Boston Children's Hospital
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HARVARD MEDICAL SCHOOL
TEACHING HOSPITAL

2027-2028 TRAINING YEAR

BOSTON CHILDREN'S HOSPITAL

PSYCHOLOGY POSTDOCTORAL TRAINING PROGRAMS

Boston Children's Hospital Neighborhood Partnerships
Cardiac Neurodevelopmental Program
Deaf and Hard of Hearing Program
Developmental Medicine Center - Clinical
Developmental Medicine Center - Clinical/Research
Pediatric Psychology Fellowship in Gastroenterology
Gender Multispecialty Service
Leadership Education in Adolescent Health Program
Neurodevelopmental Disorders Clinical/Research Program
Center for Neuropsychology
Pain Treatment Service
Children's Hospital Primary Care Center
Psychiatry Consultation Service
Pediatric Fellowship in Pulmonary Medicine



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Boston Children's Hospital Psychology Postdoctoral Fellowship Program

The mission of Boston Children's Hospital is to provide the highest quality health care, be the leading source of research and discovery, educate the next generation of leaders in child healthcare, and enhance the health and well-being of the children and families in our local community and around the world. Within the Department of Psychiatry and Behavioral Sciences, our mission is to promote the well-being of children and families through excellence in behavioral health care, education, research, innovation, and advocacy.

Aligned with these goals, Boston Children Hospital is pleased to offer a variety of psychology postdoctoral fellowship training opportunities. Individual tracks are tailored to meet specialized training needs and interests. Our emphasis is on training competent clinical child and pediatric psychologists and neuropsychologists to provide assessment and therapeutic interventions to children and their families. Specific loci of training include outpatient clinic services and inpatient medical units. Services offered include formal assessment and therapeutic interventions as well as specialized opportunities in community outreach, consultation, medical coping, neuropsychology, and clinical research.

PROGRAM OVERVIEW

Boston Children's Hospital offers a comprehensive psychology postdoctoral fellowship program featuring multiple specialized tracks, each designed to cultivate advanced competencies within health service psychology, including clinical child psychology, pediatric psychology, neuropsychology, and school psychology. This program spans 12-24 months, providing distinctive paths while maintaining a cohesive core training framework. Our tracks include immersive experiences within medical subspecialty clinics, the Developmental Medicine Center, the Center for Neuropsychology, school, and inpatient medical settings, encompassing a blend of clinical and research experiences. Psychology postdoctoral fellows will work with a range of patients and their families from different ages, developmental histories, and cultural/socio-economic backgrounds depending on track and rotation. Patient ages commonly range from early childhood to young adults.

Each specialized track is structured to nurture fellows' development into experts through a robust curriculum focused on evidence-based assessments and/or therapeutic interventions. Fellows engage in direct care in diverse clinical environments, benefiting from developmentally-informed, individualized supervision by licensed clinical psychologists who serve the clinical setting, dedicated to fostering high-level professional competence.

Training schedules are tailored to align with specific tracks, ensuring a well-rounded experience that emphasizes evidence-based practices, cultural competence, and a developmental perspective. The curriculum further incorporates seminars, case conferences, opportunities for additional supervision and mentorship, and/or other educational activities that cultivate essential professional skills, effectively preparing program graduates for impactful roles in clinical and inter-professional settings.

The psychology postdoctoral fellowship program aligns with the broader goals of Boston Children's Hospital, offering a supportive environment that expands learning beyond clinical care to include research, community engagement, and leadership in health service psychology.

PROGRAM OBJECTIVES

The Boston Children's Hospital postdoctoral fellowship program aims to train future psychologists in advanced independent, competent, and ethical practice of health service psychology. The program is designed to equip fellows with advanced skills in evidence-based assessments and/or therapeutic interventions with demonstrated efficacy for specific presenting problems while ensuring an integrated, culturally sensitive approach in all aspects of professional practice. The program utilizes a developmentally-informed training approach to promote professional development as an ethical, collegial, and responsible future psychologist and prepare fellows for roles as leaders in psychology, capable of contributing to the field through clinical excellence, research inquiry, and/or academic involvement.

TRAINING ACTIVITIES

The training year begins on September 1st and ends August 31st, unless special arrangements are approved for a different term.

Training program activities account for 40 hours per week of a postdoctoral fellow's time. Typical work schedules are for Monday through Friday during hospital daytime work hours. Some tracks have specific training opportunities outside of those times that are noted in track-specific descriptions below.

Psychology postdoctoral fellows engage in direct clinical service 10 to 20 hours per week with track-specific clinical activities. All psychology postdoctoral fellows receive at least two hours of individual, scheduled supervision with a doctoral-level, licensed psychologist weekly. Additional supervision and learning activities are described below by track. All psychology supervisors are actively engaged in the clinical and/or research activities offered at a given site. Two to four hours weekly are spent in program-wide and track-specific didactics and case conferences that promote evidence-based practices and ethical decision-making. Additional time is generally required for consultation with treatment teams, referral sources, community agencies, schools, and co-therapists, depending on the clinical activities of the specific track. Remaining time is spent with clinical documentation, report writing, and research activities tailored to track objectives. All postdoctoral fellows are expected to attend a weekly core seminar program to support cohort engagement across the training program, addressing professional, clinical, and research issues.

FACILITIES

In the mid-nineteenth century, the concept of treating children in medical facilities separate from adult patients was quite controversial. Children were, after all, simply small adults in the view of many. That view began to change in 1869, when Francis Henry Brown, MD founded Boston Children's Hospital as a 20-bed facility in Boston's South End. Today, Boston Children's Hospital is one of the largest pediatric hospitals in the world and the primary pediatric teaching hospital of Harvard Medical School. BCH has consistently been a leader among children's hospitals in the United States. With more than 40 clinical departments and 270 specialized clinical programs, BCH is one of the largest pediatric medical centers in the nation. It is also home to the world's largest pediatric research enterprise and the leading recipient of pediatric research funding from the National Institutes of Health.

Boston Children's Hospital's Department of Psychiatry and Behavioral Sciences consists of more than 236 psychologists, psychiatrists, social workers, psychiatric nurses, and over 50 trainees in the various disciplines. The training programs blend traditional training approaches in child and family treatment, assessment, and consultation with state-of-the-art approaches to problems at the interface of pediatrics and psychology.

All fellows have access to private clinical or consultation spaces, required office materials, printers, and clerical support within their training site(s).

GENERAL REQUIREMENTS & PROCEDURES

The basic requirements for a postdoctoral fellowship involving clinical training and service delivery include successful completion of all professional doctoral degree requirements from a doctoral psychology program accredited by the American Psychological Association (APA) or Canadian Psychological Association (CPA) and completion of an internship accredited by the APA or CPA. Doctoral degree requirements fulfilled at a Psychological Clinical Science Accreditation System (PCSAS) accredited doctoral psychology programs must be completed at a regionally accredited institution of higher education. Training at non-accredited psychology internship programs that are active as APPIC members or consistent with Council of Directors of School Psychology Programs (CDSPP) Doctoral Internship Guidelines will be considered within the school-based BCH Neighborhood Partnerships track.

All doctoral degree requirements, including dissertation defense, must be completed prior to the starting date of the fellowship. See the descriptions of specific program listings below for additional requirements.

Employment at Boston Children's Hospital is subject to all hospital required pre-employment matters, including proof of employment eligibility under federal law, a criminal background check, and completion of satisfactory health screening from Occupational Health Services; meeting performance expectations; compliance with the Boston Children's Hospital policies and standards of conduct; as well as infection control requirements including mandatory vaccinations. Employment at BCH is at will.

FUNDING AND BENEFITS

Fellowships are full-time (40 hours per week) and the stipend for the 2026-2027 academic year is $70,000 for a first-year and $71,750 for a second-year psychology postdoctoral fellow. The stipend for the 2027-2028 academic year will be finalized in late 2027. The program is a 12-month or 24-month, full-time training experience, and per academic year provides 22 days of personal/sick leave and five (5) days of professional leave time for conferences and academic activities. Psychology postdoctoral fellows are eligible to elect Dental, Disability, Health, and Life insurance benefits available to full-time hospital employees. Each postdoctoral fellow also receives an appointment as a Clinical Fellow in Psychology in the Department of Psychiatry at Harvard Medical School, including access to Harvard libraries.

TRAINING OUTCOMES

All psychology postdoctoral fellows will have successfully completed postdoctoral fellowship competency requirements prior to successful conclusion of their fellowship. Competencies are formally evaluated twice yearly, at the mid-year and end-of-year by site supervisors and reviewed by the Director of Training. Core competencies across the postdoctoral fellowship program include the following: Integration of Science and Practice, Individual and Cultural Diversity, Ethical and Legal, Professional Values and Attitudes, and Communication and Interpersonal Skills. Additional competencies related to Assessment, Intervention, Supervision, and Consultation and Interprofessional Skills are evaluated based on track-specific training focus. By the mid-point of the planned training sequence, each fellow is expected to achieve the level of "Intermediate Competence" across all core and relevant additional competencies. By the completion of the fellowship, fellows are expected to achieve the level of "Advanced Competence" across evaluated domains. Additionally, for psychology postdoctoral fellows in Neuropsychology, specialty-specific competencies related to advanced practice in Neuropsychology as evaluated.

Due process procedures will be followed, including use of an informal support plan and formal remediation plan for psychology postdoctoral fellows not meeting expected competencies during the course of the training year.

Satisfactory completion of this postdoctoral training program and associated competencies is consistent with "post-internship" supervised practice experience for psychology licensure in the Commonwealth of Massachusetts. Licensure requirements vary by state, and we advise our trainees seeking licensure outside of Massachusetts to review the requirements of the relevant licensing board to determine whether additional coursework, supervised hours, examinations, or documentation may be required. Graduates of our program obtain positions in clinical service, research, and education.

COMMITMENT TO DIVERSITY, EQUITY AND INCLUSION

The Boston Children's Hospital Department of Psychiatry and Behavioral Sciences endeavors to establish a supportive, inclusive environment where faculty, trainees, and staff can reach their full professional potential. Adopting a social determinant of health framework and anti-racist stance, our goal is to address barriers to the provision and accessibility of culturally responsive care for all patients and their families. Through improvements in clinical practice, clinical research and scholarship, advocacy, and training, we strive to acknowledge and redress the historical contributions of the fields of psychiatry and psychology to structural racism. We do this with awareness of both the historical and current context of structural inequality specific to the greater Boston area and the state of Massachusetts as a whole. In 2023, our department welcomed our first female Psychiatrist-in-Chief, Stacy Drury, MD, PhD. Dr. Drury is strongly committed to leading the collaborative development and implementation of a multi-level strategic DEI plan.

Consistent with these values, the Psychology Fellowship Program seeks to create a welcoming and affirming training culture for all fellows and training faculty. Through our didactic seminar series, culturally responsive approach to clinical service and supervision, and ongoing and active exploration of biases and growth areas, we aim to create a collegial and psychologically safe learning environment. While we always have more work to do, our commitment is to serve as a leader in multicultural awareness and sensitivity among clinical child and pediatric psychology fellowship programs. We invite fellows to participate in this process alongside us.

Recent efforts to enhance our individual and collective social responsiveness include institution-wide Bystander to Upstander training, Safe Zone LGBTQ awareness training, enhanced assessment of patient and family social determinants of health (SDOH), faculty training on reducing bias in recruitment and interview processes, and participation in behavioral health and community advocacy efforts. Fellows also have opportunities to engage in fellowship-specific DEI seminars; join the African American, Latinx, Asian and Native American (ALANA) Psychology Mentoring Program for psychology interns and fellows at Harvard-affiliated institutions; participate in employee working groups and affinity groups (e.g., Rainbow Alliance; resource groups for Black/African American, Asian American Pacific Islander, and Women employees); and engage with the Psychiatry Health Equity and Inclusion Committee (PHEIC), which helps guide department DEI initiatives.

DISCLOSURES AND ACKNOWLEDGEMENTS

Boston Children's Hospital is an Equal Opportunity / Affirmative Action Employer. Qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, gender identity, sexual orientation, pregnancy and pregnancy-related conditions, or any other characteristic protected by law. The following link provides more information regarding the Federal laws prohibiting discrimination in employment: eeopost.pdf (dol.gov)

LIE DETECTOR TEST

It is unlawful in Massachusetts to require or administer a lie detector test as a condition of employment or continued employment. An employer who violates this law shall be subject to criminal penalties and civil liability. Boston Children's Hospital does not administer lie detector tests as a condition of employment or continued employment.

APPLICATIONS

Application Deadline

Friday, December 11, 2026

Contact

For general questions about our postdoctoral fellowship program, including questions about applying, please email: courtney.kellogg@childrens.harvard.edu. For questions about a specific program, please contact the program's contact as specified below.

Application Procedures

The APPA CAS will be utilized for application submission: https://appicpostdoc.liaisoncas.com/

Interested candidates are asked to prepare the following:

- a letter of interest/personal statement,
- curriculum vitae,
- APPA CAS application,
- three letters of reference,
- a certified transcript of doctoral work (submitted directly to APPA CAS),
- work samples (for specific tracks, as indicated).

Letters of reference should be requested electronically in APPA CAS and uploaded directly by the letter writer. Specific programs may also require additional application materials, specified below or in the APPA CAS. For any questions, please email Courtney Kellogg at Courtney.Kellogg@childrens.harvard.edu

EARLY APPLICATIONS ARE ENCOURAGED. COMPLETE APPLICATION MATERIALS, INCLUDING ALL LETTERS OF RECOMENDATION AND ORIGINAL CERTIFIED TRANSCRIPT(S), MUST BE RECEIVED BY FRIDAY DECEMBER 11, 2026.

All tracks will offer virtual interviews via video conference. Some tracks may allow for an optional site visit. An applicant's decision to visit in person will not be taken into consideration in the evaluation process.

Other relevant APPIC links:

For detailed information about APPIC Postdoctoral Selection Guidelines and the Common Hold Date Procedures, see: https://www.appic.org/Postdocs/Postdoctoral-Selection-Standards

Fellowship descriptions are included in the APPIC Universal Psychology Postdoctoral Directory (UPPD): https://www.appic.org/Postdocs/Universal-Psychology-PostdoctoralDirectory

Information about the Psychology Fellowship Program can also be found at: https://www.childrenshospital.org/departments/psychiatry/training-programs/psychology-fellowship-program

Fellowship programs at Boston Children's Hospital abide by the APPIC Postdoctoral Selection Standards and the Common Hold Date with the exception of Neuropsychology Track (exempt due to neuropsychologist specialty and participation in the APPCN Match).

APPCN Match and Boston Children's Hospital Neuropsychology Postdoctoral Residency Program

The **Boston Children's Hospital Neuropsychology Postdoctoral Residency Program** is a member of APPCN and will participate in the Resident Matching Program. Information about the APPCN Resident Matching Program and registration materials are available at www.natmatch.com/appcnma.

Only those applicants who register for and participate in the Match can be matched to our program. Applicants must register for the Match.

Further information is available on the APPCN Web Site www.appcn.org. Our program code number is: **9673**

Psychology Training Faculty

Eugene J., D'Angelo, PhD, ABPP
Chief of Psychology
Pediatric Consultation; Clinical Outcomes
Graduate Program: University of Michigan

Kevin Tsang, PsyD
Director of Training, Psychology
Postdoctoral Fellowship Program
Psychiatric Consultation Service
Graduate Program: Virginia Consortium Program in Clinical Psychology

Jennifer Amato, PsyD
Faculty Supervisor, Center for Neuropsychology and Deaf and Hard of Hearing Program
Graduate Program: Antioch/New England Graduate School

Katrina Boyer, PhD
Faculty Supervisor, Center for Neuropsychology
Graduate Program: California School of Professional Psychology

Lindsey Bruett, PhD
Faculty Supervisor, Psychiatry Consultation Service
Graduate Program: Stanford University, Children's Health Council

Simona Bujoreanu, PhD
Faculty Supervisor, Pain Treatment Service
Graduate Program: University of Rhode Island

Samantha Butler, PhD
Faculty Supervisor, Cardiac Neurodevelopmental Program
Graduate Program: Boston University

Catherine Clark, PsyD
Faculty Supervisor, Cardiac Neurodevelopmental Program
Graduate Program: Roosevelt University

Michelle Codner, PsyD
Site Training Co-Lead
Leadership Education in Adolescent Health Program
Graduate Program: William James College

Caitlin Conroy, PsyD
Site Training Lead
Pain Treatment Service
Graduate Program: Massachusetts School of Professional Psychology

Ryan Davidson, PhD
Faculty Supervisor, Pediatric Psychology Fellowship in Gastroenterology
Graduate Program: University of Arizona

Laura Distel, PhD
Faculty Supervisor, Pediatric Psychology Fellowship in Gastroenterology
Graduate Program: Loyola University Chicago

Katherine Driscoll, PhD
Faculty Supervisor, Developmental Medicine Center
Graduate Program: University of Virginia

Jason Fogler, PhD
Faculty Supervisor, Developmental Medicine Center
Graduate Program: Boston University

Melissa Freizinger, PhD
Leadership Education in Adolescent Health Program
Graduate Program: Northeastern University

Rupa Gambhir, PsyD
Faculty Supervisor, Pain Treatment Service
Graduate Program: William James College

Anne Gavin, PhD
Faculty Supervisor, Cardiac Neurodevelopmental Program
Graduate Program: University of Massachusetts, Boston

Amber Graham, PhD
Faculty Supervisor, Center for Neuropsychology And Deaf and Hard of Hearing Program
Graduate Program: Temple University

Amy Hale, PhD
Faculty Supervisor, Pediatric Psychology Fellowship in Gastroenterology
Graduate Program: University of Connecticut

Brandi Henson, PsyD
Site Training Lead
Faculty Supervisor, Cardiac Neurodevelopmental Program
Graduate Program: Yeshiva University

Emily Holding, PhD
Faculty Supervisor, Developmental Medicine Center
Graduate Program: University of North Carolin at Chapel Hill

Kida Ingram, PhD
Faculty Supervisor, Developmental Medicine Center
Graduate Program: Tufts University

Imari-Ashley Isaksen, PhD
Site Training Co-Lead
Psychiatry Consultation Service
Graduate Program: Loma Linda University

Sydney Jacobs, PhD
Faculty Supervisor, Center for Neuropsychology
Graduate Program: Yeshiva University

Grace Jhe, PhD
Site Training Co-Lead
Leadership Education in Adolescent Health Program
Graduate Program: Loyola University

Rebecca Kramer, PhD
Faculty Supervisor, Pediatric Psychology Fellowship in Gastroenterology
Graduate Program: Seattle Pacific University

Rachel Landsman, PsyD
Site Training Lead
Deaf and Hard of Hearing Program
Graduate Program: The Chicago School of Professional Psychology

Patricia Lee, PhD
Faculty Supervisor, Center for Neuropsychology
Graduate Program: University of Massachusetts, Boston

Kate Linnea, PhD
Site Training Lead
Developmental Medicine Center
Graduate Program: University of Vermont

Beth Logan, PhD
Site Training Co-Lead
Psychiatry Consultation Service
Graduate Program: University of Maine

Sara Medina-DeVilliers, PhD
Faculty Supervisor, Psychiatry Consultation Service
Graduate Program: University of Virginia

Holly Miller, PsyD
Faculty Supervisor, Deaf and Hard of Hearing Program
Graduate Program: Wiliam James College

Christine Mrakotsky, PhD
Faculty Supervisor, Center for Neuropsychology
Graduate Program: University of Vienna, Washington University in St. Louis

Gini Peisch, PhD
Faculty Supervisor, Developmental Medicine Center
Graduate Program: University of Vermont

Lea Petrovic, PhD
Site Training Co-Lead
Boston Children's Hospital Neighborhood Partnerships
Graduate Program: Tulane University

Jennifer Queally, PhD
Faculty Supervisor, Center for Neuropsychology
Graduate Program: Suffolk University

Celiane Rey-Casserly, PhD
Faculty Supervisor, Center for Neuropsychology
Graduate Program: Boston University

Anjali Sadhwani, PhD
Faculty Supervisor, Cardiac Neurodevelopmental Program
Graduate Program: University of Mumbai

Zoey Shaw, PhD
Faculty Supervisor, Children's Hospital Primary Care Center
Graduate Program: University of Rochester

Keneisha Sinclair-McBride, PhD
Faculty Supervisor, Children's Hospital Primary Care Center
Graduate Program: Vanderbilt University

Jayne Singer, PhD
Faculty Supervisor, Cardiac Neurodevelopmental Program
Graduate Program: St. John's University

Carolyn Snell, PhD
Site Training Co-Lead
Pediatric Psychology Fellowship in Pulmonary Medicine
Graduate Program: University of Miami

Julie Snyder, PsyD
Site Training Lead
Pediatric Psychology Fellowship in Gastroenterology
Graduate Program: Nova Southeastern University

Catherine Stewart, PhD
Faculty Supervisor, Pain Treatment Service
Graduate Program: University of Connecticut

Mimi Stotsky, PhD
Site Training Co-Lead
Pediatric Psychology Fellowship in Pulmonary Medicine
Graduate Program: University at Buffalo

Nancy Sullivan, PhD
Site Training Co-Lead
Neurodevelopmental Disorders Combined Clinical/Research Psychology Fellowship
Graduate Program: California School of Professional Psychology

Alex Taylor, PsyD
Faculty Supervisor, Center for Neuropsychology
Graduate Program: California School of Professional Psychology

Audrey Thurm, PhD
Site Training Co-Lead
Neurodevelopmental Disorders Combined Clinical/Research Psychology Fellowship
Graduate Program: DePaul University

Rachel Tunick, PhD
Site Training Lead
Children's Hospital Primary Care Center
Graduate Program: University of Denver

Clemente Vega, PsyD
Site Training Lead
Center for Neuropsychology
Graduate Program: Carlos Albizu University

Emily Warren, PhD
Faculty Supervisor, Center for Neuropsychology
Graduate Program: University of Houston

Sara Whitcomb, PhD
Site Training Co-Lead
Boston Children's Hospital Neighborhood Partnerships
Graduate Program: University of Oregon

Boston Children's Hospital Neighborhood Partnerships

Program Overview

Boston Children's Hospital Neighborhood Partnerships (BCHNP) is a school based behavioral health program in the Department of Psychiatry & Behavioral Sciences at Boston Children's Hospital. BCHNP envisions a future where all students and members of the Prek-12 school community are thriving in a school environment that supports their behavioral health and wellbeing. We partner with school communities to co-create and sustain flexible, culturally responsive, and evidence-informed behavioral health systems that promote the health and wellbeing of all students, families, and staff. Our approach, research, and advocacy centers on the context of each partnership to provide preventive initiatives, training, consultation, and clinical interventions. BCHNP has a team of 18 staff members and has partnered with the Boston Public Schools for 24 years.

AT A GLANCE

 # OF POSITIONS
1

LENGTH OF POSITION
1 Year (with potential for 2nd)

CONTACT
Dayna Keane
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Training Goals

1) build and maintain strong partnerships through collaborative practices
2) partner with schools to build the capacity of behavioral health systems
3) increase equitable access to a range of behavioral health services and resources in schools
4) evaluate school-based behavioral health by developing, implementing, and disseminating best practices

The Training Experience

BCHNP's School-Based Program includes a partnership with the Boston Public Schools, including K-8 and high schools. BCHNP School-Based Program provides clinical, early intervention, and prevention/promotion services including short-term therapy, prevention-focused group work, classroom interventions, crisis management, staff training, and school consultation. Family engagement and education is a critical component of BCHNP's work in schools. The postdoctoral fellow will be placed in a partnering high school, Boston Arts Academy, part-time/two full days weekly to implement a range of tiered behavioral health interventions and supports.

The postdoctoral fellow will be part-time/20 hours with the BCHNP's Research and Evaluation Team. The postdoctoral fellow will participate in the evaluation of clinical, prevention, and consultative services in the BCHNP schools and our Training and Access Project (TAP). In addition to supporting the work of evaluating community programming with this team, the fellow will have opportunities to participate in research activities including developing research questions and methodologies consistent with BCHNP's mission, supporting applications for extramural funding, and dissemination of research through publications and presentations.

Clinical hours and supervision for licensure will be provided by licensed psychologists. Fellowship activities will occur at both our main hospital location (Boston) and on-site at a partnering Boston Public School two days weekly. The fellow will take part in the Department of Psychiatry's meetings and clinical training seminars as well as BCHNP team meetings and peer supervision. BCHNP staff will provide clinical and research supervision.

Position

The BCHNP fellowship is a full-time, 12-month position consisting of clinical training in school and community behavioral health, program evaluation, and applied research. The position is 20 hours clinical in a school and 20 hours focused on research and program evaluation. The option for a second-year advanced fellowship may be available with consideration of funding and matching fellow/program interests.

One postdoctoral fellowship position is available at BCHNP.

Given the mission and practice of BCHNP, culturally diverse and multi-lingual applicants with strong backgrounds in community and school-based work are encouraged to apply.

Qualifications

Basic Prerequisites

Cardiac Neurodevelopmental Program

Program Overview

The Cardiac Neurodevelopmental Program (CNP) at Boston Children's Hospital provides multidisciplinary care for children with congenital heart disease (CHD) and their families. CNP was among the first programs at a major teaching hospital to specialize in cardiac neurodevelopmental care. The program was developed in collaboration with the founders of the field of cardiac neurodevelopment, Jane Newburger, MD and David Bellinger, PhD. Our patients include those with critical congenital heart defects requiring open heart surgery in the first year of life, children with acquired heart disease, and those needing cardiac transplants. Many of our patients have comorbid genetic syndromes, such as 22q Deletion Syndrome and Noonan Syndrome, as well as other low-incidence medical and neurological conditions. Patients typically present with complex neurodevelopmental profiles and functional impairments ranging from mild to severe. Increased rates of autism spectrum disorders and other social cognition deficits are present, as are high rates of attention and executive function challenges and cognitive and learning impairments. Psychosocial adjustment difficulties are also common, including behavioral dysregulation, anxiety, and depression.

AT A GLANCE

 # OF POSITIONS
2

LENGTH OF POSITION
1 Year (with potential for 2nd)

CONTACT
Brandi Henson, PsyD
brandi.henson@
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Our program provides comprehensive behavioral health assessment, consultation, and treatment services starting in the prenatal period to reduce maternal stress, continuing with newborn and young infant neurobehavioral consultation during the inpatient hospital stay, and transitioning to the outpatient setting after hospital discharge with evaluation and treatment services. CNP's multidisciplinary team includes experts from the fields of psychology, infant and early childhood mental health, cardiology, cardiovascular surgery, education, genetics, and neurology. We work closely with other disciplines within the hospital including PT, OT, ST, feeding, social work, nursing, and general pediatrics.

Training Goals

1) Prepare trainees to serve as clinician-researchers at an academic medical center,
2) Specialized clinical training in a pediatric hospital setting and opportunities for research mentorship with an established team of leaders in the field of cardiac neurodevelopment and pediatric health psychology.

Training Experience

There are two positions available: Early Childhood Track and the School Age Track.

The primary focus of each fellowship position is training toward clinical practice expertise with collaborative engagement in a sponsored and established multidisciplinary research project. CNP staff and fellows meet regularly to advance research projects through collaborative discussions about study design, data analysis, and manuscript preparation. Our clinical research team strives to develop novel interventions in the field of cardiac neurodevelopment within a framework that allows for the analysis of outcomes. Recent fellows have been involved in NIH-funded research studying fetal brain development and long-term neuropsychological outcomes in CHD (Caitlin Rollins, M.D., PI) and the longitudinal neuropsychological follow-up of adults enrolled as children in the Boston Circulatory Arrest Study (David Bellinger, PhD and Jane Newburger, Co-PIs).

Early Childhood Track

Fellows in the Early Childhood track provide assessment, consultation, and intervention services to infants and young children with congenital heart disease and their families. Fellows rotate through the Maternal Fetal Care Center (MFCC), the Cardiac Intensive Care Unit (CICU) and Acute Cardiology Care Unit (ACCU), and the Toddler/Preschool Clinic. Detailed description as follows:

- **Rotation in the Prenatal Service:** Fellows work closely with the Maternal Fetal Care Center (MFCC) at BCH to support mothers carrying a fetus with CHD. Training opportunities include individual consultations and group psychoeducation sessions designed to promote neurodevelopment and well-being in babies with CHD and brief psychotherapy for those women experiencing stress related to the fetal diagnosis of CHD.
- **Rotation in the Cardiac Intensive Care Unit (CICU) and Acute Cardiology Care Unit (ACCU):** Early Childhood Track fellows complete a year-long primary rotation in the CICU and ACCU. In this setting, fellows provide neurobehavioral consultation for infants with congenital heart disease, family guidance and support during the inpatient admission, supporting developmental care efforts on the infant unit, and providing education to inpatient staff on developmental care techniques. More specifically, this includes observing, assessing, and caring for the neurodevelopment of the patient, determining therapies and recommendations to support development while inpatient, and planning for future needs after discharge home. Engaging with staff on Newborn Individualized Developmental Care and Assessment Program (NIDCAP) implementation and education. Services include a strong multidisciplinary approach and engagement in medical and developmental rounding on the inpatient floor. Individualized developmental care and family centered care is integrated throughout the service. There are

multiple opportunities to be involved in quality improvement and research initiatives across the inpatient unit. Current QI and research initiatives are related to delirium screening, safe sleep, long term neurodevelopmental outcomes and long term outcomes of developmental care.

- **Rotation in the Toddler/Preschool Clinic:** In the Toddler/Preschool clinic, fellows provide neurodevelopmental assessments, consultations, and short-term interventions for children with complex cardiac conditions and their families. Focus of the clinic include assessment of developmental delays and concerns for autism and providing recommendations for appropriate therapeutic services, evaluating and managing self-regulatory challenges including problems with behavior, feeding, sleep, and anxiety. Fellows have an opportunity to consult with Early intervention staff and work with the school system to help with transition planning and individual education plan (IEP) services.

Early Childhood Track fellows complete a year-long primary rotation in the CICU and ACCU. In this setting, fellows provide neurobehavioral consultation for infants with congenital heart disease along with family guidance and support during the inpatient admission. This includes observing, assessing, and caring for the neurodevelopment of the patient, determining therapies and recommendations to support development while inpatient, and planning for future needs after discharge home. Services include a strong multidisciplinary approach and engagement in medical and developmental rounding on the inpatient floor. Individualized developmental care and family centered care is integrated throughout the service. There are multiple opportunities to be involved in quality improvement and research initiatives along with inpatient staff education across the inpatient unit.

Early Childhood Track fellows also rotate through the MFCC and the Toddler/Preschool Clinic. Fellows work closely with the MFCC to identify mothers experiencing stress related to the identification of a fetus with CHD. Mothers are seen for initial assessment and brief intervention to learn strategies to cope with stress during the perinatal period. In the Toddler/Preschool clinic, fellows provide neurodevelopmental assessments, consultations, and short-term interventions for children with complex cardiac conditions and their families presenting with developmental delays and concerns for autism; self-regulatory challenges including problems with behavior, feeding, sleep, and anxiety.

Early Childhood Track fellows have the opportunity for specific training and certification in the Newborn Individualized Developmental Care and Assessment Program (NIDCAP), NeoNatal Neurobehavioral Scale (NNNS-II), the Bayley Scales of Infant and Toddler Development, 4th Ed. (Bayley-4), the Wechsler Preschool and Primary Scales of Intelligence, 4th Edition (WPPSI-IV), the Autism Diagnostic Observation Schedule (ADOS), the Newborn Behavioral Observations and the Brazelton Touchpoints Approach, as well as the DC:0-5 diagnostic system. Fellows are provided with documentation about how those trainings help fulfill national Infant Mental Health and Early Childhood Mental Health competency guidelines towards Endorsement® credentialing.

Early Childhood Track Fellows have the opportunity to become involved in a new Children's Heart Foundation funded research study on developmental care in the NIDCAP model on the CICU and ACCU. Other recent CNP research efforts address the development and implementation of a prenatal stress reduction program, group-based executive function interventions, studies of the comorbidity

between autism and CHD, and exploring the predictive validity of the Bayley Scales for Infant and Toddler Development for children with CHD and participation in the new Fontan at Boston multidisciplinary clinical research program. There are ongoing quality improvement studies on the inpatient floors to support developmental care, parent engagement, infant oral feeding, and holding of fragile infants, many of which take place through the Simulation Program here at BCH. Each CNP fellow will be integrated into a new or established research initiative with opportunities to contribute to all aspects of study activities, including data collection and analysis, manuscript preparation, and authorship.

School Age Track/Young Adult Track

The School Age/Young Adult Track includes training in assessment, consultation, and intervention services for children, adolescents, and young adults with CHD and their families.

Primary Rotation in School Age Assessment: Fellows complete a primary clinical rotation on the School Age Assessment team clinic, providing comprehensive psychological and neuropsychological assessments for children and adolescents presenting with a broad range of neurodevelopmental and psychosocial challenges associated with their cardiac history. Fellows will develop competency in the administration and interpretation of psychological and neuropsychological assessment measures evaluating cognitive and adaptive functioning, attention and executive function skills, autism and social cognition, specific learning challenges, and social-emotional functioning. As part of the School Age Assessment team, fellows collaborate with educators and medical providers to promote improved understanding about the neurodevelopmental risks associated with CHD and to support implementation of recommendations from the evaluations. Specialized training in the Autism Diagnostic Observation Schedule, 2nd Edition (ADOS-2) is provided as part of the School Age/Young Adult Track.

Additional rotations in the School Age/Young Adult Track include:

- **Rotation in the Fontan Clinic:** The Fontan clinic provides holistic, individualized care for patients with single ventricle heart disease who have had the Fontan procedure. Fellows have an opportunity to be part of a multidisciplinary team that includes experts from cardiology, hepatology, exercise physiology, nutrition, and behavioral health. Trainees conduct behavioral health consultations to assess current functioning, inform treatment planning, and provide psychoeducation to families about the neurodevelopmental and psychosocial outcomes commonly associated with complex CHD. Findings from the consultation are presented to the multidisciplinary team to support collaborative care.
- **Rotation in the Outpatient Behavioral Health Clinic:** Fellows in the Outpatient Behavioral Health Clinic in CNP will become familiar with the specialized needs of children and adolescents with CHD and develop competency in pediatric health psychology through provision of diagnostic interviews, evidence-based behavioral health interventions, and consultation with families, medical providers, and school personnel to support pediatric care for children with co-existing medical and behavioral health needs.

- **Rotation in the Young Adult Transition Team:** Fellows interested in working with adolescents and young adults can rotate through the Young Adult Transition Team, which supports adolescents with CHD in navigating the transition to adulthood through specialized consultations and therapeutic groups for teens and parents.

Our clinical research team strives to better understand the neurodevelopmental and neuropsychological profiles of individuals with CHD across the lifespan and to develop interventions to support the development and well-being of this population. Postdoctoral fellows have protected research time each week for participation in an established project or initiation of a novel scientific study under the guidance of our well-established researchers who are key opinion leaders in the field of cardiac neurodevelopment.

Positions

The CNP fellowship is a full-time, 12-month position consisting of clinical and research training. The option for a second-year advanced fellowship may be available with consideration of funding and matching fellow/program interests.

Two full-time postdoctoral fellowship positions are available.

Qualifications

Applicants should have the Basic Prerequisites and a strong interest in child development and, pediatric health psychology, experience in providing psychological and neuropsychological assessment and, short-term evidence-based treatment models, and a foundation in research methods. Successful candidates will demonstrate career potential in the emerging fields of cardiac neurodevelopment or pediatric health psychology in positions that will combine clinical and research skills.

Deaf and Hard of Hearing Program

Program Overview

The Deaf and Hard of Hearing Program (DHHP) provides primarily assessment training experiences within an interdisciplinary team approach. The program's clinical team includes hearing and deaf professionals, all of whom are experienced in working with infants, children, and adolescents who are deaf/hard of hearing (DHH) and their families. DHH patients of the program span the pediatric age range from infancy through young adulthood, with most of the patients being under the age of 6 years. Patients present with complex medical, developmental, behavioral, psychosocial, language, and/or learning challenges. DHH patients span the pediatric age range from infancy through young adulthood, with most of the patients being under the age of 6 years. There is opportunity to gain expertise in assessment of children ages 0-6 years old with sensory differences. The majority of the patients use hearing technology and communicate with spoken English. Some patients communicate in American Sign Language (ASL) or use sign support with English, and most team members are bilingual (English and ASL).

AT A GLANCE

 # OF POSITIONS
1

LENGTH OF POSITION
1 Year (with potential for 2nd)

CONTACT
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The DHHP works with the Cochlear Implant (CI) surgery team to provide pre-surgical evaluations for all patients being considered for CI. CI and outpatient evaluations focus on assessing for neurodevelopmental/psychological diagnoses in the context of hearing loss to ensure the whole child is being treated with appropriate medical, therapeutic, and educational recommendations. The evaluations include clinical interviews, administration of psychological/neuropsychological measures, and discussion of results/recommendations. Collaboration with medical professionals, particularly those in Otolaryngology, Speech-Language Pathology, Audiology, Neurology, Psychiatry, and Developmental Behavioral Pediatrics, is a component of the evaluation, and some evaluations are completed alongside aforementioned professionals. As desired by trainees, opportunities for short-term intervention are provided for DHH specific referral questions (e.g., refusal to wear hearing aids, pre-surgical anxiety management).

Training Experience

Involvement in clinical activities is expected for 60% of the postdoctoral fellow's time. Clinical opportunities will include: evaluations for the Cochlear Implant surgical team, psychological/neuropsychological evaluations of DHH children and adolescents, and short-term psychotherapeutic/pediatric psychology consultation/intervention with DHH children and family members.

Contributions to ongoing projects is expected of the postdoctoral fellow, and development of personal research goals is strongly encouraged. Current research projects include neuropsychological outcomes for children with unilateral hearing loss under consideration for Cochlear Implants, assessment for autism spectrum disorder (ASD) in children who are DHH, and cognitive/psychosocial consequences of late and/or insufficient access to language. The fellow will regularly attend project meetings to keep up-to-date on program- and department-level research and quality improvement efforts. The fellow can participate in writing journal articles, as well as preparing IRB protocols and grant applications.
The Deaf and Hard of Hearing Program's interdisciplinary team actively contributes to local, regional, and national conferences in our field. Scholarly contributions include professional development workshops and lectures, dissemination of best practices, and original research. Individual research and scholarship goals are discussed at the beginning of the training year, with the aim of producing at least one poster or workshop presentation at a professional meeting. There are opportunities for manuscript authorship. Travel support may be available for participation at conferences.

The fellow attends seminars focusing on clinical, academic/research, and professional issues. Within the Deaf and Hard of Hearing Program, monthly Lunch & Learn seminars cover topics relevant to professionals serving the DHH community. The fellow attends Otolaryngology meetings where cases are presented and discussed among faculty and trainees from multiple disciplines. Additional opportunities to attend DHH related didactic seminars are provided throughout the year.
Participation in the weekly seminars coordinated by the faculty of the Center for Neuropsychology is expected of the DHHP fellow. Clinical topics covered include: theoretical bases of assessment; diagnostic methodology; selection, administration, and interpretation of tests/tasks/techniques; communication of findings, written (chart notes, consults, formal reports) and oral (feedback sessions); strategies for intervention and management; consultation in the medical setting and with outside professionals. Brain-behavior relationships in children, learning disabilities and learning disorders, developmental neuropathology, clinical research design, and professional issues will also be discussed in detail throughout the year. The fellow also has the option to attend a biweekly small group neuroanatomy/behavioral neurology tutorial, if this fits their training goals.

Supervision is provided by the attending psychology/neuropsychology faculty in the Deaf and Hard of Hearing Program and involves observation of clinical work as well as one-to-one meetings. The fellow receives a minimum of two hours of supervision per week and has the opportunity to work with several different supervisors. At the beginning of the year, an individual training plan is developed to guide progress, self-reflection, and promote regular review and discussion of the fellow's training needs.

Position

The DHHP fellowship is a full-time, 12-month position dedicated to clinical service delivery, didactics, clinical research, teaching, and community service activities. The option for a second-year advanced fellowship may be available with consideration of funding and matching fellow/program interests.

One full-time postdoctoral fellowship position is available.

Qualifications

Applicants should have the Basic Prerequisites and a strong interest in language development/impact of language on cognition and want to work in a fast-paced hospital setting with medically complex patients. Successful applicants will demonstrate awareness of current trends in the literature on language, cognitive, psychological, and academic development of DHH children and adolescents. Previous direct experience with DHH children and adolescents and/or competency in American Sign Language is desired but not required. Substantial experience in pediatric psychology, child clinical psychology, and/or pediatric neuropsychology is required, including use and interpretation of psychological/neuropsychological tests and strong writing skills.

Developmental Medicine Center

Clinically Focused Fellowship

Program Overview

The Developmental Medicine Center (DMC) at Boston Children's Hospital is dedicated to improving the lives of children and adolescents with neurodevelopmental, learning, and behavioral difficulties, and their families, through integrated and collaborative clinical care, training, translational research, neuroscience, and community engagement. The interdisciplinary staff comprises developmental-behavioral pediatricians, child psychologists, neuropsychologists, educational specialists, nurse practitioners, neurologists, and child psychiatrists; in addition, there is the opportunity to consult, as needed, with specialists from a variety of programs, including Speech-Language, Sleep Disorders, and Genetics. As a tertiary care site, the DMC accepts referrals for children with neurodevelopmental and behavioral challenges that are not well met in the general medical and mental health communities.

AT A GLANCE



 # OF POSITIONS

2-4



LENGTH OF POSITION

1 Year (with potential for 2nd)



CONTACT

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Training Goals

1) prepare fellows to pursue careers in academic health centers or other health care settings by providing them with the requisite skills to become outstanding clinicians, inspiring teachers, and contributors to the profession of psychology through active involvement in professional organizations and advocacy.
2) provide fellows with advanced practice competency in assessing youth with neurodevelopmental disorders, including attention deficits, autism spectrum disorders, learning disabilities, intellectual disabilities, and regulatory problems, sometimes within the context of complex medical and/or psychosocial histories. Emphasis is placed on integrating the tenets of clinical psychology, developmental psychopathology, cognitive neuroscience, evidence-based interventions, and principles of child and family development.
3) facilitate advanced scholarly skills by being active consumers and producers of clinical research and making informed decisions regarding assessment and intervention.

The Training Experience

Postdoctoral fellows are involved in direct clinical service in the DMC for 60% of their time, including performing diagnostic assessments on interdisciplinary teams; consulting in hospital-based and community settings; and providing feedback to parents and schools. Depending on level of interest and feasibility, there may be some short-term treatment opportunities for anxiety, mood, disruptive behaviors, social skills deficits, elimination disorders, and feeding problems. The number and variety of programs contained within the DMC generally make it possible to adapt the fellow's clinical experience to his or her learning needs and professional goals. Rotations are typically six months in length. There also are opportunities for fellows to work closely with psychology staff to develop supervisory and administrative skills. The DMC clinical programs available for fellowship rotations include::

- **Infant Team and Toddler Team:** Infant Team and Toddler Team serve children under the age of 2 years, and between 2 and 3.5 years, respectively. Youth seen on these teams typically present with concerns for developmental delay and/or autism spectrum disorder. Team members often include developmental-behavioral pediatricians and psychologists.
- **Preschool Team:** Preschool Team typically serves children between 3.5 and 6 years of age who present with concerns related to development, learning, and/or behavior. These children may have significant language, cognitive, social, and motor difficulties of many different etiologies. Team members often include developmental-behavioral pediatricians, psychologists, and education specialists.
- **School Team:** School Team serves youth from approximately 6 to 13 years of age with various presentations. Concerns may include those related to social, emotional, academic, and behavioral functioning. Team members often include developmental-behavioral pediatricians, psychologists, neuropsychologists, and education specialists.
- **Young Adult Team (YAT):** Youth approximately 12 to 17 years of age are typically seen through YAT and may present with concerns related to social, behavioral, academic, and/or emotional functioning. Team members often include developmental-behavioral pediatricians and psychologists
- **Advocating Success for Kids (ASK) Program:** This program serves youth of all ages within two urban-based primary care centers who are referred by primary care providers. Youth are often referred because of concerns about developmental, learning, social-emotional, and/or behavioral problems. Additionally, children often present with complex psychosocial situations, possible prenatal substance exposure, and/or trauma history. The goal of this program is to screen children for such concerns and to advocate for appropriate services and interventions. An interdisciplinary team approach is utilized, with developmental-behavioral pediatricians, psychologists, social workers, and educational specialists.
- **Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Program:** The LEND Team conducts comprehensive evaluation of youth of all ages. Youth seen through the LEND Team often present with developmental concerns within the context of complex medical presentations. In addition to a developmental-behavioral pediatrician and neuropsychologist, the LEND Team often has observers from various disciplines, including community advocates.

- **Adoption Team:** Adoption Team provides assessment and consultation for youth of all ages who have been adopted domestically or internationally. Common concerns presenting on this team may include long-term abuse, neglect, or a history of institutionalization. Team members often include developmental-behavioral pediatricians, psychologists, and educational specialists.
- **Down Syndrome (DS) Program:** The DS Program conducts interdisciplinary clinical evaluations of youth with Down syndrome from birth through 18 years of age. Program members work closely with children, parents, medical specialists, community physicians, and educators. The DS Program consists of a developmental-behavioral pediatrician, psychologist, neurologist, speech pathologist, physical therapist, nutritionist, dentist, and audiologist, as well as a program coordinator and resource specialist. Services provided by the psychologist on this team include consultation, assessment, parent training, and psychotherapy
- **Deaf and Hard of Hearing Program (DHHP):** Fellows have the opportunity to participate in clinical activities in the DHHP, which is an interdisciplinary team of neuropsychology/psychology, speech-language pathology (SLP), and audiology. The DHHP is part of the cochlear implant (CI) program and works closely with surgeons in Otolaryngology. The DHHP also runs an Autism clinic with the Developmental Medicine Center (DMC). Experiences in DHHP include comprehensive outpatient evaluations of children with reduced hearing, participation in pre-and post-surgical evaluations for bilateral and unilateral CI, interdisciplinary evaluations with SLP and DMC in identifying diagnoses of Autism Spectrum Disorder in children with reduced hearing, and opportunities for attendance at CI rounds and DHHP Lunch and Learn seminars.
- **Consultation & Therapy:** This service provides individual, group, and family therapy, such as Toilet Training School for parents and children with encopresis and enuresis; parent training for children with ADHD; behavioral and family-based treatment for feeding disorders; school consultation; and cognitive behavioral treatment for anxiety and mood in children and adolescents.

The DMC research rotation allows fellows the opportunity to participate in ongoing research projects in the Division of Developmental Medicine (DDM) and/or quality improvement efforts. Fellows are matched with research advisors from the DDM faculty. Along with developmental-behavioral pediatrics fellows, psychology fellows participate in research seminars comprising didactic sessions, journal club, and skills training in research design, methods, and analysis. Additional activities include attending lectures in the Laboratories of Cognitive Neuroscience (LCN) directed by Charles Nelson, PhD. Based on availability of research grants, a psychology fellow may elect to spend a second year in ongoing clinical research projects and/or define a discrete project that can be completed within a fellowship year.

Research projects in the DMC encompass topics and methods in basic science, translational, clinical, and health services research. There are methodologists and statisticians available to assist in planning studies and analyses, and when financially feasible, research assistants may be assigned to help with aspects of research. Research computers and standard statistical software are available for use by fellows in all programs.

The DMC dedicates one half-day per week for education and professional development of staff and fellows, including a monthly interdisciplinary meeting and forum for special presentations; morbidity and mortality conference; case conference; and journal club. There also are weekly seminars for psychology fellows that focus on neurodevelopmental, medical, and psychiatric disorders; feeding, sleep, and toileting disorders; psychological assessment of complex cases; evidence-based interventions; educational methodology for teaching; advocacy; and professional development. There are several opportunities each year to visit community agencies, specialized schools, or other clinical programs at BCH.

There are opportunities for fellows to become active participants in the DDM's robust Quality and Performance Program (QPP), which oversees all quality improvement (QI) activities. Fellows can attend team leadership meetings and quality improvement seminars, develop quality metrics for clinical outcomes and processes, review data for ongoing projects, and propose, implement, and present their own mentored QI project. Emphasis is placed on developing solid working knowledge of quality improvement principles and strategies for rigorous and effective implementation.

Positions

The DMC fellowship is a full-time, 12-month position, during which the fellow's time will be divided between clinical service delivery, didactics, and scholarly activities. The option for a second-year advanced fellowship may be available with consideration of funding and matching fellow/program interests.

Two-Four full-time postdoctoral fellowship positions are available.

Qualifications

Applicants should have the Basic Prerequisites and substantial clinical experience with children, including use and interpretation of psychological and neuropsychological tests, coursework in child development and developmental psychopathology, and experience with evidence-based treatment and developmental disabilities; training and competence in addressing issues of diversity and individual differences; and a commitment to clinical research.

Developmental Medicine Center

Combined Clinical/Research Fellowship

Program Overview

The Division of Developmental Medicine (DDM) at Boston Children's Hospital is dedicated to improving the lives of children and adolescents with developmental, learning, and behavioral difficulties and their families through integrated and collaborative clinical care, training, clinical and translational research, neuroscience, and community engagement and collaboration. The interdisciplinary staff comprises developmental- behavioral pediatricians, child psychologists, neuropsychologists, educational specialists, nurse practitioners, neurologists, and child psychiatrists; in addition, there is the opportunity to consult, as needed, with specialists from a variety of programs, including Speech-Language, Sleep Disorders, and Genetics. As a tertiary care site, the Developmental Medicine Center (DMC) accepts referrals for children with developmental and behavioral challenges that are not well met in the general medical and mental health communities.

AT A GLANCE



 # OF POSITIONS

3-4



LENGTH OF POSITION

2 Years (with potential for 3rd)



CONTACT

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Training Goals

1) To prepare fellows to pursue careers as clinician-researchers in academic health centers by providing them with the requisite skills to become independent researchers and outstanding clinicians, as well as inspiring teachers and contributors to the profession of psychology.
2) To provide fellows with the training and mentorship required to launch an independent research career in developmental/neurodevelopmental disabilities.
3) To provide fellows with advanced practice competency in assessing youth with neurodevelopmental disorders, including attention deficits, autism spectrum disorders, learning disabilities, intellectual disabilities, and regulatory problems, sometimes within the context of complex medical and/ or psychosocial histories. Emphasis is placed on integrating the tenets of clinical psychology, developmental psychopathology, cognitive neuroscience, evidence-based interventions, and principles of child and family development.

Training Experience

Research Activities

Postdoctoral fellows will work directly with one of the established research labs or groups in the DDM. The specific research opportunities for each application year will vary based on funding. For applicants who will start in the 2027-2028 academic year, research opportunities are available through the Laboratories of Cognitive Neuroscience (LCN) within the Nelson Laboratory, Faja Laboratory, Arnett Laboratory, and Wilkinson Laboratory.

- **Faja Laboratory:** Current activities in the Faja lab include the use of physiology, eye tracking, and behavioral measures to better understand treatment response and individual differences in children with autism spectrum disorders, ADHD, and developmental delays. Dr. Faja's work is NIH funded. Fellows will have an opportunity to participate in ongoing projects and develop their own project on related topics. Some specific skills that a fellow may learn through the Faja lab include research reliable diagnostic evaluations for autism spectrum disorder (ADOS-2, ADI-R), administration of behavioral interventions with autistic children and adults, use of electrophysiological measures with clinical populations, and longitudinal/clinical trial research design. The Faja lab also has numerous opportunities for scientific writing and developing grantsmanship skills.
- **Nelson Laboratory:** The overarching goal of the Nelson Laboratory is to elucidate the inborn or experiential factors that can lead to atypical patterns of brain development and in turn, behavioral development. There are numerous research opportunities across areas of study within the Nelson lab, depending on the applicant's interests and training. Dr. Nelson's work receives both federal (e.g., NIH) and foundation (e.g., the Bill & Melinda Gates Foundation) support, and includes several longitudinal investigations. The two major areas of study include: the early identification and trajectories of autism and other neurodevelopmental disorders; and the effects of early adversity on brain and behavioral development (conducted in both the US and several international locations). In addition to participating in ongoing projects within the Nelson lab, fellows also will have the opportunity to develop their own project on related topics. Skill areas that a postdoctoral fellow will obtain/continue to enhance include those related to the use of neuroimaging, clinical interviewing, neuropsychological assessment, physiological data processing, longitudinal research design, scientific writing, and grantsmanship.
- **Arnett Laboratory:** The Arnett Laboratory utilizes neurophysiology, neuropsychology, and genetic methods to further our understanding of individual differences in etiology, development and treatment response among children with ADHD and related disorders. Current projects include a genomic study of familial ADHD, a study of auditory-motor coordination in children with ADHD, and a prospective study of very young children at elevated likelihood for developing ADHD. Dr. Arnett's work is funded through federal and private grants. Fellows are encouraged to analyze and publish analyses on existing data and to apply for early investigator funding to support independent research projects. Specific areas of clinical and research training available to Arnett Lab Postdoctoral fellows include EEG acquisition, data processing, and analysis; scientific writing and grantsmanship; standardized clinical interviewing; and neuropsychological assessment.

- **Wilkinson Laboratory:** The Wilkinson lab is interested in understanding the neural mechanisms impairing language acquisition and cognitive development with a specific focus on children with intellectual disability. Our ongoing studies use EEG to investigate biomarkers of language development in young children with Fragile X Syndrome, Down syndrome, and autism spectrum disorders. In addition, our lab is interested in understanding biological and environmental factors that impact early brain development. We collaborate closely with Dr. Charles Nelson on studies that leverage longitudinal data collected from infancy to preschool years. Our current Baby Steps study focuses on early detection of autism and language delays in a diverse population of patients seen in our primary care clinic. Dr. Wilkinson's work is funded through the NIH, the Charles Hood Research Foundation, and the Boston Children's Translational Neuroscience Center. Specific research and clinical opportunities include experience working with longitudinal data analysis (EEG, behavioral, and/or survey data), neuropsychological assessment, scientific writing, grantsmanship, and mentorship of students and research assistants.
- **General:** Clinical/research fellows will have the opportunity to interact with PIs and post- docs across research groups, which include: 1) the Laboratories of Cognitive Neuroscience (LCN), comprising three independent labs (including the Faja, Nelson, and Arnett laboratories) dedicated to furthering our understanding of brain and cognitive development in typically developing infants and children, as well as children who have experienced adversity, and those diagnosed with or at risk for various neurodevelopmental disorders; 2) the Down Syndrome Research Program, which focuses on cognition, learning, and memory, as well as neurodevelopmental and behavioral impairments that commonly co-occur in individuals with Down syndrome; and 3) the DMC Clinical Research Program, which conducts collaborative translational research to advance our understanding of the etiology, early identification, and treatment of developmental disorders.

Clinical Activities

Postdoctoral fellows are involved in direct clinical service in the DMC, including performing diagnostic assessments on interdisciplinary teams; consulting in hospital-based and community settings; providing feedback to parents and schools; and providing short-term treatment for anxiety, mood, disruptive behaviors, social skills deficits, elimination disorders, and feeding problems. The number and variety of programs contained within the DMC generally make it possible to adapt the fellow's clinical experience to his or her learning needs and professional goals. Rotations are six months in length. The goals of rotations are to expand the knowledge base of learning, developmental, medical, and behavioral disorders and comorbid psychiatric conditions; provide timely and tailored evaluations; and develop consultation and communication skills in a fast-paced medical environment. There also are opportunities for fellows to work closely with psychology staff to develop supervisory and administrative skills. The DMC clinical programs available for fellowship rotations include:

- **Infant Team and Toddler Team:** Infant Team and Toddler Team serve children under the age of 2 years, and between 2 and 3.5 years, respectively. Youth seen on these teams typically present with concerns for developmental delay and/or autism spectrum disorder. Team members often include developmental-behavioral pediatricians and psychologists.

- **Preschool Team:** Preschool Team typically serves children between 3.5 and 6 years of age who present with concerns related to development, learning, and/or behavior. These children may have significant language, cognitive, social, and motor difficulties of many different etiologies. Team members often include developmental-behavioral pediatricians, psychologists, and education specialists.
- **School Team:** School Team serves youth from approximately 6 to 13 years of age with various presentations. Concerns may include those related to social, emotional, academic, and behavioral functioning. Team members often include developmental-behavioral pediatricians, psychologists, neuropsychologists, and education specialists.
- **Young Adult Team (YAT):** Youth approximately 12 to 17 years of age are typically seen through YAT and may present with concerns related to behavioral, academic, and/or emotional functioning. Team members often include developmental-behavioral pediatricians and psychologists.
- **Advocating Success for Kids (ASK) Program:** This program serves youth of all ages within two urban-based primary care centers who are referred by primary care providers. Youth are often referred because of concerns about developmental, learning, social-emotional, and/or behavioral problems. Additionally, children often present with complex psychosocial situations, possible prenatal substance exposure, and/or trauma history. The goal of this program is to screen children for such concerns and to advocate for appropriate services and interventions. An interdisciplinary team approach is utilized, with developmental-behavioral pediatricians, psychologists, social workers, and educational specialists.
- **Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Program:** The LEND Team conducts comprehensive evaluation of youth of all ages. Youth seen through the LEND Team often present with developmental concerns within the context of complex medical presentations. In addition to a developmental-behavioral pediatrician and neuropsychologist, the LEND Team often has observers from various disciplines, including community advocates.
- **Adoption Team:** Adoption Team provides assessment and consultation for youth of all ages who have been adopted domestically or internationally. Common concerns presenting on this team may include long-term abuse, neglect, or a history of institutionalization. Team members often include developmental-behavioral pediatricians, psychologists, and educational specialists.
- **Down Syndrome (DS) Program:** The DS Program conducts interdisciplinary clinical evaluations of youth with Down syndrome from birth through 18 years of age. Program members work closely with children, parents, medical specialists, community physicians, and educators. The DS Program consists of a developmental-behavioral pediatrician, psychologist, neurologist, speech pathologist, physical therapist, nutritionist, dentist, and audiologist, as well as a program coordinator and resource specialist. Services provided by the psychologist on this team include consultation, assessment, parent training, and psychotherapy.
- **Consultation & Therapy:** This service provides individual, group, and family therapy, such as Toilet Training School for parents and children with encopresis and enuresis; parent training for children with ADHD; behavioral and family-based treatment for feeding disorders; school consultation; and cognitive behavioral treatment for anxiety and mood in children and adolescents.

Positions

The Combined Clinical/Research Psychology Fellowship is two years with the possibility of a third year, depending on the scope of the fellow's independent research project, progress in the program, and availability of funding. The first year of fellowship may focus more heavily on clinical training, with the expectation that the fellow will use the first year to develop an independent research project, including writing a proposal as well as getting necessary infrastructure in place. The clinical-research fellow may apply for independent funding and is expected to participate in their mentor's lab or research group during the first year to learn necessary skills for their own project. The second and optional third years of fellowship are dedicated primarily to conducting mentored independent research. During the first two years of fellowship, the clinical-research fellow will accrue supervised clinical hours that can be applied toward the pursuit of licensure. Throughout fellowship, the fellow will also be encouraged to build his or her publication and presentation portfolio. In addition to direct mentorship and clinical supervision, the fellow will have statistical support available as well as opportunities to participate in didactic sessions related to research training through Boston Children's Hospital or Harvard Catalyst and will be a part of a community of research postdocs in the DDM.

Three to four full-time postdoctoral fellowship positions are available.

Qualifications

Applicants should have the Basic Prerequisites, and must have received significant research training, be planning a clinical research career with an emphasis on developmental/neurodevelopmental disorders, and have an existing track record of scholarly publication and research presentations. Applicants should have a strong background in research with clinical populations and/or methods in relevant areas of focus, including knowledge of commonly used assessment measures or evidence-based interventions, as applicable. Clinically, applicants should have substantial clinical experience with children, including use and interpretation of psychological and neuropsychological tests; coursework in child development and developmental psychopathology; experience with evidence-based treatment and developmental disabilities; and training and competence in addressing issues of diversity and individual differences. Individuals applying will ideally have training in developmental cognitive neuroscience, although this is not required.

Pediatric Psychology Fellowship in Gastroenterology

Program Overview

The psychology service in the Division of Gastroenterology, Hepatology, & Nutrition (GI) at Boston Children's Hospital provides outpatient mental health assessment, consultation, and treatment services to patients diagnosed with a wide variety of gastrointestinal illnesses. By the end of the training year, the fellow will be well versed in working with patients diagnosed with chronic medical conditions. This fellowship also provides extensive exposure to many of the presenting problems commonly seen in this population of patients, some of which include adjustment to illness/diagnosis, management of acute and chronic pain symptoms, treating anxiety and/or depressive symptoms that present as a result of medical illness, and assisting families in navigating the complexities associated with parenting a child diagnosed with a gastrointestinal condition. Given this training, those who complete this fellowship will be well prepared to pursue employment as either a generalist or illness-specific pediatric psychologist in both inpatient and outpatient settings.

AT A GLANCE



 # OF POSITIONS

1



LENGTH OF POSITION

1 Year



CONTACT

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Referrals to the GI psychology service are made by pediatric gastroenterologists providing treatment to patients diagnosed with motility disorders and Disorders of the Gut-Brain Connection (e.g., Functional Abdominal Pain, Irritable Bowel Syndrome, Rumination Disorder, Encopresis), inflammatory bowel disease (i.e., Crohn's Disease, Ulcerative Colitis), celiac disease, and feeding disorders.

Training Goals

1) Prepare the fellow to pursue a career in the field of pediatric psychology by providing access and exposure to evidence-based clinical skills and interventions through direct patient care, supervision, and clinical seminars/didactics
2) Provide fellow exposure to a wide variety of clinical cases that focus specifically on the psychological impact of being diagnosed with a gastrointestinal illness. Emphasis is placed on the development of clinical assessment and intervention skills over the course of the fellowship year to strengthen case conceptualization skills and development of treatment plans.

3) Expose the fellow to multidisciplinary teamwork and interventions. Fellows will work closely alongside teams that may include physicians, nurses, nurse practitioners, social workers, nutritionists, and feeding therapists. This opportunity will strengthen the fellow's ability to communicate effectively with team members regarding treatment planning and implementation of psychological intervention for the management of GI symptoms while also developing and refining skills pertaining to teamwork and team dynamics.

Training Experience

This fellowship is a 12-month position consisting of clinical training in the psychological assessment and treatment of pediatric gastrointestinal conditions. The fellow will have the opportunity to learn and implement evidence-based psychological interventions, including cognitive behavioral therapy, acceptance and commitment therapy, biofeedback-assisted relaxation training, and clinical hypnosis. It is anticipated that the fellow will receive some of this training in the context of different specialty programs within the department, including the Functional Abdominal Pain Clinic, the Growth and Nutrition Program, and the Avoidant and Restrictive Food Intake Disorder Clinic. These programs are multidisciplinary in nature and consist of a team of psychologists, social workers, nutritionists, and physicians.

The fellow will also have the opportunity to participate in seminars and lectures in the Departments of Gastroenterology and Psychiatry at Boston Children's Hospital. Although primarily a clinical position, approximately 20% of the fellow's time will be spent participating in ongoing, applied research projects. The nature of the research project will depend on the interests of the fellow and identified opportunities to collaborate with members of the department.

Position

The GI fellowship is a full-time, 12-month position consisting of clinical and research training. Fellowship activities will occur at both our main hospital location (Boston) and at satellite locations (Waltham,Needham MA).

One full-time postdoctoral fellowship position is available.

Qualifications

Applicants should have the Basic Prerequisites; experience in pediatric psychology and in providing care to patients in a multidisciplinary clinic setting are encouraged. Previous experience in working with patients diagnosed with gastrointestinal or chronic pain conditions is an asset but not a requirement.

Gender Multispecialty Service

Program Overview

The Gender Multispecialty Service (GeMS) at Boston Children's Hospital (BCH) is a state-of-the-art clinical program that provides individualized, safe, and affirmative care to transgender and gender-diverse (TGD) young people and their families. BCH has been consistently rated as one of the top children's hospitals in the United States for the past 10 years and the GeMS program was opened in 2007 as the first gender affirming clinic for youth in the country. We provide comprehensive medical and behavioral health care and support for children and youth between the ages of 3 and 25. We strongly believe in a team approach to care, and our interdisciplinary team includes social workers, psychologists, medical providers, and trainees across several disciplines. We train postdoctoral fellows to be leaders in clinical care, teaching, and research. Trainees leave our program prepared to work in a variety of healthcare settings both within and outside the field of pediatric transgender health.

AT A GLANCE

 # OF POSITIONS
2

LENGTH OF POSITION
1 Year (with potential for 2nd)

CONTACT
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Training Experience

The fellow will have extensive pediatric clinical training that focuses on the provision of direct clinical services to transgender and gender-diverse patients and their families within an outpatient pediatric consultation model of care. The GeMS program serves patients and families of many different races and ethnicities across the larger New England area. The fellow will primarily see patients on Medicaid and will gain experience working with under-resourced, multi-stressed family systems. Many of our patients are psychosocially complex and are coping with a range of difficulties, such as anxiety and mood-related challenges, self-harm and/or suicidality, PTSD, autism spectrum disorder, substance use, psychosis, and features of personality disorders. In addition to complicated mental health histories, many of the youth seen at GeMS also manage unsupportive and non-affirming home lives, parent divorce/separation, and/ or DCF-involvement or custody.

Clinical services fellows will learn to provide, include diagnostic assessment, psychoeducation for patients and families, hormone readiness assessments, and liaising with the interdisciplinary treatment team, outpatient therapists, primary care physicians, etc. Fellows can expect to graduate from the fellowship with specific expertise in outpatient consultation, affirming services to TGD youth through an intersectional lens, and pediatric psychology in the context of complex child and family systems.

The GeMS program is deeply committed to engaging in cutting-edge research with a focus on addressing health disparities that TGD youth experience and informing essential clinical guidance for providing optimal care to this population of young people. The fellow can expect that approximately 20% of their time will be dedicated to applied research under the mentorship of GeMS psychology faculty. Fellows work collaboratively with the research team to determine interests and will have the opportunity to spearhead projects, join ongoing research projects, and seek out publication. Potential research activities include study design, data abstraction and analysis, and manuscript preparation. The GeMS psychology team is engaged in multiple, ongoing original research projects that aim to help answer critical questions in the field of pediatric transgender health and aim to boost the emotional well being of TGD youth. Evidence of a research project will be expected by the end of the fellowship year.

Positions

The GeMS fellowship is a full-time, 12-month position that offers: specialized training in providing a range of innovative and affirming consultative psychological services to transgender and gender diverse youth; research mentorsthip and guidance; and a range of opportunities to engage in professional development and networking (e.g., presenting with GeMS psychologists at local and national conferences, participating in a multiple ongoing seminars, working with GeMS team to develop a specific-area of clinical and/or research interest). The option for a second-year advanced fellowship may be available with consideration of funding and matching fellow/program interests.

Two postdoctoral fellowship positions are available at GeMS.

Qualifications

Applicants should have the Basic Prerequisites. LGBTQ candidates, particularly those of color, and individuals with previous experience in gender affirmative care are encouraged to apply.

Leadership Education in Adolescent Health Training Program

Program Overview

The Leadership Education in Adolescent Health (LEAH) Program is a state-of-the-art, multidisciplinary training program, established in 1992 at the Boston Children's Hospital with support from the Maternal and Child Health Bureau, Health Resources and Services Administration, U.S. Department of Health and Human Services. The LEAH program, one of seven in the U.S., provides leadership training in adolescent health for psychologists, nutritionists, social workers, nurses, and physicians so that they can become effective clinicians, teachers, program directors, and productive researchers in a variety of health care settings. We also train postdoctoral researchers in public health, epidemiology, and health disparities. We are proud of the commitment to interdisciplinary collaborations and the accomplishments of our graduates.

AT A GLANCE



 # OF POSITIONS

1



LENGTH OF POSITION

1 Year



CONTACT

Grace Jhe, PhD and Michelle Codner, PsyD
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The Division of Adolescent/Young Adult Medicine at Boston Children's Hospital was founded in 1951 as the first clinic specially targeted to the needs of adolescent patients. It is the site of the oldest adolescent medicine training program in the United States and for more than 70 years has provided comprehensive primary and specialty clinical care to diverse adolescents and young adults 10-25 years old from Boston, the suburbs, New England, and beyond. The Adolescent/Young Adult Medical Practice at Longwood and the satellites have more than 19,000 patient visits per year. Patients represent the range of racial/ethnic groups residing in the Boston area. One-third of patients in our clinic have Medicaid. Clinical services include primary and subspecialty care, integrated mental health treatment, family based treatment, psychopharmacology, HIV testing and care, reproductive health and gynecological services (menstrual problems, endometriosis, family planning and Long-Acting Reversible Contraception [LARC], sexually transmitted diseases, pregnancy), all mental health diagnoses, including specialty programs for eating disorders, obesity, binge eating disorders, and internet addiction, and complex care problems, including chronic fatigue, transplant, HIV, and special health care needs.

Training Goals

1) Provide the fellow with exposure to conduct evaluation and provide treatment in a primary care setting that addresses a wide range of presenting challenges, including depression, anxiety, trauma, ADHD, family issues, coping with chronic medical illness, etc.
2) Provide exposure to and training in the multidisciplinary wellness program (health behaviors, eating behaviors, and nutrition) as well as eating disorder program (anorexia nervosa, bulimia, binge eating disorder, and ARFID). Fellow will work closely alongside teams that may include physicians, nurses, nurse practitioners, social workers, and nutritionists. There are also additional optional opportunities to be trained in providing consultative evaluations for chronic fatigue syndrome.
3) Provide exposure and training on the role of pediatric psychology in a multidisciplinary team by developing skills in communication and collaboration across disciplines as well as providing exposure to evidence-based clinical skills.

Training Experience

Clinical experience is gained with a focus on empirically validated treatments in an outpatient integrated medical and mental health setting within the Adolescent/Young Adult Practice. The training includes conducting evaluation and providing treatment in a primary and outpatient specialty care program that addresses a range of presenting challenges, including: depression, anxiety, trauma, ADHD, family issues, coping with chronic medical illness, substance use, and gender issues, as well as the provision of services in the multidisciplinary wellness program (health behaviors, eating behaviors, and nutrition) and eating disorder program (anorexia nervosa, bulimia, binge eating disorder, and ARFID). There are also opportunities to be trained in providing consultative evaluations for chronic fatigue or complex medical problems. The Psychology training directors provide supervision and teaching and assist each fellow in selecting a component of the program for additional focused learning during the training year.

The program is committed to undertaking research vital to the promotion of adolescent health and, therefore, involvement in research projects is an important component of training. The Division of Adolescent/Young Adult Medicine has an active research program with many nationally renowned, funded investigators who provide excellent mentoring to trainees. In addition, the program provides protected time (1 day/week) for the fellow to complete a project, abstract, and/or article for publication.

Positions

The LEAH Psychology fellowship is a full-time, 12-month position consisting of clinical and research training. Fellowship activities will occur at our main hospital location (Boston). One full-time postdoctoral fellowship position is available.

Qualifications

Applicants should have the Basic Prerequisites; experience in pediatric psychology and in providing care to patients in a multidisciplinary clinic setting are encouraged.

Neurodevelopmental Disabilities Clinical/Research Fellowship

Program Overview

To prepare fellows to pursue careers as clinician-researchers in academic health centers by providing them with the requisite skills to become independent researchers and outstanding clinicians, as well as inspiring teachers and contributors to the profession of psychology focused on pediatric populations.

To provide fellows with the training and mentorship required to launch an independent research career in developmental/ neurodevelopmental disabilities.

To provide fellows with advanced practice competency in assessment and service provision for youth with neurodevelopmental disorders, including attention deficits, autism spectrum disorder, learning disabilities, intellectual disability, and regulatory problems, sometimes within the context of complex medical and/ or psychosocial histories. Emphasis is placed on integrating the tenets of clinical psychology, developmental psychopathology, cognitive neuroscience, evidence-based interventions, and principles of child and family development.

AT A GLANCE

 # OF POSITIONS
1

LENGTH OF POSITION
2 Years

CONTACT
Nancy Sullivan, PhD and Audrey Thurm, PhD
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The Neurodevelopmental Disorders Combined Clinical/Research Psychology Fellowship is offered for two years with the possibility of a third year, depending on availability of funding, progress on mentored research projects and general progress in the program. The clinical-research fellow may apply for independent funding and is expected to participate in their mentor's lab or research group during the first year to learn necessary skills for their own project. The optional third year of fellowship can continue to have a mix of clinical training and mentored independent research. During the first two years of fellowship, the clinical-research fellow will accrue supervised clinical hours that can be applied toward the pursuit of licensure. Throughout fellowship, the fellow will also be encouraged to build their publication and presentation portfolio. In addition to direct mentorship and clinical supervision, the fellow will have statistical support available as well as opportunities to participate in didactic sessions related to research training through Boston Children's Hospital or Harvard Catalyst and will be a part of a community of research postdoctoral fellows in both the Department of Psychiatry and Behavioral Sciences and the Translational Neuroscience Center.

Training Goals

1) Fellows with learn to independently review referral and collateral information to select assessment measures required to address diagnostic question and evaluation goals.
2) Fellows will learn to administer, score and interpret assessment measures required to assess individuals with NDD and Autism, including obtaining research reliability in the adminstration of the ADOS-2.
3) Fellow will refine ability to perform clinical inference, treatment planning, multi-disciplinary collaboration and community consultation. Fellow will learn to support families in understanding their child's diagnosis and psychoeducation for newly diagnosed patients.
4) Fellows will provide short-term behavioral assessment and parent-mediated behavioral and psychological interventions.
5) Fellow will develop research skills to develop own research project, obtain funding and implement research protocols.
6) Fellow will develop skills required to analyze study results, including working with statistician, prepare and submit research for publication and presentation

Training Experience

Research Activities

Postdoctoral fellows will work within the Brain Mind Behavior Center in the Department of Psychiatry and Behavioral Sciences with research collaborations in the Outpatient Psychiatry Service and the Translational Neuroscience Center. The specific research opportunities for each application year will vary based on funding. For applicants who will start in 2026, research opportunities are available through the Thurm lab and include work on behavioral phenotyping and clinical trial readiness for neurodevelopmental disorders. Work may include collaborative projects with the Rare Disease Clinical Research Network (RDCRN) Developmental Synaptopathies Consortium, or other multi-site natural history studies or trial collaborations. Lab work includes both quantitative analysis of existing measures and collaborations to build on psychometric work for new measures with the populations of interest including severe and profound intellectual disability. In addition, qualitative research will also be prioritized, guided by the Patient Focused Drug Development process for clinical outcome assessments and methods that can show clinical benefit. The fellow is expected to engage in all aspects of the research endeavor, including initiation of research questions and conceptual development of projects, involvement with data collection when applicable, and work on data analysis, interpretation and publication to disseminate work products. The fellow will be mentored on establishing their own research experiences, in order to assist them with launching into independent research.

Clinical Training

Fellows evaluate and treat patients in our Outpatient Psychiatry Service (OPS) located in the new clinic at 2 Brookline Place (2BP) in Brookline, Massachusetts. Postdoctoral fellows are trained in the clinical care of individuals aged 2-25 with Psychiatric and Neurodevelopmental Disorder (NDD), including Autism Spectrum Disorder (ASD), Intellectual Disability, Attention. Deficit Hyperactivity Disorder, Mood Disorders, Anxiety Disorders and Psychosis. Fellows will join our multidisciplinary team which includes psychologist, psychiatrists, advanced practice psychiatric nurses, clinical social workers and patient navigators. Fellow training will prioritize developing abilities to provide comprehensive psychological assessment of individual's cognitive, social-communication, executive functioning, memory, motor, academic and behavioral functioning. Training and supervision will focus on the administration and interpretation of ASD specific measures including the Autism Diagnostic Observation Schedule, Second Edition (ADOS-2), with the goal of achieving ADOS-2 research reliability. Fellows will work directly with their supervisor to refine their expertise in assessment interpretation, clinical inference and treatment planning. Clinical care opportunities include providing feedback to parents and schools, as well as implementation of evidenced based psychotherapeutic and parent mediated treatment interventions. Rotations within our early childhood and NDD clinical teams will be offered. Fellow's clinical responsibilities will be tailored to align the learners' training goals. Fellow's work will be directly supervised (through one-way or video observation) and meet two hours weekly with their clinical supervisor. Participation in Psychiatry Rounds and the many conferences and seminars offered in the hospital, Harvard Medical School, and local institutions are central part of a fellows training experience. Given the clinical mission of OPS and clinical needs of our patient, culturally diverse and multi-lingual applicants are encouraged to apply.

Seminars, Supervision, & Educational Activities

Seminars: Fellow will participate in Psychiatry seminars (e.g., inter-disciplinary Ground Rounds, Fuss Research Seminars, Difficult Case Conference), Autism Spectrum Center case conference (inter-disciplinary) and Translational Neuroscience Center conferences. Additionally, Fellow can attend seminars offered in the Neuropsychology Seminars.

Supervision: Fellow will meet individually two hours per week with their clinical supervisor and one hour per week with their research supervisor. Additionally, clinical assessments will be observed through one-way observation room or recording, with a minimum of one hour per week of individual supervision provided in the clinic setting.

Other: Weekly ADOS-2 consensus and clinical judgement sessions (90-minutes).

Positions

One postdoctoral fellowship position is available. The fellowship is a full-time, 24-month position consisting of clinical training in child and adolescent clinical psychology, assessment of neurodevelopmental and psychiatric disorders, and applied clinical research. Training experiences include participation in the Outpatient Psychiatry Service rounds and seminars, optional neuropsychology postdoctoral seminars, pediatric psychology fellow seminar, the postdoctoral fellow research seminar, and departmental didactic seminars. Postdoctoral fellows receive weekly individual supervision in addition to case-based supervision by psychology and psychiatry attendings.

Qualifications

Applicants should have the Basic Prerequisites. Candidates with previous experience in psychology with pediatric populations, assessment of neurodevelopmental disorders, and collaboration within multidisciplinary settings are encouraged to apply. A strong interest and commitment to applied research is also required. Knowledge and experience with evidenced based treatments appropriate for individuals with neurodevelopmental disorders should also be highlighted by applicants.

Postdoctoral Fellowship in Pediatric Neuropsychology

Program Overview

The Center for Neuropsychology (CfN) at Boston Children's Hospital provides evaluation of children/ adolescents with medical or neurological illnesses affecting the brain and development. The CfN offers a two-year, full-time fellowship that provides training in clinical neuropsychological assessment of children and clinical research in epilepsy, childhood leukemia and other non-CNS neoplasms, traumatic brain injury, stroke and cerebrovascular disorders, congenital heart disease, learning disabilities/disorders, spina bifida, genetic disorders, craniofacial disorders, sickle cell disease, neuroimmunology, neuro-oncology and neurosurgical interventions, among others. Fellows work with different supervisors throughout the two years of training at the CfN. The program is designed to conform to Houston Conference guidelines for training in neuropsychology and prepares candidates for board certification in clinical neuropsychology through ABPP/ABCN. The goal of our program is to prepare for independent specialty practice in pediatric neuropsychology.

AT A GLANCE

 # OF POSITIONS
2

LENGTH OF POSITION
2 Years

CONTACT
Clemente Vega, PsyD
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Training Goals

1) To train for competent, ethical, culturally sensitive, independent practice in the specialty of clinical neuropsychology focusing on the neuropsychology of the developing child.
2) To teach a neurodevelopmental systems approach to neuropsychological assessment in the context of an advanced understanding of brain-behavior relationships that addresses
    - the child as a whole
    - the child in context (social, familial, academic, cultural, societal)
    - the neural substrates of behavior psychological processes
    - developmental change in brain and behavior.
3) In the tradition of the scientist-practitioner model, to develop habits of scholarly inquiry, critical thinking, and life-long learning in the behavioral sciences as these apply to clinical practice, research investigation, and ongoing professional development.

4) To prepare residents for board certification in clinical neuropsychology by the American Board of Professional Psychology.
5) To train future leaders and educators in the field of pediatric neuropsychology.

Training Experience

Postdoctoral fellows are involved in direct clinical service in the Center for Neuropsychology for approximately 50% of their time. Throughout the two years of training, fellows are involved in the general outpatient service in addition to specific clinical rotations (described below). Fellows perform neuropsychological assessments:

- By means of extended evaluations varying from two to six hours of testing over one to three sessions. For many patients, evaluations are delivered in a hybrid model that includes telehealth as well as in-person visits. Supervision in the planning of the evaluation, in test administration, in observation techniques, and in analysis and report preparation is provided by staff neuropsychologists. Fellows participate in outpatient assessments throughout the two training years with a range of children and young adults with medical, neurological, and developmental disorders.
- According to specific clinical protocols developed to address the special needs of particular neurological or medical populations (with senior staff supervision).
- In consultation to specific medical/neurological specialty clinics (with staff supervision).

Opportunities are also available for fellows to develop culturally-competent practice skills providing neuropsychology services in community service-learning projects. In addition, fellows who are fluent in Spanish can receive specialized training and supervision in neuropsychology with our faculty..

Clinical service time is split between specialized programs and general outpatient services. Rotations change every 3 or 6 months, and fellows have the opportunity to work with different faculty members over the course of their training.

- **General Outpatient Service:** Fellows perform general outpatient evaluations for a range of neurological/medical conditions, including spina bifida, childhood leukemia, and other non-CNS neoplasms, genetic disorders, craniofacial disorders, sickle cell disease, cardiovascular disorders, metabolic disorders, organ transplants, and neurosurgical interventions, among others.
- **Epilepsy Program:** Fellows assigned to the Epilepsy Program are responsible for evaluating children undergoing multi-disciplinary work-ups for epilepsy surgery. The rotation involves consultation, assessment, and participation in multi-disciplinary team meetings. Fellows present their findings at the weekly Epilepsy Neurosurgery Rounds. Fellows are also involved in post-surgical evaluations, providing feedback to the medical team, parents, and schools. Goals of this rotation include expanding the knowledge base in the area of pediatric epilepsy, providing timely and tailored evaluations and consultations to the medical team, and developing consultation and communication skills in a fast-paced medical environment. Opportunities for participating in cortical mapping are available as well.

- **Neuro-oncology:** Fellows assigned to Neuro-oncology perform neuropsychological evaluations with children followed in the Dana Farber Cancer Institute Brain Tumor Program. Responsibilities include participation in weekly multi-disciplinary clinics and consultation with treatment teams. Fellows will work closely with clinicians from the School Liaison Program at the Dana Farber Cancer Institute in the management of patients. Opportunities for developing school consultation skills through school observations and educational team meetings are available. Goals for the rotation include expanding knowledge of brain-behavior relationships, medical issues, and intervention management relevant in children with brain tumors; refining neuropsychological assessment and formulation skills; and developing multi-disciplinary consultation skills.
- **Learning Disabilities Program:** Fellows function as members of a multi-disciplinary team providing comprehensive assessments of children with learning disorders. Fellows work with a team of neurologists, psychologists, psychiatrists, speech/language pathologists, reading specialists, and math specialists. The rotation includes evaluation, consultation, supervision, and participation in team deliberations. Goals for the rotation include gaining familiarity with a range of learning disorders, developing tailored evaluation techniques, and refining consultation skills within an inter-disciplinary team setting.
- **Neuropsychology Psychology Intern Clinic:** In this rotation, second-year fellows develop supervision and teaching skills in neuropsychology by supervising psychology interns in their neuropsychological assessment rotation. Fellows work closely with neuropsychology faculty to develop supervision, leadership, and clinic management skills.
- **Brain Injury Center:** The Brain Injury Center cares for children from birth through young adulthood who have had a head or spinal cord injury. The goal of the program is to provide the best care practices for the entire spectrum from prevention through long-term follow-up. As a part of the center, fellows perform consultations and screenings for children treated for head injuries. Fellows also participate in a multi-disciplinary clinic providing consultation for children and young adults who suffered head injuries. They work with the attending neuropsychologist and specialists from psychiatry, neurology, trauma, neurosurgery, physical therapy, and occupational therapy to develop treatment plans. Fellows will also be involved in a concussion clinic focused on ongoing management and follow-up of mild head injuries. The Center is also involved in ongoing follow-up, educational, prevention, and program evaluation activities.
- **Stroke and Cerebrovascular Center:** Fellows conduct comprehensive outpatient evaluations of patients referred by the Stroke and Cerebrovascular Center with a range of disorders (i.e., ischemic and hemorrhagic stroke, perinatal injury, moyamoya disease, inflammatory neurovascular conditions), with opportunity for preschool assessment, treatment planning with rehabilitative services, and work with non-English speaking families. The Center is one of few in the United States providing comprehensive care for stroke and cerebrovascular disorders in newborns through young adults. The center draws from expertise in Neurology, Neuropsychology, Hematology, Neurosurgery, Neuroradiology, Interventional Radiology, Physiatry, and Physical and Occupational Therapy. Fellows participate in inpatient screening of acute stroke, and pre and post-surgical evaluations for moyamoya surgery with the goal to develop diagnostic and treatment planning skills within the medical consultation model. Fellows also attend weekly Neuroradiology conferences and can observe Multidisciplinary Stroke Clinic.

Additional Experiences

Additional clinical experiences may be available for fellows in neuro-immunology, infant/toddler assessment, deaf and hard of hearing, and spina bifida.

Clinical Research

Fellows will meet with faculty early in the program to develop personal goals for research during their two-year stay. This may include working on their existing research projects, such as bringing dissertation research to publication, or undertaking new projects using existing data sets in areas of investigation in our program. These include long-term neurobehavioral outcomes of children treated for cancer (brain tumors, leukemia), the neurodevelopmental bases of learning disabilities, neuropsychological outcomes in spina bifida, and neurobehavioral consequences of epilepsy, craniofacial disorders, neurofibromatosis, congenital heart disease, cerebrovascular disorders, and head injury. They will also be assigned to currently active research projects where they can participate in data collection and data management and participate in research design and methodology deliberations. Fellows will attend monthly didactic sessions, focusing on skills that will prepare them for independence as investigators, such as reviewing and writing journal articles, as well as preparing IRB protocols and grants.

Positions

The Center for Neuropsychology, Boston Children's Hospital is offering two postdoctoral fellowship positions in Neuropsychology for the 2027-2029 training period. This is a TWO-YEAR, FULL-TIME training experience in which the fellow's time will be divided between clinical service delivery in the Center, didactics, and research activities. Travel support is available for conference participation for fellows presenting research. The Boston Children's Hospital Postdoctoral Residency in Neuropsychology Program is a member of the Association of Postdoctoral Programs in Clinical Neuropsychology (APPCN), the standards, procedures, and mission of which it endorses.

Two full-time postdoctoral fellowship positions are available.

Qualifications

Applicants should have the Basic Prerequisites. Applicants must present evidence of: substantial clinical experience with children, including use and interpretation of basic psychological tests; of coursework in physiological psychology, neuroanatomy, and neuropsychology; of training and competence in addressing issues of diversity and individual differences; and of a commitment to clinical research. Please include a list of relevant courses (title, instructor, location, year) and representative publications or published abstracts with the application.

Pain Treatment Service

Program Overview

The Pain Treatment Service (PTS) at Boston Children's Hospital is a multidisciplinary program specializing in pediatric pain management. Our program is the largest pediatric pain management program in the country and has served as a training ground for many current leaders in the field of pediatric pain management across disciplines. Psychology fellows in this program will develop their skills in the assessment and treatment of a wide range of chronic pain conditions. The program includes an outpatient chronic pain clinic, outpatient headache clinic, intensive day hospital pediatric pain rehabilitation programs, and a pain-CBT group workshop. Physicians, physical therapists, psychologists, nurses, and fellows work collaboratively on a clinical team to address the complex problems faced by these patients and their families. Fellows' clinical time will be divided between 6 months in outpatient pain clinic settings and 6 months in intensive interdisciplinary pain rehabilitation programs, with involvement as a facilitator in our Comfort Ability Program workshops throughout the training year. Fellows are also able to choose a training elective in areas such as interventional pain management, young adult treatment, and inpatient care.

AT A GLANCE

 # OF POSITIONS
1-2

LENGTH OF POSITION
1 Year (with potential for 2nd)

CONTACT
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Training Goals

1) Prepare the fellow to pursue a career in the field of pediatric psychology by providing access and exposure to evidence-based clinical skills and interventions through direct patient care, supervision, research and clinical seminars/didactics
2) Provide fellow exposure to a wide variety of clinical experiences across treatment settings with an emphasis on assessment and interventions for youth with a variety of pain-related diagnoses
3) Provide exposure and training on the pediatric psychologist's role on a multidisciplinary team. The fellow will develop skills in communication, collaboration and consultation with providers from a range of medical disciplines.
4) Assist fellows in developing advanced scholarly skills by being active consumers and producers of clinical research.

Training Experience

The fellowship is a 12-month position with a primary clinical focus in the above-noted clinical care settings. Clinical hours and supervision for licensure will be provided. Fellowship activities will occur at our primary clinical site located in Brookline, MA, near the main BCH Longwood campus.

Ample opportunities exist for participation in seminars and lectures in the Psychiatry and Anesthesia Departments of Boston Children's Hospital as well as through multi-site pediatric pain psychology trainee didactic series.

Approximately 25% of the fellow's time is available for participating in ongoing research projects and/or program development initiatives. Examples of current research opportunities include studies of virtual reality in pediatric pain care, treatment outcomes in intensive interdisciplinary pain rehabilitation, studies related to our Comfort Ability workshops, efforts to improve equitable access to pediatric chronic pain treatment, and studies of stress-based biological risk factors related to chronic pain. Development and completion of independent projects is also supported.

Positions

The PTS fellowship is a full-time, 12-month position consisting of clinical and research training. The option for a second-year advanced fellowship may be available with consideration of funding and matching fellow/program interests.

One to two full-time postdoctoral fellowship positions are available.

Qualifications

Applicants should have the Basic Prerequisites. Applicants with previous experience with and commitment to applied clinical research are preferred.

Primary Care Center

Program Overview

Children's Hospital Primary Care Center (CHPCC) is a multidisciplinary pediatric medical home, located at the main campus of Boston Children's Hospital (BCH). Ours is a large and busy practice, serving a racially and ethnically diverse population of more than 16,000 children, adolescents and young adults, many of whom live in low-income neighborhoods of the city of Boston. The clinic caseload as a whole is characterized by a high patient disease burden and accompanying high levels of chronic and complex psychosocial stress and trauma.

Over recent years, we have engaged in a range of efforts around our behavioral health integration initiative, which involves a systemic approach to identifying, treating, and tracking behavioral health and related concerns across our patient population. In keeping with the medical home model, we strive to deliver holistic care that is compassionate, family-centered, trauma-informed, and culturally effective. Across our behavioral health team, we offer an array of clinical services, ranging from preventative care to crisis management. We collaborate closely with the larger primary care team, and work to translate evidence-based research into context-compatible treatments and interventions. Our interdisciplinary program is very invested in health equity and cultural responsiveness to serve the diverse needs of our patient population, and to raise the standard of care for vulnerable populations

AT A GLANCE

 # OF POSITIONS

1

LENGTH OF POSITION

1 Year (with potential for 2nd)

CONTACT

Rachel Tunick, PhD
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Training Goals

1) Providing the fellow with exposure and experience across a wide range of clinical and consultative services within a pediatric medical home model.
2) Supporting team efforts to increase access to high-quality behavioral health services for patients and families.
3) Training for competent, flexible, ethical, trauma- and developmentally-informed, culturally-sensitive practice with children, youth and families.
4) Providing exposure and training on the pediatric psychologist's role within a multidisciplinary team, developing skills in communication, collaboration and consultation with cross-disciplinary colleagues.

Training Experience

The CHPCC fellowship includes clinical training as well as participation in didactics, seminars and lectures in the Department of Psychiatry and Behavioral Sciences and the Department of Pediatrics / Primary Care programs at BCH. Clinical activities include warm hand-offs and brief consultations with patients/families; consultation with medical providers, social workers, and other interdisciplinary staff; and diagnostic assessments and delivery of brief, problem-focused treatment with patients and their families, representing a range of diversity with respect to presenting behavioral health and medical concerns, family characteristics, and sociocultural factors. Our training program also affords opportunities to participate in special projects of interest: e.g., program development and other QI initiatives aimed at enhancing integrated behavioral health services across CHPCC and partner programs; junior supervision of psychology interns and other interdisciplinary trainees; development and facilitation of group programming; delivery of trainings or other didactic presentations with interdisciplinary staff; work within CHPCC specialty clinics, including Advocating Success for Kids (ASK), a school advocacy program, and Young Parents Program (YPP), which provides holistic healthcare for teen parents and their children.

Position

The postdoctoral fellowship in CHPCC is a full-time, one-year pediatric and child clinical psychology position. During their training year, the CHPCC psychology fellow will hone their skills in the delivery of a broad range of clinical and consultative services within a multidisciplinary integrated pediatric medical home. Clinical hours and supervision for licensure will be provided.

Qualifications

Applicants should have the Basic Prerequisites. Previous experience in working in multidisciplinary pediatric psychology settings, as well as a strong foundation in broad-based child clinical psychology and family-centered care, is desired. Ideal candidates will also have a strong commitment to health equity and social justice.

Psychiatry Consultation Service

Program Overview

The Psychiatry Consultation Service (PCS) provides consultation-liaison services for children, adolescents, young adults, and their families facing challenges related to medical illness and hospitalization. Presentations include new diagnoses, chronic illnesses, acute medical or psychiatric crises, and difficulty coping with hospitalization, on almost all inpatient medical and surgical units at Boston Children's Hospital (BCH). In providing these clinical services, the PCS targets teaching of the consultation-liaison service model to trainees in Child and Adolescent Psychiatry and Psychology, and aims to expand the academic knowledge base of behavioral medicine. One of the largest services in the country, clinicians include staff psychologists, psychiatrists, and social workers; 2-3 child and adolescent psychiatry fellows; 1-2 triple board pediatric-psychiatry residents; 3-4 postdoctoral psychology fellows; and 3-4 psychology interns. The PCS conducts over 1,100 consultations a year. Additionally, postdoctoral fellows spend 25% of their clinical time completing consultations for our solid organ transplant population, including pre-transplant evaluations, coping support during prolonged hospitalizations, adherence concerns, and end of life care.

AT A GLANCE

 # OF POSITIONS
3-4

LENGTH OF POSITION
1 Year

CONTACT
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Beth Logan, PhD
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The consultation-liaison service model is based on the biopsychosocial framework and provides a range of services during inpatient medical or surgical admissions, including diagnostic and emergency evaluations, as well as short-term therapeutic interventions. Clinicians work within an interdisciplinary model and collaborate with the many medical and surgical specialty and subspecialty teams, nursing, and allied health providers throughout the hospital. This interface between the psychiatric and medical/surgical services has been demonstrated to minimize the negative impact of the stressful experience, promote healthy coping, and help the child and family return to their prior state of emotional well-being.

Training Goals

1) Develop advanced case conceptualization and diagnostic assessment
2) Increase knowledge and implementation of evidence-based interventions for various psychiatric presentations within an inpatient pediatric medical setting
3) Develop understanding of the dynamic role of a consultation-liaison (CL) psychologist
4) Increase skill and confidence with inter-and -multidisciplinary communication and collaboration
5) Increase confidence and competency in informed clinical decision-making to help prepare for independent professional practice

The PCS postdoctoral fellowship training year is divided into three semesters: (first) orienting to the pediatric psychology CL model and inpatient medical setting through direct exposure and pediatric psychology CL specific didactics; (second) building and strengthening core competencies for independent practice and in CL psychology more specifically— integration of science and practice, ethical and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, consultation and interprofessional/interdisciplinary skills, intervention, and supervision; and (third) emphasis on readiness for advanced practice.

Training Experience

Clinical activities include psychological consultation and treatment for children, adolescents, and young adults with acute or chronic medical and/or psychiatric conditions. Postdoctoral fellows will also have the opportunity to work with pediatric solid organ transplant patients, providing pre-transplant evaluations and supportive multidisciplinary care during their hospital admissions. Specific clinical services to be provided include psychiatric consultation, diagnostic assessment, and follow-up management of psychiatric concerns presenting during medical hospitalization; brief psychotherapy; coping with physical illnesses; psychoeducation for youth and their families; support for unit health caregivers; liaison with interdisciplinary teams; pre-transplant evaluations; and managing/facilitating case transfers from the medical floors to the community or to intensive psychiatry treatment programs. Treatment interventions range from supportive therapy, cognitive behavioral therapy, behavioral treatment, acceptance and commitment-based therapy, dialectical behavioral therapy-informed treatment, biofeedback-assisted relaxation training, parent management strategies, insight-oriented interventions, and interdisciplinary collaboration for end-of-life care.

Each fellow can expect that approximately 20% of their time will be dedicated to applied research and academic pursuits. Recent research and quality improvement opportunities have included areas of somatic symptom and related disorders, eating and feeding disorders, solid organ transplant, psychiatric boarding, consultation liaison outcomes, and treatment protocols for various psychiatric conditions. Potential research activities include study design, data analysis, grant writing, and manuscript preparation. Fellows will participate in ongoing research initiatives, with the opportunity to develop and complete independent projects. Evidence of a research product will be expected at the end of the fellowship year. Fellows will also be provided the opportunity to teach psychology interns, medical students, and/or other trainees. In addition, fellows will have the unique experience of engaging in umbrella supervision of psychology interns during the second half of their training year.

Positions

Three to four postdoctoral fellowship positions in pediatric psychology are available within PCS. Each fellowship is a full-time, 12-month position consisting of clinical training in pediatric psychology consultation models and applied clinical research. The option for a second-year advanced fellowship may be available with consideration of funding and matching fellow/program interests. Training experiences include participation in the PCS rounds and seminars, pediatric psychology seminar, the postdoctoral fellow research seminar, and departmental didactic seminars. Postdoctoral fellows receive weekly individual supervision in addition to case-based supervision by psychology and psychiatry attendings.

Qualifications

Applicants should have the Basic Prerequisites. Candidates with previous experience in pediatric psychology, consultation models, and collaboration within multidisciplinary settings are encouraged to apply. A strong interest and commitment to applied research is also preferred.

Pediatric Psychology Fellowship in Pulmonary Medicine

Program Overview

The Division of Pulmonary Medicine at Boston Children's Hospital (BCH), in collaboration with the Department of Psychiatry and Behavioral Sciences, seeks applications for a full-time psychology postdoctoral fellow. The BCH Division of Pulmonary Medicine is widely recognized as a leader in diagnosing and managing a wide breadth of pulmonary conditions, as well as a leader in teaching and training. The psychology fellow would be part of one of the largest multidisciplinary pulmonary fellowship programs in the country. The Division provides services to many patients and families who are local to the New England region, as well as many patients who travel for second opinions and ongoing treatment from other parts of the country and internationally.

AT A GLANCE

 # OF POSITIONS
1

LENGTH OF POSITION
1 Year

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Training Experience

The fellowship responsibilities include providing initial clinical assessment and ongoing treatment services for pediatric and young adult outpatients with a wide variety of pulmonary conditions including cystic fibrosis, interstitial lung disease and severe asthma. This exciting position provides opportunities for direct clinical service, as well as participation in seminars and lectures in the Division of Pulmonary Medicine and involvement in quality improvement and research projects. The fellow will function in these domains as a member of the multidisciplinary medical team, alongside psychologists, medical providers, nurses, dieticians, physical therapists, social workers, and other trainees. We train post-doctoral fellows to be leaders in clinical care, quality improvement, research, and teaching multidisciplinary audiences. Trainees will gain experience in diverse areas such as chronic illness coping, adjusting to new diagnoses, supporting patient adherence, treating procedural phobias, and management of chronic pain and discomfort and fatigue, and they will leave our program prepared to work in a variety of healthcare settings.

The fellow will have extensive pediatric/health psychology clinical training that focuses on the provision of direct clinical services to youth with respiratory diseases, within consultation and outpatient models of care. While the position is primarily pediatric, opportunities exist to work with emerging adults if the candidate is interested. The Division of Pulmonary Medicine serves patients and families of many different races and ethnicities across the larger New England area. The fellow will see patients from a variety of socioeconomic and linguistic/cultural backgrounds.

Clinical services fellows will learn to provide diagnostic clinical assessment, psychoeducation for patients and families, and liaising with the interdisciplinary treatment team, outpatient therapists, primary care physicians, etc. Fellows can expect to graduate from the fellowship with specific expertise in outpatient consultation, evidence-based treatments (e.g. CBT, ACT, PMT, MI, DBT skills training) in the medical setting, and pediatric psychology in the context of complex child and family systems. Clinical care is anticipated to include a mixture of in-person and telemedicine appointments. In-person visits and consultations will occur at our Boston location.

The Pulmonary Division is deeply committed to engaging in research, including a focus on addressing mental health needs and improving quality of life for youth with respiratory diseases. The fellow can expect that approximately 20% of their time will be dedicated to applied research under the mentorship of our two Pulmonary psychology faculty. Fellows work collaboratively with the research team to determine interests and will have the opportunity to spearhead projects, join ongoing research projects, and seek out publication or conference presentation. Potential research activities include study design, data abstraction and analysis, and manuscript preparation. Development and completion of independent projects is also supported. The Pulmonary psychology team is engaged in multiple, ongoing research and quality improvement projects, and evidence of a research or quality improvement project will be expected by the end of the fellowship year.

Professional development is a key focus of the Pulmonary Medicine postdoctoral fellowship. The fellow will be provided with two hours of weekly individual clinical supervision. Fellows will also participate in weekly departmental didactic seminars and clinical rounds that discuss important and timely matters when providing pediatric mental health care services to youth with respiratory diseases. There may also be opportunities for the fellow to give presentations both regionally and locally. Additionally, research mentorship can be catered to meet the specific needs and goals of the fellow depending upon their unique career interests.

Position

The postdoctoral fellowship in Pulmonary Medicine is a full-time, 12-month position that offers: specialized training in providing a range of evidence-based and individualized psychological services in the areas of pediatric psychology; research mentorship and guidance; and a range of opportunities to engage in professional development and networking (e.g., participating in multiple ongoing seminars in both the Pulmonary and Psychiatry Departments, working with the multidisciplinary team to develop a specific-area of clinical and/or research interest).

One postdoctoral fellowship position is available.

Qualifications

Applicants should have the Basic Prerequisites. Graduate and internship clinical and research training experience with children and families affected by chronic medical illness is highly valued. Experience working on interdisciplinary medical teams is also desirable. Bilingual competency in Spanish is valued but not required. The Division is keenly interested in diversifying its faculty and trainees and encourages applications from a diverse set of candidates, including from women and underrepresented groups.