



Postdoctoral Psychology Fellowship Training Program

Program Description for Fellowship Training

Term 2017-2019

Center for Development and Disability

University of New Mexico Health Sciences Center

CENTER FOR DEVELOPMENT AND DISABILITY

The University of New Mexico (UNM) Center for Development and Disability (CDD) offers an advanced postdoctoral training program in Clinical Child Psychology. The CDD is one of 67 University Centers for Excellence in Developmental Disabilities in Education, Research and Service (UCEDDs) in the country. The CDD is a division within the Department of Pediatrics, at the University of New Mexico Health Sciences Center, and the UNM School of Medicine (SOM). The CDD is physically located in Albuquerque, New Mexico and serves all cities and counties in the state.

Vision and Mission

The CDD Postdoctoral Fellowship Program shares the visions and the missions of the associated governing organizations including the Association of University Centers on Disability (AUCD), UNM SOM and the UNM CDD. The goal of the program is to train psychologists to function as well-rounded child clinical psychologists with specialty clinical knowledge and experience within their chosen area of emphasis.

The CDD shares a vision with AUCD as a UCEDD, which is a future where all citizens, including those with disabilities, participate fully in their communities. UCEDDs function as linkage points for disability-related information between academic/medical settings and the larger community. More information about the

AUCD and the UCEDD network can be found at www.aucd.org/.

The CDD Postdoctoral Fellowship Program is also integrated within the UNM SOM, whose vision is to work with community partners to help New Mexico make more progress in health and health equity than any other state. The mission is to provide an opportunity for all New Mexicans to obtain an excellent education in the health sciences <http://hsc.unm.edu/about/mission.html>.

Therefore, the vision of the CDD is to identify opportunities for persons with disabilities and their families be included in society, collaborate with the community to maximize opportunities, respond to leadership, education, research and service, and influence policies to meet the needs of people with disabilities. The CDD accomplishes the mission of full inclusion of people with disabilities through innovative interdisciplinary training; dissemination of information; provision of exemplary direct service and technical assistance; and applied research <http://www.cdd.unm.edu/Home/Mission.html>.

POSTDOCTORAL FELLOWSHIP PROGRAM OVERVIEW

Emphasis Areas

Each training year, the CDD offers opportunities for training in a few specialty areas dependent on funding. Each emphasis area offers advanced training in interdisciplinary practice and cultural competence. The fellowship program prepares psychologists to collaborate with

communities in New Mexico to build and improve systems of care in the particular emphasis area. This training occurs within the context of an academic health center.

The following are the two fellowship positions for the 2017-2019 training years:

- *One (1) open position in Autism Spectrum Disorder (ASD)*
- *One (1) open position in Early Childhood Mental Health (ECMH)*

Please refer to the ASD and ECMH Fellowship Descriptions for additional details about each emphasis area.

All emphasis areas expect a fellow to learn to utilize advanced interdisciplinary practice skills, demonstrate cultural competence and function effectively within an underserved, rural state with a diverse population. An expectation of psychologists training within our institution is that they serve in leadership roles throughout the CDD and the state. This may include partnership with communities and community leaders on building resources, development and delivery of clinical services, and improvement of systems of care for the children and families of New Mexico through education, research, and clinical service.

Fellowship Structure

The CDD postdoctoral fellowship program is a **two year**, full-time training experience. Fellows must successfully complete the first year in order to continue in the second year of training. Training and supervision provided meets the requirements for a

supervised professional experience for licensure in the state of New Mexico.

New Mexico has a diverse cultural and geographic composition and while the majority of clinical activities, supervision, and didactics occur at the CDD, there is an expectation for in-state travel several days per month. The amount of travel varies upon individual program needs.

Philosophy of Training

The psychology postdoctoral program at the CDD adheres to a developmental and scientific-practitioner model of training. The core curriculum of the program is based upon the missions of the CDD and the UNM SOM. Psychologists within the CDD have a strong emphasis upon interdisciplinary collaboration, and competencies within interdisciplinary models and functioning effectively as a psychologist within an academic health center.

The fellowship program is designed to achieve an integration of competencies for trainees across the following major domains of knowledge and practice areas:

Assessment, Intervention, Consultation and Interdisciplinary Relationships, and Professionalism. Each fellow's activities are organized within their areas of selected emphasis, together with participation within center-wide professional seminars, didactics, and training experiences.

Leadership Education in Neurodevelopmental and Related Disabilities Program

A core component of the psychology fellowship program is enrollment and

completion of the New Mexico Leadership Education in Neurodevelopmental and Related Disabilities program (NM LEND). This certificate program trains professionals “for leadership roles in providing health and related care.” The NM LEND trainees develop “knowledge and experience in neurodevelopmental and related disabilities including autism, family centered, culturally competent care, and interdisciplinary and leadership skills.”

NM LEND long-term trainees complete 300 hours or more of interdisciplinary leadership training. The NM LEND training includes didactic seminars, leadership training and projects, mentored clinical experiences, research, family/trainee matches and hands-on training in public policy. The involvement may be tailored to the experience and interests of the trainee. All NM LEND trainees complete a set of requirements in the areas of interdisciplinary leadership, clinical, research, family, and public policy. The NM LEND seminars occur Fridays during the Fall and Spring semesters on topics related to neurodevelopmental disabilities, leadership, research, public health, and family – centered and culturally competent care at the CDD. For more information and descriptions regarding NM LEND curriculum and activities, visit <http://www.cdd.unm.edu/nmlend/>.

Supervision

The CDD psychology faculty consists of licensed, doctoral level psychologists and neuropsychologists at the UNM CDD. Faculty hold academic appointments within the Department of Pediatrics at the

University of New Mexico School of Medicine. Some faculty also hold secondary appointments in the Department of Psychiatry and Behavioral Services at UNMH. Supervision is consistent with a fellow’s training activities, so as to provide an intensive, advanced, and substantive specialty practice learning experience while maintaining appropriate responsibility for clinical services and professional responsibilities.

Supervision time is regularly scheduled and sufficient relative to the fellow’s professional responsibility. At a minimum, fellows will receive four hours of structured learning activities per week, at least two hours of which will include individual, face-to-face supervision. Each fellow shall have a minimum of two supervisors during any one training year. Fellows have access to supervisor consultation and intervention in emergencies.

Individual Development Plan

A postdoctoral fellow’s skills, interests, and learning goals are assessed at the beginning of each training year. Fellows develop an Individual Development Plan (IDP) in conjunction with the training director and primary supervisors. Additionally, fellows may select a mentor within the first three months of fellowship, who will provide additional professional development guidance and career mentorship.

Evaluation Process

Each fellow’s progress is regularly assessed, within formal evaluations during each six-month period. Supervisors evaluate

progression toward learning goals and objectives. The evaluation process is comprised of a combination of self-assessment, primary supervisor assessments, and overall progression within the specified IDP by the training director. Fellows must successfully complete the first year of fellowship in order to continue in a second year of training.

FELLOWSHIP APPLICATIONS

Admission Requirements

Applications are accepted from doctoral candidates in American Psychological Association (APA) or (Canadian Psychological Association (CPA) accredited PhD or PsyD programs in Clinical, Counseling, or School Psychology who have or will successfully complete an APA accredited internship. Applicants are expected to have sufficient training in child clinical, developmental or pediatric psychology to be able to optimally benefit from the training experiences offered.

Applicants must complete all doctoral degree requirements and the degree must be officially conferred by the fellowship start date. The CDD is committed to the recruitment of culturally and ethnically diverse employees. Applicants for the fellowships who are bilingual Spanish-speaking, as well as all other qualified applicants, are encouraged to apply.

Application Process

To apply for a fellowship position, please submit application materials to Sylvia J. Acosta, PhD at syacosta@salud.unm.edu. Application materials include:

- letter of interest
- curriculum vitae (CV)
- de-identified sample evaluation report
- three letters of recommendation

Benefits

The two-year postdoctoral fellowship is a fulltime paid position with a competitive salary and benefits and leave time. The fellow is subject to the UNM credentialing process.

Start Date

September 5, 2017

Application Deadline

For best consideration, please apply by January 13, 2017.

Website

<http://www.cdd.unm.edu/PsychPF/index.html>.

Brochure Updated: 10/17/2016.

CDD PSYCHOLOGY SUPERVISORS

Allan F. Anfinson, PhD (Nova University). Assistant Professor, Center for Development and Disability, Department of Pediatrics. Expertise/Interests: The identification, diagnosis and treatment of very young children (0-3) with developmental delay, behavioral issues and possible ASD; Interdisciplinary/transdisciplinary method of assessment; Early intervention, education and consultative services to children, families and early intervention providers.

Sylvia J. Acosta, PhD (Colorado State University). Assistant Professor, Center for Development and Disability, Department of Pediatrics; Director of Postdoctoral Psychology Training; Manager for the Parent Home Training Program. Expertise/Interests: Diagnostic assessment of children and adolescents with developmental and behavioral health issues including ASD; Child and Family Therapy; Parent Training for children with behavioral disorders or ASD; Multicultural issues in child assessment and treatment. Bilingual and bicultural provider (English and Spanish).

Courtney Burnette, PhD (University of Miami). Associate Professor, Center for Development and Disability, Department of Pediatrics; Director of Clinical Evaluation Services. Expertise/Interests: Diagnosis and assessment of individuals with ASD; Early screening in community settings for children at-risk for ASD; Assessment of Native American children presenting with developmental delays and risk for ASD.

Marybeth Graham, PhD (University of Notre Dame). Assistant Professor, Center for Development and Disability, Department of Pediatrics. Bilingual provider (English and Spanish). Expertise/Interests: Assessment and diagnosis of children with ASD; Trauma-informed delivery of service and interventions for children and families chronically at risk; Assessment and treatment of severely and chronically mentally ill populations; Provision of individual, family, marital, group therapy across the lifespan; multicultural issues in treatment and assessment.

Seema Jacob, PsyD (Wright State University). Assistant Professor, Center for Development and Disability, Department of Pediatrics; Expertise/Interests: Diagnosis and early screening of ASD and other DD; Assessment and relationship-based intervention in high risk birth-5yr families; Medically fragile infants; Intersection of developmental psychopathology, developmental disability, parenting behaviors, attachment, parental psychopathology and trauma; Provision of family-centered care; Interdisciplinary work.

Peggy MacLean, PhD (University of New Mexico). Assistant Professor, Center for Development and Disability, Department of Pediatrics. Expertise/ Interest: Infant and Early Childhood Mental Health Assessment; Dyadic Treatment Models; Attachment Difficulties, Regulatory Disorders and Neurobiological Vulnerability in Young Children. Research focus is on the neurodevelopmental and socio-emotional outcomes of young, high-risk children (e.g., preterm birth, prenatal substance exposure),

and the potential factors influencing these outcomes with the overall aim of better identifying possible areas of early intervention.

Marcia L. Moriarta, PsyD, IMH-E(IV) (California School of Professional Psychology – Los Angeles). Associate Professor, Center for Development and Disability, Department of Pediatrics; Executive Director, UNM Center for Development and Disability; Director, Early Childhood Home and Family Services Division. Expertise/Interests: Infant and Early Childhood Mental Health Assessment, Treatment and Consultation; Psychotherapy with Children and Families; Training and Supervision; Attachment-related difficulties and Foster Care; Regulatory Disorders and Neurobiological Vulnerability in Young Children; Dyadic Treatment Models; and the use of videotape and in child/family psychotherapy.

Julia Oppenheimer, PhD, IMH-E (III) (University of Oregon). Assistant Professor, Center for Development and Disability, Department of Pediatrics. Program Manager of Second Judicial District Infant Team and Infant Mental Health Treatment Programs. Expertise/ Interest: Infant and Early Childhood Mental Health Assessment, Treatment, and Consultation; Psychotherapy with children and families; Attachment difficulties; Regulatory disorders and neurobiological vulnerability in young children; Dyadic treatment models; Identification and diagnosis of infants and toddlers with ASD and other developmental delays.

Dara Zafran, PsyD, IMH-E (III) (James Madison University). Assistant Professor, Center for Development & Disability, Department of Pediatrics. Expertise/ Interest: Infant and Early Childhood Mental Health Assessment; Dyadic Treatment Models; Attachment Difficulties, Developmental disabilities, Support for foster families and mothers in substance use recovery. Research focus is on interdisciplinary collaboration and the use of reflection in international and domestic experiential service learning.

FOR FURTHER INFORMATION CONTACT:

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Postdoctoral Psychology Training
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