Postdoctoral Psychology Fellowship
Center for Development and Disability

Training Brochure
2020-2021
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 a division within the Department of Pediatrics, at the University of New Mexico Health Sciences Center (HSC), and the UNM School of Medicine (SOM). The CDD is one of 67 University Centers for Excellence in Developmental Disabilities in Education, Research and Service (UCEDD’s) in the country. The CDD is physically located in Albuquerque, New Mexico and serves all cities and counties in the state.

Mission and Vision Statements

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 HSC 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 AUCD “envisions a future in which all people, including those living with developmental and other disabilities, are fully included, participating members of their communities. We see equitable access to supports and services that reflect the preferences and values of diverse communities and that lead to self-determination, independence, productivity, and a healthy and satisfying quality of life.” More information about the AUCD and the UCEDD network can be found at www.aucd.org/.

The vision of the UNM HSC is to “work with community partners to help New Mexico make more progress in health and health equity than any other state” and the mission is “to provide an opportunity for all New Mexicans to obtain an excellent education in the health sciences.” See http://hsc.unm.edu/about/mission.html.

The CDD’s mission is “to advance exemplary services, research, education and policies to support the well being of all New Mexicans.” The vision of the CDD is "All New Mexicans are afforded the opportunity to live the life they choose." For more information about the CDD’s programs, services and initiatives, please visit the website at http://www.cdd.unm.edu/.
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.

*For the training year 2020-2021, we are accepting applications for the Autism Spectrum Disorder and the Early Childhood Mental Health tracks. Please refer to the ASD and ECMH Fellowship Descriptions for additional details about each emphasis area.*

Fellowship Structure

The CDD postdoctoral fellowship program is a one year, full-time training experience, with the option to apply to a second year to enhance training and build upon leadership skills. The expectations for each emphasis area for fellows is to learn advanced interdisciplinary practice skills, demonstrate cultural competence and function effectively within an underserved, rural state with a diverse population.

During the first year of training, fellows will train in established clinical programs under the direct supervision of licensed psychologists. They will complete intervention and assessment experiences that match with their interest area. Didactic experiences will also be an important part of the first year, including participation in the New Mexico LEND program (see full description below). The first year establishes specialty clinical skills in the area of emphasis. First year fellows may have some opportunity to participate in leadership and research activities as available. Fellows must successfully complete the first year in order to apply for 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.

The optional second year of training will provide the fellows with an opportunity to advance their clinical skills, working more independently in clinical services and build upon leadership skills developed in the first year. The second year of training affords fellows to more deeply apply their clinical skills, develop or build upon clinical programs, and participate more fully in clinical and research initiatives. Support for conference attendance and presentations (e.g., paid fees and travel expenses) will be provided as part of the NM LEND program. An expectation of psychologists training in the second year is that they serve in leadership roles throughout the CDD and/or the state. This may include training and technical assistance, advocacy, partnership with communities and community leaders on building resources, development and delivery of clinical services, and/or improvement of systems of care for the children and families of New Mexico through education, research, and clinical service. Fellows may also receive support for
licensure in the state of New Mexico (e.g., study materials, study groups, and guidance). The goal of the second year of training is to provide the fellow with a competitive edge for the work force and/or application to faculty positions within the CDD.

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 fellowship program at the CDD adheres to a developmental and scientific-practitioner model of training. 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 at the CDD during the Fall and Spring semesters on topics related to neurodevelopmental disabilities, leadership, research, public health, and family-centered and culturally competent care. For more information and descriptions regarding NM LEND curriculum and activities, visit [http://www.cdd.unm.edu/nmlend/](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, 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

- Graduation from an American Psychological Association (APA) or (Canadian Psychological Association (CPA) accredited PhD or PsyD program in Clinical, Counseling, or School Psychology.
- Successful completion of an APA accredited psychology internship.
- Sufficient training in child clinical, developmental or pediatric psychology is expected to be able to optimally benefit from the training experiences offered.
- Applicants must complete all doctoral degree requirements and the degree must be conferred on the official transcript by the start date.
The CDD is committed to the recruitment of culturally and ethnically diverse employees. Applicants who are bilingual Spanish-speaking, as well as all other qualified applicants, are encouraged to apply.

**Application Process**

To apply, please submit application materials directly 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 postdoctoral fellowship is a fulltime (12-month, 40+ hour per week) paid position with a competitive salary and benefits and leave time. The fellow is subject to the UNM credentialing process.

**Anticipated* Start Date**

September 1, 2020

*The candidate’s doctoral degree must be conferred prior to the start date in order to begin the fellowship program.

**Application Deadline**

For best consideration, please apply by December 13, 2019.

**Website**

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

*Brochure Updated: 10/16/2019*
CDD PSYCHOLOGY FACULTY 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). Associate Professor, Center for Development and Disability, Department of Pediatrics; Director of 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).

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.

Dina E. Hill, Ph.D. (University of New Mexico). Associate Professor, Department of Psychiatry and Behavioral Science. Expertise/Interests: Pediatric Neuropsychology, Assessment of children with neurodevelopmental disorders, including learning disorder, Attention-Deficit/Hyperactivity Disorders, and Intellectual Disabilities. Diagnosis and evaluation of children with prenatal alcohol exposure/Fetal Alcohol Spectrum Disorders (FASD). Diagnosis and assessment of children with genetic disorders/syndromes. Pediatric neuroimaging research.

Michele Iemolo, PsyD., BCBA, R-DMT (Carlos Albizu University). Assistant Professor, Center for Development and Disability, Department of Pediatrics. Expertise/Interests: Diagnosis and assessment of individuals with Autism Spectrum Disorder; Applied Behavior Analysis (ABA) interventions and program development for individuals with developmental disabilities and psychiatric conditions; Functional Behavior Assessments (FBA) and development of Positive Behavior Intervention Plans (PBIP), Parenting Training; Mindfulness Based Stress Reduction (MBSR), and Creative Art Therapy (i.e., Dance/Movement Therapy; DMT).

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). 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. Clinical Director of Second Judicial District Infant Team and Infant Mental Health Treatment Programs. Expertise/Interest: Infant and Early Childhood Mental Health; Early childhood assessment, treatment, and consultation; Impact of trauma in early childhood; Trauma-informed psychotherapy with children and families; Attachment difficulties and foster care; Regulatory disorders and neurobiological vulnerability in young children; Dyadic treatment models; Identification and diagnosis of infants and toddlers with ASD and other developmental delays.

**Brandon J. Rennie, PhD** (University of Montana). Assistant Professor, UNM Dept. of Pediatrics, Center for Development and Disability Diagnosis and assessment of individuals with Autism Spectrum Disorder and other neurodevelopmental disabilities; Surveillance and screening for ASD; Assessment of children who are rural and/or American Indian; Disability in rural populations.

**FOR FURTHER INFORMATION CONTACT:**
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