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Postdoctoral Fellowship in Psychological Assessment

Postdoctoral Fellowship at a Glance

Training Focus: Advanced training in comprehensive psychological and psychoeducational assessment, with emphasis on clinical reasoning, diagnostic formulation, purposeful test selection, interpretation and integration of findings, differential diagnosis, report writing, feedback, consultation, and increasing professional independence.

Position: Full-time, one year, postdoctoral fellowship in Clinical Psychology with a primary emphasis in psychological assessment.

Populations: Children, adolescents, and adults presenting with developmental, cognitive, academic, attentional, behavioral, emotional, personality, and complex diagnostic concerns.

Clinical Experience: Fellows typically complete 2–3 comprehensive evaluations per week, allowing protected time for thoughtful case conceptualization, interpretation and integration, report writing, feedback, supervision, consultation, and professional development.

Supervision: Two hours of individual supervision each week with a licensed clinical psychologist, with additional supervision and consultation available as needed.

Training Environment: Fellows train within a multidisciplinary behavioral health practice and experienced assessment team that includes clinical psychologists and school psychologists with backgrounds across outpatient, inpatient, educational, community, and forensic settings.

Additional Training: Group supervision, case consultation, assessment didactics, assessment team meetings, threat assessment and management training, interdisciplinary consultation, and professional development opportunities.

Specialized Opportunities: Depending upon professional interests, previous experience, supervisor expertise, and available clinical opportunities, fellows may gain additional experience in forensic psychological assessment, violence and sexual risk assessment, threat assessment and management, outpatient psychotherapy, telehealth, school-based consultation, clinical consultation, and professional development presentations.

Training Model: Advanced, individualized, and competency-based training designed to support increasing clinical independence and the transition from doctoral training to independent professional practice.

About Advanced Behavioral Health Group

Advanced Behavioral Health Group (ABHG), formerly James Levine and Associates, is a multidisciplinary behavioral health practice located in South Hadley, Massachusetts, serving children, adolescents, adults, families, schools, and community organizations throughout Massachusetts and Connecticut. ABHG provides a broad range of behavioral health services, including psychological and psychoeducational assessment, outpatient psychotherapy, applied behavior analysis (ABA), school-based consultation and services, clinical supervision, professional development, and consultation. The practice works extensively with community organizations and currently serves more than 55 school districts, companies, and agencies.

The ABHG clinical team includes clinical psychologists, school psychologists, psychotherapists, social workers, behavior analysts, and other behavioral health professionals. This multidisciplinary structure provides fellows with opportunities to learn within psychological assessment while also interacting and consulting with professionals working across behavioral health and educational settings.

ABHG's assessment clinicians have backgrounds spanning outpatient, inpatient, educational, community, and forensic settings. Assessment services include clinical and diagnostic evaluations, psychoeducational evaluations, independent evaluations, and specialized assessments addressing complex diagnostic and referral questions. Common areas of assessment include ADHD, autism spectrum disorder, learning disorders, intellectual and developmental disabilities, cognitive and executive functioning, emotional and behavioral functioning, personality functioning, trauma-related concerns, anxiety and mood disorders, and complex differential diagnosis. ABHG also completes forensic evaluations, including evaluations related to violence and sexual risk, threat assessment and management, and other court-related referral questions.

Postdoctoral Fellowship Training

ABHG offers a one-year postdoctoral training experience for doctoral-level clinicians seeking to strengthen and refine their skills in comprehensive psychological assessment while preparing for independent professional practice.

Psychological and psychoeducational assessment form the core of the fellowship. Fellows work with children, adolescents, and adults while developing greater depth, efficiency, confidence, and independence across the full assessment process. The fellowship builds upon competencies developed during doctoral practicum and internship training, with fellows assuming substantial responsibility for managing evaluations from initial referral through feedback and completion of the final report.

The goal of the fellowship is not simply to provide additional testing experience. Training emphasizes increasingly sophisticated clinical reasoning, purposeful and hypothesis-driven assessment, integration of complex or apparently conflicting information, consideration of alternative explanations for an individual's presentation, differential diagnosis, and development of conclusions that are appropriately supported by the available evidence.

Although assessment is the primary training emphasis, ABHG's broader clinical and community-based services provide opportunities to understand assessment within the larger context of treatment, education, consultation, and systems of care.

Training Philosophy

ABHG views the postdoctoral year as an important transition between doctoral training and independent professional practice. Fellows enter postdoctoral training with established clinical competencies and are expected to function with considerably greater independence than practicum students while continuing to make thoughtful and appropriate use of supervision and consultation.

Training is developmental, individualized, and competency-based. Clinical responsibilities are selected with consideration of previous training, demonstrated competencies, professional interests, and goals for the fellowship year. Supervisors provide consultation, feedback, direct instruction when needed, and mentorship while supporting progressively greater autonomy as competence is demonstrated. Professional development extends beyond technical assessment skills. Training emphasizes ethical practice, responsiveness to individual and cultural differences, professional communication, self-reflection, appropriate use of consultation, awareness of the limits of one's competence, efficient management of clinical responsibilities, and development of an independent professional identity as a psychologist.

The fellowship is intentionally designed around the advantages of training within a smaller practice. Fellows receive structured supervision and professional development while also having ready access to experienced psychologists for consultation, opportunities to shape aspects of their training experience around individual goals, and flexibility as they develop greater professional independence.

Clinical Training Experiences

Comprehensive psychological assessment is the primary clinical experience of the fellowship. Fellows typically complete 2–3 comprehensive evaluations per week and participate in the full evaluation process, developing increasing independence in managing cases from referral through feedback.

Clinical experiences may include:

- Reviewing referrals and identifying meaningful assessment questions
- Conducting comprehensive clinical and diagnostic interviews
- Gathering developmental, educational, psychiatric, medical, family, and psychosocial history
- Reviewing educational, medical, treatment, and other collateral records
- Communicating with families, schools, treatment providers, referral sources, and other collateral contacts when appropriate
- Developing hypothesis-driven assessment plans and selecting measures based on the individual referral question
- Administering and scoring standardized psychological and psychoeducational measures
- Evaluating cognitive, academic, executive, attentional, behavioral, emotional, adaptive, and personality functioning
- Interpreting findings within the context of the individual's history and presenting concerns

- Integrating test findings with clinical history, behavioral observations, records, and collateral information
- Evaluating apparently inconsistent findings and considering alternative explanations for the individual's presentation
- Developing thoughtful diagnostic formulations and differential diagnoses
- Writing clear, integrated psychological and psychoeducational reports
- Translating assessment findings into practical and individualized recommendations
- Conducting feedback sessions with patients, parents, and caregivers
- Consulting with schools, treatment providers, referring professionals, and other involved parties when appropriate
- Managing evaluations from referral through completion

A central emphasis of postdoctoral training is moving beyond the administration and scoring of individual tests toward increasingly sophisticated understanding of assessment as a whole. Supervision emphasizes how different sources of information fit together, how to weigh complex or conflicting data, how to evaluate competing diagnostic explanations, and how to communicate conclusions in ways that are both appropriately supported and clinically useful.

Individualized Training

Postdoctoral fellows enter the program with different assessment backgrounds, areas of strength, and professional goals. Training is therefore individualized rather than based upon a single predetermined sequence of experiences. Early in the fellowship year, the fellow and supervisor identify existing competencies, areas for continued development, professional interests, and goals for the year. These goals help guide case selection, supervision, specialized experiences, and professional development activities and are revisited as the fellow develops. A fellow entering with substantial assessment experience may progress relatively quickly toward greater independence in case conceptualization, diagnostic formulation, and report writing. Another fellow may benefit from additional experience with a particular age group, referral question, assessment domain, or component of the evaluation process. Supervision and case exposure can be adjusted accordingly when appropriate opportunities are available. The expectation is that responsibility, efficiency, clinical judgment, and independence will increase throughout the fellowship as competencies are demonstrated.

Advanced and Specialized Training Opportunities

Although psychological and psychoeducational assessment are the foundation of the fellowship, ABHG provides opportunities for fellows to develop additional areas of professional experience according to their interests, previous training, supervisor expertise, and available clinical opportunities.

Additional experiences may include:

- Forensic psychological assessment
- Violence and sexual risk assessment
- Threat assessment and management
- Outpatient psychotherapy
- Telehealth services
- School-based consultation

- Clinical consultation
- Collaboration with schools and community professionals
- Professional development presentations and related educational activities

These experiences are intended to complement rather than replace the fellowship's primary emphasis on comprehensive psychological assessment.

Training Leadership and Assessment Team

Practicum students train within ABHG's broader psychological assessment team, which includes licensed clinical psychologists and school psychologists with experience across outpatient, inpatient, educational, community, and forensic settings. Team members bring different areas of expertise, allowing students to gain exposure to a broad range of assessment approaches, populations, and referral questions.

Lindsay De Vries, Psy.D., Director of Psychological Testing and Assessment, provides leadership for ABHG's assessment services and practicum training program. Dr. De Vries is a licensed clinical psychologist with extensive experience in psychological, neuropsychological, psychoeducational, forensic, violence risk, sexual risk, and threat assessment. Her clinical background includes outpatient and community mental health, inpatient psychiatric care, state and federal correctional settings, school consultation, and private practice.

Dr. De Vries has extensive experience supervising and training doctoral psychology students across assessment and broader clinical practice. She currently serves as Psychological Assessment Training Director at Community Services Institute, where she supervises predoctoral interns and leads weekly assessment didactics addressing case conceptualization, psychological assessment, and report writing. Her previous supervisory roles have included supervision of psychology interns and practicum students within the Federal Bureau of Prisons, supervision of predoctoral and master's-level psychology interns within the New York State Prison System, field supervision of Psy.D. practicum students through Antioch University New England, and supervision of predoctoral interns in psychological assessment within a community mental health setting. Across these roles, her supervisory experience has included psychological assessment, individual and group psychotherapy, diagnostic evaluation, case conceptualization, crisis work, report writing, and professional development.

Dr. De Vries also brings extensive graduate-level teaching and program leadership experience to the training program. She is a full-time graduate psychology professor and the Academic Program Director for a master's program in Forensic Psychology, with a specialization in Threat Assessment and Management. In addition, she serves as Internship Coordinator for the program, assisting students in identifying non-clinical field placements. Her teaching has included psychological assessment and measurement, ethics, forensic psychology, clinical psychology, developmental psychology, and related areas. She has also developed and presented didactic training for doctoral interns, school districts, and other clinicians on psychological and forensic assessment, diagnostic evaluation, suicide risk assessment, risk and threat assessment, and other clinical topics.

Additional Assessment Team Members

Christopher Rose, Psy.D., is a licensed clinical psychologist specializing in psychological assessment and consultation with children, adolescents, and adults. His experience spans inpatient, outpatient, residential, and educational settings and includes clinical, academic, and forensic evaluations. Areas of expertise include cognitive, emotional, and personality assessment; diagnostic clarification; learning disorders; ADHD; autism; trauma; anxiety; and co-occurring conditions.

Amanda Ryan, Ph.D., is a school psychologist with more than two decades of experience conducting psychoeducational evaluations and consulting with schools and families throughout Massachusetts. Her work emphasizes understanding students' learning and social-emotional needs and translating assessment findings into effective educational supports and interventions. She also has extensive experience in school-wide systems of support, literacy, social-emotional intervention, and Positive Behavioral Interventions and Supports (PBIS). Dr. Ryan is also a faculty member at UMASS Amherst in the School Psychology PhD program, where she is the Practicum Director. Dr. Ryan also supervises school psychology doctoral students in their practicum experiences through ABHG.

Molly Alvin, Ph.D., is a licensed school psychologist with extensive experience in public education. Her work includes psychoeducational assessment, counseling, consultation with families and school personnel, and evaluation for special education eligibility. Her professional interests include social-emotional learning, mental health and wellness in schools, positive behavioral interventions and supports, mindfulness, and stress reduction.

The assessment team also includes experienced school psychologists with advanced graduate training, including clinicians with Ed.S. degrees and clinicians currently pursuing doctoral degrees. Their backgrounds include psychoeducational assessment, special education eligibility, curriculum-based measurement, response to intervention, academic intervention, and school consultation. Collectively, the team provides students with opportunities to learn from professionals whose backgrounds span clinical and school psychology and to consider assessment findings within the broader educational, clinical, family, and community systems in which individuals function.

Supervision and Clinical Oversight

Postdoctoral fellows receive two hours of individual supervision each week, with additional supervision available when clinically indicated or helpful to the fellow's development. Supervision is intended to support both advanced clinical competency and the transition to independent professional practice. Supervision addresses current clinical work as well as broader issues related to assessment planning, diagnostic reasoning, interpretation and integration, differential diagnosis, report writing, feedback, consultation, ethical and professional issues, management of complex cases, efficiency, professional judgment, and development as an independent psychologist. As fellows demonstrate competence, supervision increasingly emphasizes consultation, refinement of clinical judgment, and professional decision-making rather than basic instruction. Fellows are expected to make increasingly independent clinical decisions while continuing to recognize circumstances in which consultation is appropriate.

Because ABHG is a collaborative practice, consultation is not limited to scheduled supervision. Fellows work alongside experienced psychologists and are encouraged to seek consultation when questions arise.

Professional Engagement, Didactics, and Additional Learning

Postdoctoral fellows are members of ABHG's broader professional community rather than interacting solely with their individual supervisor. Fellows have opportunities to interact with psychologists, school psychologists, psychotherapists, social workers, behavior analysts, and other behavioral health professionals across the practice. Fellows participate in group supervision and case consultation and have opportunities to participate in assessment team meetings, assessment-focused didactics, threat assessment and management training, interdisciplinary consultation, educational presentations, and other professional development activities.

Didactic and professional development topics may include psychological and neuropsychological assessment, differential diagnosis, complex case conceptualization, ethical and professional issues, forensic practice, threat assessment and management, risk management, report writing, consultation, and issues relevant to establishing oneself as an independently practicing psychologist. ABHG's substantial involvement with schools and community organizations also provides opportunities for fellows to gain exposure to consultation, professional development, and collaboration across clinical, educational, and community systems.

Flexibility and the Workweek

The fellowship is a full-time position structured to provide substantial clinical experience while recognizing that high-quality psychological assessment requires protected time for interpretation, integration, and report writing. Fellows typically complete approximately 2–3 comprehensive evaluations per week. The remainder of the workweek includes clinical interviews, scoring and interpretation, record review, report writing, feedback sessions, supervision, consultation, didactics, and other professional activities. Although direct assessment services generally occur in person, appropriate report-writing activities may be completed remotely, and fellows may provide appropriate clinical services through telehealth. This allows flexibility in organizing the workweek while continuing to meet clinical, training, supervision, and documentation responsibilities. Start dates are flexible and may be coordinated based upon completion of doctoral requirements, internship, and the fellow's individual circumstances.

Learning Within a Private-Practice Setting

The smaller-practice environment provides fellows with exposure to aspects of professional practice that extend beyond direct clinical assessment. Fellows develop experience managing a caseload, communicating with referral sources, coordinating with other professionals, maintaining timely documentation, navigating ethical and professional issues, and developing efficient approaches to assessment and report writing. At the same time, fellows are not expected to independently manage the administrative infrastructure of the practice. ABHG's administrative team assists with referrals, insurance authorization, billing, and other administrative functions, allowing fellows to focus primarily on clinical work and professional development while gaining an understanding of how psychological services are delivered within a private-practice setting. This combination of clinical independence, administrative support, supervision, and exposure to

the operation of a behavioral health practice is intended to help fellows prepare for the practical realities of independent professional work.

Evaluation and Feedback

ABHG views evaluation as an ongoing component of supervision and professional development rather than an activity occurring only at the completion of the fellowship. Fellows receive regular feedback regarding strengths, developing competencies, and areas for continued growth.

Evaluation may address professionalism and reliability, ethical practice, responsiveness to supervision and consultation, interviewing skills, assessment planning and test selection, test administration and scoring, clinical reasoning, interpretation and integration of findings, diagnostic formulation, report writing, feedback skills, consultation, interpersonal effectiveness, cultural responsiveness, case management, efficiency, and progression toward appropriate independent practice. Training goals are reviewed throughout the fellowship year and may be modified as the fellow develops new competencies or identifies areas in which additional experience would support professional development.

Ethical and Professional Practice

Postdoctoral fellows are expected to conduct themselves in accordance with applicable ethical, legal, professional, licensure, and ABHG requirements. Fellows practice within the scope of their training and demonstrated competence and are expected to seek supervision or consultation when clinical, ethical, or professional circumstances warrant it. Professional expectations include protecting patient confidentiality, maintaining appropriate professional boundaries, completing documentation responsibly and in a timely manner, communicating effectively with patients and other professionals, using supervision appropriately, and demonstrating increasing responsibility for independent clinical decision-making.

Preparing for Independent Practice

An important goal of the postdoctoral year is helping fellows make the transition from doctoral trainee to independently practicing psychologist. The fellowship therefore extends beyond accumulating supervised clinical experience or completing additional psychological evaluations. In addition to refining advanced assessment competencies, fellows gain experience with the practical responsibilities of professional practice, including managing a caseload, communicating with referral sources, maintaining clinical documentation, consulting with other professionals, navigating ethical and professional issues, managing competing clinical responsibilities, and developing increasingly efficient approaches to assessment and report writing. Training is designed to strengthen the clinical judgment, diagnostic reasoning, professional communication, ethical decision-making, efficiency, and professional responsibility necessary for independent practice. Fellows are encouraged to develop their own professional approach to assessment while remaining grounded in evidence, thoughtful clinical reasoning, awareness of the limits of their competence, and appropriate use of consultation. Ultimately, the goal is to develop psychologists who can approach complex assessment questions independently and thoughtfully: understanding not simply how to administer and interpret psychological tests, but why particular questions are being asked, what information is needed to answer them, how sometimes conflicting findings should be understood within the context of the whole person, and how assessment can provide meaningful guidance to patients, families, schools, treatment providers, and other professionals.

Compensation

The fellowship provides a \$55,000 annual salary.

Opportunity for Continued Employment

ABHG hopes that the postdoctoral fellowship can serve as the beginning of a longer-term professional relationship. Fellows who successfully complete the fellowship and are a strong fit with the practice may have the opportunity to remain with Advanced Behavioral Health Group following licensure.

Application Process

ABHG accepts applications from doctoral graduates seeking advanced postdoctoral training in psychological assessment. Applicants should have a Ph.D. or Psy.D. in Clinical or Counseling Psychology from an APA-accredited program, or equivalent training consistent with Massachusetts licensure requirements; have completed an APA-accredited internship or equivalent internship experience consistent with licensure eligibility; and be eligible to complete supervised postdoctoral experience toward independent psychology licensure in Massachusetts.

Applicants should have previous experience with psychological and cognitive assessment, strong clinical writing and communication skills, and an interest in comprehensive assessment and differential diagnosis. Experience working with children and adolescents is preferred.

Interested applicants should submit:

- A current curriculum vitae (CV)
- A cover letter describing previous clinical and assessment training, professional interests, goals for the postdoctoral year, and interest in completing postdoctoral training at ABHG

Application Deadline: December 15

Interviews: January

Notification of Decisions: Early February

Start Date: Flexible summer or fall start

Selected applicants will be invited to interview with members of the ABHG training team. The interview provides an opportunity to discuss previous training, assessment competencies, professional interests, and goals for the fellowship, as well as to learn more about ABHG's assessment services, supervision model, training opportunities, and expectations.

Application materials should be submitted to:

Lindsay De Vries, Psy.D.

Director of Psychological Testing and Assessment

Email: ldevries@abhgrp.com

Learn More About ABHG

Additional information about our assessment clinicians, multidisciplinary team, clinical services, school-based programming, and other areas of practice is available at www.abhgrp.com.

Prospective fellows are encouraged to review the website for current information about ABHG's clinicians and services.