



The Creekview Center

Psychological Assessment and Therapy

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www.creekviewcenter.com

Postdoctoral Fellowship in Clinical Psychology

We host a 12 month fellowship program in clinical psychology beginning in August of each year. Our team of clinical and neuropsychologists offer an advanced, supportive, and dynamic training environment for postdoctoral fellows who are committed to excellence in assessment, intervention, and professional growth.

About This Fellowship

Founded in 2019, The Creekview Center is a multidisciplinary group practice specializing in psychological, psychoeducational, and neuropsychological assessment, as well as evidence-based therapy for children, adolescents, and adults. There is a focus on both neuroscience and developmental psychopathology. Our team is dedicated to providing clinically meaningful, empirically grounded care in a collaborative and inclusive setting. The mission of Creekview is to provide neurodiversity affirming care to individuals of all types and levels of neurodivergence and neurotypicality. Located in the city of Wilmington, close to the Pennsylvania border and just 40 minutes away from Philadelphia we attract a diverse clientele of all ages. Our referrals come from local schools, hospitals, medical practitioners and other mental health clinics, as well as individual clinicians. Our clients represent the full spectrum of urban populations and we see people of all ages.

Training Sequence

The postdoctoral training program at The Creekview Center follows a 12-month, developmentally sequenced curriculum designed to transition fellows from supervised practice to autonomous clinical functioning.

Phase 1: Orientation and Foundational Competency (Months 1-3) The program begins with a multi-day orientation covering practice mission, systems, and billing. During this phase, fellows focus on establishing clinical fidelity in assessment and intervention. Fellows co-facilitate intake, therapy, and feedback sessions. Intensive 1:1 live supervision is provided for standardized tools (e.g., ADOS, MIGDAS, RUBI) to ensure adherence to evidence-based protocols.

Phase 2: Consolidation and Clinical Integration (Months 4-8) Fellows transition to leading clinical sessions with increased autonomy. Didactic training shifts to advanced topics, including

differential diagnosis of co-occurring neurodevelopmental and mental health conditions, and complex ethical considerations (e.g., court-ordered services, custody). Fellows begin to integrate multi-method assessment data and refine their case conceptualization skills using CBT, ACT, and psychodynamic frameworks.

Phase 3: Advanced Practice and Professional Identity (Months 9-12) Fellows manage a full caseload with consultative supervision. The focus shifts to 'professional identity'—navigating private practice business operations, interdisciplinary collaboration, and advanced neurodiversity-affirming practice. Fellows complete a capstone case presentation and finalize preparations for independent licensure.

Clinical Services

Fellows are assigned testing evaluation cases and therapy/intervention clients with presenting concerns based on the fellow's prior experience, and specific training goals. The Creekview Center provides services for children and adults (ages 3 years +). Fellows have the option to provide lifespan services, or to focus their work with younger (3-21 years) or older (18+) clients. Full time (40 hour a week) fellows are engaged in at least 15 direct clinical service hours, including diagnostic intakes, test administration, feedback meetings, or therapy sessions a week. They maintain approximately two ongoing assessment cases a month, typically with two 4-hour blocks set aside per week for testing and report writing. It is intended that 30 hours a week (75% of time) is spent in providing professional psychology services. Part time fellows (20 hours a week) would provide at least 7 direct clinical service hours with 15 hours spent in providing professional psychology services. They would maintain 1 ongoing assessment case every 1-2 months.

Diagnostic Intake. The Creekview Center begins all client contact with a diagnostic intake process. Fellows will be trained in how to accurately identify presenting concerns, differential diagnostic questions, and make treatment or psychological testing recommendations as part of a comprehensive intake.

Evaluation Services. Our team provides comprehensive evaluations for autism, ADHD, learning disorders, intellectual developmental disabilities, and other neurodevelopmental diagnoses. All evaluations also include mental health assessment. For children, we often complete behavioral assessments as well. Fellows to complete ADOS or MIGDAS training receive 1:1/live supervisions to establish clinical fidelity. Initially, fellows may co-facilitate feedback sessions with licensed psychologists on staff.

Adult Therapy Services. The Creekview Center provides individual therapy for adults in a variety of modalities. Many of our clients are neurodivergent in some way. Fellows have the opportunity to receive training and supervision in psychodynamic therapies,

Cognitive Behavioral Therapy (CBT) Acceptance and Commitment Therapy (ACT), executive functioning skills training, trauma-focused, and more. Fellows will learn how to modify therapeutic approaches to be neurodiversity affirming.

Child and Family Therapy Services. The Creekview Center provides individual and family focused therapies for children, with an emphasis on neurodivergence. Fellows have the opportunity to receive training and supervision in Cognitive Behavioral Therapy (CBT), organizational skills training, parent management/ behavioral therapies, family therapies, and RUBI.

Requirements for Independent Licensure:

Completing this training program prepares fellows for independent licensure in the state of Pennsylvania and Delaware. Creekview may be able to support fellows in meeting requirements for other jurisdictions with advance notice at the start of fellowship.

Training Activities

All fellows receive individual supervision and group supervision. They are also required to attend weekly staff meetings and didactic seminars.

Supervision and Team Meetings:

Two hours of weekly individual supervision (minimum) and one hour of group supervision provided at no cost by experienced, licensed psychologists. Fellows also attend a weekly team meeting with the whole staff.

Didactic Seminar Schedule. The Didactic schedule and order of topics for the year is created at the beginning of each year, with some required modules and plenty of opportunity for fellows to identify didactics they would be interested in to address shared growth edges and individual goals for the training year. An example of a didactic seminar schedule is included below:

	DATE	TOPIC	PRESENTOR/RESOURCE
1	08/03/2026	Orientation	Dr. Turley, Dr. Mattei, Dr. Ritchie
2	08/10/2026	Ethical considerations for private practice: Custody and court-ordered services	APA Ethics Code / State Statutes
3	08/17/2026	Risk Assessment: SI, HI, NSSI, and Safety Planning	Dr. Mattei
4	08/24/2026	Fundamental theories: case conceptualization	Selected Journal Articles
5	08/31/2026	Psychological Assessment: A Problem-Solving Approach.	Suhr (Chapter 1)
6	09/14/2026	Psychological Assessment: A Problem-Solving Approach.	Suhr (Chapter 2)

7	09/21/2026	Psychological Assessment: A Problem-Solving Approach.	Suhr (Chapter 3)
8	09/28/2026	Psychological Assessment: A Problem-Solving Approach.	Suhr (Chapter 4)
9	10/05/2026	Psychological Assessment: A Problem-Solving Approach.	Suhr (Chapter 5)
10	10/19/2026	Fundamental theories: PSW/XBASS/Therapeutic models for evaluation	XBASS Manual / Case Studies
11	10/26/2026	IQ Testing: Administration, appropriate use cases, and interpretation.	WISC-V / WAIS-IV Manuals
12	11/02/2026	Neuropsychological Testing: administration, appropriate use cases, and interpretation	Dr. Turley
13	11/09/2026	Personality Assessment: PAI and MCMI MMPI 3 administration and interpretation.	PAI/MCMI Manuals
14	11/16/2026	Developmental Psychopathology	Dr. Mattei
15	11/23/2026	Personality and neurodiversity	Dr. Turley and Dr. Mattei
16	11/30/2026	Projective Testing, utility and application	Dr. Turley
17	12/07/2026	What is Autism?	Dr. Mattei
18	12/14/2026	Neurodevelopmental Tools: Autism questionnaires	Dr. Ritchie and Dr. Turley
19	12/21/2026	Neurodevelopmental Tools: MIGDAS-2 and sensory-based interviewing.	MIGDAS Manual
20	12/28/2026	NO MEETING	–
21	01/04/2027	Differential Diagnosis: Autism vs. ADHD	Dr. Turley and Dr. Mattei
22	01/11/2027	Differential Diagnosis: Autism vs. Learning and Mental Health diagnoses.	Dr. Turley and Dr. Mattei
23	01/18/2027	Differential Diagnosis: Autism vs. Personality Disorders	Dr. Turley and Dr. Mattei
24	01/25/2027	NO MEETING	–
25	02/01/2027	Neurodiversity Affirming Care	Readings from Dr. Liz Angoff
26	02/08/2027	Educational Evaluations	Dr. Turley
27	02/15/2027	Impact of substances on Neuropsychological Testing	Dr. Turley
28	02/22/2027	Culturally competent care: Autism evaluation with diverse groups.	Dr. Mattei and Dr. Turley
29	03/01/2027	Report Writing Seminar: Strengths-based evaluation approaches.	Dr. Mattei and Dr. Turley
30	03/08/2027	Neurodiversity affirming feedback sessions	Readings from Dr. Liz Angoff
31	03/15/2027	Advanced Interpretation: Integrating multi-method assessment data.	Integrating Multi-Method Clinical Assessment (2020)
32	03/22/2027	Advanced Interpretation: Integrating multi-method assessment data.	Integrating Multi-Method Clinical Assessment (2020)

33	03/29/2027	Advanced Interpretation: Integrating multi-method assessment data.	Integrating Multi-Method Clinical Assessment (2020)
34	04/05/2027	Advanced Interpretation: Integrating multi-method assessment data.	Integrating Multi-Method Clinical Assessment (2020)
35	04/12/2027	Advanced Interpretation: Integrating multi-method assessment data.	Integrating Multi-Method Clinical Assessment (2020)
36	04/19/2027	Advanced Ethics: Risk management and professional boundaries.	Dr. Mattei
37	04/26/2027	Neurodiversity Affirming Care: Advocacy and systemic considerations.	Dr. Mattei and Dr. Turley
38	05/03/2027	Organizational Skills Training.	Dr. Ryan
39	05/10/2027	Advanced Therapy: Adapting CBT/ACT for neurodivergent populations.	Dr. Ritchie
40	05/17/2027	Interdisciplinary collaboration models	Dr. Turley
41	05/24/2027	Self-Care and Burnout Prevention	Dr. Mattei
42	06/07/2027	Group Therapy: Dynamics and Protocols	Dr. Turley
43	06/14/2027	Preparing for Independent Licensure: EPPP and Jurisprudence prep.	Dr. Turley and Dr. Mattei
44	06/21/2027	The Business of Private Practice: Practice management and growth.	Dr. Turley and Dr. Mattei
45	06/28/2027	Introduction to Clinical Supervision: Models and ethics.	Dr. Turley and Dr. Mattei
46	07/05/2027	Psychopharmacology	Dr. Turley and Dr. Mattei
47	07/12/2027	Fellow Case Presentations	Dr. Turley and Dr. Mattei, Dr. Ryan and Dr. Ritchie
48	07/19/2027	Fellow Case Presentations	Dr. Turley and Dr. Mattei, Dr. Ryan and Dr. Ritchie
49	07/26/2027	Fellow Case Presentations	Dr. Turley and Dr. Mattei, Dr. Ryan and Dr. Ritchie

Stipend and Compensation

Competitive Annual Stipend:

Guaranteed full-time stipend of \$69,000 per year, paid bi-weekly

Paid Time Off:

14 days of paid annual leave included in stipend amount.

Paid Holidays:

Office closure and paid time off for 10 major holidays, plus the Friday after Thanksgiving.

Flexible Scheduling:

Fellows may flex their work hours for personal appointments, didactics, and preparation for the EPPP.

Professional Support and Benefits**Education and training:**

Regular case conferences, didactic seminars, journal/book club, and peer consultation foster ongoing learning. Funds are available for additional training opportunities.

Professional development:

Mentorship in growing professional identity while increasing expertise and confidence. Exposure to the business structure of private practice. Preparation for independent licensure and practice.

Medical Insurance Assistance:

Financial assistance available to help offset medical insurance premiums.

Office Resources:

Private, fully furnished office space. Access to all necessary testing materials, supplies, and electronic health records. Use of shared office equipment and administrative support.

Liability Coverage:

Professional liability insurance provided by Creekview in addition to individually held coverage.

Work life balance:

Collegial environment in private practice setting with flexible scheduling to support a healthy work-life balance.

Meet Our Licensed Psychologists**Michele Turley, Psy.D., ABSNP**

Founder and Executive Director of The Creekview Center

Licensed Clinical Psychologist

Diplomate American Board of School Neuropsychology

Link to Bio: <https://www.creekviewtesting.com/michele-turley>

Gina Mattei, Ph.D.

Clinical Director of The Creekview Center

Licensed Clinical Psychologist

Link to Bio: <https://www.creekviewtesting.com/gina-mattei>

Rolf A. Ritchie, Ph.D.

Licensed Clinical Psychologist

Link to Bio: <https://www.creekviewtesting.com/rolf-ritchie>

Shannon Ryan, Ph.D.

Licensed Psychologist

Link to Bio: <https://www.creekviewtesting.com/shannon-ryan>

Program Goals and Objectives

The Creekview Center Postdoctoral Fellowship program is designed to produce highly competent, ethical, and autonomous psychologists specializing in neurodevelopmental assessment and evidence-based intervention. Our training follows a developmental model, advancing fellows from foundational professional behaviors to advanced specialty practice.

Goal 1: Clinical Proficiency in Neurodevelopmental Assessment. To cultivate advanced skills in the comprehensive evaluation of neurodivergent populations across the lifespan.

Objective 1.1: By the end of the training year, 100% of fellows will demonstrate advanced level competence in the administration, scoring, and interpretation of standardized neurodevelopmental and psychological assessment tools (e.g., ADOS-2, MIGDAS-2, WISC-V, PAI/MCMI).

Objective 1.2: Fellows will demonstrate the ability to integrate multi-method data into a cohesive, strength-based diagnostic formulation for 100% of their assigned evaluation cases, as measured by quarterly supervisor review.

Goal 2: Evidence-Based Intervention and Neurodiversity-Affirming Care. To develop proficiency in applying evidence-based therapeutic modalities adapted for neurodiverse individuals, families, and systems.

Objective 2.1: Fellows will demonstrate advanced level competence in adapting standard protocols (e.g., CBT, ACT, RUBI) to meet the unique sensory, cognitive, and communication needs of neurodivergent clients.

Objective 2.2: Fellows will complete a minimum of 15 hours of direct clinical service weekly, maintaining a record of successful intervention outcomes and professional documentation standards.

Goal 3: Professionalism, Ethics, and Independent Practice. To foster the development of a professional identity consistent with the APA Ethics Code and the requirements for independent licensure.

Objective 3.1: Fellows will demonstrate foundational competence in ethical decision-making regarding complex private practice issues (e.g., custody, informed consent, release of information) within the first quarter.

Objective 3.2: By the end of the fellowship, fellows will demonstrate advanced competence in the business and administrative aspects of private practice, including billing, risk management, and interdisciplinary collaboration, preparing them for autonomous practice.

Evaluation and Grievance Policies

Postdoctoral fellows are evaluated by their primary supervisor every 3 months, following the [APA competency benchmarks in professional psychology](#). In instances where a fellow's performance fails to meet requisite proficiency benchmarks during an evaluation, formalized due process frameworks are enacted to provide necessary professional support and development.

A copy of our due process and grievance processes can be found at the end of this brochure (Appendix A.)

A copy of our evaluation form can be found at the end of this brochure (Appendix B).

Postdoctoral fellows are invited to complete a written form providing feedback to the program every three months. A copy of this form can be found at the end of this brochure (Appendix C).

How to Apply

Applicants for The Creekview Center psychology fellowship training program should submit a cover letter and CV via email to drturley@creekviewtesting.com and gmattei@creekviewtesting.com.

Applications are accepted on a rolling basis.

Applicants must have completed all requirements for doctoral degree before beginning their postdoctoral training and must have received the doctoral degree from an APA/CPA-accredited program, or regionally accredited program, and completed an APA/CPA-accredited internship, or another internship meeting APPIC standards. The Creekview Center is an Equal Opportunity Employer of Minorities, Females, Protected Veterans, and Individuals with Disabilities. Applicants from diverse backgrounds are encouraged to apply.

For applicants whose doctoral programs and/or internships were not APA or CPA-accredited, we thoroughly review your experience with you and consider if it aligns with APPIC standards. We also contact your previous supervisors to verify that site expectations and clinical performance meet our professional criteria. Students may also be asked to provide transcripts and course descriptions and evaluations from their practical and internship training sites.

All interviews will be conducted virtually on in-person depending on applicant location and availability.

Questions can be directed to:

Michele Turley, Psy.D., ABSNP
Founder and Executive Director of The Creekview Center
drturley@creekviewtesting.com
(302) 861-0119

Gina Mattei, Ph.D.
Clinical Director of The Creekview Center
gmattei@creekviewtesting.com
(302) 212-0282

APPENDIX A. Due Process and Grievance Procedures

I. Due Process (Concerns about Fellow Performance) Due Process procedures are implemented when a supervisor or staff member identifies a concern regarding a fellow's professional functioning or competence. The process follows a step-wise approach:

1. **Informal Review:** The supervisor raises the concern directly with the fellow to seek an informal resolution through increased supervision, training, or mentorship.
2. **Formal Review:** If the issue persists or is significant, a formal Notice of Review is issued, and a Hearing is held with the Training Director (TD) and the fellow. The fellow may present their perspective orally or in writing.
3. **Outcome & Remediation:** The TD will issue a written decision within 5 working days. Outcomes may include:
 - Acknowledgement Notice:** Formal documentation of the concern and a plan to rectify it.
 - Remediation Plan:** A probationary status with specific behavioral goals, time frames, and monitoring procedures.
 - Suspension:** Temporary removal from clinical service provision with a plan for intensive support/mentorship.
4. **Termination:** If remediation fails or in cases of gross misconduct/ethical violations, the Training Committee may move to terminate the fellow's placement.
5. **Appeal:** The fellow has the right to appeal any formal decision in writing to the TD within 5 working days. An Appeals Hearing will be convened by a Review Panel (TD and two faculty members). The panel's decision is final.

II. Grievance Procedures (Concerns about the Program) Grievance procedures are implemented when a fellow raises a concern about a supervisor, staff member, or any aspect of the training program. Fellows who pursue grievances in good faith will not experience any adverse professional consequences.

1. **Informal Review:** The fellow should first attempt to resolve the issue directly with the involved party or the TD.
2. **Formal Review:** If unresolved, the fellow submits a formal written grievance to the TD (or Clinical Director if the grievance involves the TD). The individual being grieved will be asked to provide a written response.
3. **Resolution Meeting:** The TD/Clinical Director will meet with the fellow and the involved party within 10 working days to develop a written Action Plan.
4. **Review Panel:** If the Action Plan fails to resolve the issue, the TD will convene a Review Panel consisting of the TD and at least two other faculty members. The panel has final discretion regarding the outcome.

APPENDIX B. Competency Benchmarks in Professional Psychology, Readiness for Entry to Practice Level Rating Form

Trainee Name:

Name of Placement:

Name of Person Completing Form (please include highest degree earned):

Date Evaluation Completed:

Licensed Psychologist: Yes No

Was this trainee supervised by individuals also under your supervision? Yes No

Type of Review:

Initial Review

Mid-placement
review

Final Review

Other (please describe):

Dates of Training Experience this Review Covers: _____

Training Level of Person Being Assessed: Year in Doctoral Program:

Intern:

Rate each item by responding to the following question using the scale below:

How characteristic of the trainee's behavior is this competency description?

Not at All/Slightly
0

Somewhat
1

Moderately
2

Mostly
3

Very
4

If you have not had the opportunity to observe a behavior in question, please indicate this by circling "No Opportunity to Observe" [N/O].

Near the end of the rating form, you will have the opportunity to provide a narrative evaluation of the trainee's current level of competence.

FOUNDATIONAL COMPETENCIES

I. PROFESSIONALISM

1. Professionalism: as evidenced in behavior and comportment that reflects the values and attitudes of psychology.						
1A. Integrity - Honesty, personal responsibility and adherence to professional values						
Monitors and independently resolves situations that challenge professional values and integrity	0	1	2	3	4	[N/O]
1B. Deportment						
Conducts self in a professional manner across settings and situations	0	1	2	3	4	[N/O]
1C. Accountability						
Independently accepts personal responsibility across settings and contexts	0	1	2	3	4	[N/O]
1D. Concern for the welfare of others						
Independently acts to safeguard the welfare of others	0	1	2	3	4	[N/O]
1E. Professional Identity						
Displays consolidation of professional identity as a psychologist; demonstrates knowledge about issues central to the field; integrates science and practice	0	1	2	3	4	[N/O]
2. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.						
2A. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context						
Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation	0	1	2	3	4	[N/O]

2B. Others as Shaped by Individual and Cultural Diversity and Context						
Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation	0	1	2	3	4	[N/O]
2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context						
Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation	0	1	2	3	4	[N/O]
2D. Applications based on Individual and Cultural Context						
Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work	0	1	2	3	4	[N/O]
3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.						
3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines						
Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards and guidelines	0	1	2	3	4	[N/O]
3B. Awareness and Application of Ethical Decision Making						
Independently utilizes an ethical decision-making model in professional work	0	1	2	3	4	[N/O]
3C. Ethical Conduct						
Independently integrates ethical and legal standards with all competencies	0	1	2	3	4	[N/O]
4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.						
4A. Reflective Practice						
Demonstrates reflectivity in context of professional practice (reflection-in-action); acts upon reflection; uses self as a therapeutic tool	0	1	2	3	4	[N/O]
4B. Self-Assessment						
Accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills	0	1	2	3	4	[N/O]
4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)						
Self-monitors issues related to self-care and promptly intervenes when disruptions occur	0	1	2	3	4	[N/O]
4D. Participation in Supervision Process						
Independently seeks supervision when needed	0	1	2	3	4	[N/O]

II. RELATIONAL

5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.						
5A. Interpersonal Relationships						
Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities	0	1	2	3	4	[N/O]
5B. Affective Skills						
Manages difficult communication; possesses advanced interpersonal skills	0	1	2	3	4	[N/O]
5C. Expressive Skills						
Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated; demonstrates thorough grasp of professional language and concepts	0	1	2	3	4	[N/O]

III. SCIENCE

6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.						
6A. Scientific Mindedness						
Independently applies scientific methods to practice	0	1	2	3	4	[N/O]
6B. Scientific Foundation of Psychology						
Demonstrates advanced level knowledge of core science (i.e., scientific bases of behavior)	0	1	2	3	4	[N/O]
6C. Scientific Foundation of Professional Practice						
Independently applies knowledge and understanding of scientific foundations to practice	0	1	2	3	4	[N/O]
7. Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.						
7A. Scientific Approach to Knowledge Generation						
Generates knowledge	0	1	2	3	4	[N/O]
7B. Application of Scientific Method to Practice						
Applies scientific methods of evaluating practices, interventions, and programs	0	1	2	3	4	[N/O]

FUNCTIONAL COMPETENCIES

IV. APPLICATION

8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.						
8A. Knowledge and Application of Evidence-Based Practice						
Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences	0	1	2	3	4	[N/O]
9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.						
9A. Knowledge of Measurement and Psychometrics						
Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups and context	0	1	2	3	4	[N/O]
9B. Knowledge of Assessment Methods						
Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning	0	1	2	3	4	[N/O]
9C. Application of Assessment Methods						
Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad area of practice	0	1	2	3	4	[N/O]
9D. Diagnosis						
Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity	0	1	2	3	4	[N/O]
9E. Conceptualization and Recommendations						
Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment	0	1	2	3	4	[N/O]
9F. Communication of Assessment Findings						
Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner	0	1	2	3	4	[N/O]
10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.						
10A. Intervention planning						
Independently plans interventions; case conceptualizations and intervention plans are specific to case and context	0	1	2	3	4	[N/O]
10B. Skills						
Displays clinical skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations	0	1	2	3	4	[N/O]

10C. Intervention Implementation						
Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate	0	1	2	3	4	[N/O]
10D. Progress Evaluation						
Independently evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures	0	1	2	3	4	[N/O]
11. Consultation: The ability to provide expert guidance or professional assistance in response to a client's needs or goals.						
11A. Role of Consultant						
Determines situations that require different role functions and shifts roles accordingly to meet referral needs	0	1	2	3	4	[N/O]
11B. Addressing Referral Question						
Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral question	0	1	2	3	4	[N/O]
11C. Communication of Consultation Findings						
Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations	0	1	2	3	4	[N/O]
11D. Application of Consultation Methods						
Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases	0	1	2	3	4	[N/O]

V. EDUCATION

12. Teaching: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.						
12A. Knowledge						
Demonstrates knowledge of didactic learning strategies and how to accommodate developmental and individual differences	0	1	2	3	4	[N/O]
12B. Skills						
Applies teaching methods in multiple settings	0	1	2	3	4	[N/O]
13. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.						
13A. Expectations and Roles						
Understands the ethical, legal, and contextual issues of the supervisor role	0	1	2	3	4	[N/O]
13B. Processes and Procedures						
Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of competency to supervise	0	1	2	3	4	[N/O]
13C. Skills Development						

Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their clients	0	1	2	3	4	[N/O]
13D. Supervisory Practices						
Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting	0	1	2	3	4	[N/O]

VI. SYSTEMS

14. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.						
14A. Knowledge of the Shared and Distinctive Contributions of Other Professions						
Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; demonstrates intermediate level knowledge of common and distinctive roles of other professionals	0	1	2	3	4	[N/O]
14B. Functioning in Multidisciplinary and Interdisciplinary Contexts						
Demonstrates beginning, basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning	0	1	2	3	4	[N/O]
14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes						
Participates in and initiates interdisciplinary collaboration/consultation directed toward shared goals	0	1	2	3	4	[N/O]
14D. Respectful and Productive Relationships with Individuals from Other Professions						
Develops and maintains collaborative relationships over time despite differences	0	1	2	3	4	[N/O]
15. Management-Administration: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).						
15A. Appraisal of Management and Leadership						
Develops and offers constructive criticism and suggestions regarding management and leadership of organization	0	1	2	3	4	[N/O]
15B. Management						
Participates in management of direct delivery of professional services; responds appropriately in management hierarchy	0	1	2	3	4	[N/O]
15C. Administration						
Demonstrates emerging ability to participate in administration of service delivery program	0	1	2	3	4	[N/O]
15D. Leadership						
Participates in system change and management structure	0	1	2	3	4	[N/O]

16. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.						
16A. Empowerment						
Intervenes with client to promote action on factors impacting development and functioning	0	1	2	3	4	[N/O]
16B. Systems Change						
Promotes change at the level of institutions, community, or society	0	1	2	3	4	[N/O]

Overall Assessment of Trainee's Current Level of Competence

Please provide a brief narrative summary of your overall impression of this trainee's current level of competence. In your narrative, please be sure to address the following questions:

What are the trainee's particular strengths and weaknesses?

Do you believe that the trainee has reached the level of competence expected by the program at this point in training?

If applicable, is the trainee ready to move to the next level of training, or independent practice?

APPENDIX C. The Creekview Center Postdoctoral Training Program: Check-In and Feedback Sheet

Name: _____

Supervisor: _____

Date: _____

Check-in period (e.g., Month/Quarter): _____

1. General Feedback

What do you feel is going well in your training experience so far?

(Consider clinical work, supervision, administrative processes, team dynamics, etc.)

2. Administrative Support

Is there anything you need more support with regarding administrative tasks or processes?

(e.g., documentation, scheduling, billing, EHR, communication with staff, etc.)

3. Clinical Support

Are there any clinical skills or areas where you would like additional support or training?

(e.g., assessment, intervention, case conceptualization, working with specific populations, etc.)

4. Didactic Training & Presentations

Are there any cases or topics you feel would benefit from a didactic training or presentation?

(Please specify the topic and any relevant details.)

5. Additional Comments or Suggestions

Is there anything else you would like to give us feedback about? Are there any other ways we can support your training and professional development?

Thank you for your feedback! Your input helps us improve the training experience.