



EMORY UNIVERSITY SCHOOL OF MEDICINE

POSTDOCTORAL RESIDENCY PROGRAM IN
HEALTH SERVICE PSYCHOLOGY

HANDBOOK



Updated October 2020

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Welcome from The Training Director

Dear Postdoctoral Resident,

Welcome to the Emory University Postdoctoral Residency Program in Professional Psychology. On behalf of the faculty and staff at Emory University, we congratulate you on your recent accomplishment of obtaining your doctoral degree. We look forward to working with you throughout the coming year as you make the transition from being a student to being an independent psychologist.

Along with the postdoctoral residents, we have included in this handbook information that you may find useful regarding the residency, orienting to Emory University and associated institutions, and Atlanta. If you have any questions or concerns, please do not hesitate to contact me directly at any time. Please feel free to contact me at nkaslow@emory.edu or (404) 547-1957. I look forward to getting to know each of you personally. I hope you have a stimulating, challenging, and fun year!

Sincerely,



Nadine J. Kaslow, Ph.D., ABPP
Professor, Vice Chair for Faculty Development, Diversity, Equity, and Inclusion
Chief Psychologist (Grady)
Training Director, Postdoctoral Residency Program
Past-President, American Psychological Association
Emory Department of Psychiatry and Behavioral Sciences, Grady Health System

**EMORY UNIVERSITY SCHOOL OF MEDICINE RESIDENCY
PROGRAM IN HEALTH SERVICE PSYCHOLOGY**

Postdoctoral Residency Overview

Background

The Emory University School of Medicine Postdoctoral Residency Training Program in Health Service Psychology is based in the Departments of Psychiatry and Behavioral Sciences, Pediatrics, and Rehabilitation Medicine. The program has been in existence since 1979. The program is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). The residency prepares trainees for Health Service Psychology – Clinical at an advanced level of competence.

The Residency Program includes positions at a university affiliated public health system in downtown Atlanta (Grady Health System), Children’s Healthcare of Atlanta (CHOA); Emory Healthcare – Emory Brain Health Center. All psychologists are faculty members in the Emory School of Medicine. In addition, various physicians contribute to the residency as conference leaders, presenters, and supervisors. The experiences of the postdoctoral residency training are determined largely by the setting(s) in which the resident is involved. The strength of this academic health sciences center postdoctoral residency lies in the diversity of opportunities available, the priority placed on teaching and training, and the rich clinical-research and advocacy environment. The duration of the Emory University School of Medicine Postdoctoral Residency Training Program in Health Service Psychology is one year, full-time. Residents typically work 45-50 hours/week. All residents attain a minimum of 2000 supervised hours. There are no half-time positions available. The residents in the pediatric neuropsychology and adult neuropsychology positions participate in a two-year, full time residency.

The overarching aims of Emory’s Postdoctoral Residency Program in Health Service Psychology are to ensure that long-term, residents are prepared to: (1) function as competent and capable psychologists who engage in a broad array of evidence-based health service psychology activities; (2) serve as collaborative, ethical, and culturally-competent team members, leaders, and advocates in diverse settings; and (3) navigate career choices across their professional lifespan that are consistent with their passions and that meet the needs of the public in an evolving disciplinary and professional landscape. In keeping with these overarching aims, the following are the more specific aims of the postdoctoral residency program. Postdoctoral residents will attain advanced competence and demonstrate capability in the following areas: (1) Professionalism, (2) Communication and Interpersonal Skills, (3) Individual and Cultural Diversity, (4) Ethical and Legal Standards, (5) Integration of Science and Practice, (6) Assessment, (7) Intervention, (8) Consultation & Interprofessional/Interdisciplinary Skills, (9) Research, (10) Supervision, and (11) Advocacy.

The postdoctoral residency program is typically a one-year full-time experience, with exceptions made for personal reasons (e.g., birth of a child, family leave). However, both the Adult Neuropsychology residency position in the Department of Rehabilitation Medicine and the Pediatric Neuropsychology position at CHOA are two-year full-time experiences, consistent with

the guidelines set forth by the Association of Postdoctoral Programs in Clinical Neuropsychology (APPCN). By the completion of the residency, all residents have the requisite 2000 hours, supervision, and direct service experiences needed for licensure in the State of Georgia, as well as all other jurisdictions that fall within the rubric of the Association of State and Provincial Psychology Boards.

The Emory University School of Medicine Postdoctoral Residency Program is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). The two-year, neuropsychology positions in the Department of Rehabilitation Medicine and the CHOA Pediatric Neuropsychology Division of Neurosciences have been reviewed and approved for affiliation with APPCN. In addition, the forensics placement has been determined to meet the criteria for the American Board of Forensic Psychology five-year experience waiver.

Training in the Context of the Novel Coronavirus Pandemic

While the training structures and experiences described in this brochure remain essentially intact, the postdoctoral residency program has adapted the training experience in response to the novel coronavirus (COVID-19) pandemic. Psychology residents are regarded as essential employees, which means that they are expected to conduct their clinical roles and responsibilities in accordance with institutional policies and safety protocols of the University and clinical settings in which they are completing their training. On-site face-to-face clinical activities are continuing in specific sites (e.g., inpatient settings) or training activities (e.g., hospital-based consultation-liaison work).

Where feasible and practical, clinical training activities (e.g., outpatient intervention and assessment) are being conducted via remote telehealth and video conference modalities, as are clinical supervision and didactic activities. Therefore, residents can expect to participate in a combination of on-site and remote training activities. When working on-site, residents are required to adhere strictly to the safety policies and protocols of the clinical sites and are provided with the appropriate personal protective equipment to conduct their work. Decisions about on-site versus remote training via telehealth are subject to change as institutional policies and safety protocols evolve in response to changes in local COVID-19 pandemic conditions and indicators.

The Emory University School of Medicine Postdoctoral Residency Program in Health Service Psychology is dedicated to ensuring the health and safety of our residents. Therefore, residents are required to adhere to the protocols for care and use of protective personal equipment (PPE) for the institution in which they are based. Residents who have any concerns about providing services onsite or to Persons Under Investigation (PUI) or COVID + patients or about the availability of PPE standards, should discuss these with their site supervisors and/or Postdoctoral Residency training director.

Emory has two policies that are relevant for trainees that need accommodations or a leave during COVID-19. Feel free to reach out to these offices if you wish to seek accommodations related to in-person patient work.

- 1) Residents who are concerned they may be at higher risk of developing serious COVID-19 illness may contact the Department of Accessibility Services to complete the Employee Accommodation Request form.
<http://accessibility.emory.edu/workplace-access/employees/index.html>
- 2) Residents also can initiate a Family Medical Leave Act (FMLA) leave request through the Emory Employee Relations site - <https://www.hr.emory.edu/eu/employee-relations/fmla.html#:~:text=To%20be%20eligible%20for%20FMLA,not%20include%20paid%20leave%20time>

We are committed to continued eminence in education, research, clinical training, and service delivery and this can only be done with the mental and physical health of our residents.

Program Philosophy

The Residency Program strives to provide exemplary postdoctoral training consistent with a scientist-practitioner-educator-advocate model. In addition to a strong commitment to the scientist and practitioner elements of this model and their synergy and integration, we value and promote residents becoming educators of health professionals and the public and social justice advocates that empower patients and families and inform policy. The training is designed to be developmental in nature and is centered on the individual needs and goals of each postdoctoral resident. While our expertise is in developing professional psychologists for leadership roles that combine clinical service, research, education, and advocacy, our ultimate commitment is to help our residents define, articulate, and progress towards their own chosen career path. Consistent with our individual focus, our program offers training in specific areas of emphasis. The faculty associated with the training program, as well as the administration of the relevant departments and programs, highly value postdoctoral education and training, as it is consistent with the Emory University School of Medicine's emphasis on training leaders who demonstrate outstanding ability in service including community involvement and advocacy, scholarship, and education/training.

Cultural and Individual Differences and Diversity

We believe all aspects of cultural and individual differences and diversity are fundamental to the human experience and must be integrated throughout the education and training of professional psychologists, the science and practice of psychology, psychology's advocacy efforts, and the organizations in which education and training occurs and psychologists practice. We define diversity broadly and to include but not be limited to, ability status, age, culture, education, employment, ethnicity, gender, gender identity, immigration status, language, national origin, race, religion, spirituality, sexual orientation, socioeconomic status, and veteran status among other sociocultural dimensions.

Our postdoctoral residency program's emphasis on cultural and individual differences and diversity is evident in a variety of ways. The program's administrative leadership structure includes an Associate Training Director for Advocacy and Diversity.

In addition, postdoctoral residents:

- Are trained and supervised by faculty committed to advancing multicultural knowledge, training, and research
- Have access to culturally diverse faculty members
- May request and receive a supervisor or mentor who is similar in terms of sociodemographic background
- Have opportunities to work in clinical and research contexts with sociodemographically diverse patients and research participants
- Participate in didactic programs (seminars, lectures, and workshops) and clinical and clinical-research supervision experiences where diversity, equity and inclusion themes are focal
- Are encouraged, as are the faculty, to be familiar with relevant guidelines from the American Psychological Association (Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality (2017); Guidelines on Multicultural Education, Training, Research, Practice and Organizational Change for Psychologists (2002); Guidelines for Assessment of and Intervention with Persons with Disabilities (2012); Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients (2012); Guidelines for Psychological Practice with Transgender and Gender Nonconforming People (2015); Guidelines for Psychological Practice with Girls and Women (2007); Guidelines for Psychological Practice with Older Adults (2014)
- Participate in an evaluation system that assesses their cultural competence, as well as the cultural competence of their supervisors and the program
- Have the option to participate in program-affiliated initiatives and committees that focus on diversity, equity, and inclusion, most notably the Department of Psychiatry and Behavioral Sciences Diversity and Inclusion Subcommittee:
<http://www.psychiatry.emory.edu/faculty/diversity.and.inclusion.subcommittee/index.html>

As a reflection of our genuine commitment to cultural and individual differences and diversity and our recognition of the value of supporting diversity in our education, training, and work environment, we have developed engagement guidance with colleagues regarding cultural and individual differences and diversity. This document, entitled Engagement Guidance: Our Commitment to Diversity and Inclusiveness, is on our website and shared with all faculty and residents at the start of each training year -

<http://psychiatry.emory.edu/education/psychology/index.html>. It outlines our psychology work community's values, strategies that can facilitate positive and productive engagement regarding diversity, and approaches to use when microaggressions or other diversity or cultural competence related concerns emerge.

The program has made systematic, coherent, and long-term efforts to attract and retain residents and faculty from diverse backgrounds into the program. Being in Atlanta, Georgia, which is a diverse community with regard to race and ethnicity, social class, sexual orientation, gender identity, disability status, and veteran status etc., we have been fortunate in being able to recruit and retain a diverse group of faculty and postdoctoral residents. The presence of a diverse psychology group has facilitated the continued recruitment and retention of individuals from racial and ethnic minority groups, people of diverse sexual orientations and gender identities, and

persons with disabilities.

Consistent with such recruitment and retention efforts, we strive to ensure a supportive and encouraging learning environment appropriate for training individuals who are diverse and providing training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in postdoctoral training, either directly or by imposing significant and disproportionate burdens based on the personal and demographic characteristics set forth in the definition of cultural diversity. The residency is also committed to making appropriate accommodations consistent with the Americans with Disabilities Act.

The postdoctoral program is embedded within Emory University. Emory is an affirmative action employer. Emory offers an array of relevant resources that are valuable to furthering our commitment to diversity, equity, and inclusion, including but not limited to:

Emory University Office of Equity and Inclusion;
<http://equityandinclusion.emory.edu/index.html>

Emory University School of Medicine Diversity, Equity and Inclusion Webpage;
<https://www.med.emory.edu/about/diversity/index.html>

Center for Women at Emory University;
<http://womenscenter.emory.edu/>

LGBT Life at Emory University;
<http://lgbt.emory.edu/>

Office of Spiritual and Religious Life;
<http://www.religiouslife.emory.edu/>

Emory Office of Accessibility Services;
<http://accessibility.emory.edu/>

Program Aims and Competencies

The Postdoctoral Programs aims to prepare residents to: (1) function as competent and capable psychologists who engage in a broad array of evidence-based health service psychology activities; (2) serve as collaborative, compassionate, culturally-responsive team members, leaders, and advocates in diverse settings; and (3) navigate career choices across their professional lifespan that are consistent with their passions, values, and career aspirations and that meet the needs of the public in an evolving disciplinary and professional landscape. In keeping with these overarching aims and guided by a scientist-practitioner-educator-advocate model, the program's more specific aims are to facilitate the development of psychologists who attain advanced competence and demonstrate capability in the following health service psychology competency domains: (1) *Professionalism*, (2) *Communication and Interpersonal Skills*, (3) *Individual and Cultural Diversity*, (4) *Ethical and Legal Standards*, (5) *Integration of*

Science and Practice, (6) Assessment, (7) Intervention, (8) Consultation & Interprofessional/Interdisciplinary Skills, (9) Research, (10) Supervision, and (11) Advocacy.

Learning Experiences and Associated Competency Domains

The following are the learning experiences designed to support the resident's attainment of advanced competence in each competency domain. The details of these learning experiences are based upon the requirements of each specific position and the resident's interests and experience are negotiated between the resident and the site director.

Delivering Direct Service

All positions include time for direct service in one or more of these competencies (*Assessment, Intervention, Consultation and Interprofessional/Interdisciplinary Skills*) and *Supervision*. These direct service activities enable residents the opportunity to work in a professional and scientific community and establish a more integrated professional identity. The time devoted to direct service and the specific competencies associated with direct service varies based on the position, but there are minimal requirements that must be met by all postdoctoral residents (10 hours/week). Thus, all residents engage in the requisite number of direct service hours required for licensure in all of the jurisdictions associated with the Association of State and Provincial Psychology Boards (ASPPB). Throughout all of these direct service activities, the program emphasizes *Professionalism, Communication and Interpersonal Skills, Individual and Cultural Diversity, Ethical and Legal Standards, and the Integration of Science and Practice*.

Participating in Research

Research opportunities, independent or in collaboration with existing projects, constitute an integral component of all of the postdoctoral positions. The time available for research depends on the particular residency position, with all residents allotted a minimum of four hours per week for scholarly endeavors. Primary areas of research are: assessment and treatment of individuals with severe psychopathology; child/adolescent and adult psychopathology (e.g., depression, schizophrenia, substance use and its impact on mothers and children, fetal alcohol syndrome); autism and other developmental disabilities; suicide; child and family therapy; family violence (child maltreatment; intimate partner violence); epilepsy; traumatic brain injury; neuroendocrine disorders, neurological disorders including stroke and rehabilitation outcome, pediatric and health psychology assessment and intervention. Residents in the Postdoctoral Residency Seminar have collaborated on research projects related to postdoctoral education, training, and supervision. All research opportunities highlight the *Integration of Science and Practice* and focus on the *Research* competency and integrate the other competencies as appropriate.

Providing Supervision

In keeping with education component of the scientist-practitioner-educator-advocate model and our philosophy that supervision is a core competency within health service psychology that deserves in-depth attention at the postdoctoral residency level, each resident is assigned to supervise more junior psychology colleagues (e.g., practicum students) and/or staff (e.g.,

behavioral technicians, psychometrists) at least one hour per week. This affords them the opportunity to apply and practice what they learn in the Postdoctoral Residency Seminar block focused on competency-based supervision. All residents also receive weekly supervision of their supervision efforts in accord with best practices. The activities associated with this learning experience highlight the *Supervision* competency, along with the other competencies as appropriate.

Engaging in Professional Development

Three types of learning experiences that fall within this rubric: supervision, didactics, and job mentoring.

- **Receiving Supervision** - Intensive supervision, based upon the resident's responsibilities and developmental needs and consistent with a scientist-practitioner-educator-advocate model, is a major component of the training program. All residents receive a minimum of two hours per week of face-to-face supervision (at least one of which is individual supervision), with most residents receiving four to six hours per week of supervision. While supervisory discussions are not confidential, supervisors exercise the utmost respect with regard to the sharing of these discussions with other training faculty/supervisors only when needed to support training, quality patient care or research, or to protect the public. In terms of clinical supervision, supervisory orientations differ depending on the service setting within the academic health center, as well as the supervisor. All faculty and supervisors espouse a biopsychosocial-cultural framework. The range of theoretical orientations that inform the supervisions that residents receive include behavioral, biological, cognitive-behavioral, developmental, existential/humanistic, integrative, interpersonal, neurobiological, psychodynamic, and systemic. Clinical supervision may include but is not limited to the following: intensive review of case material; co-therapy; live supervision; readings; discussions of the integration of theory, research, and practice; and explorations of the self of the therapist. Postdoctoral residents are invited to share personal reactions and to engage in a process of self-examination. Research supervision may include but is not limited to the following: research team meetings, discussions of research findings, manuscript preparation, and grant preparation. Advocacy focused supervision may include but is not limited to the following: developing and receiving feedback on policy documents, engaging in community or national advocacy endeavors collaboratively, and interacting with other local or national community leaders either together or in a supervised manner. When taken together, the supervision that residents receive addresses all 10 of the competencies: *Professionalism, Communication and Interpersonal Skills, Individual and Cultural Diversity, Ethical and Legal Standards, Integration of Science and Practice, Assessment, Intervention, Consultation & Interprofessional/Interdisciplinary Skills, Research, Supervision, and Advocacy.*
- **Participating in Didactics** – All residents are required to attend a weekly Postdoctoral Residency Seminar. The first half of the seminar focuses on a competency-based approach to supervision. Informed by recent scholarship on supervision, this seminar covers myriad topics, including but not limited to, the following topics: (1) supervision - types, methods, focus, models, theories, ethical and legal considerations; (2) supervisor

competence – qualities, multiculturalism, and training; (3) supervisee competence – qualities, responsibilities, and problems of professional competence; (4) supervisory relationship – feedback processes, problematic relationships; (5) multicultural supervision; and (6) culture of supervision excellence – transformational leadership and communitarianism. This seminar primarily focuses on further developing residents' competence and capability in the following competency domains: *Professionalism, Communication and Interpersonal Skills, Individual and Cultural Diversity, Ethical and Legal Standards, Integration of Science and Practice, and Supervision.*

The second half of the required weekly Postdoctoral Residency Seminar targets professional and career development and advocacy. This includes discussion of revising one's Curriculum Vitae for the job market, hearing from psychologists who have selected a broad array of career paths, learning about negotiation for new jobs, exploring work-life balance challenges, understanding the importance of board certification, exploring complex ethical and legal challenges, and developing beginning competence to engage in advocacy locally and nationally. The competencies primarily focused on in this seminar are *Professionalism, Communication and Interpersonal Skills, Individual and Cultural Diversity, Ethical and Legal Standards, and Advocacy.*

Residents also must attend at least one additional program-level seminar that is tied to the direct service learning experience related to assessment, intervention, and consultation. Based on their areas of interest, they may select one of four seminars: live supervision family therapy seminar, forensics seminar, neuropsychology – adult seminar, or the advanced pediatric neuropsychology seminar. Postdoctoral residents are expected to attend 10 grand rounds per year of their choosing and may do so in any department in the academic health sciences center or university. The additional program-level and site-specific seminars along with attendance at Grand Rounds focus on furthering development of residents' competence and capability in one or more of the following competency domains: *Individual and Cultural Diversity, Ethical and Legal Standards, Integration of Science and Practice, Assessment, Intervention, Consultation & Interprofessional/ Interdisciplinary Skills, and Research.*

Residents also must attend at least one additional program-level seminar that is tied to the direct service learning experience related to assessment, intervention, and consultation. Based on their areas of interest, they may select one of four seminars: live supervision family therapy seminar, forensics seminar, adult neuropsychology case conference, or the advanced pediatric neuropsychology seminar.

Family Therapy Seminar. Family therapy seminar meets once per week, usually on Monday evenings from 4:30 – 6:30 p.m., from October through March. Nadine Kaslow, PhD, ABPP, Professor, Training Director and Chief Psychologist at Emory University/Grady Hospital, leads this seminar. The seminar takes place on the 13th floor of Grady Hospital and psychiatry residents, psychology interns and graduate students, and psychology residents attend. The seminar typically involves observation of co-therapy for two to three families in addition to

observation of Dr. Kaslow conducting family or couples therapy. The seminar uses live supervision.

Forensics Seminar. The forensics seminar meets on Friday mornings from 9:30 – 11:45 a.m. in Conference Room 300 on the 3rd floor of the Emory faculty office building (FOB). Peter Ash, MD, Professor and Director of the Psychiatry and Law service, Kelly Coffman, MD, Assistant Professor, and Glenn Egan, Ph.D. Assistant Professor and clinical psychologist, lead the seminar. Attendance by forensic psychiatry fellows and psychology forensic postdocs is required. However, all psychology postdocs, psychiatry residents, and psychology interns are invited to attend and participate. Weekly readings on seminal legal cases and statues (both federal and Georgia) at the intersection of psychiatry/psychology and the law are assigned and discussed. Our current forensic cases, especially those involving the evaluation of competency to stand trial and criminal responsibility at the time of the crime, are routinely presented. In addition, attendees participate in mock trials twice a year.

Adult Neuropsychology Case Conference. The Neuropsychology Case Seminar meets weekly, Friday afternoons from 12:00 - 2:00 p.m. The seminar is coordinated by Suzanne Penna, PhD, ABPP, Training Director and Assistant Professor, Division of Neuropsychology and Behavioral Health, Department of Rehabilitation Medicine, Emory University. The seminar meets in various locations in the School of Medicine or at the Emory Rehabilitation Hospital, which are announced weekly, and is open to all neuropsychologists and neuropsychology trainees in the Emory Medical School. Neuropsychologists from the greater metropolitan Atlanta community may attend with the permission of the seminar faculty, and neuropsychology faculty and trainees from Georgia State University are regular guest attendees. The seminar covers all practical aspects of neuropsychological examination, differential diagnosis, functional localization, prognosis, and treatment through case presentation and discussion. In addition, didactic topical presentations by faculty, guest speakers, and trainees are scheduled 1-2 times per month on research issues, clinical disorders, new assessment procedures, and ethical, legal, and professional practice issues.

Pediatric Neuropsychology Conference - Advanced. The Advanced Neuropsychology Conference meets weekly on Tuesday afternoons, 3:00-4:00 pm. Attendance at the seminar can occur at the Department of Neuropsychology at the CHOA Scottish Rite Campus or at the CHOA Egleston Campus. The seminar is intended for interns, fellows, and faculty. It targets the different components of the American Board of Professional Psychology – Clinical Neuropsychology (ABPP/CN) board certification, in addition to new research and practice guidelines in neuropsychology. Journal club and case presentation are core components of this seminar. The seminar also provides the opportunity to observe brain dissections conducted by a board-certified neuropathologist at CHOA. The seminar schedule can be obtained by contacting David Marcus, Ph.D. (David.Marcus@choa.org).

Further, they also may be required or may elect to attend site specific seminars, case conferences, or symposium (e.g., Atlanta Behavioral Health Advocates, Marcus Annual Summer Symposium, Brief Dynamic Therapy, AFLAC Advances in Cancer Research and Clinical Practice, AFLAC Research Conference, Rehabilitation Roundtable, Pediatric Neuroradiology Conference, Epilepsy Surgical Conference).

Atlanta Behavioral Health Advocates. This monthly interdisciplinary meeting is held at Grady Hospital on Fridays from 1:00-2:00pm and includes faculty and trainees. The mission of this group of behavioral health professionals in Atlanta, Georgia is to engage in social justice advocacy for the behavioral health needs of individuals who experience oppression, discrimination, and barriers to healthcare; and who are disproportionately impacted by social inequities. As a collaborative group embedded in the Atlanta community, the group works toward social justice by seeking the perspectives of, and elevating and amplifying the voices of, community members so that their interests and needs are known, respected, and addressed. The group is committed to educating the public, fighting prejudice and stigma, and increasing the availability of quality behavioral health resources.

Brief Psychodynamic Psychotherapy Seminar. The brief psychodynamic psychotherapy seminar is a 6-month training experience that meets once per week on Thursdays from 4:00pm – 5:30pm. The seminar is led by Gene Farber, PhD, ABPP, Professor and clinical psychologist. Trainee participants include psychiatry residents, psychology interns, and psychology postdoctoral residents. Each trainee follows one adult patient for a course of brief psychodynamic psychotherapy, with all sessions audio or video taped and presented weekly in a “treatment consultation team” group supervision setting. Clinical cases are drawn from outpatient mental health clinics at Emory or Grady. The seminar also provides didactic instruction on the principles and practice of brief psychodynamic psychotherapy, with a particular emphasis on case formulation within an interpersonal dynamic framework. The seminar is held in Room 408 at the Grady Ponce de Leon Center. The time commitment is 2 ½ hours per week, including 1 patient psychotherapy contact hour and 90 minutes for didactics and clinical supervision.

Pediatric Neuropsychology Conference – Basic. The Basic Neuropsychology Conference –meets weekly, Friday mornings 8:00- 9:00 am. Attendance at the seminar is open to all trainees, students, and neuropsychologists and can occur at the Department of Neuropsychology at the CHOA Scottish Rite Campus or at the CHOA Egleston Campus. The seminar is coordinated by Jackie Kiefel, Ph.D. in coordination with the Postdoctoral Resident. Faculty, guest speakers from the community, and student presentations cover basic neuropsychology, assessment, neuropathology, ethics, professional issues, and the application of test data. Issues of differential diagnosis, test scoring, and interpretation are emphasized.

The seminar scheduled can be obtained from Dr. Kiefel (Jackie.Kiefel@choa.org).

Neuropathology Rounds. The Neuropathology Rounds are held each Monday from 2:00 - 3:00 p.m. in Emory University Hospital. These rounds are led by board certified neuropathologists and allow residents to view the effects of a wide range of neurological disease and injury in vivo. Residents will often be asked to identify affected neuroanatomical structures and state their function(s). Histological examination of some brains also may be performed depending on the nature of the disease process.

Adult Epilepsy Case Conference. The Epilepsy Case Conference meets Fridays from 9:00-10:30 am in the Neurosurgery Conference Room, Clinic Building B. It entails multidisciplinary case presentation of candidates for palliative surgery to relieve epilepsy, with team decision regarding whether patient should advance to surgery. Presentations include neurological data (EEG, MRI, PET scans), neuropsychological examination results, and neurosurgical consultation. Neuropsychology residents present the neuropsychological examination results with their faculty supervisors and the conference is used to train psychology residents and medical residents on the principles of localization of seizure foci and clinical decision-making with respect to epilepsy surgery.

Pediatric Epilepsy Case Conference. The Pediatric Epilepsy Case Conference meets from 9:00 to-11:00 on the 3rd Tuesday of the month. The seminar occurs in the Emory University Hospital TEC B 2200 Conference Room. The purpose of this conference is to review the pediatric surgical cases that completed a comprehensive presurgical assessment in the Video-EEG Unit of the hospital. Data is reviewed from the EEG, MRI, fMRI, SPECT/PET, MR Spectroscopy, Neuropsychological data and reports from Social Work. The primary emphasis is on seizure localization, lateralization, and social/emotional issues that may preclude a candidate from surgery. Recommendations and preparation for the Sodium Amytal Interview (Wada Examination), Cortical Mapping, and Vagal Nerve Stimulation often follow this conference.

- **Preparing for the Marketplace** – There are two major aspects of this learning experience. First, all residents are expected to sit for the written part of the national licensure examination (EPPP) during the first six months of the residency year, unless they have already done so. The neuropsychology residents are not required to take the EPPP until the second year of the residency, but many opt to take it during the first year. Prior residents have compiled a timeline of obtaining licensure that includes specific steps for doing so and study materials for licensure and all residents have access to these through Dropbox. The program retains the records of all prior residents in perpetuity, which ensures that a member of the program's administrative leadership team can attest to a prior resident's participation in and completion of the program for licensure and board certification purposes whenever such information is needed. Second, postdoctoral residents participate in a job mentorship program, which has been extremely successful

since its inception over a decade ago. The goal of this program is to assign each resident to two job mentors, psychologists engaged in the career path of interest to the resident in whatever community the resident hopes to settle. Residents meet with these mentors monthly. Mentors provide them guidance throughout their job searches and help with networking. To further aid residents in their professional networking endeavors, all residents are expected to be a member of at least one local, regional, or national professional psychology organization. In prior years, residents have obtained jobs in diverse settings and have assumed myriad responsibilities. Common employment settings have included, but are not limited to, academic health sciences centers, academic psychology departments (undergraduate and graduate), medical facilities and practices, community mental health centers, forensic facilities, consulting practices, and private practice. Upon completion of the residency, residents have assumed positions that involve administration, teaching, supervision, direct service, and advocacy. The primary focus of the EPPP requirement and the job mentorship program is *Professionalism*, although other competencies typically are bolstered.

Training Faculty

The training faculty includes psychologists employed by Emory University School of Medicine or Children’s Healthcare of Atlanta, psychiatrists and other physicians employed by Emory University School of Medicine or Children’s Healthcare of Atlanta, and adjunct faculty who are psychologists or psychiatrists in the Atlanta community. A list of training faculty and their credentials and areas of expertise can be found in the brochure for the Emory University School of Medicine Postdoctoral Residency Program in Professional Psychology.

Administrative Organization

The Emory Postdoctoral Residency Program in Health Service Psychology is administratively housed in the School of Medicine. The administrative structure for the program includes the Training Director, **Nadine J. Kaslow, PhD, ABPP**, who has held this position for over 25 years. She is based at both Grady Health System, where she also serves as the Chief Psychologist, and at Emory’s Brain Health Center. She is also the Vice Chair for Faculty Development for the Emory Department of Psychiatry and Behavioral Sciences. Dr. Kaslow oversees all aspects of program development and implementation.

The program has three Associate Directors who are licensed psychologists. The Training Director and Associate Training Directors meet monthly, which facilitates collaboration and coordination related to all aspects of the residency training program. The Associate Directors are:

- **Dorian A. Lamis, PhD, ABPP** – Associate Director for Grady Health System and Emory Healthcare - Brain Health Center; he has held this position since 2016;
- **David J. Marcus, PhD, ABPP** – Associate Director for Children’s Healthcare of Atlanta and Neuropsychology Training; he has held this position since 2020
- **Erica D. Lee, PhD** – Associate Director for Advocacy and Diversity; she has held this position since 2019

There is a Postdoctoral Residency Steering Committee comprised of licensed psychologist faculty members linked to each of the residency positions. The Steering Committee also includes postdoctoral residents who participate on all discussions except those pertaining to evaluation. This committee meets quarterly. In addition, they receive frequent email communications and their input is sought after related to each major decision.

Orientation to the Postdoctoral Residency

Onboarding for the Postdoctoral Residency

Prior to starting the residency, residents will be contacted by the designated point person at their site to begin the onboarding and orientation process. This will be coordinated by their primary supervisor. This will involve background checks, drug screens, immunization review, and compliance education. During the first month of the residency, all residents will complete their site specific onboarding and orientation processes and will attain identification badges, parking passes, and ways to access their building. They will also sign up for benefits. Further, they receive training in the electronic medical record used at their site.

Position Orientation

Each resident will be oriented by the supervisors associated with their specific placement(s) within the first week of their start date. Individual supervisors will discuss with them the specifics of their position, responsibilities, emergency procedures, and supervision processes.

Program Orientation

Within the first month of the residency, each resident will meet with the Training Director, who will review the program competencies and training activities, describe the Individualized Development Plans, discuss the evaluation processes, and collaboratively assign job mentors with the resident. The Training Director will review and discuss with each new resident the Grievance and Due Process Guidelines and Procedures and Guidance for Diversity Engagement. She also will provide access to a Dropbox that includes relevant Emory University policy documents (e.g., Equal Opportunity and Discriminatory Harassment Policy). She will provide information about signing up with and utilizing the Emory University Office of Postdoctoral Education (OPE)

https://med.emory.edu/postdoc/Faculty_Staff/After%20Postdoc%20Arrives.html

Administrative Support

The postdoctoral residency provides administrative support for residents to assist with their administrative needs throughout the year, including onboarding processes, obtaining work site identification badges, issuance of keys and security access cards, ordering of office supplies, and providing access to equipment as well as computer resources and technical assistance. Designated program administrative and clerical staff members at specific work sites provide support for the clinical activities of the residents. This includes, but is not limited to, patient scheduling and appointment registration, support for use of electronic medical records systems,

and general assistance with administrative activities associated with the provision of direct patient care.

Evaluation Processes

Formative Assessment Process

We view the formative assessment process as the primary mechanism for supporting residents' attainment of more advanced levels of competence through learning and performance improvement. Therefore, we incorporate multiple strategies as part of the ongoing formative assessment process.

Individualized Development Plan (IDP). At the outset of the postdoctoral training year, residents complete an IDP. Residents, in collaboration with their primary supervisors, are asked to delineate their learning goals and specific learning activities associated with the competencies being addressed by each of the four learning experiences (Delivery Direct Service, Participating in Research, Providing Supervision, Engaging in Professional Development). At the six-month mark, residents and their supervisors indicate the learning activities completed to date and any changes in learning goals and specific learning activities going forward. At the end of the training year, residents use the IDP to reflect upon their success in meeting their learning goals. The IDP process is designed to be a collaborative endeavor, one that includes in-depth discussion of the residents' strengths and areas for competency development.

Informal Supervisor Feedback. Supervisors are reminded by the postdoctoral residency leadership team at the outset of each training year about the value of ongoing, frequent, and meaningful informal supervisory feedback. Such input is a critical aspect of the formative assessment process.

360 Degree Assessment and Action Plan. Emory University School of Medicine developed a 360 Degree Training Tool for Health Service Psychology that is linked to the core competencies that are addressed by the aims and learning experiences of the residency. Within the first four to six months, residents engage in this 360 process in which they gather feedback from themselves (self-assessment), as well as anonymous feedback from their supervisors, peers, supervisees, and interprofessional colleagues. This integrated feedback is provided to them by one or more of their primary supervisors and together an action plan is created that helps the residents to capitalize on their strengths and address areas for potential growth in the different competency domains.

Summative Assessment Process

The summative assessment process, while designed to serve as an end-point or outcome measurement, is also intended to enhance residents' competence. This summative assessment process occurs twice per year (6 months, 1 year), unless a resident is manifesting problems of professional competence. It includes the following strategies.

Supervisor Assessment. The Competency Assessment Tool is used for supervisors to provide quantitative ratings on the essential components associated with each of the core competency domains along with an overall rating for each of these competency domains. It also includes opportunities for supervisors to address strengths and areas for improvement associated with each of the core competency domains. Residents are expected to attain ratings by their

supervisors of ≥ 3 (at expected level of competence) in each competency domain at both the mid-year (i.e., on-target progress toward advanced competence) and at year-end (i.e., advanced competence that signifies readiness for licensure and independent functioning as a health service psychologist). Failure to receive a rating of ≥ 3 on one or more competency domains is considered to be indicative of a competence problem that warrants attention and thus activates the Grievance and Due Process Guidelines and Procedures.

Self-Assessment. Given our focus on self-reflection and view that accurate self-assessment is key to effective life-long learning and competent practice, residents also complete the aforementioned Competency Assessment Tool. During the summative assessment process, the supervisor and the resident are expected to discuss and understand any discrepancies in ratings.

Supervisee Assessment. The graduate students that the residents supervise complete the Graduate Student Supervisee Assessment of Postdoctoral Resident as Supervisor Form. This form has two categories: Supervisory Environment and Supervision in Competency Domains. The core competencies fall within these two rubrics. Supervisees also have the opportunity to provide input on areas of the strength and recommendations for change. Data from these assessments are also discussed during each summative assessment meeting.

Residents' Assessments of Supervisors and the Program

At the aforementioned summative assessment points, the residents have the opportunity to evaluate their supervisors using the Postdoctoral Residency Supervisor Assessment Form. They also provide formal feedback on the postdoctoral residency seminar and their overall experience as postdoctoral residents. In addition to these two formal evaluation periods, informal and verbal feedback is ongoing.

Grievance and Due Process Guidelines and Procedures

At the beginning of the training year, all postdoctoral residents are provided with Grievance and Due Process Guidelines, which describe the process that will be followed if the program has concerns about a resident's performance or if a resident has concerns about any aspect of the training program. This document describes the training program's goals and responsibilities and residents' rights and performance expectations, discusses competence and competence problems, overviews guiding principles to ensure due process, attends to actions that may be taken if the program has concerns about a trainee's performance (e.g., verbal and written warnings, remediation plan, probation, termination, hearing and appeal); and discusses informal and formal procedures for grievances that are initiated by a resident. This Grievance and Due Process Guidelines document reflects annual input from members of the Postdoctoral Residency Steering Committee and the class of postdoctoral residents. For detailed information, see the program's Grievance and Due Process Guidelines and Procedures.

Non-Discrimination Policy

Emory University has developed a non-discrimination policy that applies fully to the residency program in health psychology. This policy states that: "Pursuant to the University's commitment to a fair and open campus environment and in accordance with federal law, Emory

cannot and will not tolerate discrimination against or harassment of any individual or group based upon race, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, veteran's status, or any factor that is a prohibited consideration under applicable law. Emory University welcomes and promotes an open and genuinely diverse environment." Residents receive the complete Emory University Equal Opportunity and Discriminatory Harassment Policy in the resident orientation packet at the start of the residency year.

Benefits and Resources

The current stipend is \$52,704 (plus fringe) for the 2020-2021 training year. Residents may pay a parking fee (site dependent), and are eligible for health, dental, and optical insurance. They also have an option to obtain life insurance. Further, they have access to a flexible spending account program that can be used for medical and/or childcare purposes. Residents employed by Emory also are entitled to 15 compensated business days of vacation, 10 compensated business days for sick leave, and 10 official paid Emory holidays. Residents employed by CHOA receive 15 days of leave (sick & vacation) and up to 6 weeks of short-term disability. Residents observe holidays as observed in their primary placement.

Postdoctoral residents have "faculty" library privileges, which allow for extended book loans and reduced penalties at the main Woodruff Library. Designated faculty privileges do not exist in the Health Sciences Center Library or the Chemistry Library. To access electronic databases on line, go to "Library Resources" on the Emory website. Residents need to enter their Emory netID, which is assigned within several weeks after beginning the residency. For those employed by CHOA, they will have access to the CHOA medical library and online databases; they may work with faculty members to access any materials not available from those resources.

As employees or affiliates of Emory University, all residents have access to the gym (\$25/month for Emory gym or reduced rates at local athletic clubs) and the wealth of educational and cultural activities offered by the University. Residents have easy access to computers and relevant computer software, email, internet, and methodological/ statistical consultation. There is adequate office space, supplies, and testing materials to support the work of each of the residents.

For information on loan deferrals, see the Emory Student Financial Services at <http://studentfinancials.emory.edu/>. Also, see the OPE Website (under "Funding") for federal and private residency funding sources.

The Faculty Staff Assistance Program (FSAP) offers professional services to deal with couple and family relationships; alcohol and drug abuse; financial pressures; legal issues; addictive disorders; depression; psychological matters; crisis intervention and stress; and childcare, dependent care, and parenting issues. FSAP is located at 1762 Clifton Road NE, Suite 1100, Atlanta GA 30322; (404) 727-4328 or efsap@emory.edu. Postdoctoral residents are eligible for five visits without charge.

In addition, the Training Director and other supervisors can provide referrals for excellent

psychotherapists and psychopharmacologists in the community who are highly recommended and who will agree to see residents on a sliding scale. Referrals are made discreetly, and residents' confidentiality is guaranteed.

Atlanta Community

As a large and culturally diverse metropolitan city, Atlanta is a highly desirable location for psychologists. In addition to the Emory University Medical School, Atlanta is the location of one other medical school and seven colleges or universities, including three graduate training programs in clinical psychology. The State of Georgia itself has four medical schools.

With a population of approximately four million, the metropolitan Atlanta area has numerous opportunities for in town entertainment: theater, symphony, ballet, professional baseball, ACC and professional basketball, and college and professional football. There also is easy access to outdoor recreation: Lake Lanier (45 minutes North), Lake Allatoona (60 minutes North), and the North Georgia mountains, which include the southern end of the Appalachian Trail (80 minutes North). Coastal beaches (Atlantic Coast) are within 5 to 6 hours driving time. There are excellent restaurants that represent the range of ethnic cuisine.

Finally, the four seasons are well represented. Winter temperatures are mild, with an occasional dip below freezing during January or February. Summers are generally hot (80-90's) and a mixture of sunny and cloudy days.

Diversity in Atlanta

Atlanta is a very diverse city in terms of race, ethnicity, religion, and sexual orientation. While one can find almost any sociodemographic group, there are especially prominent African American, Latino, and Gay and Lesbian groups in Atlanta. For African Americans, in addition to national organizations such as the Urban League, there are One Hundred Black Men of Atlanta and One Hundred Black Women of Atlanta, Jack and Jill of America, and Sisters. For the Gay and Lesbian community there is the Atlanta Gay and Lesbian Center and the Atlanta Executive Network. In addition to these political organizations, there are also plenty of nightclubs and social clubs aimed at specific communities. For residents interested in becoming active in a particular community or group or just learning more about what is out there, several websites that can be found quickly in a web search.

Traffic and Transportation

The first thing to know about Atlanta is that the traffic is terrible, and it is extremely hard to get around without a car. Many streets are named Peachtree-something or something-Peachtree. Street names change randomly so the same street may have three or more names depending on the part of the city. GPS (Google Maps, WAZE) can be very helpful, especially when there are major traffic jams.

The public transportation is MARTA (www.itsmarta.com), but it is notorious for not being on time and not going to places where people need/want to go. However, residents who do not have

a car and need to depend on MARTA need to take that into consideration in planning where they live and how long it will take to get places. Residents who do not purchase a parking spot from Emory can access a free monthly MARTA card that allows for unlimited bus/train use. The city has not developed many bike routes, so biking can be a dangerous form of transportation. All the sites involved in the postdoctoral residency provide parking (for a fee) and a shuttle bus travels among all the Emory sites with stops timed for every half hour.

The major highways in Atlanta are I-285, I-75, I-85, and I-20. I-285 is the perimeter around Atlanta and it is the truck route for trucks driving through the city to other destinations. I-75 goes from the northwest to the southeast and I-85 goes from the northeast to the southwest. They (I-75 and I-85) join in town into what is called the Downtown Connector. They separate after they pass I-20, which is the east-west highway. To get to the airport, people either take I-85 or park at a MARTA station and take MARTA.

The other thing about driving a car is that in the Atlanta area, all cars must pass an emission inspection to be registered and the state assesses an annual ad valorem tax for each vehicle. The general information about getting a driver's license and registering a car go to www.dmv.ga.gov. Residents can also register to vote when they obtain their driver's license.

Housing

Atlanta is a large city with notoriously difficult traffic. Therefore, affordability and commute time are important factors when selecting housing. When thinking about places to live, the best areas (in terms of balancing traffic and price) are in the Atlanta/Fulton and Atlanta/Dekalb areas. These incorporate North Decatur and Virginia-Highlands - two popular areas to live for people who work with Emory. Midtown is a nice area but is more expensive. Little Five Points is fairly near to the campus and is more "bohemian." Prices for apartments and homes vary widely based on location, quality, and amenities. Residents should plan to pay at least \$750+ for a one-bedroom.

Emory provides a link to off-campus listings of rooms, apartments, and houses for rent as well as links to local housing resources and listings. This information is available at www.emory.edu/RES_LIFE/offcamp. The local newspaper, the Atlanta Journal-Constitution, (www.ajc.com) also has links to their listings of rooms, apartments, and houses. Residents also can use an apartment finding service. There are several free apartment finding services available (e.g., www.craigslist.com, www.atlanta-apartments-locator.com).

Cost-of-Living

The cost-of-living in Atlanta may seem outrageously high or amazingly low depending on your history. Atlanta is more expensive than most other southern cities but much cheaper than major U.S. areas such as the Northeast or West coast. A salary calculator helps approximate how much more the postdoctoral residency salary will buy than an internship salary did. One is available at www.monstermoving.com/Find_A_Place/Calculators/SalaryCalc.

Childcare and Education Information

The state of Georgia licenses daycare centers as well as home-based daycare. The text of the state of Georgia licensing law is available at www.daycare.com/georgia/state12.html.

The state of Georgia maintains a searchable data-base of licensed childcare centers. It can be found on the web at www.ors.dhr.state.ga.us. There is also a link to locate Georgia licensed Pre-Kindergarten facilities.

In addition to state licensing, some centers are accredited by the National Association for the Education of Young Children. By going to their website (www.naeyc.org) and clicking on the “Parents” button on the left side of your screen, there is a link to a searchable database of accredited centers.

Emory based Childcare: The Emory campus has three childcare facilities called The Clifton School and Bright Horizons. Childcare is available to faculty and staff. Call 404-315-6340 (The Clifton School) to inquire about openings and application procedures. Obtaining childcare through Emory can be tricky. Residents are not allowed to apply until they are an official employee and there may be a waiting list, so definitely explore other options in addition to Emory. In addition, for employees in the midtown area, childcare is available at Bright Horizons Child Care Center. Call 404-881-3790 to inquire about openings and application procedures. Also, the Emory Autism Resource Center, located on the Clairmont campus, has a daycare program, the Walden School, for children with autism, as well as those who do not have autism. The Center can be reached at 404-727-3964. Most child care centers have waiting lists so apply early.

Education: Georgia’s Department of Education provides a link to information about the Georgia public school system. Information about test scores, locations, per-pupil spending and Georgia’s Pre-Kindergarten program can be found at www.doe.k12.ga.us/index.asp. Georgia public schools are 49th out of 50th in the nation. However, quality varies dramatically by individual school, so check out each individual school.

Fun, Tasty and Interesting Things to Do

One of Atlanta’s primary industries is tourism/conventions, so the city has a lot to offer in terms of entertainment and dining. There is an active nightlife including dining, dancing, music, and combinations of these. The Virginia-Highlands, Inman Park, Midtown, Decatur, Buckhead, and Little Five Points, areas are popular spots where “20 and 30 something” go out. The best ways to find these locations are through websites like Access Atlanta (www.accessatlanta.com). There is also almost any kind of food available here, especially since there is so much diversity and there are many great restaurants. There are lots of excellent restaurants in Atlanta. Residents could probably eat at a different one every night and not repeat themselves throughout their entire post-doc year. However, note that many of these restaurants are expensive and not regularly affordable on post-doc salary. There are also, however, many lesser expensive options. At Grady Hospital, there is the cafeteria, a nearby Auburn Curb Market, and many lunch spots in

walking distance. At Emory and other sites, there are also nearby lunch spots. A variety of restaurants, such as The Flying Biscuit and Café Sunflower, offer vegetarian and vegan options.

Atlanta is home to the Atlanta Symphony, Atlanta Opera, and Atlanta Ballet as well as the Fox Theater, which hosts plays, musicals, and dance performances as well as some concerts. There are also a several community, regional, and university theatres that have excellent plays at more affordable prices. Our favorites are the Ferst Center at Georgia Tech University, The Rialto at Georgia State University, The Horizon Theater in Inman Park, and the Alliance Theater. There are also several comedy clubs and improv groups that make for fun outings. In the summer there is an outdoor venue for select concerts at Chastain Park where people bring drinks and food and enjoy a concert “under the stars.” There are several venues for music concerts and smaller venues for more intimate performances.

Annually, there are several arts festivals, music midtown (multiple musical acts throughout the city), a Shakespeare festival at Oglethorpe University, and other festivities. If interested in keeping up with entertainment events be sure to read Creative Loafing (the free, progressive newspaper in town) and the Atlanta Journal-Constitution.

If interested in outdoors activities, Atlanta offers walking and biking trails (Silver Comet Trail), parks (Piedmont Park and others), various annual marathons/athletic events (e.g., Peachtree Road Race on July 4th) and an active tennis association (Atlanta Lawn Tennis Association). The mountains are a short drive away (1-3 hours), including areas like the Appalachian Trail, Blue Ridge Parkway, and Smokey Mountains National Park. The Chattahoochee River Park in Atlanta offers beauty and much to do in terms of walking, rafting, kayaking, biking, and exploring. And Lake Allatoona and Lake Lanier are just a short drive away and a nice way to do some boating on a lake. If interested in adventurous water activity, the Ocoee and Chattooga Rivers are in the northwest corner of the state and were the site of the 1996 Olympic kayak events. The beaches of Florida and Alabama are a 5-7 hour drive.

If interested in going to sporting events, Atlanta is the home of several professional teams including the Atlanta Braves (baseball), Atlanta Falcons (football), Atlanta Hawks and Atlanta Heat (basketball), and Atlanta United (soccer). There also are various golf tournaments held in the area - the most notable is the Masters held in Augusta - about 2-hour drive away. Further, there are ample tennis courts and golf courses - two of the city’s favorite past-times.

Atlanta has abundant shopping. There are many malls packed with all the usual stores. Then there is the off-beat shopping of Little Five Points with an eclectic mix of hippie, yuppie, and punk. Major department stores include Macy’s, Dillard’s, Belk, Bloomingdale’s, Neiman Marcus, Nordstrom, Saks, etc. There are high-end malls (Phipps Plaza) and discount malls (Dawsonville Outlets).

Atlanta is also proud to have a variety of food markets. In addition to major grocery store chains (Kroger, Publix), there are farmers’ markets. The most convenient to Emory areas is the Dekalb Farmer’s Market. They will have fresh, inexpensive fresh foods and a great variety of foods from around the world for any gourmet or ethnic cooking. In addition, there are smaller health food chains like Whole Foods and Market One.

The Georgia Aquarium is the largest in the world and well worth a visit. Atlanta is home to Stone Mountain - the largest single piece of exposed granite in the world, which hosts hiking, shopping, picnicking, and a laser show in the summer. There is the Martin Luther King Memorial and several sites associated with the civil rights leader's life. Also of note are the Jimmy Carter Center; Underground Atlanta, which is now primarily a mall, but has an interesting history; Centennial Olympic Park; CNN Center; and various historic sites such as Ebenezer Baptist Church and the Margaret Mitchell house. The Atlanta Botanical Gardens and Calloway Gardens (an hour drive from Atlanta) are beautiful and serene places to visit. Near Calloway Gardens is Warm Springs, the summer home of President Franklin D. Roosevelt.

There are also a number of excellent local museums such as the High Museum of Art, Fernbank Museum of Natural History, the Center for Civil and Human Rights, the Michael C. Carlos Museum at Emory, the World of Coca-Cola, the Atlanta History Center, the Apex Museum, and the William Breman Jewish Heritage Museum. For families there is Image IT! Interactive children's museum, Six Flags, White Water Park, American Adventures, Zoo Atlanta, and the Center for Puppetry Arts.

Finally, Atlanta is always growing and changing with new things to explore and newspapers and on-line will be your best resource for these.

Websites about Georgia and Atlanta

Information about events and activities in the city and state can be found at the following websites:

www.clatl.org

www.accessatlanta.com

www.atlanta.com

www.georgia.org

Creative Loafing is a good source of information on local events (clatl.org). This free offbeat weekly newspaper can be found on most street corners downtown and many strip malls in the city.

Survival Tips for Postdocs

These tips were written by the postdoctoral residents.

Things we wish we knew:

1. The Georgia Licensing Board

Begin the licensing procedure when you start the postdoctoral residency, even if you aren't ready to take the test, and even if you think "I'll get settled in first." There are innumerable ways that your application can be held up. Most of them are things you have little to no control over. All you can know is that, like collecting dissertation data, it takes three times as long as you expect

to get anything done. Each year residents update the Timeline for Licensure Document that is then shared with the incoming class. It really is a lifesaver.

2. Traveling from site to site

Consider travel time as time for reflection or handling phone calls on your cell phone (be sure you do so using hands free or speaker phone to avoid fines). Remember to block out more time for travel than it actually takes between sites to account for parking and getting to and from parking lots, as well as the Atlanta traffic and slow elevators. Learn the back streets. Your site may be at Grady, psychiatry grand rounds are generally at Emory's main campus, child psychiatry rounds are at Emory's Briarcliff campus. Or your site may be Emory or CHOA, and you have the postdoctoral residency seminar and many of the other elective seminars at Grady. That's right, no matter what you do, you'll be attending rounds or seminars somewhere else. There are shuttles and parking available, but it always seems to take a larger chunk of time out of the day than you might anticipate. You may also have to travel for supervision or meetings and these are not always on one of the postdoctoral campuses.

3. Monthly paychecks (Emory Only)

Yes, you read that right. Emory pays you once a month, at the end of the month. What this means practically is that if you start at the beginning of the month, have a little money set aside for expenses (parking tags, bus passes, food, etc.) because it will be awhile before you see any money coming your way.

4. Ways to Cope

As always, food and drink (particularly the cheap variety) provide opportunity to commiserate with other postdoctoral residents. There are plentiful cheap watering holes with decent food, take advantage of them. In addition, once you have disposable income, invest in a manicure, yoga class, massage, movie, arts performance, or sporting event. Emory's Conference Center has a spa and offers employee discounts. Also, the workout facilities are state of the art. Lastly, see the city and the state and befriend the other postdoctoral residents. Remember, they truly know "what you're going through."