



**MICHIGAN MEDICINE AND VA ANN ARBOR HEALTHCARE
SYSTEM POSTDOCTORAL CONSORTIUM IN CHILD CLINICAL
PSYCHOLOGY**

**2019
POSTDOCTORAL RESIDENCY BROCHURE
Application Deadline: December 14, 2018**

One or two positions anticipated beginning in September 2019



**ACCREDITED BY THE COMMISSION ON ACCREDITATION
AMERICAN PSYCHOLOGICAL ASSOCIATION**

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MICHMED/VAAHS Consortium Overview

Michigan Medicine (MICHMED) and the VA Ann Arbor Healthcare System (VAAHS) have joined programmatic forces to create a network of training programs in Professional Psychology. All of the programs in the network are APA accredited, and the Child Clinical Program was the first child postdoctoral training program to be accredited by the Commission on Accreditation of the American Psychological Association in Clinical Psychology (next site visit 2020). MICHMED and VAAHS provide a rich interdisciplinary training environment with seminars, invited lectures, and opportunities for collaboration with faculty across disciplines and departments. The Child Clinical Program fellows participate in many joint training activities within the consortium. The overall Training Network is led by the Network Training Committee Chair, J. Todd Arnedt, Ph.D.

The training philosophy of the programs in the training network is a scientist-practitioner model. The institutional philosophy and values of all of the programs are focused on normative healthcare, ethical values of beneficence, non-maleficence, and social contract in a context of public service. The central goal and mission of the training network is to contribute to the development of competent clinical psychologists. To serve this overall goal, the training network welcomes applications from individuals who have graduated from accredited clinical/counseling psychology programs. The program selects candidates whose academic and clinical preparation, supervisor recommendations, and perceived synergy with our programs are ideally suited. Thus, we hope to identify postdoctoral fellows who demonstrate a readiness to learn. The training network provides the breadth and depth of experiences in assessment, treatment, consultation, and scholarly support of practice and research. Fellows in the Child Clinical Program complete their training over a two-year period. Appointments are made initially for one year with a second year reappointment being expected but at the discretion of the postdoctoral fellow and the program. Satisfactory completion of the two-year postdoctoral residency generally requires a minimum of 22 months of active participation with final approval and certification of all postdoctoral trainees by the Network Training Committee. The current stipend is \$48,432 for 1st year fellows and \$49,885 for 2nd year fellows. Benefits include healthcare coverage, vacation, sick and professional development time, and travel support for professional development. The University of Michigan is a non-discriminatory/affirmative action employer. We especially encourage applications from members of underrepresented groups. The deadline for applications for the 2019-2021 training years will be December 14, 2018. Submission of materials via email (including letters of recommendation) is encouraged, but paper submissions are acceptable. Please see Application Process on page 15 for additional information.

Questions about the accreditation and the accreditation process can be addressed to:
Office of Program Consultation and Accreditation American Psychological Association
750 First Street N.E., Washington DC, 20002
Phone: 202-336-5979

Clinical Child Program Overview

The Clinical Child Psychology Postdoctoral Training Program in the Department of Psychiatry at Michigan Medicine was the first clinical child psychology postdoctoral training program in the nation to be accredited as a specialty by the American Psychological Association. Our overarching goal is to develop exceptional scientist-practitioners. We believe that advanced, specialized training in psychology over the two years of the fellowship is extremely important for those who seek academic careers or positions of leadership in clinical and educational settings. We seek applicants with strong research potential who are highly motivated to develop their own program of systematic research under the mentorship of our clinical child psychology faculty. The program is relatively unique in providing an evenly split experience between research and clinical work. Fellows spend 50% of their time on research and educational opportunities and 50% on clinical responsibilities.

Our Clinical Child Psychology Postdoctoral Training Program provides advanced training in the evaluation and treatment of children, adolescents and their families; professional consultation as a clinical child and adolescent psychologist; and programmatic empirical research. It also prepares psychology fellows for licensure as a clinical psychologist in the state of Michigan and board certification in Clinical Child and Adolescent Psychology through the American Board of Professional Psychology.

The primary training setting is the Rachel Upjohn Building, home to the U-M Depression Center and Ambulatory Psychiatry Programs. Separate clinical areas for children and adolescents, adults, and substance-abuse patients make up the first floor, with 335 offices and outpatient treatment rooms where psychiatrists, psychologists, social workers, nurses, and primary care clinicians can meet with and treat patients and families. The outpatient clinics are responsible for approximately 1200 new child and family evaluations and 11,000 return visits each year.

Postdoctoral psychology fellows have the opportunity to implement and become highly skilled in a wide range of evidence-based, developmentally and culturally sensitive, psychosocial treatments for children, adolescents, and families. Psychology fellows can choose to participate in a number of specialized clinics such as our Trauma and Grief Clinic and the Parent Child Relational Clinic, highlighting evidence-based treatment modalities such as Trauma Focused Cognitive Behavioral Therapy, Trauma and Grief Component Therapy, Child Parent Psychotherapy, and Parent Child Interaction Therapy.

MICHMED Facilities



MICHMED consists of hospitals, health centers, and clinics owned and operated by the University. At its core is the UM Medical Center, a large, attractive interconnected complex of contemporary buildings, located virtually in the center of Ann Arbor, a focal point of the city and the University campus. Major facilities consist of the University Hospital (UH), the Cancer and Geriatric Centers, and the Maternal and Child Health Center (MCHC), which is comprised of Mott Children's Hospital, Von Voigtlander Women's Hospital, and the Holden Neonatal Unit. The UM Hospitals have a total bed capacity of 809. The UM

Medical Center provides more ambulatory patient care visits than any other academic medical center in the country, approximating 1.6 million annually. The East Ann Arbor Medical Campus, Kellogg Eye Center, Turner Geriatric Center, and the Ann Arbor Veterans Affairs Hospital and Health System are in close proximity. Adding to the University's research capabilities in 2009, UM acquired the North Campus Research Complex—formerly the Pfizer property—which is close to the East Ann Arbor Medical Campus, and encompasses four parcels of land and 30 buildings. The acquisition added nearly

two million square feet of sophisticated laboratory facilities and administrative space, along with furnishings.

The Clinical Child & Adolescent Psychology Section is housed in the Rachel Upjohn Building which is located on the East Ann Arbor campus, a state-of-the-art facility located on the East Ann Arbor Medical Campus that was completed in 2006. The three-story building features a 120-seat auditorium and suite of meeting rooms. The first floor includes ambulatory psychiatry clinics for children, adolescents and adults, as well as substance abuse clinical areas. The first floor has 335 offices and outpatient treatment rooms where psychiatrists, psychologists, social workers, nurses, and primary care clinicians can meet with patients and families. Each fellow has his/her own office with dedicated phone and computer, as well as dictation. Rotations are also available within primary care and at C.S. Mott Children's Hospital. Our Nyman Family Unit is a newly designed, state of the art, 16-bed, pediatric psychiatry inpatient unit. The Comprehensive Eating Disorders Program also house partial-hospitalization and outpatient eating disorders services within C.S. Mott Children's Hospital.

Education

In addition to core curriculum, fellows in the MICHMED/VAAAHS Clinical Psychology Consortium have several unique learning opportunities, ranging from targeted coursework to visiting lectures. Educational opportunities include both mandatory training requirements, designed to ensure smooth and consistent progress throughout the training program, and optional training opportunities that can be pursued to enrich the training experience to the extent that time is available.

Required:

- Weekly Professional Development Seminar (First Year Fellows)
- Weekly Grand Rounds
- Monthly Postdoctoral Forum
- Monthly Bioethics Conference (Mandatory Twice Per Year)

Optional as time permits:

- Multidisciplinary Section/Team meetings (required at times, depending on clinical rotations)
- Research Development Seminar (Second Year Fellows)
- Invited Lecturers throughout the University and VAAAHS

Teaching/Supervision Experiences

Fellows are provided with the opportunity to perform clinical supervision of pre-doctoral practicum students. Additional supervision of undergraduate students who work with faculty and fellows on a wide variety of research projects is also available. In addition, fellows may also provide assistance in teaching seminars with faculty members. Fellows also take part in an annual half-day workshop in development of supervision skills.

Clinical Experiences

Child fellows construct an individualized training plan comprised of experiences selected by the fellow in conjunction with their primary faculty advisor. Clinical experiences typically account for 50% of the fellow's experience. All fellows carry a caseload of outpatient clients at the Rachel Upjohn Building that can be picked up from the psychotherapy waitlist or from intake appointments completed by the fellow. In addition, rotations are offered through a variety of specialty clinics including:

Infant and Early Childhood Clinic (IECC) – <http://www.psych.med.umich.edu/patient-care/infant-and-early-childhood-clinic/> Postdoctoral fellows rotate through this clinic for 1 calendar year to provide those with an early childhood interest the opportunity to pick up early childhood treatment cases and to provide leadership and clinical teaching to fellow trainees (psychology practicum students, psychiatry residents and fellows, social work interns and fellows) with relatively less experience working with young children and parents. Opportunities exist to learn about the Diagnostic and Classification 0-5 system, as well as Child-Parent Psychotherapy, Circle of Security, Mom Power, Parent-Child Interaction Therapy, and other early childhood evidence-based interventions. IECC is an intake/assessment clinic with opportunity to pick up cases for ongoing treatment under the supervision of Kate Rosenblum, PhD and Megan Julian, PhD.

Trauma and Grief Clinic (TAG) - <http://www.psych.med.umich.edu/patient-care/trauma-and-grief-center/> TAG clinic runs on Fridays with intake/assessment sessions in the morning, didactic training mid-day, and therapy clients in the afternoons. Polly Gipson, PhD is the primary mentor within this clinic. Postdoctoral fellows interested in trauma and grief work most typically rotate through the whole day clinic, although there is an option to participate only in intake or therapy portions. All trainees in TAG must be present for the didactic portion. TAG is run on 6 month rotations beginning in January and July.

Women and Infants Mental Health Clinic - <http://www.psych.med.umich.edu/patient-care/women-and-infants-mental-health-clinic/> Postdoctoral fellows interested in early childhood and/or perinatal mental health often choose to rotate through the perinatal clinic. They are involved in intake/assessments with women who are pregnant or postpartum and their families. Fellows often pick up therapy cases from these intakes as well. The primary supervisor in this clinic is Maria Muzik, MD.

General New Patient Intake Evaluations – Psychology fellows participate continually in new patient evaluations, either within one of the above clinics or through our more general anxiety or depression team intake appointments. The anxiety and depression teams are generally staffed by child psychiatrists and provide a great interdisciplinary learning experience. Fellows have the option of picking up additional therapy cases through these evaluations if they have space in their schedule.

ASD Assessment Clinic - <http://www.psych.med.umich.edu/patient-care/autistic-spectrum-disorders-clinic/> The Department of Psychiatry ASD assessment clinic provides comprehensive multidisciplinary assessments for children and adolescents (ages 18 months-18 years) suspected of having an ASD diagnosis. Each child receives developmental/neuropsychological testing, an Autism Diagnostic Observation Schedule (ADOS), a speech evaluation, and a psychiatric evaluation. The team members then meet to provide consensus diagnosis and treatment recommendations to the family. Child psychology postdoctoral fellows can be involved in developmental testing for the young child evaluation and ADOS evaluations across the age span. Formal ADOS training is available yearly through the department. Angela Fish, PhD is the primary psychology supervisor in this clinic.

Psychoeducational Assessment Clinic – Each postdoctoral fellow will rotate through 6 months-1 year (depending on interest in ASD assessment clinic) of monthly psychoeducational assessments supervised

by Cindy Ewell-Foster, PhD. Referrals come from the neuropsychology waitlist, but referral questions are more specific to psychodiagnostic, cognitive, or learning difficulties, rather than neuropsychological in nature.

Dialectical Behavior Therapy (DBT) Group Therapy – Jonathan Marin, MSW, is the primary leader of our adolescent DBT group program. Psychology fellows can participate in this clinic. They will start with rotating through the didactic mentorship portion and observing a group in action and then have the opportunity to co-lead one of the groups. We have also recently added a Perinatal DBT group that fellows may be able to participate in.

PMT Psychotherapy Training Clinic – The Parent Management Training Clinic trainees primarily consist of psychiatry residents and psychology practicum students. However, a psychology postdoctoral fellow interested in more intensive PMT supervision is welcome to join this clinic as well. The clinic runs on Tuesday afternoons beginning with didactics, followed by live observed therapy sessions.

CBT Psychotherapy Training Clinic – This clinic is ideal for fellows looking for more intensive CBT specific feedback. It involves live supervision of CBT therapy sessions.

Further psychotherapy experiences – The psychiatry clinic is home to supervisors with specializations in numerous different forms of therapy including Child Parent Psychotherapy (CPP), Parent Child Interaction Therapy (PCIT), Early Start Denver Model (ESDM) early intervention for ASD, TF-CBT, CBT for Pediatric Anxiety Disorders etc. We work hard to help fellows have a range of breadth and depth in their clinical training. We aim to ensure that fellows have experience working with many types of clients, but also specific experiences with clientele that match with their research interests in order to inform the exchange of research-practice information.

Inpatient Psychiatry – <https://medicine.umich.edu/dept/psychiatry/patient-care/inpatient-care/child-inpatient-psychiatry> The Nyman Family Unit for Child and Adolescent Mental Health and Wellness at Michigan Medicine is located at the C.S. Mott Children's Hospital, adjacent to the University of Michigan's central campus. Child and adolescent patients are admitted to the 13-bed main unit for stabilization, where they are treated for suicidality, self-injurious behavior, mood disorders, anxiety, and aggression over the course of a typical 7 to 10-day stay. Medically complicated patients and those presenting with psychoses, genetic, or neurodevelopmental disorders are admitted for lengthier stays to both the main unit and a smaller acute care 3-bed sub-unit. Within the context of a multi-disciplinary team, psychologists provide group therapy, individual psychotherapy, intensive behavior therapy, parenting consults and family work. Through consultation with Dr. Miller, trainees will develop a focused individualized training plan to refine skills in diagnostic interviewing, individual and group therapy, parenting and family work. Specialized training in autism phenotyping and behavior therapy may also be available for verbal and nonverbal patient populations with multiple comorbidities. Team rounds occur daily. Weekly seminars are available at C.S. Mott and within the Department of Psychiatry. Current research focuses on the study of risk-taking behaviors in suicidal adolescents and the role of trauma in family systems of patients with neurodevelopmental disorders.

Comprehensive Eating Disorders – <https://www.mottchildren.org/conditions-treatments/eatingdisorders>. The CEDP provides a partial hospitalization program (PHP), intensive outpatient (IOP) services, and outpatient therapy for patients 8-24 years of age with anorexia nervosa, bulimia nervosa, and other forms of eating disorders. The program curriculum is based primarily in family based treatment. Other evidence-based treatment modalities are employed in group formats and a highly skilled multidisciplinary team helps support and monitor patients in their recovery. Psychology postdoctoral fellows have opportunities to assist with intake evaluations, lead or co-lead groups, provide meal support, and conduct FBT and/or CBT on an outpatient basis.

Research Experiences

Each fellow is also expected to participate heavily in research throughout their 2 year-fellowship, with the goal of helping each fellow develop their own program of research that they can pursue after fellowship. Fellows are paired with a faculty mentor in one of the following areas:

Military and Veteran Research

The Department of Psychiatry and the Depression Center are home to a unique initiative dedicated to military and veteran mental health and wellness, Military Support Programs and Networks (M-SPAN). M-SPAN has developed five military and veteran-focused intervention programs in response to identified needs and gaps in services, with an emphasis on peer support and resilience. Each program includes evidence-based approaches that have been tailored for specific populations, such as student veterans; National Guard service members; military families with young children; military and veteran spouses and their children; military caregivers; and women veterans. The M-SPAN approach prioritizes the development and implementation of programs that include rigorous program evaluations, with clear trajectories for national dissemination. Fellows have the opportunity to participate in M-SPAN programs through direct clinical service, and a number of various research studies including program evaluation, clinical intervention outcomes, implementation science, and longitudinal qualitative and quantitative data across programs. More information is available at www.m-span.org

Youth Depression and Suicide

Suicide is one of the leading causes of death among youth and young adults in the United States. However, most individuals at high risk for suicide go unrecognized and untreated, and for half of all suicide attempts, the first attempt is fatal. Suicide prevention strategies include universal, population-based approaches; selective approaches that target high risk subgroups, and indicated approaches with individuals at elevated risk for suicide. Our team is conducting research on strategies across this continuum to develop improved screening, risk assessment, and prevention/intervention strategies. For further information please visit: <https://sites.lsa.umich.edu/king-lab/>

Zero to Thrive and the Women and Infants Mental Health Program

Zero to Thrive and the Women and Infants Mental Health (WIMH) Program faculty are actively engaged in research that aims to transform the lives of infants, young children, and their families through understanding of factors related to risk and resilience during this critical period. Current research spans bio-psycho-social approaches, and our multi-generational promotion, prevention and intervention initiatives are aimed at promoting the long-term health and resilience of populations through research, partnership and service. Our vision is to spark vibrant interdisciplinary and cross-sector collaboration that will result in breakthrough, scientifically-based, real-world solutions to improve the health and well-being of families with young children from conception to early childhood and impact generations to come. <https://medicine.umich.edu/dept/psychiatry/programs/zero-thrive>

Eating Disorders

The Comprehensive Eating Disorders Program (CEDP) has an active clinical research program aimed at identifying moderators of treatment outcome within our family-based treatment informed partial hospitalization program. We are particularly interested in parental characteristics that predict success in treatment, as well as early indicators of positive treatment process (e.g., rapid weight restoration). Interview, self-report, parent-report, and chart review data (e.g., weight and vital signs) are collected throughout treatment as well as at 3 months and 12 months following discharge.

Pediatric Anxiety Disorders Program

The Pediatric Anxiety Disorders Program is a vibrant program integrating both clinical research and patient care. The interdisciplinary team of psychiatrists, social workers, and psychologists employ

multimethod strategies to better understand anxiety disorders across development. Current research projects examine mechanisms underlying youth anxiety and obsessive-compulsive disorders, neural predictors of treatment response, and strategies for improving treatment trajectories.

Autism Spectrum Disorders

The Autism Spectrum Disorder research program provides opportunities for postdoctoral fellows to engage in clinical research around ASD diagnosis across the age span, as well as intervention research in young children. Specifically, current research focuses on implementation of the Early Start Denver Model (ESDM) parent training groups for newly diagnosed children under age 4. There are also opportunities to assess different clinician training models.

Current Fellows

Nora Erickson – Washington State University; University of Michigan Mary A. Rackham Institute (*internship*)

Julie Premo – Miami University; Geisel School of Medicine at Dartmouth College (*internship*)

Claire Hatkevich – University of Houston; University of California Davis School of Medicine (*internship*)

CORE TRAINING STAFF BIOGRAPHIES



Emily Bilek, Ph.D.
Assistant Professor
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Dr. Bilek is a Clinical Psychologist and a Clinical Assistant Professor in the University of Michigan Department of Psychiatry. Dr. Bilek received her Ph.D. in clinical psychology from the University of Miami, and completed her internship and postdoctoral training at the Mary A. Rackham Institute at the University of Michigan. Her clinical interests include cognitive behavioral therapies for pediatric anxiety, depressive, and obsessive compulsive disorders. She is a supervisor in the Pediatric Anxiety Disorders Program, and co-leads the Pediatric Cognitive Behavioral Therapy Training Clinic. Her research interests include identifying underlying mechanisms of pediatric anxiety and depression and mechanisms of treatment and treatment enhancement for cognitive behavioral therapies.

Cynthia Ewell-Foster, Ph.D.
Assistant Professor
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Dr. Ewell Foster is a Child Clinical Psychologist and Clinical Assistant Professor in the Department of Psychiatry and Rackham Graduate School. She directs the University Center for the Child and Family at the Mary A. Rackham Institute at the University of Michigan. Dr. Ewell Foster is a member of the Youth Depression and Suicide Prevention Research Program; her research interests focus on school, community, and systems-based interventions to prevent youth depression and suicide. She was an intervention specialist in the Youth-Nominated Support Team Intervention at the University of Michigan (NIMH: RO1 MH63881-01A1; King, PI), the Principle Investigator of multiple foundation-funded community collaborations focused on school-based mental health education, a co-investigator on a CDC-funded suicide prevention trial (Let's Connect, Links to Enhancing Teen Connectedness, King, PI) and the evaluator/co-investigator on two SAMHSA-funded grants to the Michigan Department of Community Health to support state-wide youth suicide prevention. She is currently the PI of the University of Michigan's Campus Suicide Prevention Grant. Dr. Ewell Foster is a co-author of the recently published book, *Teen Suicide Risk: A Practitioner Guide to Screening, Assessment, and Management*. Dr. Ewell Foster is also a clinician and clinical educator with expertise in suicide risk assessment and care management, evidence-based treatments for childhood psychopathology, and the development of family, community, and social support systems for youth.



Angela Fish, Ph.D.
Instructor
Interim Training Director, Child Psychology Postdoctoral Training Program
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Dr. Fish is a Clinical Instructor and the Interim Training Director for the Child Psychology Postdoctoral Training Program within the Department of Psychiatry. She completed her graduate training at Wayne State University in Detroit, Michigan, internship at Hawthorn Center in Northville, Michigan and Postdoctoral

Fellowship at the University of Michigan Autism and Communication Disorders Center. Currently, she co-leads the Parent Management Training Clinic and is a core member of the Autism Spectrum Disorders Assessment Clinic. She has strong interests in multidisciplinary training and Autism Spectrum Disorders assessment and treatment.

Polly Gipson, Ph.D.

Assistant Professor

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Dr. Polly Y. Gipson is a licensed Clinical Psychologist and Clinical Associate Professor in the Department of Psychiatry, Child and Adolescent Section, at Michigan Medicine, University of Michigan Medical School. She serves as the Director of the Trauma and Grief Clinic and Director of the Frankel Psychotherapy Program in Primary Care. She is a member of the Youth and Young Adult Depression and Suicide Prevention Research Program. Her expertise is in evidence-based clinical practices; trauma- and bereavement-informed assessment and intervention; suicide risk assessment and intervention; universal screening and brief interventions; and community-based participatory research approaches. Presently, she is a co-investigator for a NIH funded study focused on the warning signs of youth suicide attempters. She is a site principal investigator for a SAMHSA funded investigation focused on the development of bereavement-informed best practices for youth. Dr. Gipson's activities will continue to focus on community-based prevention and intervention strategies for underserved youth at elevated risk for trauma and grief exposure, suicide and other adverse psychological outcomes.



Megan Julian, Ph.D.

Clinical Lecturer

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Dr. Julian is a Clinical and Developmental Psychologist and Clinical Lecturer in the Women and Infants Mental Health Program in the Department of Psychiatry at the University of Michigan. She completed her Ph.D. in Clinical and Developmental Psychology at the University of Pittsburgh, a clinical internship and postdoctoral fellowship specializing in early childhood at the Yale Child Study Center, and additional postdoctoral work at the University of Michigan's Center for Human Growth and Development. Her research interests include parent-child relationships in the early childhood years, interventions to improve early relational care, and psychological and biological processes that contribute to parenting behavior. Her clinical interests include dyadic relationally-based treatment for young children and their caregivers, parenting interventions, trauma, anxiety disorders, and developmental assessments.

Michelle Kees, Ph.D.

Associate Professor
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Dr. Kees is a Clinical Psychologist and Associate Professor in Child and Adolescent Psychiatry. She holds an Adjunct appointment in the Department of Psychology and a Without Compensation appointment at the Ann Arbor Veterans Affairs Medical Center. Dr. Kees is a principal faculty member with M-SPAN (Military Support Programs and Networks), a portfolio of innovative programs addressing military and veteran mental health. Her clinical and research expertise centers on risk and resilience in female veterans, military spouses, caregivers, and families; peer programs supporting access to services for veterans; and iterative development, evaluation, and large-scale dissemination of evidence-based intervention programs. She is the Principal Investigator for HomeFront Strong, a Department of Defense funded resiliency intervention for military and veteran spouses and their children. She is also the Principal Investigator for PAVE (Peer Advisors for Veteran Education), a student veteran peer mentorship program on 37 college campuses nationwide, and for Buddy-to-Buddy, a statewide peer support program for service members and veterans throughout Michigan. Additionally, she and her team recently launched a new program for women veterans, After Her Service, that focuses on the intersection of mental health and employment success for veteran women transitioning into civilian life. Dr. Kees has been at the University of Michigan for 15 years, and was a founding member of M-SPAN in 2008. She received her PhD in Clinical Psychology at SUNY Stony Brook, completed a clinical internship at Children’s Memorial Hospital in Chicago, IL, and completed a 2-year postdoctoral fellowship at the Center on Child Abuse & Neglect at the University of Oklahoma Health Sciences Center.



Cheryl King, Ph.D.

Professor
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Dr. King is a Professor in the Departments of Psychiatry and Psychology at the University of Michigan where she also serves as Director of the Youth Depression and Suicide Prevention Research Program. Her research focuses on the development of evidence-based practices for suicide risk screening, assessment, and intervention. She is currently Principal Investigator of three NIMH-funded research projects: Emergency Department Screen for Teens at Risk for Suicide (ED-STARS), which aims to develop an adaptive suicide risk screen that can be disseminated nationwide; Electronic Bridge to Mental Health for College Students (eBridge), which aims to test the efficacy of an online suicide risk screening and treatment linkage counseling program; and 24-Hour Risk for Suicide Attempts in a National Cohort of Adolescents. A clinical educator and research mentor, Dr. King has served as Director of Psychology Training and Chief Psychologist in the Department of Psychiatry, and has twice received the Teacher of the Year Award in Child and Adolescent Psychiatry. She is the lead author of *Teen Suicide Risk: A Practitioner Guide to Screening, Assessment, and Management*. In addition, Dr. King has provided testimony in the U.S. Senate on youth suicide prevention and is a Past President of the American Association of Suicidology, the Association of Psychologists in Academic Health Centers, and the Society for Clinical Child and Adolescent Psychology.

Fiona Miller, Ph.D.

Assistant Professor

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Dr. Miller is a Clinical Assistant Professor and Director of Psychological Services at the Nyman Family Unit for Child and Adolescent Mental Health and Wellness at Michigan Medicine. Dr. Miller completed her Ph.D. in School and Clinical Child Psychology at the University of Toronto, her clinical training at the Hospital for Sick Children (HSC) and the Center for Addiction and Mental Health (CAMH) in Toronto, and a post-doctoral fellowship at the University of Michigan. Dr. Miller's clinical interests have focused on the diagnosis and treatment of acute symptom presentations in psychological and neurodevelopmental disorders from infancy through adolescence in outpatient, day-treatment, and inpatient psychiatric settings. Dr. Miller has extensive clinical experience in case formulation, autism diagnostics and in phenotyping, individual and group therapy with suicidal adolescents, and in parent-child psychotherapy. Dr. Miller has trained clinicians internationally, consulted to clinical trials research in the pharmaceutical industry, and to phenotyping studies examining associations among genetic variants and developmental outcomes in both simplex and rare-variant populations. Dr. Miller's current research interests are focused on the role of trauma in family systems impacted by neurodevelopmental disorders and on the study of risk taking trajectories in adolescents with suicidality.



Kate Rosenblum, Ph.D.

Professor

Departments of Psychiatry and Obstetrics & Gynecology

Co-Director, Women and Infants Mental Health Program and Zero to Thrive

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Dr. Rosenblum is a clinical and developmental psychologist and a Professor of Psychiatry and Obstetrics and Gynecology. In Psychiatry, she co-directs the Zero to Thrive Program (www.zerotothrive.org) and the Infant and Early Childhood Clinic. Dr. Rosenblum is the psychologist consultant to the UM School of Law's Child Advocacy Clinic, a member of the Academy of Fellows with the national organization Zero to Three, and is a member of the Board of Directors of the international Alliance for the Advancement of Infant Mental Health. Her research, teaching and clinical work focus on parenting, infant, and early childhood mental health. Dr. Rosenblum has published extensively, and her research, supported by both federal and foundation grants, focuses on preventive intervention and intervention for vulnerable families with infants and young children. She is the co-developer of the Mom Power preventive intervention and is involved in the development and evaluation of several of its adaptations, including the Fraternity of Fathers, the Strong Military Families program, and Strong Beginnings, which focuses on support for foster and bio parents involved in the child welfare system. Many of the families she works with have experienced significant disruptions, including separations, trauma, and/or loss. In these contexts, her research focuses on understanding intergenerational transmission of risk and resilience and on interventions to strengthen protective factors and enhance family resilience.

Jessica Van Huysse, Ph.D.

Assistant Professor

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Dr. Van Huysse is a clinical psychologist and Clinical Assistant Professor in the Department of Psychiatry and Clinical Director of the University of Michigan Comprehensive Eating Disorders Program. She completed her Ph.D. in Clinical Psychology at Michigan State University, a clinical internship at West Virginia University – Charleston, and a health psychology postdoctoral fellowship at the Consortium for Advanced Psychology Training/Michigan State University School of Medicine. Her research interests include moderators of treatment outcome in family based treatment for eating disorders and understanding the etiology of eating disorders using behavioral genetic approaches. Her clinical interests include family-based treatment and cognitive behavioral therapy for eating disorders.

AFFILIATED TRAINING STAFF BIOGRAPHIES



Costanza Colombi, Ph.D.

Research Assistant Professor

Dr. Colombi has extensive experience conducting research into early intervention for young children with Autism Spectrum Disorder (ASD). At the University of Michigan, she trained all professionals involved in the delivery of early intervention in an NIH funded randomized trial evaluating the Early Start Denver Model (ESDM). While working at the National Research Council of Italy (2011-2013), she initiated an Early Start Denver Model (ESDM) trial involving 7 ASD centers within the Italian Public Health System. For many years, she has trained professionals in the ESDM, nationally and internationally. Beyond the ESDM, she has expertise in early development of ASD as well ASD across the life span. She is an author of the Brief Observation of Social Communication Change (BOSCC), a cutting edge measure of treatment outcomes for young children with ASD. She is a trainer for the Autism Diagnostic Observation Schedule (ADOS) and the Autism Diagnostic Interview- Revised (ADI-R), both of which are considered ‘gold standard’ diagnostic instruments for research and clinical work in ASD. Moreover, she has authored and co-authored multiple high impact articles in different areas of ASD, including diagnosis, intervention, socio-cognitive development, and social communication. She is currently evaluating the ESDM adapted for a parent-child group delivery with support of grants from the Michigan Department of Health and Human Services. She collaborates with several Italian universities and Public Health Hospitals to disseminate and evaluate evidence-based early interventions for young children with ASD.

Ewa Czyz, Ph.D.

Dr. Czyz is a Research Assistant Professor at the University of Michigan. She received her Ph.D. in Clinical Psychology from the University of Michigan in 2015 and an M.A in Counseling Psychology from Northwestern University in 2007. Ewa’s interests focus on questions of how we can best identify and intervene with adolescents and young adults seen in psychiatric settings who are at risk for suicidal behavior. She is especially interested in studying measurement approaches that can potentially detect dynamic changes in risk in addition to the



development of individualized interventions for at-risk youth.



Kate Fitzgerald, M.D.

Associate Professor

Dr. Fitzgerald is interested in a number of clinical and research areas, but is most passionate about pediatric anxiety, including obsessive compulsive disorder. Her current research involves using fMRI, EEG, and behavioral assessments to look for possible neurological biomarkers of anxiety disorders. These markers will be used as neural targets for research into novel, mechanism-based treatments. She is also involved in research focusing on the dissemination of currently available treatment interventions for these conditions. Towards this end, she is working on a school-based program to provide treatment to children suffering from anxiety and depression in our community. This work aims to facilitate the development, improvement and dissemination of treatments for childhood anxiety.

Sheila Marcus, M.D.

Clinical Professor

Section Chief, Child and Adolescent Psychiatry



Jonathan Marin, LMSW

Clinical Social Worker

Maria Muzik, M.D.

Associate Professor

Departments of Psychiatry and Obstetrics & Gynecology

Co-Director, Women and Infants Mental Health Program and Zero to Thrive



Dr. Muzik is an Associate Professor of Psychiatry and Obstetrics & Gynecology. Her expertise is in women’s mental health in relation to reproduction with a specific focus on trauma and trauma-related perinatal mental health conditions. Her background is also in developmental psychology, parenting, parent-child relationships and psychotherapy. She conducts cutting-edge research, directs patient care services, and oversees educational programing.

At Michigan Medicine, Dr. Muzik co-directs the Zero to Thrive Program and serves as Medical Director of the Perinatal Psychiatry Clinic, a nationally known program serving hundreds of women each year with mood concerns related to perinatal loss, preconception, pregnancy or postpartum. She also leads the integration of perinatal mental health services within obstetrics, family medicine and pediatrics. Across the State of Michigan, Dr. Muzik serves as lead perinatal consultant to primary care, public health nursing, community mental health and other health systems. Her research focuses on the study of stress, trauma and mental illness in the context of childbearing, its influence on parenting and the developing parent- infant relationship, and how to support families in overcoming adversity. She has published over 100 peer-reviewed articles and book chapters, and recently co-edited a book on motherhood in the face of trauma. She directs a number of studies focused on interpersonal violence, childbirth trauma, posttraumatic stress, depression in pregnancy and postpartum and their effects on the developing child, and on interventions to buffer risks and enhance resilience. Her research is funded through grants from the National Institute of Health, Foundation grants, and grants through the State of Michigan.



Karen Smith, LMSW

Social Work Coordinator

Karen Smith is a Social Work Clinical Scholar and Coordinator in the Department of Psychiatry and the Department of Social Work at the University of Michigan. She serves as the Manager of the Zero to Thrive Infant and Early Childhood Clinic. She is Co-Director of the Parent Management Training Clinic. Her primary clinical interest is in the treatment of young children and their caregivers who have experienced trauma and early relationship disruptions. In Karen's research roles, she has worked with military families, implementing a group for families, Strong Military Families. She also serves as the clinical supervisor for an Infant Mental Health Home Visiting Study.

ANN ARBOR LIFE AND COMMUNITY



The University of Michigan and VA Ann Arbor Healthcare System are located within the mid-sized city of Ann Arbor. The 2010 Census recorded its population to be 113,934, making it the sixth largest city in Michigan. Ann Arbor is renowned for its cultural offerings and is home to an avid base of sport enthusiasts. Ann Arbor has you covered year-round, whether you enjoy arts, sports or recreational activities, shopping, festivals, casual or fine dining, family-friendly activities, or nightlife. Ann Arbor is also home to

award winning public schools and higher learning universities and colleges. For further information please visit www.visitannarbor.org.



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Photo: Chicago



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Awards and Accolades: (<https://www.visitannarbor.org/about>)



- #1 [Best Mid-Sized Cities to Visit](#), Reward Expert, 2017
- #20 [The 20 Happiest Cities to Work In Right Now](#), Forbes, 2017
- [Top 10 US Destinations for Solo Travel in 2017](#), Flip Key from TripAdvisor, 2017
- #7 [The Top 10 Best US Cities for Entrepreneurs](#), CITI.IO, 2017
- #1 [The 10 Most Walkable Neighborhoods in the Midwest \(Mid-Size City Edition\)](#), Redfin.com, 2016
- #5 [Expert Poll: Ranking the Best Towns in College Football](#), Athlon Sports & Life, 2016
- [The 15 U.S. Towns Most Worthy of a Day Trip](#), Esquire, 2016
- [The Most Iconic Restaurant in Every Single U.S. State](#), PureWow, 2016

[25 Best Small Town Honeymoon Destinations](#), VacationIdea.com, 2015

#2 [The 50 Best College Towns In America](#), Best College Reviews, 2015

#13 [Top 100 Best Places to Live](#), Livability 2015

[10 College Towns We'd Actually Want To Visit As Adults](#), Huffington Post Traveler, 2014

[Best College Towns for People Who Aren't In College](#), Conde Nast Traveler, 2014 [America's Best Main Streets](#), Fodor's Travel, 2014

Clinical Psychology Application Process

The application deadline for the Clinical Psychology Consortium residency is December 14, 2018. An application cover sheet with instructions can be downloaded at <https://medicine.umich.edu/dept/psychiatry/education/other-programs/psychology-postdoctoral-training>.

Application materials include:

- 1) A completed application cover page
- 2) Letter of interest/Statement of future goals
- 3) Graduate School transcripts
- 4) CV
- 5) 3 letters of recommendation

For general questions about the program, contact Jessica Hamden, the Psychology Postdoctoral Residency Training Program coordinator (UM-VA-PostdocApply@umich.edu or 734-763-4872). For specific inquiries about child training opportunities, contact Angela Fish, Ph.D., Child Psychology Interim Training Director (amfish@med.umich.edu)

The MICHMED/VAAAHS consortium offers stipends ranging from \$47,484 to \$48,925 for 1st and 2nd year residents, respectively. In addition, residents receive medical benefits, paid vacation days, and travel support for professional development.

Candidate interviews take place typically in January and February. Onsite or electronic interviewing options are available. After a review of applications, individuals will be contacted for interview.