



**MICHIGAN MEDICINE**  
UNIVERSITY OF MICHIGAN

**MICHIGAN MEDICINE CHILD CLINICAL PSYCHOLOGY  
POSTDOCTORAL TRAINING PROGRAM**

**2023**

**POSTDOCTORAL RESIDENCY BROCHURE**

**Application Deadline: December 1, 2023**

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2023-2024**

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AMERICAN PSYCHOLOGICAL ASSOCIATION**

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## **MICHMED/VAAHS Network Overview**

Michigan Medicine (MICHMED) and the VA Ann Arbor Healthcare System (VAAHS) have joined programmatic forces to create a network of postdoctoral training programs in Professional Psychology. All of the programs in the network are APA accredited. The Child Clinical Program is located at Michigan Medicine, has its own separate accreditation, and in 2004 became the first child postdoctoral training program in the nation to be granted specialty accreditation by the Commission on Accreditation of the American Psychological Association in Child Clinical Psychology. 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 Network of programs. The overall Training Network is led by the Network Training Committee Chair, J. Todd Arnedt, Ph.D. The Child Training Director is Emily Bilek, Ph.D.

The training philosophy of the programs in the training network is a scientist-practitioner model. The institutional philosophy and training programs' values 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 and completed accredited internship 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 anticipated stipend is \$57,224 for 1st 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 2024-2026 training years will be December 1, 2023. Submission of materials via our online portal is encouraged, but email and paper submissions are acceptable. Please see Application Process on page 19 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 Psychology 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 program 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 a balanced experience between advanced clinical training, research, and professional development. Fellows spend approximately 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 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 Infant and Early Childhood Clinic, highlighting evidence-based treatment modalities such as Trauma Focused Cognitive Behavioral Therapy, Trauma and Grief Component Therapy, Child Parent Psychotherapy, and Parent Management Training.

### **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 office space with a phone and computer, as well as dictation. Rotations are also available 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 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. Fellows work with their primary mentors to develop an individualized plan of learning, so that they are spending approximately 10% of their time in didactic learning. Currently, our educational model is hybrid with some of the required and optional educational activities occurring in person, and others on a virtual platform.

### ***Required:***

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

### **Optional as time permits:**

- Weekly Grand Rounds
- Monthly Global Case Conference (Second Year Fellows)
- Multidisciplinary Section/Team meetings (required at times, depending on clinical rotations)
- Research Development Seminar (Second Year Fellows)
- Invited Lecturers throughout the University
- Rackham Diversity, Equity, and Inclusion Certificate Program

### **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 have opportunities to assist in teaching seminars with faculty members and may occasionally have opportunities to teach courses to undergraduate learners in the department of psychology.

## **Clinical Experiences**

Child fellows construct an individualized training plan comprised of experiences selected by the fellow in conjunction with their primary faculty mentor. 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)** – <https://zerotothrive.org/clinical-services/iecc/> 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. Opportunities for developmental testing are also available. IECC is an intake/assessment clinic with opportunity to pick up cases for ongoing treatment under the supervision of Kate Rosenblum, PhD, Jessica Riggs, PhD, and Cecilia Martinez-Torteya, PhD

**Trauma and Grief Clinic (TAG)** -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.

**Perinatal Psychiatry Clinic** - <https://zerotothrive.org/clinical-services/perinatal-psychiatry-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 pregnant or postpartum persons and their families. Fellows often pick up therapy cases from these intakes as well. Opportunities exist to learn about Cognitive Behavioral Therapy, Perinatal Dialectical Behavioral Therapy, Dialectical Behavioral Therapy, Interpersonal Therapy, Acceptance and Commitment Therapy, Motivational Interviewing, and Infant Mental Health Informed Practices. The primary supervisors in this clinic are Maria Muzik, MD, Greta Raglan, PhD, Jessica Riggs, PhD, Leslie Swanson, PhD, Cecilia Martinez-Torteya, PhD, and Rena Menke, PhD

**Anxiety and Depression Teams** – Psychology fellows participate continually in new patient evaluations, either within one of the above clinics or through our anxiety or depression teams. The anxiety and depression teams are staffed by child psychiatrists and psychologists 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.

**Psychoeducational Assessment Clinic** – Postdoctoral fellows are able to do an optional assessment rotation. This rotation includes 1 year of monthly psychoeducational assessments supervised by one of our child neuropsychology or psychology faculty members. Referrals come from the neuropsychology waitlist, but referral questions are more specific to psychodiagnostic, cognitive, or learning difficulties, rather than neuropsychological in nature. Additionally, for those interested in developmental testing, including autism assessment for young children, there are regular opportunities available to engage in early childhood developmental testing. Referrals for these testing experiences come from the IECC (see above). Occasionally, there are opportunities to observe child autism assessment clinic for older (ages 5+) children as well.

**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. The primary supervisors in this clinic, Alejandra Arango Ph.D. and Aileen Prout, LMSW, are experts in childhood depression, anxiety, and OCD.

**PMT Psychotherapy Training Clinic** – The Parent Management Training Clinic trainees primarily consist of psychiatry residents, psychology practicum students, and social work trainees. 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. The primary supervisors in this clinic are Jessica Riggs, Ph.D., Karen Smith, LMSW, and Morgan Bolen, PsyD.

**Program for Risk Evaluation and Prevention (PREP) Early Psychosis Clinic** – <https://medicine.umich.edu/dept/psychiatry/programs/prep-early-psychosis-clinic/clinical-care> The PREP clinic conducts differential diagnostic evaluations for individuals experiencing potential perceptual disturbances, suspiciousness/paranoia, and/or imagination/reality distortion. It focuses on early detection and therefore crosses between the adolescent and early adult population. The clinic is staffed by Steve Taylor, MD, Cynthia Burton, PhD, Adrienne Lapidus, PhD, PhD, Tyler Grove, PhD, and Alejandra Arango, PhD.

**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 8-22 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 under the supervision of Jessica VanHuyse, PhD.

**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. There is also an opportunity to lead Strong Roots Perinatal DBT groups for fellows interested in dyadic relationships in the perinatal period.

**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), Comprehensive Behavioral Intervention for Tics (CBIT), Habit Reversal Training (HRT), Supportive Parenting for Anxious Childhood Emotions (SPACE) Treatment, 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.



## **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:

### **Youth Depression and Suicide Prevention Program**

Suicide is the second leading cause 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. The primary goal of the Youth Depression and Suicide Prevention Research Program (YDSP) is to conduct innovative clinical research that will inform and ultimately improve suicide risk screening, suicide risk assessment, community-based suicide prevention strategies, and clinical interventions for youth and young adults at elevated risk for suicide. The YDSP team has a longstanding record of active engagement in NIMH-, CDC -, and SAMHSA-funded research projects. The focus of these projects spans the development and validation of a new computerized suicide risk screen, the development of an effective text message support system for youth at risk and their parents, studies of proximal suicide risk indicators and 24-hour warning signs, a study of the feasibility and effectiveness of a technically enhanced Youth-Nominated Support Team intervention (YST), and community-based preventive strategies. For further information please visit:

<https://medicine.umich.edu/dept/psychiatry/programs/ydsp>

### **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. For more information please visit: <https://zerotothrive.org>

### **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.

For more information please visit: <https://www.mottchildren.org/conditions-treatments/eatingdisorders>

### **Child OCD and Anxiety Disorders Program**

The Child OCD and Anxiety Disorders Program (COAP) is a vibrant program integrating both clinical research and patient care. The interdisciplinary team of psychiatrists, social workers, and psychologists employ multi-method 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.

For more information please visit: <https://medicine.umich.edu/dept/psychiatry/programs/child-ocd-anxiety-disorders-program>



## **Current Fellows**

Erin Ramsdell – University of Nebraska-Lincoln; University Center for the Child and Family (*Internship*)

Barbara Duran– Georgia State University; University of California San Francisco (*Internship*)

## **Example Fellow Schedules**

First Year Zero to Thrive Fellow

	Mon	Tues	Wed	Thurs	Fri
8	IECC NPs		First Year Fellow Seminar		
9		available for patient appointments	Child Seminar	Research Time	Research Time
10			Department Grand Rounds		
11					
12		Child Grand Rounds	Admin tasks		
1	Mentor meeting	available for patient appointments	available for patient appointments		
2	Clinical Supervision				
3	Paperwork block				
4					
5					

## Second Year Youth Depression and Suicide Prevention Fellow

	Mon	Tues	Wed	Thurs	Fri	
8						
9	Research Time	Depression NPs	Child Seminar	Research Time	TAG evals	
10			Department Grand Rounds			
11		Depression Team/Child GR	DBT Team		TAG didactic	
12						
1	Mentor meeting	Supervise prac student	Clinical Supervision	available for patient appointments	available for patient appointments	
2	Research Time	Research Time	Admin time/ YDSP team			
3			available for patient appointments			available for patient appointments
4						
5						

## CORE TRAINING FACULTY BIOGRAPHIES

### **Alejandra Arango, Ph.D.**

Clinical Assistant Professor

[arango@med.umich.edu](mailto:arango@med.umich.edu)

Dr. Arango is a Clinical Assistant Professor in the Department of Psychiatry. She received her Ph.D. in Clinical Science at the University of Michigan. Dr. Arango completed a pre-doctoral internship in Integrated Behavioral Health at Nemours/A.I. duPont Hospital for Children, and a postdoctoral fellowship in the Child Clinical Psychology Program at the Michigan Medicine Postdoctoral Consortium. Clinically, she is interested in working with adolescents presenting with depression, anxiety, psychosis, and trauma, and for whom suicide-specific interventions are a core aspect of treatment. She has been a member of the Youth Depression and Suicide Prevention Research Program since graduate school. Her research interests are in interpersonal factors that impact suicide risk, as well as evidence-based practices for intervening with youth at elevated risk.



### **Emily Bilek, Ph.D., ABPP**

Clinical Associate Professor

Child / Adolescent Psychology Training Director

[ealaird@med.umich.edu](mailto:ealaird@med.umich.edu)

Dr. Bilek is a Clinical Psychologist and a Clinical Associate Professor in the University of Michigan Department of Psychiatry. She is also the Child and Adolescent Psychology Training Director. 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. She is board certified by the American Board of Professional Psychology in Behavioral and Cognitive

Psychology. Her clinical interests include cognitive behavioral therapies for pediatric anxiety, depressive, and obsessive-compulsive disorders. She co-leads the Child OCD and Anxiety Disorders Program. Her research interests include identifying underlying mechanisms of pediatric anxiety and depression and mechanisms of treatment and treatment enhancement for cognitive behavioral therapies.

### **Morgan Bolen, Ph.D.**

Clinical Lecturer

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Dr. Morgan Bolen is a clinical psychologist. She completed her doctoral training at Pacific University, along with a pre-doctoral internship in Pediatric Psychology at the University of South Florida (USF), Morsani College of Medicine. During this placement she received a wide range of clinical experiences that included certification in parent-child interaction therapy (PCIT), assessment, parent training, child development evaluations, and adolescent primary care. Morgan recently completed a two-year postdoctoral fellowship in the Rothman Center for Pediatric Neuropsychiatry at USF in the OCD, Anxiety, and Tic Disorders program. As a fellow, Morgan received specialized training in exposure and response prevention for children and adolescents with anxiety and obsessive-compulsive disorders and engaged in the treatment and research of children and adolescents with misophonia and tics/Tourette's. Here at the University of Michigan, Morgan has joined the Child OCD & Anxiety Program (COAP) in the Department of Psychiatry and also co-facilitates the Parent Management Training (PMT) clinic.



**Ewa Czyz, Ph.D.**  
Assistant Professor  
[ewac@med.umich.edu](mailto:ewac@med.umich.edu)

Dr. Czyz is a Clinical Psychologist and an Assistant Professor in the Department of Psychiatry at the University of Michigan. She received her Ph.D. in Clinical Psychology from the University of Michigan and an M.A in Counseling Psychology from Northwestern University. A member of the Youth Depression and Suicide Prevention Research Program, her interests focus on questions of how we can best identify and intervene with adolescents and young adults who are at risk for suicide. She is especially interested in developing individualized interventions for at-risk youth and studying assessment approaches (including ecological momentary assessment and passive sensing) that have potential to detect short-term and dynamic changes in suicide risk. Dr. Czyz is a Principal Investigator of two NIMH-funded intervention trials focused on developing adaptive interventions for adolescents at elevated suicide risk and their parents/caregivers. She is also a Principal Investigator of a foundation-funded study aiming to develop and pilot a multi-modal assessment paradigm measuring short-term indicators of suicide risk.



**Cynthia Ewell-Foster, Ph.D.**  
Associate Professor  
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Dr. Cynthia Ewell Foster is a Clinical Associate Professor in the Department of Psychiatry and Rackham Graduate School at the University of Michigan. She holds a Ph.D. in Clinical Psychology (Child and Family Subspecialty). Dr. Ewell Foster is a member of the Youth Depression and Suicide Prevention Research Program; her research program has a particular focus on the development, implementation, and evaluation of family, community and systems-based interventions. She has published numerous peer-reviewed articles and has been the Principal Investigator or Co-Investigator on a variety of federally or foundation funded grants. Dr. Ewell Foster is currently the Co-Investigator and Lead Evaluator for the State of Michigan's SAMHSA-funded youth suicide prevention initiative and the lead evaluator for Michigan's CDC-funded Preventing Suicide in Michigan Men (PRISMM) grant program. Dr. Ewell Foster is also a clinician and clinical educator; she specializes in suicide risk assessment and care management, treatments for internalizing disorders, and the development of family and community supports for young people. Dr. Ewell Foster is the co-author of a recently published book: King, CA., Ewell Foster, C.J. and Rogalski, K. (2013) *Teen Suicide Risk: A Practitioner Guide to Screening, Assessment, and Management*. Guilford Press





**Polly Y. Gipson Allen, Ph.D.**

Clinical Associate Professor

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Dr. Gipson Allen, Ph.D., 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 the Director of PROMISE. Promoting Resilience and Outreach through Multi-tiered Interventions and Supportive Environments (PROMISE) for Success: A Trauma-Informed and Trauma-Responsive Community Intervention, funded by the Robert Wood Johnson Foundation, tackles the wicked problem of child traumatic stress and its impacts on academic functioning. Dr. Gipson Allen is also 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. 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, brief interventions; and community-based participatory research approaches. Dr. Gipson Allen's activities will continue to focus on implementation science, specifically community-based prevention and intervention strategies for underserved youth at elevated risk for trauma and grief exposure, suicide and other adverse psychological outcomes.



**Cheryl King, Ph.D., ABPP**

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.

**Cecilia Martinez-Torteya, Ph.D.**

Clinical Associate Professor

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Dr. Martinez-Torteya is a Clinical Psychologist and a Clinical Associate Professor in the University of Michigan Department of Psychiatry. She received her Ph.D. in Clinical Psychology from Michigan State University, completed her internship at Northwestern University's Pritzker Department of Psychiatry and Behavioral Health/ Ann & Robert H. Lurie Children's Hospital of Chicago, and a Postdoctoral Fellowship in Clinical Psychology at the University of Michigan Psychiatry Department, with specialized training in Perinatal and Early Childhood Mental Health. Her research is focused on the intergenerational transmission of trauma and protective factors at the individual, family, and community level that promote resilience, with particular interest in culturally diverse and marginalized populations. Clinically, she is interested in dyadic and trauma-informed intervention with perinatal and early childhood populations, parenting interventions, as well as Spanish-language services. She has worked on the Spanish adaptation of the Mom Power curriculum and local implementation with Drs. Rosenblum and Muzik.

**Rena Menke, Ph.D.**

Assistant Professor

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Dr. Menke is a Clinical Assistant Professor in the Department of Psychiatry. She received her Ph.D. in Clinical Psychology with minors in developmental psychology and statistics from Wayne State University. Dr. Menke completed a pre-doctoral internship at the Mary A. Rackham Institute at the University of Michigan, and a postdoctoral fellowship in the Women and Infants Mental Health Clinic in Psychiatry at the University of Michigan. Clinically, she is interested in the implementation and development of mental health programs to increase access to perinatal persons and their families; the development of mental health programs to address relationships between perinatal persons, and their children; and the development of effective training techniques for mental health professionals at various stages of development.

Her research interests include the lifetime and intergenerational impact of maltreatment during childhood; evidence-based interventions to support resilience in perinatal populations, and implementation and development of virtual mental health programs to increase access to perinatal persons. She has been a member of Zero to Thrive since the inception of the program.

**Jessica Riggs, PhD**

Assistant Professor

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Dr. Riggs is a Clinical Psychologist and Assistant Professor working in the Zero to Thrive Program in the Department of Psychiatry at the University of Michigan. She completed her Ph.D. in Clinical Psychology at Eastern Michigan University, a clinical internship at the Mary A. Rackham Institute's University Center for the Child and Family, and a postdoctoral fellowship specializing in infancy and early childhood at Michigan Medicine. Her research interests include interventions that bolster early parent-child relationships and promote resiliency in the context of

intergenerational stress and trauma. She is also involved in research focused on improving implementation of assessments and interventions in the community. Her clinical interests include relationally-based treatment for infants, toddlers, and young children and their caregivers, parenting

interventions, trauma- informed interventions, as well as autism and developmental assessments.

**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](http://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.



**Jami Socha, PhD**

Clinical Assistant Professor

[jamisoch@med.umich.edu](mailto:jamisoch@med.umich.edu)

Dr. Socha is a licensed clinical psychologist and Clinical Assistant Professor in the Department of Psychiatry. She received her Ph.D. in clinical psychology from Rosalind Franklin University of Medicine and Science, and completed her internship and postdoctoral training at the Mary A. Rackham Institute at the University of Michigan. Clinically, Dr. Socha specializes in the treatment of pediatric anxiety, obsessive-compulsive, and related disorders. She is also interested in the assessment and treatment of commonly comorbid neurodevelopmental conditions, including tic disorders and ADHD/executive functioning challenges. She has specialized training and experience in cognitive-behavioral interventions including exposure and response prevention, comprehensive behavioral intervention for tics (CBIT), and Supportive Parenting for Anxious Childhood Emotions (SPACE). Dr. Socha provides clinical care, as well as supervision, within the Child OCD & Anxiety Program (COAP).



**Jessica Van Huysse, Ph.D.**

Assistant Professor

[jvanhuy@med.umich.edu](mailto:jvanhuy@med.umich.edu)

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 FACULTY AND STAFF



**Carol Chen, M.D.**  
Clinical Instructor



**Gregory Hanna, M.D.**  
Professor



**Sheila Marcus, M.D.**  
Clinical Professor



**Jonathan Marin, LMSW**  
Clinical Social Worker



**Maria Muzik, M.D.**  
Professor, Co-Director  
Zero to Thrive



**Karen Smith, LMSW**  
Clinical Social Worker



## ANN ARBOR LIFE AND COMMUNITY

The University of Michigan is located within the mid-sized city of Ann Arbor. The 2020 Census recorded its population to be 123,851, making it the fifth 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](http://www.visitannarbor.org).

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## **Clinical Psychology Application Process**

The application deadline for the Child Clinical Psychology fellowship is December 1, 2023.

Application materials include:

1. Cover letter describing (1) your interest in our training program; (2) your training goals for postdoctoral fellowship; (3) your future career objectives; (4) your clinical and research training experiences; and (5) your commitment and experiences with diverse populations.
2. Curriculum Vitae
3. Graduate School Transcript (does not need to be an official transcript)
4. A Letter of Support from your Director of Clinical Training (DCT) attesting to your readiness to graduate on time from your graduate program.
5. Three (3) Letters of Recommendation. If one of these is from your Director of Clinical Training (DCT) the attestation of readiness can be included in the letter or recommendation.

Applications may be submitted directly on our webpage [[Apply Here](#)]

For general questions about the program, contact Danielle Hayes, the Psychology Postdoctoral Residency Training Program coordinator ([UM-VA-PostdocApply@umich.edu](mailto:UM-VA-PostdocApply@umich.edu) or 734-763-4872). For specific inquiries about child training opportunities, contact Emily Bilek, Ph.D., Child Psychology Training Director ([ecalaird@umich.edu](mailto:ecalaird@umich.edu))

The program offers stipends in line with NIH guidelines. The anticipated stipend for a 1st year fellow is \$57,224. In addition, residents receive medical benefits, paid vacation days, and travel support for professional development.

Candidate interviews take place typically in January. Interviews will be completed virtually for this training year. After a review of applications, individuals will be contacted for interview.

The program plans to adhere to the Common Hold Date (CHD; February 26, 2024).

