



## **POSTDOCTORAL TRAINING**

In

Children's Hospital Neighborhood Partnerships  
Developmental Medicine Center  
Early Childhood Translational and Applied Research  
Leadership Education in Adolescent Health Program  
Neuropsychology  
Pain Treatment Service  
Psychiatry Consultation Service

The psychology program at Boston Children's Hospital offers a variety of postdoctoral fellowship opportunities. Individual trainee programs will be tailored to meet specialized training needs and interests as well as institutional service needs. The specialized training programs are discussed in the accompanying materials. Our emphasis is on training competent clinical psychologists to provide assessment and therapeutic interventions to children and their families. Special loci of training include outpatient clinic services, inpatient psychiatric wards, and inpatient medical wards. Services offered include traditional testing and therapeutic interventions as well as specialized opportunities in community outreach, consultation; medical coping; neuropsychology; and clinical research.

Fellows will receive Harvard Medical School appointments (Clinical Fellow in Psychology), as well as library privileges at all Harvard libraries. Trainees in each of the postdoctoral programs have the option, with the permission of the director of their program, to participate in activities of the other programs.

**Application Deadline: Monday, January 4, 2016**

For specific questions concerning any of our postdoctoral fellowships, please e-mail:  
[carol.berne@childrens.harvard.edu](mailto:carol.berne@childrens.harvard.edu).

## FACILITIES

In the mid-nineteenth century the concept of treating children in medical facilities separate from adult patients was quite controversial. Children were, after all, simply small adults in the view of many. That view began to change in 1869, when Francis Henry Brown, MD, founded Boston Children's Hospital as a 20-bed facility in Boston's South End. Today, Boston Children's Hospital is one of the largest pediatric hospitals in the world, and the primary pediatric teaching hospital of the Harvard Medical School. It is dedicated to patient care, research, and teaching, and offers comprehensive health care services for patients from birth to young adulthood. The hospital has 325 licensed beds, and 150 separate outpatient clinic units serving more than 300,000 patients each year. More than 5,000 people, including approximately 700 individuals in training status, are employed at Children's.

Boston Children's Hospital Department of Psychiatry consists of more than 300 psychologists, psychiatrists, social workers, psychiatric nurses, and trainees in the various disciplines. The training program blends traditional training approaches in child and family treatment, assessment, and consultation with state-of-the-art approaches to problems at the interface of pediatrics and psychology.

### General Procedures and Requirements

#### Application procedures:

A common application form ("Application for Postdoctoral Psychology Fellowship") is used for all candidates (except Neuropsychology, see below) and credentials are due in the Psychology Department office by **Monday, January 4, 2016**. The application and all credentials, including a certified transcript of doctoral work and three professional references, should be sent in the same packet to the attention of Ms. Carol Berne, Department of Psychiatry, 300 Longwood Avenue, Boston, MA 02115. Current or former predoctoral interns at Boston Children's Hospital may use existing credential files for this purpose. **Fellowships will generally begin on September 1 and finish on August 31, unless special arrangements are approved for a different term. Please note that the Early Childhood Translational and Applied Research fellowship begins on June 1, 2016.**

**\*\* Application Information for Neuropsychology Residency:** Interested candidates are asked to forward the following materials via email: Letter of interest, application information form, curriculum vitae, certified transcript of all doctoral work, copies of two neuropsychological evaluation reports, and three letters of reference. Please contact Ms. Carol Berne, Department of Psychology, email [carol.berne@childrens.harvard.edu](mailto:carol.berne@childrens.harvard.edu) to obtain more detailed program information. Application materials need to be received by **Monday, January 4, 2016**.

The Boston Children's Hospital Neuropsychology Postdoctoral Residency Program is a member of APPCN and will participate in the Resident Matching Program. Information about the APPCN Resident Matching Program and registration materials are available at [www.natmatch.com/appcnmat](http://www.natmatch.com/appcnmat). Only those applicants who register for and participate in the Match can be matched to our program. Applicants must register for the Match. Further information is available on the APPCN Web Site [www.appcn.org](http://www.appcn.org). Our program code number is: **9673**.

### Basic Prerequisites:

The basic requirements for a postdoctoral fellowship involving clinical training and service delivery will be: an earned doctorate in psychology from an appropriate health service provider training program in a properly accredited institution of higher learning and completion of an internship accredited by the American Psychological Association/Canadian Psychological Association. All doctoral degree requirements must be completed prior to the starting date of the fellowship. External degree programs are not acceptable. The internship requirement may be waived, if the postdoctoral fellowship is for research training only and does not involve delivery of clinical services. See the descriptions of specific program listings for additional requirements.

### Funding:

No unfunded fellows will be approved, and all fellows will be either full-time (40 hours per week) or half-time (20 hours per week). The basic salary level for a first-year postdoctoral fellow (2016-2017) is \$42,840, full-time equivalent. Higher rates may be authorized for trainees with advanced postdoctoral training depending on the funding source. Funding for military personnel or candidates with external federal or grant support will be approved at the level authorized by the funding agency so long as that amount exceeds the basic stipend level.

### Core Program:

In addition to the specialization program to which the fellow is accepted, all postdoctoral fellows will be expected to attend a core seminar program addressing professional, clinical, and research issues for one hour per week.

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## **Children's Hospital Neighborhood Partnerships (CHNP)**

The Boston Children's Hospital Neighborhood Partnerships (CHNP) program places social workers, psychologists, and psychiatrists in schools and community health centers throughout underserved neighborhoods of Boston to provide a comprehensive array of behavioral health services to children and adolescents where they live and learn.

The overall goals of CHNP are 1) to increase access to children's behavioral health services; 2) to promote children's healthy social-emotional development; 3) to build the sustainable behavioral health capacity of partner organizations; 4) to promote systemic change in behavioral health service delivery; and 5) to provide services that achieve a high degree of satisfaction with all stakeholders.

Children growing up in urban communities are often in need of high quality, accessible services. Students can face multiple factors that put them at greater risk for experiencing behavioral health problems, including living in communities with high rates of poverty, significant family stress, exposure to interpersonal and community violence, and systemic discrimination. Though the need is high, many children and their families experience formidable barriers when attempting to access behavioral health services.

CHNP's School-Based Program includes partnerships with public schools in Boston, Jamaica Plain, West Roxbury, Dorchester, and Roslindale, including elementary, K-8, middle, and high schools. Boston Children's Hospital social workers and psychologists work onsite to provide clinical, early intervention, and prevention and promotion services to students, and behavioral health training and consultation to school staff. Family engagement and education is a critical component of CHNP's work in schools.

### *Postdoctoral Training Opportunities:*

CHNP will accept one full-time/40 hour postdoctoral fellow this coming year. The postdoctoral fellow will be placed in a partner school site part-time/20 hours to implement clinical services, including short-term therapy, prevention focused group work, crisis intervention, staff training, and consultation to staff and families. The fellow will also take part in the Department of Psychiatry's meetings and clinical training seminars as well as CHNP team meetings. CHNP staff will provide clinical supervision.

The fellow will also be part-time/20 hours with the CHNP's research and evaluation team. The research/evaluation team is in charge of the task of documenting the impact of clinical, prevention, and consultative services on the mental health status, academic performance, and additional outcomes of students in the CHNP partner schools. In addition to supporting the work of evaluating community programming with this team, the fellow will be mentored in developing and implementing a quality improvement project based on his/her interests and skills.

Given the mission and practice of the CHNP, applicants are sought with strong backgrounds in community and school-based work with diverse populations. Bilingual and/or bicultural applicants are strongly urged to apply. For more information, please contact Shella Dennerly, PhD, LICSW, CHNP Director, at 617-919-3201 or [shella.dennerly@childrens.harvard.edu](mailto:shella.dennerly@childrens.harvard.edu)

## **Developmental Medicine Center**

The Developmental Medicine Center at Boston Children's Hospital is a multi-disciplinary program dedicated to improving the lives of children and adolescents with developmental, learning, and behavioral difficulties and their families through integrated and collaborative clinical care, training, translational research, and community engagement and collaboration. The interdisciplinary staff is comprised of developmental-behavioral pediatricians, educational specialists, nurse practitioners, child psychologists, and child psychiatrists; in addition, there is the opportunity to consult, as needed, with specialists in Speech-Language, Sleep Disorders, Neurology, and Genetics. As a tertiary care site, the DMC accepts referrals for children with developmental and behavioral challenges that are not well met in the general medical and mental health communities. Established in the 1980's, the goals of the DMC Postdoctoral Fellowship Program are:

--To prepare fellows to pursue careers in academic health centers or other health care settings by providing them with the requisite skills to become outstanding clinicians, inspiring teachers, and contributors to the profession of psychology through active involvement in professional organizations.

--To provide fellows with advance practice competency in assessing challenges in child and adolescent development -- including attention deficits, autism spectrum disorders, learning disabilities, intellectual disabilities, and regulatory problems -- by integrating the tenets of clinical psychology, developmental psychopathology and cognitive neuroscience, evidence-based interventions, and principles of child and family development in order to provide psychological services and conduct scientific research.

--To facilitate advanced scholarly skills as psychologists, demonstrated by being active consumers and producers of psychological research and employing such knowledge in making informed decisions regarding assessment and intervention.

## **The Training Experience**

### **CLINICAL ACTIVITIES:**

Postdoctoral fellows are involved in direct clinical service in the DMC for 60% of their time, including performing diagnostic assessments on multi-disciplinary teams; consulting in hospital-based and community settings; and providing short-term treatment for anxiety, disruptive behaviors, social skills deficits, elimination disorders, and feeding problems. The number and variety of programs contained within the DMC generally makes it possible to adapt the fellow's clinical experience to his or her learning needs and professional goals. Rotations are six months in length. Fellows are involved in consultation and assessment, participate in multi-disciplinary teams and clinics, and provide feedback to parents and schools. The goals of rotations are to expand knowledge base of learning, developmental, medical, and behavioral disorders and co-morbid psychiatric conditions; provide timely and tailored evaluations; and develop consultation and communication skills in a fast-paced medical environment. There also are opportunities for fellows to work closely with psychology staff to develop supervision and administrative skills. The DMC clinical programs available for fellowship rotations include:

--INFANT & TODDLER TEAMS: This program serves children birth to 3 years of age who may be developmentally delayed and/or have an autism spectrum diagnosis. The pediatrician takes a history from the parents and performs the physical examination. The psychologist evaluates the child, including neurodevelopmental assessment, such as the Bayley and ADOS-2.

--PRESCHOOL TEAM: This program serves children ages 3 to 6 years presenting with developmental and behavioral problems, including language, cognitive, and motor delays; social communication problems; regulatory issues involving toileting and sleep; question of an autism spectrum disorder and

emotional and behavior concerns such as attention deficits, noncompliance, learning disorders, mood concerns, and anxiety.

--SCHOOL TEAM: This program serves children ages 6 to 11 years presenting with learning challenges, developmental delays, question of an autism spectrum disorder, and social-emotional and behavioral problems, such as attention deficits, learning disorders, mood concerns, and anxiety.

--ADOLESCENT TEAM: This program serves adolescents from 12 to 17 years of age who are having academic, social-emotional, and/or behavioral difficulties. During this developmental period, attention deficit disorders are often subtle, and learning disabilities may be masked by "acting-out" behaviors. Alternatively, adolescents with a history of an early history of developmental and social-communication problems may present with mental health issues, like depression or anxiety.

--ADVOCATING SUCCESS for KIDS (ASK) PROGRAM: This program is a collaboration between Boston-area community health centers, the Community Care Alliance and the Office for Child Advocacy at Boston Children's Hospital. The program serves children ages 3 to 14 years within four urban-based primary care centers who are referred by primary care providers because of concerns about developmental, learning, social-emotional, and/or behavioral problems. Additionally, children often present with complex psychosocial situations, possible prenatal substance exposure and/or trauma history. The goal of this program is to screen children for such concerns and to advocate for appropriate services and interventions. In depth consultations are available at Children's Hospital Primary Care Center (CHPCC) for complex cases.

--ADOPTION PROGRAM. This program is a consultation team for children who have been adopted domestically or internationally and their families, as well as children in foster care. Common concerns may include long-term abuse, neglect, or a history of institutionalization.

--CHILD & PARENT PROGRAM (CPP): This program is a unique clinical program providing psychological assessment, short term parent and child treatment, and school consultation services for young children and their families. CPP specializes in working with children birth to 4 years with complex medical, developmental, and psychological profiles. The program also accepts referrals for older children with parents or siblings who are coping with severe mental health disorders and or physical illnesses. CPP is the former "Brazelton Clinic" and uses the Touchpoints care model for working with families.

--DOWN SYNDROME PROGRAM: This program offers multidisciplinary clinical evaluations for children with Down syndrome from birth until the age of 18. Program staff work closely with children, parents, medical specialists, community physicians, and educators. The Down Syndrome Program Team consists of a developmental pediatrician, genetics fellow, speech pathologist, physical therapist, nutritionist, dentist, and audiologist as well as a program coordinator and a resource specialist. Additionally, ongoing psychology consultation, including assessment, parent training, and psychotherapy, is provided.

--GROWTH & NUTRITION PROGRAM: This program is staffed by physicians, nurses, psychologists, nutritionists, speech and language pathologists, and social workers and provides care to children who are severely underweight. Children are treated for organic and nonorganic feeding disorders and failure to thrive. A broad range of disorders are diagnosed and treated with high-calorie diets, education, federal food assistance, family therapy, behavioral feeding therapy, and general behavior modification programs.

--CONSULTATION & THERAPY: This service provides individual, group, and family therapy, such as Toilet Training School for parents and children with encopresis and enuresis; Parent Training for children with ADHD; behavioral and family-based treatment for feeding disorders; school consultation; and cognitive behavioral treatment for anxiety in children and adolescents with social-communication disorders.

## RESEARCH OPPORTUNITIES

The research rotation allows fellows the opportunity to participate in ongoing research projects in the division and/or quality improvement efforts. Fellows are matched with research advisors from the psychology faculty and receive mentorship from Noelle Huntington, PhD. Along with developmental-behavioral pediatrics fellows, psychology fellows participate in research seminars comprised of didactic sessions, journal club, and skills training in research design, methods, and analysis. Fellows are expected to present their finished scholarly projects at the end of the training year. Additional activities include attending lectures in the Laboratories of Cognitive Neuroscience directed by Dr. Charles Nelson. Based on availability of research grants, a psychology fellow may elect to spend a second year in ongoing clinical research projects and/or define a discrete project that can be completed within a fellowship year.

Research projects in the Developmental Medicine Center encompass topics and methods in basic science, translational, clinical, and health services research. There are methodologists and statisticians available to assist in planning studies and analyses, and when financially feasible, research assistants may be assigned to help with aspects of research. Research computers and standard statistical software are available for use by fellows in all the programs. Please see the following for most updated information regarding ongoing research studies in the division: <http://www.childrenshospital.org/centers-and-services/departments-and-divisions/division-of-developmental-medicine/research-and-innovation/current-studies>.

## SEMINARS, SUPERVISION, & EDUCATIONAL ACTIVITIES

The DMC dedicates one-half day a week for education and professional development of staff and fellows, including a monthly interdisciplinary meeting and forum for special presentations; morbidity & mortality conference; case conference; and journal club. There also are weekly seminars for psychology fellows focused on neurodevelopmental, medical, and psychiatric disorders; feeding, sleep, and toileting disorders; psychological assessment of complex cases; evidence-based interventions; educational methodology for teaching; advocacy; and professional development. There are several opportunities each year to visit community agencies, specialized schools, or other clinical programs at BCH.

Supervision is provided by the staff in the DMC Psychology Program and involves in-vivo observations as well as one-to-one meetings. Each fellow receives a minimum of three hours of supervision per week. There is a supervisor assigned for each clinical rotation and fellows have the opportunity to work with several different supervisors over the course of their training. Group supervision experiences are provided to address clinical analysis skills, professional development, and preparation for licensure and board certification. At the beginning of the training year and, on a regular basis thereafter, the fellows training needs are reviewed and discussed. Participation in other clinics in the hospital to obtain specialized training can be arranged on an individual basis. Progress, competencies, and training goals are evaluated on a regular basis.

There are opportunities for fellows to become active participants in the Division's robust Quality and Performance Program (QPP), which oversees all quality improvement activities. Fellows can attend team leadership meetings and quality improvement seminars, develop quality metrics for clinical outcomes and processes, review data for ongoing projects, and propose, implement, and present their own mentored QI project. Emphasis is on developing solid working knowledge of quality improvement principles and strategies for rigorous and effective implementation.

Finally, within the Division of Developmental Medicine and in the broader Boston Children's Hospital / Harvard Medical School community, there are a plethora of educational opportunities, including seminars, lectures, and trainings, that the fellows are required or encouraged to attend.

## POSITIONS:

The DMC is offering 3-4 postdoctoral fellowship positions for the 2016-2017 training year. This is a full time, one year training experience in which the fellow's time will be divided between clinical service delivery, didactics, and scholarly activities. The option for a second year advanced fellowship may be available with consideration of funding and matching fellow / program interests. The current stipend is \$42,840 for the first year. Benefits include medical and dental insurance, 20 vacation and professional leave days, and nine Hospital holidays per year. Psychology fellows hold clinical appointments in the Boston Children's Hospital Department of Psychiatry and academic appointments in the Harvard Medical School Department of Psychiatry.

## QUALIFICATIONS:

The successful applicant will have a PhD or PsyD in clinical psychology or school psychology from an APA/CPA accredited doctoral program and have completed a predoctoral internship at an APAP/CPA accredited program. Additionally, applicants should have substantial clinical experience with children, including use and interpretation of psychological and neuropsychological tests, coursework in child development and developmental psychopathology, and experience with evidence-based treatment and developmental disabilities; training and competence in addressing issues of diversity and individual differences; and a commitment to clinical research. Boston Children's Hospital is an Affirmative Action/Equal Opportunity Employer. The starting date for fellowship is Thursday, September 1, 2016.

## APPLICATION PROCEDURES:

Interested applicants should complete the Boston Children's Hospital Postdoctoral Fellowship application ("Application for Postdoctoral Psychology Fellowship") and send the completed application, letter of interest, curriculum vitae, three letters of reference, two psychological or neuropsychological reports, and certified transcript of doctoral work to Ms. Carol Berne, Department of Psychiatry, 300 Longwood Avenue, Boston, MA 02115. Her phone number is 617-355-4563 and her email is: [carol.berne@childrens.harvard.edu](mailto:carol.berne@childrens.harvard.edu). Applications materials need to be received by Monday January 4, 2016. Questions about the DMC fellowship are best addressed **via E-mail** to Dr. Carrie Mauras ([carrie.mauras@childrens.harvard.edu](mailto:carrie.mauras@childrens.harvard.edu)).

## **Postdoctoral Fellowship in Early Childhood Translational and Applied Research**

Brazelton Touchpoints Center  
Division of Developmental Medicine, Boston Children's Hospital  
Harvard Medical School

### Position Description:

The Brazelton Touchpoints Center (BTC) in the Division of Developmental Medicine through the Division of Psychology at Boston Children's Hospital offers a Postdoctoral Fellowship in Early Childhood Translational and Applied Research.

The BTC Postdoctoral Fellow will engage in research on interventions with young children and families, including early care and education, dual-generation programs (e.g., Head Start and Early Head Start), child welfare, pediatric health care (including medicine and nursing), home visiting, and other early childhood programs in the community. In addition, postdoctoral research will focus on translating and applying knowledge on parent, family, and community engagement, as well as young children (prenatal to age eight) and families living with adversity. The nature of our work is in keeping with the philosophy of the Brazelton Touchpoints Center and the goals of the Division of Psychology at BCH. The goals for this post-doctoral fellowship are in keeping with the philosophy of BTC as well as the Division of Psychology. Our overall aim in every aspect of the experience is to increase knowledge about diversity issues, to emphasize the latest practice and research techniques with demonstrated efficacy, and integrate a developmental perspective, and support ethical, collegial and responsible practice.

This position provides the Postdoctoral Fellow access to a wide array of evaluation and research projects that are currently active at BTC. The studies vary in their specific objectives, but share the common goal of bridging research and practice in the field of early childhood with attention to promoting child wellbeing and positive parent-child relationships in the face of various adversities. Most studies focus on determining the effects of interventions on direct service providers, families, and children. Some investigations examine the role of community-level interventions in the lives of vulnerable families. Others explore the impact of trauma and adversity (e.g., child abuse and neglect, poverty, family conflict) on children's development, and the role of risk and protective factors in program outcomes. A second key role for the BTC Postdoctoral Fellow is to support the synthesis of research in the field and to contribute to conceptualizing and writing practice-focused materials for the Office of Head Start National Center on Parent, Family, and Community Engagement (NCPFCE).

Primary projects available to the Postdoctoral Fellow are evaluations of ongoing intervention studies on the Touchpoints Model of professional development, community multi-level studies on implementation of a range of services in early care, health care, and other social and community organizational, and home visiting. A central focus of each of these evaluation studies is how the interventions impact provider and family relational and strengths-based skills, knowledge, and practices with one another. Other projects include a longitudinal follow-up study of Early Head Start on child welfare involvement and community-level evaluations of early childhood systems of care and home visiting programs in Native American communities.

The BTC Postdoctoral Fellow also will extend his or her expertise to the use of multiple analytic strategies (both quantitative and qualitative) to: (1) examine data from existing projects, (2) contribute to the development and design of new research projects, (3) participate in a program of grant writing, (4) develop materials that support the translation and application of research to practice in early childhood settings (e.g., research-to-practice briefs), (5) contribute to papers submitted for publication in peer-reviewed journals, (6) develop presentations for scientific conferences, and (7) write evaluation reports. The fellowship also will provide opportunities to work with other members of the Research and Evaluation Unit at BTC to design and develop surveys and other measures, create systems for data management

and analysis, and assist in the development of a system for continuous quality improvement. Further, the Postdoctoral Fellow will receive training in the Touchpoints model and have the option to work with trainers to craft and implement professional development offerings. Opportunities to connect be engaged with other fellows from Psychology is an integral part of the fellowship.

Eligibility:

Candidate must hold a PhD/EdD in psychology, child development, or a related degree with some emphasis on early childhood. BTC actively encourages applications from women and members of historically underrepresented groups.

**Please note that this fellowship begins on June 1, 2016.**

How to Apply:

Interested applicants should complete the Boston Children's Hospital Postdoctoral Fellowship application ("Application for Postdoctoral Psychology Fellowship") and send the completed application, letter of interest, curriculum vitae, three letters of reference, two first author publications (or publications in which the candidate took a primary role), and a one-page cover letter describing career goals, research interests, and certified transcript of doctoral work to Ms. Carol Berne, Department of Psychiatry, 300 Longwood Avenue, Boston, MA 02115.

To find out more, please contact Catherine C. Ayoub, RN, EdD., [Catherine.Ayoub@childrens.harvard.edu](mailto:Catherine.Ayoub@childrens.harvard.edu)

## **Leadership Education in Adolescent Health Program (LEAH)**

The Leadership Education in Adolescent Health Program (LEAH), formerly the Interdisciplinary Adolescent Health Training Program, was established at the Boston Children's Hospital with support from the Maternal and Child Health Bureau in September 1992. The program offers leadership training in adolescent medicine, psychology, nutrition, nursing, and social work. The goal is to provide health care professionals training so that they can become effective clinicians, teachers, program directors, and productive researchers in a variety of health care settings. The program offers intensive interdisciplinary and discipline-specific curricula, including seminars in medical problems, reproductive health, advocacy, public policy, prevention, eating disorders, human differences, adolescent development, and teaching. Clinical experience is gained in inpatient and outpatient settings including the hospital-based Adolescent Program. The program is committed to undertaking research vital to the promotion of adolescent health in this decade and beyond, and thus involvement in research projects is an important component of training. The relationship with the Maternal and Child Health Bureau promotes relationships with other MCH programs at Boston Children's Hospital and the Harvard School of Public Health, the other six Adolescent Health Training Programs, and other MCH programs in New England.

The Division of Adolescent Medicine was founded in 1951 as the first clinic specially targeted to the needs of adolescent patients. It is the site of the oldest adolescent medicine training program in the United States and for sixty years has provided clinical training in adolescent health to nurses, physicians (Fellows and residents), medical students, and social workers to meet the health care needs of youth in America. The more recent interdisciplinary focus is an opportunity to increase training for these disciplines and to add the disciplines of psychology and nutrition. The Adolescent Program provides comprehensive primary and specialty clinical care to adolescents from Boston and New England. Many of the graduates of the program have become national leaders in Adolescent Health.

The Adolescent/Young Adult Medical Practice has more than 13,000 patient visits per year and serves youth from the inner city, suburbs and greater New England. Patients represent the range of racial/ethnic groups residing in the Boston area. One-third of adolescent patients have Medicaid. Adolescents from 11 - 23 years are seen for comprehensive primary care, including a focus on reproductive problems for male and female patients, gynecological services (family planning, diagnosis of sexually transmitted diseases, and pregnancy), eating disorders, and referral subspecialty health care. Chronically ill and handicapped patients are seen through age 25 years. The Program is staffed by faculty and Fellows/trainees from nursing, psychology, social work, nutrition, and medicine.

### **Qualifications & Training:**

Applicants will have completed their doctoral training in psychology. In conjunction with the director of the psychology program, each psychology fellow selects the specific components of his/her experiential phase of the program. The intent is to match the interests of the fellow with training opportunities at Boston Children's Hospital and then to negotiate a schedule which includes direct service, research, and instruction. A major objective is for the psychology fellow to be in multidisciplinary learning and service delivery environments. The program seminars and placements will provide him/her with faculty models of multidisciplinary teamwork, as well as an opportunity to experience and process being in such a context. A program requirement for the psychology fellow is to prepare a paper for publication, based on his/her dissertation.

## Center for Neuropsychology

Neuropsychology services at Boston Children's Hospital have been provided for forty years, developing from collaborations among the Departments of Psychiatry, Neurology, and Neurosurgery. These services were developed to meet the growing demand for more sophisticated assessments of children with known or suspected central nervous system injury or dysfunction. The recently established Center for Neuropsychology currently brings together neuropsychology faculty from the Departments of Psychiatry, Neurology, and Otolaryngology. The activities of the Center encompass clinical services, research, education/training, and advocacy in pediatric neuropsychology at Boston Children's Hospital. The work of the center is grounded in an innovative model of understanding brain-behavior relationships in the developing child. The theoretical framework is developmental – emphasizing the role of experience in building and sculpting the brain, the importance of context and relationships in providing critical experiences, the dynamic (interacting, re-organizing) nature of the brain's transactions with context, and the need to understand the processes involved in developmental trajectories and neurobehavioral outcomes.

Clinical and research efforts involve relationships with the Dana-Farber Cancer Institute, the Department of Cardiology, the Spina Bifida Center, the Division of Epilepsy and Neurophysiology, Neuroimmunology and Demyelinating and Related Disorders, Cerebrovascular Disorders and Stroke, Deaf and Hard of Hearing Program, Infectious Disease, Gastroenterology, and the Brain Injury Center.

The Boston Children's Hospital's Neuroscience Program provides comprehensive, condition-specific care from a team of clinicians led by internationally known pediatric neurologists, neurosurgeons, psychiatrists and neuropsychologists. Children and teens with complex conditions involving the brain--such as epilepsy, brain tumors, brain injury, and vascular malformations--need a specialized team behind every treatment decision. Our integrated treatment centers combine the collective expertise of pediatric neurologists, neurosurgeons, psychiatrists, neuropsychologists, neurophysiologists, neurosciences nurses, and education and support specialists, with the expertise of subspecialists throughout Children's to deliver the best outcomes and quality of life.

In the Center for Neuropsychology, clinical assessment is approached from a neurodevelopmental systems perspective which addresses:

- the child as a whole
- the child in context (social, cultural, familial, academic, societal)
- the neural substrates of behavior
- psychological processes
- developmental change in brain and behavior.

The assessment strategy emphasizes the close relationship of evaluation and management, broad-based data gathering, integration of issues of diversity and culture, the importance of ecologically-valid interventions, and parent/child/teacher education. Consultation with a wide variety of professionals in medical, educational and mental health settings and short-term interventions with children and parents around issues of adjustment and behavioral management related to problems arising from neuropsychological deficits are provided as needed.

Neuropsychological Assessment of Children. Children are referred by sources within and outside the Hospital, including neurologists, neurosurgeons, oncologists, psychiatrists, psychologists, and other physicians and nursing personnel from a wide variety of clinics. Children of all ages are seen, as well as some adults with developmental disorders or medical disorders dating from childhood. Assessment is sought around a number of issues:

- evaluation of neuropsychological strengths and weaknesses, including cognitive and socio-emotional status, control processes, motor/sensory and academic skills;
- documentation of neurocognitive abilities;
- differential diagnosis of neurobehavioral disorders;
- differential diagnosis of neuropsychological versus psychological disorders;
- intervention and educational planning;
- psychosocial adjustment and development;
- monitoring of behavioral change over development or as a function of medical/surgical treatment.

### **Postdoctoral Residency in Pediatric Neuropsychology**

The Center for Neuropsychology offers a two-year, full-time fellowship which provides training in clinical neuropsychological assessment of children and clinical research in epilepsy, leukemia, traumatic brain injury, learning disabilities/disorders, spina bifida, genetic disorders, and neuro-oncology. The program is designed to conform to Houston Conference guidelines for training in neuropsychology and prepares candidates for board certification in clinical neuropsychology through ABPP/ABCN. The goal of our program is to prepare for independent specialty practice in pediatric neuropsychology. Detailed program information available at <http://www.childrenshospital.org/NeuropsychologyFellowship>

#### **Overall Program Goals:**

- A. To train for competent, ethical, culturally sensitive, independent practice in the specialty of clinical neuropsychology focusing on the neuropsychology of the developing child.
- B. To teach a neurodevelopmental systems approach to neuropsychological assessment in the context of an advanced understanding of brain-behavior relationships that addresses:
  - a. the child as a whole
  - b. the child in context (social, familial, academic, cultural, societal)
  - c. the neural substrates of behavior
  - d. psychological processes
  - e. developmental change in brain and behavior.
- C. In the tradition of the scientist-practitioner model, to develop habits of scholarly inquiry, critical thinking, and life-long learning in the behavioral sciences as these apply to clinical practice, research investigation, and ongoing professional development.
- D. To prepare residents for board certification in clinical neuropsychology by the American Board of Professional Psychology
- E. To train future leaders and educators in the field of pediatric neuropsychology

**Clinical Activities:** Postdoctoral fellows are involved in direct clinical service in the Center for Neuropsychology for approximately 50% of their time. Fellows are involved in the general outpatient service throughout the two years of training in addition to specific clinical rotations (described below).

Fellows perform neuropsychological assessments:

1. By means of extended evaluations varying from three to six hours of testing over one to three sessions. Supervision in the planning of the evaluation, in test administration, in observation techniques, and in analysis and report preparation is provided by staff neuropsychologists. Fellows participate in outpatient assessments throughout the two training years with a range of children and young adults with medical, neurological, and developmental disorders.
2. According to specific clinical protocols developed to address the special needs of particular neurological or medical populations (with senior staff supervision).
3. In consultation to specific medical/neurological specialty clinics (with staff supervision).

Opportunities are also available for fellows to develop culturally competent practice skills providing neuropsychology services in community and international service learning projects. In addition, fellows

who are fluent in Spanish can receive specialized training and supervision in neuropsychology with our three Latino neuropsychologists.

General outpatient service: The Center for Neuropsychology at Boston Children's Hospital provides evaluation of children/adolescents with medical or neurological illnesses affecting the brain and development. Postdoctoral residents perform general outpatient evaluations for a range of neurological/medical conditions including spina bifida, childhood leukemia and other non-CNS neoplasms, genetic disorders, sickle cell disease, cardiovascular disorders, metabolic disorders, organ transplants, and neurosurgical interventions, among others. Fellows work with different supervisors throughout the two years of training in the outpatient service.

Clinical rotations: Clinical service time is split between specialized programs and general outpatient services. Rotations change every 6 months, and fellows have the opportunity to work with different faculty members over the course of their training.

1. **Epilepsy Program:** Fellows assigned to the Epilepsy Program are responsible for evaluating children undergoing multi-disciplinary work-ups for epilepsy surgery. The rotation involves consultation, assessment, and participation in multi-disciplinary team meetings. Fellows present their findings at the weekly Epilepsy Neurosurgery Rounds. Fellows are also involved in post-surgical evaluations, providing feedback to the medical team, parents, and schools. Goals of this rotation include expanding the knowledge base in the area of pediatric epilepsy, providing timely and tailored evaluations and consultations to medical team, and developing consultation and communication skills in a fast-paced medical environment. Opportunities for participating in WADA procedures and cortical mapping are available as well. Second year fellows attend Neurology Chief's Rounds and Neuropathology Rounds.
2. **Neuro-oncology:** Fellows assigned to Neuro-oncology perform neuropsychological evaluations with children followed in the Dana Farber Cancer Institute Brain Tumor Program. Responsibilities include participation in weekly multi-disciplinary clinics and consultation with treatment teams. Fellows will work closely with clinicians from the School Liaison Program at the Dana Farber Cancer Institute in the management of patients. Opportunities for developing school consultation skills through school observations and educational team meetings are available. Goals for the rotation include expanding knowledge of brain-behavior relationships, medical issues, and intervention management relevant in children with brain tumors; refining neuropsychological assessment and formulation skills; and developing multi-disciplinary consultation skills.
3. **Learning Disabilities Program:** Fellows function as members of a multi-disciplinary team providing comprehensive assessments of children with learning disorders. Fellows work with a team of neurologists, psychologists, psychiatrists, speech/language pathologists, reading specialists, and math specialists. The rotation includes evaluation, consultation, supervision, and participation in team deliberations. Goals for the rotation include gaining familiarity with a range of learning disorders, developing tailored evaluation techniques, and refining consultation skills within an inter-disciplinary team setting.
4. **Neuropsychology Psychology Intern Clinic:** In this rotation, second year fellows develop supervision and teaching skills in neuropsychology by supervising psychology interns in their neuropsychological assessment rotation. Fellows work closely with neuropsychology staff to develop supervision, leadership, and clinic management skills.
5. **Brain Injury Center:** The Brain Injury Center cares for children from birth through young adulthood who have had a head or spinal cord injury. The goal of the program is to provide the best care practices for the entire spectrum from prevention through long-term follow-up. As a part of the center, fellows perform inpatient consultations and screenings for children admitted to the hospital

for head injuries. Fellows also participate in a multi-disciplinary clinic providing consultation for children and young adults who suffered head injuries. They work with the staff neuropsychologist and specialists from psychiatry, neurology, trauma, neurosurgery, physical therapy, and occupational therapy to develop treatment plans. Fellows will also be involved in a concussion clinic focused on ongoing management and follow-up of mild head injuries. The center is also involved in ongoing follow-up, educational, prevention, and program evaluation activities.

**Research Activities:** Residents will meet with faculty early in the program to develop personal goals for research during their two year stay. This may include working on their existing research projects, such as bringing dissertation research to publication, or undertaking new projects, using existing data sets in areas of investigation in our program. These include long-term neurobehavioral outcomes of children treated for cancer (brain tumors, leukemia), the neurodevelopmental bases of learning disabilities, neuropsychological outcomes in spina bifida, and neurobehavioral consequences of epilepsy, HIV/AIDS, neurofibromatosis, congenital heart disease, cerebrovascular disorders, and head injury. They will also be assigned to currently active research projects where they can participate in data collection and data management and participate in research design and methodology deliberations. Residents will attend monthly didactic sessions, focusing on skills that will prepare them for independence as investigators, such as reviewing and writing journal articles, as well as preparing IRB protocols and grants.

**Didactic Seminars/ Supervision:** Fellows attend seminars focusing on clinical, academic/research, and professional issues. The Neuropsychology Seminar is coordinated by the staff of the Center for Neuropsychology. Clinical topics covered include: theoretical bases of assessment; diagnostic methodology; selection, administration and interpretation of tests/ tasks/techniques; communication of findings, written (chart notes, consults, formal reports) and oral (feedback sessions); strategies for intervention and management; consultation in the medical setting and with outside professionals. Brain-behavior relationships in children, learning disabilities and learning disorders, developmental neuropathology, clinical research design, and professional issues will also be discussed in detail throughout the year. Functional neuroanatomy tutorial is provided in a small group seminar over the course of the two-year residency. Fellows also attend the Center for Brain/Mind Medicine Seminar Series (Brigham & Women's Hospital) and the Longwood Area Neuropsychology Seminar. Fellows may attend Boston Children's Hospital Neurology, Neurosurgery, and Psychiatry Rounds and are expected to participate in the many conferences and seminars offered in the hospital, Harvard Medical School, and local institutions.

Supervision is provided by the staff in the Center for Neuropsychology and involves in vivo observation as well as one-to-one meetings. Fellows receive a minimum of three hours of supervision per week and have the opportunity to work with several different supervisors over the course of their training. Group supervision experiences are also provided to address clinical analysis skills, professional development, and preparation for board certification. At the beginning of the training year, and on a regular basis thereafter, the fellow's training needs are reviewed and discussed. Arrangements are made to provide appropriate didactic experiences to meet educational needs. Participation in other clinics in the hospital to obtain specialized training in specific areas can be arranged on an individual basis with the postdoctoral fellow. Progress, competencies, and training goals are evaluated on a regular basis.

#### POSITIONS:

The Center for Neuropsychology, Boston Children's Hospital is offering one postdoctoral fellowship position in Neuropsychology for the 2016-2018 training period. This is a TWO-YEAR, FULL-TIME training experience in which the fellow's time will be divided between clinical service delivery in the Center, didactics, and research activities. The stipend is \$42,840 first year, \$44,556 second year. Benefits include medical/dental insurance, 20 vacation/professional leave days, and 9 hospital holidays yearly. Travel support is available for conference participation for fellows presenting research. Fellows receive an academic appointment as Clinical Fellow in Psychology at the Harvard Medical School and have access

to resources through the medical school. The Boston Children's Hospital Postdoctoral Residency in Neuropsychology Program is a member of the Association of Postdoctoral Programs in Clinical Neuropsychology (APPCN), the standards, procedures, and mission of which it endorses.

#### QUALIFICATIONS:

The successful applicant will have a Ph.D. or Psy.D. in clinical psychology or school psychology from an APA/CPA accredited doctoral program and have completed a psychology internship in an APA/CPA accredited program. In addition to these general requirements, all applicants must present evidence of substantial clinical experience with children, including use and interpretation of basic psychological tests, of course work in physiological psychology, neuroanatomy, and neuropsychology, of training and competence in addressing issues of diversity and individual differences, and of a commitment to clinical research. Please include a list of relevant courses (title, instructor, location, year) and representative publications or published abstracts with application. Boston Children's Hospital is an Affirmative Action/Equal Opportunity Employer. We place a strong emphasis on the values of equality, diversity, and compassion. The starting date for the fellowship is September 1, 2016.

#### APPLICATION PROCEDURES:

Interested candidates are asked to forward the following materials via email: Letter of interest, application information sheet, curriculum vitae, certified transcript of all doctoral work, copies of two neuropsychological evaluation reports, and three letters of reference. APPCN verification of completion of doctoral studies form is also required. Please contact Ms. Carol Berne, email [carol.berne@childrens.harvard.edu](mailto:carol.berne@childrens.harvard.edu) to obtain more information. Please submit application materials electronically to Ms. Berne by **January 4, 2016** and send original of letters of reference and transcripts of graduate studies by mail to Ms. Carol Berne, Department of Psychiatry, 300 Longwood Avenue, Boston, MA 02115. Early application is encouraged.

The Boston Children's Hospital Neuropsychology Postdoctoral Training Program is a member of the Association of Postdoctoral Programs in Clinical Neuropsychology and participates in the Resident Matching Program administered by the National Matching Service. Information about the APPCN Resident Matching Program is available at [www.natmatch.com/appcnmat](http://www.natmatch.com/appcnmat). Instructions about the match and a copy of the Applicant Agreement form required to register for the match are available at this web site. APPCN member programs expect applicants to have completed all requirements for the doctoral degree prior to beginning a postdoctoral residency. All registered applicants in the APPCN Match should download the Doctoral Training Verification Form from the APPCN web site ([www.appcn.org](http://www.appcn.org)) and have the form completed by their dissertation advisor or Director of Clinical Training. This form should be submitted with application materials. Only those applicants who register for and participate in the Match can be matched to our program. Further information is available on the APPCN Web Site [www.appcn.org](http://www.appcn.org). Our program code number is: **9673**

**INTERVIEWS:** We will be available to interview prospective candidates at the International Neuropsychological Society annual meetings in February, 2016 in Boston. Interview day at INS is Tuesday, February 2, 2016. Interviews at Boston Children's Hospital can be arranged with competitive candidates if desired before the INS meeting. Please indicate in your cover letter if you will be attending the meetings. If you will not be attending the INS meetings, let us know if you would be available for a local interview before INS.

For further information contact Celiane Rey-Casserly, PhD, ABPP/ABCN, Director, Neuropsychology Program (617 355 6708); fax 617 730-0319; [celiane.rey-casserly@childrens.harvard.edu](mailto:celiane.rey-casserly@childrens.harvard.edu).

## **The Pain Treatment Service**

The Pain Treatment Service (PTS) at Boston Children's Hospital is a multidisciplinary program specializing in pediatric pain management. Our program is the oldest and largest pediatric pain management program in the country and has served as a training ground for many current leaders in the field of pediatric pain management across disciplines. Psychology fellows in this program will develop their skills in the assessment and treatment of a wide range of chronic pain conditions. The PTS also includes specialty programs at a satellite location focusing on (1) chronic headache evaluation and treatment; and (2) intensive day hospital pediatric pain rehabilitation. Physicians, physical therapists, psychologists, nurses, and fellows work collaboratively on a clinical team to address the complex problems faced by these patients and their families.

We anticipate accepting 1 or 2 postdoctoral fellows for the 2016-2017 training year. The fellowship is a 12-month position consisting of clinical training in pediatric pain management, participation in seminars and lectures in the Psychiatry and Anesthesia Departments of Boston Children's Hospital, direct clinical care of patients in outpatient and inpatient settings, and participation in ongoing research at the PTS. Clinical activities include outpatient assessment and treatment, including biofeedback and clinical hypnosis, with opportunities to participate in inpatient consults with the PTS if desired. Fellows will also co-facilitate our Comfort Ability day-long workshops focusing on cognitive behavioral pain management tools. Clinical hours and supervision for licensure will be provided. Fellowship activities may occur at both our main hospital (Boston) and satellite (Waltham, MA) locations.

Twenty-five percent of the fellow's time will be spent participating in ongoing research projects. Current research opportunities include studies of school functioning in adolescents with chronic pain syndromes, outcomes assessment of group-based pain coping workshops, family influences on the pediatric pain experience, assessment of psychosocial functioning in children with chronic pain, and the role of fear of pain in pain rehabilitation. Development and completion of independent projects is supported. Applicants with previous experience with and commitment to applied clinical research are preferred.

The position is a one-year fellowship, from September 1 to August 31. The option for a second year advanced fellowship may be available with consideration of funding and matching fellow/program interests. Candidates with previous clinical and research experiences in pediatric behavioral medicine are encouraged to apply. Graduates of APA-approved doctoral programs with APA-approved internships are preferred. Core requirements for postdoctoral training at Boston Children's Hospital are: an earned doctorate in psychology from an appropriate training program in a properly accredited institution of higher learning and completion of an internship accredited by the American Psychological Association. External degree programs are not acceptable.

## Psychiatry Consultation Service

The Psychiatry Consultation Service (PCS) provides specialized consultations for children and families facing challenges related to medical illness and hospitalization on all inpatient medical and surgical units at Boston Children's Hospital (BCH). In providing these clinical services, the PCS targets the teaching of consultation-liaison psychiatry to trainees in child psychiatry and psychology, and aims to expand the academic knowledge base of pediatric psychosomatic medicine. One of the largest services in the country, clinicians include staff psychiatrists, psychologists and social workers, 1-2 child psychiatry fellows, 2-3 postdoctoral psychology fellows, and 3-4 predoctoral psychology interns. The PCS conducts over 1100 consultations a year.

The consultation service model is based on the biopsychosocial framework and provides a range of services including child and family evaluations, emergency evaluations, and short-term therapeutic interventions for children and/or family members. Clinicians work within a multidisciplinary model and have direct interactions with the many medical specialty teams. The population served by the PCS includes children and families facing new diagnoses, chronic illnesses, acute medical or psychiatric crises, and children who have difficulty coping with their medical hospitalization. This interface between the psychiatric and medical services has been demonstrated to minimize the negative impact of the stressful experience, promote healthy coping, and help the child and family return to their prior state of emotional well-being.

Two to three postdoctoral fellowship positions in pediatric psychology are available within the PCS. Each fellowship is a full-time, 12-month position from September to August, consisting of clinical training in pediatric psychology consultation models and applied clinical research. The option for a second year advanced fellowship may be available with consideration of funding and matching fellow/program interests. Training experiences include participation in the PCS rounds and seminars, pediatric psychology seminar, the postdoctoral fellow research seminar, and departmental didactic seminars. Postdoctoral fellows receive weekly individual supervision in addition to live bedside supervision by psychology and psychiatry attendings.

Clinical activities include psychological consultation and treatment for children, adolescents, and young adults with acute or chronic medical and/or psychiatric conditions. Specific clinical services to be provided include appropriate consultation, diagnostic assessment and follow-up management of emotional problems, coping with physical illnesses, psychoeducation for youth and their families, support for unit health caregivers, liaison with multidisciplinary teams, and managing/facilitating case transfers from the medical floors to the community or to intensive psychiatry treatment programs. Treatment interventions range from supportive therapy, cognitive behavioral therapies, biofeedback-assisted relaxation training, parent management strategies, and insight-oriented interventions.

Each fellow can expect that approximately 20% of their time will be dedicated to applied research and academic pursuits. Current research and quality improvement opportunities exist in the areas of biofeedback assisted relaxation training, somatic symptom and related disorders, eating disorders, solid organ transplant, psychiatric boarding, consultation liaison outcomes, and treatment protocols for various psychiatric conditions. Potential research activities include study design, data analysis, grant writing, and manuscript preparation. Fellows will participate in ongoing research initiatives, with the opportunity to develop and complete independent projects. Evidence of a research product will be expected at the end of the fellowship year. Fellows will also be provided the opportunity to teach psychiatry fellows, predoctoral psychology interns, medical students and/or other trainees.

Applicants will have completed their doctoral training in psychology from an APA-accredited doctoral program and have completed a predoctoral internship in an APA-accredited program. Candidates with previous experience in pediatric psychology, consultation models, and collaboration within

multidisciplinary settings are encouraged to apply. Strong interest and commitment to applied research are also preferred.

PSYCHOLOGY TRAINING FACULTY

**D'Angelo, Eugene J., PhD, ABPP**

**Chief of Psychology**

University of Michigan  
Pediatric Consultation; Clinical Outcomes

**Daniel, Jessica Henderson, PhD, ABPP**

**Director of Training**

University of Illinois  
Adolescent Girls & Women, Psychology in Cultural  
Context

**Bosquet Enlow, Michelle, PhD**

**Director of Postdoctoral Fellowships**

University of Minnesota  
Clinical Research

**Ayoub, Catherine, RN, EdD**

Harvard University  
Early Childhood

**Benson, Molly, PhD**

University of Vermont  
Childhood Trauma, International Mental Health

**Bernstein, Jane H., PhD**

University of Edinburgh  
Neuropsychology; Clinical Assessment

**Boyer, Katrina, PhD**

California School of Professional Psychology  
Neuropsychology, Epilepsy

**Bronfman, Elisa, PhD**

Boston College  
Medical Crisis Counseling

**Bujoreanu, Simona, PhD**

University of Rhode Island  
Pediatric Psychology, Consultation/Liaison

**Cherry, Marcus, PhD**

Boston College  
Childhood Trauma, Multicultural Psychology

**Clark, Terrell, PhD**

Boston College  
Deaf & Hard of Hearing Children

**Coakley, Rachael, PhD**

Loyola University Chicago  
Consultation, Pain Treatment

**Cobbs, Gabrielle, PhD**

University of Denver  
School Consultation

**Condie, Lois, PhD, ABPP**

University of Nebraska  
Forensic Psychology, Community Mental Health

**Delaney, Brian, PsyD**

Massachusetts School of Professional  
Psychology  
Pediatric Psychology, Family Systems

**Diver, Tanya, PhD**

University of Maryland  
Neuropsychology

**Driscoll, Katherine, PhD**

University of Virginia  
Pediatric Psychology

**Fishman, Lori, PsyD**

Massachusetts School of Professional  
Psychology  
Consultation/Eating Disorders

**Fogler, Jason, PhD**

Boston University  
Pediatric Psychology

**Hanson, Ellen, PhD**

California School of Professional Psychology  
Pediatric Psychology

**Kaczynski, Karen, PhD**

University of Miami  
Pain Management

**Kammerer, Betsy, PhD**

Cornell University  
Neuropsychology; Hearing Impairments

**Kaye, Amy, PhD**

University of Maine  
Community Psychology

**Lafiosca, Tina, PhD**

University of Virginia  
Pediatric Psychology

**LeBovidge, Jennifer, PhD**

Northwestern University  
Medical Coping

**LeClair, Elaine, PhD**

Boston College  
Pediatric Psychology

**Liptak, Cori, PhD**

Fordham University  
Pediatric Neuro-oncology, Survivorship

**Llerena-Quinn, Roxana, PhD**

Boston College  
Cultural Context, Psychology

**Logan, Deirdre, PhD**

University of Michigan  
Pediatric Psychology, Pain

**Mauras, Carrie, PhD**

Clark University  
Pediatric Psychology

**McKenna, Kristine, PhD**

University of Maryland  
Transplant Consultation

**Mednick, Lauren, PhD**

George Washington University  
Pediatric Psychology

**Meyer, Elaine, PhD**

University of Rhode Island  
Childhood Chronic Illness

**Northman, Lisa, PhD**

George Mason University  
Pediatric Psychology, School Consultation

**Patenaude, Andrea, PhD, ABPP**

Michigan State University  
Childhood Cancer; Bone Marrow Transplants

**Pinard, Ferne, PhD**

University of Southern Mississippi  
Neuropsychology

**Rey-Casserly, Celiane, PhD, ABPP**

Boston University  
Neuropsychology; Hispanic Services

**Ritholz, Marilyn, PhD**

University of Wisconsin  
Inpatient Psychological Treatment

**Shumate, William, PhD**

Washington University  
Ego Development; Learning Disabilities

**Sieberg, Christine, PhD**

University of Rhode Island  
Pain Management/Rehabilitation

**Singer, Jayne, PhD**

St. John's University  
Learning Disabilities; Pediatric Psychology

**Smith, Allison, PhD**

University of Rhode Island  
Pediatric Pain Psychology

**Snell, Carolyn, PhD**

University of Miami  
Pediatric Psychology

**Snyder, Julie, PsyD**

Nova Southeastern University  
Consultation, Gastroenterology

**Stein, David, PsyD**

Massachusetts School of Professional  
Psychology  
Pediatric Psychology, Autism

**Sullivan, Nancy, PhD**

California School of Professional Psychology  
Pediatric Psychology

**Szarkowski, Amy, PhD**

Gallaudet University  
Hearing Impaired Children

**Taylor, Alex, PsyD**

California School of Professional Psychology  
Neuropsychology

**Thomson, Katharine, PhD**

California School of Professional Psychology  
Pediatric Psychology, Consultation/Liaison

**Tishelman, Amy, PhD**

West Virginia University  
Childhood Trauma, Behavioral Pediatrics

**Tsang, Kevin, PsyD**

Virginia Consortium Program in Clinical Psychology  
Pediatric Psychology, Consultation/Liaison

**Tunick, Rachel, PhD**

University of Denver  
Pediatric Health

**Turek Queally, Jennifer, PhD**

Suffolk University  
Neuropsychology, Oncology

**Waber, Deborah, PhD**

Yale University  
Neuropsychology; Sex Differences

**Waisbren, Susan E., PhD**

University of California  
Psychological Correlates of Metabolic Disorders

**Ware, Janice, PhD**

University of Maryland  
High Risk Infancy, Pediatric Psychology