



Doctoral Internship Training Program in
CLINICAL PSYCHOLOGY

2027-2028



Children's National

Doctoral Internship Training Program in CLINICAL PSYCHOLOGY

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Children’s National offers a comprehensive internship program in child clinical and pediatric psychology to doctoral students in psychology. The internship program provides extensive training in the many roles and functions psychologists play in healthcare today. The intended result of this training is a broadly experienced child clinical/pediatric psychologist who can succeed in a variety of settings, including hospitals, clinics, universities or the broader community and with a variety of patient populations. The program strives to develop psychologists committed to enhancing access to healthcare and advocating on behalf of the patients, families, and communities they serve. The APA-accredited internship at Children’s National offers a *Major Area of Study* in which 100% of the interns’ time is dedicated to training in clinical child/adolescent psychology and pediatric psychology, including didactics and clinical experiences. The internship is fully accredited by the American Psychological Association, initially earning accreditation in 1970 (American Psychological Association Office of Program Consultation and Accreditation; accreditation.apa.org;

apaaccred@apa.org; (202) 336-5979). The Division of Psychology and Behavioral Health at Children’s National is committed to improving the lives of children, adolescents, young adults and families through the provision of world class behavioral health care. Through respectful, culturally sensitive, and evidenced-based direct care we strive towards supporting youth and their families in the process of healing and maintaining overall wellness. Further, our faculty members are dedicated to serving the behavioral health needs of the larger community including efforts in clinically relevant child health research, advocacy, and training the next generation of psychology providers.

THE INSTITUTION

Children’s National is a non-profit institution incorporated in 1870. The mission of Children’s National is to be preeminent in providing pediatric healthcare services that enhance the health and well-being of children regionally, nationally, and internationally.

Children's National is ranked the # 1 pediatric hospital in our region and one of the top 10 pediatric hospitals in the country by U.S. News & World Report. Through leadership and innovation, Children’s National strives to create solutions to pediatric healthcare problems and promote health equity. Children’s National works to create a culture that leverages our differences to achieve excellence. We promote and practice compassion, commitment and connection in order to create strong partnerships with the community, our staff members, our patients and their families. Children’s National serves a diverse range of patients locally, nationally, and internationally.

The main hospital on the Sheikh Zayed Campus for Advanced Children’s Medicine is located in Washington D.C., adjacent to the Washington Hospital Center, National Rehabilitation Hospital, the Washington V.A. Hospital, Catholic University and Howard University. It is easily accessible from suburban areas. In addition, Children's National has satellite outpatient clinics in Washington D.C., Maryland and Virginia, and is part of a complex of healthcare facilities for the entire Washington metropolitan area. Further information about the hospital and its programs is available at our website www.childrensnational.org.

Psychology and Behavioral Health, led by Dr. Randi Streisand, and Neuropsychology, led by Dr. Lauren Kenworthy, are both Divisions within the Center for Neurosciences and Behavioral Medicine, which is directed by Dr. Robert Keating, a neurosurgeon. Other divisions in this center include Psychiatry, Neurology, Neurosurgery, Developmental Pediatrics, Genetics and Metabolism, Hearing and Speech, and Physical Medicine and Rehabilitation. This Center for Excellence structure was designed to stimulate multidisciplinary collaboration, in terms of both patient care and research, among disciplines and specialties with common interests. Psychology and Neuropsychology have particularly strong working relationships with Psychiatry, Developmental Pediatrics, and Neurology.

There are presently more than 60 faculty level psychologists at Children’s National who engage in training, clinical service, and research in a variety of areas, including Adolescent Medicine, Child Protection Services, Neonatology, Gastroenterology, Endocrinology/Diabetes, Hematology/Oncology, Allergy/Immunology, Trauma Surgery, Pulmonary Medicine, Neurology, Obesity, Primary Care, Psychiatry, Outpatient Psychology, and Developmental Pediatrics. Psychology and Neuropsychology faculty are involved in virtually all of the other Centers of Excellence. Faculty for the training program are listed later in this brochure. Facilities at the Sheikh Zayed campus include outpatient clinics, child and adolescent inpatient units, auditorium, laboratories, and research space. The Outpatient Psychology Department is located at the Takoma, Washington, D.C. satellite clinic, a newly renovated state-of-the-art therapy space. Psychologists and neuropsychologists also occupy outpatient offices in multiple suburban satellite clinics (Maryland – Laurel, Rockville and Lanham; Virginia – Fairfax; Washington, D.C. – Friendship Heights) and Washington, D.C. community-based primary care clinics (Anacostia, Columbia Heights, Congress Heights, Shaw Metro, and Shepherd Park).

Children’s National is the pediatric teaching hospital for the George Washington University School of Medicine and Health Sciences. Psychologists at Children’s National hold academic appointments in the Department of Psychiatry and Behavioral Sciences and the Department of Pediatrics at the medical school. Children’s National offers a variety of training programs in various medical specialties. The Division of Psychology and the Division of Neuropsychology conduct post-doctoral, internship and practicum-level training for psychology students. Psychology interns are highly regarded within the hospital, participating in a wide range of clinical and academic activities with other specialties.

 CORE VALUES

Children's National Core Values

At Children's National, the mission is to excel in care, advocacy, research and education. We accomplish this through providing quality healthcare experience for our patients and families, improving health outcomes and leading the creation of innovative solutions to pediatric health challenges. We strive to foster, nurture and sustain a culture where everyone feels welcomed and respected at work and we champion these values in our community. Our continued commitment to each other and all the families we serve is central to our mission.

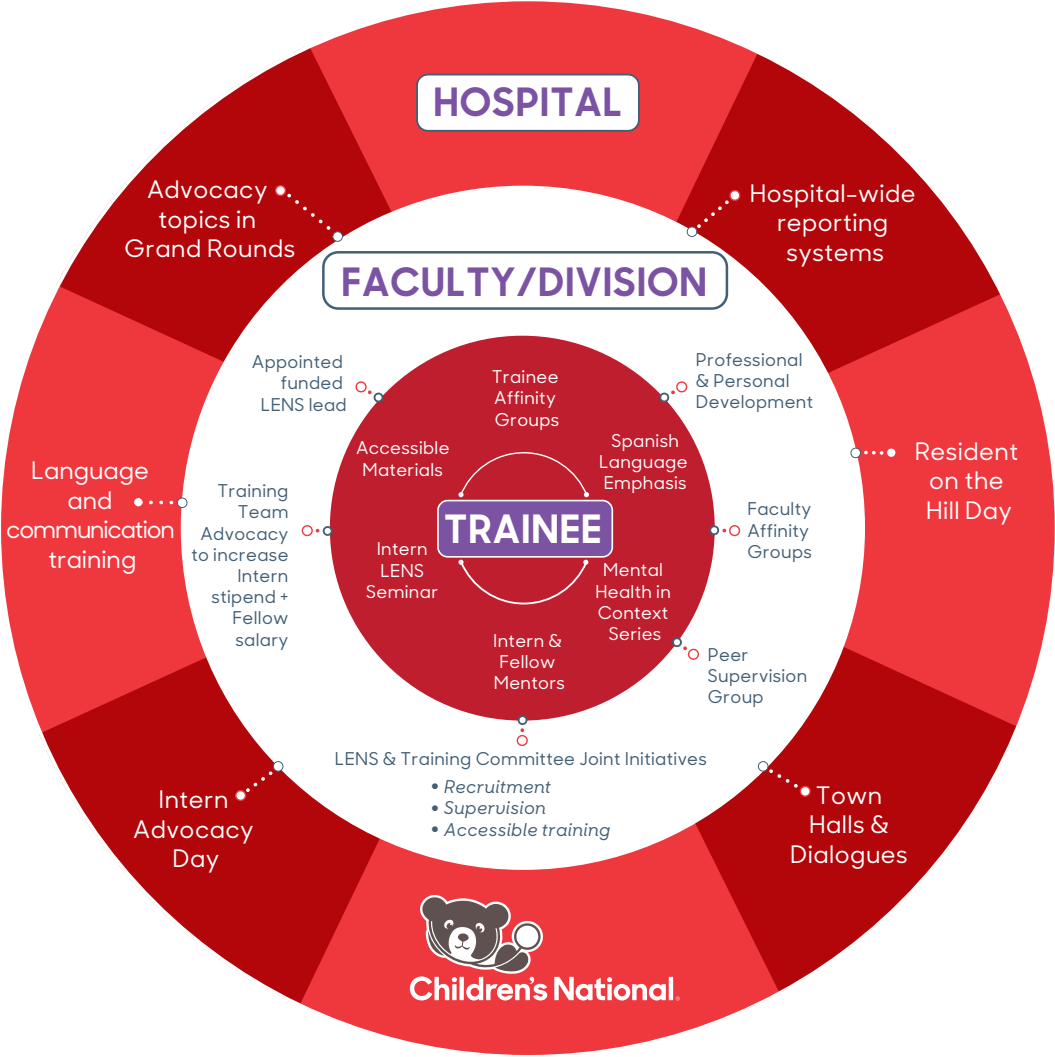
We encourage applicants to review Children's National health equity report: www.childrensnational.org/about-us/health-equity.

Our division is committed to ensuring a supportive and encouraging learning environment appropriate for the training of all individuals and the provision of training opportunities for a wide spectrum of individuals. To this end, the Psychology Division has a Learning Engagement Needs and Support (LENS) committee which fosters faculty development, community connection and systems-informed practice by supporting learning, engagement and the evolving needs of our patients, providers

and programs. The committee creates professional development and mentorship opportunities, provides training and resources for faculty and trainees, encourages community engagement and supports research and program development. Some highlights from the Psychology LENS Committee are facilitating training and advocacy, enhancing cultural responsiveness in research and program development, and advancing community engagement consistent with the mission.

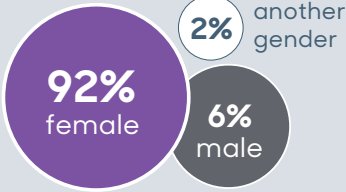
The Division of Psychology and Behavioral Health is committed to providing high-quality training that supports the growth, skill development and success of all interns as they prepare for careers in professional psychology. One example of this commitment is the collaborative efforts of the Psychology Training Committee and the LENS Committee to enhance the training experience for trainees from all personal and professional backgrounds. These two committees meet quarterly to discuss and implement recruitment, evaluation processes and trainee support resources. Interns are also welcome to join these efforts when opportunities arise, helping shape a learning environment where all trainees can thrive.

Our faculty bring a wide range of personal and professional experiences that strengthen our training environment. As part of our commitment to reflection and continuous improvement, we have begun to annually review self-reported demographic data from faculty to enhance transparency and identify trends.

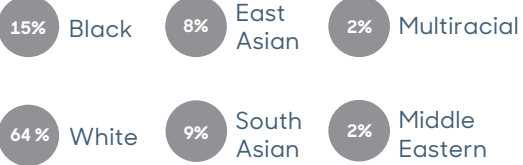


Division of Psychology & Behavioral Health Diversity Dimensions (Faculty):

GENDER:



RACE/ETHNICITY:

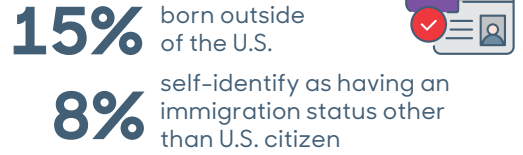


ETHNICITY:
11%
Hispanic/Latinx

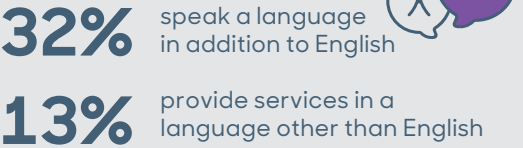


SEXUAL ORIENTATION:
LGBTQ+ **16%**

IMMIGRATION STATUS:



LANGUAGE:



SELF-IDENTIFY AS:



THE DOCTORAL INTERNSHIP TRAINING PROGRAM

Philosophy and Goals of the Program:

The goal of the internship program at Children’s National is to train professional psychologists who have a particular interest in child clinical and/or pediatric psychology. The program is designed to encourage the development of clinical competence with children and families, with sensitivity to, and facility with, ethical issues, interdisciplinary relationships, and the changing environment of healthcare, including funding issues.

The internship adheres to the nine Profession-Wide Competencies set out by the American Psychological Association’s Standards of Accreditation for Health Services Psychologists. These standards are essential for performing all services in the field of psychology. These competencies include:

- Research
- Ethical and Legal Standards
- Individual and Cultural Diversity
- Professional Values, Attitudes, and Behaviors
- Communication and Interpersonal Skills
- Assessment
- Intervention
- Supervision
- Consultation and Interprofessional/ Interdisciplinary Skills

Interns develop these competencies through the well-rounded curriculum and by achieving the specific objectives for our program, as outlined below. Objectives of training include:

1. Interns will develop facility with a range of diagnostic skills, including: interviews, history taking, risk assessment, child protective issues, diagnostic formulation, triage, disposition, and referral.
2. Interns will develop skills in psychological intervention, including: environmental

interventions, crisis intervention, short-term and long-term individual psychotherapy, group and family psychotherapy, and behavioral medicine techniques.

3. Interns will develop facility with a range of assessment techniques, including electives in: developmental testing, cognitive testing, achievement testing, assessment of behavior/ emotional functioning, assessment of parent-child relationships and family systems, and neuropsychological evaluation.
4. Interns will develop facility with psychological consultation, through individual cases and participation in multidisciplinary teams, including consultation to: parents, mental health staff (e.g., psychiatrists, social workers) medical staff (e.g., physicians, nurses, PT, OT, etc.), school systems, and the legal system. Consultation training occurs in both the inpatient and outpatient setting, both downtown and in the suburbs, and ranges from primary to tertiary care.
5. Interns will learn the clinical, legal, and ethical issues involved in documentation of mental health services within a medical setting.
6. Interns will integrate science and practice in assessment, intervention, and consultation. Interns are trained in empirically-supported treatments, behavioral medicine protocols, and empirically-supported assessment techniques. Interns are exposed to research in many of these areas in their work with psychology faculty.
7. Interns will develop assessment batteries, treatment goals, and consultative relationships based on the clinical issues at hand, while also considering potential limitations imposed by managed care and health policy and other issues of third party or family payment for mental health services. Interns will appreciate the range of vehicles for service delivery (e.g., primary care versus specialty clinics), which allow access to a variety of populations with social, financial and other obstacles to mental health.

Former Interns:

Initial positions of the 112 interns who have completed the program since 1997:



Training Experience:

This internship provides the trainee with the opportunity to take substantial responsibility for carrying out major professional functions in the context of appropriate supervisory support. The program is arranged on both a longitudinal and rotational basis. It is designed around a fundamental curriculum, which focuses on intern competencies in assessment, diagnostic interviewing, intervention, case management and triage, consultation, and critical thinking about clinical case material. Interns are exposed to training in empirically supported treatments for a range of pediatric conditions. Intern participation in multidisciplinary teams and specialty clinics affords them the opportunity for limited supervision of and role-modeling for psychology externs and medical students. Each intern’s schedule is individualized according to intern special interests and training needs.

ROTATIONAL SCHEDULE AT A GLANCE

12 MONTH ROTATION	
Outpatient Psychotherapy (approximately 8 patients/week) 2 days per week*	
SEMESTER A: 6 months**	SEMESTER B: 6 months
Quarter A1 – 3 months Inpatient Psychiatry – 3 days/week	Specialty – 1 day/week Assessment – 1 day/week
Quarter A2 – 3 months Primary Care – 2 days/week Pediatric Consult –1 day/week	Elective –1 day/week Intern selects either additional Specialty or Assessment

* For those interested in pediatric psychology, this rotation can be composed primarily of pediatric cases for a full year of advanced pediatric psychology training

** Note that semesters are described as "A" and "B", but these could occur in either order.

FULL YEAR ROTATION

Outpatient Therapy (Required)

Throughout the entire year, interns carry approximately 8 outpatient cases in the Outpatient Psychology Department located at the Takoma clinic or at the main hospital location. Interns obtain closely supervised practice in therapeutic intervention, including individual child therapy and family therapy. There may be opportunities for work in group therapy settings as well. Outpatient supervisors have wide range of expertise including mood, anxiety, pediatric psychology, and therapy with young children. This clinic provides training for psychology interns and externs, child psychiatry fellows, and general psychiatry residents. The patient population in the outpatient clinic is culturally and economically diverse and often includes families with multiple psychological, social and medical problems. Referrals to the outpatient clinics come from families, community physicians, schools, and other departments within the hospital.

Interns have flexibility in their selection of cases in order to tailor their training to their individual needs and interests. Although everyone is encouraged to maintain a varied caseload for optimal training, an intern with interests in clinical child training may take cases that include anxiety, ADHD, depression, and peer and school difficulties. Interns with particular interest in pediatric psychology could see cases from any of the specialty clinics to address issues that include adherence to medical regimen and adjustment to medical diagnosis.

It should be noted that training in issues of child abuse/neglect, as well as risk assessment and safety planning, is provided throughout the outpatient and inpatient programs.

SEMESTER A ROTATIONS

Inpatient Therapy (Required)

Interns spend 3 days per week for 3 months on the Adolescent Inpatient Psychiatry Unit. This is a short stay facility for adolescents (ages 13–17) who usually have a history of self-injury, suicidal behavior, severe aggression, mania or psychosis. Patients on this unit usually have a history of self-injury, suicidal behavior, severe aggression, mania, or psychosis. Interns will collaborate with a dynamic multidisciplinary team including psychiatrists, medical trainees, social workers, nurses, expressive therapists, child life specialists, and child psychiatric specialists. Interns carry a caseload of 2 patients. They are responsible for conducting thorough diagnostic interviews, individual therapy, crisis management, and discharge planning. They will have the opportunity to participate in family meetings and morning patient rounds. Interns will have the opportunity to participate in the therapeutic milieu as well as group therapy. Dialectical Behavior Therapy and Cognitive Behavioral Therapy techniques are generally utilized to achieve stabilization and create safety plans.

Primary Care Experience (Required)

Interns spend 2 days per week for 3 months performing consults and short-term therapy in one of the five community-based Children's National primary care centers. This rotation involves providing mental health consultation within a primary care setting as part of multi-disciplinary team. Direct services are provided to children, adolescents, young adults and families. Consultations for patients include initial assessment, service referrals, and follow-up to help ensure linkage to mental health care. Consultation is also provided to the medical team. The opportunity for brief patient intervention is available and tailored to the interests and learning needs of the intern. For bilingual (English-Spanish) interns, there is opportunity to rotate through the primary care center that primarily serves the Latinx community.

Pediatric Consultation Service (Required)

During the three months that interns are rotating through the Primary Care Experience, they also spend one day doing inpatient consult/liaisons to patients admitted to the hospital. This is a busy clinical service that provides mental health consultation to the Hospitalist team. Referrals include a vast array of mental health concerns for children with acute and chronic illnesses and include concerns related to mental health, adjustment, coping, and adherence to medical conditions. The intern is supervised on Consult by a psychologist in the Hospital Medicine service.

SEMESTER B ROTATIONS

Specialty Rotations

All interns complete at least one 6-month (1 day per week) specialty rotation. These rotations occur during the 6 months that interns are not placed on the Inpatient Psychiatric Unit, Primary Care, or Consult rotations. *As noted above, an additional 6-month specialty rotation (or assessment rotation) is an option for the elective rotation.* It should be noted that consultation and treatment skills are similar with the different medical populations, though the clinical issues may vary. Interns choose from the following, although not all are guaranteed to be offered each year:

- The **Hematology, Oncology, and BMT** rotation involves working as part of a multidisciplinary team. Interns will administer digital psychosocial screeners followed by brief consultation and intervention within our Long-term Follow-Up clinic for survivors of childhood cancer. Interns may also have an opportunity to implement cognitive-behavioral and acceptance-based treatment to enhance pain management in our Sickle Cell Disease Integrative Pain Clinic. Lastly, the intern will carry a small caseload of weekly outpatient

therapy cases. Typical presenting issues include difficulty coping with and adjusting to diagnosis, treatment, and transitions, anxiety (generalized, anticipatory, and procedural), depression, behavior problems, school reintegration, peer difficulties, nonadherence to medical treatment, and pain exacerbated by psychological stressors. Depending on interest and availability, there may be opportunities to conduct pre-BMT psychological evaluations.

- The **Endocrinology/Diabetes** rotation involves working as part of a multidisciplinary team that provides services to a diverse population of young children through young adults with type 1 diabetes (T1D), type 2 diabetes (T2D) as well as other endocrine disorders. The disciplines involved in children's care include medicine, nutrition, nursing, social work, and psychology. Interns on this rotation have the opportunity to participate in consultation and treatment for children diagnosed with T1D, T2D and a variety of other endocrine disorders. Consultations include meeting with children/families around the time of diagnosis and at medical outpatient clinic visits. Outpatient treatment cases present with a variety of concerns including adjustment to illness, medical adherence challenges, mood concerns, and family conflict.
- The **Behavioral Sleep Medicine** rotation provides interns with the opportunity to work within the multidisciplinary Sleep clinic that is housed in the Division of Pulmonary & Sleep Medicine. The Sleep clinic team consists of psychologists, pulmonologists, nurse practitioners and sleep technologists who work together to assess, diagnose and treat childhood sleep disorders. Interns participating in this rotation will receive didactic training in the normal development of sleep across the lifespan and gain clinical experience in the diagnosis and treatment of sleep disorders. The location of the clinic in the Main Washington, D.C. Children's National

facility affords interns the opportunity to work with a diverse patient population. By the culmination of this rotation interns will be familiar with the various types of childhood sleep disorders, common mental health comorbidities, and empirically support treatment strategies.

- The **Obesity** rotation involves providing psychosocial services including consult and assessment for youth undergoing bariatric surgery. A rotation in the Obesity subspecialty involves conducting pre- and post-surgical assessment for bariatric surgery readiness, providing consult-liaison services for the medical team prior to and following surgery, and providing any ongoing support needed by the surgery patients. The patient population served in this rotation is highly diverse with regard to race/ethnicity, socioeconomic status, and psychosocial functioning.
- The **Allergy and Immunology** Division provides services to a diverse population of children and adolescents living throughout The District of Columbia, MD, and VA who are diagnosed with food allergies, eosinophilic esophagitis, environmental allergies, asthma, eczema and primary immunodeficiency disorders. During this rotation, interns will conduct consultation-liaison services during weekly oral food challenge clinics and outpatient therapy one day/week at the main hospital. In the oral food challenge clinic, interns will see approximately 3 patients/day ranging in age from infancy to young adulthood. Primary concerns during this clinic are patient and parent anxiety related to potentially experiencing an allergic reaction during the oral food challenge procedure. Among outpatient therapy patients, the primary mental health concerns addressed are anxiety and depressive symptoms related to food allergies and primary immunodeficiency disorders (generally school-age children), adherence to medical routines, needle phobia and adjustment to new diagnosis. Therapy includes medical psychoeducation

and CBT and exposure techniques. Interns may also have the opportunity to engage in feeding therapy for anxiety related to food allergy or mild ARFID cases. Interns will see approximately 2–3 outpatients/day. Interns will also have the opportunity to collaborate with a social worker to assist families from lower income backgrounds and interpreters to assist with non-English-speaking families.

- The **Trauma and Burn Surgery** rotation consists of providing outpatient and inpatient services to patients experiencing injuries (e.g. burns, motor vehicle accidents, dog bites) and their families. The internship rotation consists of inpatient consultation/liaison, multidisciplinary ambulatory clinic participation, and short-term therapy. Interns participate in psychosocial screening, brief intervention, and referrals within the multidisciplinary clinic. Common presenting concerns include adjustment to injury, procedural anxiety and trauma, posttraumatic stress, mood concerns, adherence difficulties, body image concerns, and parenting/family support. There are opportunities for training in Trauma-Focused Cognitive Behavioral Therapy in this rotation. The trauma service serves diverse and underserved populations across the District of Columbia, Maryland, and Virginia and provides training experiences with families from a variety of cultural and psychosocial presentations.
- The **Solid Organ Transplant** (cardiology and nephrology) rotation involves participation in multidisciplinary teams that provide pre- and post-transplant care to young children through young adults with chronic kidney disease and advanced cardiac diseases. Interns participating in this clinic will receive training in evaluation, consultation, and treatment for children receiving renal replacement therapy (dialysis and transplantation) and advanced cardiac therapies. The rotation consists of intervention services related to coping with chronic illness, motivational support to promote adherence,

and behavioral management in the inpatient unit, cardiac ICU, outpatient clinic, and dialysis unit. Both nephrology and cardiology teams are comprised of faculty and staff from diverse backgrounds, serve diverse and underserved populations, and are committed to training opportunities with exposures to a variety of racial/ethnic, SES, and psychosocial presentations.

- The **Gastroenterology** rotation involves working with patients with a wide range of gastrointestinal disorders such as celiac disease, inflammatory bowel disease, and functional abdominal pain. Across the rotation, interns will provide diagnostic, consultation, and short-term therapy services to families with varied cultural, ethnic and socioeconomic backgrounds. There will be opportunities to observe and conduct brief consultations as part of a multidisciplinary team alongside physicians, education specialists, and dietitians, such as in the Celiac Disease Clinic. Outpatient behavioral medicine and therapy services are also provided to assist with medical, emotional, and behavioral management of illness. Common referral issues include psychoeducation, gut-brain dysregulation, coping with chronic illness, medical management barriers, anxiety, depression, eating and feeding disorders, and family conflict.
- The **Pediatric Dermatology** clinic is an embedded subspecialty clinic that provides services to a diverse population of young children through young adults with a variety of dermatological skin conditions. Interns will gain experience in assessment and intervention skills focused on child and family adherence to medical regimens, symptom management, and psychosocial adjustment to a chronic medical condition. Common referral questions include needle phobia, managing itch/scratch cycle due to atopic dermatitis, medical non-adherence, self-esteem due to skin/hair loss (e.g., acne vulgaris, alopecia), and adjusting to skin conditions that are

lifelong such as hidradenitis suppurativa. Interns have opportunities to provide behavioral consults, short-term treatment, and consultation with the medical team comprised of dermatologists, medical residents, and nurse practitioners.

- Interns may elect to complete a specialized rotation with the **Division of Colorectal and Pelvic Reconstruction**. During this training experience, they will participate in multidisciplinary clinics, including performing behavioral health consultations and contributing to both brief and ongoing therapeutic interventions tailored to each patient and family. The rotation emphasizes interdisciplinary collaboration, offering interns meaningful involvement in multidisciplinary treatment planning and coordinated care. Common referral questions include psychoeducation, behavioral interventions for toileting, executive dysfunction, addressing treatment barriers, medical anxiety and coping with chronic illness.
- The **Early Childhood Behavioral Health Outpatient Treatment** rotation involves providing intervention to young children (0–6 years of age) and their families through the Division of Psychology. The intern would receive didactics in [Parent Child Interaction Therapy](#) (PCIT) and live supervision in implementing PCIT with families from an L1 Certified PCIT trainer. While we cannot guarantee certification as a PCIT-therapist following the training year, this may be a possibility for some interns. The intern can also gain experience implementing intervention with young children presenting with developmental delays and autism spectrum disorder, including individual treatment and group work. While this is a treatment-focused rotation, interns can also gain experience conducting initial intake interviews and brief consultations with young children and their families. Interns have the opportunity to gain experience working with families with a range of backgrounds with regard to race, ethnicity, and insurance status. Training occurs in the

Takoma clinic. Certain cases that are started while on this rotation may be continued as part of the intern's outpatient therapy caseload for the duration of the year.

- The **Mood & Trauma Disorders Program** in the Outpatient Psychology Department is a multidisciplinary outpatient program that provides services to a diverse population of children and adolescents diagnosed with mood disorders (e.g. major depression, disruptive mood dysregulation disorder) and trauma disorders (e.g., PTSD, adjustment disorder), and their families. Interns will gain experience in diagnostic assessment and treatment of mood disorders through individual, family, and group therapy (optional) while utilizing CBT, TF-CBT, and DBT. During this rotation, interns will participate in our comprehensive Outpatient DBT program, which will include seeing individual patients, participating in the consultation team meetings, and co-leading our multifamily skills groups. Interns will see approximately 3-4 patients on their rotation day. Additional opportunities include working with children with medical illnesses.

Outpatient Assessment Experience Rotations

During the 6 months that interns are not rotating through the Inpatient Psychiatric Units, Consult, and Primary Care, they complete at least one assessment rotation (1 day per week). *As noted above, an additional 6-month outpatient assessment rotation is an option for the elective rotation.* It should also be noted that several assessment rotations occur at satellite clinics, which are not readily accessible by public transportation. Interns are responsible for writing 2 full outpatient assessment reports per month for each assessment rotation. Interns choose from the following, although not all are guaranteed to be offered each year. Assessment rotations are described below:

- The **Division of Pediatric Neuropsychology**

provides outpatient evaluations to children from preschool through young adulthood. Children commonly seen for neuropsychological services include those with known medical or neurological disorders (e.g., epilepsy, brain tumor, leukemia, sickle cell, genetic conditions, congenital heart disease, concussion) as well as those with neurodevelopmental disorders. Interns will gain experience in clinical interviewing, test administration, scoring, interpretation, report writing, and verbal communication of results to families and other professionals, supervised by a neuropsychologist. Interns are invited to participate in the weekly Pediatric Neuropsychology seminar and other didactic opportunities. The standard rotation (1 day/week for 6 months) can be described as an exposure to clinical neuropsychology using the taxonomy for education and training guidelines. An enhanced pediatric neuropsychology experience (2 days/week for 6 months; 2 rotations in neuropsychology and/ or Center for Autism) can be made available to those for whom this is a specialty interest area or who wish to prepare for a future postdoc in neuropsychology. Interns may be exposed to one or more of the following specific clinical populations:

- General medical/ neurodevelopmental disorders
- Attention and Executive Function Disorders (Executive Function Clinic)
- Mild Traumatic Brain Injury/ Sports Concussion

- The **Center for Autism** (formerly known as CASD), within the Division of Pediatric Neuropsychology, provides multidisciplinary evaluation and treatment services for children with autism and their families. Interns completing this rotation will be involved in assessing individuals having, or suspected of having, autism. Interns completing this rotation will administer and interpret tests, write assessment reports, may have opportunities to conduct school consultations, and present results at both multidisciplinary meetings and in feedback sessions with families. In addition, the Center for Autism offers intervention services for families, including behavior management, social skills and executive function skills groups for children, parent education groups and school planning assistance.

Interns may choose to spend part of their afternoons involved in group therapy within the Center. Additionally, co-supervision can be coordinated with the Outpatient Psychology Department for interns to provide individual therapy for autistic youth. The standard rotation in the Center for Autism (1 day/week for 6 months) provides an exposure to working with autistic individuals (per the taxonomy for education and training guidelines). An enhanced experience (2 days per week for 6 months) may be available to interns with a particular interest in autism or neuropsychological assessment (2 rotations within the Center for Autism or can combine the Center for Autism with another Neuropsychology rotation). Options in the Center for Autism include:

- Developmental or diagnostic assessment of younger children
- Neuropsychological assessment of children and adolescents (for interns with prior experience in neuropsychology and/ or autism assessment)
- Diagnostic evaluation of Autism in school-aged youth and adolescents (e.g., exposure to the ADOS-2, CARS or other diagnostic tools)
- Psychological assessment of children and adolescents with co-occurring intellectual disabilities and/or limited speaking skills (for interns with prior experience in developmental and/or autism assessment)
- Group intervention targeting executive functioning skills in children/adolescents diagnosed with autism

- The **Child Development Clinic**, located at the main hospital, provides developmental evaluation and diagnostic assessment of children ages birth to 4. Interns are supervised in administration, scoring, interpretation and feedback with instruments that are specialized for this young population (e.g., Bayley Scales, DAS-II, ADOS-2). Most of our patients are referred for evaluation by pediatricians, therapists, other specialists,



or caregivers, based on concerns about developmental delays, including language delays and/or concerns about autism. Other children are referred due to an increased risk of developmental challenges based on their medical histories, such as conditions, birth complications, neurologic injury, chronic illness, etc. Patients reflect a broad cross-section of sociocultural circumstances. Parent education/training is emphasized as part of the assessment and feedback process.

- The **ADHD & Learning Differences Program** at Children's National is a specialized outpatient experience that provides advanced training in the diagnostic and psychological evaluations of children and adolescents (ages 6-18) presenting with concerns related to neurodevelopmental difficulties - ADHD, learning differences, executive functioning, behavioral challenges, and anxiety and mood disorders.

Interns will develop competency in the full psychological assessment process, including diagnostic interviewing, battery selection, test administration, interpretation, report writing, and feedback delivery. Interns are welcome to carry a small treatment caseload of no more than two patients/week depending on interest and clinic waitlist. Trainees will be expected to complete approximately one comprehensive psychological evaluation per month,

following a structured assessment model. Over the course of the six-month rotation, interns will complete six comprehensive psychological and some additional diagnostic evaluations under the supervision of licensed psychologists with expertise in ADHD and learning differences.

In addition to assessment activities, interns will participate in individual supervision and case consultation, weekly group case discussions, exposure to evidence-based assessment practices for neurodevelopmental, behavioral and emotional disorders, and receive opportunities to observe and collaborate with providers. This rotation is ideal for trainees seeking concentrated experience in pediatric psychological assessment and differential diagnosis within a leading academic medical center dedicated to improving outcomes for youth with ADHD, learning differences and co-occurring mental health concerns.

Didactics

The internship program features a variety of didactic seminars and conferences on development, psychopathology, clinical techniques, medical conditions, health care delivery systems, health equity, and research. Interns spend approximately 10% of their time in didactic seminars. Didactics include the Intern Seminar Series, Perspectives & Practice, Mental Health in Context Series, and Behavioral Health Grand Rounds.

The Intern Seminar Series is a comprehensive educational component designed to enhance the clinical and professional skills of psychology interns. This seminar series features a variety of topics and is scheduled weekly on Wednesdays. The sessions include a blend of didactic learning, case reviews, and open discussions, covering areas such as clinical techniques, ethical practices, and diverse patient populations. The seminar aims to provide a robust learning environment, fostering the development of well-rounded clinicians prepared to address the complexities of psychological practice. Topics are presented by

experienced faculty and guest speakers.

The Perspectives & Practice Seminar focuses on topics related to cultural humility and equity in working with diverse populations. Meetings are 1-2 times per month for one hour throughout the year. Session content includes didactic learning (on topics identified, and led by, interns), case reviews and open discussions.

Interns also have the opportunity to participate in the Mental Health in Context series, led by Drs. Avanté Smack and Nikita Rodrigues. This monthly seminar invites interns to engage in thoughtful reflection and dialogue around historical and contemporary social dynamics that shape individuals' experiences in the U.S. and within the field of psychology.

Behavioral Health Grand Rounds offers a weekly multidisciplinary meeting forum that brings together the divisions of Psychology & Behavioral Health with colleagues from the Psychiatry & Behavioral Science division. This dynamic forum features presentations from distinguished outside speakers on timely and relevant topics, as well as local experts who share their cutting-edge clinical and research work. Interns have the unique opportunity to contribute by delivering their own Grand Rounds talks, allowing them to showcase their areas of interest or expertise. This experience not only enhances their professional development presentation skills in the academic health center environment, but also fosters a deeper engagement with the broader professional community, promoting a culture of continuous learning and collaboration as faculty learn from them.

Unique Opportunities for Interns with Spanish Language Proficiency

The **Spanish Training Emphasis Program** (STEP) aims to expand access to high-quality, linguistically appropriate mental health care for Spanish-speaking children, adolescents, young adults and their families. The program supports the development of bilingual psychologists by offering specialized training in therapy and

assessment with Spanish-speaking populations. Through a combination of didactics and experiential learning, STEP is designed to benefit all psychology interns in their awareness and skills in providing culturally-sensitive care to Spanish-speaking families at Children's National. All interns participate in didactic training that explores the unique factors impacting care for families from Spanish-speaking backgrounds (e.g., barriers to accessing care, mental health stigma in LatinX communities). Interns may also choose to attend optional monthly STEP meetings, which include additional didactics (open to all) and a process group for bilingual trainees to strengthen clinical language skills, consult on cases and reflect on their experiences providing care to Spanish-speaking families.

Additionally, there may be coordinated opportunities for direct service provision (therapy, consultation, assessment) to Spanish-preferring families through multiple clinics, including Integrated Primary Care, Child Development Clinic, Outpatient Psychology, Neuropsychology, and Center for Autism Spectrum Disorders. Bilingual trainees will have the opportunity to receive supervision in Spanish with a licensed bilingual psychologist. Further, STEP aims to improve overall care for the Latinx community by increasing the availability of training materials, resources, manuals on therapy modalities, and treatment worksheets in the Spanish language. For those interested, the region allows for trainees to pursue advocacy and program development opportunities with the help of our STEP team.

Advocacy

Children's National was the first pediatric hospital in the nation to form an in-house advocacy institute – the [Child Health Advocacy Institute](#) (CHAI) – and holds Advocacy as one of it's core values alongside Care, Research, and Education. Many Psychology & Behavioral Health faculty are affiliate faculty with CHAI. Interns have participated in Advocacy Day at the Capital Food Bank, and Residents on the

Hill day, learning more about various policies and communication and advocacy skills with government representatives. In recent sessions, interns discussed food insecurity, school meals, and funding for WIC/SNAP. There may be opportunities for interns to be involved in additional projects such as the Community Health Improvement Week.

Research

[Children's National Research Institute](#) conducts and promotes translational and clinical medical research programs. Many Psychology & Behavioral Health faculty are affiliated with the Center for Health Outcomes Research & Delivery Science or Cancer and Immunology Research. Many Psychology & Behavioral Health faculty have federally-funded research programs (e.g., NIH, Department of Education) as well as foundation and internal grants. Faculty have grant-funded research programs and labs including in the areas of ADHD, type 1 diabetes, celiac disease, sickle cell disease, and food allergy. Behavioral interventions utilizing technology, mindfulness-based interventions, school-based interventions, and family-focused interventions are all current areas of research among the faculty.

Interns who have completed their dissertation research are able to become involved in research programs and quality improvement efforts, if they desire. Opportunities are available with many faculty members, depending on an intern's specific interests.

Supervision & Mentor Program

Interns receive 4-5 hours of supervision per week, with 1-2 supervisors assigned for each rotation. The program strives to provide interns with a variety of supervisors to take advantage of the many roles, talents and theoretical viewpoints of the faculty. Supervisors are deeply committed to helping interns consider the full range of factors that may shape a family's experience and inform effective clinical care, encouraging reflection and discussion throughout training. Supervision is interdisciplinary, with psychology interns being



supervised by psychiatrists on the Inpatient unit. Supervision varies in clinics; always includes case discussions, with some clinics offer live supervision and role-modeling by supervisors within multidisciplinary or vertical teams. Facilities include one-way mirrors and recording capability, depending on the location.

At the beginning of the training year, each intern is paired with a faculty mentor, who, in a non-evaluative and non-supervisory role, is dedicated to supporting the intern's professional development, such as helping with time management, building self-confidence and more.

Evaluation

Interns are evaluated formally by their supervisors at the end of each rotation or semi-annually on twelve-month rotations. Supervisors rate interns on a set of scales designed to evaluate their performance on the nine Profession-Wide Competencies and discuss feedback with the interns. These evaluations are primarily designed to ensure that the interns are making optimal use of their training year. The interns meet individually with the Training Directors at the training year onset to develop specific short- and long-term training goals. Interns also follow up with quarterly meetings with the Training Director(s) to review and revise goals over time. Letters are sent to the director of each intern's doctoral training program mid-way through the training year and at the completion of the internship.

The internship is conceptualized as an evolving training program, with continuous self-review and quality enhancement. Interns, training directors and supervisors engage in consistent evaluation of individual training goals throughout the internship year. Interns complete regular evaluations on seminars, supervisors, rotations and the training directors. The Training Director has regular meetings with both the training staff and the interns to discuss and evaluate the program.

Training and COVID-19

Our training program is committed to ensuring the health and well-being of our interns while ensuring continuing our high-level training and breadth of training opportunities. We have been able to successfully pivot between fully in-person, fully virtual, and hybrid models of training as needed over time since 2020. Interns in the 2019-2020 class were able to shift all services to virtual delivery starting in March, 2020. Interns in the 2020-2021 class experienced a blended hybrid model. More of the rotations were in-person for internship in the 2021-2022 cohort, and since the 2022-2023 cohort, all rotations have returned to primarily in-person provision of care.

In 2020-2021 and 2021-2022, our healthcare system allowed for a transition to telehealth and virtual supervision for all rotations, including inpatient care. Hybrid training consisted of in-person clinical care for some services and virtual clinical care for others. Interns are encouraged to communicate any extenuating circumstances that may alter their ability to provide in-person services. The Infection Control Department at Children's National provides training for incoming interns on safety in the workplace with regard to COVID-19. Interns at Children's National fall under the purview of the Psychology and Behavioral Health Division and rules and guidelines are therefore established specifically for them by the Training Directors and Division to ensure their safety. We are confident in our ability to continue training in all rotations under any conditions. We are experienced with the shifting priorities and equipped to modify training as needed.

ACCREDITATION

The Children's National internship program is fully accredited by the American Psychological Association. Applicants may contact the American Psychological Association's Office of Program Consultation and Accreditation for additional information pertaining to our accreditation.

	202-336-5979
	750 First Street, N.E. Washington, DC 20002-4242

STIPEND AND BENEFITS

Interns receive a yearly stipend of \$51,500 plus the fringe benefit package for all trainees at Children's National. In addition, interns receive a professional fund of \$1,000 and will receive a \$500 stipend for moving expenses. Interns have 4 weeks of paid vacation, 8 national holidays and 12 days of sick leave. Subsidized health insurance and parking are available.

An administrative assistant for Psychology and Behavioral Health is available to support the internship program. The clinical services are also supported by the administrative staff in the Outpatient Psychiatry Department who assist interns in scheduling families, do all insurance authorization, and facilitate the patient check-in process.

DATES

The doctoral internship is a full-time experience for the calendar year, beginning July 1, 2027 and ending June 30, 2028.

REQUIREMENTS FOR ADMISSION

We welcome applications from students in APA-accredited doctoral programs in clinical, school, or counseling psychology (PhD, PsyD, EdD) who have completed all required coursework and defended their dissertation proposal by the application deadline. We review applications holistically, focusing on the overall fit with our program. Key areas of focus in our application review include:

- Clinical Experience:** We value applicants with substantial experience in child/adolescent/pediatric psychology, including intervention, consultation, and assessment. Candidates with a broad range of experience across different age groups and settings, such as hospitals, integrated primary care clinics, and multidisciplinary environments, are highly regarded.
- Experience with a Range of Populations:** We value applicants who demonstrate openness, flexibility and thoughtfulness in their clinical work, particularly in their ability to engage effectively with individuals from a wide range of life experiences. We welcome applicants who show strong self-awareness and a commitment to providing respectful, responsive care. If your opportunities to work with varied populations have been limited, we encourage you to acknowledge this in your materials and describe your interest in developing this aspect of your training.
- Academic and Professional Excellence:** We look for evidence of academic and professional leadership and achievements, such as grants, awards, research, publications, teaching experience, advocacy work, community outreach, or program development.
- Evidence-Based Practice:** We seek applicants demonstrating a commitment to evidence-based practice in clinical work, and who integrate research and clinical practice effectively.

APPLICATION PROCEDURE
AND DEADLINES

Applications must be received on or before November 1, 2026. As a member of the Association for Psychology Postdoctoral and Internship Centers (APPIC) and in accordance with its policies, our application constitutes the AAPI Online Form. We require three letters of recommendation.

INTERVIEWS

Interviews are by invitation only. In order to be considered for an interview, your **completed application must be received by November 1, 2026**. Interviews will be conducted entirely virtually this year on 2 dates: **January 13th and 20th, 2027**. Invitations for interviews will be sent before December 15. **Please do not call before December 15th.**



OFFERS AND ACCEPTANCES

The Internship Program at Children’s Hospital is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). This site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept or use any ranking information from any intern applicant. Children’s National will be participating in the APPIC Internship Matching Program; applicants should register for the match.

BENEFITS OF LIVING IN
WASHINGTON, D.C.

Living in Washington, D.C., offers a unique blend of professional and personal opportunities that enrich the internship year. As the nation’s capital, The District of Columbia is home to some of the most prestigious institutions and organizations in healthcare, research, and policy. Interns can benefit from unparalleled networking opportunities with leading professionals and experts in the field, attend influential conferences, and access a wealth of resources that support their clinical and academic development. The city’s vibrant community of professionals and scholars fosters a stimulating environment for growth and collaboration, enhancing the overall training experience.

Beyond professional advantages, Washington, D.C., is a culturally rich and diverse city that offers a high quality of life. Interns can enjoy numerous cultural attractions, including world-renowned museums, theaters, and historic landmarks. The city’s diverse neighborhoods provide a wide range of dining, entertainment, and recreational options, catering to various interests and lifestyles. With its extensive public transportation system, beautiful parks, and commitment to sustainability, The District

offers a dynamic and engaging environment that supports both personal well-being and professional growth. Living in the heart of the nation’s capital provides interns with a unique and fulfilling experience that extends far beyond their training.

POSTDOCTORAL FELLOWSHIPS

Each year, we are proud to offer approximately 10+ unique postdoctoral fellowships, contingent upon funding availability. Examples have included postdoctoral fellowships in Pediatric Anxiety Disorders, Hematology/Oncology, Allergy & Immunology, and Early Childhood Behavior. We offer a variety of positions including fully clinical positions, fully research-based positions and fellowships with both clinical and research duties. All of these fellowships provide exceptional training and professional development opportunities tailored to the specific focus of individual programs or faculty members in child clinical or pediatric psychology.

Typically advertised in the fall, these positions attract many of our interns who seek to further their specialized training after their generalist exposure during internship year. Our postdoctoral fellows benefit from diverse clinical experiences and engage in cutting-edge research, equipping them with the expertise needed for distinguished careers in psychology. Please note that we do not adhere to APPIC recruitment guidelines, and our fellowships are not APA-accredited.

REQUIREMENTS FOR
MATRICULATION

All Occupational Health requirements and pre-employment requirements must be satisfied prior to June 30. The District of Columbia Municipal Regulation Title 22 requires

new employees/trainees to have a physical health screen. In addition, Children’s National requires proof of immunity for Tdap (Tetanus, Diphtheria, Pertussis), Flu (seasonal), and COVID-19. All applicants must complete the required labs and urine drug screening, which will test for the following: ETOH, amphetamines, barbiturates, benzodiazepines, cocaine metabolites, marijuana metabolites, opiates and phencyclidines. A positive result for any of these substances will potentially make the candidate ineligible for hire. A background check is also required, which will pull information from the following databases below. Under Washington, D.C. law, Children’s National is barred from hiring anyone with a conviction within the prior 7 years related to abuse, illegal substances or theft. Children’s National is prohibited from hiring anyone who is a registered sex offender, or who has been excluded from federal health care programs. Therefore, any history related to these prohibitions will make the candidate ineligible for hire. Inability to verify stated previous employment or education will also make the candidate ineligible for hire.

Sterling Background Check

- SSN Trace
- County Criminal Record
- State Criminal Record
- Federal Criminal Record
- Driver’s Record
- Employment Verification
- Education Verification
- FACIS L3 – Fraud and Abuse Control Information System
- DOJ Sex Offender Search
- Extended Global Sanctions

DIVISION OF PSYCHOLOGY AND BEHAVIORAL HEALTH

Randi Streisand, PhD, 1998, University of Florida, Professor and Chief, Division of Psychology & Behavioral Health; Center for Translational Research

Tamara Abu-Ramadan, PhD, 2024, University of Wyoming, Assistant Professor, Child Development Clinic

Ameena Ahmed, PsyD, 2022, Xavier University Cincinnati, Assistant Professor, Pediatric Psychology, Division of Hospital Medicine

Lilia Andrew, PhD, 2017, Wayne State University, Assistant Professor, Director of Research, Anxiety Disorders Program (ADP), Division of Psychology and Behavioral Health

Folasade "Sade" Akinkuotu, PhD, 2021, Howard University, ADHD & Learning Differences Program, Division of Psychology & Behavioral Health

Chelsey Bowman, PhD, 2021, Boston University, Wheelock College of Education and Human Development, Assistant Professor, Chronic Pain, Headache, Division of Psychology and Behavioral Health

Tara Brennan, PsyD, 2006, Georgia School of Professional Psychology at Argosy University/ Atlanta, Associate Professor, Director, Child Development Clinic

Shayna Coburn, PhD, 2015, Arizona State University, Assistant Professor, Celiac Disease Program Celiac Disease Program, Gastroenterology, Hepatology and Nutrition, Division of Psychology and Behavioral Health

Melissa R. Dvorsky, PhD, 2018, Virginia Commonwealth University, Assistant Professor, Division of Psychology and Behavioral Health

Lisa Efron, PhD, 1995, Duke University, Associate Professor, Director, Hyperactivity and Learning Problems (HALP) Clinic

Sheina Godovich, PhD, 2022 The Catholic University of America, Assistant Professor, Early Childhood Behavioral Health Program, Child Health Advocacy Institute's Community Mental Health CORE

Leandra Godoy, PhD, 2013, University of Massachusetts Boston, Associate Professor of Pediatrics & Psychology and Behavioral Health, Child Health Advocacy Institute

Serene Habayeb, PhD, 2018, Catholic University of America. Assistant Professor, Early Childhood and Autism

Robin Han, PhD, 2023, West Virginia University, Assistant Professor, Early Childhood Behavioral Health Program

Amanda Hastings, PsyD, 2013. Argosy University. Assistant Professor, Early Childhood Behavioral Health Program, Psychology and Behavioral Health

Julie E. Heier, PhD, 2018, University of Texas at Austin. Assistant Professor, Division of Psychology and Behavioral Health; Division of Colorectal, Dermatology, and Pediatrics, Whole Bear Care: Primary Care Behavioral Health Services

Sarah Hornack, PhD, 2014, American University, Assistant Professor, Division of Psychology and Behavioral Health

Maria Lauer, PhD, 2018, Lehigh University, Assistant Professor, Division of Psychology and Behavioral Health; Child Development Clinic

Melissa O’Connell Liggett, PhD, 2007, University of Maryland Baltimore County, Assistant Professor, Child Development Clinic, Coordinator NICU Fellows Follow-Up

Michael Mintz, PsyD, 2011, George Washington University, Clinical Associate Professor, Associate Training Director of the Child Development Clinic

Maureen C. Monaghan, PhD, 2006, University of Virginia, Associate Professor, Center for Health Outcomes Research & Delivery Science, Division of Urology

Mi-Young Ryee, PhD, 2005, University of Virginia Curry School of Education, Assistant Professor, Division of Psychology and Behavioral Health; Associate Training Director

Erin M. Sadler, PsyD, 2018, Yeshiva University, Clinical Assistant Professor, Division of Psychology and Behavioral Health, Co-Director, Mood Disorders Program

Komal Sharma–Patel, PhD, 2009, St. John’s University, Associate Professor, Psychology & Behavioral Health

Avanté Smack, PhD, 2018, Northwestern University, Assistant Professor, Division of Psychology and Behavioral Health

Olivia Soutullo, PhD, 2018, University of Florida, Associate Professor of Pediatrics & Psychology and Behavioral Health, Child Health Advocacy Institute

Carrie Tully, PhD, 2015, Virginia Commonwealth University, Associate Professor, Psychology and Behavioral Health, Division of Trauma and Burn Surgery, Associate Training Director

Ari Romano–Verthelyi, PhD, 2022, University of Connecticut, Assistant Professor, Division of Colorectal & Pelvic Reconstruction

Irene Zhang, PhD, 2024, The Catholic University of America, Assistant Professor, Anxiety Disorders Program and Medical Psychology Programs

PSYCHOLOGY WITH SPECIALTY DIVISION

Kaushal Amatya, PhD, 2015, Virginia Polytechnic Institute and State University, Associate Professor, Divisions of Nephrology and Cardiology

Nakisa Asefnia, PhD, 2023, University of South Carolina, Assistant Professor, Rehabilitation & Specialized Care

Andrew Barnett, PhD, 2021 George Washington University, Assistant Professor, Special Immunology Services, Center for Translational Research

Ellen Bartolini, PsyD, 2016, Widener University– Delaware Law, Assistant Professor, Developing Brain Institute, Prenatal Pediatrics Institute, Psychology and Behavioral Health

Kimberly Brooks, PhD, 1986, Howard University, Assistant Professor, Program Lead HealthySteps Pediatric Psychology, General and Community Pediatrics

Tyish Hall Brown, PhD, 2008, University of Maryland, Associate Professor, Director of Behavioral Sleep Medicine within the Division of Pulmonary and Sleep Medicine

Lauren Clary, PhD, 2010, Saint Louis University, Associate Professor of Pediatrics & Psychology and Behavioral Health, Division of Endocrinology & Diabetes; Director of Training in Professional Psychology

Megan Connolly, PhD, 2016, Northwestern University, Assistant Professor, Divisions of Hematology, Oncology, and Bone Marrow Transplant

Dana Footer, PsyD, 2015, Roosevelt University, Assistant Professor, Divisions of Hematology, Oncology, and Bone Marrow Transplant

Marta Magaly Genovez, PhD, 2019, George Washington University, Assistant Professor, HealthySteps Pediatric Psychology, General and Community Pediatrics

Afsoon Gazor, PhD, 2023, UT Southwestern Medical Center, Assistant Professor, Hematology, Oncology, and Blood and Marrow Transplantation Divisions

Angelica Eddington, PhD, 2012, Oklahoma State University, Associate Professor, Division of Endocrinology & Diabetes

Steven Hardy, PhD, 2012, University of North Carolina at Charlotte, Assistant Professor, Divisions of Hematology, Oncology, and Bone Marrow Transplant

Linda Herbert, PhD, 2011, University of Maryland Baltimore County, Associate Professor, Division of Allergy and Immunology

Perrine Heymann, PhD, 2023, Florida International University, Assistant Professor, Neurology

Tiffany Kichline, PhD, 2022, University of Kansas, Assistant Professor, Clinical Child psychologist with a specialization in Pediatric Psychology, Division of Allergy and Immunology

Brieanne (Brie) Kohrt, PhD, 2013, Catholic University of America, Developing Brain Institute (DBI), Assistant Professor, Division of Psychiatry and Behavioral Sciences

Miryam Kiderman, PsyD, 2018, Pace University, Assistant Professor, Division of Pulmonary Medicine

Emma Larson, PhD, 2021, Louisiana State University–Baton Rouge, Assistant Professor, Division of Gastroenterology, Hepatology and Nutrition

Eleanor Mackey, PhD, 2007, University of Miami, Professor, Director of Academic Affairs and Research in Psychology & Behavioral Health, Director of Mental Health Services, Bariatric Surgery, Division of Psychology and Behavioral Health, Center for Translational Research

Annette Maldonado, PhD, 2024, University of Utah, Assistant Professor, Prenatal Pediatrics Institute, NICU and CICU

Stephanie Merwin, PhD, 2018, University of Maryland College Park, Assistant Professor, Hematology, Oncology, Bone Marrow Transplant

Rebecca Neshkes, PhD, 2023, The University of North Carolina at Chapel Hill, Assistant Professor, Neurology

Deborah Zlotnik, PhD, 2013, St. John’s University, Clinical Associate Professor, Inpatient Psychiatry

WHOLE BEAR CARE/ PRIMARY CARE

Ayanna Baker, PhD, 2019, Howard University, Assistant Professor, Whole Bear Care

Vanessa Fuentes, PhD, 2022, Catholic University of America, Assistant Professor, Whole Bear Care: Primary Care Behavioral Health Services

Ashley Maxie–Moreman, PhD, 2021, University of Miami, Assistant Professor, Whole Bear Care: Primary Care Behavioral Health Services

Shardé Pettis, PsyD, 2021, Xavier University, Assistant Professor, Infant and early childhood mental health, Whole Bear Care: Primary Care Behavioral Health Services

Stefania Pinto, PhD, 2022, University of Florida, Assistant Professor, Whole Bear Care: Primary Care Behavioral Health Services

Lindsay Poole, PhD, 2024, Michigan State University, Assistant Professor, Whole Bear Care

Nikita Rodrigues, PhD, 2019, Georgia State University, Assistant Professor, Whole Bear Care: Primary Care Behavioral Health Services

Sharon Shih, PhD, 2022, Georgia State University, Assistant Professor, Whole Bear Care: Primary Care Behavioral Health, Division of Psychology and Behavioral Health

Paige Trojanowski, PhD, 2022, George Mason University, Assistant Professor, Whole Bear Care: Primary Care Behavioral Health, Division of Psychology and Behavioral Health

Emma Whitmyre, PhD, 2022, George Mason University, Assistant Professor, Whole Bear Care: Primary Care Behavioral Services

Noelle Wolf, PsyD, 2019, University of Indianapolis, Assistant Professor, Primary Care Mental Health, Division of Psychology and Behavioral Health

NEUROPSYCHOLOGY FACULTY

Kathleen Atmore, PsyD, 1992, Minnesota School of Professional Psychology, Clinical Associate Professor, Autism Behavioral Consultation Service (ABC)

Madison Berl, PhD, ABPP–CN, 2002, George Mason University, Professor, Director of Research and Scholarship, Division of Neuropsychology

Brian Biekman, PhD, 2024, University of Houston, Center for Autism, Division of Neuropsychology

Angela Bollich, PhD, 2001, University of Florida, Clinical Associate Professor, Center for Autism, Division of Neuropsychology

Caitlyn Cap, PsyD, 2022, La Salle University, Division of Neuropsychology

Emily Carlson, PhD, 2022, American University, Division of Neuropsychology, Brain Tumor Institute & Gilbert Neurofibromatosis Institute

Kirsty Coulter, PhD, 2023, University of Connecticut, Assistant Professor, Center for Autism, Division of Neuropsychology

Alan Gerber, PhD, 2022, Stony Brook University, Center for Autism, Division of Neuropsychology

Gerard Gioia, PhD, 1984, University of North Carolina at Chapel Hill, Professor, Division of Pediatric Neuropsychology; Director, Safe Concussion Outcome, Recovery & Education (SCORE) Program

Raquel Gutierrez, PhD, 2023, Tulane University, Center for Autism, Division of Neuropsychology

Cole Hague, PhD, 2019, University of Texas Southwestern, Assistant Professor, Division of Neuropsychology

Anne P. Inge, PhD, 2009, University of Miami, Assistant Professor, Center for Autism ; Clinical Director Division of Neuropsychology; Training Director, Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Program

Laura Kenealy, PhD, ABPP–CN, 2001, Loyola University Chicago, Clinical Professor, Training Director in Neuropsychology

Lauren Kenworthy, PhD, 1993, University of Maryland, Professor; Chief, Division of Neuropsychology Director, Center for Autism

Hayley Loblein, PhD, 2019, The University of Texas at Austin, Assistant Professor, Assistant Clinical Director, Division of Neuropsychology

Marissa Miller, PhD, 2017, University of South Carolina, Assistant Professor, Center for Autism , Division of Neuropsychology

Ashley Muskett, PhD, 2021, Virginia Tech, Assistant Professor, Center for Autism , Division of Neuropsychology

Julie B. Newman, PhD, ABPP–CN, 2009, Wayne State University, Associate Clinical Professor, Assistant Training Director in Neuropsychology

Deborah Potvin, PhD, ABPP–CN, 2013, University of Texas, Assistant Professor, Center for Autism , Division of Neuropsychology

Allison Ratto, PhD, 2014, University of North Carolina at Chapel Hill, Associate Professor, Center for Autism , Assistant Clinical Director, Division of Neuropsychology

Srishti Rau, PhD, 2016, Catholic University of America, Assistant Professor, Assistant Training Director, Center for Autism and Division of Neuropsychology

Rod G. Salgado, PhD, 2020, University of Oregon, Assistant Professor, Center for Autism , Division of Neuropsychology

Jacqueline Sanz, PhD, ABPP–CN, 2008, UCLA, Associate Professor, Division of Neuropsychology; Co–Director of Cardiac Neurodevelopmental Outcome Program (CANDO)

Jyssica Seebeck, PhD, 2021, Seattle Pacific University, Assistant Professor, Center for Autism, Division of Neuropsychology

Leigh Sepeta, PhD, 2010, UCLA, Director, Inpatient Neuropsychology, Assistant Professor, Division of Neuropsychology

John Strang, PsyD, 2009, George Washington University, Associate Professor, Center for Autism and Gender Development Program, Division of Neuropsychology

Megan Taylor, PsyD, 2023, George Washington University, Assistant Professor, Center for Autism, Division of Neuropsychology

Christina Thomas, PhD, 2021, University of Houston, Assistant Professor, Division of Neuropsychology

Christopher Vaughan, PsyD, 2007, Loyola University in Maryland, Associate Professor, Assistant Director of SCORE Program, Division of Neuropsychology

Karin S. Walsh, PsyD, 2004, Loyola University in Maryland, Professor, Assistant Director of Research and Scholarship, Division of Neuropsychology, Brain Tumor Institute & Gilbert Neurofibromatosis Institute

PSYCHIATRY

Elana Neshkes, MD, 2016, George Washington University School of Medicine and Health Sciences. Assistant Professor, Psychiatry & Behavioral Sciences

Colby Tyson, MD, 2013, George Washington University School of Medicine and Health Sciences, Assistant Professor, Psychiatry & Behavioral Sciences

Nasima Nusrat, MD, 2001, Eastern Virginia Medical School, Assistant Clinical Professor, Psychiatry and Behavioral Sciences

Adelaide Robb, MD, 1987, John’s Hopkins University, Professor, Chief, Psychiatry & Behavioral Sciences



Children's National.

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