

University of New Mexico Center for Development & Disability

Postdoctoral Psychology Fellowship in Early Childhood Mental Health

General Description

The postdoctoral psychology fellowship in Early Childhood Mental Health (ECMH) at the University of New Mexico (UNM) Center for Development and Disability (CDD) is designed to provide a specialized training experience in early childhood assessment and intervention within a developmentally-sensitive, trauma-informed, and relationship-based framework. Fellows will have opportunities to learn about and practice developmental and relationship-based evaluations for a range of presenting concerns and also receive training in a range of evidence-based and best practice clinical interventions for young children (ages 0-3) and their families who have experienced trauma, abuse, neglect, or other relationship-based disturbances. The fellowship program is a two year, full-time training experience. By the end of the two years, fellows are expected to be well-rounded child clinical psychologists with specialized training within ECMH. The fellowship program is designed to integrate competencies across the following five major domains of knowledge and practice: Assessment, Intervention, Teaching and Consultation, Interdisciplinary Relationships and Professionalism. Research activities may also be incorporated as available. Each fellow's activities are organized within their emphasis area of ECMH, together with participation in Clinical and Leadership Education activities across the CDD and the UNM Health Sciences Center.

Over the two years of the program, fellows will acquire advanced skills in early childhood assessment and working within an interdisciplinary team to address young children's developmental needs and treatment recommendations. Each fellow will acquire skills in Infant Mental Health assessment and interventions as well, providing relationship-based, developmentally-sensitive, trauma-informed, assessment and intervention services tailored to the individual needs of children and families.

A unique aspect of this program is the opportunity to provide clinical services in an underserved, rural state with a diverse, minority population. The CDD is located in Albuquerque, New Mexico; however, clinical services and trainings are conducted state-wide. While the majority of clinical activities, supervision, and didactics are housed within the CDD, a substantial training component of the fellowship program includes travel within the state.

Major Activities Description

The fellow will spend most of their time providing services in the Early Childhood Home and Family Services Division, which is one of the many divisions at the CDD. The following descriptions comprise the majority of the experiences offered within the Early Childhood Mental Health fellowship. Each fellow's individual experience and time allotted between activities will vary according to their Individual Development Plan, which is created in conjunction with the fellow, the training director, and primary supervisors, based upon each fellow's skills, interests, and learning goals.

Assessment Experiences

Clinical Evaluation Services Unit

The Clinical Evaluation Services Unit (CESU) integrates diagnostic services across the CDD. This unit is comprised of four evaluation clinics, each addressing specific needs for individuals with developmental disabilities and their families. The Autism Spectrum Evaluation Clinic (ASEC) completes interdisciplinary evaluations for individuals from ages 3 to 22 suspected of having Autism Spectrum Disorder (ASD). The Early Childhood Evaluation Program (ECEP) also completes interdisciplinary evaluations for children birth to three who are referred for a range of developmental concerns, including ASD, and complex medical and developmental comorbidities. The Supports and Assessments for Feeding and Eating (SAFE) clinic provides interdisciplinary evaluations for children and adolescents with feeding difficulties. The

Neurocognitive Assessment Clinic (NCAC) provides diagnostic and neuropsychological evaluations for children suspected of having prenatal exposure to alcohol, as well as children with genetic disorders. Family support service and medication management care are also key support components to the CESU that provide additional supports for families who need follow-up for ASD and for children with neurodevelopmental disabilities that require medication management. Fellows will obtain their primary evaluation experience primarily through ASEC and ECEP and may have opportunities for observation or participation in other clinics depending on the availability of supervision.

Early Childhood Evaluation Program (ECEP)

Supervising Psychologists: Peggy MacLean, PhD, Seema Jacob, PhD, Julia Oppenheimer, PhD, and Dara Zafran, PsyD

The Early Childhood Evaluation Clinic (ECEP) provides developmental evaluation, psychological assessment, and infant/early childhood mental health consultation services for children birth to three and their families. The interdisciplinary team typically includes a developmental/behavioral pediatrician, occupational or physical therapist, and speech-language pathologist in addition to a psychologist. The fellow is responsible for administration of standardized and informal evaluation procedures appropriate for children birth to three including developmental measures such as the Bayley Scales of Infant and Toddler Development, Third Edition (Bayley- III) or Mullen Scales of Early Learning (Mullen), adaptive measures such as the Vineland Adaptive Behavior Rating Scales and measures of behavioral and social-emotional functioning such as the Infant-Toddler Social-Emotional Assessment (ITSEA). Finally, the fellow will become fluent in the Autism Diagnostic Observation Schedule, Second Edition (ADOS-2), with a focus on the Toddler Module. Referral questions for children seen by ECEP include, but are not limited to early diagnosis of Autism Spectrum Disorders, evaluation of medical and biological factors impacting developmental concerns, behavioral and regulatory concerns, evaluation to better understand the impact of caregiving disruptions and trauma on current development and behavior, and comprehensive developmental assessment to support early intervention providers who are finding certain children challenging to work with for a variety of reasons.

ECEP Outreach Clinic

Evaluations typically take place in the Albuquerque clinic, family homes, and community sites throughout the state. A substantial amount of ECEP clinics include travel to outreach communities that involves overnight stays in remote and rural regions of the state, including Native American communities. The fellow will have the opportunity to participate in all types of evaluations including overnight outreach clinics under the supervision of a licensed psychologist. All travel will be in a UNM vehicle, at no cost to the fellow.

Intervention Experiences

Early Childhood Mental Health Services

The Early Childhood Mental Health Services (ECMHS) provides Infant and Early Childhood mental health assessment and intervention for children birth to three years old. All programs within the ECMHS provide relationship-based, trauma-informed therapeutic services to young children and families.

Second Judicial District Infant Team Program

Supervising Psychologists: Julia Oppenheimer, PhD, Seema Jacob, Psy.D., Marcia Moriarta, Psy.D.

The Infant Team program provides intensive assessment and intervention services for maltreated infants/young children and their caregivers. This program is one of very few such programs in the country. The Infant Team model is based on evidence-based programs shown to decrease time children spend in foster care and to lower risk of re-entry for families into the foster care system. The team works collaboratively with a variety of systems to provide assessment and treatment

for a high-risk population. All referrals to the team come from the Bernalillo County Children, Youth, and Families Department (CYFD, the state Child Protection Agency) and involve cases of suspected or validated abuse and neglect of children ages birth to 3. Our interdisciplinary team of clinicians includes psychologists, child psychiatrists, social workers, counselors, psychology interns, and fellows with specialized training in Infant Mental Health and trauma-informed care. Clinicians provide relationship-based assessment and treatment to biological parents, foster parents, and young children. Interventions include Child-Parent Psychotherapy, Circle of Security, Interaction Guidance, and other intervention models consistent with an attachment and infant mental health theoretical perspective. Fellows have the opportunity to learn and practice these treatment modalities, as well as the associated relationship-based assessment measures. Fellows additionally provide evidence-based parenting classes, support therapeutic supervised visits between biological parents/relatives and children, and provide dyadic treatment for children and their caregivers. As part of this placement, fellows will learn about the evidence-based Infant Team model, providing clinical care and case management/recommendations within complicated systems, and providing consultation and formal reporting to legal systems.

Parent Infant Psychotherapy Program

Supervising Psychologists: Julia Oppenheimer, Ph.D., Seema Jacob, Psy.D., Dara Zafran, Psy.D., Peggy Maclean, Ph.D., Marcia Moriarta, Psy.D.

The Parent Infant Psychotherapy (PIP) Program provides Infant and Early Childhood mental health services for children birth to three years old. The majority of these children and families are referred by the Child Protective Services arm of the Children, Youth, and Families Department (CYFD), and present with concurrent environmental risk factors. Many of the children served endure multiple caregiving disruptions and/or overt neglect and abuse. Most services are provided in the family home, and the fellow must be comfortable with a home visitation model. The fellow will have the opportunity to learn and practice evidence-based models including Child Parent Psychotherapy, Circle of Security, Interaction Guidance, and other intervention models consistent with an attachment and infant mental health theoretical perspective.

Maternal Child and Family Mental Health Services

Supervising Psychologists: Peggy Maclean, Ph.D.

The Maternal Child and Family Mental Health Services program is designed to provide assessment and intervention experiences in the FOCUS program, which is a collaboration between the Department of Pediatrics and the Department of Family and Community Medicine, and provides integrated comprehensive medical care for families impacted by substance use difficulties, home-based early intervention, and Infant and Early Childhood Mental Health and trauma-informed assessment and treatment services. The aim of the program is to integrate these services to support parents of young children to prevent the occurrence of adverse childhood experiences for infants and toddlers, as well as relapse and further mental health deterioration for parents. The medical services provided include both adult and pediatric care of any family member (caregiver, enrolled child, and siblings) involved in the program as well as buprenorphine replacement therapy for caregivers struggling with opiate addiction. The program also works closely with the UNM Milagro Obstetrics Program, which offers perinatal medical care for pregnant women struggling with substance use disorders in order to support the family's transition to the FOCUS program once their child is born. The early intervention services provided include home-based service coordination/case management and developmental services, which may include speech/language, physical, and occupational therapy, depending on the developmental needs of the child. In collaboration with the Early Childhood Mental Health Service at the CDD, the program also provides clinical assessment and treatment of parental functioning and dyadic/caregiver-child interaction of families. The assessment and treatment services use evidence-based models of treatment and assessment deeply grounded in an Infant Mental Health and trauma-informed theoretical framework.

Experiences available to fellows interested in MCFMH include: 1) Conducting interdisciplinary developmental assessment in collaboration with FOCUS early intervention providers to determine the intervention needs of children enrolled in the program; 2) Infant Mental Health assessment and treatment of caregiver-child dyads involved with the FOCUS program-the majority of whom have endured multiple caregiving disruptions and/or overt neglect and abuse; and 3) Taking part in parenting groups of mothers struggling with substance use difficulties that focuses on strengthening the parent-child relationship.

Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Program

A core component of the psychology fellowship program is completion of the New Mexico Leadership Education in Neurodevelopmental and Related Disabilities program (NM LEND) at the CDD. The certificate program offers graduate and post-graduate leadership training in neurodevelopmental and related disabilities, including Autism Spectrum Disorder. NM LEND long-term trainees complete 300 hours or more of interdisciplinary curriculum, including didactic seminars, leadership training and project development, mentored clinical experiences, research, family/trainee experiences and hands-on training in public policy. NM LEND Seminars occur Fridays during the Fall and Spring semesters For more information and descriptions regarding LEND curriculum and activities, visit <http://www.cdd.unm.edu/nmlend/>.

Additional CDD and UNMHSC Experiences

Fellows may have additional training and clinical experiences based upon identified areas of training need, interest, and program availability. For instance, there are also opportunities to provide training and consultation services to early intervention providers or daycare centers around Infant Mental Health and trauma-informed care. There are a wealth of additional seminars, didactics, and grand rounds that are offered throughout the Infant Mental Health (see New Mexico Association for Infant Mental Health (NMAIMH) for more information) community, as well as at CDD and UNMH, such as the Department of Pediatric, Department of Psychiatry and Behavioral Sciences, and Clinical Neuroscience Grand Rounds.

Early Childhood Home and Family Services Faculty

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 Autism Spectrum Disorders; Interdisciplinary/transdisciplinary method of assessment; Early intervention, education and consultative services to children, families and early intervention providers.

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. My research focuses 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 Early Childhood Mental Health Services, including the Second Judicial District Infant Team and Parent Infant Psychotherapy 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; Child Parent Psychotherapy; Identification and diagnosis of infants and toddlers with Autism Spectrum Disorder 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. My research focuses on interdisciplinary collaboration and the use of reflection in international and domestic experiential service learning.