Mailman Center For Child Development
Department of Pediatrics
University of Miami Miller School of Medicine
Internship in Clinical Psychology with an emphasis in
Clinical Child and Pediatric Training
I. INTRODUCTION

The Mailman Center for Child Development (MCCD), Department of Pediatrics at the University of Miami Miller School of Medicine offers a pre-doctoral clinical psychology internship program with a focus in the areas of pediatric psychology and/or clinical child psychology. The program is accredited by the Commission on Accreditation of the American Psychological Association (APA, 750 First Street NE, Washington, DC 20002-4242, (202) 336-5979; (202) 336-6123 TDD). The program is designed to offer experiences with the child (and his/her family) with, or at risk for, developmental disabilities or behavioral problems due to genetic, environmental, or medical factors. Interns are encouraged to develop an individual training plan, built around core competencies defined by the faculty, in areas of special interest. There are numerous opportunities for training in the psychological aspects of traditional developmental disabilities (e.g., mental retardation, autism, and learning disabilities), pediatric psychology, child clinical psychology, lifespan neuropsychology, and prevention in at risk populations. In addition, the internship program is part of an interdisciplinary training program, and interns will work alongside professionals and trainees from pediatrics, neurology, audiology, social work, nutrition, nursing, genetics, physical therapy, speech and language therapy, and education. The following sections provide detailed information about the Mailman Center and Department of Pediatrics, the Division of Clinical Psychology, and the Internship Training Program.
II. DESCRIPTION OF THE FACILITY

The University of Miami Mailman Center for Child Development was founded in 1971 as one of 20 University Affiliated Programs (UAPs) through federal legislation enacted in the mid-1960's. This entailed a federal construction grant, against which matching funds were provided by the Mailman Foundation and by the Joseph P. Kennedy, Jr. Foundation, and an interdisciplinary training grant administered through the federal Department of Health, Education and Welfare (now called the Department of Health and Human Services, HHS). Over the past decade, the MCD's activities have been sustained by support from over 30 different federal, state and private sources. The programs of the Mailman Center now join with those of the clinical divisions of the Department of Pediatrics to form one of the largest and most diverse pediatrics programs in the United States.

The overall training mission of the Mailman Center is to prepare professionals for leadership roles in the prevention and/or management of developmental handicapping conditions. Toward this goal, the MCD has developed and maintains graduate training programs of the highest academic quality, and participates in the training of residents from the Department of Pediatrics as well as other departments within the School of Medicine.

Training is provided by academic professionals whose accomplishments attract superior graduate students and trainees in the health and health-related professions. Programs of the MCD in which these faculty participate are characterized by a balance of training, service and research.

The MCD's service programs function as primary, secondary, and tertiary prevention facilities. Primary prevention efforts serve to prevent the occurrence of abnormalities through genetic services and family planning. Secondary prevention efforts are designed to minimize handicapping effects of existing conditions through clinical programs of early detection, diagnosis, early intervention and special education. When problems occur despite these prevention efforts, a range of assessment and intervention services are also available. These activities constitute interdisciplinary services for over 5000 children and their families through some 15,000 clinic visits in the Mailman Center programs annually. This service load is considerably larger when the involvement of MCD staff and trainees in the clinical pediatrics programs at the Jackson Children's Hospital Center is considered.

A. Training Resources of the Mailman Center

The Mailman Center has a total of 120,000 square feet of functional space. It consists of an eight-story tower and an attached two-story intervention facility, the Debbie School. The administrative offices of the Department of Pediatrics, including the Chairman's office and many faculty offices, are located in the MCD. In addition, a number of MCD programs function outside the actual Center building in the pediatric outpatient clinics of the Ambulatory Care Center at Jackson Memorial Hospital (JMH), in the Jackson Children's Hospital, the Batchelor Children’s Research Institute, the Professional Arts Building, and Dominion Towers. Interns are provided office space in the Clinical Psychology suite at the Mailman Center and/or at their primary rotation site, and they have access to computer and audiovisual facilities within the Center, as well as to library facilities within the Center and on the Medical and Coral Gables campuses of the University of Miami. A number of areas are devoted to special functions that serve the training and service programs. There are three large reception areas and two large clinic waiting areas for parents and children. Sixteen medical examining rooms are designed for pediatric evaluations. Therapy rooms are designed for patient evaluations, treatment, parent interviewing and counseling. They contain one-way vision mirrors and sound monitoring systems. Live observation of clinical activities is often part of the training program.
Research suites to accommodate active research projects are available according to program needs and are used for training purposes when indicated.

B. **Administrative Organization of the Mailman Center**

The Mailman Center for Child Development is a unit of the Department of Pediatrics and the University of Miami Miller School of Medicine. The MCCD is headed by a Director who reports to the Chairman of Pediatrics and the Vice-President for Medical Affairs who, in turn, reports to the President of the University.

1. **Director, Mailman Center for Child Development**

The Director of the MCCD is responsible for all training, research and service programs of the Center, in conjunction with the Chairman of Pediatrics. The Director appoints directors of disciplines with the advice and consent of the Interdisciplinary UAP Committee. The Director is advised by a Coordinating Committee and by a Council of Advisors. The Associate Director, Administrative Director, Program Directors, Coordinators, and Discipline Directors report to the Director of the MCCD.

2. **Interdisciplinary UAP Committee**

The Interdisciplinary UAP Committee is composed of the Directors of the several Disciplines of the MCCD and is chaired by the Coordinator of Training. The Committee is responsible for planning, development, approval, evaluation and monitoring of all interdisciplinary activities of the Mailman Center.

3. **Disciplines**

Twelve disciplines are represented within the MCCD:

- Clinical Psychology
- Developmental Pediatrics
- Developmental Psychology
- Education
- Genetics/Endocrinology
- Health Administration
- Nursing
- Nutrition
- Physical Therapy
- Occupational Therapy
- Social Work
- Speech & Hearing

Each Discipline is headed by a Director who is a member of the Interdisciplinary UAP Committee. The Discipline Director is responsible to the Director of the Center for all matters related to intradisciplinary function, and to the Interdisciplinary UAP Committee for all matters related to the interdisciplinary programs of the MCCD. In addition, the Director of Clinical Psychology serves as Chief Psychologist for Pediatrics, and by extension, as Chief Psychologist for the Jackson Children's Hospital. The Director of the Internship Program reports to the Director of the Division of Clinical Psychology. A number of the programs in the MCCD are closely tied to the clinical pediatric divisions of the Department of Pediatrics, including the Divisions of Pediatric Hematology/Oncology, Adolescent Medicine, Pediatric Endocrinology, Pediatric Pulmonary Medicine, Neonatology, and the Pediatric Special Immunology program.

III. **DESCRIPTION OF THE CLINICAL PSYCHOLOGY DISCIPLINE**

A. **Intradisciplinary Program**
The discipline of Clinical Psychology provides a comprehensive training program which is designed to make a significant contribution to the understanding, diagnosis, and treatment of developmental disabilities and behavioral problems associated with genetic, environmental, and/or medical conditions of children and their families. Clinical training is provided to doctoral level clinical psychology graduate students from the University of Miami and Nova Southeastern University and to interns and post-doctoral fellows from programs across the United States and Canada. The internship program was last site visited in June of 2011 and is currently in the process of re-accreditation. The program is currently accredited (with the last site visit yielding a 7 year accreditation) by the Committee on Accreditation of the American Psychological Association (750 First Street, NE, Washington, DC, 20002-4242; 202-336-5979, 202-336-6123 TDD) as of October 2004.

To implement the Clinical Psychology program objectives, a comprehensive program offers training experiences in psychological assessment, individual and group treatment techniques, pediatric consultation and liaison, child protection, assessment and secondary prevention in at-risk populations, parent counseling, inservice training, seminars, clinical and developmental research, program evaluation, community intervention, and numerous interdisciplinary and intradisciplinary activities. The internship program is formally affiliated with the Division of Neuropsychology in the Department of Neurology, providing a focus on lifespan developmental neuropsychology. With this training background, the student is prepared to advance to further post-doctoral training, or in some cases, professional careers in pediatric psychology, child and adolescent clinical psychology, or clinical neuropsychology.

All trainees participate in supervised experiences in diagnostic, therapeutic and applied clinical research settings. The size and location of the Center enables interns to gain experience with a broad spectrum of problems in a diverse cultural, ethnic, and socioeconomic population. While the faculty represent a number of theoretical positions, the program leans toward a cognitive-behavioral/systems perspective. However, many different diagnostic and therapeutic techniques, including cognitive-behavioral, family systems, and interpersonal techniques, are taught within the program.

**B. Interdisciplinary Function**

The interdisciplinary objective of the Discipline of Clinical Psychology is to provide trainees from other disciplines with an awareness of the various roles and functions of the psychologist as an interdisciplinary team member. This interdisciplinary focus is maintained in all clinical training rotations of the internship program.
C. **Program Staff**

The following faculty and staff are the primary contributors to the program:

Veronica Accornero, Ph.D.  
- Peri-natal CARE Project

Daniel Armstrong, Ph.D., ABPP,  
- Pediatric Hematology/Oncology, Pediatric Special Immunology  
Director, Mailman Center for Child Development,  
Associate Chair, Department of Pediatrics

Susan Dandes, Ph.D.  
- Child Protection Team

Alan Delamater, Ph.D., ABPP,  
- Continuity Clinic, Pediatric Diabetes, Pediatric Pulmonary  
Director, Division of Clinical Psychology

Monica Dowling, Ph.D.  
- Interdisciplinary Developmental Evaluation Service, Psychological Assessment Service, Adolescent Medicine, Fragile X Clinic

Maria Goldman, Psy.D.  
- Pediatric Hematology/Oncology, Neurodevelopment

Michelle Berkovits, Ph.D.  
- Early Steps

Jason Jent, Ph.D.  
- Behavioral Pediatrics, Child Protection Team, Healthy Steps Program

Lynn Kerdyk, Ph.D.  
- Psychological Assessment Service, Craniofacial Team

Anai Cuadra, Ph.D.  
- Pediatric Mobile Clinic, Neurodevelopment

Neena Malik, Ph.D., Psychology Training Director  
- Behavioral Pediatrics

Elana Mansoor, Psy.D.  
- Peri-natal CARE Project

Connie Morrow, Ph.D.  
- Peri-natal CARE Project

Ruby Natale, Ph.D., Psy.D.  
- Preschool Intervention Services-Young Children At Risk

Anna Maria Patiño-Fernández, Ph.D.  
- Interdisciplinary Developmental Evaluation Service, Psychological Assessment Service, Pediatric Diabetes/Endocrine

Wendy Sulc, Ph.D.  
- Pediatric Hematology/Oncology

Winsome Thompson, Ph.D.  
- Pediatric Hematology/Oncology

Elizabeth Willen, Ph.D.  
- Pediatric Special Immunology
IV. CLINICAL PSYCHOLOGY INTERNSHIP TRAINING PROGRAM

A. Eligibility

A candidate must be enrolled as an advanced graduate student in a clinical or counseling psychology program approved by the American Psychological Association (some school psychology candidates with appropriate experience will be considered). By the beginning of the internship, candidates should have their coursework completed. It is preferable that candidates have completed all major requirements and qualifying examinations for their degree and have only the dissertation requirement to meet when beginning the internship. The intern should have a reasonable certainty of being granted the Doctorate within one year of starting the internship. Exceptions may be made for those universities who send students on their internship at an earlier level. All candidates should have a substantial amount of prior practicum supervision and other clinical experience. Applicants with strong clinical child, pediatric, or neuropsychology backgrounds are preferred. The internship program abides by the University of Miami’s policy as an Equal Opportunity/Affirmative Action Employer.

B. Funding

Between four and five internship positions will be available for 2012-2013 contingent upon availability of funding, with current support set at $22,000 for 12 months. A student health plan is offered for interns, who may also elect (and be partially reimbursed for) other health coverage. Contingent upon availability, funds for travel and/or professional development are also provided. Each position is affiliated with a specific training rotation (e.g. Division of Clinical Psychology, Division of Pediatric Hematology/Oncology, Child Protection Team, Neurodevelopment/Special Immunology). Acceptance of a position involves a 20-hour commitment to one of these funding rotations across the 12-month internship year. The remaining 20 hours/week will be spent on rotations individually tailored to meet the training needs of the intern, selected by the intern in consultation with his/her primary supervisor. Included in the remaining 20 hours/week will be one half-day a week dedicated to clinical research activities. The source of funding and 12-month rotation commitment is determined at the time offers are extended to interns, and every effort is made to match applicant interests to funding rotation. Supervision of activities in the funding position will be provided by the faculty member(s) working in the area. Work in these areas is incorporated into the training program and represents opportunity for the development of expertise in a specific area, as well as the development of long-term assessment and treatment cases.

C. Internship Requirements

Completion of the internship requires a minimum of 2000 hours of supervised clinical experience and participation in our program on a full-time basis for one full calendar year beginning September 1st. While most interns reach the maximum hour requirement prior to the official ending date (August 31), they will be expected to continue with their clinical responsibilities until that date. If illness or some other interference makes it impossible to meet the 2000 hour minimum definition of the internship by the official ending date, special arrangements will be made.
Vacation time consists of all University holidays (e.g., Thanksgiving, Christmas, New Year’s) plus two weeks of paid vacation leave.

Interns are not allowed to participate in any other outside professional activities without first being granted permission. **Clinical service of a psychological nature (e.g., private practice) to the public for a fee will not be allowed, even under the supervision of psychologists not affiliated with the training program.** This stance is taken to reduce the potential liability to the Center and University under these circumstances. Non-funded supervised clinical service of a training nature will be considered, as well as funded teaching or research positions on non-duty time. All other activities will be considered on an individual basis. In general, direct clinical service to the public, in other than a training relationship, will not be allowed.

**D. The Clinical Psychology Internship Program**

The internship year begins September 1st and ends August 31. The year begins with an orientation week, during which time faculty members present a description of the activities and requirements of each training setting. Each intern, in consultation with the training faculty, then selects a rotation schedule tailored to his/her interests and objectives. This schedule includes a 20-hour commitment to the site providing funding across the 12 months. Interns then **individually tailor a training plan** to meet specific needs beyond those addressed in the funding site rotation. Generally speaking, minor rotations last for six months and involve either half a day or a full day a week. Efforts will be made to accommodate variations in the length and time of a minor rotation experience, as long as the training plan permits the intern to acquire all the core competencies of the internship program. The Training Director will be responsible for making the necessary logistical arrangements in order to accommodate each intern’s individual training needs. Intern training plans may be modified when necessary, as training needs of the intern and/or the program may change.

The intern will also be expected to attend a weekly assessment and treatment seminar and a weekly professional development/Director's Meeting. A special series on ethics and another on multi-cultural issues are also required and are often folded into the weekly assessment and treatment seminar. Didactic sessions will focus on assessment, treatment, and professional development issues. Other seminars affiliated with the interdisciplinary training program (e.g., Interdisciplinary Web Course and Mailman LEND Conference) are also required. Many other rotational (e.g., neuropsychology seminar, hem/onc neuropsychology rounds), departmental (Dept. of Pediatrics Teaching Conference, Grand Rounds) and inter-departmental (Dept. of Psychology-Mailman Center Information Exchange) educational experiences are also available.
At the beginning of the internship year, each intern will select one faculty member to serve as his/her primary training supervisor. Usually, the primary supervisor is the supervisor of the intern's funding rotation, but may be any one of the full-time clinical psychology faculty in the Department of Pediatrics. The primary supervisor will be responsible for monitoring the intern's program and insuring that the intern's educational needs are being met. Supervision will be provided by the intern's primary supervisor as well as rotation supervisors. Intern supervisors will also meet on a regular basis to assess the interns' progress and to facilitate the training experience. Along with the ongoing feedback from supervisors, formal written evaluation of the interns is completed at the end of each rotation experience, or at 6-month intervals for on-going rotations. A composite written evaluation is prepared and forwarded to the intern’s University Director of Training at mid-year (February) and at the conclusion of the internship (August). Each intern is also expected to provide periodic feedback regarding training experiences as well as a formal written evaluation at the conclusion of the internship year.

E. **Application Procedure**

Our application deadline is NOVEMBER 1ST. The APPIC Application for Psychology Internship (AAPI), available at the APPIC Web site, will be what we are using, similar to all other APPIC internships, and can be accessed at: http://www.appic.org.

Interviews are not a requirement for selection but are encouraged. The primary reason for an interview is to allow both the internship faculty and you to evaluate the degree to which the Mailman Center internship is a good fit for you. We are committed to "happy interns," and believe that a personal interview will help to maximize the fit between the intern and our program. We hold three Open House interview days *(by invitation)* in early January for this purpose. During these Open Houses potential interns have the opportunity for a general orientation to the program, as well as personal interviews with internship faculty and current interns. The tentative dates for this year's open houses are:

- Thursday January 5, 2012
- Tuesday January 10, 2012
- Friday January 13, 2012

Applications will be reviewed by members of the Internship Selection Committee and invitations to attend one of three Open House Interviews will be extended no later than December 15th. In an effort to maximize the Open House experience for all involved, and to limit unnecessary travel costs for applicants, only those applicants for whom this program appears a good fit will be invited to attend the Open House.

Because our faculty are all actively involved in clinical service, teaching, and/or research and have commitments to programs and current interns and practicum students, we are forced to limit visits to MCCD to these Open House dates. Therefore, except in the most extreme circumstances (e.g., an applicant is pregnant and due to deliver in early January), we are unable to schedule individual interviews. However, the faculty makes a commitment to the Open House process, and will be available to meet with interns on these dates.

F. **Intern Selection**

All applications are reviewed and discussed by the Clinical Psychology Intern Selection Committee. Telephone interviews may be conducted in lieu of Open House interviews when necessary for those applicants invited to attend an Open House. By the end of January applicants will be ranked and preliminary decisions made concerning selection. Interns are selected according to the procedures set forth by APPIC. Written confirmation of all acceptances is required.
Selection Timeline

November 1, 2011                     All Application Materials Due
December 15, 2011                    Invitations to Attend Open House Issued
January 5, 10, 12, 2012             Open Houses – Tentative Dates
February 8, 2012                    Ranking Lists Submitted (Phase I)
February 24, 2012                    Match Results Released (Phase I)

THIS INTERNSHIP SITE AGREES TO ABIDE BY THE APPIC POLICY THAT NO PERSON AT THIS TRAINING FACILITY WILL SOLICIT, ACCEPT, OR USE ANY RANKING-RELATED INFORMATION FROM ANY INTERN APPLICANT.

V. GOALS AND OBJECTIVES OF THE INTERNSHIP EXPERIENCE

The Internship Program at the Mailman Center for Child Development offers a variety of training opportunities in child clinical psychology, pediatric psychology, and developmental neuropsychology. While our program is structured to permit the development of an individual educational plan (IEP) to meet the interests and goals of each intern, we also expect that all interns will develop certain basic skills and knowledge consistent with the philosophy of the program. There are three aspects of this philosophy. The first is an interdisciplinary developmental focus, consistent with that of the Mailman Center. The second is an intradisciplinary clinical child/pediatric focus, based on the Hilton Head Conference for the Training of Clinical Child Psychologists (1985). Within this framework, we expect each intern to gain experience in clinical/developmental assessment, intervention, prevention, and consultation while working alongside professionals from other disciplines. The third is a multi-cultural diversity focus, acquiring skills to work with individuals from a variety of cultural and economic backgrounds. Within each of these areas, we further expect that each intern will acquire basic knowledge and skills that reflect this training emphasis. These basic competencies and the mechanisms by which they may be obtained are outlined in Table 1.

Table 1
Areas of Minimum Competency and Rotations Providing These Experiences

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<thead>
<tr>
<th>Competency Area</th>
<th>Basic Skill</th>
<th>Rotations where Experience Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Administer and interpret child test battery, consisting of intellectual,</td>
<td>Adol Med, CPT, Hem/Onc, IDES,</td>
</tr>
<tr>
<td></td>
<td>academic, and emotional/behavioral components. Produce integrated, written</td>
<td>Neuropsych, ND, PAS, Peri CARE, PP,</td>
</tr>
<tr>
<td></td>
<td>report. Conduct an intake interview complete with developmental and family</td>
<td>ASAC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adol Med, BCH, &amp;C, CP, CPT, DIA, ES,</td>
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<tr>
<td></td>
<td></td>
<td>Hem/Onc, HS, IDES, Neuropsych, ND,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PAS, Peri CARE, PP, VAN, ASAC, PMCOPE</td>
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</tbody>
</table>

10
<table>
<thead>
<tr>
<th>Intervention</th>
<th>Adol Med, BP, CP, DIA, Hem/Onc, HS, PP, VAN, PMCOPE</th>
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<tbody>
<tr>
<td>Develop and implement behavioral intervention for child non-compliance, anxiety, and disruptive behavior. Evaluate.</td>
<td></td>
</tr>
<tr>
<td>Develop and implement intervention for behavioral problem associated with a medical condition.</td>
<td></td>
</tr>
<tr>
<td>Develop and implement intervention for parent or family problem associated with child problem.</td>
<td></td>
</tr>
<tr>
<td>Prevention</td>
<td>Adol Med, BP, CC, CP, CPT, DIA, Hem/Onc, HS, PP, VAN, PMCOPE</td>
</tr>
<tr>
<td>Participate in early intervention or anticipatory guidance program for children/families at risk for later developmental or behavioral problems.</td>
<td></td>
</tr>
<tr>
<td>Consultation</td>
<td>Adol Med, BP, CC, CP, CPT, DIA, Hem/Onc, PP, VAN, PMCOPE</td>
</tr>
<tr>
<td>Serve as a consultant to a pediatrician on at least one case involving a behavioral problem associated with a medical condition.</td>
<td></td>
</tr>
<tr>
<td>Consult with school on at least one case involving appropriate educational placement.</td>
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</tbody>
</table>

Adol Med=Adolescent Medicine Service, ASAC = Autism Spectrum Assessment Clinic; BCH = Beach Clinic, BP=Behavioral Pediatrics Clinic/Child, Adolescent, and Family Therapy Service, CC=Continuity Clinic, CP=Cleft Palate Craniofacial Team, CPT=Child Protection Team, DIA=Diabetes, ES = Early Steps Program, Hem/Onc=Pediatric Hematology/Oncology Service, HS = Head Start, IDES = Inter-disciplinary Evaluation Service, Neuropsych=Neuropsychology Service, Dept. of Neurology, ND = Neurodevelopment, PAS=Psychological Assessment Service, Peri CARE=Perinatal CARE Program/Neonatology, PP=Pediatric Pulmonary Medicine, VAN=Pediatric Mobile Clinic; PMCOPE= Pediatric Medical Coping Clinic

Beyond the specific minimum competencies listed above, there are several other expectations for interns.

1. At least 75% of the intern's experience will be in child-related activities.
2. The internship will be structured so that each intern gains experience with a population diverse in terms of age, gender, socioeconomic background, ethnic origin, and presenting problems.

3. An individual education plan (IEP) will be developed for each intern at the beginning of the internship year and reviewed periodically throughout the year.

4. In accordance with the pediatric nature of the internship setting, all interns will be required to participate in at least one child health training rotation. Child health rotations include, but are not limited to: Adolescent Health Psychology; Cleft Palate Craniofacial Clinic, Pediatric Hematology/Oncology Service; Pediatric Pulmonary Medicine Service; Neurodevelopment Program; Perinatal CARE Project.

5. In accordance with the assessment competencies, each intern will be expected to conduct a minimum of one assessment a month through PAS.

6. It is strongly encouraged that research be incorporated into the intern's training program. In this regard, up to 4 - 6 hours per week (1/2 day) will be set aside for an intern's research and professional activities.

7. Given the interdisciplinary nature of the Mailman Center, each intern will be required to participate in at least one major interdisciplinary training rotation during the internship year. Experience in interacting with professionals from other disciplines is viewed as a critical aspect of professional training, and one that is typically unavailable on a pre-internship level.

VI. DESCRIPTION OF TRAINING ROTATIONS

An overview of the major training rotations available at the Mailman Center:
**Major Training Components of Internship**

In the following sections, descriptions of the rotations currently associated with intern funding are provided first (A, B, C, and D), with other rotations following.

**A. Division of Clinical Psychology Rotations**

The intern funded by the Division of Clinical Psychology will spend a total of 20 hours per week for the 12 months of internship in activities associated with the Division. Approximately 10 hours per week will be spent in assessment related activities and 10 hours per week in intervention related activities. Other interns may select one or more of these rotations for a major rotation.

It is expected that all interns (program requirement) will spend at least 8 hours per month with either the Psychological Assessment Service or Interdisciplinary Developmental Evaluation Service for the 12 months of internship.

**Clinical Psychology Assessment Rotations**

Psychological Assessment Service (PAS)

This service provides experience in psychological, psycho-educational, and neuropsychological evaluation of children. Children are referred from other clinics in the Mailman Center and Department of Pediatrics, as well as from the Dade County Schools, community agencies, and private referral sources. Cases are varied in terms of ethnic background, SES, presenting problem, and age range (i.e., infancy through adolescence). Evaluations may include testing, family and school interviews, observations, consultation with other allied professionals, formal communication of findings to parents and other appropriate parties, and follow-up on treatment recommendations.

*Supervisors: Monica Dowling, Ph.D., and Lynn F. Kerdyk, Ph.D.*
Interdisciplinary Developmental Evaluation Service (IDES)

IDES in an interdisciplinary assessment service involving trainees from clinical psychology, audiology, pediatrics, speech and language, nutrition, social work, physical therapy, and education. Interns will have the opportunity to coordinate psychological assessments of developmentally and medically complex children with professionals from these various disciplines, resulting in comprehensive recommendations for intervention or follow-up. Psychology interns have the opportunity to supervise clinical psychology graduate students on assessments. In addition, supervised opportunities for administration and leadership development are available for trainees at the pre-doctoral intern level.

*Supervisors: Monica Dowling, Ph.D., Anna Maria Patino-Fernandez, Ph.D.*

Clinical Psychology Intervention Rotations

Behavioral Pediatrics Clinic

The intern funded by the Division of Clinical Psychology will participate in the Behavioral Pediatrics Clinic throughout the internship year. In this clinic psychologists and physicians work together to diagnose and treat a variety of common childhood behavioral problems, including ADHD, ODD, conduct disorder, exposure to trauma and violence, anxiety disorders, depression, difficulties with divorce, self-esteem issues, Asperger’s, enuresis and encopresis, developmental delay, and other psychological and psychosocial issues in child development and functioning. This is the Psychology Division’s outpatient treatment clinic, with an interdisciplinary focus. Interns are not only involved in patient care, but also take an active part in training pediatric residents in behavioral issues.

*Supervisors: Neena Malik, Ph.D., Jason Jent, Ph.D.*

B. Division of Pediatric Hematology/Oncology Rotation (Hem/Onc)

Interns have the opportunity to participate on a multidisciplinary team of physicians, nurses, social workers, child life specialists, laboratory technicians, and psychologists caring for children with cancer, sickle cell disease, hemophilia, and related blood disorders. Trainees from
other disciplines are also involved in this rotation. Clinical activities occur both in outpatient and inpatient settings, and involve children of diverse ethnic, age and SES groups. The pediatric psychology service is based on a scientist-practitioner model, with intensive clinical and research activities occurring simultaneously. Activities include:

a. General consultation in the clinics of the Division of Pediatric Hematology/Oncology, the University of Miami Sickle Cell Center, and the Comprehensive Hemophilia Center. Interns participate in twice weekly team rounds, as well as weekly pediatric psychology rounds. Monthly long-term cancer survivor clinics, as well as staff mortality/morbidity conferences held to discuss staff approaches to dying children and their families are held. Cases range from pain management to complex family dysfunction, and provide experiences in behavioral intervention and primary prevention of long-term psychological adjustment problems.

b. Consultation with pediatricians and nurses in the management of pediatric inpatient cases (e.g., anticipatory nausea, vomiting, pain management). Interns will also participate in hospital rounds with the inpatient attending physician and residents assigned to the Hem/Onc team.


d. Neuropsychological assessment of cancer, hemophilia, and sickle cell patients. Participation in a monthly multidisciplinary neuro-oncology clinic, school placement conferences, consultation to schools, and the development of school re-entry programs may also occur.

e. Consultation, assessment, and treatment before, during, and after bone marrow transplantation.

Supervisors: Winsome Thompson, Ph.D.

C. Neurodevelopment/Special Immunology

This rotation provides extensive opportunity to conduct neurodevelopmental evaluations of school-aged children who are infected with HIV. The project is part of a longitudinal study examining the long-term effects of pediatric HIV infection. As part of this project children receive repeated neuropsychological evaluations and interns will gain experience integrating serial evaluations of children with complex neuropsychological profiles. Interns will also consult with members of the multi-disciplinary team (e.g. pediatric immunologists, nurses, case managers) providing health care services to these children. Service provision occurs primarily in an outpatient clinic setting. The patient population is largely low income and minority, although there is diversity with respect to ethnicity. Opportunities for school consultation are also available. Involvement with patients served by the Division of Hematology/Oncology will also occur on this rotation, although to a lesser extent.

Supervisor: Elizabeth Willen, Ph.D.
D. Child Protection Team (CPT)

The Child Protection Team is a state funded program to assist the Department of Children and Families (DCF), Florida’s child protective service agency, in the detection and evaluation of suspected child maltreatment. This interdisciplinary team is made up of pediatricians, nurses, case workers, and psychologists who collaborate in the assessment of children and families referred due to allegations of child sexual, psychological, or physical abuse or neglect. Child witnesses to domestic violence are also referred. Psychological evaluations of maltreated children and/or their family members are conducted to document abuse history, assess the child’s capacity to provide court testimony, and make recommendations concerning visitation, placement, and treatment needs. In addition, trainees may elect to participate in inter-agency staffings and observe court proceedings.

Supervisors: Susan Dandes, Ph.D., Jason Jent, Ph.D.

E. Division of Pediatric Pulmonary Medicine/Cystic Fibrosis Program

The Division of Pediatric Pulmonary runs a comprehensive program in cystic fibrosis and asthma based in the Batchelor Children’s Research Institute. The intern choosing this rotation will have the opportunity to work with children, adolescents, and adults of all ages with cystic fibrosis, asthma, and chronic lung disease on issues centering around compliance with medical regimens, coping with the demands of the disease, and other psycho social issues involved with chronic illness. Individual and family based intervention opportunities exist, both in outpatient clinic and inpatient medical settings. The intern may also have the opportunity to participate in behavioral research based in this clinic.

Supervisor: Alan Delamater, Ph.D

F. Perinatal Chemical Addiction, Research, and Education Program (Perinatal CARE Program)

The primary goal of the Perinatal CARE Program is to conduct research and provide integrated health care, developmental, and social services to indigent, high-risk infants and children with parents who have substance abuse/mental health problems. There are multiple grant-funded projects being conducted within the Perinatal CARE Program. A variety of assessment experiences are available, with a heavy emphasis on developmental and psychoeducational research evaluation of children. Clinical opportunities include providing structured interventions (e.g. grandparents’ support group, mother-infant therapy groups, parenting education classes), conducting individual/family therapy, and consulting with physicians and patients in outpatient pediatric clinical and the NICU. In addition, interns interested in the research aspects of the program are encouraged to become involved.

Supervisors: Connie Morrow, Ph.D., Veronica Accornero, Ph.D., Elana Mansoor, Ph.D.
G. Preschool Interventions with At Risk Young Children

Opportunities on this rotation include conducting on-site dyadic therapy within YWCA child care centers with children ages 0-5 at risk due to poverty. A structured therapy program in which interventionists alternate between dyadic, parent-child therapy and individual parenting sessions with parents is conducted. Therapy is conducted on site at the YWCAs, which are generally clustered around the medical campus. Supervision is held on-site in the childcare centers. Group supervision is held bi-monthly and includes specialized training in the area of therapy with a birth-5 population.

_Supervisor: Ruby Natale, Ph.D., Psy.D._
Each intern will consult in a pediatric primary care continuity clinic (approximately 3 hours/week) for the internship year (required experience).

The Continuity Clinic is a well-child care clinic staffed by pediatricians and pediatric interns and residents. Continuity clinic meets 5 afternoons a week and the intern is given the opportunity to teach and/or consult on a variety of common behavior problems encountered by pediatricians.

The Department of Pediatrics also has a large van, staffed by an attending physician, pediatric house staff, psychology staff, and nursing that provides primary pediatric services to high risk community areas. Screening, crisis counseling, and some extended interventions are components of this project. This project focuses on providing services to children and families in South Dade severely affected by Hurricane Andrew and to inner city neighborhoods with limited medical resources.

Supervisors: Alan Delamater, Ph.D. (Continuity Clinic), and Anai Cuadra, Ph.D. (Community Van Project)

Division of Adolescent Medicine

The Division of Adolescent Medicine provides opportunities for psychological assessment and treatment of adolescents and families of adolescents who receive their medical care from physicians in this division and other physicians throughout the University of Miami/Jackson Memorial Medical Center. Patients referred for behavioral and psychological problems, of both medical and traditional adolescent nature, are seen in the following settings: an inpatient medical setting, several medical clinics (e.g., HIV/AIDS, Chronic Illness, Ob/Gyn) and traditional outpatient. Treatment modalities include individual, couple, family, and group. The objective in patient assignment is to provide interns with experience in treating as wide a
variety of cases as possible in order to facilitate increased flexibility and breadth in the clinical repertoire.

The rotation objectives include a) developing a working knowledge of the field of Pediatric/Adolescent Health Psychology, including the role of the psychologist as a multidisciplinary team consultant and psychopathology from a developmental perspective; b) examining a number of behavioral and psychological problems that emerge in the adolescent population (e.g., depression, conversion disorder), along with specific management techniques that may be effective; c) developing special skills in psychological interventions for adolescent medical inpatients and outpatients (e.g., pain management, non-adherence to medical regimens); d) exploring theory-driven and empirically-based case formulations and treatment plans derived directly from such formulations; and e) applying this knowledge in the assessment and management of a wide variety of clinical cases. The model of a health psychologist as a practitioner, researcher, consultant, and educator is strongly emphasized.

*Supervisor: Monica Dowling, Ph.D.*

**Early Steps (ES)**

This program serves graduates of the Newborn Intensive Care Unit who are screened at planned periodic intervals for developmental progress by a multidisciplinary team as well as children felt to be at-risk for developmental delay. This is a diverse clinic focusing on African-American, Haitian, Hispanic, and Caucasian children ages 2 weeks to 3 years of age, though the primary emphasis is on infants. This program operates five half-days per week and serves as the link between the Newborn Intensive Care Program, the Center, and community intervention programs. A rotation with ES allows opportunities for developmental assessment of infants and children exposed to multiple medical and socio-economic risk factors. Assessments of children with mental retardation, developmental delay, and emotional problems are typically included in the ES experience. Experience with creating family service plans (FSP) is provided in a multi-ethnic setting.

*Supervisor: Michelle Berkovits, Ph.D.*

**Pediatric Medical Coping Clinic**

The Pediatric Medical Coping clinic has been established as a distinct therapy clinic for children and families whose children have medical diagnoses. Diagnoses can include diabetes, other endocrine disorders, cancer, sickle cell anemia, cleft palate, organ failure and transplantation, and other diagnoses. Issues can include a breadth of psychosocial and adjustment issues as well as specific medical issues such as pain management, adherence, pill swallowing difficulties, and other overlapping medical, interpersonal, and psychosocial difficulties.

*Clinic Coordinator: Anna Maria Patino-Fernandez, Ph.D.*

**Pediatric Obesity Clinic**

The Pediatric Obesity Clinic meets bi-weekly (Wednesday afternoons). Alternate weeks involve assessment of new patients and follow-up appointments for established patients. The
Intern will assist with psychological assessment of children, screening and interviewing for determination of psychological adjustment, and will also conduct assessments of physical activity. The intern will also assist with conducting family-based weight control interventions. Interventions may also be conducted on an individual family basis. Time commitment is one day per week, including supervision.

**Supervisor:** Anna Maria Patino-Fernandez, Ph.D.

**Diabetes/Endocrine**

The diabetes/endocrine rotation provides opportunities to work with children and families of children with diabetes and other endocrine disorders. Interns serve as members of a multi-disciplinary team providing comprehensive health care. Services are provided through outpatient medical specialty clinics, inpatient consultation, as well as outpatient psychotherapy. Interns can also participate in a group for adolescents with diabetes. Opportunities for research involvement are also possible on this rotation.

**Supervisors:** Anna Maria Patino-Fernandez, Ph.D., Alan Delamater, Ph.D.

**Cleft Palate Craniofacial Team**

This multi-disciplinary team meets three times a month and provides services to children and families of children with craniofacial differences including cleft lip and/or palate and craniofacial syndromes. Team members include disciplines such as genetics, plastic surgery, dentistry, speech and language, and nutrition. Opportunities exist to participate as part of the multi-disciplinary assessment team as well as to provide outpatient psychotherapy. Common clinical issues including learning disorders, behavioral difficulties, self-image concerns, and peer relationship difficulties.

**Supervisor:** Lynn Kerdyk, Ph.D.

**Division of Neuropsychology, Department of Neurology Rotation**

The Division of Neuropsychology in the Department of Neurology has faculty with specialties in developmental neuropsychology, as well as a number of post-doctoral fellows. The intern choosing this rotation will receive a firm grounding in the conceptual and practical aspects of neuropsychological assessment and rehabilitation. Cases are largely adult, and include individuals with HIV infection, Parkinson's Disease, brain tumors, and other neurological disorders, although experience with a pediatric population is also provided. Regular neuropsychology seminars are held, and the intern is encouraged to participate in other conferences held in the Department of Neurology.

**Supervisor:** Bonnie Levin, Ph.D.

**Note:** Previous interns recommend that at least 6 months be devoted to this rotation on a 20 hour/week basis for an optimal training experience.
Conferences and Seminars

**Required:**

**Weekly Assessment and Treatment Seminar**

Each week an hour-long assessment and treatment seminar is held, which all interns are required to attend. This seminar focuses on didactic material related to child and family assessment, psychopathology, intervention, and ethical and professional issues. The seminar provides an informal forum for interchange between students and faculty. During this time, interns have the opportunity to interact with graduate students from the University of Miami and Nova University, as well as with other doctoral trainees at the MCCD.

**Director's Meeting**

Interns meet as a group every 2 weeks with the Director of Internship Training to discuss progress and issues related to the internship experience. During these meetings, plans for future training/jobs are discussed and common experiences shared with the group. This meeting also functions as an informal time for the interns to meet with one another with no set didactic agenda.

**Professional Development**

Interns meet every 2 weeks (alternating with the Director's Meeting) with members of the training faculty to discuss issues related to professional development. This includes preparing a curriculum vita, applying and interviewing for jobs, preparing a research presentation, writing a grant proposal, and issues related to a variety of career choices. Professionals outside the training program are sometimes invited to attend these meetings. Some sessions also function as a journal club to review current published studies relevant to professional development in the field of clinical child and pediatric psychology.

**Special Series**

Early in the training year, interns will participate in a 5-week series on ethical issues and a 5-week series on issues related to cultural, ethnic, and gender diversity.

**Interdisciplinary Web Course**

Interns will complete modules from a web based interdisciplinary seminar which addresses the core knowledge competencies expected of Mailman Center multidisciplinary trainees. This seminar covers topics such as family centered care, cultural competency, self-determination, and interdisciplinary treatment.

**Student-Faculty Interdisciplinary Conference**

Interdisciplinary conferences are held on Fridays. A schedule of conference topics is posted in advance. This conference enables trainees to become acquainted with research and clinical ideas from prominent local, national and international scholars in various fields.
**Clinical-Child/Pediatric Information Exchange**

Meetings are periodically held for faculty, interns and other trainees to present and discuss research and clinical projects in the areas of clinical-child, pediatric/health, and developmental psychology. This research seminar is jointly attended by faculty and students from both the Mailman Center/Pediatrics and Department of Psychology at the Coral Gables Campus.

**Other Seminars:**

Several training rotations offer specialty seminars that are open to all interns. These include a weekly neuropsychology seminar in the Division of Neuropsychology. Weekly seminars are also offered through the Department of Pediatrics and the Division of Child and Adolescent Psychiatry that may be of interest to interns. These meetings are often held at the Mailman Center. In addition, the Veteran's Administration Medical Center (one block from the Mailman Center) offers an extensive series of clinical seminars that are open to Mailman Center interns.

**Research**

Participation in research projects is strongly recommended and is available with a variety of child populations, ranging from infancy through adolescence. All faculty are involved in ongoing research projects, and research activities are available in most clinical settings. Many interns use time set aside for research to complete dissertations; however, others choose to become involved in ongoing projects or, in some cases, self-initiated projects. Intern involvement at any level is supported, based on intern needs and interests.

Some of the current and anticipated research projects include pain management with hematology/oncology patients; impact of hypoglycemia on cognitive development of young children with diabetes, parent training in pediatric oncology and sickle cell; quality of life assessment in pediatric oncology; neuropsychological aspects of pediatric sickle cell disease; medical compliance in chronically ill and developmentally disabled children; assessment of cocaine exposed infants; neurodevelopmental assessment of children with HIV infection; psychological impact of child abuse and neglect; social and emotional development of young children exposed to trauma and violence; family functioning and risk behaviors in gay youth.

**VII. POST-DOCTORAL TRAINING**

The Division of Clinical Psychology has three, NIH-funded research post-doctoral fellowships in pediatric psychology. These fellowships are designed for trainees to develop their research skills in pediatric psychology and provide opportunities for research mentorship by faculty at the University of Miami with established research careers. There are also always other faculty with grants that include other clinical and research postdoctoral opportunities, as well. Our postdoctoral training program is APPIC certified. The fellowship provides a strong didactic component and opportunity for clinical work as well. The APPIC website has a site for our postdoctoral brochure.
VIII. FACULTY AND STAFF

Faculty of the Mailman Center hold primary academic appointments within the University of Miami. Most hold their primary appointments in the Department of Pediatrics, and many hold secondary appointments in departments representing their disciplinary identity. Others hold primary appointments in other departments of the University with secondary appointments in Pediatrics. All faculty members must meet the academic qualifications established by the University for similar positions in other departments of the University. Thus the commitment of the MCCD to the academic standards and goals of the University is assured.

A. Administrative Faculty - Mailman Center and Department of Pediatrics

Steven Lipshultz, M.D.  Professor, Pediatrics;  Chairman, Department of Pediatrics

Daniel Armstrong, Ph.D., ABPP  Director, Mailman Center for Child Development  Professor, Pediatrics and Psychology,  Associate Chair, Department of Pediatrics

B. Psychology Faculty at the Mailman Center

Clinical Psychology

Veronica Accornero, Ph.D.  Assistant Professor, Pediatrics
Anai Cuadra, Ph.D.  Assistant Professor, Pediatrics
Susan Dandes, Ph.D.  Associate Professor, Pediatrics and Psychology

Alan Delamater, Ph.D., ABPP  Division Director, Professor, Pediatrics and Psychology

Monica Dowling, Ph.D.  Assistant Professor, Pediatrics
Maria Goldman, Psy.D.  Assistant Professor, Pediatrics
Michelle Berkovits, Ph.D.  Assistant Professor, Pediatrics
Jason Jent, Ph.D.  Assistant Professor, Pediatrics
Lynn Kerdyk, Ph.D.  Assistant Professor, Pediatrics
Connie Morrow, Ph.D.  Research Associate Professor, Pediatrics
Neena Malik, Ph.D.  Psychology Training Director, Pediatrics
Elana Mansoor, Psy.D.  Assistant Professor, Pediatrics
Ruby Natale, Ph.D., Psy.D.  Assistant Professor, Pediatrics
Anna Maria Patino-Fernandez, Ph.D.  Assistant Professor, Pediatrics
Wendy Sulc, Ph.D.  Assistant Professor, Pediatrics
Winsome Thompson, Ph.D.  Assistant Professor, Pediatrics
Elizabeth Willen, Ph.D.  Assistant Professor, Pediatrics

Associated Clinical Faculty-Division of Neuropsychology

Bonnie Levin, Ph.D.  Associate Professor, Neurology and Psychology  (Division Director)

C. Associated Faculty in the Department of Psychology
Michael Alessandri, Ph.D.  Clinical Professor, Psychology, and Director, CARD Program

Jennifer Durocher, Ph.D.  Clinical Assistant Professor, Psychology

Melissa Hale, Ph.D.  ASAC Program, Psychology

Amy Beaumont, Psy.D.  ASAC/CARD Programs, Psychology

Jill Ehrenreich May, Ph.D.  Assistant Professor, Psychology

Annette LaGreca, Ph.D.  Professor, Psychology and Pediatrics

Kristin Lindahl, Ph.D.  Associate Professor, Psychology

Alexandra Quittner, Ph.D.  Professor, Psychology

Pat Saab, Ph.D.  Associate Professor, Psychology (Health)

A HAPPY INTERN CLASS!