



Psychology Postdoctoral Fellowship Training Program in Trauma-Informed Care



2026-2027 Training Brochure



The All Star Children's Foundation (ASCF)

The mission of All Star Children's Foundation (ASCF) is to build a brighter future for children in foster care through innovation, science, and compassion. ASCF is situated on a 5-acre campus that includes a pediatric mental health treatment and research center, along with 6 single-family foster homes. Foster parents and children living on the campus receive a broad range of supportive, wraparound services from a multidisciplinary team of trauma-informed providers, which includes psychology, social work, psychiatry, pediatrics, speech-language pathology, and occupational therapy. This team additionally provides consultation, assessment, support, and intervention through outpatient services to families in the community with child welfare involvement.

ASCF is committed to evidence-based, trauma-informed, and culturally responsive practices that embrace the whole child within the many systems within which he/she functions in order to facilitate healthy family outcomes. In pursuit of these efforts, multidisciplinary service providers at ASCF meet through weekly case conferences and team meetings to collaborate on innovative, creative ways to improve the trajectory of families involved in the child welfare system. ASCF staff also regularly engage families and other service providers involved with clients to educate about trauma and its impact on child and family functioning and encourage collaboration toward meeting child and family goals.

In addition to direct service provision, ASCF clinical staff provide training to foster parents and child welfare workers in trauma-informed curricula and models developed by the National Child Traumatic Stress Network (NCTSN). ASCF also works with local community stakeholders to disseminate best practices in intervention for childhood trauma and abuse/neglect.

Psychology Postdoctoral Fellowship Training in Trauma-Informed Care

The Psychology Postdoctoral Fellowship at ASCF is a 12-month, full-time position focused on advanced specialty training in assessment, consultation, intervention, and systems collaboration with child welfare-involved children and families. The Postdoctoral Fellow serves as a member of ASCF's Multidisciplinary Treatment Team, providing clinical services to children residing on ASCF's campus and in community foster care placements. Fellows receive live, individual, and group supervision for assessment and intervention activities and additionally participate in weekly case conferences and seminars. Fellows primarily provide services at the ASCF pediatric mental health treatment center on the ASCF campus in Sarasota, Florida, but may provide consultation and training to various agencies and offices in the Sarasota community. The Fellow's specific training experiences and schedule includes core experiences outlined below, which include intervention and assessment, but will be tailored to each Fellow's unique clinical interests, needs, and goals. The Fellowship includes a minimum of two hours of individual weekly supervision provided by a licensed psychologist, a combination of direct service and training activities, and opportunities to specialize in a particular area of intervention.

The Fellowship position is designed to fulfill licensure requirements in the State of Florida by the end of the fellowship year. Fellows completing this position will be well-prepared for a career providing broad clinical services to underserved populations with a past/current history of trauma and adversity. They will also graduate the Fellowship with an advanced knowledge of the child welfare system and systems navigation and advocacy.



Training Philosophy

ASCF's Postdoctoral Fellowship provides advanced, specialty training in trauma and child welfare. The Fellowship is designed to transition the Fellow from their Clinical Internship to independent practice as a Licensed Psychologist. Upon beginning Fellowship, the Fellow and ASCF training staff develop clear goals and training experiences geared toward each Fellow's unique training needs and professional aspirations. The Fellowship follows a developmental training model that "meets Fellows where they are at" upon beginning Fellowship and then progressively increases expectations and expands upon existing skills.

Training Goals & Objectives

Training goals/objectives and expected competencies for the ASCF Postdoctoral Fellowship are consistent with the APA's Competency Benchmarks in Professional Psychology and The Advancing the Science of Education, Training and Practice in Trauma National Consensus Conference on Trauma Competencies ("The New Haven Competencies"). ASCF's Psychology Postdoctoral Fellowship program meets the licensure requirements for postdoctoral supervised practice in the State of Florida. Overall, training experiences are designed to facilitate a Fellow's development of a professional role/identity in the field of child/youth maltreatment and trauma.

Fellow training experiences and supervision focus on building fellow knowledge and skills in the following areas:

- Professionalism – demonstrating professional values and attitudes, awareness and sensitivity to individual and cultural diversity, understanding and application of ethical legal standards and policy, and engagement in reflective practice/self-assessment/self-care
- Relationships – relating effectively and meaningfully with individuals, groups, and/or communities
- Science – understanding research methodology and scientific foundations of psychology and professional practice, generating research, applying scientific method to practice
- Application – applying evidence-based practice to assessment, intervention, and consultation activities
- Education – disseminating knowledge and providing effective supervision
- Systems – understanding of key issues and concepts in related disciplines, management of service delivery and administration, and advocacy to promote change
- Trauma-Informed Care –
 - Recognizing the impact of trauma on child/youth development and functioning across diverse domains of functioning
 - Understanding the role of multiple systems and providers impacting children and families and establishing solid working relationships with various professionals
 - Providing trauma-informed screening, assessment, and consultation of psychological and system-related factors impacting children and families with child welfare involvement
 - Serving as a member of a multidisciplinary team of professionals assessing and treating child and family issues related to child welfare involvement



- Providing evidence-based, trauma-informed treatment modalities to a diverse population of family constellations (e.g., foster parents, birth families, relative caregivers, adoptive parents, etc.) and ethnic populations interacting with the child welfare system
- Conducting trainings and psychoeducational sessions focused on disseminating best practices for children and youth impacted by trauma
- Understanding and applying professional ethics in the context of child maltreatment cases
- Scholarship in areas related to trauma screening/assessment and intervention, foster care, and dissemination of evidence-based practices for trauma

Fellows are expected to demonstrate the following competencies at the conclusion of Fellowship:

- Advanced understanding of trauma reactions across the lifespan and intergenerational patterns of trauma
- Ability to tailor assessment and intervention practices to account for individual, cultural, community, and organizational diversity and developmental lifespan factors
- Ability to understand, assess, and tailor interventions and assessments that address the complexities of trauma-related exposure
- Understanding of trauma survivors' strengths, resilience, and potential for growth and how to incorporate these factors into treatment and intervention planning.
- Demonstration of trauma-informed approaches to clinical and professional practice that include honoring safety, choice, collaboration, trustworthiness, empowerment and recognizing cultural, historical, and gender issues
- Demonstration of capacity for self-reflection and tolerance for intense affect and content, appropriate self-care strategies, and recognition of one's own history, values, biases, and assumptions impacting work
- Actively consume, critically evaluate, and apply current research and literature toward trauma-informed practice
- Ability to effectively collaborate and advocate within the multiple systems within which children and families with child welfare involvement function
- Demonstration of ethical decision-making and application of state/federal laws and practice guidelines regarding activities of Psychologists

Fellowship Activities & Schedule

ASCF Postdoctoral Fellows participate in one year of full-time clinical, learning, and professional development experiences. Core activities include psychological assessment, consultation, evidence-based trauma-focused intervention, multidisciplinary team meetings/case conferences, individual and group supervision, and supervision of Doctoral Psychology Interns. The exact schedule and structure of activities is flexible to accommodate unique trainee goals, interests, and growth areas.

The primary site for training is ASCF's Pediatric Mental Health Treatment and Research Center located on its campus in Sarasota, Florida. There are opportunities to travel to various agencies and community partners for training and consultation activities.



The Postdoctoral Fellow provides psychological services to children and families with child welfare involvement within Florida's 12th Judicial Circuit, which covers Sarasota, Manatee, and DeSoto counties. All clients referred to ASCF have current or prior child welfare involvement. ASCF's client population is diverse and ranges in age from 0 – 18 years of age. Fellows will gain experience with diverse developmental (e.g., neurodiversity, infants/early childhood, middle childhood, adolescence, etc.) and ethnic (e.g., urban, rural, immigrant, Hispanic, Latinx, etc.) populations. The Postdoctoral Fellow will provide services to children residing on ASCF's campus and to community families on an outpatient basis. Virtually all children seen at ASCF have a history of complex trauma and adversity.

Clinical Activities

The Fellow's primary clinical activities include the following:

- Psychological Assessment and Consultation (Approx. 20 hours or 50% of time)
 - This includes comprehensive case/records review; consultation with multidisciplinary teams within and outside of ASCF regarding care planning and progress of clients; trauma and developmental screening and assessment for children/youth just entering out-of-home care; comprehensive psychological assessment of developmental, learning, socioemotional, and behavioral concerns; and report writing.
- Therapy and Intervention (Approx. 10 hours or 25% of time)
 - The fellow provides evidence-based, trauma-informed treatment for children ages 2-18 and their families with child welfare involvement. ASCF clinical staff have advanced training and expertise in Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), Parent-Child Interaction Therapy (PCIT), and Eye Movement Desensitization and Reprocessing (EMDR). The fellow will gain exposure to these models through group supervision and case conferences and has the option to receive advanced training from certified trainers in one or more of these models.

Learning Activities

The following learning activities are required for all Fellows weekly and constitute approximately 8 hours (or 20%) of a Fellow's week:

- Individual Supervision – Fellows receive a minimum of 2 hours of regularly scheduled, formal, face-to-face individual supervision per week by a doctoral-level, licensed psychologist with expertise in childhood trauma.
- Live Supervision – Fellows are provided with live supervision conducted through a two-way mirror and bug-in-the-ear technology for clinical activities in which they have limited prior experience and as requested by the Fellow and/or Fellow's supervisor.
- Clinical Supervision – Fellow meets weekly with ASCF Clinical Supervision to provide oversight on best practices in clinical practice, documentation, systems collaboration, and self-care.
- Assessment Group Supervision – Psychologists, clinical case managers, and Psychology trainees meet weekly for a 1-hour assessment group supervision. This includes didactic training on assessment measures/ approaches and presentation and review of assessment cases.
- Multidisciplinary Case Conferences – ASCF's Multidisciplinary Team of providers meets for 2 hours weekly to present cases, collaborate regarding client care, review client progress, and plan for client intervention/support needs.
- Didactic Training – Didactic training is offered twice a month for 2 hours for all clinical trainees and covers topics related to trauma-informed care, treatment planning, assessment, professionalism, ethical decision making. and the child welfare system.



Optional learning activities include the following and may take up to 5 hours or 10% of a Fellow's time:

- Parent-Child Interaction Therapy – Fellows who elect to participate in Parent-Child Interaction Therapy (PCIT) training receive a combination of weekly live, individual, and group supervision following 40 hours of didactic training in the therapy model.
- Trauma-Focused Cognitive Behavioral Therapy - Fellows have the option to participate and Trauma-Focused Cognitive Behavioral (TF-CBT) training and receive bi-monthly consultation with a national trainer throughout the training year.
- Supervised Training Activities – Fellows may additionally work toward co-facilitating community training initiatives for family members and professionals caring for children with child welfare involvement, including *Caring for Children Who Have Experienced Trauma: A Workshop for Resource Parents (RPC*; Grillo et al., 2010) and *Child-Adult Relationship Enhancement (CARE*; Messer et al., 2016)
- Supervision of Supervision - Fellows have the opportunity to provide supervision to Doctoral Psychology Interns in assessment administration and report writing. They are provided with supervision of their supervision by a Psychologist on staff.

Training Faculty & Support

Primary postdoctoral training faculty are listed below. In addition to those listed here, additional professionals of varying degrees and backgrounds contribute to training through didactic presentations, group mentorship, and case conference facilitation.

Laura Roggenbaum, Ph.D.

Dr. Roggenbaum is a licensed psychologist and the Training Director at ASCF. She oversees the psychological assessment clinic and several of ASCF's specialized services. She completed her Doctoral Internship at the Centerstone Consortium in the Sexual Assault and Trauma Services department and went on to complete her postdoctoral fellowship at ASCF. Dr. Roggenbaum has received extensive training in evidence-based interventions, including Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), Parent-Child Interaction Therapy (PCIT), Eye-Movement Desensitization and Reprocessing Therapy, and Time-Limited Dynamic Psychotherapy (TLDP). In addition to her clinical work, she serves as a supervisor within the Centerstone Consortium Doctoral Psychology Internship and is the primary supervisor for all psychology trainees at ASCF. Dr. Roggenbaum supervises all psychological assessment activities and provides live supervision for PCIT.

Kristin Hoffman, Ph.D.

Dr. Hoffman is a licensed psychologist and the Chief Program Officer at ASCF. She oversees all of ASCF's clinical, campus, and outreach/training programs. Dr. Hoffman has over 12 years' experience in clinical assessment, consultation, and treatment of children and families who have experienced trauma and child welfare involvement. She has previously served in program leadership positions and as training faculty in APA-accredited Internship and Fellowship programs at the University of Tennessee Health Sciences Center in Memphis, TN and Johns Hopkins All Children's Hospital in St. Petersburg, FL. Dr. Hoffman is a Certified Regional Trainer in Parent Child Interaction Therapy (PCIT) and has advanced training in program development and evaluation. Dr. Hoffman provides group-based supervision of both psychological assessment activities and PCIT.



Diana Monzon, LCSW

Diana is a licensed clinical social worker and the Clinical Supervisor at ASCF. Diana is a certified Trauma-Focused Cognitive Behavioral Therapist, trained Eye Movement Desensitization and Reprocessing clinician, Adoptions Competent Therapist, and Qualified Clinical Supervisor for Registered Social Worker Interns. Diana oversees the day-to-day operations of the ASCF clinical program and provides direct clinical supervision to the ASCF mental health clinicians and psychology trainees. She is also a trained facilitator of Child-Adult Relationship Enhancement (C.A.R.E) and the Resource Parenting Curriculum (RPC). Diana has received additional training in Dr. Bruce Perry's Neurosequential Model of Therapeutics (NMT) and has provided community trainings surrounding trauma-informed and evidenced based practices for children experiencing trauma, crisis de-escalation, and self-care. Diana serves as the supervisor for Fellow's therapy cases at ASCF.

Chelsea Hernandez, LCSW

Chelsea is a licensed clinical social worker and the Clinical Director at ASCF. Chelsea is a certified Trauma-Focused Cognitive Behavioral Therapist, trained Eye Movement Desensitization and Reprocessing clinician, Adoptions Competent Therapist, and Qualified Clinical Supervisor for Registered Clinical Social Work Interns. Chelsea is an active trainer within the community and within the All Star organization. She is a trained ASCF facilitator of Ukeru, Resource Parenting Curriculum (RPC), Trust-Based Relational Intervention (TBRI), Making Sense of Your Worth (MSOYW), and Child-Adult Relationship Enhancement (C.A.R.E.). She has also provided community trainings to enhance understanding on issues surrounding Adolescent Mental Health Development, crisis de-escalation, parenting, trauma informed approaches and evidence-based best practices for children experiencing trauma. Chelsea provides additional supervision for Fellows who choose to engage in the Trauma Assessment program.

Benefits

The stipend for the Postdoctoral Fellow position is \$55,000. Fellows are provided the same benefits as staff members, including health, dental, and vision insurance; paid time off (PTO) for vacation and sick leave; and the option to contribute to a 403B retirement plan with agency match. Fellows also are given a stipend to be used toward continuing education opportunities, licensure, and/or conferences.

The Postdoctoral Fellow has his/her own office and is provided with all the necessary materials, supplies, and resources to conduct his/her responsibilities effectively. The Fellow is equipped with a personal laptop, dual monitors, extensive psychological testing kits, and access to online assessment platforms, a well-stocked library, and specialized training materials. The facilities include private office spaces, therapy rooms, and a fully equipped PCIT room with live supervision capabilities. Administrative staff are available to assist with scheduling and other administrative tasks. ASCF is ADA-compliant.

Fellow Evaluation

The evaluation process at ASCF is designed to support Fellows in development of their clinical and professional competencies. Postdoctoral Fellows are formally evaluated using a competency-based



model that emphasizes the acquisition and demonstration of skills across the following domains: professionalism, individual and cultural diversity, communication and interpersonal skills, ethical practice, scientific knowledge, clinical activities (assessment and intervention), consultation, interdisciplinary teaming and knowledge, and trauma-informed care.

Supervisors formally evaluate Fellows using a structured, written evaluation form twice per year. These evaluations occur at regular intervals (typically December and June). These forms use objective rating criteria ranging from “Needs Remedial Work” to “Ready for Autonomous Practice” and are reviewed in face-to-face meetings between the supervisor and Fellow to provide direct feedback and foster collaborative discussions. Supervisors assess competencies, identify areas of strength and growth, and determine whether the Fellow is meeting expected developmental milestones. During these same time intervals, the Fellow additionally completes a self-assessment of progress toward training goals and has the option to provide written feedback about their training experiences and supervisors. In addition to these formal evaluations, an ASCF-specific 90-day review is conducted after hire. Supervisors and the training committee meet monthly to monitor and discuss Fellow’s performance.

At the beginning of fellowship, the Fellow completes a needs assessment and outlines clear training goals through development of a Training Plan. Progress toward goals and competencies outlined on this plan are reviewed regularly during individual supervision and at formal training committee meetings. Should there be any delay in or concern about meeting goals, the Training Director and main supervisor will work with the Fellow to identify barriers to success and may adjust the Training Plan as necessary.

Ongoing Informal feedback is provided throughout the year via weekly supervision, case discussions, and day-to-day learning experiences. ASCF is committed to early identification of concerns to ensure Fellows have the support needed to succeed. Should a Fellow demonstrate serious performance concerns or be at risk of not successfully completing the program, a timely meeting is held with the Fellow, supervisors, and Training Director to discuss the issue. A formal remediation plan is then collaboratively developed, outlining specific areas for improvement and the steps needed to address them. This may include increased supervision, reduced clinical workload, or targeted didactic assignments. If progress is insufficient after remediation, the situation is managed in accordance with the Fellowship’s Due Process policy, which ensures that all actions are fair, transparent, and consistently applied across trainees. General Due Process guidelines include, but are not limited to: clearly presenting program expectations and evaluation procedures, providing Fellows with their rights and responsibilities, and instituting a remediation plan for any identified inadequacies.

Fellows are informed of their rights and responsibilities upon placement, and they receive copies of the Due Process and Grievance Procedures. ASCF is committed to addressing trainee grievances in a timely and respectful manner and encourages open communication to promote a positive and productive learning environment.

Grievance Procedure

General Overview

ASCF aims to provide a supportive educational, training, and professional environment for trainees. Open and honest communication is encouraged, and trainees are assured freedom from restraint,



discrimination, or reprisal when expressing or filing grievances. Trainees may consult with the Training Director, APPIC, or legal counsel at any stage of the grievance process.

Specific Steps for Trainee-Supervisor Conflicts

1. **Initial Meeting:**
 - The trainee should first schedule a meeting with their supervisor to discuss the grievance/problem in sufficient detail. During this meeting, they should discuss potential solutions and develop a plan to resolve their conflict.
2. **Escalation to Training Director:**
 - If the trainee feels intimidated or if the issue is not resolved, they may have an initial meeting with the Training Director. Subsequent meetings that include the supervisor will be held if necessary.
3. **Formal Written Grievance:**
 - If the problem is not resolved, the trainee will notify the Training Director. The Training Director will meet with the supervisor to document their perspective, followed by a joint meeting to formulate a resolution plan.
4. **Follow-Up**
 - The Training Director will follow up with both the trainee and the supervisor at two weeks and again at one month to assess progress. If the plan is not successfully carried out, the trainee may be reassigned to a different supervisor.
5. **Conflict of Interest:**
 - If there is a conflict of interest, or if there continues to be no satisfactory resolution, the trainee may discuss concerns with higher-level administrators such as the Chief Program Officer.
6. **Formal Complaint:**
 - If the situation remains unresolved, the trainee may file a formal complaint with the appropriate body (e.g., APPIC).

Grievance Steps for Other Types of Concerns

1. **Initial Attempt at Resolution**
 - The trainee is encouraged to attempt a verbal resolution through discussion with the parties involved (e.g., directly with the staff member for interpersonal conflicts or with their supervisor for program-related issues).
2. **Written Grievance:**
 - If dissatisfied with the verbal resolution or fearing retaliation, the trainee should submit a written grievance and summary of the attempt to verbally resolve the grievance to applicable uninvolved parties (e.g., supervisor, the Training Director, the department director) within seven working days of failed verbal meeting.
3. **Review by Leadership:**
 - Upon receiving the written grievance, the leader(s) may request a meeting with the trainee and may convene a small committee to determine the best next steps for resolving the grievance. A written response to the grievance will be shared with the trainee within seven days.



Due Process Policy

Purpose

Due process ensures that decisions about trainees are fair and not arbitrary, requiring the ASCF Training Program to apply specific evaluative procedures and provide appropriate appeal options. These procedures are implemented if a trainee fails to meet competency milestones or exhibits problematic behavior, with all steps documented and executed properly.

Trainees Rights and Responsibilities

- **Rights:**
 1. Receive information about program expectations, evaluation, and due process during orientation.
 2. Be treated in a manner that is respectful, professional, and ethical.
 3. Get timely and regular feedback on performance and concerns about problematic behavior.
 4. Hear all facts and dispute or explain any behavior of concern if due process is initiated.
 5. Receive information about due process decisions within the outlined timeline.
 6. Respond to and appeal program actions, with adequate time to formulate a response or appeal.
- **Responsibilities:**
 1. Interact respectfully, professionally, and ethically with the training program.
 2. Attempt to remediate behavioral and competency concerns.
 3. Strive to meet the program's aims and objectives.

ASCF Training Program Rights and Responsibilities

- **Rights:**
 1. Implement due process procedures as described.
 2. Expect respectful, professional, and ethical treatment from trainees.
 3. Make decisions about remediation, including probation, suspension, and termination within policy limits.
- **Responsibilities:**
 1. Engage with trainees respectfully, professionally, and ethically.
 2. Support trainees in remediating behavioral and competency concerns.
 3. Assist trainees in successfully completing the program to the maximum extent possible.

Definition of a Problem

A problem is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways:

1. Inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior.
2. Failure to meet competency milestones as delineated on the trainee evaluation form at the scheduled reviews.



3. Inability to control personal stress, psychological dysfunctions, and/or excessive emotional reactions which interfere with professional functioning.

Issues typically become identified as problems that require remediation when they include one or more of the following characteristics:

1. The trainee does not acknowledge, understand, or address the problem when it is identified.
2. The problem is not merely a reflection of a skill deficit that can be rectified by the scheduled sequence of clinical or didactic training.
3. The quality of services delivered by the trainee is sufficiently negatively affected.
4. The problem is not restricted to one area of professional functioning.
5. A disproportionate amount of attention by training personnel is required.
6. The trainee's behavior does not change as a function of feedback and/or time.
7. The problematic behavior has potential ethical or legal ramifications if not addressed.
8. The trainee's behavior negatively impacts the public view of the agency.
9. The problematic behavior negatively impacts other trainees.
10. The problematic behavior potentially causes harm to a client.
11. The problematic behavior violates appropriate interpersonal communication with staff at ASCF or associated institutions.

Informal Review

When a supervisor or staff member observes that a trainee may be exhibiting problematic behavior or is struggling to consistently demonstrate the expected level of professional competence, the initial response should involve timely, direct communication with the trainee to attempt an informal resolution. This early intervention may include strategies such as increased supervision, targeted didactic training, and/or structured readings tailored to the identified area of concern. The individual raising the concern is responsible for monitoring the trainee's progress and the effectiveness of the implemented supports.

General Due Process Guidelines

1. Present program expectations related to professional functioning in writing during orientation.
2. Stipulate procedures for evaluation, including when and how evaluations will be conducted.
3. Articulate various procedures and actions involved in making decisions regarding impairment.
4. Institute a remediation plan with a time frame for expected remediation and consequences of not rectifying the inadequacies.
5. Provide a written appeal procedure in the training brochure/handbook reviewed during orientation period.
6. Ensure trainees have sufficient time to respond to any action taken.
7. Use input from multiple professional sources for decisions or recommendations regarding the trainee's performance.
8. Document all actions and rationales in writing to relevant parties.



Due Process Procedures

If a trainee's problematic behavior continues despite informal resolution efforts, or if the fellow receives a rating below a "3" on any learning element of a supervisory evaluation, a formal remediation process will be initiated.

a) Notice

- The trainee will receive written notification indicating that the concern has been elevated to a formal level of review. This notice will include information that a Hearing will be convened to discuss the issue and determine appropriate next steps.

b) Hearing/Review Panel and Process

- The Training Director will convene a review panel of three staff members. The trainee or supervisor has the right to hear all facts with the opportunity to dispute or explain the behavior of concern.
- Within 10 business days, a hearing will be conducted in which the challenge is heard and relevant material is presented. Within 3 work days of completion of the review, the review panel completes a written report to the Training Director that includes any recommendations for further action. Recommendations made by the review panel will be made by majority vote.
- The Training Director informs the trainee and supervisor of the decisions made.

c) Outcome and Next Steps

1. Acknowledgement Notice - A formal written notice may be issued that acknowledges:
 - a. The review panel is aware of and concerned about the identified issue.
 - b. The concern has been communicated to the trainee.
 - c. The review panel will collaborate with the trainee to outline steps for addressing the concern or remediating the identified skill deficits.
 - d. The issue, while noteworthy, is not considered serious enough at this time to warrant formal remedial action.
2. Remediation Plan - The trainee may be placed on a Remediation Plan, which constitutes a probationary status. Under this plan, the trainee's progress will be actively and systematically monitored over a specified period by the Training Director and the trainee's supervisor. The plan will be documented in writing and will include:
 - a. A clear description of the problematic behaviors or skill deficits.
Specific, actionable steps for remediation.
 - b. A defined timeline by which improvement is expected.
 - c. Methods for evaluating whether adequate progress has been made.At the conclusion of the remediation period, the Training Director will issue a written statement outlining whether the problem has been satisfactorily resolved. This statement will be placed in the trainee's permanent file. If the issue remains unresolved, the Training Director may either extend the Remediation Plan with a revised timeline or proceed to suspension (Step 3 below).
3. Suspension - In more serious cases, the trainee may be suspended from all clinical duties for a defined period. During this time, the program may offer additional supports such as



didactic training, intensive supervision, or mentorship. The Suspension Plan will be provided in writing and will include:

- a. A detailed description of the behaviors or skills of concern.
- b. Specific corrective actions to be taken.
- c. A set time frame for remediation.
- d. Procedures for evaluating progress and resolution of the issue.

At the conclusion of the suspension, the Training Director will provide written documentation regarding whether the trainee is ready to resume clinical duties. If further remediation is needed, the trainee may be placed on a probationary status with a Remediation Plan as described in Step 2. This documentation will also become part of the fellow's permanent record.

4. Termination - If the concern is not resolved through the outlined remediation or suspension processes, or if the issue involves gross misconduct or ethical violations with the potential to cause harm, the trainee's placement within the program may be terminated. This decision will be made by the Training Committee in collaboration with a representative from Human Resources and will result in the trainee's discontinuation from all aspects of the training program. The Training Committee will convene within ten (10) business days of the completion of the previous step in the process to review and determine the appropriate course of action. If deemed necessary, the Training Director may suspend the trainee's clinical responsibilities during this period while a final decision is pending.

d) **Appeal**

- If the trainee wishes to challenge the Due Process decision, the trainee must inform the Training Director in writing within 5 business days of receipt of the Training Director's decision. When a challenge is made, the trainee must provide information supporting the trainee's position or concern.
- If the fellow remains dissatisfied with the decision, they may submit a written appeal to the Clinical Director within five (5) business days of receiving the decision, which is ultimately the final decision.
- If the trainee disputes the final decision, the trainee has the right to contact APPIC.

Documentation and Review

All actions taken, discussions, and decisions will be documented, and the status of the problematic behavior or rating will be reviewed regularly. If the problematic behavior or rating is resolved within the defined time frame, the trainee will continue in the program. If not, further actions, such as suspension or termination from the program, may be taken.

Application Information

ASCF will be accepting applications for one one-year full-time postdoctoral fellowship position in psychology beginning in August of each training year. Flexible start is possible depending on the conclusion of internship.



Requirements

- 1) Completion of an APA-accredited or CPA-accredited internship.
- 2) Doctoral degree conferred from an APA-accredited graduate school training program in Clinical, Counseling, or School Psychology; or doctoral candidate in good standing with an APA-accredited Clinical, Counseling, or School Psychology with all requirements for graduation satisfied prior to fellowship start.
- 3) Experience in child clinical psychology preferred.

Applicants should submit the following application materials to Laura Roggenbaum, Ph.D., at LauraR@allstarchildren.org:

- 1) Curriculum Vitae
- 2) Cover Letter describing background, interests, training goals, and fit for position
- 3) Three letters of recommendation emailed directly to Dr. Roggenbaum
- 4) De-identified psychological evaluation report written by the applicant

All Star especially welcomes applicants who share our commitment to trauma-informed practices. Fellows will have the opportunity to participate in All Star's Trauma-Informed Workgroups, which focus on promoting client voice and choice and fostering a culture of physical and psychological safety, diversity, equity, and inclusion.

Review of applications will begin immediately and continue until the position is filled. Both in-person and virtual interviews will be provided based upon applicant preference.

Anticipated start date is August 2026. Position duration is one full calendar year.

For any questions regarding the position, please contact Laura Roggenbaum, Ph.D., at LauraR@allstarchildren.org or 941-413-7331.

Non-Discrimination

All Star Children's Foundation, Inc. is committed to providing equal opportunity for all children, families, employees, and applicants without discrimination on the basis of race, color, national origin, disability, age, sex, gender, sexual orientation, religion, political beliefs, or any other condition or characteristic protected by federal, state, and/or local law.

