to the development and delivery of patient-caregiver "dyadic" interventions for acute and chronic neurological conditions such as TBI and stroke. Her current research is focused on the development of a novel dyadic intervention for couples following dementia diagnoses using the NIH Stage Model for intervention development. Additionally, her prior work includes a focus on the development of novel mindfulness and acceptance based therapies in forensic and hospital settings, including a novel acceptance-based intervention for individuals convicted of domestic violence offenses, and a rapid access online Dialectical Behavior therapy intervention to address increased therapy needs in the early COVID-19 pandemic.

Adjunct Faculty

Lisa Spielman, Ph.D. a Consulting Biostatistician that has been a part of the BIRC since 1998. She has served as a senior data analyst for the Geriatric Clinical Research Center at Westchester Division of New York Hospital and for the HIV Clinical Research Program at New York Hospital-Cornell Medical Center. Dr. Spielman consults with private organizations and numerous principal investigators in academic settings on design and statistical analysis for federally funded grants. Dr. Spielman provides support for select postdoctoral research projects.

David Layman, Ph.D., ABPP-CN, is a clinical neuropsychologist in independent practice in New York City. He earned his doctorate in Counseling Psychology, with a Graduate Specialty Certificate in Gerontology, from the University of Kentucky. He completed a two-year postdoctoral fellowship in Advanced Neuropsychology and Rehabilitation Research in the Department of Rehabilitation Medicine at the Mount Sinai Medical Center. Dr. Layman specializes in outpatient treatment of individuals and couples dealing with acquired brain injury and other medical and neurological conditions. His clinical interests include adult neuropsychological assessment, neurorehabilitation, trauma recovery, and individual and couples psychotherapies. Dr. Layman is past-president of the NYS Association of Neuropsychology and is currently active within the organization. Dr. Layman leads a year-long seminar series on "Special Topics in Neuropsychology," and a monthly seminar in neuropsychological test interpretation using the "Fact Finding" model.

Janine A. Tiago, Ph.D. ABPP-CN, is a board certified clinical neuropsychologist and board eligible rehabilitation psychologist in private practice specializing in neuropsychological evaluations, psychotherapy and cognitive remediation. She leads a monthly seminar in neuropsychological test interpretation using the "Fact Finding" model to help trainees prepare for future board certification. Dr. Tiago received her doctorate in Clinical Psychology with concentrations in Neuropsychology, Child Therapy, and Group Dynamics, from Teachers College, Columbia University, where she is

currently Adjunct Assistant Professor of Psychology and Education in the Department of Counseling and Clinical Psychology. She completed a postdoctoral fellowship in Neuropsychology and Rehabilitation Psychology in the Department of Rehabilitation Medicine at the Mount Sinai Medical Center. Her areas of clinical interests are in culture and diversity as it impacts clinical practice, as well as psychotherapeutic issues within a rehabilitation setting, including the impact of cognitive deficits on intrapsychic and psychosocial adjustment.

Suzan Uysal, Ph.D., ABPP-CN, Associate Professor in the Department of Anesthesiology, is a research psychologist involved in ongoing studies of neurocognitive changes following cardiac surgery. Dr. Uysal is board certified in clinical neuropsychology by the American Board of Professional Psychology. Prior to her current position, Dr. Uysal was a research psychologist in the Department of Rehabilitation Medicine. Dr. Uysal received her Ph.D. in experimental psychology from New York University and a certificate of re-specialization in clinical neuropsychology from the City University of New York. Her areas of specialization include neuroanatomy, neurophysiology, and neuropsychological assessment.

Theodore Tsaousides, Ph.D., ABPP-RP, is a Clinical Assistant in the Department of Rehabilitation and Human Performance at the ISMMS. He obtained his doctorate in counseling psychology at the State University of New York at Albany and completed a 2-year postdoctoral fellowship in Rehabilitation Research and Clinical Neuropsychology at Mount Sinai. He is an investigator on a NIDILRR-funded intervention study at the BIRC, assisting with supervision and oversight of all study activities. Dr. Tsaousides also maintains an active private practice serving individuals with brain injuries by conducting neuropsychological assessments, cognitive rehabilitation, psychoeducation and psychotherapy. Dr. Tsaousides has presented and published on TBI-related issues in multiple venues and is a reviewer for the Journal of Head Trauma Rehabilitation and the Archives of Physical Medicine and Rehabilitation. His research interests include developing interventions to improve cognitive and psychosocial functioning following TBI, vocational outcomes following TBI, screening and identification, and incorporating technology as intervention and outcome measurement post-TBI.

Carrie Esopenko, PhD, is an Associate Professor and Co-Director of the Traumatic Brain Injury and Concussion Center in the Department of Neurology at the University of Utah. She is also a Part-Time Associate Professor in the Department of Rehabilitation and Human Performance at the Icahn School of Medicine at Mount Sinai. She holds an adjunct faculty appointment at the Department of Family Medicine and Community Health at Rutgers – Robert Wood Johnson Medical School. Her research focuses on understanding the effects of neurotrauma and mental health conditions across populations, identifying methods for improving brain injury prevention, and developing patient-specific and community-based intervention strategies for trauma-exposed populations. She is specifically interested in addressing the chronic and long-term effects of brain injury and repetitive head impacts on cognitive, neural, and psychological health in individuals with exposure to intimate partner violence (IPV), military sexual trauma (MST), and blast-related injury. She leads the ENIGMA Intimate Partner Violence Working Group, and co-leads ENIGMA Global Knowledge Exchange Network. Dr. Esopenko's work has been supported by the National Institute of Neurological Disorders and Stroke and Department of Defense. In 2024 she was awarded the National Neurotrauma Society's Rosalind Franklin award, recognizing her impactful scientific contributions to neurotrauma research and work improving advocacy and education for intimate partner violence-related brain injury.

Casey LaDuke, PhD, is a licensed psychologist specializing in clinical neuropsychology, forensic mental health, and psychological assessment. He completed doctoral training in clinical psychology at Drexel University (2011-2016), psychology internship at NYU Langone Health—Rusk Rehabilitation (2015-2016), and neuropsychology residency at the UVA Health System Department of Psychiatry and Neurobehavioral Sciences (2016-2018). He is currently an Assistant Professor of Psychology at the John Jay College of Criminal Justice and The Graduate Center of the City University of New York (CUNY), and an Assistant Clinical Professor with the BIRC.

TRAINEE-FACULTY RELATIONS

Policies and Procedures

Policies and procedures for the training program are available upon request. Key policies and procedures are reviewed with fellows during orientation, and copies of the policy manual are kept in fellows' offices. *Due process and grievance procedures will be provided in writing to postdoctoral fellows at the commencement of training.*

Mount Sinai Hospital Harassment Policy

A major principle of Mount Sinai Hospital, the Department of Rehabilitation Medicine and Human Performance, and the Psychology Service is that discrimination or bias of any nature is not tolerated. All Mount Sinai staff have the right to work in an environment free of harassment. Mount Sinai will not tolerate harassment by anyone based on the diverse characteristics or cultural backgrounds of those who work at Mount Sinai. Degrading or humiliating jokes, slurs, intimidation or other harassing conduct is not acceptable. Any form of sexual harassment is strictly prohibited. This prohibition includes unwelcome sexual advances or requests for sexual favors in conjunction with employment decisions, as well as other verbal or physical conduct that creates a hostile work environment. Mount Sinai does not tolerate workplace violence, which includes threatening, aggressive or abusive behavior. Moreover, as part of our commitment to a safe workplace, staff are prohibited from possessing firearms, other weapons or other dangerous instruments and materials on the premises of Mount Sinai.

Equal Employment Opportunity and Diversity

Mount Sinai is committed to providing an equal opportunity work environment. We will comply with all laws, regulations and policies related to non-discrimination and fair employment practices in all of our personnel actions. We make reasonable accommodations to the known physical and mental limitations of otherwise qualified staff with disabilities. Retaliation against individuals for raising claims of discrimination or harassment is prohibited.

Rights and Responsibilities

Each staff member has the right and privilege of being treated with respect and dignity, and the responsibility to foster an environment where this right and privilege is maintained.

A. Postdoctoral Fellow Rights:
    a. The right to be treated with professional respect, that recognizes the training and experience the fellow brings with them
    b. Work with staff that behaves in a manner consistent with APA ethical guidelines and the policies and procedures of ISMMS, MSH, and other relevant guidelines
    c. Receive timely, honest and specific feedback about performance on a regular basis

d. The right to ongoing evaluation that is specific, respectful, and pertinent
e. Work with staff that maintains appropriate professional and personal boundaries
f. The right to due process and appeal
g. The right to respect for one's personal privacy

B. Postdoctoral Fellow Responsibilities:

a. Behave in a manner consistent with APA ethical guidelines and the policies and procedures of ISMMS, MSH, and any other relevant professional documents or standards which address psychologists' ethical, personal, and/or legal responsibilities
b. Be cognizant of and abide by the laws and regulations governing the practice of psychology as included in appropriate legal documents
c. Maintain appropriate professional and personal boundaries
d. Provide honest, timely, and specific feedback about their experience of the training program at any time
e. Attend to their part in power dynamics clinically and among staff
f. Appropriate management of personal concerns and issues as they relate to professional functioning

Due Process

During the orientation period, fellows will receive in writing the training program's expectations related to professional functioning and competency. The Director of Training will discuss these expectations in both group and individual settings. The training program faculty is committed to postdoctoral fellows having the opportunity to learn new skills and engage in personal and professional growth, but they are also responsible for informing postdoctoral fellows, as soon as possible, if there is concern about his or her performance and/or behavior.