University of New Mexico

Center for Development and Disability

Psychology Postdoctoral Fellowship

2014 - 2015
Program Description
Introduction

The University of New Mexico Center for Development and Disability (UNM CDD) offers an advanced postdoctoral training program in Clinical Child Psychology. The training program has three major emphasis areas: 1) Autism Spectrum Disorder; 2) Early Childhood Mental Health; and 3) Neurodevelopmental Disabilities. Within each emphasis area, there is advanced training in interdisciplinary practice, cultural competence, and preparation for the psychologist to partner with communities to build and improve systems of care, and professionally function within an academic health center.

The UNM CDD is one of 67 University Centers for Excellence in Developmental Disabilities in Research Education and Training (UCEDDs) in the country. The fellowship program is housed within the UNM CDD, which is a division within the Department of Pediatrics, at the University of New Mexico Health Sciences Center, and the UNM School of Medicine. The CDD is located in Albuquerque, New Mexico; however, clinical services, trainings and consultations are conducted state-wide. While the majority of clinical activities, supervision, and didactics are housed within the CDD, fellows are expected to travel several days per month, with variation dependent upon individual program needs. New Mexico has a diverse cultural and geographic composition. Travel, systematically gaining increasing independent experience delivering a range of psychological services with people from around the state of New Mexico, is a major training component of the fellowship program across emphasis areas.

Mission

The mission of the UNM CDD postdoctoral fellowship program is to train psychologists to function as well rounded child clinical psychologists with specialty clinical knowledge and experience within their chosen area of emphasis. There is a strong emphasis across programs and area of emphasis to utilize advanced interdisciplinary practice skills, demonstrate cultural competence and function effectively within an underserved, rural state with a diverse population. It is expected that psychologists training within our institution will be prepared to serve in leadership roles to partner with communities to build resources, develop and delivery exemplary clinical service, and improve systems of care for the children and families of New Mexico through education, research, and clinical service. The mission of the training program is a discipline specific application and integration of the missions of both the CDD as a UCEDD and the UNM School of Medicine.

The specific mission of the UNM CDD is the full inclusion of people with disabilities and their families in their community by: engaging individuals in making life choices; partnering with communities to build resources, and; improving systems of care. The CDD accomplishes this mission through
innovative interdisciplinary training, dissemination of information, provision of exemplary direct service; and technical assistance; and applied research. As a UCEDD, The UNM CDD shares a vision related to the full participation of all citizens, including those with disabilities, in their communities. UCEDDs function as linkage points for disability-related information between academic/medical settings and the larger community. Practically, UCEDDs work directly with people with disabilities, members of their families, state and local government agencies, and community providers in projects that provide training, technical assistance, service, research, and information sharing, with a focus on building the capacity of communities to sustain all their citizens (AUCD website, 2012).

The mission of the University of New Mexico School of Medicine is to advance the health of all New Mexicans by educating and increasing the diversity of health professionals, leaders and scientists; providing outstanding and compassionate medical care; advocating for the health of all New Mexicans and pursuing new knowledge and excellence of practice.

**Philosophy of Training**

The psychology postdoctoral program at the CDD adheres to a developmental and scientific-practitioner model of training. The core curriculum of the program is based upon the missions of the CDD and the UNM School of Medicine and closely adheres to the recommendations outlined by APA Division 53 Task Force report on Postdoctoral Accreditation in Clinical Child Psychology and the APPIC guidelines and principles for accreditation of postdoctoral programs in professional psychology. Psychologists within the CDD have a strong emphasis upon interdisciplinary collaboration, and competencies within interdisciplinary models and functioning effectively as a psychologist within an academic health center.

The fellowship program is designed to achieve an integration of competencies for trainees across the following major domains of knowledge and practice areas: Assessment, Intervention, Consultation and Interdisciplinary Relationships, and Professionalism. Each fellow’s activities are organized within their areas of selected emphasis, together with participation within center-wide professional seminars, didactics, and training experiences.

**Fellowship Structure**

The UNM CDD postdoctoral fellowship program is a two year, full-time training experience. Fellows must successfully complete the first year in order to continue in a second year of training. Training and supervision provided meets the requirements for a supervised professional experience for licensure in the state of New Mexico.
Emphasis Areas

Fellows are specifically recruited for the following programs:

- Autism Spectrum Disorder
- Early Childhood Mental Health
- Neurodevelopmental Disabilities

Admission Requirements

Applications are accepted from doctoral candidates in APA or CPA accredited PhD or PsyD programs in Clinical, Counseling, or School Psychology who have successfully completed an APA accredited internship. Applicants are expected to have sufficient training in child clinical, developmental or pediatric psychology to be able to optimally benefit from the training experiences offered and must complete all doctoral degree requirements, including completion of internship and successful dissertation defense by the fellowship start date. The CDD is committed to the recruitment of culturally and ethnically diverse post-doctoral fellows. Applicants for the fellowships who are bilingual Spanish-speaking, as well as all other qualified applicants, are encouraged to apply.

Application Process

To apply for a fellowship position, please complete an online application through the UNM Medical Group. To access the job posting use this link: [http://unmmg.org/jobs.html](http://unmmg.org/jobs.html) The formal job title is "pre-licensure psychologist" Please note that this is a general position description that applies to fellows across the emphasis areas. Applicants are requested to upload a curriculum vita and a sample evaluation report.

Supervision

The faculty and training staff consist of licensed, doctoral level psychologists and neuropsychologists on staff within the CDD and hold academic appointments within the Department of Pediatrics at the University of New Mexico School of Medicine. Supervision is consistent with a fellow’s training activities, so as to provide an intensive, advanced, and substantive specialty practice learning experience while maintaining appropriate responsibility for clinical services and professional responsibilities.

Supervision time is regularly scheduled and sufficient relative to the fellow’s professional responsibility. At a minimum, fellows will receive 4 hours of structured learning activities per week, at least 2 hours of which will include individual, face-to-face supervision. Each fellow shall have a minimum of two supervisors during any one training year. Fellows have access to supervisor consultation and intervention in emergencies.
Leadership Education in Neurodevelopmental and Related Disabilities Program

A core component of the psychology fellowship program is enrollment and completion of the New Mexico Leadership Education in Neurodevelopmental and Related Disabilities program (NM LEND) at the University of New Mexico located at the Center for Development and Disability, a University Center for Excellence in Developmental Disabilities (UCEDD). This certificate program prepares the next generation of policy makers, faculty, clinicians and researchers to lead the maternal and child health work force. The program offers graduate and post-graduate leadership training in neurodevelopmental and related disabilities, including autism. NM LEND long-term trainees complete 300 hours or more of interdisciplinary leadership training. LEND training includes didactic seminars, leadership training and project, mentored clinical experiences, research, family/trainee matches and hands-on training in public policy. The experience is individually tailored to the interests of the trainee. All LEND trainees complete a set of requirements in the areas of interdisciplinary leadership, clinical, research, family, and public policy. NM LEND Seminars occur Fridays during the Fall and Spring semesters on topics related to neurodevelopmental disabilities, leadership, research, public health, and family – centered and culturally competent care at the Center for Development & Disability. For more information and descriptions regarding LEND curriculum and activities, visit http://www.cdd.unm.edu/nmlend/

Individual Development Plans

A postdoctoral fellow’s skills, interests, and learning goals are assessed at the beginning of the training, and an individual development plan is developed in conjunction with the fellow, the training director, and primary supervisors. Additionally, fellows select a mentor within the first three months of fellowship, who will provide additional professional development guidance and career mentorship.

Evaluation Process

Each fellow’s progressed is regularly assessed, within emphasis areas and formally at each six month period to evaluate progression toward learning goals and objectives. The evaluation process is comprised of a combination of self-assessment, primary supervisor assessments, and overall progression within the specified individual developmental plan by the training director. Fellows must successfully complete the first year of fellowship in order to continue in a second year of training.
Supervising Psychologist Faculty

Allan Anfinson, PhD Assistant Professor, Center for Development and Disability, Department of Pediatrics.

Sylvia J. Acosta, PhD (Colorado State University). Assistant Professor, Center for Development and Disability, Department of Pediatrics. Bilingual provider (English and Spanish). Expertise/Interests: Diagnostic assessment of children including those with Autism Spectrum Disorders; Child and Family Therapy; Parent Training; Multicultural issues in child assessment and treatment.

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

Tina R. Goldsmith, PhD, BCBA-D (Western Michigan University). Assistant Professor, Center for Development & Disability, Department of Pediatrics; Clinical Director of the Adaptive Skill Building Program. Expertise/Interests: Identification and diagnosis of infants and toddlers with Autism Spectrum Disorder; Development and dissemination of applied behavior analytic interventions to promote skill acquisition and reduce maladaptive behavior across the life-span.

Amber L. Hayes, PsyD (Georgia School of Professional Psychology; Georgia State University). Associate Professor of Pediatrics; Director of Psychology Post-Doctoral Training Program, Center for Development and Disability, Department of Pediatrics. Expertise/Interests: Interdisciplinary Teaching and Models of Care; School and Medical Consultation/Liaison; Training and Supervision; Assessment and treatment of children with complex developmental, emotional and behavioral, and medical issues; Healthcare Ethics; Pediatric Psychology.

Louise Kodituwakku, PhD (University of New Mexico). Senior Clinical Psychologist, Center for Development and Disability, Department of Pediatrics. Expertise/Interests: Assessment of children with prenatal alcohol exposure, children with genetic disorders and Native American children referred by the Indian Children’s Program. Conduct workshops statewide on FASD and participate in IEPs at various schools. Research focus is on developing intervention programs for children with FASD.
Piyadasa Kodituwakku, PhD  Professor, Center for Development and Disability, Department of Pediatrics.

Peggy MacLean, PhD (University of New Mexico). Assistant Professor, Center for Development and Disability, Department of Pediatrics. Expertise/Interest: Infant and Early Childhood Mental Health Assessment; Dyadic Treatment Models; Attachment Difficulties, Regulatory Disorders and Neurobiological Vulnerability in Young Children. My research focuses the neurodevelopmental and socio-emotional outcomes of young, high risk children (e.g., preterm birth, prenatal substance exposure), and the potential factors influencing these outcomes with the overall aim of better identifying possible areas of early intervention.

Megan Martins PhD, BCBA-D (Rutgers, The State University of New Jersey). Assistant Professor, Center for Development & Disability, Department of Pediatrics. Expertise/Interests: Diagnosis and assessment of individuals with Autism Spectrum Disorders (ASDs); Early intensive behavioral intervention; Adapting empirically supported treatments (ESTs) for individuals with ASD and co-morbid psychiatric conditions; Parent training and interventions to improve family functioning in families with a child with a disability.

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

Julia Oppenheimer, PhD (University of Oregon). Assistant Professor, Center for Development and Disability, Department of Pediatrics. Expertise/Interest: Infant and Early Childhood Mental Health assessment, treatment and consultation; Psychotherapy with children and families; Attachment difficulties; Regulatory disorders and neurobiological vulnerability in young children; Dyadic treatment models; Identification and diagnosis of infants and toddlers with Autism Spectrum Disorder and other developmental delays.

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