



2025-2026 TRAINING YEAR

BOSTON CHILDREN'S HOSPITAL **PSYCHOLOGY POSTDOCTORAL TRAINING PROGRAMS**

Boston Children's Hospital
Neighborhood Partnerships
Cardiac Neurodevelopmental Program
Center for Neuropsychology
Deaf and Hard of Hearing Program
Developmental Medicine Center - Clinical
Developmental Medicine Center - Clinical/Research

Gender Multispecialty Service
Leadership Education in Adolescent Health Program
Pain Treatment Service
Pediatric Integrated Primary Care and Trauma and
Community Resilience Center
Pediatric Psychology Fellowship in Gastroenterology
Psychiatry Consultation Service



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BCH Postdoctoral Training

OVERVIEW

Boston Children's Hospital offers a variety of psychology postdoctoral fellowship training opportunities. Individual programs are tailored to meet specialized training needs and interests.

Our emphasis is on training competent clinical child and pediatric psychologists to provide assessment and therapeutic interventions to children and their families. Specific loci of training include outpatient clinic services and inpatient medical wards. Services offered include formal assessment 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.

APPLICATION DEADLINE

Monday, December 16, 2024

CONTACT

For general questions about our postdoctoral fellowship program, including questions about applying, please email: courtney.kellogg@childrens.harvard.edu. For questions about a specific program, please contact the program's contact as specified below.

PROGRAM LIST

Boston Children's Hospital
Neighborhood Partnerships (BCHNP)

Cardiac Neurodevelopmental
Program (CNP)

Center for Neuropsychology

Deaf and Hard of
Hearing Program (DHHP)

Developmental Medicine Center
(DMC) - Clinical

Developmental Medicine Center
(DMC) - Clinical & Research

Gender Multispecialty
Service (GeMS)

Leadership Education in Adolescent
Health Program (LEAH)

Pain Treatment Service (PTS)

Pediatric Integrated Primary Care and
Trauma and Community Resilience
Center (CHPCC/TCRC)

Pediatric Psychology Fellowship
in Gastroenterology

Psychiatry Consultation
Service (PCS)

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 485 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 and Behavioral Sciences consists of more than 236 psychologists, psychiatrists, social workers, psychiatric nurses, and nearly 50 trainees in the various disciplines. The training programs blend 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 inclusion.

DISCLOSURES AND ACKNOWLEDGEMENTS

Boston Children's Hospital is an Equal Opportunity / Affirmative Action Employer. Qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, gender identity, sexual orientation, pregnancy and pregnancy-related conditions, or any other characteristic protected by law. The following link provides more information regarding the Federal laws prohibiting discrimination in employment: [eeopost.pdf \(dol.gov\)](#)

LIE DETECTOR TEST

It is unlawful in Massachusetts to require or administer a lie detector test as a condition of employment or continued employment. An employer who violates this law shall be subject to criminal penalties and civil liability. Boston Children's Hospital does not administer lie detector tests as a condition of employment or continued employment.

GENERAL PROCEDURES & REQUIREMENTS

Fellowships begin on September 2 and finish on August 31, unless special arrangements are approved for a different term.

Application procedures

The APPA CAS will be utilized for application submission: <https://appicpostdoc.liaisoncas.com/>

Interested candidates are asked to prepare the following: a letter of interest/personal statement, curriculum vitae, APPA CAS application, three letters of reference, and a certified transcript of doctoral work (submitted directly to APPA CAS). Letters of reference should be requested electronically in APPA CAS and uploaded directly by the letter writer. Specific programs may also require additional application materials, specified below or in the APPA CAS. For any questions, please email Courtney Kellogg at Courtney.Kellogg@childrens.harvard.edu

EARLY APPLICATIONS ARE ENCOURAGED. Applicants do not have to wait until letters of recommendation are ready to email their applications. All materials are due by December 16, 2024.

COMPLETE APPLICATION MATERIALS, INCLUDING ALL LETTERS OF RECOMMENDATION AND ORIGINAL CERTIFIED TRANSCRIPT(S), MUST BE RECEIVED BY 12/16/2024. Current or former predoctoral interns at Boston Children's Hospital may use existing credential files for this purpose. All programs will offer virtual interviews via video conference. Some programs may allow for an optional site visit, assuming no COVID restrictions preventing such visits are in place during the interview period. Applicants are encouraged to discuss any concerns regarding safety, accommodations, accessibility, and any current requirements related to quarantining, testing, or vaccination when considering an on-site visit. An applicant's decision to visit in person will not be taken into consideration in the evaluation process.

Other relevant APPIC links:

- For detailed information about APPIC Postdoctoral Selection Guidelines and the Common Hold Date Procedures, see: <https://www.appic.org/Postdocs/Postdoctoral-Selection-Standards>
- Fellowship descriptions are included in the APPIC Universal Psychology Postdoctoral Directory (UPPD). For UPPD listings: <https://www.appic.org/Postdocs/Universal-Psychology-PostdoctoralDirectory>
- Information about the Psychology Fellowship Program can also be found at <https://www.childrenshospital.org/departments/psychiatry/training-programs/psychology-fellowship-program>

Fellowship programs at Boston Children's Hospital abide by the APPIC Postdoctoral Selection Standards and the Common Hold Date, with the exception of Neuropsychology (Exempt Neuro specialty APPCN Match).

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**

For more information about application procedures, please contact Ms. Courtney Kellogg (courtney.kellogg@childrens.harvard.edu).

Application materials must be received by **Monday, December 16, 2024**. Early applications are encouraged.

Basic Prerequisites

The basic requirements for a postdoctoral fellowship involving clinical training and service delivery are: an **earned doctorate** in psychology from an American Psychological Association/Canadian Psychological Association/Psychological Clinical Science Accreditation System 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**. *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 below 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 updated Covid and annual flu vaccinations).

Funding

Fellowships are full-time (40 hours per week) and the starting salary for a first-year postdoctoral fellow for AY 2024-2025 is \$70,000. 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 personal, 5 professional leave days, and 10 hospital holidays annually. AY25/26 salaries are determined in the Spring.

Core Program

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

Boston Children's Hospital Neighborhood Partnerships

Program Overview

Boston Children's Hospital Neighborhood Partnerships (BCHNP) is a school based behavioral health program in the Department of Psychiatry & Behavioral Sciences at Boston Children's Hospital. BCHNP envisions a future where all students and members of the Prek-12 school community are thriving in a school environment that supports their behavioral health and wellbeing. We partner with school communities to co-create and sustain flexible, culturally responsive, and evidence-informed behavioral health systems that promote the health and wellbeing of all students, families, and staff. Our approach, research, and advocacy centers on the context of each partnership to provide preventive initiatives, training, consultation, and clinical interventions. BCHNP has a team of 17 staff members and has partnered with the Boston Public Schools for 23 years.

The overall goals of BCHNP are to:

- 1) build and maintain strong partnerships through collaborative practices
- 2) partner with schools to build the capacity of behavioral health systems
- 3) increase equitable access to a range of behavioral health services and resources in schools, and
- 4) evaluate school-based behavioral health by developing, implementing, and disseminating best practices

Position

The BCHNP fellowship is a full-time, 12-month position consisting of clinical training in school and community behavioral health, program evaluation, and applied research. The position is 20 hours clinical in a school and 20 hours focused on research and program evaluation. The option for a second-year advanced fellowship may be available with consideration of funding and matching fellow/program interests. One postdoctoral fellowship position is available at BCHNP. Clinical hours and supervision for licensure will be provided by licensed psychologists. Fellowship activities will occur at both our main

AT A GLANCE



OF POSITIONS

1



LENGTH OF POSITION

1 Year (with potential for 2nd)



CONTACT

Sara Whitcomb, PhD
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hospital location (Boston) and on-site at a partnering Boston Public School two days weekly. The fellow will take part in the Department of Psychiatry's meetings and clinical training seminars as well as BCHNP team meetings and peer supervision. BCHNP staff will provide clinical and research supervision.

Given the mission and practice of BCHNP, culturally diverse and multi-lingual applicants with strong backgrounds in community and school-based work are encouraged to apply.

Clinical Activities

BCHNP's [School-Based Program](#) includes a partnership with the Boston Public Schools, including K-8 and high schools. BCHNP School-Based Program provides clinical, early intervention, and prevention/promotion services including short-term therapy, prevention-focused group work, classroom interventions, crisis management, staff training, and school consultation. Family engagement and education is a critical component of BCHNP's work in schools. The postdoctoral fellow will be placed in a partnering high school, Boston Arts Academy, part-time/two full days weekly to implement a range of tiered behavioral health interventions and supports.

Program Evaluation & Research Activities

The postdoctoral fellow will be part-time/20 hours with the BCHNP's Research and Evaluation Team. The postdoctoral fellow will participate in the evaluation of clinical, prevention, and consultative services in the BCHNP schools and our Training and Access Project (TAP). In addition to supporting the work of evaluating community programming with this team, the fellow will have opportunities to participate in research activities including developing research questions and methodologies consistent with BCHNP's mission, supporting applications for extramural funding, and dissemination of research through publications and presentations. To demonstrate evaluation efforts, please see our [annual report](#).

Program Webpage:

<https://www.childrenshospital.org/programs/boston-childrens-hospital-neighborhood-partnerships>

Questions about the BCHNP fellowship are best addressed via email to Sara Whitcomb, PhD:
(sara.whitcomb@childrens.harvard.edu)

Cardiac Neurodevelopmental Program

Program Overview

The Cardiac Neurodevelopmental Program (CNP) at Boston Children's Hospital provides multidisciplinary care for children with congenital heart disease (CHD) and their families. CNP was among the first programs at a major teaching hospital to specialize in cardiac neurodevelopmental care. The program was developed in collaboration with the founders of the field of cardiac neurodevelopment, Jane Newburger, MD and David Bellinger, PhD. Our patients include those with critical congenital heart defects requiring open heart surgery in the first year of life, children with acquired heart disease, and those needing cardiac transplants. Many of our patients have comorbid genetic syndromes, such as 22q Deletion Syndrome and Noonan Syndrome, as well as other low-incidence medical and neurological conditions. Patients typically present with complex neurodevelopmental profiles and functional impairments ranging from mild to severe. Increased rates of autism spectrum disorders and other social cognition deficits are present, as are high rates of attention and executive function challenges and cognitive and learning impairments. Psychosocial adjustment difficulties are also common, including behavioral dysregulation, anxiety, and depression.

Our program provides comprehensive behavioral health assessment, consultation, and treatment services starting in the prenatal period to reduce maternal stress, continuing with newborn and young infant neurobehavioral consultation during the inpatient hospital stay, and transitioning to the outpatient setting after hospital discharge with evaluation and treatment services. CNP's multidisciplinary team includes experts from the fields of psychology, infant and early childhood mental health, cardiology, cardiovascular surgery, education, genetics, and neurology. We work closely with other disciplines within the hospital including PT, OT, ST, feeding, social work, nursing, and general pediatrics.

AT A GLANCE



OF POSITIONS

2



LENGTH OF POSITION

1 Year (with potential for 2nd)



CONTACT

Brandi Henson, PsyD
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The Clinical Training Experience

Two full-time postdoctoral fellowship positions are anticipated for 2025-2026. There is one position available in the Early Childhood Track and one in the School Age Track. Both tracks aim to prepare trainees to serve as clinician-researchers at an academic medical center, emphasizing specialized clinical training in a pediatric hospital setting and opportunities for research mentorship with an established team of leaders in the field of cardiac neurodevelopment and pediatric health psychology.

Early Childhood Track

Fellows in the Early Childhood track provide assessment, consultation, and intervention services to infants and young children with congenital heart disease and their families. Fellows rotate through the Maternal Fetal Care Center (MFCC), the Cardiac Intensive Care Unit (CICU) and Acute Cardiology Care Unit (ACCU), and the Toddler/Preschool Clinic. Detailed description as follows:

- **Rotation in the Prenatal Service:** Fellows work closely with the Maternal Fetal Care Center (MFCC) at BCH to support mothers carrying a fetus with CHD. Training opportunities include individual consultations and group psychoeducation sessions designed to promote neurodevelopment and well-being in babies with CHD and brief psychotherapy for those women experiencing stress related to the fetal diagnosis of CHD.
- **Rotation in the Cardiac Intensive Care Unit (CICU) and Acute Cardiology Care Unit (ACCU):** Early Childhood Track fellows complete a year-long primary rotation in the CICU and ACCU. In this setting, fellows provide neurobehavioral consultation for infants with congenital heart disease, family guidance and support during the inpatient admission, supporting developmental care efforts on the infant unit, and providing education to inpatient staff on developmental care techniques. More specifically, this includes observing, assessing, and caring for the neurodevelopment of the patient, determining therapies and recommendations to support development while inpatient, and planning for future needs after discharge home. Engaging with staff on Newborn Individualized Developmental Care and Assessment Program (NIDCAP) implementation and education. Services include a strong multidisciplinary approach and engagement in medical and developmental rounding on the inpatient floor. Individualized developmental care and family centered care is integrated throughout the service. There are multiple opportunities to be involved in quality improvement and research initiatives across the inpatient unit. Current QI and research initiatives are related to delirium screening, safe sleep, long term neurodevelopmental outcomes and long term outcomes of developmental care.
- **Rotation in the Toddler/Preschool Clinic:** In the Toddler/Preschool clinic, fellows provide neurodevelopmental assessments, consultations, and short-term interventions for children with complex cardiac conditions and their families. Focus of the clinic include assessment of developmental delays and concerns for autism and providing recommendations for appropriate therapeutic services, evaluating and managing self-regulatory challenges including problems with behavior, feeding, sleep, and anxiety. Fellows have an opportunity to consult with Early intervention staff and work with the school system to help with transition planning and individual education plan (IEP) services.

Early Childhood Track fellows complete a year-long primary rotation in the CICU and ACCU. In this setting, fellows provide neurobehavioral consultation for infants with congenital heart disease along with family guidance and support during the inpatient admission. This includes observing, assessing, and caring for the neurodevelopment of the patient, determining therapies and recommendations to support development while inpatient, and planning for future needs after discharge home. Services include a strong multidisciplinary approach and engagement in medical and developmental rounding on the inpatient floor. Individualized developmental care and family centered care is integrated throughout the service. There are multiple opportunities to be involved in quality improvement and research initiatives along with inpatient staff education across the inpatient unit.

Early Childhood Track fellows also rotate through the MFCC and the Toddler/Preschool Clinic. Fellows work closely with the MFCC to identify mothers experiencing stress related to the identification of a fetus with CHD. Mothers are seen for initial assessment and brief intervention to learn strategies to cope with stress during the perinatal period. In the Toddler/Preschool clinic, fellows provide neurodevelopmental assessments, consultations, and short-term interventions for children with complex cardiac conditions and their families presenting with developmental delays and concerns for autism; self-regulatory challenges including problems with behavior, feeding, sleep, and anxiety.

Early Childhood Track fellows have the opportunity for specific training and certification in the Newborn Individualized Developmental Care and Assessment Program (NIDCAP), NeoNatal Neurobehavioral Scale (NNNS-II), the Bayley Scales of Infant and Toddler Development, 4th Ed. (Bayley-4), the Wechsler Preschool and Primary Scales of Intelligence, 4th Edition (WPPSI-IV), the Autism Diagnostic Observation Schedule (ADOS), the Newborn Behavioral Observations and the Brazelton Touchpoints Approach, as well as the DC:0-5 diagnostic system. Fellows are provided with documentation about how those trainings help fulfill national Infant Mental Health and Early Childhood Mental Health competency guidelines towards Endorsement® credentialing.

School Age Track/Young Adult Track

The School Age/Young Adult Track includes training in assessment, consultation, and intervention services for children, adolescents, and young adults with CHD and their families.

- **Primary Rotation in School Age Assessment:** Fellows complete a primary clinical rotation on the School Age Assessment team clinic, providing comprehensive psychological and neuropsychological assessments for children and adolescents presenting with a broad range of neurodevelopmental and psychosocial challenges associated with their cardiac history. Fellows will develop competency in the administration and interpretation of psychological and neuropsychological assessment measures evaluating cognitive and adaptive functioning, attention and executive function skills, autism and social cognition, specific learning challenges, and social-emotional functioning. As part of the School Age Assessment team, fellows collaborate with educators and medical providers to promote improved understanding about the neurodevelopmental risks associated with CHD and to support implementation of recommendations from the evaluations. Specialized training in the Autism Diagnostic Observation Schedule, 2nd Edition (ADOS-2) is provided as part of the School Age/Young Adult Track.

Additional rotations in the School Age/Young Adult Track include:

- **Rotation in the Fontan Clinic:** The Fontan clinic provides holistic, individualized care for patients with single ventricle heart disease who have had the Fontan procedure. Fellows have an opportunity to be part of a multidisciplinary team that includes experts from cardiology, hepatology, exercise physiology, nutrition, and behavioral health. Trainees conduct behavioral health consultations to assess current functioning, inform treatment planning, and provide psychoeducation to families about the neurodevelopmental and psychosocial outcomes commonly associated with complex CHD. Findings from the consultation are presented to the multidisciplinary team to support collaborative care.
- **Rotation in the Outpatient Behavioral Health Clinic:** Fellows in the Outpatient Behavioral Health Clinic in CNP will become familiar with the specialized needs of children and adolescents with CHD and develop competency in pediatric health psychology through provision of diagnostic interviews, evidence-based behavioral health interventions, and consultation with families, medical providers, and school personnel to support pediatric care for children with co-existing medical and behavioral health needs.
- **Rotation in the Young Adult Transition Team:** Fellows interested in working with adolescents and young adults can rotate through the Young Adult Transition Team, which supports adolescents with CHD in navigating the transition to adulthood through specialized consultations and therapeutic groups for teens and parents.

Research Training

Our clinical research team strives to better understand the neurodevelopmental and neuropsychological profiles of individuals with CHD across the lifespan and to develop interventions to support the development and well-being of this population. Postdoctoral fellows have protected research time each week for participation in an established project or initiation of a novel scientific study under the guidance of our well-established researchers who are key opinion leaders in the field of cardiac neurodevelopment. The primary focus of each fellowship is training toward clinical practice expertise with collaborative engagement in a sponsored and established multidisciplinary research project. CNP staff and fellows meet regularly to advance research projects through collaborative discussions about study design, data analysis, and manuscript preparation. Our clinical research team strives to develop novel interventions in the field of cardiac neurodevelopment within a framework that allows for the analysis of outcomes. Recent fellows have been involved in NIH-funded research studying fetal brain development and long-term neuropsychological outcomes in CHD (Caitlin Rollins, M.D., PI) and the longitudinal neuropsychological follow-up of adults enrolled as children in the Boston Circulatory Arrest Study (David Bellinger, PhD and Jane Newburger, Co-PIs). Early Childhood Track Fellows have the opportunity to become involved in a new Children's Heart Foundation funded research study on developmental care in the NIDCAP model on the CICU and ACCU. Other recent CNP research efforts address the development and implementation of a prenatal stress reduction program, group-based executive function interventions, studies of the comorbidity between autism and CHD, and exploring the predictive validity of the Bayley Scales for Infant and Toddler Development for children with CHD,

and participation in the new Fontan at Boston multidisciplinary clinical research program. There are ongoing quality improvement studies on the inpatient floors to support developmental care, parent engagement, infant oral feeding, and holding of fragile infants, many of which take place through the Simulation Program here at BCH. Each CNP fellow will be integrated into a new or established research initiative with opportunities to contribute to all aspects of study activities, including data collection and analysis, manuscript preparation, and authorship.

Application Qualifications

Applicants should have strong interest in child development and, pediatric health psychology, experience in providing psychological and neuropsychological assessment and, short-term evidence-based treatment models, and a foundation in research methods. Successful candidates will demonstrate career potential in the emerging fields of cardiac neurodevelopment or pediatric health psychology in positions that will combine clinical and research skills.

For more information, please contact Brandi Henson, Associate Director and Psychology Fellowship Director of the Cardiac Neurodevelopmental Program, at brandi.henson@childrens.harvard.edu.

Program Webpage: <https://www.childrenshospital.org/programs/cardiac-neurodevelopmental-program>

Center for Neuropsychology

Program Overview

Neuropsychology services at Boston Children's Hospital have been provided for more than forty years, developing from collaborations among the Departments of Psychiatry and Behavioral Sciences, 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 Center for Neuropsychology currently brings together neuropsychology faculty from the Departments of Psychiatry and Behavioral Sciences, 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, Craniofacial Center, 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.

AT A GLANCE



OF POSITIONS

2



LENGTH OF POSITION

2 Years



CONTACT

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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.

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:

- By means of extended evaluations varying from two to six hours of testing over one to three sessions. For many patients, evaluations are delivered in a hybrid model that includes telehealth as well as in-person visits. 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.
- According to specific clinical protocols developed to address the special needs of particular neurological or medical populations (with senior staff supervision).
- 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 two Latinx 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, craniofacial 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.

- **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 the medical team, and developing consultation and communication skills in a fast-paced medical environment. Opportunities for participating in cortical mapping are available as well.
- **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.

- **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.
- **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 faculty to develop supervision, leadership, and clinic management skills.
- **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 attending 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.

Elective Experiences

Fellows can select additional clinical experiences in stroke, infant/toddler assessment, deaf and hard of hearing, and spina bifida.

Research Activities

Fellows 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, craniofacial disorders, 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. Fellows 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 faculty 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. Fellows also attend a weekly small group seminar that includes a functional neuroanatomy/behavioral neurology tutorial, research skills training, fact-finding, and advanced clinical analysis over the course of the two-year residency. Fellows also attend 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 2025-2027 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 coursework 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 the application.

Application Procedures

We will be using APPA CAS for the AY25/26 recruitment season, the link to which may be found here:

<https://appicpostdoc.liaisoncas.com/>

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

All interviews will be conducted via video conference in January 2025. There will be two interview days and applicants will have the opportunity to meet with our current fellows on the interview day. Applicants may request an optional site visit. Starting in 2024, Match submission and notification dates will be fixed on the 2nd and 3rd Wednesdays of February, regardless of the timing of the INS Annual Meeting.

- **2nd Wednesday in February (February 12, 2025):** Final date for submission of applicant and program Rank Order Lists.
- **3rd Wednesday in February (February 19, 2025):** Results of the Match are released to applicants and program directors.

For further information contact Clemente Vega, PsyD, ABPP-CN clemente.vega@childrens.harvard.edu.

Program Webpage: <https://www.childrenshospital.org/departments/psychiatry/training-programs/neuropsychology-fellowship-program>

Deaf and Hard of Hearing Program

Boston and Waltham Locations

Program Overview

The Deaf and Hard of Hearing Program (DHHP) provides primarily assessment training experiences within an interdisciplinary team approach. 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/hard of hearing (DHH) and their families. DHH patients of the program span the pediatric age range from infancy through young adulthood, with most of the patients being under the age of 6 years. Patients present with complex medical, developmental, behavioral, psychosocial, language, and/or learning challenges. DHH patients span the pediatric age range from infancy through young adulthood, with most of the patients being under the age of 6 years. There is opportunity to gain expertise in assessment of children ages 0-6 years old with sensory differences. The majority of the patients use hearing technology and communicate with spoken English. Some patients communicate in American Sign Language (ASL) or use sign support with English, and most team members are bilingual (English and ASL).

The DHHP works with the Cochlear Implant (CI) surgery team to provide pre-surgical evaluations for all patients being considered for CI. CI and outpatient evaluations focus on assessing for neurodevelopmental/psychological diagnoses in the context of hearing loss to ensure the whole child is being treated with appropriate medical, therapeutic, and educational recommendations. The evaluations include clinical interviews, administration of psychological/neuropsychological measures, and discussion of results/recommendations. Collaboration with medical professionals, particularly those in Otolaryngology, Speech-Language Pathology, Audiology, Neurology, Psychiatry, and Developmental Behavioral Pediatrics, is a component of the evaluation, and some evaluations are completed alongside aforementioned professionals. As desired by trainees, opportunities for short-term intervention are provided for DHH specific referral questions (e.g., refusal to wear hearing aids, pre-surgical anxiety management).

AT A GLANCE



OF POSITIONS

1



LENGTH OF POSITION

1 Year (with potential for 2nd)



CONTACT

Rachel Landsman, PsyD

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Position

The Deaf and Hard of Hearing Program is offering one postdoctoral fellowship position for the 2025-2026 training year. This is a one-year position with the potential for a second year. The fellow's time is dedicated to clinical service delivery, didactics, clinical research, teaching, and community service activities.

Clinical Service Delivery

Involvement in clinical activities is expected for 60% of the postdoctoral fellow's time. Clinical opportunities will include: evaluations for the Cochlear Implant surgical team, psychological/neuropsychological evaluations of DHH children and adolescents, and short-term psychotherapeutic/pediatric psychology consultation/intervention with DHH children and family members.

Supervision

Supervision is provided by the attending psychology/neuropsychology faculty in the Deaf and Hard of Hearing Program and involves observation of clinical work as well as one-to-one meetings. The fellow receives a minimum of two hours of supervision per week and has the opportunity to work with several different supervisors. At the beginning of the year, an individual training plan is developed to guide progress, self-reflection, and promote regular review and discussion of the fellow's training needs.

Research and Scholarship

Contributions to ongoing projects is expected of the postdoctoral fellow, and development of personal research goals is strongly encouraged. Current research projects include neuropsychological outcomes for children with unilateral hearing loss under consideration for Cochlear Implants, assessment for autism spectrum disorder (ASD) in children who are DHH, and cognitive/psychosocial consequences of late and/or insufficient access to language. The fellow will regularly attend project meetings to keep up-to-date on program- and department-level research and quality improvement efforts. The fellow can participate in writing journal articles, as well as preparing IRB protocols and grant applications.

The Deaf and Hard of Hearing Program's interdisciplinary team actively contributes to local, regional, and national conferences in our field. Scholarly contributions include professional development workshops and lectures, dissemination of best practices, and original research. Individual research and scholarship goals are discussed at the beginning of the training year, with the aim of producing at least one poster or workshop presentation at a professional meeting. There are opportunities for manuscript authorship. Travel support may be available for participation at conferences.

Didactic Seminars

The fellow attends seminars focusing on clinical, academic/research, and professional issues. The psychology program at Boston Children's Hospital hosts regular professional development seminars attended by fellows in all specialization programs. Previously covered topics include licensure, academic career development, and professional liability insurance.

Within the Deaf and Hard of Hearing Program, monthly Lunch & Learn seminars cover topics relevant to professionals serving the DHH community. The fellow attends Otolaryngology meetings where cases are presented and discussed among faculty and trainees from multiple disciplines. Additional opportunities to attend DHH related didactic seminars are provided throughout the year.

Participation in the weekly seminars coordinated by the faculty of the Center for Neuropsychology is expected of the DHHP fellow. 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. The fellow also has the option to attend a biweekly small group neuroanatomy/behavioral neurology tutorial, if this fits their training goals.

The fellow is strongly encouraged to take advantage of the many conferences and seminars offered in the hospital, Harvard Medical School, and local institutions, such as the Center for Brain/Mind Medicine Seminar Series (Brigham & Women's Hospital). The fellow is expected to attend Boston Children's Hospital Psychiatry Grand Rounds and Morbidity and Mortality (M&M) conferences.

Qualifications

This fellowship is ideal for individuals interested in language development/impact of language on cognition and who want to work in a fast-paced hospital setting with medically complex patients. Successful applicants will demonstrate awareness of current trends in the literature on language, cognitive, psychological, and academic development of DHH children and adolescents. Previous direct experience with DHH children and adolescents and/or competency in American Sign Language is desired but not required.

Substantial experience in pediatric psychology, child clinical psychology, and/or pediatric neuropsychology is required, including use and interpretation of psychological/neuropsychological tests and strong writing skills.

Questions about the fellowship are best addressed by emailing Rachel Landsman, PsyD at rachel.landsman@childrens.harvard.edu.

Program Webpage: <http://www.childrenshospital.org/programs/deaf-and-hard-hearing>

Developmental Medicine Center

Clinically Focused Fellowship

The Developmental Medicine Center (DMC) at Boston Children's Hospital is dedicated to improving the lives of children and adolescents with neurodevelopmental, learning, and behavioral difficulties, and their families, through integrated and collaborative clinical care, training, translational research, neuroscience, and community engagement. The interdisciplinary staff comprises developmental-behavioral pediatricians, child psychologists, neuropsychologists, educational specialists, nurse practitioners, neurologists, and child psychiatrists; in addition, there is the opportunity to consult, as needed, with specialists from a variety of programs, including Speech-Language, Sleep Disorders, and Genetics. As a tertiary care site, the DMC accepts referrals for children with neurodevelopmental and behavioral challenges that are not well met in the general medical and mental health communities.

AT A GLANCE



OF POSITIONS

2-4



LENGTH OF POSITION

1 Year (with potential for 2nd)



CONTACT

Kate Linnea, PhD
kate.linnea@childrens.harvard.edu

Rosetta Mojahed-Dacey
rosetta.mojahed-dacey@childrens.harvard.edu

The DMC Psychology Fellowship Program goals 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 and advocacy.
- *To provide fellows with advanced practice competency in assessing youth with neurodevelopmental disorders*, including attention deficits, autism spectrum disorders, learning disabilities, intellectual disabilities, and regulatory problems, sometimes within the context of complex medical and/or psychosocial histories. Emphasis is placed on integrating the tenets of clinical psychology, developmental psychopathology, cognitive neuroscience, evidence-based interventions, and principles of child and family development.
- *To facilitate advanced scholarly skills* by being active consumers and producers of clinical research and 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 interdisciplinary teams; consulting in hospital-based and community settings; and providing feedback to parents and schools. Depending on level of interest and feasibility, there may be some short-term treatment opportunities for anxiety, mood, disruptive behaviors, social skills deficits, elimination disorders, and feeding problems. The number and variety of programs contained within the DMC generally make it possible to adapt the fellow's clinical experience to his or her learning needs and professional goals. Rotations are typically six months in length. The goals of rotations are to expand the fellow's 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 supervisory and administrative skills. The DMC clinical programs available for fellowship rotations include:

- **Infant Team and Toddler Team:** Infant Team and Toddler Team serve children under the age of 2 years, and between 2 and 3.5 years, respectively. Youth seen on these teams typically present with concerns for developmental delay and/or autism spectrum disorder. Team members often include developmental-behavioral pediatricians and psychologists.
- **Preschool Team:** Preschool Team typically serves children between 3.5 and 6 years of age who present with concerns related to development, learning, and/or behavior. These children may have significant language, cognitive, social, and motor difficulties of many different etiologies. Team members often include developmental-behavioral pediatricians, psychologists, and education specialists.
- **School Team:** School Team serves youth from approximately 6 to 13 years of age with various presentations. Concerns may include those related to social, emotional, academic, and behavioral functioning. Team members often include developmental-behavioral pediatricians, psychologists, neuropsychologists, and education specialists.
- **Young Adult Team (YAT):** Youth approximately 12 to 17 years of age are typically seen through YAT and may present with concerns related to social, behavioral, academic, and/or emotional functioning. Team members often include developmental-behavioral pediatricians and psychologists.
- **Advocating Success for Kids (ASK) Program:** This program serves youth of all ages within two urban-based primary care centers who are referred by primary care providers. Youth are often referred 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. An interdisciplinary team approach is utilized, with developmental-behavioral pediatricians, psychologists, social workers, and educational specialists.
- **Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Program:** The LEND Team conducts comprehensive evaluation of youth of all ages. Youth seen through the LEND Team often present with developmental concerns within the context of complex medical

presentations. In addition to a developmental-behavioral pediatrician and neuropsychologist, the LEND Team often has observers from various disciplines, including community advocates.

- **Adoption Team:** Adoption Team provides assessment and consultation for youth of all ages who have been adopted domestically or internationally. Common concerns presenting on this team may include long-term abuse, neglect, or a history of institutionalization. Team members often include developmental-behavioral pediatricians, psychologists, and educational specialists.
- **Down Syndrome (DS) Program:** The DS Program conducts interdisciplinary clinical evaluations of youth with Down syndrome from birth through 18 years of age. Program members work closely with children, parents, medical specialists, community physicians, and educators. The DS Program consists of a developmental-behavioral pediatrician, psychologist, neurologist, speech pathologist, physical therapist, nutritionist, dentist, and audiologist, as well as a program coordinator and resource specialist. Services provided by the psychologist on this team include consultation, assessment, parent training, and psychotherapy.
- **Deaf and Hard of Hearing Program (DHHP):** Fellows have the opportunity to participate in clinical activities in the DHHP, which is an interdisciplinary team of neuropsychology/psychology, speech-language pathology (SLP), and audiology. The DHHP is part of the cochlear implant (CI) program and works closely with surgeons in Otolaryngology. The DHHP also runs an Autism clinic with the Developmental Medicine Center (DMC). Experiences in DHHP include comprehensive outpatient evaluations of children with reduced hearing, participation in pre- and post-surgical evaluations for bilateral and unilateral CI, interdisciplinary evaluations with SLP and DMC in identifying diagnoses of Autism Spectrum Disorder in children with reduced hearing, and opportunities for attendance at CI rounds and DHHP Lunch and Learn seminars.
- **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 and mood in children and adolescents.

Research Opportunities

The research rotation allows fellows the opportunity to participate in ongoing research projects in the Division of Developmental Medicine (DDM) and/or quality improvement efforts. Fellows are matched with research advisors from the DDM faculty. Along with developmental-behavioral pediatrics fellows, psychology fellows participate in research seminars comprising didactic sessions, journal club, and skills training in research design, methods, and analysis. Additional activities include attending lectures in the Laboratories of Cognitive Neuroscience (LCN) directed by Charles Nelson, PhD. 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 DMC 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 programs. Please see the following for information regarding research studies in the division:

<https://www.childrenshospital.org/research/divisions/developmental-medicine-research/developmental-research-program>

Seminars, Supervision, & Educational Activities

The DMC dedicates one half-day per 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 that focus 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 individual 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 assessment skills, professional development, and preparation for licensure and board certification. 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 DDM's robust Quality and Performance Program (QPP), which oversees all quality improvement (QI) 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 placed on developing solid working knowledge of quality improvement principles and strategies for rigorous and effective implementation.

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

Positions

The DMC is offering 2-4 postdoctoral fellowship positions for the 2025–2026 training year. This is a full time, one-year training experience during 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.

Questions about the DMC fellowship are best addressed via email to Kate Linnea, PhD (kate.linnea@childrens.harvard.edu) and program coordinator Rosetta Mojahed-Dacey (rosetta.mojahed-dacey@childrens.harvard.edu).

Developmental Medicine Center

Combined Clinical/Research Fellowship

The Division of Developmental Medicine (DDM) 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, neuroscience, and community engagement and collaboration. The interdisciplinary staff comprises developmental-behavioral pediatricians, child psychologists, neuropsychologists, educational specialists, nurse practitioners, neurologists, and child psychiatrists; in addition, there is the opportunity to consult, as needed, with specialists from a variety of programs, including Speech-Language, Sleep Disorders, and Genetics. As a tertiary care site, the Developmental Medicine Center (DMC) accepts referrals for children with developmental and behavioral challenges that are not well met in the general medical and mental health communities.

AT A GLANCE



OF POSITIONS

3-4



LENGTH OF POSITION

2 Years (with potential for 3rd)



CONTACT

Kate Linnea, PhD
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Rosetta Mojahed-Dacey
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@childrens.harvard.edu

The DDM Combined Clinical/Research Postdoctoral Fellowship Program goals 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/neurodevelopmental disabilities.
- To provide fellows with advanced practice competency in assessing youth with neurodevelopmental disorders, including attention deficits, autism spectrum disorders, learning disabilities, intellectual disabilities, and regulatory problems, sometimes within the context of complex medical and/ or psychosocial histories. Emphasis is placed on integrating the tenets of clinical psychology, developmental psychopathology, cognitive neuroscience, evidence-based interventions, and principles of child and family development.

The Combined Clinical/Research Psychology 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 may focus more heavily on clinical training, with the expectation that the fellow will use the first year to develop an independent research project, including writing a proposal as well as getting necessary infrastructure in place. The clinical-research fellow may apply for independent funding and is expected to participate in their mentor's lab or research group during the first year to learn necessary skills for their own project. The second and optional third years of fellowship are dedicated primarily to conducting mentored independent research. During the first two years of fellowship, the clinical-research fellow will accrue supervised clinical hours that can be applied toward the pursuit of licensure. Throughout fellowship, the fellow will also be encouraged to build his or her publication and presentation portfolio. In addition to direct mentorship and clinical supervision, the 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 will be a part of a community of research postdocs 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 2025-2026 academic year, research opportunities are available through the Laboratories of Cognitive Neuroscience (LCN) within the Nelson Laboratory, Faja Laboratory, Arnett Laboratory, and Wilkinson Laboratory.

- **Faja Laboratory:** 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 fellow may learn through the Faja lab include research reliable diagnostic evaluations for autism spectrum disorder (ADOS-2, ADI-R), administration of behavioral interventions with autistic children and adults, 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.
- **Nelson Laboratory:** The overarching goal of the Nelson Laboratory is to elucidate the inborn or experiential factors that can lead to atypical patterns of brain development and in turn, behavioral development. There are numerous research opportunities across areas of study within the Nelson lab, depending on the applicant's interests and training. Dr. Nelson's work receives both federal (e.g., NIH) and foundation (e.g., the Bill & Melinda Gates Foundation) support, and includes several longitudinal investigations. The two major areas of study include: the early identification and trajectories of autism and other neurodevelopmental disorders; and the effects of early adversity on brain and behavioral development (conducted in both the US and several international locations). In addition to participating in ongoing projects within the

Nelson lab, fellows also will have the opportunity to develop their own project on related topics. Skill areas that a postdoctoral fellow will obtain/continue to enhance include those related to the use of neuroimaging, clinical interviewing, neuropsychological assessment, physiological data processing, longitudinal research design, scientific writing, and grantsmanship.

- **Arnett Laboratory:** The Arnett Laboratory utilizes neurophysiology, neuropsychology, and genetic methods to further our understanding of individual differences in etiology, development and treatment response among children with ADHD and related disorders. Current projects include a genomic study of familial ADHD, a study of auditory-motor coordination in children with ADHD, and a prospective study of very young children at elevated likelihood for developing ADHD. Dr. Arnett's work is funded through federal and private grants. Fellows are encouraged to analyze and publish analyses on existing data and to apply for early investigator funding to support independent research projects. Specific areas of clinical and research training available to Arnett Lab Postdoctoral fellows include EEG acquisition, data processing, and analysis; scientific writing and grantsmanship; standardized clinical interviewing; and neuropsychological assessment.
- **Wilkinson Laboratory:** The Wilkinson lab is interested in understanding the neural mechanisms impairing language acquisition and cognitive development with a specific focus on children with intellectual disability. Our ongoing studies use EEG to investigate biomarkers of language development in young children with Fragile X Syndrome, Down syndrome, and autism spectrum disorders. In addition, our lab is interested in understanding biological and environmental factors that impact early brain development. We collaborate closely with Dr. Charles Nelson on studies that leverage longitudinal data collected from infancy to preschool years. Our current Baby Steps study focuses on early detection of autism and language delays in a diverse population patients seen in our primary care clinic. Dr. Wilkinson's work is funded through the NIH, the Charles Hood Research Foundation, and the Boston Children's Translational Neuroscience Center. Specific research and clinical opportunities include experience working with longitudinal data analysis (EEG, behavioral, and/or survey data), neuropsychological assessment, scientific writing, grantsmanship, and mentorship of students and research assistants.
- **General:** Clinical/research fellows will have the opportunity to interact with PIs and post-docs across research groups, which include: 1) the Laboratories of Cognitive Neuroscience (LCN), comprising three independent labs (including the Faja, Nelson, and Arnett laboratories) dedicated to furthering our understanding of brain and cognitive development in typically developing infants and children, as well as children who have experienced adversity, and those diagnosed with or at risk for various neurodevelopmental disorders; 2) 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 3) 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 updated information regarding ongoing research studies in the division: <https://www.childrenshospital.org/research/labs/laboratories-cognitive-neuroscience-research> and <https://www.childrenshospital.org/research/labs/ddm-clinical-research-lab-research>

Clinical Activities

Postdoctoral fellows are involved in direct clinical service in the DMC, including performing diagnostic assessments on interdisciplinary teams; consulting in hospital-based and community settings; providing feedback to parents and schools; and providing short-term treatment for anxiety, mood, disruptive behaviors, social skills deficits, elimination disorders, and feeding problems. The number and variety of programs contained within the DMC generally make it possible to adapt the fellow's clinical experience to his or her learning needs and professional goals. Rotations are six months in length. The goals of rotations are to expand the knowledge base of learning, developmental, medical, and behavioral disorders and comorbid 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 supervisory and administrative skills. The DMC clinical programs available for fellowship rotations include:

- **Infant Team and Toddler Team:** Infant Team and Toddler Team serve children under the age of 2 years, and between 2 and 3.5 years, respectively. Youth seen on these teams typically present with concerns for developmental delay and/or autism spectrum disorder. Team members often include developmental-behavioral pediatricians and psychologists.
- **Preschool Team:** Preschool Team typically serves children between 3.5 and 6 years of age who present with concerns related to development, learning, and/or behavior. These children may have significant language, cognitive, social, and motor difficulties of many different etiologies. Team members often include developmental-behavioral pediatricians, psychologists, and education specialists.
- **School Team:** School Team serves youth from approximately 6 to 13 years of age with various presentations. Concerns may include those related to social, emotional, academic, and behavioral functioning. Team members often include developmental-behavioral pediatricians, psychologists, neuropsychologists, and education specialists.
- **Young Adult Team (YAT):** Youth approximately 12 to 17 years of age are typically seen through YAT and may present with concerns related to behavioral, academic, and/or emotional functioning. Team members often include developmental-behavioral pediatricians and psychologists.
- **Advocating Success for Kids (ASK) Program:** This program serves youth of all ages within two urban-based primary care centers who are referred by primary care providers. Youth are often referred 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. An interdisciplinary team approach is utilized, with developmental-behavioral pediatricians, psychologists, social workers, and educational specialists.
- **Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Program:** The LEND Team conducts comprehensive evaluation of youth of all ages. Youth seen through the LEND Team often present with developmental concerns within the context of complex medical presentations. In addition to a developmental-behavioral pediatrician and neuropsychologist, the LEND Team often has observers from various disciplines, including community advocates.

- **Adoption Team:** Adoption Team provides assessment and consultation for youth of all ages who have been adopted domestically or internationally. Common concerns presenting on this team may include long-term abuse, neglect, or a history of institutionalization. Team members often include developmental-behavioral pediatricians, psychologists, and educational specialists.
- **Down Syndrome (DS) Program:** The DS Program conducts interdisciplinary clinical evaluations of youth with Down syndrome from birth through 18 years of age. Program members work closely with children, parents, medical specialists, community physicians, and educators. The DS Program consists of a developmental-behavioral pediatrician, psychologist, neurologist, speech pathologist, physical therapist, nutritionist, dentist, and audiologist, as well as a program coordinator and resource specialist. Services provided by the psychologist on this team include consultation, assessment, parent training, and psychotherapy.
- **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 and mood in children and adolescents.

Supervision, Seminars, & Educational Activities

The DDM dedicates one half-day per 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 that focus 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. 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 and grant writing. Harvard Catalyst offers more extensive courses on topics related to clinical and translational research, responsible conduct of research, and grant writing.

Supervision is provided by the staff in the DMC Psychology Program and involves in-vivo observations as well as one-to-one meetings. 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, fellows' training needs are reviewed and discussed with the training directors. 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, Drs. Faja and Arnett are licensed psychologists and provide supervision for fellows in the Clinical-Research Track who conduct clinical research assessments within the LCN.

Positions

The DDM is offering 3-4 combined clinical/research postdoctoral fellowship positions beginning in the 2025 - 2026 training year. This is a full time, two-year training experience, with the possibility of a third year, during 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/neurodevelopmental 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; experience with evidence-based treatment and developmental disabilities; and training and competence in addressing issues of diversity and individual differences. Individuals applying will ideally have training in developmental cognitive neuroscience, although this is not required.

Questions about the DMC fellowship are best addressed via email to Kate Linnea, PhD (kate.linnea@childrens.harvard.edu) and program coordinator Rosetta Mojahed-Dacey (rosetta.mojahed-dacey@childrens.harvard.edu).

Gender Multispecialty Service

Program Overview

The Gender Multispecialty Service (GeMS) at Boston Children's Hospital (BCH) is a state-of-the-art clinical program that provides individualized, safe, and affirmative care to transgender and gender-diverse (TGD) young people and their families. BCH has been consistently rated as one of the top children's hospitals in United States for the past 10 years and the GeMS program was opened in 2007 as the first gender affirming clinic for youth in the country. We provide comprehensive medical and behavioral health care and support for children and youth between the ages of 3 and 25. We strongly believe in a team approach to care, and our interdisciplinary team includes social workers, psychologists, medical providers, and trainees across several disciplines. We train postdoctoral fellows to be leaders in clinical

care, teaching, and research. Trainees leave our program prepared to work in a variety of healthcare settings both within and outside the field of pediatric transgender health.

AT A GLANCE



OF POSITIONS
2



LENGTH OF POSITION
1 Year (with potential for 2nd)



CONTACT
gems_training@
childrens.harvard.edu

Clinical Activities

Clinical Training

The fellow will have extensive pediatric clinical training that focuses on the provision of direct clinical services to transgender and gender-diverse patients and their families within an outpatient pediatric consultation model of care. The GeMS program serves patients and families of many different races and ethnicities across the larger New England area. The fellow will primarily see patients on Medicaid and will gain experience working with under-resourced, multi-stressed family systems. Many of our patients are psychosocially complex and are coping with a range of difficulties, such as anxiety and mood-related challenges, self-harm and/or suicidality, PTSD, autism spectrum disorder, substance use, psychosis, and features of personality disorders. In addition to complicated mental health histories, many of the youth seen at GeMS also manage unsupportive and non-affirming home lives, parent divorce/separation, and/or DCF-involvement or custody.

Clinical services fellows will learn to provide, include diagnostic assessment, psychoeducation for patients and families, hormone readiness assessments, and liaising with the interdisciplinary treatment team, outpatient therapists, primary care physicians, etc. Fellows can expect to graduate from the fellowship with specific expertise in outpatient consultation, affirming services to TGD youth through an intersectional lens, and pediatric psychology in the context of complex child and family systems.

Research

The GeMS program is deeply committed to engaging in cutting-edge research with a focus on addressing health disparities that TGD youth experience and informing essential clinical guidance for providing optimal care to this population of young people. The fellow can expect that approximately 20% of their time will be dedicated to applied research under the mentorship of GeMS psychology faculty. Fellows work collaboratively with the research team to determine interests and will have the opportunity to spearhead projects, join ongoing research projects, and seek out publication. Potential research activities include study design, data abstraction and analysis, and manuscript preparation. The GeMS psychology team is engaged in multiple, ongoing original research projects that aim to help answer critical questions in the field of pediatric transgender health and aim to boost the emotional well being of TGD youth. Evidence of a research project will be expected by the end of the fellowship year.

Professional Development

Professional development is a key focus of the GeMS postdoctoral fellowship. The fellow will be provided weekly individual clinical supervision, as well as biweekly group supervision with licensed attending psychologists within the GeMS program. Fellows will also participate in weekly departmental didactic seminars and clinical rounds that discuss important and timely matters when providing pediatric mental health care services to youth of many different backgrounds and identities. There may also be opportunities for the fellow to supervise trainees and give presentations both regionally and locally about TGD mental health care. Additionally, research mentorship can be catered to meet the specific needs and goals of the fellow depending upon their unique career interests.

Positions

The postdoctoral fellowship at GeMS is a full-time, 12-month position that offers (1) specialized training in providing a range of innovative and affirming consultative psychological services to transgender and gender diverse youth; (2) research mentorship and guidance; and (3) a range of opportunities to engage in professional development and networking (e.g., presenting with GeMS psychologists at local and national conferences, participating in a multiple ongoing seminars, working with GeMS team to develop a specific-area of clinical and/or research interest). Postdoctoral fellows that graduate from the program are well-prepared to work in a variety of youth-focused healthcare settings within and outside the field of transgender health.

LGBTQ candidates, particularly those of color, and individuals with previous experience in gender affirmative care are encouraged to apply. The supervisory team is committed to building the diversity of our program for the benefit of our trainees, staff, and patients.

Applicants will be contacted in late December 2024 or early January 2025 if they are invited to virtually interview for this position.

Questions about the GeMS fellowship are best addressed via email to gems_training@childrens.harvard.edu

Program Webpage: <https://www.childrenshospital.org/programs/gender-multispecialty-service>

Leadership Education in Adolescent Health Training Program

Program Overview

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 postdoctoral 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 more than 70 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, pregnancy), all mental health diagnoses, including specialty programs for eating disorders, obesity, binge eating disorders, and internet addiction, and complex care problems, including chronic fatigue, transplant, HIV, and special health care needs.

AT A GLANCE



OF POSITIONS

1



LENGTH OF POSITION

1 Year



CONTACT

Grace Jhe, PhD
grace.jhe@childrens.harvard.edu

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 conducting evaluation and providing treatment in a primary and outpatient specialty care program that addresses a range of presenting challenges, including: depression, anxiety, trauma, ADHD, family issues, coping with chronic medical illness, substance use, and gender issues, as well as the provision of services in the multidisciplinary wellness program (health behaviors, eating behaviors, and nutrition) and eating disorder program (anorexia nervosa, bulimia, binge eating disorder, and ARFID). There are also opportunities to be trained in providing consultative evaluations for chronic fatigue or complex medical problems. 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 their 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 is Grace Jhe, PhD, who can be reached at grace.jhe@childrens.harvard.edu. The Associate Director of the LEAH Postdoctoral Psychology Fellowship is Michelle Codner, PsyD, who can be reached at michelle.codner@childrens.harvard.edu.

Program Webpage: <https://www.childrenshospital.org/departments/adolescent-and-young-adult-medicine/programs-services>

Pain Treatment Service

Program Overview

The Pain Treatment Service (PTS) at Boston Children's Hospital is a multidisciplinary program specializing in pediatric pain management. Our program is the 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 program includes an outpatient chronic pain clinic, outpatient headache clinic, intensive day hospital pediatric pain rehabilitation programs, and a pain-CBT group workshop. 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. Fellows' clinical time will be divided between 6 months in outpatient pain clinic settings and 6 months in intensive interdisciplinary pain rehabilitation programs, with involvement as a facilitator in our Comfort Ability Program workshops throughout the training year. Fellows are also able to choose a training elective in areas such as interventional pain management, young adult treatment, and inpatient care.

Position

We anticipate accepting 1 or 2 postdoctoral fellows for the 2025-2026 training year. The fellowship is a 12-month position with a primary clinical focus in the above-noted clinical care settings. Clinical hours and supervision for licensure will be provided. Fellowship activities will occur at our primary clinical site located in Brookline, MA, near the main BCH Longwood campus.

Ample opportunities exist for participation in seminars and lectures in the Psychiatry and Anesthesia Departments of Boston Children's Hospital as well as through multi-site pediatric pain psychology trainee didactic series.

Approximately 25% of the fellow's time is available for participating in ongoing research projects and/or

AT A GLANCE



OF POSITIONS

1-2



LENGTH OF POSITION

1 Year (with potential for 2nd)



CONTACT

Deirdre Logan, PhD
deirdre.logan@
childrens.harvard.edu

program development initiatives. Examples of current research opportunities include studies of virtual reality in pediatric pain care, treatment outcomes in intensive interdisciplinary pain rehabilitation, studies related to our Comfort Ability workshops, efforts to improve equitable access to pediatric chronic pain treatment, and studies of stress-based biological risk factors related to chronic pain. Development and completion of independent projects is also supported. Applicants with previous experience with and commitment to applied clinical research are preferred.

The position requires a one-year commitment. The option for a second-year advanced fellowship is available with consideration of funding and matching fellow/program interests.

Questions about the Pain Treatment Service fellowship are best addressed via email to Deirdre Logan, PhD (deirdre.logan@childrens.harvard.edu).

Program Webpage: <https://www.childrenshospital.org/programs/pain-treatment-center>

Pediatric Integrated Primary Care and Trauma and Community Resilience Center

Program Overview

We are excited to offer one full-time postdoctoral fellowship position in pediatric and child clinical psychology through a partnership between Children's Hospital Primary Care Center (CHPCC), a pediatric primary care practice housed at the main Boston Children's Hospital (BCH) campus, and BCH's Trauma and Community Resilience Center (TCRC). CHPCC is partnering with the Refugee Trauma and Resilience Core of the TCRC around Project Epic (Enhancing Pediatric Integrated Care), an initiative aimed at implementing Trauma Systems Therapy (TST) and components of its adaptation for refugees and immigrants (TST-R) to increase access and engagement of ethnocultural youth and families specifically within our primary care program. The TCRC works to support providers and service systems in delivering exceptional, effective care to refugee and immigrant youth

and their families through research, resource development, intervention development, and training. The psychology fellow will hone their skills in the delivery of a broad range of clinical services within an integrated pediatric medical home, along with specialized skills in TST/TST-R to raise the standard of care for refugees, immigrants, and other vulnerable populations.

CHPCC is a large and busy practice, serving a racially and ethnically diverse population of more than 17,000 children and adolescents, many of whom live in low-income neighborhoods of the city of Boston. The clinic caseload is characterized by a high patient disease burden and accompanying high levels of chronic and complex psychosocial stress and trauma. Our clinic is very invested in health equity and cultural responsiveness to serve the diverse needs of our patient population. Over recent years, we have engaged in a range of efforts around our behavioral health integration initiative, which involves a standardized and systemic approach to identifying, treating, and tracking behavioral health and related concerns across our patient population.

AT A GLANCE



OF POSITIONS

1



LENGTH OF POSITION

1 Year (with potential for 2nd)



CONTACT

Rachel Tunick, PhD
rachel.tunick@
childrens.harvard.edu

Position

The CHPCC/TCRC fellowship includes clinical training, and participation in seminars and lectures in the Department of Psychiatry and Behavioral Sciences and the Primary Care programs at BCH. Clinical activities include consultation with patients/families, medical providers, social workers, and other interdisciplinary staff; diagnostic assessments and delivery of brief, problem-focused treatment with patients and their families, representing a range of diversity with respect to presenting behavioral health and medical concerns, family characteristics, and sociocultural factors. The fellow will also be trained in TST/TST-R and provide clinical services as part of the Project EPIC clinical team. Our training program also affords opportunities to participate in special projects of interest (e.g., junior supervision of psychology interns; group programming; delivery of trainings or other didactic presentations with interdisciplinary staff; work with CHPCC specialty clinics, including Advocating Success for Kids [ASK], a school advocacy program, and Young Parents Program [YPP], which provides holistic healthcare for teen parents and their children).

This position is for one year, with an option for a second year, depending on funding and matching fellow and program interests. Completed applications must be received by December 16, 2024 and should be submitted through APPA CAS: <https://appicpostdoc.liaisoncas.com/>

Please feel free to contact Rachel Tunick, PhD, Director of Integrated Behavioral Health, Children's Hospital Primary Care Center, with any questions: rachel.tunick@childrens.harvard.edu.

Program Webpage: <https://www.childrenshospital.org/programs/trauma-and-community-resilience-center>

Pediatric Psychology Fellowship in Gastroenterology

Program Overview

The psychology service in the Division of Gastroenterology, Hepatology, & Nutrition at Boston Children's Hospital provides outpatient mental health assessment, consultation, and treatment services to patients diagnosed with a wide variety of gastrointestinal illnesses. By the end of the training year, the fellow will be well versed in working with patients diagnosed with chronic medical conditions. This fellowship also provides extensive exposure to many of the presenting problems commonly seen in this population of patients, some of which include adjustment to illness/diagnosis, management of acute and chronic pain symptoms, treating anxiety and/or depressive symptoms that present as a result of medical illness, and assisting families in navigating the complexities associated with parenting a child diagnosed with a gastrointestinal condition. Given this training, those who complete this fellowship will be well prepared to pursue employment as either a generalist or illness-specific pediatric psychologist in both inpatient and outpatient settings.

Referrals to the GI psychology service are made by pediatric gastroenterologists providing treatment to patients diagnosed with motility disorders and Disorders of the Gut-Brain Connection (e.g., Functional Abdominal Pain, Irritable Bowel Syndrome, Rumination Disorder, Encopresis), inflammatory bowel disease (i.e., Crohn's Disease, Ulcerative Colitis), celiac disease, and feeding disorders.

Clinical Activities

This fellowship is a 12-month position consisting of clinical training in the psychological assessment and treatment of pediatric gastrointestinal conditions. The fellow will have the opportunity to learn and implement evidence-based psychological interventions, including cognitive behavioral therapy, acceptance and commitment therapy, biofeedback-assisted relaxation training, and clinical hypnosis. It is anticipated that the fellow will receive some of this training in the context of different specialty programs within the department, including the Functional Abdominal Pain Clinic, the Growth and Nutrition Program, and the Avoidant and Restrictive Food Intake Disorder Clinic. These programs are

AT A GLANCE



OF POSITIONS

1



LENGTH OF POSITION

1 Year



CONTACT

Julie Snyder, PsyD
julie.snyder@childrens.
harvard.edu

multidisciplinary in nature and consist of a team of psychologists, social workers, nutritionists, and physicians.

Research Activities

The fellow will also have the opportunity to participate in seminars and lectures in the Departments of Gastroenterology and Psychiatry at Boston Children's Hospital. Although primarily a clinical position, approximately 20% of the fellow's time will be spent participating in ongoing, applied research projects. The nature of the research project will depend on the interests of the fellow and identified opportunities to collaborate with members of the department.

Position

One postdoctoral fellowship position is available in the GI Psychology Service. Clinical hours and supervision for licensure will be provided. Fellowship activities will occur at both our main hospital location (Boston) and at satellite locations (Waltham, Lexington, & Peabody MA).

Candidates with experience in pediatric psychology and in providing care to patients in a multidisciplinary clinic setting are encouraged to apply. Previous experience in working with patients diagnosed with gastrointestinal or chronic pain conditions is an asset but not a requirement.

Questions about the GI Psychology fellowship are best addressed via email to Julie Snyder, Psy.D. (julie.snyder@childrens.harvard.edu).

Program Webpage: <https://www.childrenshospital.org/departments/gastroenterology-hepatology-and-nutrition>

Psychiatry Consultation Service

Program Overview

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. Presentations include new diagnoses, chronic illnesses, acute medical or psychiatric crises, and difficulty coping with hospitalization, on almost all inpatient medical and surgical units at Boston Children's Hospital (BCH). In providing these clinical services, the PCS targets teaching of the consultation-liaison service model to trainees in Child and Adolescent 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 psychologists, psychiatrists, and social workers; 2 child psychiatry fellows; 3-4 postdoctoral psychology fellows; and 3-4 psychology interns. The PCS conducts over 1,100 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, as well as short-term therapeutic interventions. Clinicians work within an interdisciplinary model and collaborate with the many medical and surgical specialty and subspecialty teams, nursing, and allied health providers throughout the hospital. 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.

Positions

Three to four 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

AT A GLANCE



OF POSITIONS

3-4



LENGTH OF POSITION

1 Year



CONTACT

Imari-Ashley Isaksen, PhD
imari-ashley.isaksen@childrens.harvard.edu

Beth Logan, PhD
beth.logan@childrens.harvard.edu

fellow research seminar, and departmental didactic seminars. Postdoctoral fellows receive weekly individual supervision in addition to case-based supervision by psychology and psychiatry attendings.

Clinical Activities

Clinical activities include psychological consultation and treatment for children, adolescents, and young adults with acute or chronic medical and/or psychiatric conditions. Postdoctoral fellows will also have the opportunity to work with pediatric solid organ transplant patients, providing pre-transplant evaluations and supportive multidisciplinary care during their hospital admissions. Specific clinical services to be provided include psychiatric consultation, diagnostic assessment, and follow-up management of psychiatric concerns presenting during medical hospitalization; brief psychotherapy; coping with physical illnesses; psychoeducation for youth and their families; support for unit health caregivers; liaison with interdisciplinary 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, behavioral treatment, acceptance and commitment-based therapy, dialectical behavioral therapy-informed treatment, biofeedback-assisted relaxation training, parent management strategies, insight-oriented interventions, and interdisciplinary collaboration for end-of-life care.

Research Activities

Each fellow can expect that approximately 20% of their time will be dedicated to applied research and academic pursuits. Recent research and quality improvement opportunities have included areas of somatic symptom and related disorders, eating and feeding 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 psychology interns, medical students, and/or other trainees. In addition, fellows will have the unique experience of engaging in umbrella supervision of psychology interns during the second half of their training year.

Qualifications

Candidates with previous experience in pediatric psychology, consultation models, and collaboration within multidisciplinary settings are encouraged to apply. A strong interest and commitment to applied research is also preferred. Questions about the PCS fellowship are best addressed via email to Imari-Ashley Isaksen, PhD (imari-ashley.isaksen@childrens.harvard.edu) and Beth Logan, PhD (beth.logan@childrens.harvard.edu).

Program Webpage: <http://www.childrenshospital.org/programs/psychiatry-consultation-service>

Psychology Training Faculty

D'Angelo, Eugene J., PhD, ABPP

Chief of Psychology

University of Michigan

Pediatric Consultation; Clinical Outcomes

Tsang, Kevin, PsyD

Director of Training, Psychology

Postdoctoral Fellowship Program

Virginia Consortium Program

Consultation-Liaison Psychology, Feeding Disorders,
Somatic Symptom and Related Disorders

Ailion, Alyssa, PhD

Georgia State University

Epilepsy, Neuro-imaging

Carmody, Julia, PhD

University of Florida

Pediatric Psychology

Arnett, Anne, PhD

University of Denver

ADHD, Learning Disorders, Autism

Clark, Catherine, PsyD

Roosevelt University

Pediatric Psychology

Bancroft, Alexis, PhD

Columbia University

School Psychology

Coakley, Rachael, PhD

Loyola University Chicago

Consultation, Pain Treatment

Benson, Molly, PhD

University of Vermont

Childhood Trauma, Refugee Mental Health

Condie, Lois, PhD, ABPP

University of Nebraska

Forensic Psychology, Community Mental Health

Bernstein, Jane Holmes, PhD

University of Edinburgh

Neuropsychology; Clinical Assessment

Conroy, Caitlin, PsyD

Massachusetts School of

Professional Psychology
Pediatric Pain Psychology

Boyer, Katrina, PhD

California School of Professional
Psychology

Neuropsychology, Epilepsy

Davidson, Ryan, PhD

University of Arizona

Pediatric Psychology

Bronfman, Elisa, PhD

Boston University

Pediatric Psychology

Distel, Laura, PhD

Loyola University, Chicago

Pediatric Psychology

Driscoll, Katherine, PhD

University of Virginia
Pediatric Psychology

Ejesi, Kida, PhD

Suffolk University
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

Gambhir, Rupa, PsyD

Massachusetts School of Professional
Psychology
Pediatric Pain Psychology

Gentile, Jennifer, PsyD

William James College
Pediatric Psychology, Gender Affirming Care

Hale, Amy, PhD

University of Connecticut
Gastroenterology, Anxiety, Depression

Hanson, Ellen, PhD

California School of Professional Psychology
Pediatric Psychology

Henson, Brandi, PsyD

Yeshiva University
Pediatric Psychology

Hunt, Peter K., PhD

Boston University
Gender Affirming Care, Psychotherapy

Isaksen, Imari-Ashley, PhD

Loma Linda University
Pediatric Psychology, Consultation/Liaison

Isquith, Peter, PhD

SUNY Buffalo
Deaf and Hard of Hearing Children,
Neuropsychology

Kramer, Rebecca, PhD

Seattle Pacific University
Child Psychology

Landsman, Rachel, PsyD

Chicago School of Professional Psychology
Deaf & Hard of Hearing Children,
Neuropsychology

Linnea, Kate, PhD

University of Vermont
Neuropsychology

Logan, Beth, PhD

University of Maine
Solid Organ Transplant, Consultation/Liaison

Logan, Deirdre, PhD

University of Michigan
Pediatric Psychology, Pain

Martin, Cynthia, PsyD

Chicago School of Professional Psychology
Pediatric Psychology

Medina-DeVilliers, Sara, PhD

University of Virginia
Pediatric Psychology, Consultation/Liaison

Meyer, Elaine, PhD

University of Rhode Island
Childhood Chronic Illness

Miller, Alisa, PhD

Boston University
Trauma; Refugee & Immigrant Mental Health

Mrakotsky, Christine, PhD

University of Vienna
Neuropsychology, Cerebrovascular Disorders,
Inflammatory Bowel Disease

Nelson, Sarah, PhD

Nova Southeastern University
Pediatric Pain Psychology

Northman, Lisa, PhD

George Mason University
Pediatric Psychology, School Consultation

Petrovic, Lea, PhD

Tulane University
School Psychology and Consultation

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

Randall, Edin, PhD

Loyola University Chicago
Pediatric Pain Psychology

Rey-Casserly, Celiane, PhD, ABPP-CN

Boston University
Neuropsychology, Oncology, Latinx Assessment

Sadhwani, Anjali, PhD

Illinois Institute of Technology
Pediatric Psychology

Singer, Jayne, PhD

St. John's University
Pediatric Psychology

Smith, Allison, PhD

University of Rhode Island
Pediatric Pain Psychology

Snyder, Julie, PsyD

Nova Southeastern University
Consultation, Gastroenterology

Soccorso, Cara, PsyD

William James College
Pediatric Psychology

Solomon, Dasha, PsyD

Chicago School of Professional Psychology
Pediatric Psychology

Sullivan, Nancy, PhD

California School of Professional Psychology
Pediatric Psychology

Taylor, Alex, PsyD

California School of Professional Psychology
Neuropsychology

Tunick, Rachel, PhD

University of Denver
Integrated Behavioral Health, Primary Care

Villa, Manuela, PhD

Nova Southeastern University
Pediatric Psychology

Waber, Deborah, PhD

Yale University
Neuropsychology, Learning Disabilities,
Sex Differences

Whitcomb, Sara, PhD

University of Oregon
School Psychology and Consultation

Vega, Clemente, PsyD, ABPP

Carlos Albizu University
Neuropsychology, Epilepsy, Latinx Assessment