

POSTDOCTORAL TRAINING

In

Boston Children's Hospital Neighborhood Partnerships
Cardiac Neurodevelopmental Program
Center for Neuropsychology
Deaf and Hard of Hearing Program
Developmental Medicine Center
Leadership Education in Adolescent Health Program
Pain Treatment Service
Psychiatry Consultation Service

The Psychology Program at Boston Children's Hospital offers a variety of postdoctoral fellowship opportunities. Individual trainee programs are 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: Wednesday, January 2, 2019

For specific questions concerning any of our postdoctoral fellowships, please e-mail:

Courtney.Kellogg@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 404 licensed beds and over 250 specialized clinical programs, serving over 600,000 patients each year. More than 11,000 people, including approximately 500 individuals in clinical training status, are employed at Children's.

Boston Children's Hospital's 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.

Boston Children's Hospital is an Affirmative Action/Equal Opportunity Employer. We place a strong emphasis on the values of equality, diversity, and compassion.

General Procedures and Requirements

Application procedures

A common application form ("Application for Postdoctoral Psychology Fellowship") is used for all candidates (except Neuropsychology, see below). All materials are due in the Psychology Department office by **Wednesday, January 2, 2019**.

To apply, email your application packet as one pdf to Ms. Courtney Kellogg at **Courtney.Kellogg@childrens.harvard.edu**. The packet must include the application form, a letter of interest/personal statement (separate statement for each program to which you are applying), curriculum vitae, and a copy of a certified transcript of doctoral work. *For DMC applicants ONLY*, two psychological or neuropsychological reports must also be included. *For BCHNP applicants ONLY*, a writing sample must be included (see application form for details). The references must email their letters directly to Ms. Kellogg. In addition, a certified transcript must be sent via postal mail to Ms. Courtney Kellogg, Training Programs in Psychiatry & Psychology, Boston Children's Hospital, 300 Longwood Avenue, BCH 3022, Boston, MA 02115. Only original transcripts and letters of recommendation will be considered.

EARLY APPLICATIONS ARE ENCOURAGED. Applicants do not have to wait until letters of recommendation are ready to email their applications. **COMPLETE APPLICATIONS, INCLUDING ALL LETTERS OF RECOMMENDATION AND ORIGINAL CERTIFIED TRANSCRIPT(S), MUST BE RECEIVED BY 1/2/2019.** Current or former predoctoral interns at Boston Children's Hospital may use existing credential files for this purpose.

For questions, please contact Ms. Kellogg at **Courtney.Kellogg@childrens.harvard.edu**.

The fellowship programs abide by the **APPIC Postdoctoral Selection Guidelines WITH THE EXCEPTION OF NEUROPSYCHOLOGY, FOR WHICH SPECIFIC GUIDELINES APPLY (**SEE BELOW)**.

Fellowships will generally begin on September 1 and finish on August 31, unless special arrangements are approved for a different term. For 2019, fellowship will begin on September 3, 2019.

Information about the Psychology Fellowship Program can also be found at <http://www.childrenshospital.org/centers-and-services/departments-and-divisions/department-of-psychiatry/training-programs/psychology-fellowship-program>.

Fellowships are included in the APPIC Universal Psychology Postdoctoral Directory (UPPD) at <https://www.appic.org/Postdocs/Universal-Psychology-Postdoctoral-Directory>.

****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. **See page 12 below for more details about application procedures for the Neuropsychology Residency.** Please contact Ms. Courtney Kellogg, Department of Psychology, email Courtney.Kellogg@childrens.harvard.edu to obtain more detailed program information. Application materials need to be received by **Wednesday, January 2, 2019**. Early applications are encouraged.

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. 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. 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 American Psychological Association/Canadian Psychological Association accredited doctoral program and **completion of an internship** accredited by the American Psychological Association/Canadian Psychological Association. All doctoral degree requirements, including **dissertation defense**, 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.** Employment at Boston Children's Hospital is subject to meeting performance expectations, compliance with the Boston Children's Hospital policies and standards of conduct, and infection control requirements (including annual influenza vaccination).

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 (2019-2020) is \$48,500, 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. Benefits include medical/dental insurance, 20 vacation/professional leave days, and 9 hospital holidays yearly.

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.

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Boston Children's Hospital Neighborhood Partnerships (BCHNP)

In partnership and collaboration with our community, for 16 years, the Boston Children's Hospital Neighborhood Partnerships (BCHNP) program has promoted the social, emotional, and behavioral health of diverse youth and families through high quality, innovative, and culturally relevant clinical care, education and advocacy in Boston's schools and community health centers where children and adolescents live and learn.

The overall goals of BCHNP are 1) to increase access to high quality, culturally relevant behavioral health services for children; 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.

BCHNP's School-Based Program includes partnerships with public schools in Boston, Hyde Park, Jamaica Plain, Roslindale, and West Roxbury, including elementary, K-8, middle, and high schools. In the 2017/2018 academic year, the BCHNP School-Based Program provided clinical, early intervention, and prevention/promotion services to over 1000 students, and provided over 800 hours of training and consultation to school staff and families, including workshops to 249 school staff. Family engagement and education is a critical component of BCHNP's work in schools.

In 2015, BCHNP expanded its efforts to build the behavioral health capacity of partner schools through its launching of a new innovation, the Clough Foundation Training and Access Project (TAP), which aims to address students' social, emotional, and behavioral health needs by supporting the development of sustainable systems to meet these needs. TAP provides high quality training and consultation in social-emotional development and behavioral health to school professionals across a two-year partnership.

BCHNP Postdoctoral Training Opportunities

BCHNP will accept two full-time/40-hour postdoctoral fellows this coming year. Each 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.

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

The second fellow will be part-time/20 hours with BCHNP's Training and Access Project (TAP). The fellow will have an opportunity to support the design, development, and implementation of online trainings that will be available to school communities nationwide. The trainings will cover topics related to culturally responsive social, emotional, and behavioral health in schools.

The fellows will take part in the Department of Psychiatry's meetings and clinical training seminars as well as BCHNP team meetings. BCHNP staff will provide clinical supervision.



Given the mission and practice of the BCHNP, applicants are sought with strong backgrounds in community and school-based work with diverse populations. BCHNP is committed to building a culturally diverse staff and strongly encourages persons of color and bilingual applicants to apply. In addition to submitting the application materials described on page 2 of this brochure and on the application form, applicants to the BCHNP must include in their application packet a writing sample as described in the application form.

For more information, please contact Dayna McCabe, BCHNP Program Administration Manager, at BCHNP@childrens.harvard.edu.

Cardiac Neurodevelopmental Program
Boston, Waltham, and North Dartmouth Locations

The Cardiac Neurodevelopmental Program (CNP) provides neurodevelopmental assessment and support to children and families living with complex Congenital Heart Disease (CHD). The CNP team includes experts from the fields of psychology, cardiology, cardiovascular surgery, education, genetics, and neurology. All patients present with complex CHD, and most have histories of at least one open heart surgery and/or transplants. Many patients also have genetic diagnoses, such as 22q11 or Noonan's Syndrome. Patients range in age from birth to 24 years and typically experience challenges in cognitive, academic, motoric, and social/emotional functioning. CNP psychologists see patients in both inpatient and outpatient settings, typically working within an interdisciplinary model.

Postdoctoral Training Opportunity

This is a full-time postdoctoral fellowship position that may be renewable for a second year. Clinical activities are the primary fellowship emphasis (80%), with dedicated research time as a secondary emphasis (20%). Clinical responsibilities include comprehensive psychological/neurodevelopmental assessments; consultation services to community providers and agencies; and short-term parent and child treatment experience. Individual and small group therapy training opportunities address disorders of regulation, such as challenging behaviors, anxiety, sleep disruption, and feeding and toileting problems. The fellow is expected to participate regularly in educational programs and seminars offered by Boston Children's Hospital and Harvard Medical School and will have the opportunity to collaborate with an established research team on an ongoing research project, with opportunities for publication.

Applicant Qualifications

Applicants should have strong background knowledge and training in child development, pediatric psychology, psychological and neuropsychological assessment, and short-term treatment models. Successful candidates will demonstrate interest in developing career potential in the emerging field of cardiac neurodevelopment.

For more information, please contact Janice Ware, PhD, Director of the Cardiac Neurodevelopmental Program, at janice.ware@childrens.harvard.edu.

Center for Neuropsychology

Neuropsychology services at Boston Children's Hospital have been provided for more than 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 variables 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 that provides training in clinical neuropsychological assessment of children and clinical research in epilepsy, leukemia, traumatic brain injury, congenital heart disease, 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 faculty 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 two postdoctoral fellowship positions in Neuropsychology for the 2019-2021 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. Travel support is available for conference participation for fellows presenting research. 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

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.

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. Courtney Kellogg, email **Courtney.Kellogg@childrens.harvard.edu** to obtain more information. Please submit application materials electronically to Ms. Kellogg by **January 2, 2019** and send original of letters of reference and transcripts of graduate studies by mail to Ms. Courtney Kellogg, Training Programs in Psychiatry & Psychology, Boston Children's Hospital, 300 Longwood Avenue, BCH 3022, Boston, MA 02115. Early application is encouraged. All materials must be received by **January 2, 2019**.

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. 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) 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. Our program code number is: **9673**

Interviews: We will be available to interview prospective candidates at the International Neuropsychological Society annual meetings in February 2019 in New York City, NY. Interviews at Boston Children's Hospital or via skype can be arranged with competitive candidates 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, Center for Neuropsychology (617 355 6708); fax 617 730-0319; celiane.rey-casserly@childrens.harvard.edu.

Boston Children's Hospital / Harvard Medical School
Deaf and Hard of Hearing Program (DHHP)
Boston and Waltham locations

The Deaf and Hard of Hearing Program provides training experiences within an interdisciplinary team approach to evaluation and consultation services for children with known hearing loss. The program's clinical team includes hearing and deaf professionals, all of whom are experienced in working with infants, children, and adolescents who are deaf or hard of hearing and their families. Patients of the program span the pediatric age range – from infancy through adolescence. Many present with complex developmental, behavioral, psychosocial, medical, and/or learning challenges.

Referrals to the clinic come from physicians, mental health professionals, school administrators, social service agencies, and caregivers. Evaluations conducted through the program may serve in establishing a baseline of developmental status and then monitoring a child's developmental progress; providing data on which to base decisions about programming; and contributing to planning for services according to the medical, therapeutic, and educational needs of the child and family. Psychologists on the interdisciplinary team conduct interviews with the child and family, as well as assessments of cognitive, neuropsychological, psychomotor, social-emotional, and psycho-educational aspects of the child. Collaboration with medical professionals, particularly those in Otolaryngology, Neurology, Psychiatry, and Behavioral Pediatrics, is a critical component of the evaluation and planning process.

Postdoctoral Training Opportunity

This is a one-year, full-time postdoctoral fellowship position. Involvement in clinical activities is expected for 60% of the postdoctoral fellow's time. Clinical opportunities will include: participation on the Cochlear Implant team, psychological evaluation of deaf and hard of hearing children, interdisciplinary assessments with other clinicians on the team, and short-term psycho-therapeutic intervention with children and family members. Research opportunities are available with psychologists on the team and with colleagues from other disciplines. The fellow is expected to participate in educational programs and seminars offered through Boston Children's Hospital and Harvard Medical School. Primarily, the fellow will be based at the Waltham site of Boston Children's Hospital, along with the other members of the team. Educational opportunities, such as participation in Grand Rounds and clinical seminars, are typically held at the main hospital in Boston.

Qualifications

Solid and broad training in child development, in pediatric psychology, counseling and therapeutic guidance, and in assessment is essential. Competency in American Sign Language is desirable, though fluency is not a requirement for application. Strong testing experience, strong writing skills, and demonstrated commitment to working with deaf and hard of hearing children are required of the successful candidate.

For more information about the fellowship, please contact Dr. Terrell Clark, Director of the Deaf and Hard of Hearing Program at Terrell.Clark@childrens.harvard.edu

Developmental Medicine Center Clinically Focused Fellowship

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 comprises 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.

--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.

--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 information regarding research studies in the division: <http://www.childrenshospital.org/research-and-innovation/research/divisions/developmental-medicine>.

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 2019-2020 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.

Qualifications

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.

In addition to submitting the application materials described on page 2 of this brochure and on the application form, applicants to the DMC must include in their application packet two psychological or neuropsychological reports.

Questions about the DMC fellowship are best addressed **via email** to Dr. Carrie Mauras (carrie.mauras@childrens.harvard.edu).

Developmental Medicine Center Combined Clinical/Research Fellowship

The Division of Developmental Medicine at Boston Children's Hospital is 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, clinical and 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.

The DDM Combined Clinical/Research Postdoctoral Fellowship Program is being offered for the first time starting in the 2019-20 academic year. The goals of the Program are:

--To prepare fellows to pursue careers as clinician-researchers in academic health centers by providing them with the requisite skills to become independent researchers and outstanding clinicians, as well as inspiring teachers and contributors to the profession of psychology.

--To provide fellows with the training and mentorship required to launch an independent research career in developmental disabilities.

--To provide fellows with advanced 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.

The Combined Clinical/Research Postdoctoral Fellowship is two years with the possibility of a third year depending on the scope of the fellow's independent research project, progress in the program, and availability of funding. The first year of fellowship will focus more heavily on clinical training, with the Postdoctoral Fellow participating in 3 clinical sessions during the fall rotation and 2 sessions in the spring. In the second year, the Postdoctoral Fellow participates/conducts 2 clinical sessions in the fall and 1 in the spring and would remain at 1 clinical session in the optional third year. The expectation is that the Postdoctoral Fellow would use the first year of fellowship to develop an independent project, including writing a proposal and getting necessary structures in place. The Postdoctoral Fellow may apply for independent funding as appropriate and would be mentored through the grant-writing process. The Postdoctoral Fellow also is expected to participate in some of the work in their mentor's lab or research group during the first year to learn necessary skills for their own project. The second year of fellowship is dedicated primarily to conducting mentored independent research. Throughout fellowship, the Postdoctoral Fellow will be encouraged to build their publication and presentation portfolio. In addition to direct mentorship, the Postdoctoral Fellow will have statistical support available as well as opportunities to participate in didactic sessions related to research training through Boston Children's Hospital or Harvard Catalyst and be a part of a community of research post-docs in the DDM.

The Training Experience

Research Activities

Postdoctoral Fellows will work directly with one of the established research labs or groups in the DDM. The specific research opportunities for each application year will vary based on funding. For applicants who will start in the 2019-20 academic year, the specific research opportunity is within the Laboratories of Cognitive Neuroscience in the Faja lab. Current activities in the Faja lab include the use of physiology, eye tracking and behavioral measures to better understand treatment response and individual differences in children with autism spectrum disorders, ADHD, and developmental delays. Dr. Faja's work is NIH funded. Fellows will have an opportunity to participate in ongoing projects and develop their own project on related topics. Some specific skills that a Postdoctoral Fellow could learn through the Faja lab include research reliable diagnostic evaluations for autism spectrum disorder (ADOS-2, ADI-R), use of electrophysiological measures with clinical populations, and longitudinal/clinical trial research design. The Faja lab also has numerous opportunities for scientific writing and developing grantsmanship skills.

Fellows will have the opportunity to interact with PIs and post-docs in all of our research groups which include: 1) the Laboratories of Cognitive Neuroscience (LCN), comprised of 3 independent labs (including the Faja lab) dedicated to furthering our understanding of brain and cognitive development in typically developing infants and children, as well as children diagnosed with or at risk for various developmental disorders, including autism, ADHD, and dyslexia; 2) the Adolescent Substance Abuse Program (ASAP) which aims to find ways to prevent or decrease substance abuse and associated problems; 3) the Down Syndrome Research Program which focuses on cognition, learning and memory, as well as neurodevelopmental and behavioral impairments that commonly co-occur in individuals with Down syndrome; and 4) the DMC Clinical Research Program which conducts collaborative translational research to advance our understanding of the etiology, early identification and treatment of developmental disorders. Please see the following for most updated information regarding ongoing research studies in the division: <http://www.childrenshospital.org/research-and-innovation/research/divisions/developmental-medicine>

Clinical Activities

Postdoctoral fellows are involved in direct clinical service in the Developmental Medicine Center (DMC), 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 and 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.

--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.

--CONSULTATION and 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.

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. Additionally, Dr. Faja is a licensed psychologist and provides supervision for fellows in the Research Track who conduct clinical research assessments in the LCN.

Seminars, Supervision, & Educational Activities

The DDM 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 and 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. There also 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. Specific to research, BCH's Institutional Centers for Clinical and Translational Research offers brief courses throughout the year on topics such as statistics or grant writing. Harvard Catalyst offers more extensive courses on topics related to clinical and translational research, responsible conduct of research, and grant writing.

Positions

The DDM is offering 1 combined clinical and research postdoctoral fellowship position beginning in the 2019-2020 training year. This is a full time, two-year training experience, with the possibility of a third year, in which the fellow's time will be divided between clinical service delivery, didactics, and mentored independent research. The option for a third year of fellowship (second research year) is dependent on the scope of the fellow's chosen research project, successful progress in the program and considerations of funding. 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

Applicants must have received significant research training, be planning a clinical research career with an emphasis on developmental disorders and have an existing track record of scholarly publication and research presentations. Applicants should have a strong background in research with clinical populations and/or methods in relevant areas of focus, including knowledge of commonly used assessment measures or evidence-based interventions, as applicable. Clinically, 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; and training and competence in addressing issues of diversity and individual differences.

In addition to submitting the application materials described on page 2 of this brochure and on the application form, applicants to the DMC must include in their application packet two psychological or neuropsychological reports.

Questions about the DMC fellowship are best addressed **via email** to Dr. Carrie Mauras (carrie.mauras@childrens.harvard.edu).

Leadership Education in Adolescent Health (LEAH) Training Program

The Leadership Education in Adolescent Health (LEAH) Program is a state-of-the-art, multidisciplinary training program, established in 1992 at the Boston Children's Hospital with support from the Maternal and Child Health Bureau, Health Resources and Services Administration, U.S. Department of Health and Human Services. The LEAH program, one of seven in the U.S. provides leadership training in adolescent health for psychologists, nutritionists, social workers, nurses and physicians so that they can become effective clinicians, teachers, program directors, and productive researchers in a variety of health care settings. We also train post-doctoral researchers in public health, epidemiology, and health disparities. We are proud of the commitment to interdisciplinary collaborations and the accomplishments of our graduates.

The Setting

The Division of Adolescent/Young Adult Medicine at Boston Children's Hospital 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 over sixty years has provided comprehensive primary and specialty clinical care to diverse adolescents and young adults 10-25 years old from Boston, the suburbs, New England, and beyond. The Adolescent/Young Adult Medical Practice at Longwood and the satellites have more than 19,000 patient visits per year. Patients represent the range of racial/ethnic groups residing in the Boston area. One-third of patients in our clinic have Medicaid. Clinical services include primary and subspecialty care, integrated mental health treatment, family based treatment, psychopharmacology, HIV testing and care, reproductive health and gynecological services (menstrual problems, endometriosis, family planning and Long-Acting Reversible Contraception (LARC), sexually transmitted diseases and pregnancy), all mental health diagnoses, including specialty programs for eating disorders, obesity, binge eating disorders, internet addiction, HIV, and complex care problems, including chronic fatigue, transplant, and special health care needs.

Clinical Training

Clinical experience is gained with a focus on empirically validated treatments in an outpatient integrated medical and mental health setting within the Adolescent/Young Adult Practice. The training includes providing treatment in the eating disorder programs (anorexia nervosa/bulimia and obesity) as well as the provision of services in the outpatient mental health services in a primary and specialty care setting that address a range of presenting challenges including: depression, anxiety, ADHD, family issues, domestic violence, coping with chronic medical illness, substance abuse, and gender issues. The Psychology training directors provide supervision and teaching and assist each fellow in selecting a component of the program for additional focused learning during the training year

Education

The LEAH Fellows in Adolescent Medicine, Nursing, Nutrition, Social Work, and Psychology all participate in interdisciplinary and discipline-specific curricula, including seminars in adolescent medical problems, reproductive health, general mental health issues with an emphasis on eating disorders, HIV positive and at-risk youth, advocacy, public policy, prevention, human differences, health equity, adolescent development, research skills, and teaching.

The Program has more than 30 dedicated internationally recognized faculty who teach the seminars and continuing education courses, author research articles and reviews, write grants, and collaborate with state and federal programs and community-based organizations. The faculty and fellows give presentations to professional audiences, families and youth, schools, and public health conferences in addition to providing consultations for technical assistance to schools, professional organizations, government agencies, and other sites. The psychology fellow also teaches mental health concepts to medicine trainees (e.g. pediatric residents and medical students) who rotate through the clinic.

Research

The program is committed to undertaking research vital to the promotion of adolescent health and, therefore, involvement in research projects is an important component of training. The Division of Adolescent/Young Adult Medicine has an active research program with many nationally renowned, funded investigators who provide excellent mentoring to trainees. In addition, the program provides protected time for the fellow to complete a project, abstract, and/or article for publication.

Qualification & Training

In conjunction with the directors 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 Harvard Medical School, and then to plan a schedule that includes direct service, research, teaching, and leadership projects. A major objective is for the psychology fellow to be in multidisciplinary learning and service delivery environments that will advance adolescent/young adult health.

The Director of the LEAH Postdoctoral Psychology Fellowship, Jessica Henderson Daniel, PhD, ABPP can be reached at 617-355-6734 or jessica.daniel@childrens.harvard.edu

The Associate Director of the LEAH Postdoctoral Psychology Fellowship, Emily Pluhar, PhD can be reached at emily.pluhar@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 2019-2020 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. 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.

Psychiatry Consultation Service

The Psychiatry Consultation Service (PCS) provides consultation-liaison services for children, adolescents, young adults, and their families facing challenges related to medical illness and hospitalization, including new diagnoses, chronic illnesses, acute medical or psychiatric crises, and difficulty coping with 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 service model to trainees in child psychiatry and psychology, and aims to expand the academic knowledge base of behavioral medicine. One of the largest services in the country, clinicians include staff psychiatrists, psychologists and social workers, 1-2 child psychiatry fellows, 3 postdoctoral psychology fellows, and 3-4 predoctoral psychology interns. The PCS conducts over 1100 consultations a year.

The consultation-liaison service model is based on the biopsychosocial framework and provides a range of services during inpatient medical or surgical admissions, including diagnostic and emergency evaluations, and short-term therapeutic interventions. Clinicians work within a multidisciplinary model and have direct interactions with the many medical and surgical specialty and subspecialty teams. This interface between the psychiatric and medical/surgical 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.

Three postdoctoral fellowship positions in pediatric psychology are available within PCS. Each fellowship is a full-time, 12-month position 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 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, pre-transplant evaluations, 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 therapy, biofeedback-assisted relaxation training, parent management strategies, insight-oriented interventions, and interdisciplinary collaboration for end of life care.

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 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 predoctoral psychology interns, medical students and/or other trainees.

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

Bosquet Enlow, Michelle, PhD
Director of Psychology Postdoctoral Fellowships

University of Minnesota
Clinical Research

Daniel, Jessica Henderson, PhD, ABPP
Emeritus Director of Training

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

Benson, Molly, PhD

University of Vermont
Childhood Trauma, Refugee Mental Health

Bernstein, Jane Holmes, 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

Butler, Samantha, PsyD

Massachusetts School of Professional Psychology
Pediatric Psychology

Cassidy, Adam, PhD, ABPP

University of Minnesota
Neuropsychology

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

Faja, Susan, PhD

University of Washington
Clinical Neuroscience

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

Henson, Brandi, PsyD

Yeshiva University
Pediatric Psychology

Hourigan, Shannon, PhD

Virginia Commonwealth University
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

Linnea, Kate, PhD

University of Vermont
Neuropsychology

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

Martin, Cynthia, PsyD

Chicago School of Professional Psychology
Pediatric Psychology

Mauras, Carrie, PhD

Clark University
Pediatric Psychology

McKenna, Kristine, PhD

University of Maryland
Solid Organ Transplant; Consultation/Liaison

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

Picano, Cara, PsyD

William James College
Pediatric Psychology

Pinard, Ferne, PhD

University of Southern Mississippi
Neuropsychology

Pluhar, Emily, PhD

Albert Einstein College of Medicine and Yeshiva
University
Pediatric Psychology, Sports Medicine

Queally, Jennifer, PhD

Suffolk University
Neuropsychology, Oncology, Spina Bifida
Center

Rey-Casserly, Celiane, PhD, ABPP

Boston University
Neuropsychology; Hispanic Services

Ritholz, Marilyn, PhD

University of Wisconsin
Inpatient Psychological Treatment

Sadhvani, Anjali, PhD

Illinois Institute of Technology
Pediatric Psychology

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

Solomon, Dasha, PsyD

Chicago School of Professional Psychology
Pediatric Psychology

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

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