**Checklist for Appointments of Status- only Faculty**

Status-only appointments are made to allow an individual faculty member to participate in a University Department’s scholarly activities. The purpose of this checklist is to accompany an appointment letter for Status-Only Faculty to provide clarity of scholarly activities associated with diverse roles of Status only within Department of Psychiatry. Diverse status- only roles contribute to scholarly activities and the building of capacity of mental health professionals. Independent scholarly activities may include clinical training/ teaching (similar to MD Clinician-teacher role), the scholarship of discovery, CPA / QI and Education.

***Faculty name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

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|  | **Absent** | **Present** |
| **Teaching and Mentorship Activities**  Regular and ongoing involvement in the teaching and evaluation of learners. Teaching and mentorship activities include: lectures, course development , delivery of graduate or undergraduate courses, under graduate student placements, teaching of MD residents, lectures or workshops of research methods, and public education related to mental health. | ☐ | ☐ |
| **Clinical Supervision or Teaching**  Activities include clinical teaching using evidence-based approaches for psychosocial, psychopharmacology or psychotherapy interventions delivered to: MD residents, health professions (e.g. PhD psychology interns, social worker students/ junior faculty, mental health nursing). Psychologists have “clinician teacher” roles as they supervise psychology interns and other health professionals for completion of degrees and licensure to practice in in field of psychology and field of mental health. | ☐ | ☐ |
| **Research and related Activities**  Principal Investigator or Co- Principal investigator on qualitative or quantitative research projects and grants.  Co-investigator performing independent scholarly work within a grant (e.g., conducting advanced analyses, overseeing analyses, writing key portion of grant, providing intervention within research context, training or supervising personnel carrying out intervention on a project, developing therapy or intervention manuals, treatment fidelity monitoring of intervention). | ☐ | ☐ |
| **Program Evaluation**  Quantitative or qualitative evaluation of a program, (e.g. clinical services, policy application, educational program, etc.). Evidence of scholarship and advocating for change to community/population/policy/clinical practice. | ☐ | ☐ |
| **Program or Policy Development or Creative Professional Activities (CPA)**  Scholarly activities related to policy development and implementation which may include conducting literature reviews for application to new policies, development of clinical guidelines, review or evaluation of current policies associated with mental health care or research related activities, or to foster development of leadership for clinical services or educational services /agencies. (e.g. policy development and evaluation; development of new training programs to support leaders in mental health). | ☐ | ☐ |
| **Presentation and dissemination of scholarly activity** (research, CPA, QI, Education Scholarship)**:** papers, reports, workshops, etc | ☐ | ☐ |
| **Protected time for independent research, teaching  or CPA** | ☐ | ☐ |
| **Certification**  This individual’s position is academic and infrastructure and safeguards are in place to support academic freedom and ensure ethical conduct. | ☐ | ☐ |

***Checklist completed by (Name and position): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Signature and Date:*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*