IOWA HEALTH CARE | Stead Family Children's Hospital

Department of Pediatrics Psychology Fellowship Program

2027-2028

Changing Medicine. Changing Kids' Lives.®

Table of Contents

Program Overview 3
Training Philosophy and Mission 3
Faculty/Staff 4
General Program Goals and Objectives 5
Fellowship Tracks 8
Fellowship Requirements 11
Educational Opportunities 12
Supervision and Evaluation 12
Application Process 13
Fellowship Timeline 13
Resources 14

The University of Iowa Stead Family Children's Hospital Department of Pediatrics Psychology Fellowship Training Program

The characteristics of the postdoctoral training program follow the Guidelines for Supervised Postdoctoral Experience of the National Register of Health Service Psychologists and the Requirements for Certified Health Service provider in psychology for the State of Iowa.

Program Overview

The focus of the Department of Pediatrics Psychology Fellowship Training Programs is to provide training in working with a broad variety of pediatric patient populations and clinical presentations. The program takes place within the University of Iowa Health Care organization and is housed in the Stead Family Department of Pediatrics and the University of Iowa Stead Family Children's Hospital (UISFCH). The faculty and staff are dedicated to preparing and educating postdoctoral-level trainees to provide psychological services for children and adolescents with various physical and mental health needs. The training programs use biopsychosocial, cognitive-behavioral, and behavioral models of psychology. The goal of the program is to train psychology fellows in the core competencies in Professional Psychology as established by the American Psychological Association, as well as specialty competencies related to three tracks: Clinical Neuropsychology, Pediatric Health Psychology, and Behavioral Psychology. The core Professional Psychology competencies include: (1) professionalism, (2) interpersonal, (3) science, (4) application (including assessment and intervention), (5) education, and (6) systems. These competencies are taught through didactic seminars, journal clubs, research and clinical experiences, and group and individual supervision.

Clinical experiences vary widely depending on the specific Fellowship Track but include evaluation and treatment of individuals with a wide variety of mental health and health related conditions. The age range of most patients seen in the Department of Pediatrics is from early infancy to young adults. The fellow will receive training in evaluation methodologies (behavior analysis, developmental, intellectual, achievement, neuropsychological) and interventions (behavioral, educational, cognitive-behavioral, and health related prevention).

Training Philosophy and Mission

The Department of Pediatrics Psychology Fellowship Program follows a "Scientist Practitioner" training model. In accordance with the Scientist Practitioner model, our program strives to integrate science and practice so that activities and advances in one domain inform the other. Trainees learn about practice and research, both done under faculty supervision with expertise in these areas. While the primary focus of our program is to train in clinical practice, our faculty conduct research and fellows are required to participate in scholarly activities (such as research or manuscript preparation) during their program. Consistent with this model, our goal is to produce psychologists who use scientific methodology in their practice-decisions when working with patients by using scientifically valid methods, tools, and techniques; to inform the patients

of scientifically based findings and approaches to their presenting problems; and to conduct practice-based research.

Training Models

We use a competency-based training model that is grounded on several different models including those related to Professional Psychology (Fouad et al., 2009), the Houston Neuropsychology Guidelines and Clinical Neuropsychology Synarchy (Smith 2019), and recommendations for Pediatric Psychology (Palermo et al. 2014).

These models have at their basis a scientist-practitioner model and add specificity that further informs the training of those intending to focus their professional work in the care of children and their families and their specific specialty track. These models posit a clear set of tasks and learning experiences that are essential to the development of the aspiring psychologist. Although there is a great deal of overlap between the models, there are specific competencies for our specialty tracks that are important to delineate and that are addressed in our overall program as well as in the clinical and research experience that are unique to each track.

Faculty/Staff

There is a dedicated licensed psychologist who serves as the training director and who is responsible for the integrity and quality of the training program. The Division of Pediatric Psychology consists of 11 PhD psychology faculty who share in the supervision of the post-doctoral fellows. Each psychologist is licensed and a Health Service Provider in the State of Iowa. Current faculty include the following:

Amy L. Conrad, PhD, LP, HSP
Associate Professor of Pediatrics

Linda Cooper-Brown, PhD., LP, HSP
Division Director, Division of Pediatric Psychology
Clinical Professor of Pediatrics

Joyce Goins-Fernandez, PhD, LP, HSP
Interim Associate Dean for Health Parity, Carver College of Medicine
Clinical Associate Professor of Pediatrics

Amanda Grafft, PhD, LP, HSP
Clinical Assistant Professor of Pediatrics

Allison Momany, Ph.D., LP, HSP
Assistant Professor of Pediatrics

Matthew O'Brien, PhD, LP, HSP, BCBA-D
Clinical Associate Professor of Pediatrics

Jenna Paternostro, PhD, LP, HSP
Clinical Director, Division of Pediatric Psychology
Clinical Associate Professor of Pediatrics

Georgette Richardson, Ph.D., LP, HSP
Clinical Assistant Professor of Pediatrics

Kelly Schieltz, PhD, LP, HSP, BCBA-D
Assistant Professor of Pediatrics

Rose Schroedl, Ph.D., LP, HSP
Co-Director of Psychology Training
Clinical Associate Professor of Pediatrics

Tammy Wilgenbusch, PhD, LP, HSP
Director of Psychology Training
Clinical Associate Professor of Pediatrics

All supervising faculty carry clinical responsibility for the cases being supervised. Supervision consists of direct, formal contact with the faculty who are responsible for the educational development and guidance of the fellow. The supervision is for the direct provision of health services in psychology by the fellow.

General Program Goals and Objectives

Research

Goals and objectives: Fellows will be prepared for a career as a scientist practitioner that involves research within their specific field of study.

Each fellow is expected to take part in research that is significant, empirically sound, and ethically appropriate. The degree of involvement and the specific projects will be set between the fellow and their primary mentor at the beginning of the fellowship. Specific goals and expectations for research will be set for each fellowship and reviewed every three to six months. These goals may include but are not limited to:

- Demonstrating knowledge and understanding of participatory action in quantitative and qualitative research methodologies
- Contributing to a research team/project in a specified way
- Taking initiative in leading an aspect of research or project
- Research productivity including submission of abstracts or presentations to scientific meetings and/or papers to scientific journals

Psychology postdoctoral fellows will meet with their mentor and research team regularly. In addition to the didactics listed below, fellows can attend various research-focused workshops through the Department of Pediatrics Core Fellow Curriculum.

Research will be evaluated based on significance, scientific merit, innovation, and human subjects' issues. In addition, many of the focus areas have specific journal clubs pertinent to their subject area; all fellows are invited to attend these journal clubs. Evaluation for research will take place by determining how much the fellow accomplishes goals.

Clinical Work

Goals and objectives: At the conclusion of training, we expect fellows will meet the following goals and objectives:

- Fellows will be able to provide clinical care that is based on theory and empirical knowledge.
- Fellow will be able to provide clinical care that may include advanced skills in assessment, intervention and/or consultation. Fellows will discuss their clinical training goals with their primary supervisors for each rotation and set goals appropriately to address their individual needs.
- Fellow will be able to provide clinical care in a manner which is sensitive to individual differences of all persons, is non-discriminatory, and which respects and protects human and civil rights.
- Fellow will be able to provide clinical care only within the context of a professional relationship and according to American Psychological Association Ethical Codes and standards.
- Fellow will provide professional consultation in a manner which respects and protects the individual differences of humans.
- Fellow will show a primary obligation and take reasonable precautions to respect the confidentiality rights of those with whom they work or consult.
- Fellow will know procedures for addressing any personal signs of impairment in self, colleagues, and faculty.
- Fellow prepares clinical documentation accurately and promptly.

Clinical work is a component of every fellowship, comprising at least half of the fellows' training. This allows most fellows to accrue the required number of hours for licensure in IA over the course of one or two years. Clinical work may include consultation, assessment and/or intervention and is determined by the specific requirements of the fellowship offering. Clinical work may also occur within the context of a clinical research project.

Relationships

Goals and objectives: Fellows will be able to interact professionally and responsibly with colleagues from other disciplines, within the field of mental health, schools, and/or the broader specialties within the Hospital.

- Fellow interacts professionally and appropriately with supervisors, peers and other hospital staff. Fellows are able to address and manage differences and conflicts constructively.
- Fellow will work effectively as part of interdisciplinary teams or in consultation with other hospital and medical specialty staff and faculty.

All of our fellowships involve working within a "team" setting during their fellowship. This may include an interdisciplinary team within the Hospital or a medical specialty, with a team in the schools or community setting, or within a research team that includes individuals from several different professional disciplines. Fellows are expected to respect the knowledge base of those from other disciplines or areas of focus and to consult those from other disciplines or areas of focus. Fellows may also have the chance to shadow individuals from other disciplines to learn about their expertise.

Professionalism

Goals and objectives: Fellows will develop a professional identity as well as set of professional values and ethics that will allow them to have a successful career in the field of psychology by meeting the following goals and objectives:

- Fellow demonstrates good knowledge of ethical principles and consistently applies them appropriately, seeking consultation as needed. The Fellow upholds state laws regarding psychology e.g. informed consent, reporting requirements, confidentiality.
- Fellow seeks consultation or supervision as needed and uses it productively.
- Fellow demonstrates conscientiousness and commitment to agency policies and procedures, completes data and record keeping tasks, uses proper channels of communication, participates in and relates well to administrative decisions and goals.
- Fellow is expected to meet deadlines for work completion.
- Fellow demonstrates the necessary self-direction to practice independently and competently as a professional psychologist.
- Fellow demonstrates positive coping strategies to manage personal and professional stressors to maintain professional functioning so quality client care and successful professional functioning continues uninterrupted. The fellow copes with professional challenges such as new responsibilities or client crises.
- The Fellow shows awareness of interaction of own and other's individual and cultural diversity and context and uses this to inform clinical work.

Teaching

Goal and objectives: Fellows will develop teaching and mentoring skills to prepare them for a career that involves enhancing and monitoring the professional functioning of others within the field of psychology and related disciplines.

- Fellows are expected to participate in the various didactic opportunities at UISFCH by providing lectures to other students, faculty and potentially colleagues in other disciplines

of training. Fellows are required to lead at least one journal club, didactic seminar, and group case discussion.

- Fellows will also be involved in "tiered supervision" of graduate level externs and research assistants. The fellows may also have the chance to mentor students.
- Supervisors will evaluate fellows' teaching by determining whether they have accomplished the specific teaching activities set as objectives.

Fellowship Tracks

Currently, there are three distinct Fellowship experiences available in the Division of Pediatric Psychology: Neurocognitive/Testing, Pediatric Health Psychology and Behavior Analysis. Each experience provides various clinical opportunities specific to training objectives. Fellows in the Neurocognitive/Testing track will conduct psychological and neuropsychological evaluations in a general LD/ADHD Clinic and Neuropsychology Clinic that serves children and adolescents with specific health conditions. Pediatric Health Psychology Track Fellows will work in pediatric specialty clinics with children and adolescents who have various acute and chronic health conditions and chronic pain. Behavior Analysis Fellows will work in various outpatient and day treatment clinics assessing and treating challenging behaviors (e.g., self-injury, aggression, destruction, severe tantrums) displayed by children (with and without developmental disabilities) and adults with developmental disabilities..

Neurocognitive/Testing Track

The Neurocognitive/Testing Track is geared toward preparing psychologists to conduct testing using a neuropsychological framework with children and young adults. This fellowship is focused solely on pediatric patients, with maximum testing being young adults (up to early 20's for hematology/oncology patients). The training model follows the guidelines set forth by the Houston Conference on Neuropsychology Training. This is a one-year fellowship with the potential of a 2nd year if someone is interested in Board Certification. Specialized training will be provided in clinic, within research opportunities, participation in Neurology weekly case conference as well as weekly resident didactics, and specialized readings.

Clinical Experiences

Our clinics use the Benton Model of neuropsychological testing which is a problem-solving approach. Given the limits of our populations and geographic region, the entire visit takes place on one day with the interview, testing, and feedback session being done in that session. Patients are scheduled in the morning and typically only one testing patient is seen each day. There are four main outpatient clinics currently. The LD/ADHD Clinic assesses children and adolescents for various learning and attention disorders. These clinics use a neuropsychological framework for diagnosing learning and attention disorders without a medical condition. The Neuropsychology Consult Clinic assesses children and adolescents that have been referred by physicians within the University of Iowa Health Care system for neurocognitive testing given a medical concern. The Hematology/Oncology Neuropsychology Clinic is integrated into the Division of Hematology/Oncology and provides neuropsychology testing and supportive services to patients within this division. The NICU Neurodevelopmental Follow-up Clinic

provides neurodevelopmental evaluations of infants, toddlers, children, and adolescents who are at increased risk for a variety of neurodevelopmental and neuropsychological disorders due to significant medical risk during the neonatal period that resulted in a NICU hospitalization. Additionally, patients may be referred for other medical conditions, such as Cerebral Palsy or genetic syndromes, that were diagnosed after the neonatal period.

Research

Our clinic has a wealth of clinical data that is available for fellows. Fellows are expected to work with a faculty mentor to develop a project that will end with a presentation, poster, or publication submission by the end of their fellowship.

Specialty Goals and Objectives

- Fellow will demonstrate knowledge of scientific and scholarly developments in clinical neuropsychology as well as general knowledge of brain-behavior relationships, neuropsychological manifestations of medical and psychiatric disorders, as well as signs and symptoms of disease processes relevant to practice and how patient characteristics affect their expression.
- Fellow will demonstrate and apply knowledge of neuropsychological assessment including test administration, interpretation, comprehensive case conceptualization and diagnostics.
- Fellow will demonstrate knowledge of evidenced-based intervention methods and be able to make appropriate recommendations based on neuropsychological assessment.
- Fellow will be able to provide verbal and written results of evaluation, diagnosis and recommendations to parents or caregivers in a clear and concise manner.

Pediatric Health Psychology Track

The Pediatric Health Psychology Track is geared toward preparing psychologists to evaluate and treat mental health issues associated with acute and chronic illness such as physical injury, pain, diabetes, obesity, congenital heart disease, digestive diseases, and cystic fibrosis. The fellowship is focused on pediatric patients and young adults served in the pediatric specialty clinics and is one year in length. While outpatient clinics are a focus for this fellowship, opportunities for inpatient experiences may be available.

Clinical Opportunities

The Pediatric Health Psychology Track serves infants, children, adolescents and their families who are having difficulty managing physical symptoms, adapting to chronic and acute medical conditions, experiencing medical traumatic stress reactions, anticipatory grief, and coping at end-of-life, adhering to medical regimens, and/or are struggling with comorbid mental health diagnoses. In this rotation, the fellow will receive training in evidence-based practices and education in pediatric medical conditions and co-occurring psychological concerns.

Clinical opportunities in the Pediatric Health Psychology Track include providing behavioral health assessment and intervention in a variety of pediatric subspecialty clinics, with additional opportunities depending on the fellow's training goals and interests. Current clinical opportunities include but are not limited to pediatric chronic pain, disorders of brain-gut interaction (functional GI disorders), encopresis and problematic toileting behavior, functional neurological disorders/dysautonomia, inflammatory bowel disease, endocrine disorders. There are opportunities available to participate in monthly multidisciplinary clinics including Fontan clinic and Spina Bifida team. There are additional opportunities to conduct consultation-liaison within the cardiac intensive care unit, heart and kidney transplant psychological evaluations, and psychosocial assessments with gender diverse youth pursuing medical care in other states.

Fellows may attend various medical rounds, multidisciplinary clinics, and receive mentoring on how to facilitate effective interprofessional relationships with physicians, nurses, physical therapists, occupational therapists, speech pathologists, social workers, and other medical specialists. Opportunities for training in biofeedback and clinical hypnosis for the treatment of functional disorders are also available.

Research

While this is a primarily clinical position, multiple opportunities exist to engage in scholarly activity. This may include focus on program development with possibilities to work with faculty on quality improvement and clinical research projects. Fellows are expected to work with a faculty mentor to develop a project that could result in a presentation, poster or publication submission by the end of their fellowship year.

Specialty Goals and Objectives

- Fellow will demonstrate knowledge of scientific and scholarly developments in pediatric psychology as well as general knowledge of: pediatric acute and chronic illnesses and injury conditions as well as their medical intervention, psychosocial sequala of acute and chronic illnesses and injury conditions, and the effect various factors have on health and illness.
- Fellow will demonstrate and apply knowledge of psychodiagnostics assessment and case conceptualization to address psychiatric comorbidities in children with medical illness or injury including coping and adjustment concerns, anxiety and mood disorders, behavior disorders, pain management, and adherence concerns.
- Fellow will demonstrate knowledge of and apply evidenced-based intervention methods to address psychiatric comorbidities of children and adolescents with acute and chronic health conditions.
- Fellow will be able to provide verbal and written documentation of evaluation, diagnosis and recommendations to parents or caregivers in a clear and concise manner.
- Fellow will collaborate with and contribute to multi- and interdisciplinary treatment teams and will gain skill and knowledge in consultation and liaison with inpatient medical teams.

Behavioral Psychology Track

The Behavioral Psychology clinics provide services that assess and treat challenging behaviors (e.g., self-injury, aggression, destruction, severe tantrums) displayed by children (with and without developmental disabilities) and adults with developmental disabilities. Challenging behavior is analyzed from a behavioral perspective to determine the environmental and biological factors contributing to and maintaining its occurrence. Behavioral assessment is conducted to identify functional relations between challenging behavior and the environment for the purpose of developing functionally matched treatment programs to be implemented by parents and other caregivers.

Clinical

Clinical opportunities in the Behavioral Psychology Track include conducting behavioral assessment and intervention in brief and extended outpatient clinics. Behaviors addressed include defiant and oppositional behavior, tantrums, self-injury, physical aggression, habit reversal, avoidant and restricted eating, and feeding difficulties. Training in Parent-Child Interaction Therapy and patients seen in a PCIT clinic is also available.

Research

The Behavioral Psychology Track has a wealth of behavioral data available for fellows and ongoing behavioral research projects (both funded and unfunded).

Specialty Goals and Objectives

- Fellow will demonstrate knowledge of scientific and scholarly developments in behavioral psychology.
- Fellow will demonstrate and apply knowledge of behavioral assessment and case conceptualization to address severe and challenging behavior.
- Fellow will demonstrate knowledge of and apply evidence-based intervention methods to address severe and challenging behavior.
- Fellow will be able to provide verbal and written documentation of evaluation, diagnosis, and recommendations to parents and other caregivers in a clear and concise manner.

Fellowship Requirements

A minimum of one year full-time supervised experience is completed by the fellow. There is an potential (not a guarantee) of a second year for the Neurocognitive/Testing Track if the fellow is interested in pursuing board certification in neuropsychology. We strive to have fellows complete their experience by working 40 hours per week. We strive for fellows to be in clinic approximately 70% of their time with 30% for scholarship and educational experiences. A minimum of 2 hours per week is spent on regularly scheduled formal face-to-face individual supervision related to clinical services provided by the fellow (1 hour weekly with primary mentor and the other time scheduled with clinical supervisors). Fellows will also receive at least one hour per month of formal, face-to-face individual supervision by the training director to ensure adequate progression through the program. An additional hour of supervision per week is

provided via group format, clinical rounds, or other interactive learning programs. The fellow participates in general case conferences dealing with issues in psychology as well as staff conferences related to direct patient care by the fellow.

Educational Opportunities

In order to meet the goals/objectives above, fellows will have the opportunity to attend various department, division, and facility didactics/rounds/workshops/seminars through the University of Iowa Health Care system. Below is a list of some of these opportunities.

- Psychology Education Seminar: (Weekly, Friday morning): These weekly sessions are composed of three main types of training opportunities with Fellows expected to give three presentations during the year including a didactic presentation, case presentation, and research presentation.
    - Didactic Seminar: This includes lectures/presentations on specialized topics in ethics and diversity, intervention, assessment, professional development, supervision, and teaching. Faculty, trainees, and outside presenters take responsibility for conducting seminars that are interactive and geared toward the professional development of all attendees.
    - Psychology Clinical Rounds: These rounds are a chance for faculty and students to discuss current and challenging cases.
    - Journal Club/Book Discussion: Throughout the year as part of our education seminar we hold discussion groups of current peer reviewed journal articles or an ongoing book discussion.
- Department of Pediatrics Grand Rounds: (Weekly, Fridays at noon): These weekly rounds feature nationally/internationally recognized experts in behavioral health and are open to the entire medical center community.
- Department of Pediatric Core Fellowship Curriculum: (Weekly, Wednesdays at noon): The Department of Pediatrics has various core didactic and research presentations that all Fellows in the department are encouraged to attend.

Fellows are provided with a stipend for professional development which may include funding to attend a national conference. Currently, this includes a $500 stipend from the Department of Pediatrics and $500 from the Division of Psychology.

Supervision and Evaluation

Fellows will meet regularly with the Training Director and will have a primary Mentor. Fellows will meet weekly with their primary mentor as well as with their clinical supervisors. Fellows will meet monthly with the Training Director to ensure they are maximizing their experience in the program. At a minimum, two hours of individual face-to-face supervision and one hour of group supervision will be provided per week. Along with ongoing feedback from supervisors, formal written evaluations will be completed at 6 months and 1 year.

Fellows will be expected to provide periodic feedback regarding training experiences as well as an evaluation of the Fellowship Training Program in Clinical Psychology at its conclusion.

In the event of a grievance, fellows will have access to due process procedures as available in the Human Resources Procedure Manual of The University of Iowa Stead Family Children's Hospital. Information about the University's policies and procedures can be found here.

Application Process

The application process includes submission of the following components: cover letter/personal statement, curriculum vitae, three letters of reference, and de-identified clinical writing example.

Selection Criteria

All applicants must have: 1) attended an APA-accredited doctoral graduate program in clinical, counseling, or school psychology; 2) completed an APA/APPIC accredited internship or the equivalent; and 3) completed all requirements for their doctoral degree prior to beginning the fellowship. The candidate should have a strong child psychology emphasis in course work, research experiences, and clinical/vocational experiences. Please note that specialized postdoctoral positions may give preference to particular skills or experiences acquired prior to the fellowship training year.

Recruitment Guidelines

The postdoctoral psychology fellowship program follows the recommended APPIC Postdoctoral Selection Guidelines. In addition to the APPIC Postdoctoral Program Directory, descriptions of available positions will be posted on the listserv for APA members of Division 53 and Division 54. All qualified applications will be reviewed with an invitation for interviews generally issued in between November and January with the interviews held (currently via Zoom) during this time frame as well. Offers will be extended in January or February, but we follow the uniform notification date recommended by the APPIC Postdoctoral Selection Guidelines. Applicants will be notified as soon as they are no longer under consideration and when all positions are filled.

Fellowship Timeline

September:
Onboarding and compliance training
Meet with and shadow faculty
Choose a primary mentor

October:
Begin Clinical Rotations
Choose a research mentor and develop a project idea
Choose a mentoring committee comprised of at least 3 faculty members. This should include the primary mentor, one of the training directors, and research mentor. If one person holds multiple roles, another faculty member should be chosen to fulfill the 3 faculty member requirement.

November:
Finalize research proposal with research mentor and begin project.

February:
Begin midyear evaluation process.

- Evaluations sent out via Qualtrics
- Fellow begins completing the mid-term summary form
- Set up mid-term evaluation meeting for early March

March:
Complete mid-term evaluation meeting

April:
Present proposed project or preliminary data at Pediatric Research Day.

July:
End of year evaluations sent out via Qualtrics.
Present project to faulty and note plans for further dissemination

August:
Wrap up clinical rotations.

Resources

Pediatric Psychology Website: Pediatric Psychology | Stead Family Department of Pediatrics (uiowa.edu)

Pediatric Psychology Fellowship Website: Psychology Fellowship | Stead Family Department of Pediatrics (uiowa.edu)

Take a tour of the University of Iowa Stead Family Children's Hospital:
https://www.youtube.com/watch?v=UZDPkWNPI_s&list=PLHCroZ5PvHE6nsm28i4sDeYmRCBJfPtCv&index=5

Take a look at life in Iowa City:
https://www.youtube.com/watch?v=ef3rAkmZnYI&list=PLHCroZ5PvHE6nsm28i4sDeYmRCBJfPtCv&index=7

Discover Iowa: https://gme.medicine.uiowa.edu/discover-iowa

Why Iowa: https://worklife.uiowa.edu/

Diversity, Equity, and Inclusion:
Diversity, Equity, and Inclusion | Stead Family Department of Pediatrics (uiowa.edu)
https://diversity.uiowa.edu/
https://medicine.uiowa.edu/diversity/