



Where the world comes for answers

Center for Neuropsychology



Postdoctoral Residency in Pediatric Neuropsychology



HARVARD MEDICAL SCHOOL
TEACHING HOSPITAL

Postdoctoral Residency in Neuropsychology

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Application deadline: December 14, 2022
Start date: *September 1, 2023*

Center for Neuropsychology

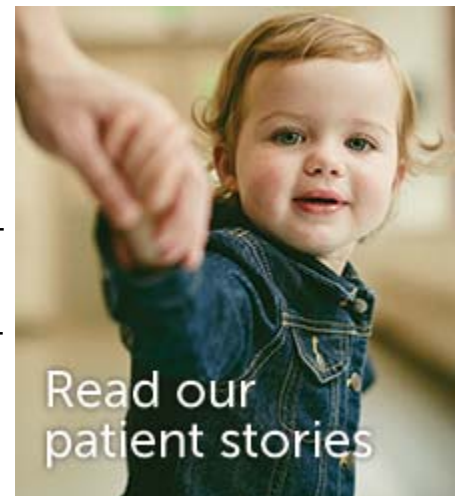
Neuropsychology services at Boston Children's Hospital have been provided for more than forty years, developing from collaborations among the Departments of Psychiatry & Behavioral Sciences, Neurology, and Neurosurgery. These services were developed to meet the growing demand for more sophisticated assessments of children with known or suspected central nervous system injury or dysfunction. The Center for Neuropsychology currently brings together neuropsychology faculty from the Departments of Psychiatry, Neurology, Plastic Surgery, and Otolaryngology. The activities of the Center encompass clinical services, research, education/training, and advocacy in pediatric neuropsychology at Boston Children's Hospital. The work of the center is grounded in an innovative model of understanding brain-behavior relationships in the developing child. The theoretical framework is developmental – emphasizing the role of experience in building and sculpting the brain, the importance of context and relationships in providing critical experiences, the dynamic (interacting, re-organizing) nature of the brain's transactions with context, and the need to understand the processes involved in developmental trajectories and neurobehavioral outcomes.

Clinical and research efforts involve relationships with the Dana-Farber Cancer Institute, the Spina Bifida Center, the Division of Epilepsy and Neurophysiology, Neuroimmunology and Demyelinating and Related Disorders, Stroke and Cerebrovascular Center, Craniofacial Program, Deaf and Hard of Hearing Program, Infectious Disease, Inflammatory Bowel Disease Center, the Brain Injury Center, Neuroradiology, and Neurosurgery.

The Center for Neuropsychology at Boston Children's Hospital is committed to creating and providing a safe, supportive and inclusive learning environment to train competent, ethical, and culturally sensitive pediatric neuropsychologists who provide the highest quality of care to every patient and value scholarly inquiry, critical thinking and lifelong learning. We utilize the neurodevelopmental systems approach to guide fellows in creating comprehensive and personalized treatment plans for patients with a range of medical, neurological and developmental disorders, while taking into account individual and cultural diversity that includes, but is not limited to, age, race, ethnicity, sex, gender identity, sexual orientation, socioeconomic status, nationality, immigration status, ability and disability, physical characteristics, and, religious belief. We are committed to fostering an inclusive and supportive environment for both training and clinical care.

Boston Children's Hospital

Boston Children's Hospital is a private, non-profit pediatric teaching hospital affiliated with Harvard Medical School. The mission of the hospital is to provide the highest quality health care, be the leading source of research and discovery, educate the next generation of leaders in child health and enhance the health and well-being of the children and families in our local community. Boston Children's is ranked the number one pediatric hospital in the nation by U.S. News and World Report and ranks #1 in more specialties than any other pediatric hospital. It is home to the world's largest pediatric research enterprise, and it is the leading recipient of pediatric research funding from the National Institutes of Health. It is the primary pediatric teaching hospital for Harvard Medical School. Boston Children's treats more children with rare diseases and complex conditions than any other hospital. Children's records approximately 25,000 inpatient admissions each year, and our more than 258 specialized clinical programs schedule more than 770,000 patient visits annually. Facts about Boston Children's and the hospital mission are available at www.childrenshospital.org.



Boston Children's is dedicated to creating a culture where all patients, families, clinicians, researchers, staff, and communities feel empowered and supported. We are committed to working together to support health equity and promote anti-racist practices. We hold ourselves to the highest values of respect, inclusivity, teamwork, and kindness to provide patients, families, and each other with an experience equal or better than the care we deliver.

The Boston Children's Neuroscience Program provides comprehensive, condition-specific care from a team of clinicians led by internationally known pediatric neurologists, neurosurgeons, psychiatrists and neuropsychologists. Children and teens with complex conditions involving the brain—such as epilepsy, brain tumors, brain injury, stroke, and vascular malformations—need a specialized team behind every treatment decision. Our multidisciplinary treatment centers combine the collective expertise of pediatric neurologists, neurosurgeons, neuroradiologists, oncologists, hematologists, psychiatrists, neuropsychologists, neurophysiologists, neurosciences nurses, rehabilitation specialists, and education and support specialists, to deliver the best outcomes and quality of life.

Boston Children's Hospital serves a widely diverse community. Integration of issues of diversity, inclusivity, intersectionality, and cultural identities is critical for quality care and is actively incorporated into clinical, research, and advocacy activities in the Center for Neuropsychology. Many of our interdisciplinary centers provide care not only for patients from the greater Boston area, but also for patients throughout the US and across the world. Patients seeking care thus come from a broad range of ethnic, socio-economic and language backgrounds. To provide equitable and appropriate care, neuropsychology clinicians (including fellows) work collaboratively with BCH Interpreter Services and Global Services. Further, our neuropsychology faculty has interests and experience in international settings (West Indies, Africa, Latin America) in service delivery, research and psychological instrument development.

Postdoctoral Residency in Pediatric Neuropsychology

The Center for Neuropsychology offers a two-year, full-time fellowship which provides training in clinical neuropsychological assessment of children and clinical research in epilepsy, neuro-oncology, leukemia, learning disabilities/disorders, genetic disorders, spina bifida, craniofacial disorders, brain injuries, stroke and cerebrovascular disorders, and demyelinating disorders. The program is designed to conform to Houston Conference guidelines for training in neuropsychology and prepares candidates for board certification in clinical neuropsychology through ABPP/ABCN. The goal of our program is to prepare for independent specialty practice in pediatric neuropsychology.

Overall Program Goals

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

Clinical Activities

Postdoctoral fellows are involved in direct clinical service in the Center for Neuropsychology for approximately 50% of their time. Clinical service time is divided between specialized programs and general outpatient services. All fellows complete required core rotations and clinical time is typically allocated to two services at one time, except for Brain Injury Center inpatient consultations which fellows provide throughout the two years. Learning Disabilities Clinic and Psychology Intern Supervision are generally second year placements. In addition, elective experiences are available to work with different clinical populations and faculty members in their respective centers. Fellows may select one or two electives, contingent upon completion of core rotations and training goals. Core rotations change every six months; electives are shorter in duration. Fellows have the opportunity to work with different faculty members over the course of their training.

Fellows receive training in comprehensive neuropsychological evaluations with a range of children and young adults with medical, neurological and developmental conditions and disorders. Supervision in the planning of the evaluation, in test administration, in observation techniques, and in analysis/formulation and report preparation is provided by staff neuropsychologists. Targeted assessments and consultations are provided for specific populations in the inpatient and outpatient setting. Advanced consultation skills are developed in interdisciplinary team settings.

Fellows have opportunity to gain culturally-specific knowledge and skills by providing neuropsychology services in community and international service learning projects. Fellows can also gain experience in assessment of bilingual or non-English speaking patients through work with BCH Interpreter Services. More specialized training and supervision in working with Spanish-speaking populations can be provided by our two Latinx neuropsychologists.

Core Rotations

General outpatient service: The Neuropsychology Program provides evaluation of children/adolescents with medical or neurological illnesses affecting the brain and development. Postdoctoral fellows perform general outpatient evaluations for a range of neurological/medical conditions including spina bifida, childhood leukemia and other non-CNS neoplasms, genetic disorders, sickle cell disease, cardiovascular disorders, metabolic disorders, organ transplants, and neurosurgical interventions, among others. Supervisor: Celiane Rey-Casserly, PhD, ABPP-CN; Jennifer Queally, PhD

Epilepsy Center: Fellows assigned to the Epilepsy Center are responsible for evaluating children undergoing multi-disciplinary work-ups for epilepsy surgery. Rotation involves consultation, assessment, and participation in multi-disciplinary team. Fellows present their findings at the weekly Epilepsy Neurosurgery Rounds. Fellows are also involved in post-surgical evaluations, providing feedback to the medical team, parents and schools. Goals of this rotation include expanding knowledge base in the area of pediatric epilepsy, providing timely and tailored evaluations and consultations to the medical team, and developing consultation and communication skills in a fast-paced medical environment. Opportunities for participating in clinical fMRI, Wada procedures and cortical mapping are available. Second year fellows can attend Neurology Chief's Rounds and Neuropathology Rounds. Supervisors: Katrina Boyer, PhD, ABPP-CN, Clemente Vega, PsyD, ABPP-CN, and Alyssa Ailion, PhD.



Neuro-oncology: Fellows assigned to Neuro-oncology perform neuropsychological evaluations with children followed in the Dana-Farber Cancer Institute Brain Tumor Program. Responsibilities also include participation in weekly multi-disciplinary case conferences and clinics as well as consultation with treatment teams. Fellows will work closely with clinicians from the School Liaison Program at the Dana-Farber Cancer Institute in the management of patients. Opportunities for developing school consultation skills through school observations and educational team meetings are available. Goals for the rotation include expanding knowledge of brain-behavior relationships, medical issues, and intervention management relevant in children with brain tumors, refining neuropsychological assessment and formulation skills, and development of multi-disciplinary consultation skills. Supervisors: Tanya Diver, PhD and Celiane Rey-Casserly, PhD, ABPP-CN

Learning Disabilities Program: Fellows function as members of an inter-disciplinary team providing comprehensive assessments of children with learning disorders. Fellows work with a team of neurologists, clinical psychologists, speech/language pathologists, reading specialists, and math specialists. Rotation includes evaluation, consultation, supervision, and participation in team deliberations. Goals for the rotation include increased familiarity with a range of learning disorders, gaining a deeper appreciation of academic skills in children and their assessment, appreciation of school processes and special education, development of tailored evaluation techniques, and refinement of consultation skills within an inter-disciplinary team setting. Supervisors: Deborah Waber, PhD

Brain Injury Center: The Brain Injury Center cares for children from birth through young adulthood with a history of acquired head or spinal cord injury. The goal of the program is to provide the best care practices for the entire spectrum from prevention through long-term follow-up. As a part of the Center, fellows perform inpatient consultations for children admitted to the hospital with traumatic brain injury (TBI). Outpatient experience includes neuropsychological consultation and targeted or comprehensive assessment of patients with mild to severe TBI. In addition, fellows perform neuropsychological consultation within a monthly multi-disciplinary clinic to assist a team of providers from neurology, sports medicine, otolaryngology, ophthalmology, and physical therapy in developing a comprehensive plan of care for children and young adults with persistent post-concussion symptoms. The Center is also involved in ongoing follow-up, educational, prevention, and program evaluation activities. Supervisor: Alex Taylor, PsyD, ABPP-CN

Elective Experiences

Spina Bifida Center: Fellows will have an opportunity to specialize in neurodevelopmental disorders during this outpatient rotation. They will be scheduled with approximately one spina bifida patient per week to complete comprehensive neuropsychological evaluations or more targeted assessments, allowing access to patients with varied functioning levels between the ages of 3 to 25. Fellows will also have the opportunity to attend our weekly clinic and case conference. This multidisciplinary clinic includes three surgical services, complex care pediatrics, and a variety of other specialists (e.g., nursing, GI, nutrition, renal, etc.); consultations focus on brief interventions and recommendations around the effects of their neurodevelopmental disorder as well as work on transition to adulthood. The weekly clinic conference includes monthly consultation with the Child Protection team around a variety of issues. Supervisor: Jennifer Queally, PhD

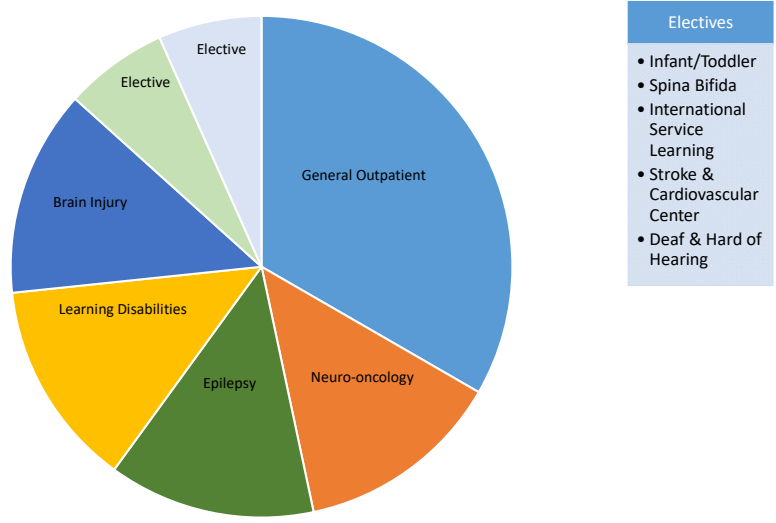
Stroke and Cerebrovascular Center: The Stroke and Cerebrovascular Center is one of few centers in the U.S. providing comprehensive care for stroke and cerebrovascular disorders in newborns through young adults. The center draws from expertise in Neurology, Neuropsychology, Hematology, Neurosurgery, Neuroradiology, Interventional Radiology, Physiatry, Physical and Occupational Therapy. Fellows conduct comprehensive outpatient evaluations of children with a range of disorders (i.e. ischemic and hemorrhagic stroke, perinatal injury, moyamoya, inflammatory neurovascular conditions), with ample opportunity for preschool assessment, treatment planning with rehabilitative services, and work with non-English speaking families. Fellows participate in inpatient screening of acute stroke patients, and pre-and post-surgical evaluations for moyamoya surgery with the goal to develop diagnostic and treatment planning skills within the medical consultation model. Fellows also attend weekly Neuroradiology conferences and can observe Multidisciplinary Stroke Clinic. Supervisor: Christine Mrakotsky, PhD

Infant/Toddler Assessment: Fellows will see infants and toddlers born with spina bifida for developmental assessments at 6, 12, 18, and 24 months. The goals of the follow up are to monitor patients for changes in functioning that may be related to the development of hydrocephalus and provide recommendations for supporting development. Goals are to learn infant and toddler assessment measures, develop skills to evaluate small children, achieve an understanding of early developmental milestones, and provide immediate feedback and recommendations to families and the clinical team. Patients are seen two Fridays a month on the Waltham campus. Supervisor: Jennifer Queally, PhD

International Service Learning: The Service Learning Program (SLP) in Trinidad and Tobago is a program of the Cotton Tree Foundation, a non-governmental organization that serves an under-resourced community in the Port-of-Spain area. This is a one-week (plus weekends) opportunity. Fellows travel to Trinidad in October or June to provide developmental screenings of preschoolers or in January or May (varies by year) to conduct psychoeducational evaluations of school-age children. Fellows provide both direct clinical services and supervision of graduate students (both North American and local) and/or local early career psychologists. They have the opportunity to see the country, taste the food, participate in local activities, and learn from local professionals. Supervisors: Jane Holmes Bernstein, PhD, Ferne Pinard, PhD

Deaf and Hard of Hearing Program: Fellows have the opportunity to participate in clinical activities in the Deaf and Hard of Hearing Program (DHHP), which is an interdisciplinary team of neuropsychology/psychology, speech-language pathology (SLP), and audiology. The DHHP is part of the cochlear implant (CI) program and works closely with surgeons in Otolaryngology. The DHHP also runs an Autism clinic with the Developmental Medicine Center (DMC). Experiences in DHHP include comprehensive outpatient evaluations of children with reduced hearing, participation in pre-and post-surgical evaluations for bilateral and unilateral CI, interdisciplinary evaluations with SLP and DMC in identifying diagnoses of Autism Spectrum Disorder in children with reduced hearing, and opportunities for attendance at CI rounds and DHHP Lunch and Learn seminars. Supervisor: Rachel Landsman, PsyD

Distribution of Training Experiences
Core Rotations and Electives



Training in Supervision and Teaching

Neuropsychology Intern Clinic: Neuropsychology fellows develop supervision and teaching skills in neuropsychology by supervising psychology interns in their neuropsychology assessment rotation. Fellows work closely with neuropsychology faculty to develop supervision, leadership, and clinic management skills. Supervisors: Sophie Foss, PhD, Ferne Pignard, PhD, and Celiane Rey-Casserly, PhD, ABPP-CN.

Teaching Opportunities: Neuropsychology fellows teach in our Neuropsychology Seminar, in the Longwood Neuropsychology Seminar, and in didactic seminars for other disciplines. In the second year, they present a formal practice sample to the faculty.

Sample Schedules

Sample First Year Schedule-Epilepsy				
Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> Epilepsy Neurosurgery Rounds Neuropsychology Seminar Neuropsychology Didactics: Neuroanatomy, Advanced Clinical Analysis, Research Seminar, Fact-Finding, Professional Issues 	<ul style="list-style-type: none"> Research 	<ul style="list-style-type: none"> Epilepsy evaluation session Epilepsy supervision 	<ul style="list-style-type: none"> Longwood Neuropsychology Seminar and Case conference General outpatient evaluation 	<ul style="list-style-type: none"> Epilepsy presurgical evaluation Epilepsy Seminar
On call for inpatient brain injury consults ~2 days/week				

Sample Second Year Schedule-Learning Disabilities				
Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> General outpatient evaluation session Neuropsychology Seminar Neuropsychology Didactics: Neuroanatomy, Advanced Clinical Analysis, Research Seminar, Fact-Finding, Professional Issues 	<ul style="list-style-type: none"> Psychology Intern Clinic supervision of interns 	<ul style="list-style-type: none"> Psychiatry Grand Rounds (2x month) Supervision general outpatient 	<ul style="list-style-type: none"> Learning Disabilities Clinic evaluations Supervision learning disabilities Learning Disabilities Program Case Conference 	<ul style="list-style-type: none"> Research Epilepsy Seminar
On call for inpatient brain injury consults ~2 days/week				

Sample First or Second Year Schedule-Neuro-Oncology				
Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> Brain tumor evaluation Neuropsychology Seminar Outpatient supervision Neuropsychology Didactics: Neuroanatomy, Advanced Clinical Analysis, Research, Fact-Finding, Professional Issues 	<ul style="list-style-type: none"> Research 	<ul style="list-style-type: none"> Psychiatry Grand Rounds (2x month) Brain tumor supervision Brain Tumor Clinic conference Brain Tumor Clinic consults 	<ul style="list-style-type: none"> Brain Tumor Empower Clinic 	<ul style="list-style-type: none"> Epilepsy Seminar
On call for inpatient brain injury consults ~2 days/week				

Research Activities

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

Didactic Seminars

Fellows attend seminars focusing on clinical, academic/research, and professional issues. The Neuropsychology Seminar is coordinated by Center for Neuropsychology faculty. Clinical topics covered include: theoretical bases of assessment; diagnostic methodology; selection, administration and interpretation of tests/ tasks/techniques; communication of findings, written (chart notes, consults, formal reports) and oral (feedback sessions); integration of issues of diversity and culture; strategies for intervention and management; consultation in medical multidisciplinary clinics and with outside professionals. The seminar covers a range of disorders seen in pediatric neuropsychology. Brain behavior relationships in children, learning disorders, developmental neuropathology, cultural and ethical concerns, clinical research design, and professional issues are discussed in detail throughout the year. Didactics for fellows also include small group functional neuroanatomy tutorial, professional issues, fact-finding and research seminar. Fellows also attend the Longwood Area Neuropsychology Seminar and BCH Mind-Brain Seminars. Fellows may attend Boston Children's Neurology, Neurosurgery, and Psychiatry Rounds and are expected to participate in the many conferences and seminars offered in the hospital, Harvard Medical School, and local institutions.

Supervision

Supervision is provided by the faculty in the Center for Neuropsychology and involves in vivo observation as well as one-to-one meetings. Fellows receive a minimum of three hours of supervision per week and have the opportunity to work with several different supervisors over the course of their training. Group supervision experiences are also provided to address clinical analysis skills, professional development, and preparation for board certification. At the beginning of the training year, and on a regular basis thereafter, the fellow's training needs are reviewed and discussed. Arrangements are made to provide appropriate didactic experiences to meet educational needs. Participation in other clinics in the hospital to obtain specialized training in specific areas can be arranged on an individual basis with the postdoctoral fellow. Progress, competencies, and training goals are discussed and evaluated on a regular basis.

Center Meetings

All fellows and faculty attend Center-wide meetings. These meetings offer an opportunity for fellows and faculty to discuss current topics surrounding clinical, operational, educational, professional and social activities of the Center. Fellows also participate alongside faculty in workgroups dedicated to various topics related to equity and inclusion, professional development, and workplace culture within the Center for Neuropsychology. The current workgroups include the Diversity, Equity and Inclusion Workgroup, Recruitment and Retention Workgroup, and Social Committee.

Training Outcomes

Graduates of our program obtain positions in clinical service, research, and teaching. Many of our current leaders in pediatric neuropsychology have trained at Boston Children's Hospital. Our follow-up data on all of our graduates show that 57% of our graduates go on to initial positions in medical centers/hospitals, 27% independent practice, and 7% academic teaching. In 1996, our program moved to a 2 year model of training. Graduates completing the current two year program primarily obtained positions in medical center/hospital settings (72%) with 20% going into independent practice settings. Program graduates consistently rate quality of supervision, whole child perspective, and range of training opportunities very highly.

POSITIONS

The Center for Neuropsychology, Boston Children's Hospital is offering two postdoctoral fellowship position in Neuropsychology for the 2023-2025 training period. This is a TWO-YEAR, FULL-TIME training experience (at least 2000 hours per year). The fellow's time is divided between clinical service delivery in the Center, didactics, and research activities. The stipend is \$64,583. Benefits include medical/dental insurance, 20 vacation/professional leave days, and 10 hospital holidays yearly. Travel support is available for conference participation for fellows presenting research. Fellows receive an academic appointment as Clinical Fellow in Psychology at the Harvard Medical School and have access to resources through the medical school. The Boston Children's Hospital Postdoctoral Residency in Neuropsychology Program is a member of the Association of Postdoctoral Programs in Clinical Neuropsychology (APPCN), the standards, procedures and mission of which it endorses.

QUALIFICATIONS

The successful applicant will have a PhD or PsyD in clinical, counseling, or school psychology from an APA/CPA accredited doctoral program and have completed a psychology internship in an APA/CPA accredited program. In addition to these general requirements, all applicants must present evidence of substantial clinical experience with children, including use and interpretation of basic psychological tests, of course work in physiological psychology, neuroanatomy, and neuropsychology, of training and competence in addressing issues of diversity and individual differences, and of a commitment to clinical research. Please include a list of relevant courses (title, instructor, location, year) and representative publications or published abstracts with application. Boston Children's Hospital is an Affirmative Action/Equal Opportunity Employer. Qualified applicants will receive consideration for employment without regard to their race, color, religion, national origin, sex, sexual orientation, gender identity, protected veteran status or disability. We place a strong emphasis on the values of equality, diversity, and compassion. The starting date for the fellowship is September 1, 2023.

APPLICATION PROCEDURES

Interested candidates are asked to forward the following materials via email to Ms. Courtney Kellogg, courtney.kellogg@childrens.harvard.edu

- Letter of interest
- Application information sheet
- Curriculum vitae
- Certified transcript of all doctoral work
- Copies of two de-identified neuropsychological evaluation reports
- Three letters of reference
- APPCN Doctoral Training Verification Form

Please contact Ms. Courtney Kellogg, 617 355-4563, courtney.kellogg@childrens.harvard.edu to obtain more information. Please submit application materials electronically to Ms. Kellogg. Letters of reference can be sent by email to Dr. Rey-Casserly. *Early application is encouraged.*

For further information contact Celiane Rey-Casserly, PhD, ABPP-CN, Director, Center for Neuropsychology, 617 355-6708; fax 617 730-0319; celiane.rey-casserly@childrens.harvard.edu

The Boston Children's Hospital Neuropsychology Postdoctoral Training Program is a member of the Association of Postdoctoral Programs in Clinical Neuropsychology and participates in the Resident Matching Program administered by the National Matching Service. Information about the APPCN Resident Matching Program is available at www.natmatch.com/appcnmat. Instructions about the match and a copy of the Applicant Agreement form required to register for the match are available at this web site. APPCN member programs expect applicants to have completed all requirements for the doctoral degree prior to beginning a postdoctoral residency. All registered applicants in the APPCN Match should download the Doctoral Training Verification Form from the APPCN web site (www.appcn.org) and have the form completed by their dissertation advisor or Director of Clinical Training. This form should be submitted with application materials. Only those applicants who register for and participate in the Match can be matched to our program. Further information is available on the APPCN Web Site www.appcn.org. Our program code number is 9673

INTERVIEWS: Interviews with competitive candidates will be conducted virtually via Zoom on two interview days in January 2023. Opportunities for open virtual session with current neuropsychology fellows will be arranged.

Center for Neuropsychology Faculty

Celiane Rey-Casserly, Ph.D., ABPP-CN

Director, Center for Neuropsychology

Assistant Professor of Psychology, Department of Psychiatry, Harvard Medical School

Interests: neurobehavioral outcomes in childhood brain tumors; neuropsychological profiles in neurofibromatosis-1; long-term outcomes in childhood medical disorders; education and training in professional psychology and clinical neuropsychology; neuropsychological assessment of Latinx children

Alyssa Ailion, PhD

Instructor in Psychology, Department of Psychiatry, Harvard Medical School

Interests: Epilepsy, neurosurgical neuropsychology, language development, plasticity, brain imaging, structural and functional connectivity, and measure/methods development

Jane Holmes Bernstein, PhD

Associate Professor of Psychology, Department of Psychiatry, Harvard Medical School

Interests: models of pediatric neuropsychological assessment; neuropsychological development in early childhood; service learning development in international settings

Katrina Boyer, PhD, ABPP-CN

Director, Neuropsychology of Epilepsy Program

Assistant Professor of Psychology, Department of Psychiatry, Harvard Medical School

Interests: neurodevelopmental aspects of pediatric epilepsy; assessment and prevention of psychiatric co-morbidities in childhood epilepsy

Tanya Diver, PhD

Instructor in Psychology, Department of Psychiatry, Harvard Medical School

Interests: neurobehavioral outcomes in childhood brain tumors; social development in childhood brain tumors

Peter Isquith, PhD

Instructor in Psychology, Department of Psychiatry, Harvard Medical School

Interests: development and disorders of self-regulation across the lifespan; clinical specialty in working with Deaf and hard of hearing individuals; international assessment for child development and support

Rachel Landsman, PsyD

Instructor in Psychology, Department of Psychiatry, Harvard Medical School

Interests: neuropsychological and psychosocial impact of hearing loss (including hearing loss at birth and hearing loss due to medical histories); clinical specialty in working with Deaf and hard of hearing individuals; pre and post-surgical Cochlear Implant evaluations

Christine Mrakotsky, PhD

Assistant Professor of Psychology, Department of Psychiatry, Harvard Medical School

Interests: pediatric stroke and cerebrovascular disorders; plasticity after perinatal injury; brain-immune and brain-gut function, microbiome, neurodevelopment in pediatric inflammatory disease; neuroimaging

Jennifer Turek Queally, PhD

Assistant Professor of Psychology, Department of Psychiatry, Harvard Medical School

Interests: infant development; spina bifida, adolescent transition to adulthood in chronic medical conditions; professional psychology training; development of self-regulation skills in childhood

Alex Taylor, PsyD, ABPP-CN

Director of Neuropsychology, Brain Injury Center

Assistant Professor of Psychology, Department of Psychiatry, Harvard Medical School

Interests: acquired brain injury, mild traumatic brain injury (mTBI), sports related concussion

Clemente Vega, PsyD, ABPP-CN

Instructor in Psychology, Department of Psychiatry, Harvard Medical School

Interests: language and memory outcomes following epilepsy surgery; brain mapping in epilepsy conditions; assessment of Spanish English bilingual children

Deborah Waber, PhD

Director, Learning Disabilities Program

Professor of Psychology, Department of Psychiatry, Harvard Medical School

Interests: normative brain and behavioral development, developmentally based disabilities, especially learning disabilities, and pediatric conditions that affect brain development.

Selected Neuropsychology Faculty Publications

Ailion, A. S., Hortman, K., & King, T. Z. (2017). Childhood brain tumors: A systematic review of the structural neuroimaging literature. *Neuropsychology Review*, 27(3), 220–244. <https://doi.org/10.1007/s11065-017-9352-6>

Ailion, A. S., King, T. Z., Wang, L., Fox, M. E., Mao, H., Morris, R. M., & Crosson, B. (2016). Cerebellar atrophy in adult survivors of childhood cerebellar tumor. *Journal of the International Neuropsychological Society*, 22(5), 501–511. <https://doi.org/10.1017/S1355617716000138>

Ailion, AS, You, X, Mbwana, JS, Fanto, EJ, Krishnamurthy, M, Vaidya, C J, Sepeta, LN, Gaillard, WD, Berl, MM. Functional Connectivity as a Potential Mechanism for Language Plasticity. *Neurology*. 2022 January;98(3):e249-e259. doi: 10.1212/WNL.00000000000013071.

Ailion, A. S., King, T. Z., Roberts, S. R., Tang, B., Turner, J. A., Conway, C. M., & Crosson, B. (2020). Double dissociation of auditory attention span and visual attention in long-term survivors of childhood cerebellar tumor: A deterministic tractography study of the cerebellar-frontal and the superior longitudinal fasciculus pathways. *Journal of the International Neuropsychological Society*. <https://doi.org/10.1017/S1355617720000417>

American Psychological Association*. (2015). Guidelines for clinical supervision in health service psychology (Guidelines authored by the APA Board of Educational Affairs Task Force on Supervision Guidelines: Carol Falender, Beth Doll, Michael Ellis, Rodney K. Goodyear, Nadine Kaslow, Stephen McCutcheon, Marie Miville, **Celiane Rey-Casserly**, and Catherine Grus.) *American Psychologist*.

Baron IS, & **Rey-Casserly C.** (2010). Extremely preterm birth outcome: a review of four decades of cognitive research. *Neuropsychology Review*, 20(4), 430-452.

Baron, IS, & **Rey-Casserly, C.** (Eds.) (2013). *Pediatric Neuropsychology: Medical Advances and Lifespan Outcomes*. Oxford University Press.

Blackwell, L.S., Robinson, A, Proctor, M.R., & **Taylor, A.M.** (2017). Same care, different populations: Return-to-learn practices following concussion in primary and secondary schools. *Journal of Child Neurology*, 32(3):327-333.

Bearden, DJ, **Waber, DP**, Schreiber, JE, **Mrakotsky, C.** (2020). Functional abdominal pain symptom severity: Associations between cognition and emotion in a pediatric sample. *Applied Neuropsychology Child*, doi: 10.1080/21622965.2020.175810

Bernstein JH. (2013). Process analysis in the assessment of children. In L Ashendorf, D Libon (eds.). *The Boston Process Approach to Neuropsychological Assessment*. New York: Oxford University Press. 2013 pp.300-313.

Bernstein JH, Waber DP. (2018). Executive capacities from a developmental perspective. In L Meltzer (ed.), *Understanding executive function: implications and opportunities for the classroom*, 2nd edition. New York, NY: Guilford Press, pp. 57-81.

Bernstein JH, Cassidy AR. (2022). From knowledge base to clinical case. In Beauchamp, M.H., Peterson, R.L., Ris, M. D., Taylor, H. G., & Yeates, K.O. *Pediatric Neuropsychology: Research, Theory and Practice, Third Edition*. New York: Guilford Press.

Boyer, K. (2019). Preoperative neuropsychological and cognitive assessment. In: Cataltepe, O. Jallo, G., editors. *Pediatric Epilepsy Surgery: Preoperative Assessment and Surgical Treatment*, 2nd Ed. New York: Thieme.

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