POSTDOCTORAL FELLOWSHIP IN PEDIATRIC NEUROPSYCHOLOGY

Psychology Section

Department of Pediatrics

Baylor College of Medicine

Program Director: Marsha N. Gragert, Ph.D., ABPP-CN
Program Code: 9043
http://www.bcm.edu/pediatrics/psychology
HOUSTON, TEXAS
2017-2019
Setting and Program Overview

The Psychology Section of Baylor College of Medicine’s (BCM) Department of Pediatrics announces the availability of a two-year, postdoctoral fellowship designed to train scientist-practitioners in pediatric neuropsychology. The Postdoctoral Fellowship in Pediatric Neuropsychology is a member of the Association of Postdoctoral Programs in Clinical Neuropsychology (APPCN) and is designed to conform to the guidelines developed by Division 40 of the American Psychological Association (APA), the International Neuropsychological Society (INS), and the training model formulated at the Houston Conference. Our goal is to provide advanced training for psychologists specializing in pediatric neuropsychology who plan to go on to earn certification through the American Board of Clinical Neuropsychology (ABCN), a member board of the American Board of Professional Psychology (ABPP).

The Postdoctoral Fellowship in Pediatric Neuropsychology is one program encompassed within the overall education mission of the BCM Psychology Section. Our section also regularly serves as a training site for externs from area graduate programs, and we have an APA-accredited internship program that includes tracks in child clinical/pediatric health psychology as well as pediatric neuropsychology. Finally, our section also offers a Postdoctoral Fellowship in Child Clinical/Pediatric Health Psychology (Director: Mariella Self, Ph.D.). Given this broader educational context in which the Postdoctoral Fellowship in Pediatric Neuropsychology exists, our fellows are afforded opportunities to gain experience outside of pediatric neuropsychology. The mission of the fellowship programs is to advance the profession of psychology and maximize child health outcomes through exemplary post-doctoral training that launches the independent careers of psychologists who are effectively prepared to balance and integrate clinical practice, research, and teaching within their subspecialty field of child and pediatric psychology. We will achieve this through direct teaching of advanced competencies, informed professional development, and an emphasis on individualized and contextually-relevant evidence-based care achieved through scholarly inquiry, commitment to a scientist-practitioner model, and a mutually-informative collaboration between multidisciplinary researchers and clinicians.

The primary site for this fellowship is the Psychology Service of Texas Children's Hospital (TCH), which is the largest children’s hospital in the United States and the primary teaching/training center for BCM’s Department of Pediatrics. BCM and TCH are located on the grounds of the Texas Medical Center, the largest medical center in the world. TCH was one of only eleven hospitals nationally designated by U.S. News and World Report in 2016-2017 for Honor Roll status in pediatrics, ranking 4th overall. We ranked among America's best in 10 of 10 specialty areas evaluated. TCH is a 629-bed institution comprised of five main facilities and additional satellite facilities in central Houston or the surrounding suburbs (http://www.texaschildrens.org/maps-and-directions). Of the five main facilities, the Clinical Care Center is the primary outpatient services facility, whereas the West Tower is the inpatient services facility. The Feigin Center houses research facilities, including labs, administrative, and faculty offices. The Abercrombie Building houses additional patient care areas, other patient services (e.g., international patient services), and administrative offices. The physical space of the Psychology Service occupies 13,000 square feet in the Clinical Care Center, which is adjacent and connected to both the West Tower and the Feigin Center. The new Pavilion for Women houses the maternal-fetal medicine program and also connects to the Clinical Care Center. Space designated for the Psychology Service’s patient care includes: ten neuropsychological testing/interview rooms; several group therapy rooms, 12 therapy rooms, an indoor playground/gym, and additional swing spaces that can also be used for assessment or treatment activities. Select clinical
space is equipped with observation rooms, one-way mirrors, and digital and VHS video capacity with microphones for supervision and consultation purposes.

The Psychology Section maintains a large number of trainees at various levels, offering significant opportunity for collegial interaction with peers. Current departmental trainees include: 9 postdoctoral fellows (4 in pediatric neuropsychology, 5 in clinical child/pediatric health psychology), 5 interns in our APA-accredited Professional Psychology Internship Training program, and numerous graduate practicum students. At the fellowship level, a firm foundation is provided for those pursuing careers in academic medical centers, hospitals, or in private practice. The majority of our graduates enter directly into positions within academic medical centers. A small minority initially choose to enter private practice, hospital-based practice, or a university placement, and others subsequently proceed to establish successful community health center or private practices.

With accomplished faculty neuropsychologists (14) and pediatric psychologists (15) that span a variety of specialties within the field of pediatric psychology, our program provides fellows with many professional role models. The client population served through TCH represents a wide range of conditions within primary and specialized pediatric medicine. The caseload of fellows is based upon their educational needs and training goals. Fellows have the opportunity to participate in evaluations and therapy with children with a variety of physical disorders and diseases as well other mental health disorders. Primary services in which the fellows engage include neuropsychological evaluation; consultation with families, schools, and referring physicians/medical teams; and individual, family, and group psychotherapy.

## Fellowship Activities

Pediatric neuropsychology fellows spend approximately 70% time in clinical service (divided across major and minor rotations, including supervision time), 20% time in research and professional preparation, and 10% time in didactic coursework. Professional preparation currently includes time allotment and financial support toward EPPP and provisional licensure in Texas during fellowship year 1, and time allotment and mentorship toward full state licensure and American Board of Professional Psychology (ABPP) specialization in Clinical Neuropsychology during the fellowship year 2. Fellows are strongly encouraged and incentivized to be provisionally licensed prior to the commencement of fellowship year 2. Fellows spend 2/3 of their clinical service time focused in neuropsychology (4, 6-month major rotations) and 1/3 in minor rotations drawn from neuropsychology and other concentration areas. Below is one example of a possible rotation structure:

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<th>Experience</th>
<th>Year 1</th>
<th>Year 2</th>
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<td>Core Faculty A</td>
<td>Core Faculty B</td>
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<tr>
<td>Major Rotation (50%)</td>
<td>Required: Bluebird Clinic for Pediatric Neurology (Epilepsy)</td>
<td>Optional: BCM Neurosciences Course</td>
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<td>Neuropsychology Readings</td>
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<td>Research &amp; Professional Prep (20%)</td>
<td>Research/Scholarship Project Presentation at National or Regional Conf.</td>
<td>Research/Scholarship Project Manuscript submission</td>
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Clinical Service

Clinical Experiences Available for Major and Minor Rotations:

Pediatric Neuropsychology Program (Major and Minor Rotations): The patient population served through the Pediatric Neuropsychology Program is representative of the wide variety of conditions seen in primary and specialized pediatric medicine practice. Particular emphasis is placed on chronic medical illnesses, including leukemia, brain tumors, sickle cell disease, stroke, traumatic brain injury, organ failure and transplantation, and cochlear implantation. Other typical referrals include neurodevelopmental delays and disorders, genetic disorders, diabetes, lupus, HIV, neuropsychiatric disorders, pre- and post-surgical evaluations, and other neurological or systemic medical conditions.

The children seen through this program range in age from early childhood to early adulthood and come from very diverse cultures and socio-economic backgrounds. Given the demographics of our typical patient population, fellows gain significant experience in the assessment of bilingual/bicultural patients.

Primary services in which fellows engage include outpatient neuropsychological assessment and consultation with families, schools, and referring physicians/medical teams. The clinical populations served and specific services provided vary by rotation and the specialty area(s) of the rotation supervisor (see the Pediatric Neuropsychology Program Rotations and Core Training Faculty sections of this brochure). Fellows may also participate in multidisciplinary clinics/staffings as well as rotation-specific clinical/didactic meetings (e.g., multidisciplinary staffing in brain tumor, cochlear implant, and organ transplant teams, brain tumor boards, etc.) in addition to their ongoing didactic programming (see Seminars/Didactics).

Faculty supervisors for major or minor rotations include: Douglas Bloom, Ph.D., Susan Caudle, Ph.D., ABPP-CN, Mary Reeni George, Ph.D., ABPP-CN, Marsha Gragert, Ph.D., ABPP-CN, Lynnette Harris, Ph.D., Isabella Iovino, Ph.D., Lisa Noll, Ph.D., Kimberly Raghubar, Ph.D., and David Schwartz, Ph.D., ABPP. Minor rotation experiences may be available with Douglas Ris, Ph.D., ABPP-CN.

Autism Center (Major or Minor Rotation): The Autism Center offers diagnostic, developmental, psychological and neuropsychological evaluation for individuals suspected of having an autism spectrum disorder (ASD). The patient population includes children from a range of referral sources (e.g., schools, physicians, families) who may have pre-existing diagnoses (e.g., developmental delays or other neurodevelopmental disorders) and are also suspected of having an ASD. Our center also provides evaluation for children who have been diagnosed with ASD and are in need of a comprehensive evaluation to aid in the development of treatment recommendations. The Autism Center faculty work in conjunction with faculty from a range of other disciplines and evaluate children in a multidisciplinary clinic format. In the multidisciplinary clinics, fellows have the opportunity to work on teams that include faculty from psychiatry, developmental pediatrics, neurology, and social work.
Within this rotation, fellows will have the opportunity to engage in psychological, behavioral, and/or neurocognitive assessment of individuals with (or suspected of having) ASD, including evaluations using gold standard diagnostic tools such as the Autism Diagnostic Observation Schedule, 2nd Edition (ADOS-2). Fellows will also have the opportunity to (1) conduct psychological/neurocognitive assessment of children with various neurologically-based developmental problems; (2) participate in diagnostic differentiation and formulation of further assessment and treatment plans; and (3) participate in family consultations/feedback and provide recommendations for intervention services. Opportunities also exist for clinical research, particularly projects involving behavioral phenotyping of ASD and genetic conditions. The clinical caseload will vary according to the developmental needs and the range of clinical duties of the individual fellow, but general guidelines are:

- 2 to 3 cases per week (Major Rotation) or 1 to 2 cases per week (Minor Rotation)
- Involvement in all aspects of evaluation, including diagnostic interviews, planning test batteries, test administration (with or without technician support) and interpretation, providing feedback to parents, and report writing.

Leandra Berry, Ph.D., and Audrey M. Carson, Ph.D., are the primary faculty supervisors, but some supervision may be available from Robin P. Kochel, Ph.D. (ADOS/ADI-R training and research experiences, only).

Inpatient Rehabilitation Unit (Required Minor Rotation, Fellowship Year 2): Fellows work with a multidisciplinary team in the care of patients with a variety of injuries/diseases of the central nervous system (CNS), including brain tumors, traumatic brain injury, CNS infections, demyelinating conditions, cerebral vascular accidents, cerebral palsy, spina bifida, and other conditions with known or suspected CNS involvement. The population is diverse with respect to age (preschool through young adulthood) as well as language dominance, culture, and socioeconomic status. Fellows will gain experience in inpatient assessment of bilingual/bicultural patients on this rotation.

The TCH Inpatient Rehabilitation Unit (IRU) is a CARF-accredited, 8-bed unit. Responsibilities of the rotating fellow under the supervision of the attending faculty include team consultation and attendance at team meetings and patient rounds, performing neurobehavioral status examinations and neurobehavioral management, assisting the team in determining when comprehensive neuropsychological evaluation or other neuropsychological consultation is warranted, advising the team on the appropriateness of other psychologically-related interventions, and providing pre-discharge neuropsychological evaluation services as indicated. Opportunities for direct provision of behavioral management and other interventions services as well as school consultation also exist based upon the training interests of the individual fellow. At present, this rotation typically involves comprehensive evaluation of 1 IRU patient per week, with the remainder of the clinical rotation time comprised of supervision and the other clinical activities listed above.

Marsha Gragert PhD, ABPP-CN is currently the interim, primary supervisor for this rotation, with supplemental supervision of behavioral intervention services provided by select pediatric health psychology faculty (primarily Ginger Depp Cline, Ph.D., ABPP). Our institution is, however, in the process of recruiting for a dedicated rehabilitation neuropsychologist for the IRU to replace a faculty member who re-located and thus left her position at BCM/TCH.

Blue Bird Clinic for Pediatric Neurology and Neurosurgery (Required Minor or Major Rotation): The patients seen during this rotation have conditions ranging from common developmental disabilities to
rare neurodegenerative disorders, but a high percentage have epilepsy. The children range in age from early childhood to late adolescence and come from very diverse cultures and socio-economic backgrounds. Depending on the day of the week, there may be an emphasis on epilepsy surgery candidates or demyelinating disorders. Clinical responsibilities include test administration and report writing (1 to 3 patients per week). The fellow will also be involved in parent and patient interviews and parent feedback. There are opportunities to view Wada tests and to attend epilepsy surgery and multiple sclerosis patient conferences. Attending neuropsychologists will provide guidance to fellows who want a more in depth exploration of specific neurological disorders.

Faculty supervisors include Karen Evankovich, Ph.D. and Jennifer Haut, Ph.D., ABPP-CN

Clinical Experiences Potentially Available for Minor Rotations:

Pediatric Health Psychology (PHP)
Program: The Pediatric Health Psychology Program serves children and their families who are having difficulties coping with chronic medical illnesses and treatment, and/or adhering to their medical regimen. Families are referred from a range of subspecialties including: Diabetes/Endocrine, Hematology-Oncology, Pulmonary, Gastroenterology/Nutrition, Cardiology, Transplant, Bariatric Surgery, Neurology, Rheumatology, Fetal Center/NICU, Retrovirology, Plastic Surgery, Gynecology, Dermatology, Gender Medicine, and the Trauma Service. Clinical opportunities include inpatient and outpatient therapy, assessment, and consultation and liaison services within the medical setting.

In this rotation, the fellow will be provided with training in empirically supported practices and education regarding pediatric medical conditions, psychological sequelae, and correlates of such conditions. The fellow will also receive mentoring in learning how to work with multidisciplinary teams comprised of physicians, nurses, and other medical staff. Fellows may attend various rounds and multidisciplinary staffings, such as patient rounds on various hospital units and Pediatric Grand Rounds. Faculty supervisors for this rotation include Ginger Depp Cline, Ph.D., ABPP, Danita Czyzewski, Ph.D., Lisa Noll, Ph.D., Nicole Schneider, Psy.D., Mariella Self, Ph.D., Gia Washington, Ph.D., ABPP, Marni Axelrad, Ph.D., ABPP, and Karin Price, Ph.D., ABPP.

Anxiety Disorders Program (ADP): The Anxiety Disorders Program (ADP) serves outpatient children and adolescents whose primary presentation involves an anxiety or obsessive compulsive disorder. The various diagnostic presentations seen for assessment and treatment within the program include Social Phobia, Selective Mutism, Obsessive Compulsive Disorder, Panic Disorder, Health Anxiety, Specific Phobias, Separation Anxiety, and Generalized Anxiety. In addition, patients may have medically unexplained symptoms or comorbid medical diagnoses that are treated by the pediatric medical specialists at TCH. The ADP treatment approach is strongly evidence-based, with most interventions based in Cognitive-Behavior Therapy (CBT). Interventions are either individual-focused with significant family involvement or conducted via a family-based approach.

In this rotation, fellows will have the opportunity to develop expertise in: 1) conducting accurate and efficient assessment of anxiety and anxiety-related issues in children and adolescents, including
ongoing assessment to determine progress in treatment and identify appropriate timing of termination of services; and 2) providing empirically supported interventions that are data-driven and research-based. Collaboration with families, schools, and other treating professionals often is integral to intervention. Supervision is provided by clinical psychologists trained in cognitive-behavioral, interpersonal, and family-based approaches to treatment. Faculty supervisors include Karin Price, Ph.D., ABPP, and Liza Bonin, Ph.D.

**Brief Behavioral Intervention (BBI):** The BBI program is designed to provide short-term services for parents and children, ages one to six years, for a wide range of behavioral and developmental concerns, such as temper tantrums, noncompliance, aggression, sleep problems, and daycare difficulties. Families are referred to the BBI when they present to their pediatricians with these concerns. A preventative, developmentally-based behavioral treatment model is applied. Therapy focuses on short-term, goal-oriented techniques and parent training with live coaching of skills. The intervention is most similar to Parent Child Interaction Therapy (PCIT), using many of the same live training opportunities for parents, as well as similar intervention techniques. Interns have the opportunity to participate in an extensive training, receive live supervision while providing services, and will have the opportunity to interact with members of multidisciplinary teams including preschool teachers and directors as well as medical residents in family medicine and developmental pediatrics. Interns participating in this minor rotation will also have opportunity to participate in the diagnostic intake process, including conceptualization, for preschool aged children. Marni Axelrad, Ph.D., ABPP is the primary faculty supervisor for the BBI.

**Family Skills Training for ADHD-Related Symptoms (Family STARS):** The Family STARS Intervention offers behavioral treatment and support for children with Attention-Deficit/Hyperactivity Disorder-Combined Type and their families. Family STARS utilizes empirically-based practices and applies a behavioral-systems approach to parent and child intervention. The delivery of this intervention is carried out within 2 formats: (1) an individualized family intervention modality and (2) a multi-family, group intervention modality. The goals for the intervention are to provide parents with support and new skills for managing challenging child behaviors and to facilitate children’s rehearsal of self-regulation strategies that match the techniques taught to parents. Specific targets include:

- ADHD Information and Education
- Improving Behavioral Attending Skills
- Improving Family Structure and Routines
- Positive Reinforcement Strategies
- Behavioral Goal Setting
- Emotion Regulation Skills
- Effective Punishment Strategies
- Negative Reinforcement Strategies

Fellow participation includes education/training, direct provision of child and parent, interventions and indirect and direct/live supervision. Fellows also assist faculty in gathering data at pre-treatment and post-treatment as well as in conducting process evaluation of intervention fidelity and performance progress. David Curtis, Ph.D. is the primary faculty supervisor for Family STARS.
Pediatric Primary Care Psychology (PPCP): The Pediatric Primary Care Psychology Program is an innovative hospital-community partnership that extends the mental health services of the Psychology Service to patients and families within their pediatrician’s clinic. Services at participating Texas Children’s Pediatrics (TCP) clinics consist of diagnostic assessments and parent consultations, psycho-education and direct clinical consultation with pediatricians, and brief intervention and problem prevention. Fellows have the opportunity to learn about adapting evidenced-based mental health assessment and treatment models to meet the needs of a pediatric community clinic setting. In addition to providing clinical services (primarily assessment and consultation) to meet more traditional mental health needs, fellows will also gain exposure to tailoring their services for child populations with emerging issues in need of early identification, early intervention, and prevention. Co-facilitating physician psycho-educational seminars and dissemination of behavioral health resources will be another role within this rotation. Finally, participation within the Primary Care Psychology Rotation’s program evaluation team will provide the fellow with exposure to system-level data collection and monitoring to further contribute to the effectiveness and portability of evidenced-based interventions within a primary care/community treatment model. Faculty supervisors include David Curtis, Ph.D., Doug Bloom, Ph.D., and Ginger Depp Cline, Ph.D.

Ongoing Clinical Experiences (Fellowship Years 1 and 2):

Inpatient Consultation Service: All neuropsychology fellows provide clinical services through our inpatient neuropsychology consultation service under the supervision of attending neuropsychologists. Coverage is provided through a rotation system in which attending faculty rotate on a weekly basis and fellows rotate on a case-by-case basis. Consultation services are provided during normal business hours, and fellows are not required to carry a pager for after-hours services. Services provided are limited to neuropsychological assessment (typically brief and targeted to the referral question) and consultation.
Seminars/Didactics

Pediatric Neuropsychology Fellows will be required to have taken courses in Functional Neuroanatomy, Developmental and/or Child Neuropsychology, Developmental Theory, and Clinical Child Psychology. If these courses have not been taken earlier in graduate training, enrollment in an appropriate course at BCM, Rice University, or the University of Houston (depending upon specific course offering and resident needs) often can be arranged.

A variety of didactic experiences are included in the fellowship experience itself. Some of these experiences are mandatory, whereas others are strongly encouraged or optional depending on the specific rotations selected by a given fellow. Mandatory didactics throughout the two-year, training experience include Child Neuropsychology Conference (three times monthly), Neuropsychology Readings Group (biweekly), Psychology Grand Rounds/Continuing Education Series (approximately monthly), Research and Professional Development Seminar (monthly), and Training Program Seminar (weekly in fellowship year 1). The following didactic experiences are strongly encouraged unless they conflict with a fellow’s current, clinical rotation schedule: Neurology Grand Rounds (weekly), Pediatric Brain Cuttings/Neuropathology Rounds (weekly), and Pediatric Grand Rounds (for pertinent topics). Individual rotations may involve participation in rotation-specific didactics or conferences, such as Tumor Board or multidisciplinary rounds. A large number of optional, didactic opportunities are also available throughout the TCH, BCM, Texas Medical Center, and Houston communities (e.g., Psychiatry Grand Rounds, Psychopharmacology Seminar, CNS Toxicity Seminar, Houston Neuropsychological Society Continuing Education). Fellows who have not previously taken an intensive course in the neurosciences have the option of taking the BCM Neuroscience Course (a module within the standard medical school curriculum) as a minor rotation in the Spring of fellowship year 1.

Research and Scholarship

Pediatric Neuropsychology Fellows are required to maintain active involvement in research/scholarship throughout the two-year, training program and, as such, maintain 20% protected time for research and professional development activities each year of fellowship. Fellows will select one supervisor with whom they will focus their research/scholarship over the two-year training period. One of two training tracks may be selected.

Research Track: There is much opportunity for fellow participation in funded and unfunded clinical research, though project selection must take into account the duration of the fellowship as well as the trainee’s professional development goals. Examples of currently funded research projects include: late effects of childhood brain tumors; genetic polymorphisms and neurocognition in ALL; natural history (including neurodevelopment, adherence, and emotional factors) of perinatal HIV infection; executive function in perinatal HIV/AIDS; and various projects in the area of autism.

Fellows on this track are expected to participate in project selection and design, data collection (if applicable), coding, analysis, and manuscript preparation. The process of project selection is expected to begin soon after the start of fellowship in order to allow sufficient time for project execution. Fellows are required to
present their fellowship research at a regional or national conference at least once and to submit at least one manuscript for peer-review during the course of fellowship.

**Scholarship Track:** Fellows on this track are expected to select a scholarship mentor and develop a plan for completion of at least one scholarly product during the course of fellowship. The selected scholarly product will require approval of the Training Director prior to commencing work on the project. Submission of an original manuscript/product for peer review is required prior to graduation. Options include but may not be limited to case studies, book chapters, review articles, and MedEd Portal submissions.

**Teaching/Supervision**

All faculty involved in the training program have medical staff appointments at TCH and academic appointments in the BCM Department of Pediatrics. Fellows will work clinically with a variety of faculty members throughout the two-year fellowship. Fellows will also select one research/scholarship mentor with whom they will focus their research over the two-year training period. Both clinical and research/scholarship supervision will occur during individual meetings with the identified supervisor(s) on a regular basis. On occasion, group supervision supplements individual supervision. Some rotations also involve “live” supervision during sessions with children and families.

In addition to their clinical and research supervision, fellows will have regular group meetings as well as periodic individual meetings with the fellowship director to discuss issues related to the fellowship experience and professional development. Fellows will also select a professional development mentor within the first 6 months after beginning fellowship. Individual meetings with this mentor will occur at least monthly. Primary goals of this professional development mentoring process include supporting the fellows’ successful navigation of their fellowship experience, provision of mentoring around the fellows’ individual professional development goals, and coaching the fellows’ timely completion of tasks instrumental to successful completion of fellowship and successful transition into their next professional endeavor. Particular emphasis is placed on the fellows’ role and responsibility in directing their own professional development in preparation for their post-graduation status as independent professionals.

**Salary/Benefits**

Fellows receive a staff appointment and a full salary through BCM. The fellowship positions are funded through the Section’s budget. The current salary for fellowship year 1 is $42,000, and the current salary for fellowship year 2 is $43,680. Fellows have the option to purchase full medical, dental and vision benefits for themselves, with the additional option of adding family members at a standard price. Fellows are also entitled to participate in the medical school’s 403B plan. In addition to 11 paid BCM holidays and sick time, fellows are given 15 days of paid time off to be used for vacation, personal days, and
professional/dissertation release time. Per current BCM policy, fellows can access up to $2,500 for tuition and required books when taking formal, approved graduate courses at BCM, Rice, or the University of Houston. Up to $750 per year in travel to professional conferences is available to fellows who are the primary author and responsible for a presentation at a national conference of BCM-supported research.

As part of our commitment to professional preparation, fellows who successfully pass the EPPP examination during fellowship year 1 will receive financial incentive/reimbursement to be used toward EPPP and fees for provisional licensure in Texas. Protected time for professional preparation includes a recommended focus for EPPP preparation in December and January of fellowship year 1. Additional reimbursement for all fees incurred in applying for Licensed Psychologist status are also available for fellows who elect to adhere to protocols and timelines established within the Psychology Section.

Fellows have office space, their own computer with internet connection, a private telephone line, pagers, and dictation equipment provided by TCH. Each computer is connected to the BCM and TCH intranet systems, with access to electronic medical records and electronic MRIs, and allowing access to the Houston Academy of Medicine Library with its vast catalog of electronic journals (over 3,500 online journals), Pub-med access, and Psych-Info databases. Fellows will have access to the Houston library system via their Hospital/University ID’s. Within the Psychology Service suite, fellows have access to computers with programs for statistical analysis and research, including SPSS, SAS, LISREL, and Reference Manager. Fellows benefit from the administrative support provided by the departmental secretaries, appointment/referral/clinic coordinators, administrative assistants, and business manager as well as the hospital's information services, scheduling, admissions, and billing department personnel.

For video highlights of just some of what TCH has to offer, please view https://www.youtube.com/watch?v=fDzvh4wBlsw&feature=youtu.be
Application Procedures

There are 2 anticipated positions for the 2017-2019 training cycle. The estimated start date will be September 5, 2017. Applicants are required to have completed their doctoral degree prior to beginning the fellowship program. A diploma or a letter from the doctoral program Department Chair is required prior to official appointment. Since stipends are provided by BCM, appointment is also contingent upon a criminal background check.

Applications will be accepted through APPA CAS (https://appicpostdoc.liaisoncas.com/applicant-ux/#/login). If this link is not functional, please copy and paste it into your browser to access the APPA CAS registration/login page. Applicants must be graduates of APA- and CPA-accredited clinical programs and internships, and prior training with children is required. Application requires submission of a letter of intent/cover letter, curriculum vita, official graduate transcripts, three letters of recommendation, the APPCN Verification of Completion of Doctorate form, two (2) sample, neuropsychological reports, and response to the additional question prompts in our APPA CAS program listing. Applicants should take note that our program participates in the APPCN match system. January 13, 2017 is the recommended deadline for online registration with the National Matching Services, Inc. (416-977-3431; www.natmatch.com/appcnmat).

This residency site agrees to abide by the APPCN policy that no person at this facility will solicit, accept, or use any ranking-related information from any residency applicant. Our program also adheres to the BCM policy for equal opportunity employment and other applicable BCM employment policies. Fellow selection is based on factors deemed relevant to prospective fellows’ potential success in the profession of pediatric neuropsychology. Relevant factors in this decision process include: clinical/research experiences; education; references from past supervisors as they relate to past training/work performance; fellowship training objectives; and long-term professional goals. The Psychology Section is committed to the recruitment of bicultural/bilingual trainees, staff, and faculty at all levels to better meet the needs of our patients, their families, and the greater Houston community. Applications from bicultural/bilingual students and those underrepresented in psychology are thus especially welcome.

❖ Application deadline for the Pediatric Neuropsychology Fellowship: January 3, 2017

Address all inquiries to:

psycfellowship@texaschildrenshospital.org

OR

Post-doctoral Fellowship Training Program (Neuropsychology)
Department of Pediatrics, Psychology Section
Attn: Emerald Ricks, Administrative Assistant
Texas Children's Hospital
6701 Fannin Street, CC 1630.00
Houston, TX 77030-2399
Phone: 832-822-4897

Interviews:
Interviews will be conducted at the annual meeting of the International Neuropsychological Society (February 1-4, 2017), with most interviews occurring on the designated interview day prior to the official start of INS (Tuesday January 31, 2017). Interviews will be arranged by invitation following review of applications. Upon request, on-site interviews can be arranged prior to INS for qualified applicants who are unable to attend the INS conference. Interviews by video conferencing will also be considered on a case by case basis if circumstances warrant.
Houston and the Texas Medical Center (TMC) Community

The TMC is the world’s largest medical complex. Today, TMC comprises 21 renowned hospitals, 8 academic and research institutions, 3 public health organizations, 13 support organizations, 3 medical schools, 6 nursing programs, 2 universities, 2 pharmacy schools, and a dental school. The TMC institutions are joined in their common dedication to the highest standards of patient and preventative care, research, and education as well as local, national, and international community well-being.

Wondering about Houston? Houston is the 4th largest U.S. city. Thirty-seven percent are 24 or younger, and 32 percent are between ages 25-44. Houston has a multicultural population of more than 5.5 million in the metro area, giving the city a rich diversity and cosmopolitan feel. Houston is an international city that is a leader in the arts, education, and health care. Unlike most big cities, Houston offers a very low cost of living and very affordable housing. Plus, there are no state or local income taxes. How can it get better?

It’s also impossible to be bored here. Houston offers a wide range of cultural and recreational activities that offer something for all. Cultural attractions in the city include numerous museums and a thriving theater district. In fact, Houston is one of only a few U.S. cities with permanent ballet, opera, symphony, and theater companies performing year-round. Nightlife is alive and well in downtown Houston and in many other areas of town. If you’re into sports, Houston is home to numerous professional teams including the Texans, Astros, Rockets, Comets, Aeros, and the Dynamo soccer team. If you want to play, the greater Houston area offers almost all sporting and hobby interests, including tennis, golf, water sports, cycling, and running. The city maintains more than 350 municipal parks and 200 open spaces. In addition, the city provides seven golf courses and operates a modern zoological garden for public use. Are you a foodie? Houston is considered to have one of the best culinary scenes in the country, boasting over 11,000 restaurants (both brick-and-mortar establishments and food trucks) that serve every type of cuisine you could think of and represent over 70 countries and American regions.

So what about that heat? Yes, the summers are hot, but there's plenty of air conditioning and water activities to beat the heat. And the upside is that winters are mild and virtually carefree, since snowfall and ice are rare. With an average temperature year-round of 68 degrees and average rainfall of 46 inches, you can enjoy the outdoors as much as you’d like to.

Houston Highlights

- Business Insider’s “Best City in America” and Forbes’ “next great global city.” And there’s more! Check out this list…
- Low cost of living and affordable housing
- No state or local income tax
- Multicultural population that reflects our nation’s demographic future
- Over 145 languages spoken, ranking third in the country behind NY City and LA
- More than 40 colleges, universities, and institutes
- Average temperature of 68 degrees
- Permanent ballet, opera, symphony, and theater companies
- An “urban forest” with 350 parks and more than 200 green spaces
- NASA’s Johnson Space Center
- 11,000 restaurants …The New York Times calls Houston “one of the country’s most exciting places to eat.”
- Professional and college sports
Core Training Faculty

Neuropsychology

**Leandra Berry, Ph.D.** (University of Connecticut), Assistant Professor of Pediatrics, Associate Director of Clinical Services for the Autism Center. Evidence-based diagnostic, developmental, and neuropsychological assessment of children at risk for or diagnosed with Autism Spectrum Disorder (ASD); provision of general outpatient neuropsychological services; evidence-based treatment of ASD and commonly occurring comorbidities. Research interests include early identification and diagnosis of ASD, clinical phenotyping, evidence-based treatment, and factors associated with treatment outcome.

**Douglas Bloom, PhD** (University of Houston), Assistant Professor of Pediatrics. Neuropsychological assessment and consultation of pediatric brain dysfunction; assessment and treatment of learning disorders; AD/HD; systemic lupus erythematosus, traumatic brain injury, neurofibromatosis, hydrocephalus.

**Audrey M. Carson, Ph.D.** (Marquette University), Assistant Professor of Pediatrics. Neuropsychological and diagnostic assessment of children at risk for or diagnosed with autism spectrum disorder (ASD), with a particular interest in children with ASD and complex medical histories; neurodevelopmental and neuropsychological assessment of infants, toddlers, and preschoolers with a wide-range of neurological and medical histories.

**Susan Caudle, PhD, ABPP-CN** (University of Houston), Associate Professor of Pediatrics. Pediatric Neuropsychologist. Neuropsychological assessment of pediatric brain dysfunction with focus on neurocognitive outcome of medical intervention including cochlear implantation and solid organ transplantation; cognitive outcome of children with chronic liver disease or heart disease; early childhood; and hearing loss.

**Karen D. Evankovich, PhD** (University of Houston), Assistant Professor of Pediatrics. Pediatric Neuropsychology; Neuropsychological evaluation of children with a wide variety of neurological and neurodevelopmental disorders, ranging in age from early childhood through late adolescence. Special interests include pediatric epilepsy and pediatric demyelinating disorders.

**Mary Reeni George, PhD, ABPP-CN** (National Institute of Mental Health and Neurosciences, India), Assistant Professor of Pediatrics. Neuropsychological assessment of children with sickle cell disease, pediatric stroke, complex AD/HD, pediatric brain tumors, hydrocephalus, and other neuropsychiatric disorders.

**Marsha Nortz Gragert, PhD, ABPP-CN** (Washington University in St. Louis), Associate Professor of Pediatrics, Director of the Postdoctoral Fellowship in Pediatric Neuropsychology. Neuropsychological evaluation and intervention in pediatric brain tumor patients and other pediatric cancer survivors; school re-entry and educational intervention for children with cancer and other chronic health conditions; psychosocial risk screening in cancer patients.
Lynnette L. Harris, PhD (Southern Illinois University at Carbondale), Associate Professor of Pediatrics. Neuropsychological evaluation of chronic medical conditions and their treatments, primarily leukemia and brain tumors, but also HIV/AIDS, genetic disorders, bone marrow transplant, and neuropsychological functioning and adherence in pediatric HIV/AIDS.

Jennifer S. Haut, PhD, ABPP-CN (University of North Dakota). Professor of Pediatrics. Neuropsychological evaluation of children with neurological disorders. Special interests include pediatric epilepsy/epilepsy surgery.

Isabella R. Iovino, PhD (University of Houston). Assistant Professor of Pediatrics. Neuropsychological evaluation of outcomes involving neurological and neurodevelopmental disorders primarily in patients with traumatic brain injuries, concussions, spina bifida, epilepsy and cerebral palsy. Research interests include neuromechanisms underlying brain disorders and disease.

Lisa Noll, PhD (Loyola University). Assistant Professor of Pediatrics. Pediatric health psychology; neuropsychological assessment and consultation; infant consultation and support; intervention with children with chronic illness.

Kimberly Raghubar, PhD (University of Houston). Assistant Professor of Pediatrics, Duncan Family Scholar in Pediatric Neuropsychology. Neuropsychology consultation and assessment. Research interests include neurocognitive correlates and academic functioning in survivors of pediatric cancer, the role of epigenetic mechanisms on neurocognitive outcomes following treatment for pediatric cancer.

M. Douglas Ris, PhD, ABPP-CN (Wayne State University), Professor of Pediatrics, Head of Psychology Section and Chief of Psychology Service. Late effects of pediatric brain tumors; neurodevelopmental effects of environmental lead exposure; neurobehavioral risk in spina bifida.

David Schwartz, PhD, ABPP (University of Delaware), Associate Professor of Pediatrics, Clinical Program Director Child Neuropsychology Program. Neuropsychology and pediatric health psychology; psychosocial screening of children with diabetes and other chronic illnesses; adherence to medical regimens; neuropsychological assessment of pediatric cancer (brain tumors, leukemia), diabetes, thyroid disorder, other endocrine disorders, congenital heart disease, renal disease.
**Pediatric Psychology**

**Barbara Anderson, PhD** (Vanderbilt University), Professor of Pediatrics, Pediatric Psychologist and Associate Head of Psychology Section. Impact of normal developmental tasks and family functioning on the self-management behavior and health outcomes of youth with diabetes; translating basic psychosocial research findings into interventions integrated into routine diabetes health care to optimize adherence to medical treatment regimen in pediatric patients; passionate advocate about the global burden of diabetes in childhood.

**Marni E. Axelrad, PhD, ABPP** (SUNY Binghamton), Associate Professor of Pediatrics, Clinical Child Psychologist; Coordinator of Disruptive Behavior Disorders Program. Prevention of disruptive behavior disorders in young children; short term relationship/behavior consultation with families with young children; behavioral intervention for preschoolers treated in the Cancer Center; ADHD assessment, psychosocial assessment and treatment of children with Disorders of Sexual Differentiation; and assessment in Costello Syndrome.

**Liza Bonin, PhD** (University of Texas at Austin), Associate Professor of Pediatrics, Clinical Psychologist; Director of Psychology Internship Training Program. Assessment and treatment of anxiety disorders via evidence-based practices, with focus on evaluation and treatment of pediatric obsessive compulsive disorder and health anxiety. Foci also include AD/HD assessment and professional development/clinical training.

**Ashley Butler, PhD** (University of Florida), Assistant Professor of Pediatrics. Clinical interests: assessment and treatment of preschool- and school-age disruptive behavior disorders and ADHD; integrated behavioral health care in primary care settings. Research interests: outcomes of behavioral health care in non-specialty settings; racial/ethnic minority parent access to and engagement in young child behavioral health care; interventions to improve outcomes of behavioral health care among minority children and families.

**Stephanie Chapman, PhD** (University of Houston), Assistant Professor of Pediatrics. Clinical Team Lead – TCHP’s The Center for Women and Children. Clinical interests: preschool and school-aged disruptive behaviors, primary care psychology, pediatric health psychology, maternal behavioral health, and improving access to behavioral healthcare for historically underserved communities.

**Ginger Depp Cline, PhD, ABPP** (University of Kentucky), Assistant Professor of Pediatrics. Pediatric Health Psychology and Primary Care Psychology; psychosocial adjustment and CBT for children/adolescents with health conditions (injuries, diabetes, cancer, HIV/AIDS, etc.); pediatric medical traumatic stress and injuries; primary care diagnostic evaluations.

**David F. Curtis, PhD** (University of Houston), Assistant Professor of Pediatrics, Coordinator of Pediatric Primary Care Program. Assessment and treatment of AD/HD; disruptive behavior; emotion regulation skills training; school-based prevention, intervention and consultation; parent and family skills training; intervention research; and program evaluation.
Danita Czyzewski, Ph.D. (Purdue University), Assistant Professor of Pediatrics, Pediatric Psychologist-Clinical interests: Evidence-based treatment related to adjustment, adherence, and treatment of pediatric disorders, especially gastrointestinal disorders including functional abdominal pain, young child feeding disorders, IBD, encopresis; pulmonary disorders including cystic fibrosis, lung transplant; Management of somatic symptom and related disorders. Research interests in irritable bowel syndrome and quality of life related to lung transplant.

Petra A. Duran, Ph.D. (Kent State University), Assistant Professor of Pediatrics. Clinical interests include prevention of disruptive behavior disorders in young children, adaptation of evidence based treatments for Spanish speaking families and underserved populations, increasing multicultural awareness. Provision of behavioral intervention for preschoolers treated in the Cancer Center, and diagnostic assessments and psychosocial assessment and treatment of children from the department of Plastic Surgery.

Marisa E Hilliard, Ph.D (The Catholic University of America), Assistant Professor of Pediatrics, Pediatric Psychologist; Research interests: Assessing and understanding the role of modifiable risk factors and resilience-promoting processes on the health and well-being of children, adolescents, and emerging adults with type 1 and type 2 diabetes; Developing and disseminating practical clinical interventions to promote optimal diabetes management and control and to foster good quality of life for families and youth with diabetes.

Lisa S. Kahalley, PhD (University of Memphis), Assistant Professor of Pediatrics. Clinical interests include: pediatric health psychology with pediatric cancer patients and survivors. Research interests include: neurocognitive late effects, functional outcomes, and health behavior decisions following treatment for pediatric leukemia and brain tumor.

Robin P. Kochel, PhD (Virginia Commonwealth University), Assistant Professor of Pediatrics. Autism spectrum disorders, including genetic and environmental risk factors for clinical/neuropsychiatric phenotypes; Autism diagnostic training with the Autism Diagnostic Interview—Revised (ADI-R) and the Autism Diagnostic Observation Schedule (ADOS).

Karin Price, PhD, ABPP (University of Connecticut), Associate Professor of Pediatrics; Clinical Psychologist; Clinic Chief; Coordinator of Anxiety Disorders Program. Evidence-based assessment and treatment of anxiety and mood disorders in children and adolescents; evaluation of ADHD and comorbid conditions; evaluation of adolescent candidates for bariatric surgery; clinical outcome research; research in organizational factors that impact implementation of evidence-based practice.

Nicole Schneider, PsyD (George Fox University), Assistant Professor of Pediatrics, Clinical Psychologist. Pediatric Health Psychology; pediatric consultation and liaison; adjustment to chronic and acute illness; adherence to medical regimens; adolescent/young adult health psychology; oncology and bone marrow transplant; palliative care.

Mariella M. Self, Ph.D. (Texas A&M University). Associate Professor of Pediatrics; Director, Pediatric/Clinical Child Psychology Postdoctoral Fellowship Program; Clinical Psychologist-Pediatric Health Psychology Program; inpatient consultation/ liaison and outpatient psychotherapy to improve medical regimen adherence/self-management, pain or symptom management, and adjustment/functional adaptation for children with chronic illnesses including cardiac conditions and heart transplantation, functional and organic gastrointestinal disorders, elimination disorders, medically unexplained physical symptoms/conversion disorder, demyelinating disorders, among others.
Gia Washington, PhD (Saint Louis University), Assistant Professor of Pediatrics, Director of Post-doctoral Fellowship Training Programs, Clinical Psychologist. Pediatric health psychology; psychosocial adjustment related to sickle cell anemia, gastric bypass, and HIV/AIDS; cultural competence in clinical practice; psychotherapy with adolescents.

Other Faculty Contributors:
Grace Kao, PhD (Psychology; Pain Service)
Cortney Taylor, PhD (Psychology; Renal Service)
Katherine A. Gallagher, PhD (Psychology)
Arlene Gordon-Hollingsworth, PhD (Psychology)
Pediatric Neuropsychology Program Rotations

**Bloom Neuropsychology Rotation:** A fellow’s primary clinical duty is outpatient, clinical neuropsychological assessment, including diagnostic interviewing of parent, direct test administration or utilization of technician, provision of feedback to parents, and report writing, of children diagnosed with a variety of developmental disorders and medical neuropsychology referrals. Other clinical duties include consultation with medical and educational providers and the development of educational and psychosocial intervention strategies. Fellows will work through a set of readings to support their knowledge of relevant neuropsychological and educational research and associated evidence-based practice, with consideration given to extent of prior experience. The outpatient caseload will vary according to the developmental needs and the range of clinical duties of individual fellows, but general guidelines are:

- 2 - 3 cases per week (Major Rotation) or 1-2 cases per week (Minor Rotation)
- Involvement in parent diagnostic interviewing, child interview, feedback to parent, report writing, and associated case management activities
- Completion of at least a portion of test administration in most cases (Major and Minor Rotation), with technician testing support in some cases and to cover time spent in diagnostic interviews with parents. In general, greater technician support is available to second year fellows.

**Caudle Neuropsychology Rotation:** A fellow's primary responsibility includes outpatient, clinical neuropsychological evaluation (including interview, test selection, test administration, report writing, and dissemination of test results to both families and other professionals) of children with hearing loss, chronic liver disease, chronic heart disease, or following solid organ transplant. This rotation may also involve evaluation of young children with a variety of other conditions affecting neuropsychological functioning including, but not limited to: TBI, genetic syndromes, premature birth, metabolic conditions, autistic spectrum disorders, other medical diagnoses, etc. Although the slight majority of patients are below the age of 5 years (including infants), school-aged children, adolescents, and occasional adults are also seen. In addition, inpatient evaluations are occasionally performed. It is expected that fellows on this rotation attend and present results at multi-disciplinary team meetings both within the Hearing Center and with the Liver Transplant and Heart Transplant teams. Research experiences within this rotation include data collection and recording for several ongoing studies. Opportunities exist for poster or manuscript preparation from established data bases. Fellows will be provided with a series of readings to support their knowledge of relevant research and associated evidence-based practice, with requirements based on previous experience. The caseload will vary according to the developmental needs and the range of clinical duties of the individual fellow, but general guidelines are:

- 3 - 4 cases per week (Major Rotation) or 1-2 cases per week (Minor Rotation)
- Involvement in test selection, parent diagnostic interviewing, child interview (if appropriate), feedback to parent, and report writing
- Completion of at least a portion of test administration in most cases (Major and Minor Rotation), with technician testing support in some cases and to cover time spent in diagnostic interviews with parents. In general, greater technician support is available to second year fellows.

**George Neuropsychology Rotation:** A fellow’s primary clinical duty is clinical neuropsychological assessment of children diagnosed with sickle cell anemia, stroke, and other hematological disorders including childhood leukemia. The fellow will also occasionally see a variety of other cases (neuropsychiatric presentations including brain tumors, low birth weight, developmental disorders, and prenatal exposure to substances). The focus is primarily on outpatients but may also include occasional inpatient evaluations. The fellow will have opportunities to attend weekly meetings with multi-disciplinary treatment teams in Sickle Cell Disease.
• 2 to 3 cases per week (Major Rotation) and 1 to 2 cases per week (Minor Rotation)
• Involvement in all aspects of neuropsychological evaluation, including diagnostic interviews, planning test batteries, test administration (with or without technician support), providing feedback to parents, and report writing.

**Gragert Neuropsychology Rotation:** A fellow’s primary clinical duty is outpatient, clinical neuropsychological assessment (including diagnostic interviewing of parent, direct test administration or utilization of technician testing services, provision of feedback to parents, and report writing) of children diagnosed with brain tumors or leukemia. This rotation also involves less intensive experiences with other hematologic-oncologic conditions and wider ranging medical neuropsychology referrals. The children range in age from early childhood to late adolescence and come from very diverse cultures and socio-economic backgrounds. Through their clinical caseload, fellows on this rotation contribute to data collection for ongoing oncology research (e.g., grant-funded research, national protocols, and/or unfunded clinical research). Other clinical duties include consultation with multi-disciplinary treatment teams and potential involvement in the development and execution of psychosocial oncology rounds and school intervention services. Fellows will work through a set of readings to support their knowledge of relevant oncology research and associated evidence-based practice, with consideration given to extent of prior experience. The outpatient caseload will vary according to the developmental needs and the range of clinical duties of individual fellows, but general guidelines are:

• 2 - 3 cases per week (Major Rotation) or 1-2 cases per week (Minor Rotation)
• Involvement in all aspects of the neuropsychological evaluation, including test battery selection, parent diagnostic interviewing, child interview, feedback to parent, report writing, and associated case management activities
• Completion of at least a portion of test administration in most cases (Major and Minor Rotation), with technician testing support in some cases and to cover time spent in diagnostic interviews with parents. In general, greater technician support is available to second year fellows.

**Harris Neuropsychology Rotation:** The focus of this rotation is neuropsychological evaluation of chronic medical conditions and their treatments, with the primary patient population including children treated for brain tumors or leukemia and children who are recipients of bone marrow transplant. A small proportion of the patient population includes children with metabolic storage diseases (e.g., leukodystrophies, mucopolysaccharidoses), immune dysfunction (e.g., HIV/AIDS, SCID), hematological disorders (e.g., SCD, histiocytosis), and occasionally other medical conditions. Evaluations are primarily conducted in the outpatient setting, with occasional inpatient consultation/evaluation. Trainees are involved in all aspects of the evaluation, including diagnostic interviewing, test selection and administration, integration and interpretation, report writing, and verbal dissemination of findings and recommendations. Other activities include involvement in review of relevant research literature and evidence-based practice, completion of insurance pre-authorization request forms as needed, consultation with multi-disciplinary treatment teams, and attendance at hematology/oncology staffings and research seminar when relevant. For fellows, there is potential to participate more actively in ongoing research. Current research projects include oxidative stress, genetic polymorphisms, and neuropsychological functioning in newly diagnosed leukemia patients, and neuropsychological outcome and adherence issues in patients with perinatally-acquired HIV/AIDS. The size and structure of the clinical caseload and the distribution of effort across activities will vary according to the trainee’s developmental needs and professional goals. General expectations are as follows:

• 2 - 3 cases per week (Major Rotation) or 1-2 cases per week (Minor Rotation)
• Involvement in parent diagnostic interviewing, child interview, feedback to parent and referral sources, report writing, and associated case management activities
• Completion of at least a portion of test administration in most cases (Major and Minor Rotation), with technician testing support in some cases and to cover time spent in diagnostic interviews with parents. In general, greater technician support is available to second year fellows.

**Noll Neuropsychology Rotation:** A fellow’s primary clinical duty is outpatient, clinical neuropsychological assessment of infants and toddlers with a history of prematurity and/or congenital anomalies. Assessment includes diagnostic interviewing of the parent, direct test administration or utilization of technical testing services, provision of feedback to families, identification of appropriate medical and community referrals, and report writing. This rotation also involves less intensive experiences with infants, toddlers, and preschoolers with a history of craniosynostosis and wider ranging medical neuropsychology referrals. Through their clinical caseload, fellows on this rotation will contribute to data collection for unfunded clinical research. In addition, minimal opportunity will be available for fellows to work with children/adolescents with Angelman Syndrome; contributing to grand-funded research. Other clinical duties include consultation with multidisciplinary treatment teams. Fellows will review a curriculum of readings to support their knowledge of prematurity, craniosynostosis, and medical concerns presenting in children referred for purposes of engaging in evidence based practice. A developmental, competency-based, supervision model will be utilized, taking into consideration the fellow’s prior experience. Thus, the outpatient caseload will vary according to the developmental needs and the range of clinical duties of individual fellows, but general guidelines are as follows:

- 3-4 cases per week (Major Rotation) or 1-2 cases per week (Minor Rotation)
- Involvement in parent diagnostic interviewing, child interview (if appropriate), feedback to parent, report writing, and associated case management activities
- Completion of all test administration in 1-2 of these cases (Major and Minor Rotations), with technician testing support in the remaining cases and to cover time spent in diagnostic interviews with parents.
- In general, greater technician support is available to second year fellows, and caseload will be adjusted for level of involvement in patient-focused multidisciplinary staffing/meetings.

**Schwartz Neuropsychology Rotation:** A fellow’s primary clinical duty is outpatient, clinical neuropsychological assessment (including diagnostic interviewing of parent, direct test administration or utilization of technician testing services, provision of feedback to parents, and report writing) of children diagnosed with a wide array of medical conditions, including ALL, brain tumors, diabetes, congenital heart disease, and solid organ transplant patients. I also see children with disorders that affect or involve the endocrine system (e.g., CAH, Turner’s, Klinefelters). Some cases may fall under research protocols: I am the site neuropsychologist for the multisite CKID study (involving children with chronic kidney disease), and am currently involved in discussion about developing a multisite study looking at neurocognitive outcomes in adult survivors of congenital heart disease. Trainees will have the opportunity to be involved in data collection for any/all of these projects. Readings will be provided on a case-by-case basis. The outpatient caseload will vary according to the developmental needs and the range of clinical duties of individual fellows, but general guidelines are:

- 2 - 3 cases per week (Major Rotation) or 1-2 cases per week (Minor Rotation)
- Involvement in parent diagnostic interviewing, child interview/MSE, feedback to parent, and report writing.
- Completion of at least a portion of test administration in most cases (Major and Minor Rotation), with technician testing support in some cases and to cover time spent in diagnostic interviews with parents.
- In general, greater technician support is available to second year fellows.