Internship Program in Clinical Child and Pediatric Psychology

MAILMAN CENTER FOR CHILD DEVELOPMENT
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, clinical child psychology, and/or forensic psychology. The program is accredited by the Commission on Accreditation of the
Interns develop an individual training plan with the Director of Training, 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., genetic disorders, autism, and learning disabilities), pediatric psychology, child clinical psychology, neurodevelopment, and assessment 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, 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.
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 MCCD'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 MCCD 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 MCCD in which these faculty participate are characterized by a balance of training, service and research.

The MCCD'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 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 MCCD staff and trainees in the clinical pediatrics programs at the Jackson Holtz Children's Hospital is considered.
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 MCCD. In addition, a number of MCCD 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 Holtz Children’s Hospital, the Batchelor Children’s Research Institute, the Professional Arts Building, and the Clinical Research Building. 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 video monitoring systems. Live observation, video review, and video feed of clinical activities are 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.
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 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. Interprofessional Steering Committee

The committee is composed of the Leaders of five Interprofessional Collaboratives (i.e., Neurodevelopment Intervention Science, Neurodevelopment Discovery Science, Community Wellness, Lifespan, and Promoting Behavioral Health) and Directors of Research, Clinical Services, Training, and Community Engagement. The committee is chaired by the Director of the Mailman Center. The Committee is responsible for planning, development, approval, evaluation and monitoring of all interprofessional activities of the Mailman Center.

3. Disciplines

Twelve disciplines are represented within the MCCD:

Clinical Psychology
Nursing
Developmental Pediatrics
Nutrition
The Director of Clinical Psychology serves as Chief Psychologist for Pediatrics. 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.
The discipline of Clinical Psychology provides a comprehensive training program which is designed to support the development of profession-wide competencies in Health Service Psychology as well as specific competencies in child clinical and pediatric psychology. Training also focuses on making 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, Florida International University, and Nova Southeastern University and to interns and post-doctoral fellows from programs across the United States. The program is currently accredited (with the last site visit in June of 2011 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 experiential and didactic training experiences in psychological assessment, evidence-based treatment techniques, pediatric consultation and liaison, child protection, assessment and secondary prevention in at-risk populations, parent counseling, in-service training, seminars, clinical and developmental research, program
evaluation, community intervention, and numerous interdisciplinary and intradisciplinary activities. 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.
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.

One aspect of interdisciplinary training is the Leadership Development in Neurodevelopmental Disabilities (LEND) Program. The LEND training program is designed to prepare future leaders to apply advanced clinical knowledge and skills to maternal and child populations with or at risk for neurodevelopmental and related disabilities. Graduate and postgraduate students, otherwise known as trainees from many disciplines have the opportunity to obtain advanced training in their discipline.

Educational Goals

In addition to discipline specific training, trainees also have the opportunity to gain:

1. Knowledge about neurodevelopmental disabilities and the assessment, treatment, and prevention approaches used by the trainee’s discipline, and demonstration of clinical skills consistent with those expected of someone at the trainee’s level of training.

2. Knowledge about (a) interdisciplinary approaches to assessment, treatment, and prevention, (b) interdisciplinary approaches to family-centered and culturally competent care, and demonstration of the skills necessary to conceptualize clinical cases from an interdisciplinary perspective and develop evidence-based assessment and intervention approaches within an interdisciplinary context.

3. Knowledge about (a) the role of research in interdisciplinary care, (b) how to access research findings using current tools, (c) methodological approaches to research in the field of
neurodevelopmental disabilities, and for advanced trainees, (d) skills in planning and conducting research and in disseminating research findings.

4. Knowledge about (a) systems that affect care delivery to children with NDD and SHCNs, (b) strategies used to evaluate, modify, and create systems of care delivery, (c) leadership skills necessary to affect systems of care, and (d) leadership skills needed to develop new and/or improved models of care delivery.

At all levels of this program, trainees are expected to acquire knowledge and skills related to working with individuals of diverse ethnicity, language, culture, socioeconomic status, and to become aware of the variety of care delivery systems and health care financing systems that affect children with NDD and SHCNs and their families. Training in these skills is integrated into all parts of the curriculum.
Program Staff

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

<table>
<thead>
<tr>
<th>Clinical Supervisor</th>
<th>Associated Rotations</th>
<th>Email</th>
</tr>
</thead>
<tbody>
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<td>Clinical Psychology</td>
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Administrative Training Program Staff:

Ms. Matilde Camejo

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Division Phone: (305) 243-6857

Division FAX: (305) 243-4512
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 assessment backgrounds are preferred. The internship program abides by the University of Miami’s policy as an Equal Opportunity/Affirmative Action Employer. Females/Minorities/Protected Veterans/Individuals with Disabilities are encouraged to apply

Funding

Five internship positions will be available for 2017-2018, with current salary support set at $23,795 for 12 months. Full health and dental benefits are offered. Contingent upon availability, funds for travel and/or professional development are also provided. Each position is affiliated with a specific training rotation [e.g. Forensic Adolescent Mitigation Evaluation Program (FAME), Autism Spectrum Disorder and Neurodevelopmental Disabilities, Pediatric Psychology, Parent-Child Interaction Therapy and Early Childhood Intervention]. Acceptance of a position involves a 20-hour commitment to one of these funding rotations across the 12-month internship year. An additional 3-4 hours weekly will be dedicated to formal didactic seminars, director’s meetings, professional development, and interprofessional collaborative training. The remaining time will be spent on rotations individually tailored to meet the training competencies of the intern, selected by the intern in consultation with his/her primary supervisor. Included in the remaining 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.
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), six floating holiday paid days, and 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.

Program Training Year

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, LEND, and Mailman Grand ...
Rounds) 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 (e.g., Psychiatry Grand Rounds, Clinical & Translational Science Institute Seminars) 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.
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, 2017
Tuesday, January 10, 2017
Friday, January 13, 2017

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 commitments, we are forced to limit visits to MCCD to these Open House dates. Therefore, except in the most extreme circumstances, 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.
Intern Selection

All applications are reviewed and discussed by the Clinical Psychology Intern Selection Committee. Telephone interviews may be conducted on a limited basis 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.

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.

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<th>TIMELINE</th>
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<tr>
<td>November 1, 2016</td>
<td>All Application Materials Due</td>
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<tr>
<td>December 15, 2016</td>
<td>Invitations to Attend Open House Issued</td>
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<tr>
<td>January 5, 10, 13, 2017</td>
<td>Open Houses – Tentative Dates</td>
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<tr>
<td>February 1, 2017</td>
<td>Ranking Lists Submitted (Phase I)</td>
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<tr>
<td>February 17, 2017</td>
<td>Match Results Released (Phase I)</td>
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The Internship Program at the Mailman Center for Child Development offers a variety of training opportunities in child clinical psychology, pediatric psychology, and neurodevelopmental psychology. 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 core profession-wide competencies in Health Service Psychology, as set forth in the Standards of Accreditation, as well as specific competencies 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 multicultural 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. The domains of core and program-specific competencies and examples of each are outlined in Table 1.
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<thead>
<tr>
<th>DOMAINS</th>
<th>EXAMPLES OF COMPETENCIES</th>
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<tbody>
<tr>
<td>Research</td>
<td>Shows commitment to evidence-based assessment and intervention; incorporates research into clinical practice; shows independent ability to critically evaluate and disseminate research</td>
</tr>
<tr>
<td>Ethical &amp; Legal Standards</td>
<td>Demonstrates knowledge and acts in accordance with APA Principles; Applies ethical decision-making in practice</td>
</tr>
<tr>
<td>Individual and Cultural Diversity</td>
<td>Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.</td>
</tr>
<tr>
<td>Professional Values and Attitudes</td>
<td>Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others</td>
</tr>
<tr>
<td>Assessment</td>
<td>Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective</td>
</tr>
<tr>
<td>Supervision</td>
<td>Applies knowledge of supervision models and practices in practice with psychology trainees, or other health professionals</td>
</tr>
<tr>
<td>Consultation and Interprofessional Skills</td>
<td>Applies knowledge of consultation models and practices in consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.</td>
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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 interns and reviewed periodically throughout the year.

4. 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 Medicine; Pediatric Hematology/Oncology Service; Primary; Diabetes; Primary Care Clinic (Continuity Clinic).

5. In accordance with the assessment competencies, each intern will be expected to conduct a minimum of 12 comprehensive assessments during the training year through one of the assessment rotations.

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.
DESCRIPTION OF TRAINING ROTATIONS

An overview of the major training rotations available at the Mailman Center:

Currently, our major funding rotations are: 1) Forensic Adolescent Mitigation Evaluations (FAME); 2) Autism Spectrum Disorder and Neurodevelopmental Disabilities; 3) Parent-Child Interaction Therapy; and 4) Early Childhood Interventions, and 5) Pediatric Psychology.
Major Training Components Of Internship

In the following sections, descriptions of the rotations currently associated with intern funding are provided. Rotations associated with internship funding require a full year commitment. That is, if an intern is selected for the FAME funded position, then the intern will be required to complete the FAME rotation for one year for approximately 20 hours a week. Please note that even if you are selected for one primary funded rotation, it will not prevent you from selecting one of the other funded rotations as an elective rotation. For example, the FAME intern could also select Early Childhood Intervention as an elective rotation as a part of the internship year training plan.
The FAME rotation is part of a contract between the Mailman Center and the Office of the Public Defender of Miami-Dade County. This contract entails conducting mitigation evaluations of incarcerated youth or youth who have been charged with criminal behavior. Many of these youth are being “direct filed” as adults in adult court, in spite of mitigating factors such as histories of trauma, abuse, neglect, exposure to violence, low IQ, learning disabilities, physical injuries, lack of caregiving, loss of caregivers, poverty, and other factors. The work of the Mailman team is to evaluate these young people (who may be on house arrest or in juvenile or adult detention) and work with the Public Defender to help judges and prosecutors understand the circumstances under
which these young people may have committed crimes. This rotation is largely an evaluation rotation that includes assessments of IQ, executive function, trauma and psychological and psychosocial dysfunction. Team members work closely with attorneys and social workers and have the potential to observe supervisors testify in court. Policy related activities such as attending local and state roundtables and training lawyers on trauma are also part of the rotation. While assessments from the Public Defender’s (PD) will take priority, trainees may complete other evaluations through our Psychological Assessment Service (PAS).

For more information about this rotation, please click on the video link below:

https://youtu.be/qGHeAu1r9H0

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Neena Malik, Ph.D.
Allison Weinstein, Ph.D.
Veronica Accornero, Ph.D.
Monica Dowling, Ph.D.
Early Childhood Interventions

The Early Childhood Interventions rotation offers specialized training in the area of therapy with a birth-5 population. The intern selected for this rotation will conduct on-site behavior management/play therapy/dyadic therapy in an individual format with children ages 0-5. This will entail driving to various homes or childcare centers in Miami-Dade County.

The intern will work within a relationship-based and coaching model to enhance the skills of the primary caregiver or the teachers.

The intern will work to identify children with mild developmental delays and will make appropriate referrals to Part B or Part C for more severe cases.

Trainees will be able to enhance the depth and complexity of play by helping the child develop language skills and learn to problem-solve. Supervision may be held on-site as well as in the office. The selected intern must be willing to provide services off-campus and have reliable transportation.

There is one funded internship position associated with this major clinical rotation.

For additional information about early childhood intervention, please click the video link below.

https://youtu.be/8-MWKEmxbNk

Supervisors:
Ruby Natale, Ph.D., Psy.D.
Opportunities within this funded internship position include selecting from a variety of assessment activities related to the evaluation of autism and neurodevelopmental disabilities. This funded rotation is primarily an assessment rotation. The intern will function within two primary assessment clinics. One of the clinics, Psychological Assessment Services is located within the Mailman Center for Child Development. The other clinic, the Autism Spectrum Assessment Clinic is located on the University of Miami Coral Gables Campus, which is approximately a 25 minute Metro Rail ride from the medical campus.

Psychology Assessment Service (PAS) is the umbrella under which Mailman faculty provide comprehensive psychological/neuropsychological evaluations of children and adolescents ranging in age from 12 months to 18+ years, presenting with complex neurodevelopmental disorders including social-communication disorders/ASD, executive dysfunction, brain injury, genetic disorders or disease-related processes (Fragile-X, cancer, sickle cell disease), as well as treatment-resistant ADHD and specific learning disorders. The intern tests under direct supervision, often working side by side with their supervisor, and write comprehensive reports focused on evidence-based treatments. Many patients are seen by multi-disciplinary teams involving a variety of pediatric specialties including a developmental pediatrician, geneticist, speech and language pathologist, audiologist, occupational therapist, physical therapist, genetic counselor and educational/assistive technology specialist, depending upon nature of the concerns and prior diagnoses. Many families travel significant distances for the evaluations.
PAS is coordinated by Monica Dowling (mdowling@med.miami.edu). Supervisors (specializations) include Drs. Dowling (neurodevelopmental, ASD, ID), Garrison (neuropsych) Kerdyk (learning disabilities), Cuadra (neuropsych, bilingual) and students are assigned to supervisors based on interests and faculty availability.

For additional information about PAS, please click the video link below.

https://www.youtube.com/watch?v=pZjvyzP-g50g&list=UUpEyRx_FH-ojEcL-Eyq4-Y6g

The Autism Spectrum Assessment Clinic (ASAC), located on the University of Miami’s Coral Gables campus, provides comprehensive diagnostic and psycho-educational evaluations to children, adolescents, & adults who are seeking clarification about an autism spectrum diagnosis. Additionally, ASAC offers therapy and social skills groups to individuals who are on the autism spectrum. Because ASAC is a specialty clinic, it is important that trainees have experience with psychological testing and report writing; experience with autism is preferred. Clients come from the South Florida community, as well as other states & countries. Thus, trainees gain experience in working with clients from many different countries, ethnicities, & cultural backgrounds.

Assessments incorporate a variety of cognitive measures, autism measures, including the Autism Diagnostic Observation Schedule, Second Edition (ADOS-2) and the Autism Diagnostic Interview, Revised (ADI-R), academic
achievement, adaptive behavior scales, parent/teacher rating scales, language assessments, and systematic reviews of previous evaluations. Additional emotional, behavioral, and personality measures are administered as needed. Training on the ADOS-2 (all 5 modules) and ADI-R will be provided. Interns will learn how to choose appropriate tests for the referral question (and given the client’s level of functioning), interpret test data, provide appropriate treatment recommendations based on best practices strategies, work with behaviorally challenging children, & provide difficult diagnoses to families. Trainees also have the opportunity to participate in school observations.

Interns may have the opportunity to conduct individual and family therapy for children and adults who have ASD and co-morbid anxiety, depression, and other difficulties. For more information about ASAC, please click on the video link below.

https://youtu.be/DsuT8ycjWco

Supervisors:
Monica Dowling, Ph.D.
Lynn Kerdyk, Ph.D.
Anai Cuadra, Ph.D.
Amy Beaumont, Psy.D.
Daniel Garrison, Ph.D.
The Pediatric Psychology intern will work on multiple outpatient interdisciplinary medical teams that provides cohesive care to children and adolescents with chronic illnesses. The Pediatric Psychology intern will focus on providing assessment, intervention, and consultation and liaison services to children with chronic illnesses on site at the Mailman Center and other clinics on the medical campus. These rotations include Pediatric Medical Coping Clinic, Cystic Fibrosis, and Diabetes Clinic.

For additional information about Pediatric Psychology, please click the video link below.

https://youtu.be/PJoKAbIbERE
Specific descriptions of each of these training rotations can be found in the Pediatric Psychology Rotations Section of this brochure.

Supervisors:

Alan Delamater, Ph.D.

Elizabeth Pulgaron, Ph.D.

Monica Dowling, Ph.D.
The UM PCIT 305 program provides FREE evidence-based parent training to families with children ages 2 to 7. The program primarily serves children referred for disruptive behavior problems or parents who have physically abused their children. PCIT services are provided to children with a wide variety of co-occurring concerns as well including ASD, cochlear implants, language delays, and intellectual disabilities. We provide services at the medical and main campus as well as in at-risk neighborhoods and via telehealth.

Each trainee will receive training in accordance with the PCIT International Training guidelines and will be paired with a postdoctoral fellow/Associate Director as a co-therapist on all cases. The trainee will receive live supervision from the postdoctoral fellow/Associate Director before, during, and after each session. Further, the clinical director will provide group supervision the first Friday of every month, which will include case discussion, practicing of coaching skills, and video review of sessions. It is expected that individuals who join this rotation commit to completing the PCIT International training guidelines to ensure that they would be able to meet the PCIT certification training process by the end of the training year.

For interns with previous PCIT experience, one goal of the training year is to prepare the intern to become a Level I PCIT trainer. Therefore, the intern will be provided with several training and supervision opportunities.

For more information about the PCIT rotation, please click on the video link below:

https://www.youtube.com/watch?v=DAC1XBzdvp0

Supervisors:

Jason Jent, Ph.D.
Allison Weinstein, Ph.D.
An overview of elective clinical training rotations is provided by area of specialty, clinical child psychology and pediatric psychology. Most elective clinical training rotations require a six month training commitment, unless otherwise specified in the rotation description. The provision of training activities on an elective rotation for a period of six months has resulted in many past interns being highly competitive for postdoctoral fellowships with similar clinical and/or research emphases.
Clinical Child Psychology Rotations

Behavioral Pediatrics Clinic (BPC)

BPC is an interdisciplinary medical and outpatient therapy clinic where psychologists and physicians work together to diagnose and treat a variety of common childhood behavioral and emotional problems including ADHD, disruptive behavior, enuresis, depression, anxiety and a variety of other disorders. Trainee responsibilities include performing intake evaluations/clinical interviews of children and their families and carrying therapy cases. Interventions typically include individual therapy, family therapy, and/or parent training. BPC offers opportunities for consultation with physicians and schools. Individual, group and live supervision are provided.

For more information about BPC, please click on the video link below:

https://www.youtube.com/watch?v=gIg9UDklqB4&list=UUpEyRx_FH-ojcL-Eyq4-Y6g

Supervisor:

Veronica Accornero Ph.D.
Child Protection Team (CPT)

CPT is a multidisciplinary child abuse assessment team consisting of physicians, nurses, social workers, and psychologists (and trainees). Children and families are referred to CPT for evaluation of child abuse allegations, including physical, sexual, and emotional abuse or neglect. Psychology trainees will participate in the evaluation of either a child victim or an alleged perpetrator or non-offending parent each week. Evaluations include a clinical interview and a battery of psychological tests, usually to include an objective personality measure (MCMI-III or MAPI), self-report or parent-report measures (BASC-2, TSCC, CDI-2, MASC-2, BDI-2), and sentence completion tasks. While trainees typically administer the psychological testing, the clinical interview is conducted by the clinical supervisor (either Dr. Jent or Dr. Dandes) and observed and documented by the trainee. Reports follow a standard written format with many examples available as models, depending on the referral question.

Evaluations are conducted in the mornings and are almost always completed by noon. Once the evaluation is completed, the trainee is not required to remain on-site to complete the report. Completion of a draft of the written report is the responsibility of the trainee and is due the following week, on whatever day is the trainee's scheduled assessment day at CPT. The supervisor will review and edit the draft and return to the trainee for completion of second draft.

Typical referral questions for CPT evaluations include an assessment of the abuse allegations (i.e., what actually happened), the child's psychological functioning and treatment needs, recommendations regarding the child victim's best interests related to visitation, reunification, and court testimony, and psychological functioning and treatment needs for alleged perpetrators or non-offending parent.

Other valuable experiences that trainees may have at CPT include observing supervisory expert witness testimony conducted either in person or via telephone and participation in the
Medical evaluation of child victims and interviewing of victims and family members by CPT case coordinators, either in the CPT office or in the hospital.

For more information about CPT, please click on the video link below.

https://www.youtube.com/watch?v=3I2ei23JpgE

Supervisors:

Susan Dandes, Ph.D.

Early Steps (ES)

The Early Steps Program offers early intervention services for families with infants and toddlers (birth to thirty-six months) who have developmental delays or an established condition likely to result in a developmental delay. It is a statewide, family-focused, multidisciplinary system of early intervention services for eligible children and their families. The Early Steps program also includes a NICU follow-up clinic for infants born prematurely or with other high-risk conditions. A rotation with Early Steps allows opportunities for multidisciplinary developmental assessment of infants and toddlers exposed to multiple medical and socio-economic risk factors. The focus of the assessments is on determining eligibility for early intervention services and developing an Individualized Family Support Plan (IFSP) to link families with community-based services. Previous assessment experience is required.
For more information about Early Steps, please click on the video link below.

https://www.youtube.com/watch?v=ROROyM-EYVI&list=UUpEyRx_FHojcL-Eyq4-Y6g

Supervisor: Michelle Berkovits, Ph.D.

The Debbie Institute

The Debbie Institute is a division within the Department of Pediatrics at the University of Miami’s Miller School of Medicine. The mission of the University of Miami Debbie Institute is to nurture and enrich the lives of children during the critical years of early learning in a child centered inclusive educational environment that embraces cultural diversity and strives to create the foundation for students to flourish throughout their lives. The Debbie School’s educational services are delivered to children and families through three programs: 1) Early Education Program; 2) the Auditory/Oral Education Program; and 3) Infant-Toddler-Preschool Education Program. The Early Education Program serves 80 children with developmental disabilities from birth through three years in a setting with their typically developing peers. The Auditory/Oral Education Program serves 35 children who are deaf and hard of hearing from 18 months to 8 years of age and includes three inclusion classrooms and two self-contained classrooms. The Infant-Toddler-
Preschool Education Program serves approximately 45 typically developing children between the ages of birth through five.

This rotation includes psychology trainees working as part of a multidisciplinary team, including teachers, physical therapists, occupational therapists, speech and language pathologists, and case managers. Trainees will have the opportunity to conduct outpatient therapy with children and families, conduct direct interventions in the classroom, and consult with a multidisciplinary team. Trainees may also have the opportunity to participate in Individual Education Plan (IEP) meetings and ongoing research studies. Presenting problems include adjustment issues, externalizing and internalizing behavior problems, and school problems. Trainees will learn about infant toddler development, as well as behavior management techniques for children with hearing aids or cochlear implants. Supervision will be provided on-site, as well as scheduled in the office.

Supervisor:
Ivette Cejas, Ph.D.
Hematology/Oncology

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 consultation in the clinics of the Division of Pediatric Hematology/Oncology, the University of Miami Sickle Cell Center, the Comprehensive Hemophilia Center, and the Bone Marrow Transplant Unit. 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. Interns will also provide 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.

Interns may also provide outpatient treatment of psychological/behavioral problems of chronically ill children and their families.

Depending on intern interest and availability, 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.

Supervisor:
Winsome Thompson, Ph.D.
The Pediatric Medical Coping Clinic (PMCope) provides individual and family outpatient therapy services for children and adolescents who present with a primary medical condition. Referral concerns may include coping and adjustment, adherence, transfer of care/independence issues, pill swallowing, needle phobias, healthy lifestyle changes, and general psychosocial and mental health problems. Referrals often come from the pediatric endocrinology team, including patients with Type 1 and Type 2 diabetes as well as patients presenting with obesity and/or metabolic syndrome who require assistance in making and maintaining lifestyle changes.

School consultations may be necessary. Trainees will be expected to document sessions in a progress note submitted to the supervisor within 24 hours of service provision, and supervision will generally be conducted during the trainee’s PMCope time slot.

For more information about PMCope, please click on the video link below.

https://www.youtube.com/watch?v=ez8uq5KefwA&index=46&list=UUpEyRx_FH-ojcL-Eyq4-Y6g

Supervisor:
Alan Delamater, Ph.D.
Diabetes Clinic

This rotation is a consultation-based, pediatric psychology experience in an outpatient pediatric diabetes clinic setting. Trainees will have the opportunity to provide consultation services to children and adolescents and their families who present for routine outpatient diabetes care. Common referrals include coping and adjustment to a new diagnosis, adherence issues, healthy lifestyle adjustments, transition of diabetes-related care from parent to child, as well as other psychosocial, academic, and behavioral concerns that may or may not relate to a diabetes diagnosis. Patients include children and adolescents with Type 1 and Type 2 diabetes, as well as the occasional patient with metabolic syndrome (“pre-diabetic”) who needs to focus on healthy lifestyle changes.

The trainee will learn to conduct a focused assessment, provide brief intervention if warranted, and make appropriate recommendations and referrals for follow up care if needed. Trainees will also gain experience in working with a multidisciplinary team of professionals including pediatric endocrinologists, nurses, nutritionists, and diabetes educators. Trainees will be expected to acquire basic knowledge of diabetes management through attendance at diabetes education class(es) provided at the University of Miami, shadowing diabetes educators in clinic, and through relevant readings. Supervision will generally be conducted during or at the end of the trainee’s clinic day.
For more information about the Diabetes Outpatient Clinic, please click on the link below.

https://www.youtube.com/watch?v=BymZE1EUQ-M&list=UUpEyRx_FH-ojcL-Eyq4-Y6g&index=44

Supervisors:

Elizabeth Pulgaron, Ph.D.
Alan Delamater, Ph.D.

Neurodevelopment/Special Immunology

The Pediatric Special Immunology Program in the Division of Infectious Diseases is the largest single site provider of care for children perinatally infected with HIV/AIDS in the country. Over 200 infants, children and adolescents currently receive their medical and psychosocial care in this setting. Children infected with HIV from birth are at increased risk for neurocognitive impairments due to (1) the direct impact of the virus on brain development (e.g., encephalopathy) and (2) the indirect effects of HIV on the developing brain (including associated opportunistic infections, vascular problems, metabolic abnormalities, etc.). In addition, issues such as prematurity, prenatal drug exposure, early loss of primary caregiver, genetic risk, trauma, and poverty also place these individuals at increased risk for developmental delays and learning deficits.

The Neurodevelopmental Rotation offers trainees the opportunity to conduct neurodevelopmental screenings and
Comprehensive neuropsychological evaluations with patients ages 12 months to 24 years. Trainees will administer a full battery of neuropsychological and psychoeducational tests, integrate prior assessment findings through a neurodevelopmental lens, write comprehensive reports, provide feedback and recommendations to patients and their guardians, and advocate for children within the school setting as well as for young adults as they transition out of the program into adult systems of care. Trainees will also have an opportunity to engage in consultation-liaison (CL) services with a multidisciplinary medical team. Similar training opportunities are also possible with youth who acquired HIV behaviorally (drug use or high risk sexual behaviors) through the Division of Adolescent Medicine. Numerous research opportunities within this rotation are available as part of local studies as well as a NIH funded multi-center research program.

This rotation offers experience in neuropsychological assessment with concurrent CL opportunities with a culturally diverse, socioculturally complex, and chronically ill population. Although inpatient services may occur, the majority of patients are seen within the Special Immunology Clinic during their medical care visit.

For more information about the Neurodevelopmental Rotation, please click on the video link below.

https://www.youtube.com/watch?v=2t8bSpnRr_s&index=22&list=UUpEyRx_FH-0jcL-Eyq4-Y6g

Supervisors:
Anai Cuadra, Ph.D.
Pediatric Cochlear Implant Clinic

The University of Miami Cochlear Implant Program is one of the largest and busiest in the world. A cochlear implant is a computerized device that provides access to hearing to persons with severe to profound hearing loss. The Barton G. Kids Hear Now Cochlear Implant Family Resource Center, which is housed at the University of Miami Ear Institute was established to create a seamless process that takes into account the social and emotional aspects of children who are deaf or hard of hearing and their families while providing the most current medical technology available. The goal of the Center is to have a direct impact on transitioning children form a silent world into a hearing world of sound and life, through the use of cochlear implant technology.

Psychology trainees will work as part of a multidisciplinary team, which includes CI surgeons, audiologists, and auditory verbal therapists. Trainees will have the opportunity to observe a cochlear implant surgery and interact with children and families undergoing cochlear implant evaluation.
Trainees will be a crucial component in the evaluation of children and families being considered for an implant. Trainees will assist audiologists with play audiometry, CI programming and pre and post surgical counseling. Trainees may also have the opportunity to do initial consultations with families just receiving a hearing loss diagnosis and psychological consults ensuring that families have realistic expectations about the benefits of CI surgery. Trainees will get experience working with typically developing children and children with developmental delays (e.g., autism, cerebral palsy) in a medical setting. Assessment experience with children with hearing loss will also be provided and trainees will learn behavior modification techniques for children using hearing aids or cochlear implants.

Supervisor:

Ivette Cejas, Ph.D.
Continuity Clinic/Primary Care

This rotation is a consultation and liaison rotation where the trainee staffs a primary pediatric care clinic and consults with attending and resident pediatricians. Consultations may include working with families and children on a brief basis and/or pediatricians regarding child development and behavior. Trainees will also serve the role of educating pediatric residents regarding child development and child psychopathology, including risk, resilience, and prevention issues. Common problems include post-partum depression and parenting challenges, difficult behaviors in young children (tantrums, oppositional behavior, sleep problems), developmental disabilities, ADHD, and depression. Trainees will also be able to coordinate and make recommendations about referrals for longer term care, and occasionally make take on a case for continued care through the clinic. This rotation occurs on one half-day per week, either morning or afternoon.

For more information about the Continuity Clinic, please click on the video link below.

https://www.youtube.com/watch?v=BMzGwZ4g9E0&index=47&list=UUpEyRx_FH-ojcL-Eyq4-Y6g

Supervisor: Alan Delamater, Ph.D.
Pediatric Mobile Clinic

The University of Miami Pediatric Mobile Clinic (UMPMC) provides medical, social, and mental health services to children in Miami Dade county without insurance. Services are provided at no charge and at community sites. The UMPMC is funded by the Children’s Health Fund (CHF), local grants, and private donors. It is also a training site for medical students and residents as well as psychology interns and practicum students. Population served is primarily composed of minority and immigrant background: 80% of Hispanic/Latino origin, 15% of Haitian origin, 3% African-American, and 2% other. Majority of families served are born in the United States but 26 different countries are also represented. Although parents are usually Spanish or Creole speakers, most of them have some level of English fluency. Children are usually bilingual or English speakers.

The UMPMC visits at 12 different locations throughout the county at least once a month. The team also works closely with several community partners and resources, including: Dade County Health Department, Legal Services of Greater Miami, Bruce Heiken Vision Van, and the Human Services Coalition

Psychological Services provided include: Consultation to medical team about a variety of behavioral and emotional problems including ADHD, academic difficulties, developmental delays, enuresis, encopresis, sleeping difficulties, autism, and adjustment to school and/or living in the US (acculturation).

Other services may include: procedure preparation and anxiety reduction during shots/blood draws, medication management for ADHD/ADD, health education and obesity prevention/interventions, short-term individual/family therapy, parent training, school advocacy, child abuse prevention, triage to other community mental health clinics or social support services.
Adolescent Medicine

This rotation offers consultation and liaison services within a primary care clinic for adolescents with chronic medical problems requiring coordinated services typically unavailable in the community, including diabetes, endocrine, GI, neuro or ortho problems as well as complex developmental problems and mental health issues. The intern will work closely with medical staff including faculty physicians, residents, interns and medical students to assess patient needs and understand psychological factors impacting treatment. Based on the intern’s interest and availability, there may be opportunities for brief therapy with adolescents and family members.

For more information about Adolescent Medicine, please click on the video link below.

https://www.youtube.com/watch?v=2ayDeeeyouQ&list=UUpEyRx_FH-ojcL-Eyq4-Y6g&index=48

Supervisor:
Monica Dowling, Ph.D.
Cystic Fibrosis

This rotation focuses on mental health concerns in the cystic fibrosis pulmonary clinic. A new study recently published by Quittner et al., 2014 in Thorax, indicated that adolescents and adults with CF are at higher risk for depression and anxiety. An international, multidisciplinary group of experts have just published guidelines for mental health screening beginning at age 12 for all individuals with CF and screening of all parent caregivers of children with CF from birth to age 17 (Quittner et al., in press Thorax).

Trainees will conduct mental health screenings and link individuals to clinicians in the community who use evidence-based treatments, according to the published guidelines. There may be opportunities to conduct brief evidence-based treatments with adults, children and parents within the clinic. Psychology also provides consultation related to issues such as asthma, reactive airway disorder, dysplasia, etc. Typical consultation includes adherence and/or adjustment issues, typically involving parents. Trainees have interaction with other team members including physicians, nurses, dietitians, and respiratory therapists.

Supervisors:
Alexandra Quittner, Ph.D
Monica Dowling, Ph.D.
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, FIU, and Nova Southeastern University.
as well as with other doctoral trainees at the MCCD.

**Director's Meeting/Professional Development**

Interns meet as a group two times monthly 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.

Interns meet every one time monthly 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.

Interdisciplinary Web Course

As a part of LEND, 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.

Interprofessional Collaborative Meetings

LEND Interprofessional Collaborative meetings are held monthly. The collaboratives include the following foci: Neurodevelopment Intervention Science, Neurodevelopment Discovery Science, Community Wellness, Lifespan, and Promoting Behavioral Health. Each collaborative is designed to develop goals and strategies related to improving children’s lives through impact, innovation, and connection. Interns select the collaborative that matches their interests and attended once a month collaborative meetings. The collaboratives enable trainees to become acquainted with research, clinical, training, and community engagement ideas from interprofessional faculty.
members within the Mailman Center and affiliated partners.

Mailman Center Grand Rounds

Monthly lectures are held for faculty, interns and other trainees in the areas of clinical-child psychology, pediatric health, and neurodevelopmental disabilities. These lectures are jointly attended by faculty and students from both the Mailman Center and the Department of Pediatrics.

Understanding the Family Perspective

Understanding the Family Perspective (UFP) is a critical component of our LEND training program. “Leadership Education in Neurodevelopmental Disabilities” (or LEND) focuses on providing family-centered care through interprofessional teams, and includes a recognition that some issues are best addressed by advocacy for systems change at a population level. The 4-week UFP course provides trainees with an opportunity to learn core LEND principles in a small-group, interprofessional setting. During UFP, you will also review the core on-line LEND modules in advocacy, family-centered care, interprofessional teams, transition, and cultural competence.

Other Seminars:

Several training rotations offer specialty seminars that are open to all interns. 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. The Clinical and Translational Science Institute offers free research seminars for all faculty, staff, and trainees.
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.
The Division of Clinical Psychology typically has faculty with grants that include clinical and research postdoctoral opportunities. 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.
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.
# Psychology Faculty at the Mailman Center

## Clinical Psychology

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Department</th>
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<tbody>
<tr>
<td>Veronica Accornero, Ph.D.</td>
<td>Psychology Training Director, Associate Professor, Pediatrics</td>
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<tr>
<td>Anai Cuadra, Ph.D.</td>
<td>Assistant Professor, Pediatrics</td>
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<tr>
<td>Susan Dandes, Ph.D.</td>
<td>Associate Professor, Pediatrics and Psychology</td>
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<tr>
<td>Alan Delamater, Ph.D., ABPP</td>
<td>Division Director, Professor, Pediatrics and Psychology</td>
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<tr>
<td>Monica Dowling, Ph.D.</td>
<td>Assistant Professor, Pediatrics</td>
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<tr>
<td>Michelle Berkovits, Ph.D.</td>
<td>Assistant Professor, Pediatrics</td>
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<tr>
<td>Jason Jent, Ph.D.</td>
<td>Psychology Associate Training Director, Assistant Professor, Pediatrics</td>
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<tr>
<td>Lynn Kerdyk, Ph.D.</td>
<td>Assistant Professor, Pediatrics</td>
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<tr>
<td>Connie Morrow, Ph.D.</td>
<td>Research Associate Professor, Pediatrics</td>
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<td>Elana Mansoor, Psy.D.</td>
<td>Assistant Professor, Pediatrics</td>
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<tr>
<td>Ruby Natale, Ph.D., Psy.D.</td>
<td>Associate Professor, Pediatrics</td>
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<td>Elizabeth Pulgaron, Ph.D.</td>
<td>Assistant Professor, Pediatrics</td>
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<tr>
<td>Winsome Thompson, Ph.D.</td>
<td>Assistant Professor, Pediatrics</td>
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## Associated Clinical Faculty

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<th>Name</th>
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<tr>
<td>Ivette Cejas, Ph.D.</td>
<td>Assistant Professor, Otolaryngology</td>
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<tr>
<td>Name</td>
<td>Position, Psychology</td>
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<tr>
<td>Michael Alessandri, Ph.D.</td>
<td>Clinical Professor, Psychology, and Director, CARD Program</td>
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<tr>
<td>Jennifer Durocher, Ph.D.</td>
<td>Clinical Assistant Professor</td>
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<tr>
<td>Melissa Hale, Ph.D.</td>
<td>ASAC Program</td>
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<tr>
<td>Amy Beaumont, Psy.D.</td>
<td>ASAC/CARD Programs</td>
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<td>Meaghan Parlade, Ph.D.</td>
<td>ASAC/CARD Programs</td>
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<tr>
<td>Annette LaGreca, Ph.D.</td>
<td>Professor, Psychology and Pediatrics</td>
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<tr>
<td>Kristin Lindahl, Ph.D.</td>
<td>Associate Professor</td>
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<tr>
<td>Alexandra Quittner, Ph.D.</td>
<td>Professor</td>
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<tr>
<td>Pat Saab, Ph.D.</td>
<td>Associate Professor, Psychology (Health)</td>
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