Postdoctoral Fellowship in Pediatric and Clinical Child Psychology

MAILMAN CENTER FOR CHILD DEVELOPMENT
The Mailman Center for Child Development (MCCD), Department of Pediatrics at the University of Miami Miller School of Medicine offers a postdoctoral clinical psychology fellowship program with a focus in the areas of pediatric psychology and clinical child psychology.
around core competencies 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. However, the funding availability for specific areas of interest varies from year to year. **For the 2019-2020 training year, we have positions available with speciality training in Parent-Child Interaction Therapy, Early Childhood Interventions, Parent Training and Dissemination/Implementation, and Pediatric Assessment, Intervention and Prevention services.** In addition, the postdoctoral fellowship program is part of an interdisciplinary training program, and postdocs 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 Postdoctoral Fellowship Training Program.

Postdoctoral Associates will participate in a variety of weekly, bi-weekly, and monthly intra- and inter-professional training seminars and conferences.

All postdoctoral associates will receive a minimum of two hours of individual supervision per week, but will also likely receive additional position specific group supervision. Postdoctoral Associates will also receive training in supervision and will be provided opportunities to provide clinical, research, and/or progress monitoring supervision to other trainees.

Mission Statement:

Within the context of interdisciplinary collaboration, cultural competence and family centered perspectives, and using the integrated mechanisms of research, training, service, and advocacy, the mission of the Mailman Center for Child Development is to:

- Address the current diverse needs of individuals with neurodevelopmental disabilities and children with special health care needs.
- Develop new models of care that improve support, independence, security, and long-term functioning for individuals with neurodevelopmental disabilities and children with special health care needs.
- Identify genetic, biologic, environmental, and interpersonal risks that contribute to neurodevelopmental disabilities and investigate ways to minimize or prevent disabilities associated with these factors.
- Integrate emerging knowledge and technology to prevent or provide primary intervention to lessen the impact of conditions or illnesses that lead to neurodevelopmental disabilities.
- Educate professionals, families, and the community about neurodevelopmental disabilities, mechanisms for prevention, and supports and services available.

The Mailman Center serves as an equal partner with academic programs, community agencies, and individuals with disabilities and their families. The mission is accomplished through training, service, technical assistance, dissemination, research, and evaluation. An emphasis is placed on interdisciplinary and interagency
collaboration, systems change, and leadership.

**MCCD Innovation Statement:**

Improving lives through INNOVATION, IMPACT, and CONNECTION.
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 14,000 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. Postdoctoral Associates 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 online resources and 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. Dedicated video conferencing conference rooms and telehealth suites are available for postdoc use.

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 Discovery, Neurodevelopment Intervention, Health & Wellness, Lifespan & Chronic Health Conditions, 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
Developmental Psychology
Physical Therapy
Education
Occupational Therapy
Genetics/Endocrinology
Social Work
Health Administration
Speech & Hearing

The Director of Clinical Psychology serves as Chief Psychologist for Pediatrics. The Training Director of the hip 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 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 graduate level clinical psychology graduate students from the University of Miami, Florida International University, and Nova Southeastern University and to post-doctoral fellows from programs across the United States. To implement the Clinical Psychology program objectives, a comprehensive program offers training experiences in psychological assessment, evidence-based treatment techniques, pediatric consultation and liaison, 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 postdoctoral associate is prepared to advance to further post-doctoral training, or professional careers in pediatric psychology or child and adolescent clinical psychology.
All trainees participate in supervised experiences in diagnostic, therapeutic and applied clinical research settings. The size and location of the Center enables 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,
Interprofessional 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 hip program.

One aspect of interdisciplinary training is the Leadership Development in Neurodevelopmental Disabilities (LEND) Program.

**Purpose of Mailman LEND program**

The goal of Mailman LEND program is to provide intradisciplinary and interprofessional leadership training to improve systems of care that work toward the prevention of developmental disabilities, including autism spectrum disorders (DD/ASD), and ensure access to family-centered, community-based services for children with neurodevelopmental disabilities and their families.

Graduate and post-graduate students (i.e., trainees) from many disciplines will be provided with experiences in interprofessional approaches to service delivery, family-centered practices, and culturally competent care, through clinical and community-based rotations embedded in the LEND Program.

Trainees in the following disciplines have participated in the LEND program: audiology, medicine (pediatrics), nutrition, occupational therapy, public health, psychology, social work, speech pathology, special education, and music therapy.

**Educational Goals**

In addition to discipline-specific training, trainees will demonstrate knowledge and skill in the following:

1. (a) Interprofessional approaches to assessment, treatment, and prevention; (b) family-centered and culturally competent care; and (c) the social determinants of health from a life course perspective;
2. (a) Systems of care that affect service delivery to children with developmental disabilities and/or special health care needs, (b) strategies used to evaluate, modify, and create systems of care delivery; and (c) leadership skills needed to develop new and/or improved models of care delivery;

3. (a) The role of research in interprofessional care, (b) skills 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.

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 Faculty And 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>
<tr>
<td>Jason Jent, Ph.D., Psychology Training Director</td>
<td>Parent Child Interaction Therapy</td>
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<tr>
<td>Clinical Supervisor</td>
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</table>

Administrative Program Coordinator:
Mrs. Matilde Camejo
Email: mcamejo@med.miami.edu
Division Phone: (305) 243-6857
Division FAX: (305) 243-4512
Eligibility

A candidate must have completed a doctoral program in a clinical, school, or counseling psychology program approved by the American Psychological Association. By the beginning of the fellowship, candidates should have all of their doctoral requirements. All candidates should have completed an APA accredited internship prior to the start of the postdoctoral fellowship.

Applicants should have completed graduate coursework in child development, psychopathology, and assessment and treatment approaches. Applicant should have training/experience in delivery of evidence-based treatments. Previous pediatric/health psychology coursework/practicum experience and strong child assessment experience is preferred. The
postdoctoral fellowship 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

Funding and availability of postdoctoral associate positions vary from year to year and applicants are encourage to review the Universal Psychology Postdoctoral Directory listing as well as contact the Training Director before submitting application materials. Four positions will be available for 2019-2020 training year, with current salary support set at $50,004 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. Acceptance of a position involves a full-time commitment to one of these funding rotations across the 12-month hip year. An additional 3-4 hours weekly will be dedicated to formal didactic seminars, professional development, and interprofessional collaborative training. The source of funding and 12-month rotation commitment is determined at the time offers are extended to postdoctoral associates, 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.
Fellowship Requirements

Completion of the postdoctoral fellowship 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. While most reach the maximum hour requirement prior to the official ending date, they will be expected to continue with their clinical responsibilities for a minimum calendar year. Position are available for second year renewal contingent upon funding availability. If illness or some other interference makes it impossible to meet the 2000 hour minimum definition of the fellowship by the official ending date, special arrangements will be made.

Postdoctoral Associates will receive a minimum of two hours of individual supervision per week. Postdocs must meet minimal level of achievement on competencies in addition to the 2,000 hour requirement for successful completion of fellowship.
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.

Postdoctoral Associates 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.

As a University of Miami Employee, postdocs are required to meet the eligibility requirements to be hired on as full-time staff.

Specifically, beyond the APPIC Uniform Notification process, employment is contingent upon successful completion of a personal background check, which, depending on your role at the University, will include a criminal background check, drug screening, verification of previous employment and education, a department of motor vehicles check, and a consumer credit check.

In compliance with the Immigration Reform and Control Act and the E-verify program, postdocs must also provide proof of eligibility to work in the United States by completing an I-9 form within three business days of their official start date.

At the University Of Miami Miller School Of Medicine, patient safety is a top priority. The Miller School requires that all faculty and staff who provide ongoing services to patients, or work in a location where patient care is provided, receive a flu vaccination during each flu season.

Program Training Year

The training year start date is variable with some positions starting in July and other positions starting as late as
September. Start date is negotiated at the time of offer. 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 postdoc, in consultation with the training faculty, develops a training schedule tailored to his/her interests and objectives. 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 postdoc 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 Grand Rounds) are also required. Many other rotational (e.g., hem/onc), 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.

The training director will be responsible for monitoring the postdoc's program and ensuring that the trainee's educational needs are being met. Supervision will be provided by the postdoc's primary supervisor as well as rotation supervisors. Postdoc supervisors will also meet on a regular basis to assess the progress and to facilitate the training experience. Along with the ongoing feedback from supervisors, formal written evaluation of the is completed at 6-month intervals for on-going rotations. Each postdoc is also expected to provide periodic feedback regarding training experiences as well as informal oral feedback at the conclusion of the training year.

Application Procedure

Our application deadline is December 16th. Application materials include a
letter of interest, CV, and three letters of recommendation.

In-person Interviews are not a requirement for selection. Video conferencing interviews are available to reduce the travel cost burden. The primary reason for an interview is to allow both the faculty and you to evaluate the degree to which the Mailman Center postdoctoral training program is a good fit for you. We are committed to "happy postdocs," and believe that a personal interview will help to maximize the fit between the postdoc and our program. We hold interviews in late January and early February each year.

Applications will be reviewed by members of the Postdoctoral Fellowship Selection Committee and invitations to interviews will be extended no later than January 15th.

**Postdoctoral Fellowship Selection**

All applications are reviewed and discussed by the Clinical Psychology Postdoc Selection Committee. Telephone/Skype interviews may be conducted in lieu of in-person interviews. Mailman abides by the APPIC postdoctoral fellowship uniform notification date and guidelines. Written confirmation of all acceptances is required.
GOALS AND OBJECTIVES OF THE POSTDOCTORAL FELLOWSHIP EXPERIENCE

The Clinical Child and Pediatric Psychology Postdoctoral Fellowship Program at the Mailman Center for Child Development offers a variety of training opportunities in child clinical psychology and pediatric psychology. While our program is structured to permit the development of an individual educational plan (IEP) to meet the and goals of each postdoctoral associate, we also expect that all trainees will develop advanced profession-wide competencies as well as program-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). 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 postdoctoral associate will acquire basic knowledge and skills that reflect this training emphasis. The domains of competencies and examples of each are outlined in Table 1.
<table>
<thead>
<tr>
<th>DOMAINS</th>
<th>EXAMPLES OF COMPETENCIES</th>
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<tr>
<td>Integration of Science and Practice</td>
<td>Shows commitment to applying evidence-based assessment and intervention approaches; Demonstrates the ability to critically evaluate and incorporate research into practice.</td>
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<tr>
<td>Ethical &amp; Legal Standards</td>
<td>Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas. Conduct self in an ethical manner in all professional activities.</td>
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<tr>
<td>Individual and Cultural Diversity</td>
<td>Assesses social, educational, or cultural issues affecting the family and applies to interactions appropriately. Recognizes and addresses the impact of service delivery system on families from diverse backgrounds.</td>
</tr>
<tr>
<td>Professional Values and Attitudes</td>
<td>Demonstrates professional work habits, completing all paperwork within expected time frame, making phone calls, returning phone calls and responding to emails and text in an appropriate time frame and in a professional manner. Consistently attends and arrives on time to supervision and other meetings.</td>
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<tr>
<td>Communication and Interpersonal Skills</td>
<td>Demonstrate effective interpersonal skills and the ability to manage difficult communication well.</td>
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<tr>
<td>Supervision</td>
<td>Shows awareness and application of APA Guidelines for Clinical Supervision in Health Service Psychology. Builds collaborative relationship with supervisee. Provides useful feedback and guidance that is appropriate for supervisee’s developmental level.</td>
</tr>
<tr>
<td>Family-Centered Care</td>
<td>Explores individual/family perspective; involves individual/family in plan. Addresses family priorities, provides accessible plan and checks with family for understanding. Assists family in accessing services; provides specific information. Recognizes and addresses the specific impact of a child with special needs on a family</td>
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<tr>
<td>POSITION SPECIFIC DOMAINS</td>
<td>EXPECTED COMPETENCIES WILL VARY BY POSTDOCTORAL POSITION SPECIALTY</td>
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<tr>
<td>Intervention</td>
<td>Demonstrates knowledge of psychological theories and utilizes them in case conceptualization and treatment plan formulation. Demonstrates knowledge of developmental psychopathology and appropriately applies it in the case conceptualization and treatment plan formulation with children and families.</td>
</tr>
<tr>
<td>Consultation and Interprofessional Skills</td>
<td>Demonstrates competence in working and developing good relationships with staff across relevant disciplines (physicians, nurses, allied health professionals). Demonstrates competence assessing major and significant issues that need to be addressed with patients in consultation and liaison intervention.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Demonstrates knowledge of theories of intelligence, learning disabilities, neuropsychological models and other relevant theories. Demonstrates basic understanding of Autism Spectrum Disorders and other major neurodevelopmental disorders, including evidence-based assessment and treatment approaches.</td>
</tr>
<tr>
<td>Prevention</td>
<td>Demonstrates knowledge and skills in anticipatory guidance, health promotion, prevention and early intervention approaches with children and families.</td>
</tr>
<tr>
<td>Pediatric Psychology</td>
<td>Demonstrates basic understanding of disease process and medical management (including treatments, terminology) of common pediatric illness, including their effect on children’s development. Demonstrates knowledge of the role and effect of families on children’s health, and of health, illness and medical management on family functioning.</td>
</tr>
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Postdoctoral Fellowship
Training Objectives

The overall program goal is to prepare qualified individuals for academic research careers and/or positions of leadership in child clinical and/or pediatric health psychology. In particular, this program aims to accomplish the following:

1. To provide systematic training in clinical research and service implementation in the areas of child clinical and pediatric health psychology, particularly as it applies to children and adolescents who are representative of diversity in culture and ethnicity.

2. To provide a core set of didactic training experiences in a) the prevention, assessment and treatment of emotional and behavioral disorders; b) biologic and behavioral aspects of various chronic illnesses of childhood; c) assessment and interventions in pediatric medical disorders; d) the contribution of critical variables such as ethnicity, language, cultural identity, and socioeconomic status on treatment; e) ethical issues as they relate to research and clinical practice; f) interdisciplinary care; g) leadership and advocacy for children with or at risk for developmental disabilities and other chronic conditions; and h) research design and scientific writing.

3. To provide specific mentoring by faculty investigators in study design and development, research methodology, study implementation, and data interpretation and dissemination the area of emphasis.

4. To provide supervised clinical experiences in child clinical and/or pediatric health psychology to advance clinical skills in evidence-based assessment and intervention.

5. To provide training opportunities in clinical and research supervision of predoctoral interns and psychology graduate students.
The Mailman Center for Child Development is located within Miami-Dade County where one of the most diverse populations in the United States resides. The population of Miami-Dade County, FL, consists of 67.7% Hispanic, 16.1% Black (African American and Black Caribbean), and 13.6% White. Many residents in Miami-Dade County are bilingual. Approximately 75% of the people in Miami-Dade County, FL speak a non-English language, and approximately 23% of the population are immigrants. Other than English, the most common languages spoken are Spanish and Haitian Creole. Miami is also home to the 11th largest Jewish population in the county.

The Mailman Center for Child Development is located on the University of Miami Miller School of Medicine Medical Campus which means that postdoctoral training program focuses on the current diverse needs of families of individuals with neurodevelopmental disabilities and children with special health care needs.
DESCRIPTION OF POSTDOCTORAL ASSOCIATE POSITIONS

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

Currently, our funded postdoctoral associate areas of specialty practice are:
1) Parent-Child Interaction Therapy (two positions), 2) Early Childhood Interventions (two positions), 3) Parent Training and Dissemination/Implementation (one position), and 4) Pediatric Outpatient Assessment, Intervention and Prevention service (one position)
Each postdoctoral associate is assigned to one or more senior clinical research faculty for primary research supervision within their area of emphasis or track. Postdoctoral associates will be involved in ongoing research projects supervised and/or directed by the faculty mentor, and will be provided closely supervised training in all aspects of the research projects, including study design, study implementation, data management, statistical analysis, and dissemination of results. For postdoctoral associates, research projects are expected to result in manuscripts submitted to peer-reviewed journals for publication. In addition, expectations for postdoctoral associates include submission of abstracts for presentation at annual professional research meetings; presentations at least once per year at the Henry Gelband Pediatric Research Symposium; preparation of a grant application that could be submitted to an appropriate agency (e.g., a private foundation or professional association); as well as consistent participation in the structured training experiences described above. These training activities will be specified in the form of an individual training plan (ITP) at the beginning of each year, determined by the primary preceptor and the postdoctoral associate, and agreed to in writing.

Current research opportunities within the training tracks are listed for each specific postdoctoral training rotation listed in the next section.
In the following sections, descriptions of the rotations currently associated with postdoctoral funding are provided. Rotations associated with postdoctoral funding require a minimum of a full year commitment.

**Licensure Requirements:** Each specific postdoctoral training rotation listed in the following sections is designed to meet the training, supervision, and clinical requirements to become a Licensed Psychologist within the state of Florida within 2000 hours or one calendar year.
The PAIPS rotation offers a traditional blend of training experiences in provision of evidence-based therapy and assessment services within a pediatric primary care practice at a UHealth pediatric practice located in Kendall. Beyond working within an integrated primary care setting, this position will also provide community-based universal parenting workshops and link parents to higher levels of service when indicated.

The PAIPS Rotation also includes the delivery of psychoeducational evaluations through our Psychological Assessment Services program. The types of therapy and assessment experiences will vary based on the postdoctoral associate’s experience and interests.

**Outpatient Therapy**

**Description:** Through warm hand-off referrals within the pediatric primary care practice, 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. This rotation offers opportunities for consultation with physicians and schools. Individual, group and live supervision are provided.

**Site Where Services Are Provided:** UHealth Pediatrics South located in Kendall
Training Objectives:

1. Provide effective psychological intervention to children, adolescents, and families from diverse backgrounds with a wide variety of presenting problems.

2. Demonstrate interview and assessment skills appropriate for the evaluation of diverse children and adolescents to facilitate differential diagnosis and treatment planning.

3. Collaborate effectively with other professionals to provide optimal service to children, adolescents, and families.

4. Provide psychological consultation to other professionals in response to the needs of children, adolescents, and families.

5. Function in an ethical, professional, and legal manner.


Specific Site Requirements: Trainees are doctoral program graduates with a minimum of one year of previous training experience in the delivery of psychological assessments and interventions.

Research Opportunities: N/A

Cultural Diversity of Population Served: UHealth Pediatric South is a community-based pediatric practice serving the culturally diverse population of South Florida children and families.

Inter-professional Experience: Typically offers opportunities for consultation with physicians, psychologists, social workers, and schools.

Clinical Experience:

1) Treatment: Interventions include individual therapy, behavioral and cognitive-behavioral therapies, trauma-focused cognitive behavioral therapy, family therapy, and/or parent training.

2) Consultations: Trainees may occasionally need to provide consultations to physicians, other psychologists, teachers, social workers, and other professionals in the course of treatment of individual children and adolescents. These consultations occur on an as-needed basis.

4) Prevention: N/A
Psychological Assessment Services (PAS)

**Description:** 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 postdoctoral associate 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.

**Site Where Services Are Provided:**
UHealth Pediatrics South

**Rotation Day/Times:** Monday-Friday

**Training Objectives:**
- Develop hypotheses based on referral concerns and plan appropriate assessments.
- Administer, score and interpret a variety of psychological measures.
- Produce coherent written reports with accurate results and appropriate recommendations, incorporating findings from other specialties as needed.
- Explain results to parents in an accurate and supportive manner.
- Gain understanding of the role and contribution of other disciplines (pediatricians, speech/language pathologists, occupational therapists, physical therapists, audiologists) in evaluating complex neurodevelopmental disorders.
Specific Site Requirements: Requires some assessment experience with cognitive, behavioral, academic, and social emotional processes as cases are complex.

Clinical Experience:

1) Assessments: 2-3 comprehensive evaluations per month using a variety of cognitive measures including Wechsler scales as well as Differential Abilities Scales-2nd Edition and other cognitive measures (Merrill Palmer 2), neuropsych tests (California, Bender Gestalt, NEPSY2, Rey Osterrieth, RIT, WRAML2, CTOPP2), academic tests (KTEA3, WIAT, Nelson Denny, TOWRE2, GORT5), and social emotional including both checklists and ADOS2

Universal Parenting

Description: The Postdoctoral Associate will spend approximately half of his/her time engaged in conducting universal parenting workshops that are adapted from Primary Care Parent-Child Interaction Therapy. Multimedia workshops will be offered at schools and other community locations. The Postdoctoral Associate will also assist with the training and supervision of paraprofessionals who are also facilitating similar workshops.

Site Where Services Are Provided: Throughout Miami-Dade County. Will require reliable transportation.

Rotation Day/Times: Monday-Thursday

Training Objectives:

• Gain an understanding of child development and behavioral principles as applied in a parent-child context.

• Learn to guide discussions so participants can gain an understanding of the positive parenting practices being promoted.

• Gain an understanding of the multiple steps involved in implementing community-based parenting groups

• Learn how to effectively supervise and provide progress monitoring of paraprofessional parenting facilitators

Specific Site Requirements: Experience working with community agencies preferred.

Clinical Experience:

1.) Facilitating group parenting workshops

2.) Supervising and conducting progress monitoring
Early Childhood Interventions

**Description:** The Early Childhood Interventions postdoctoral rotation offers specialized advanced training in the area of therapy with a birth-5 population and/or mental health consultation for early childhood learning centers. The postdoctoral associate selected for this rotation will conduct on-site behavior management/play therapy/dyadic therapy in an individual format with children ages 0-5. They will work within a relationship-based and coaching model to enhance the skills of the primary caregiver or the teachers. They will also work to identify children with mild developmental delays and will make appropriate referrals to Part B or Part C for more severe cases. They will also be provided opportunities to supervise interns and practicum students on the rotation.

**Site Where Services Are Provided:** Home or childcare centers

**Rotation Day/Times:** Morning is preferable for childcare center based intervention/consultation and some evenings for home-based services.

**Training Objectives:**

1) Gain experience in conducting child-directed interactions with young children.

2) Become adept in working with a multicultural at-risk population.

3) Increase exposure to community-based interventions.

4) Develop skills to work independently.

5) Learn how to facilitate interactions with parents and/or teachers to support the social and emotional development of their children.

6) Gain knowledge in various therapeutic approaches with young children.

7) Gain experience in working with children with mild developmental delays.

**Specific Site Requirements:**

Postdoctoral Associate must be willing to provide services off-campus and have reliable transportation. He/she must be comfortable providing services in homes and/or childcare centers and must be
adept at working independently in the field. Working early evenings may be required for Early Discovery.

Research Opportunities:

1) Title of Research Project: Healthy Caregivers-Healthy Children
Brief Summary: obesity prevention program in preschool children.
Role of Students: data analyses and publication.

2) Title of Research Project: Early Discovery
Brief Summary: early intervention program with children 0-5.
Role of Students: data analyses and publication.

Cultural Diversity of Population Served: Ethnic minorities (60% Hispanic, 30% African American) and those of varying income levels.

Inter-professional Experience: Early Discovery allows for multidisciplinary teams of speech therapists, occupational therapists, developmental therapists and teachers.

Clinical Experience:

1) Assessments: Pre-post developmental assessments conducted before and after treatment including the DECA and Brigance.

2) Treatment: Short-term Intensive Intervention-10-12 sessions provided weekly over 3-4 months. Individual and group therapy with young children. Dyadic sessions with parents. Manualized and non-manualized treatment options including Floortime, I Can Problem Solve, Responsive Teaching, Play Therapy, Behavior Therapy, etc.

3) Consultations: Early Discovery and Jump Start allow for consultations with multidisciplinary teams of speech therapists, occupational therapists and developmental therapists as needed during treatment. In addition, will participate in consultations with teachers and parents on a weekly basis.

4) Prevention: The goal of Early Discovery is a prevention of developmental delays progressing to the point that the child needs special education services.

Supervisor: Ruby Natale, Ph.D., Psy.D.
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Parent-Child Interaction Therapy (PCIT)

**Description:** The University of Miami Parent-Child Interaction Therapy (UM PCIT) 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 Monday through Thursday and make-up appointments are scheduled for Friday afternoons.

Trainees who elect this rotation, can choose a morning (8/9am-12pm) or afternoon rotation (1-6pm). Morning clinics will include 2-3 cases and afternoon clinics will include 3-4 cases. Each trainee will receive training in accordance with the PCIT International Training guidelines. Beyond serving as a co-therapist, trainees (unless serving in a supervisor role) will be responsible for all clinical documentation (e.g., progress notes, intake reports). The trainee will receive live supervision from the/Associate Director before, during, and after each session. Further, the Clinical Director will provide group supervision/training the first Friday of every month from 1-3pm, 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 full course of PCIT training to ensure that they will be able to meet qualifications for PCIT certification for therapist or trainer by the end of the year.

**Training Objectives:**

Objective 1: The trainee will demonstrate competency in conducting CDI Teach Sessions, CDI Coaching, PDI Teach Sessions, and PDI Coach Sessions, as observed by a certified PCIT Trainer.

Objective 2: The trainee will administer, score, and interpret the required standardized measures for use in assessment and treatment planning.

Objective 3: The trainee will achieve a minimum of 80% agreement with a PCIT Trainer using the DPICS-IV either during 5-minutes of live coding, or in continuous coding with a criterion video recording.

Objective 4: The trainee will meet the parent criteria for CDI skills (10 labeled
praises, 10 behavioral descriptions, 10 reflections; 3 or fewer negative talks, questions, plus commands) in a 5-minute interaction with a child or a 5-minute role-play with an adult portraying a child.

Objective 5: The trainee will accurately explain the House Rules procedure as described in the 2011 PCIT Protocol. Accuracy can be assessed through role-play, and does not require observation of an actual session.

Objective 6: The trainee will accurately explain the Public Behaviors procedure as described in the 2011 PCIT Protocol.

Objective 7: The trainee will serve as a therapist for a minimum of two PCIT cases to graduation criteria as defined by the 2011 PCIT Protocol. At least one of the cases must be conducted with the applicant as the primary therapist (e.g., lead therapist or equal co-therapist).

Objective 8: If already PCIT Therapist certified or certification eligible, meet the training and competency requirements for becoming a Level I Trainer.

Objective 9: If already a Level I Trainer, demonstrate training, coaching, and supervision skills in advanced PCIT topics related to providing services to children with neurodevelopmental disabilities and/or concerns.

Specific Site Requirements: N/A

Research Opportunities: PCIT has an existing database with over 400 participants. We are open to discussions about how to proceed with studies related to existing data sets.

Study 1:

a) Title of Research Project: Delivery of PCIT utilizing a time-limited approach

b) Brief Summary: We will be delivering PCIT to families utilizing a time-limited (18 weeks total duration) approach to PCIT, although precise treatment length is will depend on the quickness with which a family reaches “mastery” criteria. We will be examining treatment response by measuring improvements of caregiver-report of child disruptive behaviors and observations of parenting skills and child compliance. In addition, we will be examining potential moderators/mediators of treatment outcome including: child sleep, child eating behaviors, child toileting behaviors, family of origin conflict, current family conflict, parenting stress, cumulative risk, and acquisition of parenting skills (e.g., meeting “mastery criteria”).
c) Role of Students: Data collection has commenced. First wave of data will likely be available in January 2019. Opportunities for data analysis and manuscript preparation.

Study 2:

a) Title of Research Project: Pocket PCIT: a public health approach to delivery of self-directed PCIT services.

b) Brief Summary: We are creating an online version of PCIT (pocketpcit.com) to increase the reach of PCIT and will be testing this curriculum out through an open trial to approximately 100 families this year as an initial pilot. We are also considering conducting this as a wait-list control intervention for individuals seeking services between March and August 2019.

c) Role of Students: Help with content development and research design. Manuscript prep and data analysis opportunities developed.

Study 3:

a) Title of Research Project: An RCT of PCIT plus Natural Helpers

b) Brief Summary: The current study extends an academic-community partnership established in 2013 that examined the development of a natural helpers' training program to increase engagement of high-risk Latina/o families in PCIT. Initial findings revealed Natural Helpers increased their knowledge of PCIT and their ability to use and model parenting skills following the training program. These initial findings, together with a growing body of research suggesting that Natural helpers can promote engagement for high-risk Latino/a families, who are at increased risk for behavior problems, are less likely to enroll in, complete, and benefit from parent-training interventions, led to the examination of PCIT plus Natural Helpers in a randomized controlled trial (RCT). The current RCT will examine the initial evidence, feasibility, and satisfaction of PCIT plus Natural Helpers among three high-risk predominately-ethnic minority communities in Miami-Dade County using a time-limited approach to PCIT (18 weeks total duration). Additionally, potential moderators/mediators of treatment outcome including: child sleep, child eating behaviors, child toileting behaviors, family of origin conflict, current family conflict, parenting stress, parenting skills, and cumulative risk will be examined.
c) Role of Students: Help with content development and research design. Manuscript prep and data analysis opportunities developed.

Study 4:

a) Title of Research Project: Language Production following PCIT

b) Brief Summary: The current study will examine the association between early behavior problems and child language skills by examining the effect PCIT on child language production. Child total and different words used during a child-led play observation will be coded using the Child Language Data Exchange System (CHILDES). Child total and different words will be examined at baseline, post-intervention, and at 1-month follow-up. Additionally, potential moderators/mediators will be examined (e.g., parenting skills, parenting stress, child disruptive behaviors, SES, and language spoken in the home).

c) Role of Students: Help with content development and research design. Manuscript prep and data analysis opportunities.

Cultural Diversity of Population Served: Families of various socioeconomic status levels. Demographics served typically match the cultural and ethnic make-up of Miami-Dade County. Families with child welfare involvement.

Inter-professional Experience:

The PCIT team is primarily comprised of psychologists and mental health counseling professionals. Pediatric medical residents periodically attend sessions to learn through observation and discussion. Further, the team typically interacts with the child’s other service/learning systems to provide coordination of care and/or consultation (e.g., teachers, speech and language pathologists, audiologists).

Clinical Experience:

Assessments: Clinical Interviews, broad-band and narrow-band behavioral screening, expressive and receptive language screening, family risk factor screening, observation of parent-child Interactions, weekly progress monitoring, for children with ASD or suspected, additional ASD-specific testing is completed.

Treatment: Conducting time-limited Parent-Child Interaction Therapy services.
Consultations: Parent consultations after CDI Teach and PDI homework assignments to promote treatment engagement and quality practice; consultations with other professionals working with the child as indicated by family need; if the family is currently involved with child welfare, the therapist may participate in multidisciplinary staffings.

Prevention: Promotion of positive parent-child interactions and consistent responding to reduce the risk of future child maltreatment.

**Supervisors:**

Jason Jent, Ph.D., Clinical Director

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Allison Weinstein, Ph.D., Associate Director

**Aweinstein2@miami.edu**

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Meaghan Parlade, Ph.D., ASD Director

**mparlade@miami.edu**
Parent Training And Dissemination/Implementation (PTDI)

**Description:** The PTDI Postdoctoral Associate spends approximately 50% of his/her time conducting PCIT services and the other 50% of his/her time conducting parenting program implementation training and consultation for 42 parenting programs within Miami-Dade County. For PCIT experiences, please refer to the prior section on PCIT. Within the implementation science component of the program, our Team COACH (children optimally achieving comprehensive health) focuses on the development of trainings, consultations, and live coaching of parenting program providers and supervisors for a variety of evidence-based parenting programs including but not limited to: PCIT, HealthySteps for Young Children, Incredible Years, Triple P, Parents as Teachers, and Nurturing Parenting Program.

**Training Objectives:**

Objective 1: The trainee will learn multiple frameworks and conceptual models for implementation science and be able to apply to various parenting programs.

Objective 2: The trainee will develop expertise specific to evidence-based strategies for parenting program recruitment, adherence, and retention.

Objective 3: The trainee will develop and refine multiple presentation skills including the development and implementation of online webinars, live provider coaching, and facilitation of peer learning collaboratives.

Objective 4: The trainee will meet all training objectives outlined for the PCIT position as well.

**Specific Site Requirements:** Some transportation to community provider sites will be required.

**Research Opportunities:** Multiple parenting program implementation papers are expected to be developed as a result of this partnership with 42 parenting program providers.
Cultural Diversity of Population Served:
The Children’s Trust funds parenting programs throughout Miami-Dade County and the providers of these programs mirror the populations they serve.

Inter-professional Experience:
Opportunities to collaborate with a local children’s service council, other parenting program providers with a variety of educational backgrounds, and research and evaluation analysts.

Clinical Experience:
Consultation: While this portion of the position does not include direct service, the function of the position is related to providing education and consultation to parenting program providers and supervisors to improve the overall outcomes for the families that they serve.

Supervisors:
Dainelys Garcia, Ph.D., Director
garcia09@med.miami.edu

Jason Jent, Ph.D., Co-Director
jjent@med.miami.edu
Weekly Assessment and Treatment Seminar

Each week an hour-long assessment and treatment seminar is held, which all postdoctoral associates 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, have the opportunity to interact with interns as well as 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**

Postdoctoral Associates meet as a group twice monthly with the Director of Training and Associate Director of Training to discuss progress and issues related to the fellowship 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 to meet with one another with no set didactic agenda.

In addition to programmatic progress, postdoctoral associates meet 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 the Leadership in Education in Neurodevelopmental Disabilities (LEND) Program, Postdoctoral Associates 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 on Fridays. The collaboratives include the following foci: Neurodevelopmental Discovery Science, Neurodevelopmental Interventions, Health & Wellness, Lifespan & Chronic Health Conditions, and Promoting Behavioral Health. Each collaborative is designed to develop goals and strategies related to improving children’s lives through impact, innovation, and connection. 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, 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. Weekly seminars are also offered through the Department of Pediatrics and the Division of Child and Adolescent Psychiatry that may be of interest to. 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.
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.

Administrative Faculty- Mailman Center and Department of Pediatrics

Judith Schaechter, M.D.
Chair, Department of Pediatrics

Daniel Armstrong, Ph.D., ABPP
Director, Mailman Center for Child Development
Professor, Pediatrics and Psychology
Executive Vice Chair, Department of Pediatrics
Psychology Faculty at the Mailman Center

Clinical Psychology

Alan Delamater, Ph.D., ABPP  Division Director, Professor, Pediatrics and Psychology
Jason Jent, Ph.D.  Psychology Training Director, Associate Professor, Pediatrics
Maite Schenker, Ph.D.  Psychology Associate Training Director, Assistant Professor, Pediatrics
Anai Cuadra, Ph.D.  Assistant Professor, Pediatrics
Susan Dandes, Ph.D.  Associate Professor, Pediatrics
Bridget Davidson, Ph.D.  Assistant Professor, Pediatrics
Eileen Davis, Ph.D.  Assistant Professor, Pediatrics
Monica Dowling, Ph.D.  Assistant Professor, Pediatrics
Michelle Berkovits, Ph.D.  Assistant Professor, Pediatrics
Dainelys Garcia, Ph.D.  Assistant Professor, Pediatrics
Lynn Kerdyk, Ph.D.  Assistant Professor, Pediatrics
Connie Morrow, Ph.D.  Research Associate Professor, Pediatrics
Elana Mansoor, Psy.D.  Assistant Professor, Pediatrics
Ruby Natale, Ph.D., Psy.D.  Associate Professor, Pediatrics
Elizabeth Pulgaron, Ph.D.  Assistant Professor, Pediatrics
Winsome Thompson, Ph.D.  Assistant Professor, Pediatrics
Allison Weinstein, Ph.D.  Assistant Professor, Pediatrics
Associated Clinical Faculty/Staff

Ivette Cejas, Ph.D.  Assistant Professor, Otolaryngology

Associated Faculty in the Department of Psychology

Michael Alessandri, Ph.D.  Clinical Professor, Psychology, and Executive Director, CARD Program
Jennifer Durocher, Ph.D.  Clinical Associate Professor, Psychology and Director, CARD Program
Melissa Hale, Ph.D.  Clinical Assistant Professor, Psychology, Associate Director, CARD Program, ASAC Program
Amy Beaumont, Psy.D.  Director, ASAC Program, Psychology
Meaghan Parlade, Ph.D.  Intervention Services Coordinator, ASAC/CARD Programs, Psychology and PCIT
Annette LaGreca, Ph.D.  Professor, Psychology and Pediatrics
Kristin Lindahl, Ph.D.  Associate Professor, Psychology
Pat Saab, Ph.D.  Associate Professor, Psychology (Health)