

**Post-Doctoral Residency in
Pediatric Neuropsychology
Johns Hopkins All Children's Hospital
Training Year 2021-2023**

TRAINING MANUAL




JOHNS HOPKINS
M E D I C I N E

**JOHNS HOPKINS
ALL CHILDREN'S HOSPITAL**



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All Children's Vision, Mission, and Values

Vision

Creating healthy tomorrows... for one child, for All Children.

Mission

To provide leadership in child health through treatment, education, advocacy and research.

- Treatment - Deliver quality services with compassion and commitment to family-centered care
- Education - Provide educational programs for our patients, families, employees and healthcare professionals
- Advocacy - Provide leadership in promoting the well-being of children
- Research- Develop, support and participate in clinical, basic and translational research

Values

- Honesty and Integrity
- Inspiration and Hope
- Collaboration and Teamwork
- Inquiry and Innovation
- Compassion and Respect
- Responsibility and Safety

Value Statement

"There is only one child in all the world, and that child's name is All Children"

--Carl Sandburg

Program Mission and Goals

The post-doctoral residency in pediatric neuropsychology at Johns Hopkins All Children's Hospital (JHACH) seeks to recruit, train, and enhance the best and brightest as they attain expertise in pediatric neuropsychology. The program provides clinical training in pediatric neuropsychology within an academic medical center, building trainee competency in the assessment and treatment of children with a wide range of central nervous system disorders and chronic medical conditions. It is the goal of the program to prepare the fellow with necessary clinical and research skills for independent practice in pediatric neuropsychology. Additionally,

at the completion of residency, the fellow will have obtained the necessary requirements to pursue board certification in clinical neuropsychology. We achieve this through direct teaching, evidence-based care, and scholarly inquiry, research via a scientist-practitioner model, informed professional development, and multidisciplinary collaboration.

Setting

Johns Hopkins All Children's Hospital Johns Hopkins Medicine provides expert pediatric care for infants, children, and teens with some of the most challenging medical problems in our community and around the world. Named a top 50 children's hospital by U.S. News and World Report, Johns Hopkins All Children's Hospital provides care in more than 43 pediatric medical and surgical subspecialties.

Johns Hopkins All Children's Hospital campus is located in Saint Petersburg, Florida. The hospital consists of 259 beds, with more than half devoted to intensive care level services. The hospital is made up of a 97-bed Level IV NICU, 22-bed Cardiovascular ICU with adjoining cardiac surgery and catheterization suites, a 28-bed PICU, 28-bed Neurosurgery and Surgery Unit, 56-bed Pediatric Medicine floor, 28-bed Vincent Lecavalier Pediatric Cancer and Blood Disorders Center, and a 28-bed Pediatric Emergency center. The Outpatient Care Center provides outpatient specialty care and includes a dialysis unit and infusion center. The Child Development and Rehabilitation Center houses psychology, neuropsychology, and psychiatry, along with rehabilitation services including physical medicine and rehabilitation, speech/language therapy, occupational therapy, physical therapy, audiology, and developmental pediatrics.

Program Administrative Structure

Johns Hopkins All Children's Hospital Psychology Service is located in the Mind-Body Branch of the Institute for Brain Protection Sciences. The Institute for Brain Protection Sciences is led by Dr. George Jallo, neurosurgeon. The Center for Behavioral Health is led by Dr. Mark Cavitt, Psychiatrist. The Psychology Service is chaired by Dr. Jennifer Katzenstein, neuropsychologist.

Overview of Program

Johns Hopkins All Children's Hospital serves as the primary children's hospital for Florida's central west coast. Divided into four institutes, the Institute for Brain Protection Sciences, Cancer and Blood Disorders Institute, Heart Institute, and Maternal Fetal Medicine Institute, the hospital serves the most medically complex children. Johns Hopkins All Children's Hospital is an academic partner with Johns Hopkins School of Medicine, providing the highest quality educational and research opportunities.

The Psychology Service is an integral part of the Mind-Body Branch of the Institute for Brain Protection Sciences, and was officially formed in July 2015. As part of the mission of our program, we seek to train and educate the best and brightest trainees, and provide top-notch experiences and supervision, providing skills for independence in an academic medical center. Fellows have access to the Johns Hopkins Welch Medical Library, as well as both Johns Hopkins and Johns Hopkins All Children’s Hospital ancillary academic materials.

Residency Training

One fellow will be recruited every other year, unless additional funding becomes available. The neuropsychology fellow spends approximately 60% of his/her time providing clinical services, as outlined below including neuropsychological evaluation and consultation/liaison, with the option for outpatient therapy. Additionally, approximately 20% of his/her time is dedicated to research activities, 10% didactics, and 10% professional preparation. Time allotment for licensure and board-certification via the American Board of Professional Psychology (ABPP) preparation are built in to the program, to ensure independent success following the completion of residency. The Program is structured to follow the Houston Conference on training and education in neuropsychology (Archives of Clinical Neuropsychology 1998; 13:157-248) and is a member of the Association for Postdoctoral Programs in Clinical Neuropsychology (APPCN).

The neuropsychology residency consists of four six-month rotations, with clinical neuropsychological evaluations as the major rotation throughout the two-year period. The fellow will also be expected to be on minor rotation with consultation/liaison services, with once monthly on-call schedule, lasting one week. In the second year, the fellow is encouraged to develop an area of specialty within neuropsychology, and implement a research plan in the area of choice.

The Johns Hopkins All Children’s Hospital Postdoctoral Residency in Neuropsychology is a member of the Association of Postdoctoral Programs in Clinical Neuropsychology (APPCN), and abides by and respects the standards, procedures, and mission of which it endorses. The program participates in the APPCN match.

Sample Training Plan

YEAR 1

	Rotation 1	Rotation 2
Major	Neuropsychology	Neuropsychology
Minor	Consult/Liaison	Consult/Liaison
Research Goals	Develop Research Plan	Collect Data and Analysis

Required Didactics	Psychology Seminar; Neuropsychology Seminar; ABPP Reading Group; Pediatric Grand Rounds; Neuro-Onc Tumor Boards; Epilepsy Meeting	Psychology Seminar; Neuropsychology Seminar; ABPP Reading Group; Pediatric Grand Rounds; Neuro-Onc Tumor Boards; Epilepsy Meeting
Professional Development	EPPP Studying	Apply for licensure and take EPPP

YEAR 2

	Rotation 3	Rotation 4
Major	Neuropsychology (specialty)	Neuropsychology (specialty)
Minor	Consult/Liaison	Consult/Liaison
Research Goals	Submit poster to conference	Submit manuscript
Required Didactics	Psychology Seminar; Neuropsychology Seminar; ABPP Reading Group; Pediatric Grand Rounds; Neuro-Onc Tumor Boards; Epilepsy Meeting	Psychology Seminar; Neuropsychology Seminar; ABPP Reading Group; Pediatric Grand Rounds; Neuro-Onc Tumor Boards; Epilepsy Meeting
Professional Development	Supervise Students	Apply for ABPP

Clinical Services

The fellow is expected to participate in a major rotation (dependent upon area of focus) and minor rotation. For neuropsychology fellows, it is expected Neuropsychology will be their major rotation for both years of residency. It is the goal for those who are Neuropsychology fellows to gain autonomy and independence in neuropsychological evaluation and neuropsychological consultation by the end of the two-year placement. A developmental approach will be taken for each fellow, with level of experience and skill taken into account as the fellow gains additional experience and skills over time. Initially, independence in testing and clinical interview is expected, with increasing progression of autonomy in test selection, diagnostic interviewing, and feedback, over time. Patient populations include those focused on seizures/epilepsy, concussion, traumatic brain injury, brain tumor/leukemia/cancers, stroke, prematurity/low birth weight, and sickle cell disease, among others. The fellow is expected to see a breadth of medical conditions and presenting concerns in the first year, with specialization in the second year as an option, should the fellow wish to pursue a specific medical condition in which to gain more expertise. By the end of the second year, autonomy and independence is expected for the vast majority of cases, with the fellow managing the full case from intake to feedback, as well as any necessary care coordination.

Neuropsychology Clinics

The major rotation in neuropsychology is focused on pediatric neuropsychology across a wide variety of childhood medical conditions, as described above. The fellow is expected to participate in outpatient clinical evaluations, outpatient multi-disciplinary team clinics (including neuro-cutaneous disorders clinic, stroke clinic), and inpatient consultations, as requested. Fellows will be expected to participate in multi-disciplinary team meetings, coordinate care with medical providers, and provide follow-up and education to school systems and educators. Outpatient Neuropsychology Clinic, housed in Psychology, located in the Child Development and Rehabilitation Center on the campus of Johns Hopkins All Children's Hospital, receives referrals from clinical departments within JHACH and community providers. The fellow is expected to see 3 full neuropsychological evaluations within the clinic every week. A full evaluation includes clinical interview of caregiver and child (and any other necessary individuals), neuropsychological testing (and test selection), feedback, and any other consultation with medical providers and/or school personnel. The fellow will be responsible for the evaluation from start to finish, including report writing and communication of findings. The fellow should expect to complete the majority of testing themselves, with possible psychometrist support available dependent upon clinic demands. Evaluations tend to be comprehensive. Supervisors: Drs. Katzenstein, Ransom, and Butt.

Neurodevelopmental Clinics occur within hospital service lines as requested. This mainly involves evaluation and treatment planning of children under the age of 3, as part of the NICU follow-up program, Congenital Diaphragmatic Hernia program, and Stroke program. Supervisors: Drs. Chavis and Butt

Epilepsy surgery evaluations occur on an outpatient and inpatient basis, with participation in monthly multidisciplinary Epilepsy Surgery meeting. Additional minor rotations in the community for adult neuropsychology opportunities are also available and are developed individually depending upon the fellow's interests and goals. Supervisor: Drs. Katzenstein and Ransom.

Multidisciplinary Teams

Neuropsychology and neurodevelopment are incorporated into multiple multidisciplinary team outpatient clinics within ACH. These include Neurocutaneous Disorders Clinic (NCDC), Stroke Clinic, NICU Follow-up Clinic, Spina Bifida Clinic, Concussion Clinic, and Cleft-Palate Clinic. Clinics occur as often as weekly with the majority occurring once monthly. Supervisors: Drs. Butt, Chavis, Katzenstein, Ransom, and Fritz.

Inpatient Consultation-Liaison

Inpatient consultation services include those related to both neuropsychological and pediatric psychology issues. Adjustment to medical condition, pain management, and assistance with coping skills are common referral questions, and the fellow is expected to follow patients while

inpatient and/or assist with coordination of outpatient care. Neuropsychological evaluations while inpatient include those of baseline functioning prior to chemotherapy/radiation therapy, neuropsychological functioning on the epilepsy monitoring unit, and evaluation prior to discharge for patients who have sustained a stroke, as well as other presenting concerns. Neuropsychology and neurodevelopment specific consults are requested for patients on ECMO and in the NICU. Neuropsychological evaluations are completed on the CVICU, Epilepsy Monitoring Unit and Hem/Onc Unit. Neuropsychology is integrated into a number of other inpatient service lines as well and consultations occur weekly. The fellow may expect to complete up to 3 consultations per week, 1 of which would include a brief neuropsychological evaluation. The fellow will be expected to take the lead on these consultations, as is developmentally appropriate, with full autonomy and independence by the end of the second year. Consideration and balance will be given based upon clinical demands of the week and number of referrals received. Supervisors: Drs. Chavis, Feldman, Butt, and Ransom

On-Call Schedule

The Psychology Service participates in weekly call schedules. The fellow will be expected to be on call for one week per month, under the supervision of an attending psychologist. This will be included as part of the Consultation-Liaison service line.

Optional Outpatient Therapy

Outpatient therapy cases are available to the trainee across a wide variety of presenting concerns. Pediatric psychology cases focus on the intersection of mental health and medical conditions, with a wide variety of psychological concerns presenting within the Psychology Service. Supervisors: Psychology Staff members

Didactics

A variety of didactics are available to the fellow. Within the department, weekly Psychology Seminar meetings provide clinical psychology didactics and professional development. Specific to Psychology:

1. Neuropsychology Seminar: Main topic areas: 1) Foundational neuroanatomy and function, 2) Neuropsychological profiles of syndrome and disorders common in pediatric populations, 3) Fact-Finding Preparation for board-certification, 4) Ethics in neuropsychology, 5) Professional development issues, and 6) neuropsychology topics of interest (such as supervision and cultural humility). Weekly.

2. Psychology Seminar: Focused on: 1) Child Psychology specific topics, 2) Professional Development. Weekly.

3. ABPP Neuropsychology Reading Group: A set of readings is required, based upon a study guide developed for the written exam portion of board-certification. The syllabus is structured. Meets monthly.

4. Neuropsychology Rounds: Present and discuss patients including medical condition, reason for referral, test results, and recommendations. Meets Biweekly.

Further, a large number of didactics exist within Johns Hopkins All Children's Hospital. Attendance will be required based upon the fellow's area of interest.

1. Pediatric Grand Rounds. Weekly.
2. Neuro-Onc Tumor Boards. Weekly.
3. Hem-Onc Tumor Boards. Weekly.
3. Leukemia Boards. Biweekly.
4. Stroke Conference. Monthly.
5. Epilepsy Surgery Meeting. Monthly.

Additional required didactics include:

1. Training in Protection of Human Subjects (JHACH specific).
2. Formal instruction and certification in administration and scoring of the neuropsychological battery (1st month of residency).
3. Required Compliance trainings, as needed for JHACH.

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Additional opportunities exist for:

1. Observation of neurosurgery.
2. Participation in clinics of interest.
3. Experiential opportunities and didactics with Bay Pines VA.

Should a fellow have a specific interest in a topic not covered via clinical work or didactics, effort will be made to ensure that experience and/or didactics in that area is arranged.

Sample Weekly Neuropsychology Didactic Schedule (Fridays at 11:00 am)

01/08/2021	Concussion
01/15/2021	Moderate/Severe TBI {include cortical visual impairment & motor neuron review}
01/22/2021	Encephalitis
01/29/2021	Intern Group Fact Finding
02/05/2021	Rey Complex Figure Copy & Memory Recall Patterns
02/12/2021	Performance Validity Testing
02/19/2021	OPEN TOPIC
02/26/2021	Fact Finding
03/5/2021	Attention/Neuroanatomy Review
03/12/2021	Measuring Attention & Attention Disorders
03/19/2021	Language/Neuroanatomy Review
03/26/2021	Developmental Language Disorders/Aphasias
04/02/2021	Fact Finding
04/09/2021	Fact Finding
04/16/2021	Ethics in Neuropsychology
04/23/2021	Executive Functions/Neuroanatomy Review
04/30/2021	Measuring Executive Functions & Executive Function Impairment
05/07/2021	Visuospatial Processing/Neuroanatomy Review
05/14/2021	Visuospatial Disorders
05/21/2021	OPEN TOPIC

Research

Multiple research opportunities exist within the Psychology Service and Clinical and Translational Research Organization (CTRO) for research projects. In addition to department specific research projects, including those focused on concussion and hypoplastic left-heart syndrome, faculty participate in the CTRO's Institution-wide Prospective Inception Cohort Study of Individuals with Childhood-Onset Acute and Chronic Health Conditions (iPICS). iPICS is designed to identify key predictors of outcomes in children with a variety of acute and chronic health conditions. Biological samples, neuropsychological data, and outcomes are being collected. Further, a clinical neuropsychology database exists for increased access to neuropsychological testing data, which also highlights the intersection of clinical practice and research in a time-efficient manner. The Developing Clinical Research program at JHACH is also available to fellows.

Supervision/Teaching

Fellows will receive at least 2 hours weekly of direct one-to-one supervision. On occasion, group supervision will be available and will supplement direct one-to-one supervision. In addition, fellows will receive additional supervision via their specialized research projects. In clinics, additional supervision and teaching will occur with multi-disciplinary team members, including physicians.

Finally, opportunities for supervision and mentorship of graduate practicum students and pre-doctoral psychology interns is available. Specifically during the neuropsychology rotation, the fellow will be expected to supervise and train graduate level students. Opportunities for teaching and presenting didactics, both in the community and at JHACH, are available.

Community Education

Fellows are encouraged to give presentations within the JHACH community and community organizations on clinical syndromes and neuropsychological assessment. One presentation over the course of the two-year placement is required.

Professional Development

The fellow will be assigned a primary mentor to assist with guiding their professional development and training plan objectives. Each fellow is expected to develop a training plan focused on their goals during the two-year period. In addition to licensure and board-certification preparation, it is expected that the fellow will develop an area of specific interest/specialty and work to incorporate themselves into the specific area of interest. Participation and development of programs and clinics is encouraged.

Neuropsychology and Psychology Faculty

Members of the JHACH faculty are listed below with a brief statement of their academic background and current areas of special interest.

Sakina Butt, Psy.D., ABPP-CN Florida School of Professional Psychology, Argosy University in Tampa, Florida 2008; Board Certified in Clinical Neuropsychology and Pediatric Neuropsychology by ABPP. Neuropsychology Postdoctoral Fellowship Training Director. Specializes in evidence-based assessment of cognition and neurodevelopment in pediatric populations with complex medical conditions. Focus on neurodevelopmental evaluations of children having perinatal insult such as neonatal abstinence syndrome, hypoxic-ischemic encephalopathy and neonatal stroke. Research interests include examining effective practices for neonatal follow-up programs, examining the impact of environmental trauma on neurocognitive outcomes, and examining longitudinal trends in neurodevelopment.

Lacy Chavis, Psy.D. Illinois School of Professional Psychology-Argosy University, 2010; Pediatric Psychologist, Neonatal/NICU; Specializes in attachment and infant mental health, neurodevelopment, trauma, and PTSD.

Melissa Faith, Ph.D., ABPP University of Arkansas, 2012; Pediatric Psychologist, Hematology/Oncology. Specializes in evidence-based interventions to improve patient and family adjustment and adherence to pediatric cancer and blood disorder regimens. Research interests include emotion socialization, parent coping and parenting, sibling adjustment, peer victimization, and disseminating evidence-based interventions (e.g., motivational interviewing, using sexual and gender minority inclusive language) among healthcare providers.

Marissa Feldman, Ph.D. University of South Florida, 2011; Pediatric Psychologist; Consultation-Liaison Service. Specializes in the evaluation and treatment of children and adolescents with acute and/or chronic medical conditions to promote psychological health and well-being. Focus on adaptation and coping with illness, treatment adherence, and emotional and behavioral functioning. Proponent of evidence-based practice and multidisciplinary care. Research interests include improvements in health, family, and psychological outcomes of youth diagnosed with type 1 diabetes, risk and resilience in child/adolescent development, and treatment outcomes.

Alyssa Fritz, Ph.D. Dr. Fritz is a pediatric psychologist in the Johns Hopkins All Children's Institute for Brain Protection Sciences. She joined the hospital staff in 2018. Dr. Fritz provides evidence-based interventions for pre-school and early childhood disruptive behavior disorders. She also specializes in the evaluation and treatment of children and adolescents diagnosed with chronic and/or acute medical conditions in combination with additional concerns (e.g., anxiety, depression, treatment adherence, phobias) in outpatient settings.

Will Frye, Ph.D. Auburn University, 2017; Pediatric Psychologist, Chronic Pain. Specializes in non-pharmacological treatment for patients with acute and chronic pain conditions and provides skill-based interventions for simultaneous psychosocial concerns.

Lauren Gardner, Ph.D. Indiana University, 2011; Psychology Internship Director; Administrative Director, Autism Center. Specializes in evidence-based assessment of neurodevelopmental disabilities. Director of the Doctoral Internship in Professional Psychology program. Research interests in differential diagnosis of neurodevelopmental disabilities, assessing knowledge and experience related to ASD in law enforcement officers, and evidence based treatment for children with developmental disabilities.

Jason Hangauer, Ph.D., NCSP. University of South Florida, 2012: Pediatric Psychologist; Autism Center. Specializes in the evaluation and treatment of autism spectrum disorder (ASD) and developmental disabilities. Research interests include evidence-based interventions for ASD, behavioral parent training, and assisting allied providers serving children with ASD and other disorders in the utilization of current research supported best practices.

Jennifer Katzenstein, Ph.D., ABPP-CN Indiana University Purdue University, 2008; Director, Psychology and Neuropsychology, Board Certified in Clinical Neuropsychology and Pediatric Neuropsychology by ABPP. Specializes in the evaluation of neurocognitive functioning and coordination of education and intervention planning. Research interests in neuropsychology and concussion, long-term neurocognitive outcomes of pediatric cancer, and neurocognitive impact of early orphanage care.

Aja Meyer, Ph.D. University of South Florida, 2008; Pediatric Psychologist; Specializes in cognitive-behavioral therapy, including Acceptance and Commitment Therapy and Mindfulness-Based Cognitive Therapy. Research interests in the efficacy of Acceptance and Commitment Therapy for adolescents with anxiety and mood disorders.

Danielle Ransom, Psy.D., ABPP-CN, Virginia Consortium Program in Clinical Psychology, 2012; Board Certified in Clinical Neuropsychology and Pediatric Neuropsychology by ABPP. Specializes in the assessment of neuropsychological functioning and intervention planning across a range of medical and neurologic conditions, with expertise in interdisciplinary management of sport-related concussion and mild traumatic brain injury. Research interests include return to school models and application of evidence-based assessment in predicting adverse outcomes during brain injury recovery.

Sarah Stromberg, Ph.D.; University of Florida, 2018; Pediatric Psychologist, Eating Disorders. Specializes in evidence-based treatment for patients with eating disorders (anorexia nervosa, bulimia nervosa, avoidant/restrictive food intake disorder, binge eating disorder). Works closely with multidisciplinary eating disorder team and provides evidence-based outpatient care for patients with eating disorders. Research interests include family-based treatment related to

disordered eating, over controlled personality styles in relation to eating disorders, and treatment outcomes across different eating disorders.

Kimberly Swan, M.Ed., Ms. Swan holds a Master of Science degree in Special Education and a Bachelor of Science degree in Psychology. Ms. Swan has worked over 25 years with special needs children and their families. Her extensive knowledge of IDEA and ESE processes has allowed Ms. Swan to assist many children, families and educators. Prior to joining JHACH, Ms. Swan worked for the University of South Florida as a Learning and Development Facilitator. She has also previously worked as an Educational Consultant for the CT Department of Education: Bureau of Special Education, a Special Education Consultant and Trainer for State Education Resource Centers and has served as an educational liaison in many school districts, providing support to children and families as they navigated the special education system.

Valerie Valle, Psy.D., CMPC Arizona School of Professional Psychology, 2008; Clinical Psychologist, specializing in sport and performance psychology. Primary duties include providing individual and group therapy, crisis intervention, program development, and consultation services to IMG Academy. Research interests include the efficacy of peer wellness groups for developing resiliency among student-athletes.

Evaluation of the Fellow

Formal reviews occur at month 6, 12, 18, and 24 of the residency. A hospital specific evaluation occurs at 90 days after hire and annually thereafter. Fellows complete an activity log for clinical service and didactic attendance. Each clinical supervisor rates the fellow's knowledge base and professional practice on structured rating forms. The training director meets with the fellow to review the activity log and faculty ratings. If an area of weakness is identified, a remediation plan will be put into place, which may include: reduced service, increased supervision, and/or additional didactics.

Program Evaluation

Clinical rotations, scope and frequency of didactics, supervisor availability and quality, and research offerings are reviewed at regular meetings of the faculty. At each 6, 12, 18, and 24 month evaluation period, the fellow will also complete a supervisor evaluation form for each supervisor that the fellow currently works with.

Fellow Practice Competencies

Upon completion of the residency, the fellow will display these competencies in the clinical practice of neuropsychology:

1. Detailed knowledge of neurobehavioral syndromes and psychiatric diagnoses.

2. Working knowledge of major neurological disorders.
3. Working knowledge of functional neuroanatomy.
4. Working knowledge of neurologic and radiologic diagnostic procedures.
5. Working knowledge of the indications of the major classes of neurologic and psychiatric medications.
6. Ability to take a comprehensive history including: history of the present illness, prior medical and psychiatric history, family history, and social history. Knowledge of when a collateral interview is necessary.
7. Ability to observe and report on behavioral characteristics of the patient based on interview contact.
8. Ability to develop differential diagnoses based on the interview.
9. Ability to select a neuropsychological assessment approach that is responsive to the interview presentation and context of referral.
10. Ability to administer, score, and interpret cognitive, motor, sensory, affect, and personality tests including appreciation of factors to consider in interpreting a patient's performance and the selection of a proper norms.
11. Ability to formulate a diagnostic impression that integrates history and examination findings.
12. Ability to specify appropriate recommendations for further work-up, treatment, and follow-up.
13. Ability to generate a consultation note that communicates findings and recommendations effectively.
14. Ability to operate effectively in a multidisciplinary environment and to know the roles of other professional providers and the role of neuropsychology within that framework.
15. Understanding of the common ethical dilemmas that arise in neuropsychological consultation and awareness of a process to work to a resolution of these dilemmas.

Program Review

The Pediatric Neuropsychology Residency Training Program is monitored by the Neuropsychology Residency Training Committee (NRTC). The committee is made up of the Neuropsychology Training faculty and other faculty in Departments of Psychiatry and Psychology.

The Committee's charge is to review the philosophy and operational integrity of the training program. In these matters, the Committee decisions by consensus; however, the final authority

and responsibility for administrative and operational policies will rest with the Director of Training.

The actions of the NRTC are subject to approval of the Director of the Section of Psychology and the Chairman of the Department of Psychiatry.

The NRTC meets annually or more often as the need arises.

Grievance Procedures

The first option for fellows with questions or concerns about the Neuropsychology Residency Training Program is the Training Director. If a satisfactory resolution does not result, the next option is the NRTC. If the conflict involves the Director of Training or other member of the training committee, that person will not participate in the deliberations related to that dispute. If contention persists or if special circumstances exist where use of the usual chain of authority is not appropriate, the fellow may bring grievances directly to the Department of Psychology Chair. Also, see JHACH/JHM policy for a more thorough review of procedures in Appendix E.

Paid Time Off

Policy

1. Fellow receive PTO as accrued by the hospital's policy on PTO accrual.
2. These days are in addition to the standard ACH holidays.
3. Paid time off is used for personal time, sickness, vacation, conference, and interviews.
4. Requests for paid time off due to conference and vacation should be submitted 90 days in advance and are at the discretion of the residency training director. If 2 months in advance is not possible for a legitimate reason, a special request can be made, but will not be guaranteed and must be approved by the residency training director.
5. Paid time off can be used in half-day increments or more.
6. If a fellow must go over the allowed paid time off, then the graduation date is moved back by the number of days taken off.

Request Process

1. Fellows request paid time off by submitting an email to their rotation supervisor and copying the residency training director.
2. The rotation supervisor approves or denies the request (notifying all).
3. The residency training director records the request and logs the approved request.

Application and Selection Procedures

The Department of Psychology at Johns Hopkins All Children's Hospital will be accepting applications for 1 two-year full-time postdoctoral residency position in pediatric neuropsychology beginning August 2, 2021. The residency program participates in the APPCN Fellow Matching Program and is a member of APPCN. Visit www.appcn.org to learn more about the program.

Interested candidates must submit materials by January 4, 2021. The Training Faculty will review each application and indicate whether the applicant should be extended an invitation for an interview. We will notify any applicant no longer being considered as soon as possible. Applicants will be contacted no later than January 26, 2021. **Applicants are requested not to contact the training office regarding interviews prior to that date. We will make every effort to inform applicants of their status as early as possible.** Interviews will be conducted virtually (via Zoom) in early February 2021, specific dates to be determined.

Requirements

1. Completion of an APA-approved or CPA-approved internship in Clinical, Counseling, or Child Psychology.
2. Doctoral degree conferred from an APA-approved graduate school training program in Psychology; or doctoral candidate in good standing with an APA-approved graduate school training program in Psychology.
3. Applicants must participate in the APPCN-affiliated National Matching Service.

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Email the following documents in PDF format to sbutt1@jhmi.edu

- A letter of interest
- Curriculum vitae
- APPCN Verification of Completion of Doctorate Form
- Copy of one (1) neuropsychological evaluation
- Copy of Graduate School Transcript(s); unofficial copies will be accepted
- Three (3) letters of recommendation should be sent separately

Contact training director, Sakina Butt, PsyD, ABPP-CN with questions or for more information:

Phone: 727-767-7445

Email: sbutt1@jhmi.edu

Fax: 727-767-8237

Checklist of required application documents, due January 4th 2021:

- Letter of Intent
- CV
- APPCN Verification of Doctorate Form

- One (1) Sample Neuropsychological Evaluation
- Three (3) Letters of Recommendation
- Graduate Transcript

Johns Hopkins All Children's Hospital participates in the APPCN match and abides by the rules and procedures related to the match. **JHACH Match ID 987** More information is available at: <http://appcn.org/>.

Salary and Benefits/Physical Facilities

Salary for the first year is \$45,011 and includes a 3% increase in the second year. Post-doctoral fellows have the option to participate in medical, dental, and vision benefits via the hospital, as well as short-term and long-term disability insurance. Parking is provided free of charge.

A \$1500 travel stipend is offered for the fellow. Participation in the International Neuropsychological Society meeting is required during the second year. Paid-time off and sick leave is available, per hospital policies, as well as 7 holidays per year.

Fellows have their own office space, computer, and private telephone line, with access to pagers and dictation software. Access to electronic medical records is provided and Welch Library at Johns Hopkins University provides access to a vast catalog of electronic journals. Up-to-date immunizations and annual influenza vaccination are required.

Saint Petersburg

Downtown St. Petersburg is the heart of the Tampa Bay area. The city, which glimmers between the Gulf of Mexico and Tampa Bay, is known for its warm weather and having the most consecutive days of sunshine. Downtown is home to great shopping, restaurants, and attractions, including the world-renowned Salvador Dali Museum and Chihuly collection. Downtown is thriving, with new restaurants and entertainment venues opening nearly weekly. The cost of living is affordable, and Florida does not have a state income tax.

St. Petersburg/Clearwater is known for its white sandy beaches, with two of the top ten beaches in the United States located in the region. With 35 miles of Florida beaches within a 10-15 minute drive from downtown, the area is known as a top tourist destination. St. Petersburg has full access to water sports and cultural activities in the Tampa Bay area.

Along with award-winning beautiful beaches, the area is known for professional sports, including football (NFL Tampa Bay Buccaneers), baseball (Tampa Bay Rays), and ice hockey (Tampa Bay Lightning), as well as professional soccer (Tampa Bay Rowdies). Within 20-25 minutes to Tampa International Airport, domestic and international travel is easily accessible.