CENTER FOR DEVELOPMENT & DISABILITY

Postdoctoral Psychology Fellowship

2026 - 2027

Training Brochure

A University Center for Excellence
In Developmental Disabilities
Education, Research and Service

University of New Mexico
Center for Development and Disability
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CENTER FOR DEVELOPMENT AND DISABILITY

About the CDD: The University of New Mexico (UNM) Center for Development and Disability (CDD) offers an advanced postdoctoral training program in Clinical Child Psychology. The CDD is a division within the Department of Pediatrics, at the University of New Mexico Health Sciences Center (HSC), and the UNM School of Medicine (SOM). The CDD is one of 68 University Centers for Excellence in Developmental Disabilities in Education, Research and Service (UCEDD's) in the country. The CDD is physically located in Albuquerque, New Mexico and serves all cities and counties in the state.

About the Fellowship Training Program: The CDD Postdoctoral Psychology Fellowship Program offers a unique training environment for postdoctoral psychology fellows who wish to advance their skills in a diverse, dynamic interdisciplinary setting. CDD faculty and staff range from psychologists, clinicians of many disciplines, medical providers, educators, researchers and self/family advocates. As the only UCEDD in the state, the CDD leads in service provision, advocacy and training around issues of disability across the lifespan in New Mexico. Given the cultural diversity of the state, fellows who train at the CDD have the opportunity to provide clinical services in an underserved, rural state with a diverse, underrepresented population. The CDD has a breadth of clinical, training/consultation, research programs and initiatives. Fellows are encouraged to explore the extensive menu of rich opportunities available through the CDD and develop their niche of expertise.

Website: https://hsc.unm.edu/cdd/training-programs/postdoc-fellowship/

Mission and Vision Statements

The CDD Postdoctoral Psychology Fellowship Program shares the visions and the missions of the associated governing organizations including the Association of University Centers on Disability (AUCD), UNM HSC and UNM CDD.

The AUCD's mission is to "amplify and advance the work of the AUCD Network to promote community inclusion and quality of life for people with developmental and other disabilities and their families.." More information about the AUCD and the UCEDD network can be found at https://www.aucd.org/about-us

The mission of the UNM HSC is to "advance inclusivity, diversity & equity throughout the Health Sciences and New Mexico through capacity building & sustainable programs and collaborations." See https://hsc.unm.edu/diversity/about-us/mission-vision-values.html

The CDD's mission is to "advance exemplary services, research, education and policies to support the well-being of all New Mexicans". The CDD accomplishes this mission through innovative:

- Interdisciplinary training
- Dissemination of information
- Provision of exemplary direct service and technical assistance
- Applied research

For more information about the CDD's programs, services and initiatives: https://hsc.unm.edu/cdd/

COMMITMENT TO DIVERSITY, EQUITY AND INCLUSION

"Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico – Pueblo, Navajo, and Apache – since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history."

- University of New Mexico Land Acknowledgment

Our pledge as psychologists practicing in a state with rich cultural diversity is to serve our New Mexico community equitably. We provide family-centered care, view our clients through a cultural lens, and advocate for the underserved. We are committed to an inclusive training environment where we welcome diversity. As supervisors and trainees, we strive for continuous self-awareness and responsiveness in the areas of diversity, equity and inclusion.

POSTDOCTORAL FELLOWSHIP PROGRAM OVERVIEW

PHILOSOPHY OF TRAINING

The CDD Postdoctoral Psychology Fellowship Program adheres to a developmental and scientific-practitioner model of training. The training program has a strong emphasis on interdisciplinary collaboration, cultural and linguistic responsiveness and leadership skills to function effectively as a psychologist within an academic health center. These skills will be demonstrated in an underserved, rural state with a diverse population. It is our hope to recruit fellows who would consider practicing in New Mexico once their fellowship training is complete.

PROGRAM AIM AND OBJECTIVES

The aim of the CDD Postdoctoral Psychology Fellowship program is to train fellows to advance their clinical and leadership skills in their specialty track. The fellowship program strives to provide comprehensive training for fellows to become psychologists with expertise in the respective specialty. The competency areas of training include the integration of science and practice, ethical and legal practice, individual and cultural diversity, professional values and attitudes, assessment and intervention and consultation and interdisciplinary skills. The program objectives are as follows:

- To provide training in brief or comprehensive diagnostic interdisciplinary assessment
- To conduct evidence-based, outpatient intervention for children and families
- To gain experience in consultation and interdisciplinary relationships/teaching
- To gain skills in professionalism and leadership
- To maintain up-to-date in research and participate in capstone projects related to specialty track

The CDD postdoctoral fellowship program is a **one year**, full-time (2000 hours) training experience, with the **option to apply to a second year** to enhance training and build upon leadership skills. Each fellow's clinical and training experiences are organized within their specialty track, together with participation within center-wide professional seminars, didactics, and training experiences.

The CDD's philosophy of training is based on a developmental model. While it is not expected that fellows would have previous experience in the area of specialty, it is necessary that incoming fellows demonstrate general competencies for psychologists who have completed an internship. The first year of the CDD's fellowship provides the opportunity for fellows to refine their child clinical skills and establish a solid foundation in their specialty track. During the first year, fellows will train in established clinical programs under the direct supervision of licensed psychologists. They will complete assessment and intervention experiences that match with their interests. Didactic experiences will also be an important part of the first year, including participation in the New Mexico LEND program (see full description below). First year fellows may have some opportunity to participate in leadership and research activities as available.

By the end of the first year, it is expected that fellows will demonstrate all competencies (integration of science and practice, ethical and legal practice, individual and cultural diversity, professional values and attitudes, assessment and intervention and consultation and interdisciplinary skills) at a level of independence, which demonstrates readiness for licensure. At the end of the first year, the fellow should be functioning independently in clinical and training activities (under supervision) and demonstrate skills appropriate for an early career psychologist in their specialty track. We provide support materials and time to study and take the Examination for Professional Practice in Psychology (EPPP). Training, clinical hours and supervision provided will meet the requirements for a supervised professional experience for licensure in the state of New Mexico.

Fellows must successfully complete the first year in *order to be invited to apply* for the second year of training. Fellows will be invited to apply for a second year of training by the 3rd quarter of the training year. In order to be considered for the second year, fellows must receive a "3" in all competency areas on the first year Fellow Evaluation Form. The optional second year of training will provide the fellows with an opportunity to even further advance their clinical skills. Fellows will be expected to work independently in clinical services and supervision may be consultative. Fellows will also build upon leadership skills developed in the first year. For instance, the second year of training affords fellows to more deeply apply their clinical skills, develop or build upon clinical programs, and participate more fully in clinical and research initiatives. Additionally, the fellow may have the opportunity to supervise doctoral interns in various assessment clinics. Supervision of supervision would also be provided to support the development of supervision skills. Support for conference

attendance and presentations (e.g., paid fees and travel expenses) will be provided as part of the NM LEND program. An expectation of psychologists training in the second year is that they serve in leadership roles throughout the CDD and/or the state. This may include training and technical assistance, advocacy, partnership with communities and community leaders on building resources, development and delivery of clinical services, and/or improvement of systems of care for the children and families of New Mexico through education, research, and clinical service. Although licensure is not a requirement for the CDD's postdoctoral psychology fellowship, fellows are strongly encouraged to become licensed by the middle or end of the first year. Fellows may continue to receive support for licensure in the state of New Mexico (e.g., study materials, study groups, and guidance). The advantage of the second year of training is to provide the fellow with a competitive edge for the work force and/or application to faculty positions within the CDD.

New Mexico has a diverse cultural and geographic composition and while the majority of clinical activities, supervision, and didactics occur at the CDD, there is an expectation for in-state travel several days per month. The amount of travel varies upon individual program needs.

SPECIALTY TRACKS

Each training year, the CDD offers training in specialty areas dependent on funding. Each specialty track provides advanced training in interdisciplinary practice and cultural responsiveness. The fellowship program prepares psychologists to collaborate with communities in New Mexico to build and improve systems of care in the particular specialty track. This training occurs within the context of an academic health center. For the 2026 training year, we will offer training in the following areas.

1. AUTISM SPECTRUM DISORDER

The postdoctoral psychology fellowship in Autism Spectrum Disorder (ASD) at the University of New Mexico (UNM) Center for Development and Disability (CDD) is designed to provide a specialized training experience in a range of evidence based and best practice clinical services to children who have ASD, their families, and community providers.

MAJOR ACTIVITIES DESCRIPTION

The ASD Track fellow will spend most of their time providing services in the Autism and Other Developmental Disabilities (AODD) Division, which is one of the many divisions at the CDD. During the first year of the fellowship, the core clinical activities be split between conducting interdisciplinary assessments, parent coaching, parent-mediated intervention, or group intervention, didactics and potentially a research project. During the second year of training, the fellow's activities can vary depending on the fellow's interests, leadership skills and availability of research projects. Each year, the fellow's individual experience and time allotted between activities will vary according to their Supervision Plan, which is created in conjunction with the fellow, the training director, and primary supervisors, based upon each fellow's skills, interests, and learning goals. The following descriptions comprise the majority of the experiences offered within the Autism Spectrum Disorder fellowship. Core experiences in assessment and intervention will be selected from the following range of options:

ASSESSMENT

Autism Spectrum Evaluation Clinic (ASEC)

The Autism Spectrum Evaluation Clinic (ASEC) specializes in interdisciplinary, evidence-based evaluation of children suspected of having ASD. The clinic receives referrals from pediatricians, school personnel, mental health providers, and families from across the state of New Mexico. Various clinic models are used in ASEC, including the use of telehealth evaluations. Evaluation teams typically can be comprised of a psychologist, speech/language pathologist and/or social worker. Most of the clinics consist of a comprehensive assessment battery including a clinical interview (typically via telehealth), cognitive, language, behavior and adaptive functioning measures and the *Autism Diagnostic Observation Schedule, Second Edition (ADOS-2)*. Feedback sessions are held via telehealth within a week of the evaluation appointment. Each family subsequently receives a plain language written report that details test results, diagnostic impressions, and recommendations. The age range for this clinic is 3 years and above, yet a high number of referrals are young children. There may be opportunity to participate in adult evaluations. Participation in ASEC is mandatory (at least two clinics per week) for the first year of fellowship.

The fellow will use best practice assessment procedures for making a diagnosis of ASD, including assessment of frequently diagnosed co-occurring conditions: developmental delay/intellectual developmental disability; anxiety, depressive, and behavior disorders; speech/language disorder, impact of abuse/neglect and prenatal substance exposure. The fellow will gain experience with assessing other medical, genetic, neurodevelopmental disorders, and frequently occurring issues (such as sleep and feeding problems) for individuals with ASD. Training will include clinical interviewing specific to ASD. Emphasis is placed upon learning how to reliably administer, interpret, and convey the results of the various modules of *ADOS-2*, and cognitive and behavioral assessment

measures. The fellow will be expected to integrate and interpret test results, diagnostic impressions and recommendations in a family-friendly integrated report. The fellow will learn to function effectively as a psychologist within an interdisciplinary team. This experience will provide an increased understanding of serving diverse, rural and underserved communities.

Early Childhood Evaluation Program (ECEP)

The Early Childhood Evaluation Program (ECEP) specializes in interdisciplinary comprehensive evaluations for children 36 months of age and under. Evaluations often focus on autism diagnostics; however, children can be referred for a range of developmental concerns. Typically, a child referred by their early intervention agency or primary care provider will receive a caregiver interview, developmental assessment, adaptive behavior interview, and the *ADOS-2* with a licensed psychologist and speech and language consultation with a speech and language pathologist. Depending on a child's needs, medical providers and motor therapists are often involved in evaluations. A brief integrated report is also provided to families after the clinic. The ECEP clinic is an option for fellows wishing to develop their skills conducting evaluations with young toddlers, including the use of the Toddler Module of the *ADOS-2* or developmental assessment.

Bilingual Clinics

Bilingual (English and Spanish) comprehensive interdisciplinary evaluations are conducted within the context of ASEC and the ECEP clinics. The interdisciplinary clinic includes a bilingual psychologist and a bilingual speech/language pathologist. The team uses culturally appropriate assessment batteries for evaluation of children suspected of having ASD and who are exposed to a bilingual environment. Clinicians administer and interpret bilingual speech and language measures, non-verbal cognitive assessments, the *ADOS-2* in Spanish, Spanish-language behavior questionnaires, and adaptive behavior measures. A certified language interpreter may assist with the clinical interview if necessary and the family receives feedback in their preferred language. The fellow is expected to contribute to case conceptualization with a consideration of the culturally and linguistically diverse issues in addition to the use of evidence-based practice evaluation of ASD in bilingual populations. Fellows participating in this clinic should have fluency in the Spanish language, but no prior clinical experience in Spanish is necessary.

Neurocognitive Assessment Clinic (NCAC)

The Neurocognitive Assessment Clinic (NCAC) provides comprehensive neuropsychological evaluations to children with a range of medical and neurodevelopmental disorders. Second year fellows wishing to enhance their experience with differential diagnosis involving ADHD and specific learning disabilities in the context of medical complexity (e.g., genetic conditions, preterm birth etc.) may benefit from this clinic.

Supports and Assessment for Feeding and Eating (SAFE)

The NM SAFE pediatric clinic provides interdisciplinary evaluations for infants and children who may have a variety of challenges with feeding. This clinic is currently only available for observation and consultation.

Fetal Alcohol Spectrum Disorders Programs (FASD Programs)

The Fetal Alcohol Spectrum Disorders Clinic provides diagnostic and consultation services for individuals aged birth through 21 years who have a history of prenatal exposure to alcohol. The multidisciplinary team includes pediatrics, neuropsychology, psychology, occupational therapy, and social work. Diagnostic evaluations are focused on determining the presence of a Fetal Alcohol Spectrum Disorder when prenatal alcohol exposure is suspected or confirmed. Assessment encompasses developmental, intellectual, academic, neuropsychological, sensorimotor, adaptive behavior, and social emotional functioning along with a physical examination of growth and dysmorphology. Team members also provide consultative services via in-service trainings around the state and attendance at Individual Education Program meetings. This opportunity is available for the second year of fellowship.

START Program

START, which stands for Systemic, Therapeutic, Assessment, Resources & Treatment, is a comprehensive model of service supports that optimizes independence, treatment, and community living for individuals with intellectual/developmental disabilities (IDD), including Autism Spectrum Disorders and mental health needs. This program, launched in 2023, is a new offering for postdoctoral fellows. Through technical assistance from The National Center for START Services™, a program at the University of New Hampshire Institute on Disability, we are instituting this evidence-informed model of care to those in our community with the greatest need. The ASD track fellow who participates in this program will have opportunities to participate in a multi-disciplinary assessment team with psychology, psychiatry, speech and language pathology and/or social work to provide diagnostic evaluations to children adolescents and adults with ASD and known or suspected mental health needs. They will also have the opportunity to conduct community trainings, support program growth and development, and support therapeutic coaching and intervention services. Postoctoral fellows will be an integral part of the team through participation in weekly Clinical Team Meetings and consultation to meet the needs of our START participants.

INTERVENTION

Facing Your Fears Program

The *Facing Your Fears* program, developed by clinicians and researchers at JFK Partners, a program of the University of Colorado School of Medicine, is a group therapy program that provides evidence-based treatment of children and adolescents between the ages of 6-18 with co-morbid diagnoses of ASD and Obsessive-Compulsive Disorders, Anxiety Disorders (e.g., Separation Anxiety Disorder, Social Phobia, Generalized Anxiety Disorder), Tic Disorders, and/or Habit Disorders. The ASD track fellow who participates in this program will be expected to participate in at least one 14 week group therapy session per year. The Facing Your Fears program is manual guided, relatively brief, largely based upon cognitive and behavioral principles to reduce anxiety, and includes parent training throughout intervention. Both group and individual treatment modalities may be offered. The fellow conducts intake sessions and/or brief assessments to determine the eligibility of clients for the program. A supervision (e.g., supervision of doctoral interns) option is available for fellows who have previously led at least two Facing Your Fears groups.

Parent Home Training Program

The Parent Home Training (PHT) program is a no-cost, short-term educational program for parents and/or caregivers of children with ASD through five years old. The program provides individualized in-home and/ or telehealth consultations to families throughout the state of New Mexico. PHT is staffed by consultants in a variety of disciplines such as speech-language pathologists, occupational therapists, special education, and behavioral health providers. Consultants provide direct coaching to assist families to learn evidence-based strategies and integrate techniques into daily interactions with their children. The PHT model provides caregiver coaching rather than direct therapy for the child in order to promote the parent-child relationship. The fellow will participate in PHT to gain experience in parent coaching. They will carry their own caseload (2-8 cases depending on level of commitment and travel schedules) and work with families individually or with other team members. In-state travel is required. This experience provides in-depth experience in working with culturally diverse, rural and underserved communities.

Project ImPACT

Project ImPACT is an evidence-based parent-mediated intervention program used to teach social communication skills in a naturalistic setting. Strategies use a blend of developmental and Applied Behavior Analysis (ABA)-informed strategies. The Project ImPACT team at the CDD consists of an interdisciplinary group of professionals, some who have been trained and certified in the model. The team consists of an interdisciplinary group of professionals who provide a 12-week program delivered via telehealth either individually or in a group format. Fellows will participate in an official Project ImPACT training to learn the model. They will then participate in bi-monthly group supervision and be expected to carry a caseload of 1-2 clients/groups at a time. This is a clinical opportunity only available to psychology trainees at the postdoctoral level.

COMMUNITY-BASED TRAINING EXPERIENCES

The AODD offers a range of community-based training opportunities statewide to a variety of audiences: families, non-profit agencies, schools, university classes and groups wishing to train their staff in ASD. The fellow is expected to acquire skills in presenting to a range of audiences through in-person and webinar trainings. The fellow will develop proficiency within their first year in presenting to a range of audiences on core topics pertinent to their field of expertise, such as introduction to ASD, overview of evidence-based practices, and awareness and strategies for social development. In second year of training, they may develop and conduct trainings in specific areas of interest, in coordination with identified areas of need for the community training program. The CDD has traditionally offered a number of conferences such as the *Imagine Conference*, which takes place regularly. Fellows are encouraged to submit presentations for CDD-sponsored trainings.

2. Early Childhood Mental Health

The postdoctoral psychology fellowship in Early Childhood Mental Health (ECMH) is designed to provide a specialized training experience in early childhood assessment and intervention within a developmentally-sensitive, trauma-informed, and relationship-based framework. Postdoctoral psychology fellows will have opportunities to learn about and practice developmental and relationship-based evaluations for a range of presenting concerns and also receive training in a range of evidence-based, and best practice clinical interventions for young children (ages 0-5 years) and their families who have experienced trauma, abuse, neglect, or other relationship-based disturbances (e.g., Child Parent Psychotherapy [CPP]).

Major Activities Description: The ECMH fellow will spend most of their time providing services in the Early Childhood Home and Family Services Division at the CDD. The first year of the fellowship will emphasize core experiences in early childhood mental health and development. The focus will be on developing a rich understanding of typical and atypical development in young children as well as providing extensive work with trauma in infants and toddlers. Fellows interested in a second year of training can be provided with more advanced experiences to integrate knowledge and skills more independently and develop certification or leadership skills vital to work with this very young population. Core experiences in assessment and intervention will be selected from the following range of options:

ASSESSMENT

Early Childhood Evaluation Program (ECEP)

The Early Childhood Evaluation Program (ECEP) clinic provides developmental and diagnostic evaluations for children birth to three years. Children are typically referred from their early intervention providers. Evaluations may screen for ASD and address a range of concerns including medical and environmental issues that may affect development. The evaluation team consists of a psychologist, pediatrician, occupational or physical therapist, and speech and language pathologist. Each team member completes testing in their domain, provides feedback for their domain and the team completes an integrated report provided to the family after the clinic. This clinic is a primary assessment rotation available to fellows during the first year of fellowship with the goal of learning the skills and gaining independence in completing developmental, interdisciplinary evaluations. Second year fellows will continue with increased independence and leadership role.

The Early Childhood Mental Health Consultation Clinic

This consultation clinic operates in conjunction with the Department of Psychiatry's Birth to 5 Clinic, providing medication management and ongoing follow-up to children and families. Fellows will

provide evaluations to children birth to five to better understand the impact of early life experiences, caregiving disruptions and trauma on current development and behavior. Under a licensed Clinical Psychologist's supervision, fellows provide psychological assessment, developmental testing, clinical interviewing, and relational assessment batteries when behavioral, relational, and/or mental health concerns are identified. Short-term consultation to assist families and providers to expand their understanding of the child, support implementation of recommendations, model specific intervention strategies, and support links to additional community services might be included in this extended psychological evaluation service. First year fellows can be involved in evaluation services for this clinic, while fellows in their second year can more fully participate in consultation and evaluation activities.

Fetal Alcohol Spectrum Disorders Programs (FASD Programs)

The Fetal Alcohol Spectrum Disorders Clinic provides diagnostic and consultation services for individuals aged birth through 21 years who have a history of prenatal exposure to alcohol. The multidisciplinary team includes pediatrics, neuropsychology, psychology, occupational therapy, and social work. Diagnostic evaluations are focused on determining the presence of a Fetal Alcohol Spectrum Disorder when prenatal alcohol exposure is suspected or confirmed. Assessment encompasses developmental, intellectual, academic, neuropsychological, sensorimotor, adaptive behavior, and social emotional functioning along with a physical examination of growth and dysmorphology. Team members also provide consultative services via in-service trainings around the state and attendance at Individual Education Program meetings. This opportunity is available for the second year of fellowship.

INTERVENTION

Early Childhood/Infant Mental Health Services

Fellows provide early childhood treatment services for children birth to five who have experienced abuse, neglect, trauma, or attachment disruptions. The majority of referred children and families present with concurrent environmental risk factors and trauma exposure, and many of the children served have endured multiple caregiving disruptions and/or overt neglect and abuse. Families served are referred through CDD assessment clinics, community providers, or through the UNM FOCUS Program (a Part C Early Intervention provider serving infants and toddlers birth to three years old who have been prenatally exposed to drugs and alcohol and their families). An additional sub-group of families are referred by Child Protective Services (CPS) for relationship-based assessments and trauma-informed Infant Mental Health (IMH) treatment to children and families involved with CPS, and there are opportunities for the fellows to work with these more involved families requiring intensive and ongoing services in conjunction with staff therapists. Fellows will receive training in Infant Mental Health and trauma-informed intervention models including Child-Parent Psychotherapy, IoWA Parent Child Interaction Therapy and Circle of Security.

FOCUS

The UNM FOCUS Program is an integrated family medical home and early intervention (IDEA Part C) program that serves families from birth to three. The majority of these children and families also present with concurrent environmental risk factors, and many of the children served endure multiple

caregiving disruptions and/or overt neglect and abuse. Caregivers served by the program have similar complex trauma and substance use history. The early intervention services provided include home-based service coordination/case management and developmental services, which may include speech/language, physical, and occupational therapy, depending on the developmental needs of the child. Medical services provided by the program include both adult and pediatric care of any family member (caregiver, enrolled child, and siblings) involved in the program, buprenorphine replacement therapy for caregivers struggling with opiate addiction, and psychiatric consultation.

Opportunities to work within the medical clinic may be available to postdoctoral fellows who have interest. As part of the interdisciplinary medical team, trainees will have the opportunity to provide short-term consultation and intervention support to families seen in the clinic and support the medical team in situations that are emergent in nature, such parental mental health crisis and/or child/caregiver safety concerns.

FELLOWSHIP EXPERIENCES

LEADERSHIP EDUCATION IN NEURODEVELOPMENTAL AND RELATED DISABILITIES PROGRAM

A core component of the psychology fellowship program is enrollment and completion of the New Mexico Leadership Education in Neurodevelopmental and Related Disabilities program (NM LEND). This certificate program trains professionals "for leadership roles in providing health and related care." The NM LEND trainees develop "knowledge and experience in neurodevelopmental and related disabilities including autism, family centered, culturally responsive care, and interdisciplinary and leadership skills."

NM LEND long-term trainees complete 300 hours or more of interdisciplinary leadership training. The NM LEND training includes didactic seminars, leadership training and projects, mentored clinical experiences, research, family/trainee matches and hands-on training in public policy. All NM LEND trainees complete a set of requirements in the areas of interdisciplinary leadership, clinical, research, family, and public policy. NM LEND occurs pm Fridays 8:30am to 2pm in person during the Fall and Spring UNM semesters (approximately 33 weeks) on topics related to neurodevelopmental disabilities, leadership, research, public health, and family-centered and culturally responsive care. Postdoctoral psychology fellows who do not already have a LEND certificate from previous training will be required to complete 300 hours of NM LEND. Postdoctoral psychology fellows who have previously graduated from a LEND program will still be required to participate in certain aspects of NM LEND. The involvement may be tailored to the experience and interests of the trainee and will be determined in a meeting with the LEND Director and Director of Postdoctoral Psychology Fellowship. Each fellow's tailored LEND experience will be included in their Supervision Plan (see below). For more information and descriptions regarding NM LEND curriculum and activities, visit https://hsc.unm.edu/cdd/other-disability-programs/nmlend/.

DIDACTICS

The CDD Postdoctoral Psychology Fellowship offers a Psychology Didactic series throughout the first year of training. Didactics are typically held on the first Monday of the month for 1-2 hours. The didactic series is designed to provide advanced training in the competency areas of assessment, intervention, cultural competence, ethics and professionalism, and interdisciplinary training. The didactics are specifically relevant to the unique setting in which the fellows work (e.g., culturally and linguistically diverse New Mexico population). Interdisciplinary CDD faculty and staff provide didactics to promote the knowledge and leadership of our fellows in the context of their daily work. All fellows, regardless of their previous experience in the LEND are welcomed to join any LEND didactics in any year of their training. As noted above, LEND didactics are held every Friday of the UNM semester. LEND didactics focus on neurodevelopmental disability, cultural and linguistic responsiveness, family centered care, leadership and advocacy. Fellows will be expected to participate in at least 2 hours of didactics per month.

In collaboration with UNMH Department of Psychiatry and Behavioral Sciences, faculty may offer a quarterly Professional Development Didactic seminar. The seminar meets a minimum of 4 times per year for 1 hour. Topics include leadership, licensure, issues related to general psychology and

preparation for becoming a professional psychologist in an academic medical center. This seminar series includes psychology postdoctoral fellows from other divisions across UNM and offers CDD fellows to network with peers.

The CDD as an organization is committed to interdisciplinary professional development. Many of the divisions at the CDD continually offer trainings for professionals and community members. Fellows at the CDD are encouraged to attend any training that is offered throughout the year. For example, the Autism and Other Developmental Disabilities division offers a virtual autism specific conference, the Imagine Conference, where fellows may present and/or attend.

CLINICAL SUPERVISION

The CDD psychology faculty consists of licensed, doctoral level psychologists and neuropsychologists at the UNM CDD. Faculty hold academic appointments within the Department of Pediatrics at the University of New Mexico School of Medicine. Some faculty also hold secondary appointments in the Department of Psychiatry and Behavioral Services at UNMH. Supervision is consistent with a fellow's training activities, to provide an intensive, advanced, and substantive specialty practice learning experience while maintaining appropriate responsibility for clinical services and professional responsibilities.

Postdoctoral psychology fellows have access to ample supervision during both the first and second year of training. Supervision time is regularly scheduled and sufficient relative to the fellow's professional responsibility. **At a minimum, both first and second year fellows will receive two hours per week of regularly scheduled, individual face-to-face or tele- supervision in the specialty track.** In addition to supervision, fellows will participate in track-specific learning activities, which may include group supervision, case conference and consultation with interdisciplinary staff. Interdisciplinary assessment clinics include pre- and post- staffing meetings with interdisciplinary team members. Learning activities typically add up to two additional hours per week. Each fellow shall have a minimum of two supervisors during any one training year. Fellows have access to supervisor consultation and intervention in emergencies.

SUPERVISION PLAN

A postdoctoral fellow's skills, interests, and learning goals are assessed at the beginning of each training year. Fellows develop a Supervision Plan in conjunction with the training director and primary supervisors. Additionally, fellows may select a mentor within the first three months of fellowship, who will provide additional professional development guidance and career mentorship.

RESEARCH

Postdoctoral psychology fellows at the CDD are encouraged to be active participants in research-related activities. Although there are no requirements for publication during the fellowship, trainees are strongly encouraged to engage in activities that promote the advancement of their research skills. Fellows are expected to be up-to-date with the current literature in their respective field of study. Opportunities for participation in on-going research may be available with CDD faculty or in collaboration with UNMH faculty.

Navajo Birth Cohort Study

The Navajo Birth Cohort Study (NBCS) is a prospective birth cohort study designed to better understand the relationship between heavy metal exposures and children's development. It is part of the Environmental influences on Child Health Outcomes (ECHO) program, a large NIH funded program that includes approximately 80 cohorts with a goal of enrolling 50,000 children. In addition to metals, environmental exposures include social, behavioral, chemical, and physical aspects of the environment. NBCS follows children and mothers prenatally through age 7. This includes comprehensive neurodevelopmental evaluations of children at age 4 and 7 at several sites on and near the Navajo Nation. A fellow may inquire about participation in this project.

SUPERVISION EXPERIENCE

The Interdisciplinary Training Clinic (ITC) is comprised of interdisciplinary faculty and staff from the ASEC and ECEP clinics. The goal of the ITC is to provide an interdisciplinary training experience for a variety of learners. Doctoral psychology interns rotating at CDD are required to participate in ITC to conduct their respective developmental/diagnostic evaluations for young children referred for developmental or neurodevelopmental disabilities including ASD. Fellows in the second year will have the opportunity to supervise doctoral psychology interns in the ITC. Fellows will supervise 1-2 interns who complete comprehensive diagnostic interdisciplinary evaluations in their respective clinic rotations. Fellows are expected to provide live supervision of interns, participate in staffing and rounds with interns. The ITC will provide a supportive training environment to foster interdisciplinary teaming and learning.

EVALUATION PROCESS

Each fellow's progress is regularly assessed, within formal evaluations during each six-month period. Supervisors evaluate progression toward learning goals and objectives. The evaluation process is comprised of a combination of self-assessment, primary supervisor assessments, and overall progression within the specified Supervision Plan by the training director. The CDD Postdoctoral Psychology Fellowship Program has Due Process and Grievance Procedures in place. Fellows must successfully complete the first year of fellowship in order to continue in a second year of training.

FELLOWSHIP APPLICATIONS

ADMISSION REQUIREMENTS

- Completion of all doctoral degree requirements from an American Psychological Association (APA) or (Canadian Psychological Association (CPA) accredited PhD or PsyD program in Clinical, Counseling, or School Psychology.
- Successful completion of an APA accredited psychology internship.
- Sufficient training in child clinical, developmental or pediatric psychology is expected to be able to optimally benefit from the training experiences offered.
- Applicants must complete all doctoral degree requirements and the doctoral degree must be conferred on the official transcript prior to the start date.

The CDD is committed to the recruitment of culturally and ethnically diverse employees. Applicants who are bilingual Spanish-speaking, as well as all other qualified applicants, are encouraged to apply.

APPLICATION PROCESS

To apply, submit application materials directly to Sylvia J. Acosta, PhD at syacosta@salud.unm.edu. Application materials include:

- letter of interest
- curriculum vitae (CV)
- de-identified sample evaluation report
- three letters of recommendation

APPLICATION DEADLINE

For best consideration, apply by December 1, 2026.

INTERVIEWS

Interviews will be held *virtually* via Zoom during the week of December 14th 2026.

ESTIMATED OFFER DATE

The CDD's Fellowship Program will make offers in January 2027.

ANTICIPATED* START DATE

September 7, 2027

RELOCATION ALLOWANCE

Newly employed postdoctoral fellows may be eligible for a relocation allowance (up to $5,000) amount) for individuals who live greater than 75 miles from place of employment. The allowance is 100% taxable and will be paid after the official start date.

ANTICIPATED SALARY

$61,008

BENEFITS

The postdoctoral fellowship is a fulltime (12-month, 40+ hour per week) paid position with a competitive salary and benefits and leave time. The fellow is subject to the UNM credentialing process.

*The candidate's doctoral degree **must be conferred** prior to the start date in order to begin the fellowship program.

APPIC MEMBERSHIP

Membership Code #9237

CDD PSYCHOLOGY FACULTY SUPERVISORS

Sylvia J. Acosta, PhD (Colorado State University). Professor, Center for Development and Disability, Department of Pediatrics; Director of Psychology Training; Manager for the Parent Home Training Program. NM LEND Psychology Faculty. Expertise/Interests: Diagnostic assessment of children and adolescents with developmental and behavioral health issues including ASD; Child and Family Therapy; Parent Training for children with behavioral disorders or ASD; Multicultural issues in child assessment and treatment. Bilingual and bicultural provider (English and Spanish).

Emily Andrews, PhD (University of North Carolina Greensboro). Assistant Professor, Center for Development and Disability, Department of Pediatrics; Psychologist in Early Childhood Evaluation Program (ECEP) and Early Childhood Mental Health Services program. Expertise/Interests: Infant mental health; Trauma-focused and trauma-informed intervention and care; Developmental and diagnostic assessment of young children ; Relational and family and child-centered approaches to assessment and intervention; Caregiver engagement in children's services.

Evelyn Fisher, PhD (Georgia State University). Assistant Professor, Center for Development and Disability, Department of Pediatrics; Expertise/Interests: clinical interests in pediatric neuropsychology, differential diagnosis of neurodevelopmental disorders among children with congenital/genetic conditions, acquired brain injuries, and complex communication needs; research interests in outcomes following evaluations and systematic review/meta-analysis.

Lauren Gross, PsyD (University of Denver). Assistant Professor, Center for Development and Disability, Department of Pediatrics; Psychologist in Early Childhood Evaluation Program (ECEP) and Early Childhood Mental Health Services program. Expertise/Interests: Infant mental health; Trauma-focused and trauma-informed intervention and care; Developmental and diagnostic assessment of young children, including ASD and other developmental delays; Relational and family and child-centered approaches to assessment and intervention; Attachment difficulties and foster care.

Dina E. Hill, PhD (University of New Mexico). Professor, Department of Psychiatry and Behavioral Science. Expertise/Interests: Pediatric Neuropsychology, Assessment of children with neurodevelopmental disorders, including learning disorders, Attention-Deficit/Hyperactivity Disorders, and Intellectual Developmental Disorders (IDD). Diagnosis and evaluation of children with prenatal alcohol exposure/Fetal Alcohol Spectrum Disorders (FASD). Diagnosis and assessment of children with genetic disorders/syndromes. Pediatric neuroimaging research.

Diane Keister, PhD (Idaho State University). Assistant Professor, Center for Development and Disability, Department of Pediatrics. Expertise/Interests: Diagnostic assessments for neurodevelopmental differences across the lifespan; Assessment with underserved, under-resourced, and historically and institutionally marginalized populations; Neurodiversity-affirming practices.

Keely M. Lundy, PhD (University of Utah). Assistant Professor, Center for Development and Disability, Department of Pediatrics. Expertise/Interests: Diagnostic assessment of individuals for autism and other neurodevelopmental disabilities and commonly co-occurring conditions; Autism and menstruation; Autism and blindness/deafness and visual and hearing impairments; Interprofessional collaborative practice; Training and supervision; Community-based participatory research.

Peggy MacLean, PhD (University of New Mexico). Professor, Center for Development and Disability, Department of Pediatrics. Expertise/ Interest: Infant and Early Childhood Mental Health Assessment; Dyadic Treatment Models; Attachment Difficulties, Regulatory Disorders and Neurobiological Vulnerability in Young Children. Research focus is on the neurodevelopmental and socio-emotional outcomes of young, high-risk children (e.g., preterm birth, prenatal substance exposure), and the potential factors influencing these outcomes with the overall aim of better identifying possible areas of early intervention.

Marcia L. Moriarta, PsyD (California School of Professional Psychology – Los Angeles). Professor, Center for Development and Disability, Department of Pediatrics; Executive Director, UNM Center for Development and Disability; Director, Early Childhood Home and Family Services Division. Expertise/Interests: Infant and Early Childhood Mental Health Assessment, Treatment and Consultation; Psychotherapy with Children and Families; Training and Supervision; Attachment-related difficulties and Foster Care; Regulatory Disorders and Neurobiological Vulnerability in Young Children; Dyadic Treatment Models; and the use of videotape and in child/family psychotherapy.

Julia Oppenheimer, PhD, IMH-E (IV) (University of Oregon). Associate Professor, Center for Development and Disability, Department of Pediatrics. Director for Early Childhood Clinical Services, including Early Childhood Evaluation Program and Early Childhood/Infant Mental Health Treatment Program. Expertise/ Interest: Infant and Early Childhood Mental Health; Early childhood assessment, treatment, and consultation; Impact of trauma in early childhood; Trauma-informed psychotherapy with children and families; Attachment difficulties and foster care; Regulatory disorders and neurobiological vulnerability in young children; Dyadic treatment models; Identification and diagnosis of infants and toddlers with ASD and other developmental delays.

Tiffany L. Otero, PhD, BCBA (Indiana University). Assistant Professor, Center for Development and Disability, Department of Pediatrics; Clinical Director of NM START Program. Expertise/Interests: Diagnostic assessment of children and adolescents with developmental and behavioral health issues including ASD; Crisis prevention and intervention for youth and adults with ASD/ID and mental health challenges; Trauma-informed care; Single-case design.

Brandon J. Rennie, PhD (University of Montana). Associate Professor, UNM Dept. of Pediatrics, Center for Development and Disability Diagnosis and assessment of individuals with Autism Spectrum Disorder and other neurodevelopmental disabilities; Surveillance and screening for ASD; Assessment of children who are rural and/or American Indian; Disability in rural populations.

FOR FURTHER INFORMATION CONTACT:

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