

Post-Doctoral Fellowship in Clinical Psychology 2026-27

About the Mary A. Rackham Institute at the University of Michigan

The Mary A. Rackham Institute was founded in 1936 as a unit of the University's Rackham School of Graduate Studies. The Institute has provided clinical services and related graduate training since. Postdoctoral fellows apply for full-time placement in one of our 3 Training Tracks within the Institute's outpatient, multidisciplinary mental health training sites: the Adult Track at the [Psychological Clinic](#) (serving adults from our campus and community), the Child Track at the [University Center for the Child and Family](#) (UCCF; serving children, adolescents and families), or the ASD Track at the [University of Michigan Autism Consultation and Treatment Services](#) (UM-ACTS) program within UCCF. At times, we are able to personalize training and flexibly provide training opportunities across training tracks dependent on supervisor availability. For more detail regarding the ASD fellowship continue reading and also refer to our [ASD specific fellowship overview](#) information.

The Psychological Clinic and UCCF are housed together in a comfortable office in downtown Ann Arbor, just a few blocks from campus. All tracks include training opportunities in:

- Individual therapy
- ADHD/LD testing
- Couples Therapy (if desired)
- Provision of supervision.
- The adult track provides additional training in Group Psychotherapy (e.g. DBT groups, CBT groups for social and performance anxiety, MBCT for anxiety and depression).
- The Child track provides additional training in Family Therapy and Parent-Mediated Interventions.
- The ASD track focuses on providing Autism-Spectrum Diagnostic testing and interventions for neurodiverse individuals ranging in age from toddlers through young adults.

The Psychological Clinic began its modern existence in 1954 as a psychoanalytic training center. Over the years, the Clinic has dramatically evolved to include a widening scope of evidence-based intervention approaches, including cognitive-behavioral, behavioral, 3rd wave, interpersonal, couples/systems, mindfulness-based, biological/psychiatric, diversity-informed and strengths-based approaches.

UCCF was established in 1987. UCCF similarly works within an evidence-based, best-practice model of treatment and training. An overall multicultural and integrative perspective infuses all of our work, and a similar wide range of intervention approaches is represented. UCCF hosts specialized evidence-based testing and intervention for Autism-Spectrum Disorder (ASD) through our UM-ACTS program (Autism Consultation and Treatment Services).

In both clinics, we bring these multiple perspectives to bear in our initial assessment and treatment planning, and these fundamentals inform our supervision, seminars and staff meetings.

Post-doctoral Fellowship Program Overview

Training Program Goals and Objectives

This program is designed to provide advanced training in professional psychology to qualified postdoctoral psychologists. Training is based in one of our interdisciplinary, training-focused, outpatient centers, both with a welcoming and supportive atmosphere. Completing this postdoctoral fellowship meets the postdoctoral supervised practice requirements for licensure in Michigan. The fellowship is a one year, full time program that provides robust, advanced training in many key professional competencies (two year option is available by mutual consent).

These competencies include assessment and diagnosis (including formal psychological testing), individual and group therapy, couples therapy, parent behavioral management training and family interventions (UCCF only), consultation and interdisciplinary collaboration, multicultural competencies, clinical teaching and supervision, integration of science into clinical practice, professionalism, ethical and legal standards, and communication and interpersonal skills.

These competencies are enhanced through direct clinical service with supervision from expert clinicians, participation in seminars and clinical meetings and conferences, consultation with outside professionals, teaching of seminars to psychology interns and social work students, clinical supervision of practicum or social work students, and participation in senior staff meetings.

Basic Model and Service Activities

The postdoctoral program is a one-year commitment, which may be extended to two years by mutual consent. Direct service activities are expected to be a substantial portion of the fellow's training experience, with an expectation of 18 direct hours (Child clinic) or 20 direct hours (Adult Clinic) weekly. These hours consist of individual psychotherapy, couples and group psychotherapy (primarily adult fellows), child, parent and family work (child fellows), and psychological testing.

Child fellows routinely engage in formal psychological testing for ADHD and LDs, and in specialized evidence based testing for Autism-Spectrum Disorder (ASD) through our UM-ACTS Program (Autism Consultation and Treatment Services). Adult fellows may optionally engage in testing for adult ADHD and LDs.

Fellows also have the opportunity to take on supervised supervision of psychology practicum or social work students. Fellows also routinely take on outreach or scholarly projects related to mental health issues, such as working with senior staff to provide workshops on relevant mental health topics.

Description of Training Curriculum

The fellowship is based upon a 45-50 hour work week and includes the following core activities:

- **Supervision Received:** Fellows receive 2 hours of individual supervision weekly. Additional group supervisions are available for couples therapy, group therapy, and specific intervention approaches. Fellows receive supervision on testing when testing occurs.
- **Didactic Meetings:** An Interns/Fellows Forum meeting is held once a month, covering various professional development topics. Fellows also participate in weekly staff and case conference meetings attended by all multidisciplinary senior staff and trainees, which consist of clinical case presentations and discussions and team announcements. Fellows attend a weekly training seminar covering various clinical topics as well as multicultural presentations and discussions, research talks, and guest speakers. Child Fellows who opt for an ASD-focus may also attend a weekly clinical meeting with the UM-ACTS team.
- **Administrative/Teaching Experience:** Postdoctoral fellows participate in select Senior Staff or Training Committee meetings, where we discuss training issues, develop new policies and procedures, and review administrative issues. Fellows may assist senior staff in designing and teaching clinical seminars to psychology interns and social work students. Fellows also lead a monthly journal club meeting focused on diversity and multicultural topics, attended by all trainees. Senior staff are often asked to give workshops to other training sites or local community groups on various psychological topics. If interested, fellows may also participate in or lead these workshops.
- **Supervision Experience:** Postdoctoral fellows supervise psychology practicum or social work students on their clinical work (e.g. individual therapy, group therapy, testing); instruction and supervision on supervision occurs regularly, including a supervision of supervision group that meets 2 times/month. Our fellows have especially valued this experience.
- **Outreach/Consultation:** Adult Fellows work together with Clinic staff and staff from the Graduate School to design and implement clinical outreach programs that benefit graduate students, graduate program counselors, and faculty in diverse programs; Child fellows engage in outreach/consultation to benefit graduate students with young children and youth in schools. They assist in developing and delivering informative, community-based presentations regarding the clinics' programs to other mental health professionals.
- **Specialty Training Available:** We are eager to tailor fellows' training plans to meet their needs. Child fellows may opt to specialize in ASD practices. Adult fellows may inquire about focus areas (e.g. Couples therapy, or certifications in various evidence based treatments such as ACT, MBCT, or MBSR).

Breakdown of Weekly Activities (hours/wk)

Client Contact (Adults Therapy and optional testing)	20
Client Contact (Child/Family Interventions and Testing)	18
Individual Supervision	2
Group Supervision	0 - 1.5
Co-Teaching Interns	0 - 1
Supervision of Junior Trainees	1 - 3



Didactics and Meetings (Postdoc Forum, Journal Club, Sup of Sup, Staff Meetings)	1 - 2
Joint Mental Health Clinic Team Meeting	0.5
Clinical Case Conference Meeting	1
Outreach/Special Projects	5 - 7
Clinical Documentation/Indirect time	10 - 14
Total Time: 45 - 50 hours/week	

Seminars and Case Conferences

Joint Training Seminar — This didactic seminar, attended by all trainees, meets weekly. It begins with an introduction to clinical care at our clinics, followed by more specialized topics. Recent topics have included seminars on Acceptance and Commitment Therapy (ACT), Radically Open Dialectical Behavior Therapy (RO-DBT), Trauma-focused interventions, Couples Therapy, Assessment and Treatment of ASD across the lifespan, and seminars on termination issues, legal issues, and ethical issues. This seminar often includes topics that cover the lifespan and at other times the seminar is split between child and adult focused topics.

All training seminars are led by faculty with expertise specific to the topics. Postdoctoral Fellows may assist in teaching some seminars. Guest speakers may also be invited to this meeting to speak on a wide range of topics (e.g. diversity trainings, legal and ethical dilemmas, issues in managed care, Motivational Interviewing workshops).

Couples Therapy Seminar and Group Supervision — This small group meets weekly throughout the year. The seminar introduces evidence-based approaches to couples work including Integrative Behavioral Couples Therapy (IBCT) and Emotion-Focused Couples Therapy (IBCT; EFT), with discussion and supervision of clinical work.

Clinical Team meetings — These weekly meetings are attended by all staff and trainees. New cases are reviewed and diagnosed using objective measures and interview data. Multi-theoretical case conceptualizations are formulated and best-practice treatment plans are developed.

Postdoctoral Fellows' Forum (Monthly). Postdoctoral Fellows meet with a core faculty member to discuss pertinent training issues. The topics addressed have included didactic instruction and discussion about providing supervision, and many developmentally fitting professional development topics (preparing for the EPPP, considering ABPP board certification, marketing in mental health clinics, applying for your first professional job, networking and job finding, etc.). This meeting is also used as a forum for postdocs to present their own clinical case presentations and research presentations to each other and learn from each others' expertise.

Journal Club (Both clinics, Monthly).

Fellows lead this monthly meeting attended by all interns and some additional psychology and social work trainees. Trainees choose readings to discuss based on selected diversity/multicultural topics.



Hybrid Office Model - Combination of Onsite and Remote Work

The COVID-19 pandemic facilitated the need for us to quickly adapt to working virtually. Since that time, we have found that we are able to meet our clinical service and training needs using a hybrid format, *without* sacrificing excellence. Data from APPIC surveys also supports the feasibility and benefits of virtual clinical training and clinical care. As such, while we are now able to return to onsite work from a public health perspective, we have decided to continue our hybrid office model for the future, with trainees, faculty, and staff working some days onsite and other days virtually. At least one specific day per week will be a required onsite work day for each clinic (e.g. Adult fellows will all work onsite on Tuesdays when the adult team meeting occurs; Child fellows will all work onsite on Thursdays when the child team meeting occurs). Fellows will then choose an additional 1-2 other days to also work onsite, leaving 2-3 days for offsite, virtual work. In general, the demand is higher for in-person client visits on the child side so child fellows typically need 2 ½-3 days on site (typically M,W,Th), whereas adult fellows typically need to be on site 2 days per week (typically T,W).

Specifics of each fellow's arrangement will be made in discussion with the fellow, considering their training interests and needs along with personal requests, balanced with overall demands within our Institute. Any fellows unable to work virtually due to space, privacy, or other constraints, will be accommodated for daily onsite work. Fellows will be equipped with technology for both onsite and offsite work days.

Postdoctoral Program Director

The director of the postdoctoral program is Angela Fish, Ph.D. She has authority over all aspects of the postdoctoral fellowship, and reports to Erin Hunter, the director of the Mary Mental Health Clinics. Dr. Fish co-chairs (along with our social work training director Anu Agrawal, LMSW) the faculty committee that selects postdoctoral fellows, monitors and evaluates the training program goals and activities, and documents and maintains Fellow's training records. She is a licensed psychologist in the State of Michigan.

Evaluation of Fellowship Competencies

The MARI collects competency self-evaluations from incoming fellows prior to starting the fellowship. These self-evaluations are the basis for establishing training goals at the start of the training year, which are developed together with the MARI Training Director and the Clinic Directors, with review by the Training Committee.

The Institute then evaluates competence in all skill areas formally at two points during the training year: (1) at approximately mid-year (February) and (2) at the end of the training year (July). If fellows continue for a second year, the same 2/yr evaluations are repeated. Supervisors evaluate the fellow's work using the IEF-PWC Evaluation Form, a copy of which is provided to each fellow at the start of fellowship.

Competency reviews assess the extent to which the fellow has made appropriate progress during the evaluation period, as we expect to see change in each of the domains listed in the competency goals document. They also include narrative guidance for areas of difficulty, and at



the end of the document, an overall summary and evaluation is made.

Evaluations are reviewed by the Training Director and Clinic Director; any problems that have not been previously addressed with the fellow are further evaluated and discussed with the respective Directors. These evaluations are reviewed by the Training Committee, and any issues and plans for addressing them are discussed with the Director.

Toward the end of the fellowship year, fellows are evaluated by their supervisors for their achieved competence levels, followed by a year-end discussion with the Training Director. We anticipate that fellows will show competence levels expected of psychologists ready for fully independent practice. Recognizing that graduating fellows will leave our program fully licensure-eligible, we require that at minimum, all *overall* evaluation form competency ratings on the evaluation form at year-end will be in the “L” or above level on the scale below:

COMPETENCY RATINGS DESCRIPTIONS

A Advanced specialized skills

Rating reflects exceptional, specialized competency and ability to consistently practice independently. This rating may be achieved in select areas after specialized residency or postdoctoral training.

L Skills comparable to autonomous practice at the full licensure level.

High level of competency fitting independent practice. This rating is often achieved by the completion of residency or postdoctoral training.

HI High Intermediate

Competency attained in all but the most complex cases; trainee demonstrates sophisticated and refined clinical skills. Supervisor provides overall management of trainee's activities; depth of supervision varies as clinical needs warrant. This rating is often achieved by the completion of internship training/beginning of residency or fellowship training.

I Intermediate

Basic competencies in place; continued supervision of clinical activities with a focus on refining and expanding skills. This is a common rating throughout the internship.

E Entry level

Routine, intensive, supervision needed to support the trainee as he/she develops competencies. This is a common rating at the beginning of internship.

R Needs remedial work

Intensive supervision required to attain basic level of competency. Implementation of an action plan with measurable objectives to guide the acquisition of requisite skills.

NA Not applicable for this training experience/Not assessed during training



experience

Postdoc Expectations:

- Midyear: All competencies rated at “HI” or above, or remedial plan will be established.
- End of Year: All 9 overall competencies rated at “L” or above.

Due process and remediation process details are provided in the Fellowship Handbook.

Clinical Faculty and Areas of Interest

Please refer to our [Get to Know MARI Mentors slides](#) on our website.

Integration of the Fellowship with MARI Clinics and their Missions

As is evident from the fellowship curriculum and training described above, our fellowship is integrated with the MARI Clinics’ missions and activities at every level, from clinical practice to clinical and didactic meetings to administration, scholarly involvement, and outreach.

Our Institute is a dedicated training-focused organization, and our Fellowship is a longstanding APPIC member. Along with providing scientifically informed, high-quality mental health services to members of the local community, training is a priority at MARI.

Fellowship Stipend and Benefits

The first year postdoctoral stipend is \$47,000. Second year postdoctoral stipend is \$49,000. Benefits include health care coverage, parking options, and 20 days of paid time off for vacation, sick time, and professional development. Fellows also receive major holidays as paid time off, including a seasonal week in December, and up to five additional professional development days, pending approval.

Postdoctoral Applicant Qualifications

1. Completion of all professional doctoral degree requirements from an APA/CPA-accredited program in clinical, counseling, or school psychology, AND an APA/CPA-accredited doctoral internship.
2. On the first day of the fellowship, new fellows must have either the diploma in hand or a letter from the director of graduate studies verifying the completion of all degree requirements. Fellows are also required to obtain a Michigan doctoral educational license.
3. APA guidelines on specialty change are followed. Applicants who have completed doctoral studies in fields other than clinical, counseling, or school psychology must have received a certificate of equivalency from an APA/CPA accredited university program attesting to their having met APA/CPA standards, including internship.

How To Apply

The deadline to apply each year is **Dec. 15**. Applications **must be submitted online through the APPA-CAS** (centralized application system) at <https://appicpostdoc.liaisoncas.com/applicant-ux/#/login>.

Required to Apply:

- Cover letter of interest that describes educational history, career goals and relevance of training to these goals, and interest in training tracks (e.g. adult, child, ASD).
- Curriculum vitae.
- 2-3 letters of recommendation.
- Letter from your graduate program's training director attesting to your readiness to begin postdoctoral fellowship by August 16th or Sept 1.
- Graduate school transcript (photocopy accepted).

Applicants will be notified of their interview status in early January. Two or three virtual interviews will be scheduled with staff members. You will also be invited to attend a team clinical case conference.

Get to know more about our training program, including information on previous fellows and training staff at <https://mari.umich.edu/training-programs/>.

For further information, contact Angela Fish, Ph.D., Director of Psychology Training at amfish@umich.edu or (734) 764-9466.

(Edited 07/13/26, AMF)