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

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

The University of Miami Mailman Center for Child Development was founded in 1971 as one of 20 University Affiliated Programs (UAPs) through federal legislation enacted in the mid-1960's. This entailed a federal construction grant, against which matching funds were provided by the Mailman Foundation and by the Joseph P. Kennedy, Jr. Foundation, and an interdisciplinary training grant administered through the federal Department of Health, Education and Welfare (now called the Department of Health and Human Services, HHS). Over the past decade, the 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 handicapping effects of existing conditions through clinical programs of early detection, diagnosis, early intervention and special education. When problems occur despite these prevention efforts, a range of assessment and intervention services are also available. These activities constitute interdisciplinary services for over 5000 children and their families through some 15,000 clinic visits in the Mailman Center programs annually. This service load is considerably larger when the involvement of MCCD staff and trainees in the clinical pediatrics programs at the Jackson Children's Hospital Center is considered.

A. Training Resources of the Mailman Center

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

B. Administrative Organization of the Mailman Center

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

1. Director, Mailman Center for Child Development

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

2. Interdisciplinary UAP Committee

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

3. Disciplines

Twelve disciplines are represented within the MCCD:

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

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

III. DESCRIPTION OF THE CLINICAL PSYCHOLOGY DISCIPLINE

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

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

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

**B. Interdisciplinary Function**

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

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

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

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

Susan Dandes, Ph.D.  
Child Protection Team

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

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

Maria Goldman, Psy.D.  
Pediatric Hematology/Oncology, Diabetes, Endocrine, Interdisciplinary Developmental Evaluation Service, Child Neurodevelopmental Assessments

Michelle Berkovits, Ph.D.  
Early Steps

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

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

Anai Cuadra, Ph.D.  
Pediatric Mobile Clinic, Child Neurodevelopmental Assessments, Special Immunology/Neurodevelopment

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

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

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

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

Anna Maria Patiño-Fernández, Ph.D.  
Weight Management

Elizabeth Pulgaron, Ph.D.  
Weight Management

Wendy Sulc, Ph.D.  
Pediatric Hematology/Oncology, Child Neurodevelopmental Assessments

Winsome Thompson, Ph.D.  
Pediatric Hematology/Oncology
IV. CLINICAL PSYCHOLOGY INTERNSHIP TRAINING PROGRAM

A. Eligibility

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

B. Funding

Between four and five internship positions will be available for 2013-2014 contingent upon availability of funding, with current salary support set at $23,660 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. Division of Clinical Psychology, Division of Pediatric Psychology, Neurodevelopment/Special Immunology, Preschool Interventions). Acceptance of a position involves a 20-hour commitment to one of these funding rotations across the 12-month internship year. The remaining 20 hours/week will be spent on rotations individually tailored to meet the training needs of the intern, selected by the intern in consultation with his/her primary supervisor. Included in the remaining 20 hours/week will be one half-day a week dedicated to clinical research activities. The source of funding and 12-month rotation commitment is determined at the time offers are extended to interns, and every effort is made to match applicant interests to funding rotation. Supervision of activities in the funding position will be provided by the faculty member(s) working in the area. Work in these areas is incorporated into the training program and represents opportunity for the development of expertise in a specific area, as well as the development of long-term assessment and treatment cases.

C. Internship Requirements

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

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

D. **The Clinical Psychology Internship Program**

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

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

E. Application Procedure

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

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

- Tuesday, January 8, 2013
- Friday, January 11, 2013
- Tuesday, January 15, 2013

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

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

F. Intern Selection

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

November 1, 2012 All Application Materials Due
December 15, 2012 Invitations to Attend Open House Issued
January 8, 11, 15, 2013 Open Houses – Tentative Dates
February 6, 2012 Ranking Lists Submitted (Phase I)
February 22, 2012 Match Results Released (Phase I)

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

V. GOALS AND OBJECTIVES OF THE INTERNSHIP EXPERIENCE

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

Table 1
Areas of Minimum Competency and Rotations Providing These Experiences

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<tr>
<th>Competency Area</th>
<th>Basic Skill</th>
<th>Rotations where Experience Possible</th>
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<tr>
<td></td>
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<td>Adol Med, ASAC, BP, CI, CNS, CP, CPT, DIA, Endo, ES, Hem/Onc, IDES, Neuropsych, PAS, PMCOPE, PP, VAN</td>
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<td>ASAC, BP, CNS, CP, CPT, DIA, ES, IDES, PCIT, PI, VAN</td>
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<td>Adol Med, BP, CC, CI, CP, CPT, DIA, Endo, ES, Hem/Onc, IDES, PP, SI/ND, VAN</td>
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Participate and/or conduct neuropsychological assessment of adult or child with developmental disability.

**Intervention**
- Develop and implement behavioral intervention for child non-compliance, anxiety, and disruptive behavior. Evaluate.
- Develop and implement intervention for behavioral problem associated with a medical condition. Evaluate.
- Develop and implement intervention for parent or family problem associated with child problem. Evaluate.

**Prevention**
- Participate in early screening, early intervention, or anticipatory guidance program for children/families at risk for later developmental or behavioral problems.

**Consultation**
- Serve as a consultant to a pediatrician on at least one case involving a behavioral problem associated with a medical condition.
- Consult with school on at least one case involving appropriate educational placement.

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

1. At least 75% of the intern's experience will be in child-related activities.
2. The internship will be structured so that each intern gains experience with a population diverse in terms of age, gender, socioeconomic background, ethnic origin, and presenting problems.
3. An individual education plan (IEP) will be developed for each intern at the beginning of the internship year and reviewed periodically throughout the year.

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

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

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

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

VI. DESCRIPTION OF TRAINING ROTATIONS

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

![Diagram of training rotations]

CURRENTLY, OUR MAJOR FUNDING ROTATIONS ARE: 1) CLINICAL PSYCHOLOGY (IN GREEN); 2) PEDIATRIC PSYCHOLOGY (IN PINK); 3) NEURODEVELOPMENT/SI (IN YELLOW); 4) PRESCHOOL INTERVENTIONS (IN RED); 5) ASAC, AUTISM ASSESSMENT (IN PURPLE)
Major Training Components of Internship

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

A. Division of Clinical Psychology Rotations

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

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

Clinical Psychology Assessment Rotations

Psychological Assessment Service (PAS)

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

Supervisors: Monica Dowling, Ph.D., Lynn F. Kerdyk, Ph.D., Anai Cuadra, Ph.D., Maria Goldman, Psy.D., Wendy Sulc, Ph.D.
Interdisciplinary Developmental Evaluation Service (IDES)

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

*Supervisors: Monica Dowling, Ph.D., Maria Goldman, Psy.D.*

**Behavioral Pediatrics Clinic**

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

*Supervisors: Veronica Accornero, Ph.D., Jason Jent, Ph.D., Neena Malik, Ph.D., Monica Dowling, Ph.D.*

**B. Division of Pediatric Psychology Rotations**
**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:

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

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


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

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

*Supervisor: Winsome Thompson, Ph.D.*

**Pediatric Medical Coping Clinic**

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

*Clinic Coordinator: Wendy Sulc, Ph.D.*
Diabetes/Endocrine Clinics

**Diabetes**
Tues 9-12 or 2 or Thurs 9-12 and/or Thurs 1-4
(Best is 9-2 on Tuesday and/or Thursday)

Brief mental health interviews; Consultation w/ physician.
Brief interventions typically regarding adherence to diabetes regimen, family conflict/dynamics, or adjustment to illness.
Inpatient consults for diabetes admitted to Jackson. Outpatient therapy opportunities also available.

**Endocrine Clinic**
Fridays 9-2

Brief mental health interviews; Consultation w/ physician.
Brief interventions typically regarding adherence to physician recommendations, family conflict/dynamics, or adjustment to illness. Conditions include primarily obesity in children of all ages and also other endocrine disorders such as Crohn’s Disease, thyroid disorders, and short stature. Much of the focus of this clinic is on adherence to medical regimen (often, diet and nutrition, as well as physical activity) and adapting to illness.

*Supervisor: Maria Goldman, Psy.D.*

**C. Neurodevelopment/Special Immunology**

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

*Supervisor: Anai Cuadra, Ph.D.*

**D. Preschool Interventions with At Risk Young Children**

**Jump Start to Child Health**
Opportunities on this rotation include conducting on-site therapy within child care centers with children ages 0-5 at risk due to poverty. Interventionists alternate between dyadic therapy, child therapy, individual parenting sessions, and teacher consultations. Therapy is conducted on site at
the child care centers, which are generally clustered around the medical campus. Supervision may be held on-site in the childcare centers as well as in the office. You can obtain specialized training in the area of therapy with a birth-5 population.

**Healthy Caregivers-Healthy Children**
The purpose of this program is to implement an obesity prevention program with an ethnically diverse preschool population. We are in the second year of the program. At this time, opportunities would include providing booster trainings to parents and teachers utilizing OrganWise Guys in addition to parent and teacher workshops on the importance of role-modeling. The OWG curricula focuses on core principles of healthy living (high fiber, low fat, lots of water, exercise) and eating (nutrient-dense foods).

**Early Discovery**
Early Discovery provides services for children who do not qualify for Part C or Part B but who have mild delays (10% to 29%) and would still benefit from intervention. Intervention services for children 0-5 include care coordination, and short-term speech/language, occupational therapy, behavioral, and developmental intervention. Early Discovery also provides family support through assistance in navigating the early intervention and special education system and referrals to other needed services.

Services take place in the natural environment: either in the child’s home, child care center classroom or in the provider’s office. Priority is placed on meeting the needs of the family and providing the services and location that best meets the family’s needs. Early Discovery’s mission is to build a system of care that will reduce the number of young children needing special education services by the time they begin kindergarten.

We envision a community where children in need of developmental intervention have the opportunity to maximize their potential through access to effective, appropriate, and family-center intervention services and supports.

Program Requirements
Must have a car and be comfortable providing community-based services.

*Supervisor: Ruby Natale, Ph.D., Psy.D.*

**E. ASAC/CARD: Autism Assessment Clinic and Participation in Center for Autism and Related Disabilities**
CARD Center, Flipse Building, Coral Gables campus

Provides comprehensive psychodevelopmental evaluations to children, adolescents, and adults to investigate the possibility of an autism spectrum disorder and provide therapeutic recommendations. Liaison work may occur in schools and with other professionals.

Involvement in CARD; which can include conducting social skills groups with children and youth with HFA.

Supervisors: Melissa Hale, Ph.D. BCBA-D, Amy L. Beaumont, Psy.D., BCABA
H. Other Training Opportunities
Each intern will consult in a pediatric primary care continuity clinic (approximately 3 hours/week) for half of the internship year (required experience).

**Continuity Clinic**

The Continuity Clinic is a well-child care clinic staffed by pediatricians and pediatric interns and residents. Continuity clinic meets 5 afternoons a week and the intern is given the opportunity to teach and/or consult on a variety of common behavior problems encountered by pediatricians. This rotation is a consultation and liaison rotation where interns also teach attending physicians and residents about psychological issues and typical social and emotional child development.

**Pediatric Mobile Clinic**

**Who we are**

- The University of Miami Pediatric Mobile Clinic (UMPMC) provides medical, social, and mental health services to children in Miami Dade and Broward counties without insurance. Services are provided at no charge and in 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 patients 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.

**Sites in the community**

- The UMPMC visits 21 different locations through the counties served at least once a month.
- Examples of sites visited include:
• Schools: Winston Park Elementary (Kendall), Nathan B. Young Elementary (Opa Locka)
• Community Health Clinics: Good News Care (Florida City)
• Child Care Centers: La Sagrada Familia (Little Havana), Our Little Ones (Little Haiti)
• Other: West Dade Library (Westchester), Sembrando Flores Community Center (Homestead), St. Stephen’s Church (Miramar), Center for Haitian Studies (Little Haiti)

The team also works closely with several community partners and resources, including: Dade County Health Department, Legal Services of Greater Miami, Prevent Blindness of Florida, Human Services Coalition

Psychological Services Provided

❖ Consultation to medical team about a variety of behavioral and emotional problems including ADHD/ADD, academic difficulties, developmental delays, enuresis, encopresis, sleeping difficulties, autism, and adjustment to school and/or living in the US ( acculturation).
❖ Other services may include: medication follow up for ADHD/ADD, individual/family therapy, parent training and mental health education, school advocacy, child abuse prevention, triage to other community mental health clinics or social support services, and possible psychoeducational screenings and/or assessments
❖ Psychology Intern: Training experience can take place of primary care rotation for 4 hours/week.
❖ On-site supervision (usually Thursdays or Mondays)
❖ Hours can be done at the community sites or at Mailman Center.
❖ Spanish or Creole language abilities are helpful but not required.

Supervisors: Alan Delamater, Ph.D. (Continuity Clinic), and Anai Cuadra, Ph.D. (Pediatric Mobile Clinic)

Division of Adolescent Medicine

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

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

*Supervisor: Monica Dowling, Ph.D.*

**Early Steps (ES)**

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

*Supervisor: Michelle Berkovits, Ph.D.*

**Child Protection Team (CPT)**

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

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

**Cleft Palate Craniofacial Team**

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

*Supervisor: Lynn Kerdyk, Ph.D.*
**Division of Neuropsychology, Department of Neurology Rotation**

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

*Supervisor: Bonnie Levin, Ph.D.*

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

**Child Neurodevelopmental Service (CNS)**

Our program, Child Neurodevelopmental Service (formerly the Pediatric Neuropsychology Service), offers highly specialized and comprehensive neuropsychological assessment services in both English and Spanish for children and adolescents with a history of medical conditions that affect the central nervous system. As a part of the Mailman Center for Child Development, we are committed to meeting the needs of children with special health issues, and work to ensure that neurocognitive problems associated with chronic or life threatening medical conditions are identified and managed appropriately.

These include:
- Cancers involving treatment that may affect the CNS (e.g., leukemias, lymphomas)
- High grade and low grade brain tumors, including pre-radiation therapy “baseline” evaluations
- Sickle cell disease
- HIV/AIDS
- Solid organ transplantation
- Stroke
- Hydrocephalus
- Congenital CNS malformations
- Seizure disorders.

Services:

Comprehensive neuropsychological and/or psychoeducational evaluations within a developmental context.
Age range: Infancy to young adults in higher education.
Transition evaluations for young adults
Multidisciplinary consults (Alex’s Place, Survivorship Clinic)
School consults provided in person or by teleconference

Responsibilities: Testing administration, scoring, report writing, feedback participation, possible school consultations

Supervision: On-site

Supervisors:
Anai Cuadra (every other Tuesday, Fridays, except 4th Friday of the month)
Wendy Sulc (Wednesdays)
Maria Goldman (every other Monday)

Pediatric Pulmonary Medicine/Cystic Fibrosis Program

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

PCIT Training Rotation

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 (8:30 or 9am-12pm), afternoon rotation (1-6pm), or full day rotation (9-5 or 10-6). Morning clinics will include 2-3 cases and afternoon clinics will include 4-5 cases. Each trainee will receive training in accordance with the PCIT International Training guidelines and will be paired with a postdoctoral fellow as a co-therapist on all cases. Beyond serving as a co-therapist, trainees will be responsible for clinical documentation (e.g., progress notes, intake reports). The trainee will receive live supervision from the postdoctoral fellow before, during, and after each session. Further, the clinical director will provide group supervision on Tuesdays from 12-1pm, which will include case discussion, practicing of coaching skills, and video review of sessions. In addition, the clinical director will conduct live supervision of 3 PCIT cases per week. If scheduling prohibits the viewing of particular cases, video review of session will be completed. It is expected that individuals who join this rotation commit to completing the PCIT training guidelines to ensure that they would be able to meet the PCIT certification training process by the end of the year. While this is possible to be completed during a 6 month rotation, it is our experience that it takes trainees a full year to meet this requirement.

Supervisor: Jason Jent, Ph.D.
Pediatric Cochlear Implant Clinic Including the Debbie School

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 from a silent world into a hearing world of sound and life, through the use of cochlear implant technology.

Psychology’s Role

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.

This rotation is available every day from 8:30am to 5:00pm, preferably Tuesdays, Wednesdays, or Thursdays. Trainees may choose one or two half days or a full day on the rotation.

Supervision will be provided on-site, as well as scheduled in the office.

The Debbie Institute (School)

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.

* 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.

Psychology’s Role

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.

This rotation is available every day from 8:30am to 2:00pm. Trainees may choose one or two half days or a full day on the rotation. Supervision will be provided on-site, as well as scheduled in the office.

* Supervisor: Ivette Cruz, Ph.D. *

**Perinatal Chemical Addiction, Research, and Education Program (Perinatal CARE Program) (CURRENTLY NOT ACCEPTING TRAINEES, BUT AN ONGOING PROGRAM OF CLINICAL RESEARCH)**

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

* Supervisors: Connie Morrow, Ph.D., Veronica Accornero, Ph.D., Elana Mansoor, Ph.D. *
Conferences and Seminars

Required:

Weekly Assessment and Treatment Seminar

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

Director's Meeting

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

Professional Development

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

Special Series

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

Interdisciplinary Web Course

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

Student-Faculty Interdisciplinary Conference

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


**Clinical-Child/Pediatric Information Exchange**

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

**Other Seminars:**

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

**Research**

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

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

**VII. POST-DOCTORAL TRAINING**

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

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

A. Administrative Faculty- Mailman Center and Department of Pediatrics

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

B. Psychology Faculty at the Mailman Center

Clinical Psychology

Veronica Accornero, Ph.D.  Associate Professor Professor, Pediatrics
Anai Cuadra, Ph.D.  Assistant Professor, Pediatrics
Susan Dandes, Ph.D.  Associate Professor, Pediatrics and Psychology
Alan Delamater, Ph.D., ABPP  Division Director, Professor, Pediatrics and Psychology
Monica Dowling, Ph.D.  Assistant Professor, Pediatrics
Maria Goldman, Psy.D.  Assistant Professor, Pediatrics
Michelle Berkovits, Ph.D.  Assistant Professor, Pediatrics
Jason Jent, Ph.D.  Assistant Professor, Pediatrics
Lynn Kerdyk, Ph.D.  Assistant Professor, Pediatrics
Connie Morrow, Ph.D.  Research Associate Professor, Pediatrics
Neena Malik, Ph.D.  Psychology Training Director, Pediatrics
Elana Mansoor, Psy.D.  Assistant Professor, Pediatrics
Ruby Natale, Ph.D., Psy.D.  Assistant Professor, Pediatrics
Anna Maria Patino-Fernandez, Ph.D.  Assistant Professor, Pediatrics
Elizabeth Pulgaron, Ph.D.  Assistant Professor, Pediatrics
Wendy Sulc, Ph.D.  Assistant Professor, Pediatrics
Winsome Thompson, Ph.D.  Assistant Professor, Pediatrics

Associated Clinical Faculty

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

Ivette Cruz, Ph.D.  Assistant Professor, Otolaryngology
### C. Associated Faculty in the Department of Psychology

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Michael Alessandri, Ph.D.</td>
<td>Clinical Professor, Psychology, and Director, CARD Program</td>
</tr>
<tr>
<td>Jennifer Durocher, Ph.D.</td>
<td>Clinical Assistant Professor, Psychology</td>
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<tr>
<td>Melissa Hale, Ph.D.</td>
<td>ASAC Program, Psychology</td>
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<tr>
<td>Amy Beaumont, Psy.D.</td>
<td>ASAC/CARD Programs, Psychology</td>
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<tr>
<td>Jill Ehrenreich May, Ph.D.</td>
<td>Associate Professor, Psychology</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, Psychology</td>
</tr>
<tr>
<td>Alexandra Quittner, Ph.D.</td>
<td>Professor, Psychology</td>
</tr>
<tr>
<td>Pat Saab, Ph.D.</td>
<td>Associate Professor, Psychology (Health)</td>
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A HAPPY INTERN CLASS!