



# Clinical Child/ Pediatric Psychology Fellowship





Mayo Clinic is a world-class academic medical center that is consistently recognized by U.S. News and World Report as one of America’s “Best Hospitals.”

Mayo Clinic is a nonprofit organization with approximately 4,200 physicians and scientists across all locations working in a collaborative environment that brings together the best in integrated patient care, groundbreaking research and innovative medical education.

Mayo Clinic’s multi-disciplinary group practice focuses on high quality, compassionate medical care with a primary value of “the needs of the patient come first”.

## PROGRAM OVERVIEW

The Mayo Clinic Clinical Child/Pediatric Psychology Postdoctoral Fellowship is a two-year program accredited by the APA-Commission on Accreditation. The program is well suited to learners seeking comprehensive and personalized training that aims to prepare them for the highest level of certification in the specialty of clinical child/pediatric psychology and for a trajectory of leadership in academic medical center settings.

Fellows’ training experiences are highly flexible to allow personalized training across clinical, research, educational, and other professional activities. Fellows typically engage in activities across clinical child and pediatric psychology, with integration of complex mental health and medical concerns frequently present in the practice. Personalized training plans and progress review are guided by specialty competencies as defined by Council of Specialties in Professional Psychology and the Clinical Child Psychology Specialty Council and the American Board of Clinical Child and Adolescent Psychology. As such, fellows’ training has both breadth and depth. In terms of breadth, fellows develop broad advanced-level competencies, facility with evidence-based practices across common psychiatric and health problems presenting in childhood and adolescence, and the ability to work with children and families facing complex, multi-diagnostic concerns. As for depth, fellows also develop expertise in an area of interest through targeted selection of clinical, research, and other professional activities.

### Areas of faculty expertise include:

- Intensive Group-Based Treatments (Whiteside, Biggs, Harbeck-Weber, Sim, Leffler)
- Anxiety Disorders and OCD (Whiteside, Biggs)
- Mood Disorders (Leffler)

- Chronic Pain and other Somatic Symptom Disorders (Harbeck-Weber, Sim, Hilliker, Biggs)
- Consultation-Liaison Services and Palliative Care (Hilliker, McCarthy)
- Health Promotion and Weight Management (Biggs)
- Psychiatric Inpatient Consultation (Leffler)
- Disordered Eating and Feeding-Related Concerns (Sim, Lebow, Hilliker)
- Coping with and Management of Chronic Illness and Treatment Demands (Hilliker, McCarthy)

## CREATION OF THE PERSONALIZED TRAINING PLAN

Incoming fellows spend the first few weeks of fellowship meeting with program faculty and shadowing the various services that make up available rotations. Fellows choose an outpatient therapy supervisor (one for each year of the fellowship) who serves as their primary clinical supervisor, as well as a lead research supervisor for the duration of fellowship (though opportunities exist to engage in collaborative research endeavors with multiple faculty). Fellows work with the specialty director, primary clinical supervisor, and primary research supervisor to develop their overarching training plan, which includes selection of rotations, types of outpatient therapy cases, research projects, and other professional activities linked to their training needs and interests. Fellows review their training plans with the program and specialty directors and their primary supervisor every 6 months. Training plans are flexible and responsive to fellows’ experience level and professional development needs.



While the fellowship is primarily clinical, inclusion of 30% protected time for supervised research makes it well-suited for rising professionals aspiring to integrate scholarly endeavors into their clinical practice. Clinical activities include carrying an ongoing outpatient therapy caseload (20% time) and rotations in specialty services (40% time). Fellows also have supervised opportunities to teach and provide umbrella supervision per their interests, coordinated through an ongoing seminar series dedicated to this purpose. Consistent with postdoctoral specialty training, fellows' training plans include at least 90% of activities within the clinical child/pediatric psychology specialty, with up to 10% time afforded for exposure to pediatric neuropsychology, adult health psychology, and other areas of fellow interest (e.g., Sleep Medicine, Transgender and Intersex Clinic, etc.). An important feature of our fellowship is that fellows' training activities truly prioritize their learning goals, as training activities are linked to faculty professional activities rather than productivity targets.

Please see the example training plans along the side panel to get a sense of how these various experiences can be combined to support individual training goals.

## **SUPERVISION, MENTORSHIP, AND LEARNING**

Each week, fellows engage in an hour of supervision with their primary clinical supervisor, focused largely on fellows' outpatient therapy caseload and professional development goals and associated activities. Fellows receive additional supervision from rotation faculty specific to the activities of each rotation. This is flexibly accomplished through multiple formats—observation, co-provision of services, case review, and discussion. Research supervision also occurs in multiple formats—face to face, email correspondence, and manuscript editing—at a frequency determined by the fellow-supervisor dyad and demands of projects. Faculty approach supervision and training from a developmental model. For many training experiences, fellows work alongside faculty as apprentice junior colleagues and transition from observing to co-facilitating to operating independently with supervision. Although fellows identify specific supervisors/mentors who most closely support their training path, fellows commonly find that program faculty, as a whole, are actively engaged in their training. Furthermore, fellows find that opportunities for learning and mentorship exist across interactions with the broader psychiatry and psychology faculty, as well as with faculty from other specialties (e.g., pediatrics, endocrinology, neurology, etc.).

The fellowship includes multiple seminars developed for and informed by psychology fellows, such as a child fellow-driven didactics series, interdisciplinary case conferences, and diversity and inclusion seminars and workshop. There are also countless educational opportunities across the institution.

In addition to formal training experiences and supervision, less formal learning and mentoring opportunities are abundant. For example, fellows have gained experience in program development by supporting faculty in revamping a clinical program, gained insight into interdisciplinary practice through observing team members and referring providers from other specialties, learned about the peer review process by co-reviewing journal submissions with faculty, and learned about grant writing through writing mentored proposals for departmental small grants or other awards.

Mayo Clinic has a history of strong support of learning and dissemination of clinical and scientific discovery. Consistent with this institutional commitment to learning, the fellowship provides generous support for fellows to attend and present at professional conferences and workshops.



## RESEARCH OPPORTUNITIES

Post-doctoral fellows have 30% protected time for research. Fellows are encouraged to complete an independent research project as well as participate with research teams throughout the division. Support is provided for poster and manuscript preparation and once a paper or poster is accepted, Mayo Clinic funds the resident's trip to the meeting for the presentation.

## EDUCATIONAL ACTIVITIES

### Child Psychology Didactics

The child psychology group meets for a rotating list of activities including outside speakers, case conferences, and journal club. Recent topics have included pediatric migraines, PCIT, and gender dysphoria.

### Integrative Case Conference

The child psychology and psychiatry trainees and select faculty meet monthly to discuss interesting and complex patients that have been seen recently in the department.

### Fellows' Seminar

All medical psychology fellows meet monthly for a discussion of psychology practice topics such as diversity, ethics, work-life balance, contracting, etc.

### Psychiatry Grand Rounds

In-depth subject reviews, current research, and case reviews are all examples of material regularly presented at this conference. This series provides access to notable psychiatrists and psychologists with national and international reputations for excellence. Many of these guests generously remain with us for the day to give seminars for the residents.

### Pediatric Grand Rounds

Nationally and internationally known physicians and other medical professionals, present reviews and scientific papers regarding scientific advances about specific diseases and treatment.

### Additional Educational Opportunities

A variety of additional rounds and seminars are offered including, medical grand rounds, grant-writing workshops, and diversity seminars.

## TRAVEL OPPORTUNITIES

Mayo School of Graduate Medical Education (MSGME) recognizes the importance of trainee participation in regional and national professional activities. Such participation develops the individual's professional competence, broadens knowledge, enhances the individual's and Mayo's reputation, and facilitates networking with other professionals.

**Attendance Travel:** Trainees are eligible for one trip during the course of their training program for attendance at a recognized society meeting, elective course, or workshop. Attendance trips are intended to introduce trainees to national experts and evolving concepts and technology at national society meetings, and provide an opportunity to network and make contacts outside the institution. Fellows have attended annual meetings of the American Psychological Association, Society of Pediatric Psychology, National Conference in Clinical Child Psychology mindfulness workshop and other national meetings.

**Presentation Travel:** Trips for presentation of work/research done at Mayo are in addition to an attendance trip. Fellows are also eligible to travel to present research/work done at Mayo Clinic.

## OUR FELLOWS

The fellowship includes ten fellows in the areas of clinical child/pediatric psychology, pediatric neuropsychology, clinical health psychology and neuropsychology. Three of the fellows are in the area of clinical child/pediatric.

After fellowship, our fellows typically are employed in academic medical centers, children's hospitals, universities, and interdisciplinary group practices. They typically choose positions where they are able to do a variety of activities including clinical work, research, education and administration.

## WORK/LIFE BALANCE

Mayo Clinic fellows and staff enjoy the advantages of working and living in southern Minnesota.

- Commutes are measured in minutes instead of hours
- Parking is plentiful and easy
- Cost of living is relatively low
- People are friendly
- People are tolerant
- Diversity is celebrated
- Excellent restaurants
- Outstanding schools and community family oriented activities
- Health care is world-class
- Easy access to additional cultural and entertainment opportunities in nearby Minneapolis/St. Paul.





# “The best interest of the patient is the only interest to be considered.”

– W.J. MAYO, M.D.

## **Jocelyn Lebow, Ph.D., ABPP, L.P.**

Dr. Lebow works with fellows in the Pediatric Integrated Behavioral Health (IBH) program. Her research interests include the development and implementation of novel population-based interventions and prevention programs for common child and adolescent mental health concerns. She also has a particular interest in child and adolescent eating disorders, particularly around leveraging primary care to improve early detection and access to treatment for these conditions. In addition to clinical work, opportunities for fellows within IBH include program development and evaluation of several ongoing pilot programs focused on early intervention for behavior problems in young children and adolescent depression.

## **Daniel Hilliker, Ph.D., ABPP, L.P.**

Dr. Hilliker connects with fellows during their rotation on the Pediatric Consult-Liaison

Service, within the Pediatric Behavioral Medicine Clinic, and as a primary supervisor for their ongoing outpatient therapy caseloads. His clinical interests include functional neurologic and GI disorders, pediatric feeding therapy, adjustment to persistent illness and treatment demands, and multi-specialty collaboration in complex medical care.

## **Cynthia Harbeck-Weber, Ph.D., ABPP, L.P.**

Dr. Harbeck-Weber welcomes fellows to work in all aspects of the Pediatric Pain Rehabilitation Center. Dr. Harbeck-Weber's clinical interests include helping pediatric patients with chronic pain, autonomic dysfunction and other chronic symptoms return to age-appropriate functioning. Her research interests mirror her clinical interests and include factors that increase disability from chronic pain and symptoms as well as factors that promote recovery. Dr. Harbeck-Weber and other

PPRC staff have numerous research projects in various phases for fellows to join and many fellows have assisted with or taken the lead on research projects at PPRC, including models that predict disability from chronic pain, neuro-cognitive functioning of patients with chronic pain or POTS, disordered eating in patients with chronic pain and POTS and improving biofeedback therapy for patients with chronic pain. Dr. Harbeck-Weber cofounded the Division 54 Pediatric Pain SIG and is happy to promote fellows' involvement in national chronic pain organizations and other professional activities such as manuscript reviews.

## **Sarah McCarthy, Ph.D., M.P.H., L.P.**

Dr. McCarthy supervises fellows on the Consultation/Liaison rotation and is also available for individual and research supervision. Her research if funded by PCORI and AHRQ and is focused on the development and implementation

# Contact Information

Mayo Clinic Medical Psychology  
Post-Doctoral Fellowship  
200 First Street SW  
Rochester MN 55905  
(507) 284-0325

**Amber Pearson**  
pearson.amber@mayo.edu  
Education Program Coordinator

**Kristen Vickers Douglas, Ph.D.**  
vickersdouglas.kristen@mayo.edu  
Medical Psychology  
Post-Doctoral Fellowship  
Training Director

**Bridget K. Biggs, Ph.D.**  
biggs.bridget@mayo.edu  
Clinical Child/Pediatric  
Psychology Specialty  
Track Director

**Office of Program Consultation  
and Accreditation**  
750 First St, NE  
Washington, DC 20002-4242  
Telephone: (202) 336-5979

of systematic distress screening programs for children with serious medical illnesses and their families. Fellows who are interested in pediatric psychology research are able to participate in a number of ways including analysis of existing data or the development of unique project. In addition, Dr. McCarthy is a member of the pediatric palliative care team and provides clinical services to this population. Specialized rotations with the pediatric palliative care team may be available based on fellow interest.

## **Stephen P. H. Whiteside, Ph.D., ABPP, L.P.**

Dr. Whiteside is excited to supervise and collaborate with fellows in the Pediatric Anxiety Disorders Clinic (PADC). Through the PADC, with an annual census of over 350 patients per year, fellows have extensive opportunities to develop expertise in childhood anxiety disorders through direct clinical care and research. His clinical activities and research focus on improving the effectiveness, efficiency, and availability of evidence-based treatment for childhood mental health disorders. To increase access to care Dr. Whiteside developed a 5-day intensive treatment program and Mayo Clinic Anxiety Coach, an integrated mobile device and web-based application to aide in the delivery of treatment. Dr. Whiteside's work has been supported by 16 internal and external grants including six funded by the National Institutes for Health and two from the Mayo Clinic Center for Innovation. Fellows working with Dr. Whiteside have ample opportunities for co-authoring manuscripts and presentations, contributing to grants, and learning about integration of science, practice, technology, and intervention innovation to advance the treatment of pediatric anxiety disorders and OCD.

## **Leslie Sim, Ph.D., ABPP, L.P.**

Dr. Sim enjoys collaborating with and supervising fellows in the Pediatric Pain Rehabilitation Center Program. Dr. Sim's clinical interests include working with adolescents and their families to help them return to age appropriate functioning, as well as a special focus on assessment and treatment of disordered eating and eating disorders in adolescents with chronic pain. Dr. Sim's research interests focus on predictors of outcome in adolescents with high impact chronic pain. In addition, Dr. Sim's research has focused on eating disorders in atypical populations including adolescents with premorbid obesity, those with chronic pain, and adolescents presenting to primary care. Fellows working with Dr. Sim have opportunities to co-author manuscripts, submit abstracts for presentations at national and international meetings, and contribute to grant submissions. Fellows may also join Dr. Sim in activities related to peer review and editorial board service.

## **Jarrold M. Leffler, Ph.D., ABPP, L.P.**

Dr. Leffler is enthusiastic about training and enjoys mentoring and supervising fellows in the Pediatric Mood Disorders Clinic (inclusive of intensive outpatient treatment programming), the Psychiatric Inpatient Consultation Service, and Complex Diagnostic Assessment Rotation. Fellows have the opportunity to engage in research with him related to program development, implementation, and evaluation; mood disorders; acute and intensive levels of care; utilization of technology in treatment; and training. Dr. Leffler is engaged in several national professional activities. He is also active with the National Network of Depression Centers (NNDC). He has served two terms as president of the American Board of Clinical Child and Adolescent Psychology

(ABCCAP) and remains active with this board as well as with the American Board of Professional Psychology (ABPP). He is involved with the American Psychological Association (APA) Division 53 the Society of Clinical Child and Adolescent Psychology (SCCAP). Dr. Leffler has co-developed and co-founded the Acute, Intensive, and Residential Service (AIRS) Special Interest Group of SCCAP. He is active in developing competency and training guidelines for the APA Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP) to facilitate the recognition of the Clinical Child and Adolescent Psychology Specialty Council.

## **Bridget Biggs, Ph.D., ABPP, L.P.**

Dr. Biggs enjoys supervising fellows in the Behavioral Weight Management Rotation, the Pediatric Anxiety Disorders Clinic, and Pediatric Behavior Medicine Clinic. She is also available for individual and research supervision. Her research interests include delivery and evaluation of behavioral interventions, social and relational aspects of health and emotional wellbeing, and use of technology to facilitate delivery of behavioral interventions. She welcomes fellow involvement on active projects and analysis of existing data including use of virtual reality in exposure therapy, evaluation of a health promotion intervention for adolescents with obesity and their parents delivered via group telehealth visits, motivation and social support related to health behavior change among adolescents, and quality of peer relationships and social skills related to anxiety symptoms among adolescents. Fellows may also wish to join Dr. Biggs in professional activities such as peer review.





