

# Le Bonheur Children's Hospital and UT Health Science Center Post-Doctoral Fellowship in Pediatric Psychology and Neuropsychology



Le Bonheur  
Children's Hospital

 THE UNIVERSITY OF  
TENNESSEE  
HEALTH SCIENCE CENTER.



For more  
information about  
Le Bonheur and  
how to apply visit:

# University of Tennessee Health Science Center Le Bonheur Children's Hospital

## Post-Doctoral Fellowship in Pediatric Psychology and Neuropsychology

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The University of Tennessee Health Science Center (UTHSC) and Le Bonheur Children's Hospital (Le Bonheur) offer two postdoctoral fellowship positions beginning in September 2026, one in Pediatric Psychology and one in Pediatric Neuropsychology. These fellowships provide immersive clinical, research, and didactic training within a collaborative pediatric medical setting. Fellows benefit from high-quality supervision, including opportunities to observe seasoned clinicians, co-treat and independently treat patients, and receive real-time feedback during clinical encounters. Across the training team, faculty bring over 25 years of combined post-internship experience, offering a depth of expertise in pediatric behavioral health, neurodevelopmental assessment, and integrated care. The program is designed to foster clinical competence, professional growth, and readiness for independent practice and board certification.

### Advancing Expertise in Pediatric Psychology and Neuropsychology

Our fellowship program is designed to cultivate proficiency in evaluating and treating children with diverse medical conditions. Fellows engage with a broad patient demographic, spanning from infancy through young adulthood and are encouraged to explore their research interests throughout the program. This full-time fellowship equips participants with the clinical and research competencies essential for independent practice and academic careers in pediatric psychology and neuropsychology. This program fulfills the licensure requirements for postdoctoral supervised practice in the state of Tennessee. Fellows will also acquire the experience necessary to pursue board certification in their field.

### Program Setting

Pediatric psychology and neuropsychology at UTHSC are located within Le Bonheur. Le Bonheur is a 290-bed, tertiary care children's hospital located in downtown Memphis, Tennessee, with more than 700 medical staff representing 40 pediatric specialties. Our Epilepsy Center is accredited as a Level IV Epilepsy Center, the highest level by the National Association of Epilepsy Centers. Le Bonheur is designated as a Level 1 pediatric trauma center by the American College of Surgeons. We are the only Level 1 pediatric trauma center in the region. Our Neonatal Intensive Care Unit is the region's only designated Level IV unit, which provides the highest level of care to critically ill newborns. Our pediatric and fetal echocardiography programs are accredited by the Intersocietal Accreditation Commission, a standard of excellence in the field. Our hospital is the only hospital in the region recognized as an ECMO Center of Excellence by the International Extracorporeal Life Support Organization (ELSO) for cardiopulmonary care. Le Bonheur and St. Jude Children's Research Hospital partner in the collaborative pediatric brain tumor programs, one of the largest in the nation.

### Our Team

Our faculty includes four pediatric psychologists and five neuropsychologists. Dr. Donald Bearden, Division Chief of Psychology and Behavioral Health at Le Bonheur is board certified through the American Board of Professional Psychology/Clinical Neuropsychology (ABPP/CN). Other faculty are in the process of pursuing board certification through the ABPP and ABPP/CN.

## Our Values

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### Commitment to Respectful and Inclusive Practice

We are committed to cultivating a respectful, welcoming, and supportive professional environment. We emphasize the importance of awareness and sensitivity in all interactions, whether among peers, supervisors and supervisees, patients and families, or within academic and research settings. Our training approach encourages thoughtful engagement with various perspectives and backgrounds to enhance clinical care and collaboration.

Our community embraces the following principles:

- Culture of Appreciation: We strive to be sensitive in the broadest sense, recognizing and respecting differences.
- Intentional Engagement: We prioritize thoughtful engagement and responsiveness to individual backgrounds and lived experiences across all aspects of our work and professional relationships. Fellows are encouraged to approach clinical care, supervision, and collaboration with openness, respect, and awareness of the contexts in which individuals live and develop.
- Self-Reflection: We encourage ongoing reflection on how personal identity and values are shaped by individual and cultural contexts.
- Interpersonal Understanding: We recognize the dynamic interaction between self and others, shaped by various backgrounds and experiences.
- Professional Integration: We apply foundational and functional competencies in psychology with a deep respect for individual and cultural contexts.
- Lifelong Learning: We are committed to learning about different cultures and worldviews and understanding how these shape individuals and communities.
- Mutual Respect: We honor and respect each other's identities.
- Safe Exploration: We foster a safe and open environment for exploring similarities and differences, and how these influence our perceptions, experiences, values, and interactions.

## Application Information

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### Applicant Qualifications

We welcome applicants from all backgrounds. Candidates must have attended APA- or CPA-accredited clinical, counseling, and school psychology doctoral programs and internships. All degree requirements, including a predoctoral internship, must be completed before the fellowship begins. This is verified by either a diploma or a letter from the graduate program confirming completion of all requirements pending the graduation ceremony.

### Pediatric Psychology Common Hold Date

We are in the process of applying for Association of Psychology Postdoctoral and Internship Centers (APPIC) membership; this is pending approval. For the upcoming fellowship year (2026–2027), we will accept applications outside of APPIC. Therefore, applicants must obtain a provisional license from the Tennessee Board of Examiners in Psychology before beginning clinical work. The provisional license is valid for one year and may be extended upon request if additional time is needed to complete supervised hours. Fellows will be reimbursed for costs associated with obtaining their provisional license.

Applicants for the pediatric psychology track should have a strong foundation in child and pediatric psychology, with training in evidence-based interventions for children and families. Preferred qualifications include:

- **Clinical Competence:** Experience providing evidence-based therapy (e.g., CBT, ACT, family interventions) for children and adolescents in medical or behavioral health settings.
- **Assessment Skills:** Proficiency in psychological assessment of emotional, behavioral, and developmental concerns, including risk assessment and diagnostic formulation.
- **Medical Integration:** Interest in working within pediatric healthcare teams, addressing psychosocial adjustment to chronic illness, adherence, and coping.
- **People and Culture:** Experience serving varied populations, with sensitivity to an individual's background.
- **Interdisciplinary Collaboration:** Ability to work effectively with physicians, nurses, social workers, and other professionals in multidisciplinary care.
- **Professional Development:** Commitment to ethical practice, scholarly inquiry, and preparation for licensure as a health service psychologist.

### Neuropsychology Match

We are in the process of applying for membership to the Association of Postdoctoral Programs in Clinical Neuropsychology (APPCN) Resident Match. For the upcoming fellowship year (2026–2027), we will accept applications outside of APPCN. Therefore, applicants must obtain a provisional license from the Tennessee Board of Examiners in Psychology before beginning clinical work. The provisional license is valid for one year and may be extended upon request if additional time is needed to complete supervised hours. Fellows will be reimbursed for costs associated with obtaining their provisional license.

Applicants for the neuropsychology track should have completed doctoral training consistent with Houston Conference guidelines and demonstrate strong preparation in neuropsychology. Preferred qualifications include:

- **Foundational Knowledge:** Coursework in neuropsychology, neuroscience, and brain-behavior relationships, plus supervised clinical training in pediatric neuropsychology.
- **Assessment Expertise:** Experience conducting comprehensive neuropsychological evaluations for children and adolescents with neurological, medical, and developmental conditions (e.g., epilepsy, TBI, cancer, genetic disorders).
- **Medical Complexity:** Interest in working with medically involved populations and interpreting neuropsychological findings in the context of neuroimaging, neurology, and treatment effects.

- **Research and Scholarship:** Engagement in research or scholarly activities relevant to neuropsychology, with an emphasis on evidence-based practice.
- **Board Certification Preparation:** Commitment to training that meets APPCN standards and prepares for ABPP/ABCN certification.
- **Collaborative Practice:** Ability to consult with multidisciplinary teams and provide tailored recommendations for educational and rehabilitation planning.

## Training Tracks Program Overviews

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### Pediatric Psychology Track

#### Program Overview

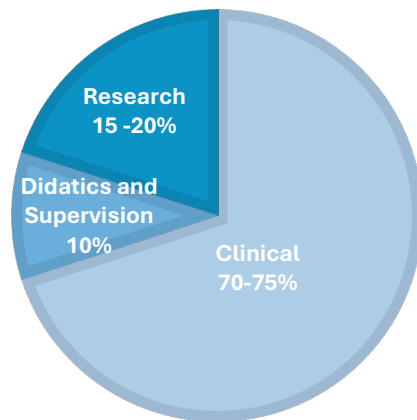
The Pediatric Psychology Fellowship at Le Bonheur/UTHSC aims to provide advanced training in clinical service, scholarly inquiry, professionalism, and ethical decision-making. The program is committed to advancing the profession of psychology and maximizing child health outcomes through exemplary postdoctoral training. Fellows will gain experience in a variety of pediatric subspecialties and develop the skills necessary to work in pediatric healthcare settings and/or university-based training programs. This fellowship adheres to the Association of Psychology Postdoctoral and Internship Centers (APPIC) standards for postdoctoral training, including structured supervision, and a planned sequence of training experiences. Supervising neuropsychologists within this track include William Dalton, Ph.D., Patricia Logan, PhD, Adrienne Arrindell, JD, PhD, Gwen Beard, PsyD, and Donald Bearden, PhD, ABPP-CN.

We invite applications for a one-year fellowship in pediatric psychology. Pediatric psychology fellows engage in various clinical activities within interdisciplinary outpatient clinics and inpatient settings, including consultations with social workers, nurses, and physicians. Pediatric Psychology fellows spend approximately 50% of their patient contact hours as primary clinicians for long- and short-term individual therapy cases involving children and adolescents, as well as cases requiring parent behavior management training. Fellows will manage a range of internalizing and externalizing psychological disorders affecting children and families across all age ranges. The remaining 50% of the patient contact hours are dedicated to psychological assessment. Referral questions typically include learning disorders, ADHD, and diagnostic clarification of other behavioral and emotional difficulties. Evaluations involve evidence-based assessment strategies and often focus on objective testing of cognitive, academic, and emotional/behavioral functioning.

#### Training

Fellows will participate in clinical assessment and intervention experiences across various pediatric populations. Clinical skills development is supported by ongoing formal and informal didactics, ensuring fellows are well-prepared to provide care for diverse pediatric populations.

### PEDIATRIC PSYCHOLOGY TRAINING ROTATION



Approximately 70 – 75 % of the fellow's time is spent in clinical activities, 10% in didactics and supervision, and 15 - 20% in research. Le Bonheur's pediatric psychology fellowship program offers

specialized training rotations to cater to the diverse interests and career goals of fellows. These rotations include:

#### **The Pediatric Psychology Fellowship Rotation in the Interdisciplinary Eating Disorders Clinic**

Supervised by Adrienne Arrindell, PhD, JD provides fellows with hands-on training in a collaborative, team-based setting that serves children with complex developmental, medical, nutritional, and behavioral needs. The clinic brings together professionals from medicine, nursing, nutrition, occupational therapy, and psychology, offering fellows a rich opportunity to engage in integrated care. All clinicians work in a shared central space, allowing for real-time discussion of each patient and collaborative decision-making regarding which providers are most appropriate for a given visit. This structure fosters a dynamic and responsive approach to care, with new patients seen during nearly every clinic session and typically evaluated by all providers. Fellows participate in these assessments, rotating not only with the psychologist but also with other disciplines to gain a comprehensive understanding of patient needs and interdisciplinary care.

- Fellows will learn how to implement Family Based Treatment for Eating Disorders, the first line, evidence-based treatment for youth with these conditions.
- Due to limited capacity for ongoing psychological therapy within the clinic, many patients are referred to community mental health providers for continued care. However, some patients are seen regularly in the clinic for therapy, and fellows may assist in this care and potentially develop a small caseload depending on their experience and availability. Fellows will contribute to brief interventions focused on behavioral regulation, family support, and adjustment to developmental or medical challenges. Supervision is primarily conducted in real time, with the attending psychologist present during all patient contact. Fellows also engage in collaborative case formulation and documentation, receiving guidance and feedback throughout the clinical process.
- The rotation emphasizes responsive, family-centered care and provides fellows with experience in developmental screening, behavioral assessment, and interdisciplinary consultation. Fellows will learn to incorporate social determinants of health into care planning and may participate in school consultations or referrals to community services. Didactic opportunities may include seminars on feeding and nutrition, trauma-informed care, interdisciplinary models, and systems-level approaches to pediatric health. Optional involvement in clinical research or quality improvement initiatives related to developmental medicine may be available.
- The rotation typically lasts 4 to 6 months, with flexibility depending on the structure of the fellowship program. Fellows dedicate 1 to 2 days per week to the clinic, including patient care, documentation, and supervision. A minimum supervision ratio of one hour for every 4 to 5 hours of direct patient contact is maintained, with additional informal supervision during clinic hours. Fellows are evaluated on their clinical skills in assessment and intervention, professionalism in interdisciplinary collaboration, integration of psychological and medical knowledge, and use of culturally competent, family-centered approaches. Contributions to documentation, care planning, and any programmatic or research initiatives are also considered in the evaluation process.

#### **The Pediatric Psychology Fellowship Rotation in Congenital Heart Defects (CHD)**

Supervised by Patricia Logan, PhD offers advanced training for fellows in the psychological assessment and intervention of children, adolescents, and families affected by CHD. This rotation emphasizes the development of expertise in psychosocial, developmental, and family systems issues related to complex cardiac conditions, surgical procedures, and long-term disease management. Fellows work within a multidisciplinary medical team and are trained in evidence-based psychosocial interventions and culturally responsive practices to support diverse patient populations.

- Throughout the rotation, fellows are expected to demonstrate advanced knowledge of the medical, neurodevelopmental, and psychosocial sequelae of CHD across developmental stages. They will conduct psychological assessments, including screening, diagnostic, neurocognitive, and behavioral evaluations, and deliver both brief and extended interventions focused on adjustment, treatment adherence, procedural anxiety, emotional regulation, and family coping. Fellows collaborate closely with cardiologists, surgeons, nurses, social workers, and rehabilitation specialists, integrating an individual's background into care planning. They also consult with schools and community providers to support the educational, behavioral,

and social needs of children with CHD, and participate in program development, research, and quality improvement initiatives.

- Clinical activities include providing family-centered interventions to promote adherence, stress management, and resilience; leading psychoeducation groups for parents and siblings; and developing care plans for common concerns such as procedural anxiety, sleep disturbances, and cognitive or learning challenges. Fellows offer consultation-liaison services for hospitalized patients undergoing cardiac procedures and collaborate with cardiology and intensive care teams on discharge planning, outpatient transitions, and school reintegration.
- Supervision and didactic training are integral to the rotation. Fellows receive weekly one-on-one supervision from a pediatric psychologist specializing in CHD and attend pediatric cardiology case conferences, morbidity and mortality reviews, and interdisciplinary rounds. They also participate in seminars covering cardiac physiology, developmental outcomes, adherence, grief and loss, and trauma-informed care, with optional involvement in clinical research or quality improvement projects.
- The rotation typically lasts 4 to 6 months, with a flexible structure depending on the fellowship program. Fellows dedicate two days per week to CHD services across inpatient, outpatient, and consult-liaison settings, with a minimum supervision ratio of one hour for every 4–5 hours of direct patient contact. Evaluation criteria include clinical skills in assessment, intervention, and consultation; integration of psychological and medical knowledge; professionalism in interdisciplinary collaboration; use of culturally competent, family-centered approaches; and contributions to programmatic, research, or quality improvement efforts.

### **The Pediatric Psychology Rotation in Neurology & Neuropsychology**

During the neurology rotation supervised by Gwen Beard, PsyD and William Dalton, pediatric psychology fellows gain valuable experience working within interdisciplinary medical teams, with a focus on supporting children and adolescents with neurological conditions. A key component of this rotation includes consultation-liaison services on the Epilepsy Monitoring Unit (EMU), where fellows collaborate with neurology, nursing, and other medical staff to provide psychological support to patients undergoing diagnostic evaluation and seizure monitoring. Fellows conduct brief bedside assessments, provide psychoeducation to families, and assist with coping strategies and behavioral management during hospitalization.

- In addition to consultation-liaison work, fellows engage in comprehensive psychological assessments for children referred through neurology for concerns related to learning disorders (LD), attention-deficit/hyperactivity disorder (ADHD), autism spectrum disorder (ASD), and other neurodevelopmental or behavioral conditions. These evaluations involve clinical interviews, standardized testing, and integration of medical and educational history to inform diagnostic impressions and treatment recommendations. Fellows receive supervision in test selection, administration, scoring, and report writing, with an emphasis on tailoring assessments to the unique needs of medically complex pediatric populations.
- This rotation provides fellows with opportunities to develop clinical competencies in neurodevelopmental assessment, interdisciplinary collaboration, and family-centered care within a pediatric neurology setting. Additionally, fellows receive specialized training in Comprehensive Behavioral Intervention for Tics (CBIT) under the supervision of a CBIT-certified psychologist. This training includes didactic instruction, case-based learning, and supervised clinical practice, equipping fellows with evidence-based skills for treating tic disorders within pediatric populations.

### **Interdisciplinary Collaboration**

Fellows will work with interdisciplinary teams, including physicians and social workers, to deliver comprehensive mental health care to patients admitted to medical units. Fellows will also provide mental health training to other healthcare professionals, emphasizing the importance of collaboration in delivering comprehensive care.

### **Supervision and Teaching**

Fellows will have opportunities to supervise practicum students and other trainees, collaborate in interdisciplinary treatment teams, and participate in care coordinated across multiple specialty services.

They will also provide educational opportunities to other professionals in the healthcare system, enhancing their teaching and supervisory skills.

#### Programmatic Care and Development

Fellows will gain exposure to programmatic care along with the development of programs and systems of care. They will be responsible for working with interdisciplinary teams and patients referred to various service areas, contributing to the development and implementation of effective care programs.

#### Competency Evaluation

The development of increasing competence is evaluated informally through supervision and formally through written evaluations every six months. Fellows are given increasing clinical responsibility, autonomy, and exposure to more challenging treatment cases as they demonstrate readiness, ensuring their growth and development throughout the fellowship.

#### Ethical and Professional Conduct

Fellows will receive training in professionalism, ethical decision-making, and legal matters. They are expected to conduct themselves professionally and build interpersonal relationships, adhering to the highest standards of ethical and professional conduct.

#### Research and Scholarly Inquiry

Fellows are offered opportunities for scholarly inquiry and are trained in research methods and systems evaluation. They are encouraged to contribute to the field of psychology through clinical work, research, and education, fostering a culture of continuous learning and innovation.

#### Specialized Applied Experience

Fellows will train across a wide range of medical subspecialties. They will conduct initial evaluations, consultations, and psychotherapy, gaining valuable applied experience in various clinical settings.

These components aim to provide a comprehensive overview of the fellowship program, ensuring that prospective fellows have a clear understanding of the training, experiences, and opportunities available to them. Training objectives are customized for each specialization, with a varied emphasis on clinical and research elements. Each specialization has a training lead responsible for overseeing the fellow's training plan, including licensure preparation. All fellows take part in didactics that focus on professional development, cultural competency, clinical/research training, and licensure.

#### Training Goals and Objectives

##### Goal 1: Develop Advanced Clinical Competence

###### Objectives:

- Conduct evidence-based psychological assessments with children, adolescents, and families across a range of medical and developmental conditions.
- Deliver developmentally appropriate, evidence-based interventions (e.g., CBT, behavioral therapy, family-based treatments).
- Formulate accurate diagnoses and integrate findings into meaningful, individualized treatment plans.
- Adapt clinical approaches to various backgrounds.

##### Goal 2: Strengthen Interdisciplinary Collaboration Skills

###### Objectives:

- Function effectively as part of multidisciplinary teams.
- Communicate evaluation results and treatment recommendations clearly to providers, families, and schools.
- Provide consultation to medical teams and community providers.
- Understand the roles of various disciplines in pediatric care.

##### Goal 3: Build Expertise in Assessment and Diagnostic Formulation

###### Objectives:

- Integrate cognitive, behavioral, emotional, and medical data into comprehensive case conceptualizations.
- Develop differential diagnoses in complex clinical presentations.
- Interpret standardized test results within developmental and medical contexts.
- Translate assessment findings into practical recommendations for home, school, and medical settings.

Goal 4: Provide responsive care

Objectives:

- Incorporate an individual's background into assessment and interpretation
- Recognize potential biases in treatment, testing, and diagnosis
- Demonstrate humility and responsiveness in all aspects of care.
- Adapt assessment approaches for various populations

Goal 5: Practice in accordance with professional and ethical standards.

Objectives:

- Apply ethical principles in clinical decision-making consistent with guidelines from the American Psychological Association.
- Engage in reflective practice and utilize supervision effectively.
- Demonstrate professionalism, cultural competence, and reflective practice
- Understand legal issues relevant to pediatric practice (e.g., educational law, reporting laws, guardianship)

Goal 6: Enhance Research and Scholarly Activity

Objectives:

- Critically evaluate scientific literature relevant to pediatric psychology.
- Participate in research, quality improvement, or program development projects.
- Disseminate findings through presentations, publications, or clinical teaching.
- Apply evidence-based practices in clinical care.

Goal 7: Develop Teaching and Supervision Skills

Objectives:

- Provide supervision to trainees (e.g., practicum students, interns) under guidance.
- Deliver didactic instruction or case presentations.
- Model professional and ethical behavior for junior trainees.

Goal 8: Gain Competence in Systems-Based Practice and Advocacy

Objectives:

- Navigate healthcare, school, and community systems to support patient care.
- Advocate for appropriate services and accommodations for children and families.
- Understand policies and systems impacting access to care (e.g., insurance, education systems).
- Collaborate with schools and community agencies to support functional outcomes.

Goal 9: Apply a Developmental and Lifespan Perspective

Objectives:

- Tailor assessment and intervention strategies to developmental level.
- Understand the impact of chronic illness and disability across development.
- Support transitions (e.g., early childhood to school age, pediatric to adult care).
- Incorporate family systems and environmental factors into care.

Goal: Prepare for independent practice

Objectives:

- Exhibit readiness for independent licensure, including knowledge of legal, regulatory, and professional requirements.
- Develop a professional identity as an independent pediatric psychologist.
- Explore career pathways (academic, hospital-based, private practice)
- Maintain accurate, timely, and legally sound clinical documentation consistent with professional and regulatory standards.
- Identify scope of practice and limits of competence, and seek consultation or refer to other providers when appropriate.

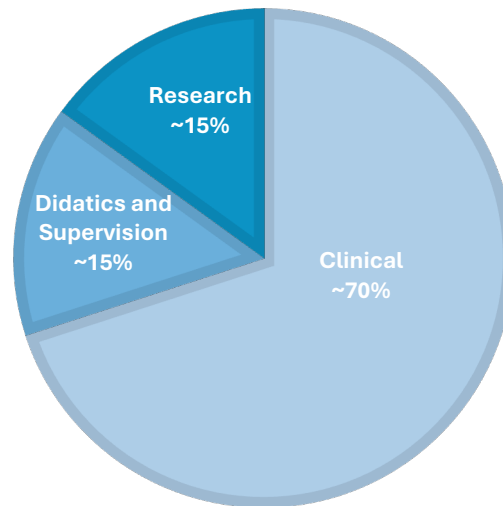
## Pediatric Neuropsychology Track

### Program Overview

Training and experiences are consistent with the guidelines established by the International Neuropsychological Society (INS), Division 40 of the American Psychological Association (APA), and the Houston and Minnesota Conferences. Within the pediatric track, fellows gain expertise in developmental brain-behavior relationships and strengthen essential skills working with medically complex children in both inpatient and outpatient settings. This is accomplished through diverse clinical activities, didactics, and research involvement in the Le Bonheur Neurosciences Institute. Graduating fellows are well prepared for independent practice in pediatric neuropsychology. They are also ready to pursue ABPP board certification in clinical neuropsychology, as well as subspecialization in pediatric neuropsychology. This fellowship is a member of the Association of Postdoctoral Programs in Clinical Neuropsychology (APPCN) and adheres to APPCN guidelines, including structured supervision and competency-based training consistent with Houston Conference standards. Supervising neuropsychologists within this track include Sarah Watts, PsyD, Christen Holder, PhD, Nicole Kubinek, PhD, and Donald Bearden, PhD, ABPP-CN.

### Training

#### NEUROPSYCHOLOGY TRAINING ROTATION



Approximately 70-80% of the fellow's time is spent in clinical activities, 10-15% in didactics and supervision, and 10-20% in research. The program is designed to provide fellows with exposure to a wide range of medical conditions, neurocognitive and neurodevelopmental disorders, and comorbid psychiatric issues. A strong emphasis is placed on multidisciplinary collaboration and participation in medical teams. Over the course of the 2-year program, fellows gain increased independence in clinical, research, and professional activities.

#### Year 1

- Outpatient Evaluations: The fellow performs 2 outpatient evaluations per week from the general referral stream.
- Inpatient Epilepsy: The fellow performs 1 inpatient evaluation per week with participation in the weekly EMU conference.

- Multidisciplinary Clinic (MDC): The fellow can choose between participation in several different multidisciplinary team clinics listed below.
- Didactics

#### Year 2:

- Outpatient Evaluations: The fellow performs 1 outpatient evaluation per week from the general referral stream.
- Inpatient Epilepsy: The fellow performs 1 inpatient evaluation per week with participation in the weekly EMU conference.
- Inpatient Consult Service: The fellow will cover inpatient cardiology, infantile spasms, and traumatic brain injury consultations, providing inpatient consultation and testing.
- MDC: The fellow can choose between participation in several different multidisciplinary team clinics listed below.
- Didactics

#### Outpatient Evaluations:

In order to be referred for a pediatric neuropsychological evaluation, patients must have a medical condition that impacts the central nervous system. Common medical conditions seen by our service include epilepsy, brain tumor, stroke, traumatic brain injury, cerebral palsy, genetic disorders, cardiac disease, and tuberous sclerosis. Outpatient evaluations are performed in a “same-day” model, with diagnostic intake, testing, supervision, and feedback all occurring in the same day-long appointment.

#### Inpatient Epilepsy Evaluations:

Fellows will work as part of a multidisciplinary team providing inpatient neuropsychological evaluations within the EMU of Le Bonheur’s National Association of Epilepsy Center Level IV accredited program. Fellows will work closely in conjunction with the epilepsy team, which includes epileptologists, neurosurgeons, and neuroimaging experts by providing comprehensive epilepsy evaluations, pre- and post-surgical evaluations related to focal epilepsy and brain tumors, language mapping, and pre- and post-surgical evaluations following responsive neurostimulation (RNS) placement. Patients are seen over multiple days, with interviews, testing, and feedback conducted over the course of the week while the patient is undergoing video EEG monitoring. Fellows will participate and present patients in weekly EMU multidisciplinary conferences.

#### Inpatient Consultation Services:

In their second year of training, fellows will be trained in providing inpatient consultation services across different departments. These departments include cardiology, epilepsy, and trauma. Services provided on this rotation includes pre-heart transplant evaluations, infant congenital heart disease neurodevelopmental evaluations, initial infantile spasms evaluations, and traumatic brain injury (TBI) evaluations.

#### Medical Clinics:

Fellows will rotate in several multidisciplinary outpatient clinics, serving as the primary neuropsychology liaison to the team. These clinics include Pediatric Stroke Program, Neurogenetics Clinic, Concussion Clinic, and Craniofacial Clinic. Options may be available in program development for building out other MDCs. Fellows will be able to choose which clinic they participate in based upon their interest and schedule availability.

#### Training Goals and Objectives

Goal: Develop expertise in comprehensive neuropsychological evaluation of pediatric populations.

#### Objectives:

- Conduct developmentally informed assessments of cognitive, emotional, and behavioral functioning
- Select, administer, and interpret standardized tests across ages and ability levels
- Integrate data from multiple sources (e.g., interviews, records, observations)

Goal: Build advanced diagnostic reasoning and case formulation skills.

Objectives:

- Understand the impact of neurological, genetic, and environmental factors on development
- Formulate differential diagnoses in medically complex children, integrating multiple sources of information, and distinguishing different potential underlying causes for cognitive, behavioral, and emotional symptoms
- Develop meaningful case conceptualizations that guide intervention

Goal: Generate practical, evidence-based recommendations.

Objectives:

- Translate findings into clear, actionable recommendations for home, school, and clinical settings
- Develop a working knowledge of the special education system to provide practical, school-relevant guidance that can be effectively implemented.
- Provide psychoeducation to families and caregivers
- Understand intervention approaches (e.g., behavioral, educational, cognitive rehabilitation)

Goal: Communicate complex findings effectively to various audiences.

Objectives:

- Write clear, concise, and clinically useful neuropsychological reports
- Provide feedback to families in an understandable and sensitive manner
- Communicate with multidisciplinary teams (e.g., physicians, therapists, educators)
- Adapt communication for varied cultural and educational backgrounds

Goal: Function effectively within interdisciplinary teams.

Objectives:

- Collaborate with professionals in different medical disciplines (e.g., neurology, cardiology, psychology, trauma, genetics, etc.)
- Understand roles of related disciplines (e.g., speech-language pathology, occupational therapy, physical therapy)
- Participate in case conferences and team-based care

Goal: Practice in accordance with professional and ethical standards.

Objectives:

- Incorporate ethics guidelines and best-practices positions from American Psychological Association and the American Academy of Clinical Neuropsychology into clinical practice
- Demonstrate professionalism, cultural competence, and reflective practice
- Understand legal issues relevant to pediatric practice (e.g., educational law, guardianship)

Goal: Provide responsive care.

Objectives:

- Incorporate an individual's background into assessment and interpretation
- Recognize potential biases in testing and diagnosis
- Demonstrate humility and responsiveness in all aspects of care.
- Adapt assessment approaches for various populations

Goal: Integrate research into clinical practice and contribute to the field.

Objectives:

- Critically evaluate scientific literature
- Participate in or complete a research project or program evaluation
- Apply evidence-based practices to clinical decision-making
- Present research findings (e.g., conferences, publications)

Goal: Develop competencies in supervision and education.

Objectives:

- Provide supervision to trainees (e.g., practicum students, interns)
- Deliver didactics or case presentations
- Develop skills in mentoring and professional development

Goal: Prepare for independent practice and board certification.

Objectives:

- Develop competencies aligned with American Board of Professional Psychology standards (e.g., in American Board of Clinical Neuropsychology)

- Build a professional identity and specialty focus
- Explore career pathways (academic, hospital-based, private practice)
- Maintain accurate, timely, and legally sound clinical documentation consistent with professional and regulatory standards.
- Identify scope of practice and limits of competence, and seek consultation or refer to other providers when appropriate.

## Program Core (Pediatric Psychology & Neuropsychology Tracks)

Alongside the specialization program that the fellow is accepted into, all postdoctoral fellows are required to participate in a core seminar program that covers professional, clinical, and research topics. Additional information is below.

### Research Rotation

All fellows will engage in clinical research under the supervision of faculty members at Le Bonheur. At the start of fellowship, fellows will review ongoing research projects and select one aligned with their interests. Research activities may include data collection, cleaning, and analysis; interpretation of findings; scientific writing; and dissemination through presentations and publications. Pediatric psychology fellows are expected to contribute to at least one scholarly product and neuropsychology fellows are expected to contribute to two scholarly products by the end of fellowship, such as poster or oral presentations at regional/national conferences, manuscript authorship, quality improvement initiatives, or pilot grant submissions. At minimum, each fellow will present at least one poster at a professional conference, with financial support provided. Opportunities for collaboration with multidisciplinary teams are available, and fellows are encouraged to initiate independent research projects under faculty mentorship. This rotation fosters professional development and enhances fellows' academic portfolios through meaningful contributions to pediatric psychology and neuropsychology research.

### Didactic Experiences

All fellows will engage in a minimum of 120 minutes per week. Fellows will participate in a comprehensive didactic curriculum designed to support clinical and professional development across both tracks. Fellows are expected to attend two didactic seminars per week, including a 90-minute interdisciplinary seminar held every Friday in collaboration with the University of Tennessee Health Science Center Professional Psychology Internship Consortium. Each fellow will lead at least one presentation during the year, with mentorship from a faculty supervisor.

Didactic offerings are tailored to support preparation for board certification and licensure. Pediatric psychology fellows are similarly supported in preparing for licensure and board certification, with access to relevant study resources and mentorship. Neuropsychology fellows are required to take the APPCN Fellow Exam at the end of their first year and are strongly encouraged to complete the Examination for Professional Practice in Psychology (EPPP) during fellowship.

Fellows across both tracks benefit from the following structured experiences:

- Comprehensive Seminar Series: Fellows will participate in this series in conjunction with UTHSC Professional Psychology Internship Consortium

### 2025-2026 Schedule Fridays, 8:30 – 10:00 (unless otherwise noted)

DATE	TOPIC/PRESENTER
August 29	TF-CBT Training
September 5	Resilience and Growth Mindset Melissa Hoffmann, Ph.D.
September 12	Forensic Evaluations Stephanie Lovins-Steiner, LCSW
September 19	Cultural Humility Syidah Abdullah, Ed.D., MPH, M. Sc
September 26	Documentation with a Jury in Mind Melissa Hoffmann, Ph.D. facilitator
October 3	Assessment Liz Paiml, Ph.D. and Kelsey Maloney, Ph.D.
October 10	Early Childhood Mental Health Jen Harman, Ph.D.
October 17	Psychopharmacology with Children & Adolescents

	<b>Allison Ford, MD</b>
<b>October 24</b>	<b>Postdoc Panel Zoom</b>
<b>October 31</b>	<b>Childhood Development: Introduction to Assessment and Treatment Pt. I Jacque Page, Psy.D.</b>
<b>November 7</b>	<b>Eating Disorders Adrienne Arrindell, JD, Ph.D.</b>
<b>November 14</b>	<b>Supervision of Psychological Services Part 1 Kendra Parris, Ph.D. and Anna Jones, Ph.D.</b>
<b>November 21</b>	<b>Childhood Development: Introduction to Assessment and Treatment Pt. II Jacque Page, Psy.D.</b>
<b>November 28</b>	<b>No seminar - Holiday</b>
<b>December 5</b>	<b>Trauma Part 1 Archandria Owens, Ph.D.</b>
<b>December 11</b>	<b>Trauma Part 2 Archandria Owens, Ph.D.</b>
<b>December 19</b>	<b>Supervision of Psychological Services Part 2 Kendra Parris, Ph.D. and Anna Jones, Ph.D.</b>
<b>December 26</b>	<b>No Seminar - Holiday</b>
<b>January 2</b>	<b>No Seminar – Administrative closing</b>
<b>January 9</b>	<b>The Culture of Poverty Maria Elena Delavega, Ph.D. MSW</b>
<b>January 16</b>	<b>Assessment and Treatment of Pediatric Anxiety Disorders and OCD (on your own) <a href="https://www.apa.org/education-career/training/promotions/mclean-hospital-pediatric-anxiety-disorders">https://www.apa.org/education-career/training/promotions/mclean-hospital-pediatric-anxiety-disorders</a></b>
<b>January 23</b>	<b>Behavioral Management of Pediatric Obesity E. Thomaseo Burton, Ph.D.</b>
<b>January 30</b>	<b>Mock supervision</b>
<b>February 6</b>	<b>Ethical Dilemmas in Working with Children and Families – Part I Melissa Hoffmann, Ph.D.</b>
<b>February 13</b>	<b>Complex Trauma Liz Paiml, Ph.D.</b>
<b>February 20</b>	<b>Pain Psychology Ryan James, Ph.D.</b>
<b>February 27</b>	<b>Mock supervision</b>
<b>March 6</b>	<b>Sleep Disorders in Children and Adolescents Valerie Crabtree, Ph.D.</b>
<b>March 13</b>	<b>Complex Trauma and Early Childhood Kelsey Maloney, Ph.D.</b>
<b>March 20</b>	<b>Speech/Language Evaluations Adele Dunkin, M.C.D., CCC-CLP</b>
<b>March 27</b>	<b>Mock supervision</b>
<b>April 3</b>	<b>No seminar - Holiday</b>
<b>April 10 7:45am - 3:00pm</b>	<b>Violence Prevention Through a Public Safety Lens 2026 Norfleet Forum for the Advancement of Health National Civil Rights Museum</b>
<b>April 17</b>	<b>An Insider's Guide to the Special Education System in Tennessee Jenness Roth</b>
<b>April 24</b>	<b>Mock supervision</b>
<b>May 1 8:30am – 3:30pm</b>	<b>Psychiatric-Advocacy Collaborative Teams Summit Crosstown Concourse Theater</b>
<b>May 8</b>	<b>Disruptive Mood Dysregulation Disorder Caleb Corwin, Ph.D.</b>
<b>May 15</b>	<b>Bilingual Neuropsychology Don Bearden, Ph.D., ABPP-CN, FAES</b>
<b>May 22</b>	<b>Working with Youth Jess Cook, Ph.D.</b>
<b>May 29</b>	<b>Mock supervision</b>
<b>June 5</b>	<b>Epilepsy Case Studies</b>

	<b>Don Bearden, Ph.D., ABPP-CN, FAES</b>
<b>June 12</b>	<b>Ethical Dilemmas in Working with Children and Families – Part II</b> <b>Melissa Hoffmann, Ph.D.</b>
<b>June 19</b>	<b>No seminar - Holiday</b>
<b>June 26</b>	<b>Mock supervision</b>
<b>July 3</b>	<b>No Seminar - Holiday</b>
<b>July 10</b>	<b>Supervision of Psychological Services</b> <b>Kendra Parris, Ph.D. and Anna Jones, Ph.D.</b>
<b>July 17</b>	<b>Beyond Efficacy: Unveiling the Mechanisms of Change in Psychotherapy (on your own)</b> <a href="https://www.apa.org/education-career/training/promotions/newport-healthcare-mechanisms-change">https://www.apa.org/education-career/training/promotions/newport-healthcare-mechanisms-change</a>
<b>July 24</b>	<b>Working with Adolescents</b> <b>KT Hiestand, Ph.D.</b>
<b>July 31</b>	<b>Peer supervision</b>
<b>August 7</b>	<b>Wrap up with Dr. Hoffmann</b>

- **Pediatric Psychology Seminar:** Fellows engage in topic-specific seminars that address evidence-based interventions, integrated care, psychological assessment in pediatric populations, and approaches that promote respectful and effective care across varied backgrounds. Topics planned for the 2026 – 2027 training year include (11 am – 12 pm 3<sup>rd</sup> Friday of the Month):
  - Child Development in the context of Chronic Illness
  - Family Systems in Pediatric Illness
  - Social Determinants of Health
  - CBT in pediatric Medical Population
  - Pain Management Interventions
  - Diabetes Management and Adherence
  - Chronic Pain and Headache
  - Functional Neurological Symptom Disorders
  - Cardiology and Congenital Heart Disease
  - Impact of Trauma and Adverse Childhood Experiences
- **Pediatric Neuropsychology Seminar:** Monthly sessions include lectures, journal discussions, and case presentations focused on neuroanatomy, assessment, cultural considerations, and specific developmental and medical conditions. Fellows may also participate in mock fact findings to prepare for board certification. Topics planned for the 2026 – 2027 training year include (11 am – 12 pm 2<sup>nd</sup> Friday of the Month):
  - Functional Neuroanatomy in the Developing Brain (3 Sessions)
  - Neuroimaging (2 sessions)
  - Memory Assessment
  - Epilepsy
  - TBI
  - Brain Tumors and Neuro-oncology
  - Executive Function Assessment Across Development
  - Stroke
  - Adult Neuropsychology Common Conditions and Assessments (3 sessions)
- **Professional Development Series:** Fellows in both tracks participate in monthly seminars focused on career development, leadership, and academic advancement. Each fellow is encouraged to cultivate an area of special interest, with faculty mentorship guiding clinical, research, and didactic experiences to support this focus. Second-year fellows receive support in preparing job talks and navigating the academic job market. Topics planned for the 2026 – 2027 training year include (11 am – 12 pm 4<sup>th</sup> Friday of the Month):
  - Billing, coding, and practice management
  - Ethical Issues in Psychology
  - Job Talk Preparation
  - Fact Finding (3 Sessions)

- Career Pathways in Neuropsychology
- Interview Skills and Contract Negotiations
- Overview of Board Certification in Clinical Neuropsychology
- Ethics (2 Sessions)
- General Psychology Series: Fellows engage in topic-specific seminars that address topics that relate to the practice of psychology across different training tracks. Topics planned for the 2026 – 2027 training year include (11 am – 12 pm 1<sup>st</sup> Friday of the Month):
  - ADHD
  - ASD and Social Communication Disorders
  - Special Education other School Law Topics
  - Intellectual Disability and Global Developmental Delay
  - Performance Validity, Effort Testing, and Symptom Validity in Pediatric Populations
  - Transition Planning and Conservatorship
  - Prematurity
  - Genetic Disorders
  - Trainee Presentations
- Additional Fellowship Learning Opportunities:
  - Parent-Child Interaction Therapy (PCIT) didactics – if interested
    - Liz Paiml, Ph.D., and Kelsey Maloney, Ph.D.
    - Weekly, Friday 10:30am – 12pm
  - Trauma-Focused Cognitive-Behavioral Therapy (TF-CBT) didactics – if interested
    - Melissa James, LCSW
    - Weekly, Tuesday 5:00pm
  - Neurology Case Conference
    - Weekly, Thursday 11am – 12 pm
  - Pediatric Grand Rounds
    - Weekly, Friday 8am
- Teaching & Supervision: Fellows gain experience in supervision by mentoring interns and externs under the guidance of licensed psychologists. This rotation helps fellows develop supervisory competencies essential for future leadership roles.
- Interdisciplinary Learning: Fellows are encouraged to attend additional educational opportunities such as Neurology Case Conference and Pediatric Grand Rounds, which provide exposure to multidisciplinary perspectives and current clinical research.

## Supervision

- The supervision process in our fellowship program is designed to support the fellow's development of advanced clinical skills, professional identity, and readiness for independent practice. Fellows receive regularly scheduled individual supervision from each of their supervising faculty. Supervision sessions are focused on the clinical aspects of the respective rotation, with attention to ethical decision-making, cultural responsiveness, and professional standards. Supervisors provide formative feedback on clinical work, review of documentation, complete regular formal evaluations.
- As fellows have multiple supervisors, time spent in supervision will vary based upon individual needs and schedule. At a minimum, fellows will receive 2 hours of individual supervision per week.

## Competency Benchmarks and Evaluation Process for Pediatric Psychology and Pediatric Neuropsychology Postdoctoral Fellows

- Competency Benchmarks  
These benchmarks reflect progressive development across core domains using a developmental model (e.g., "Emerging → Consolidating → Proficient").

### Assessment

- Administers, scores, and interprets pediatric psychological/neuropsychological measures accurately.
- Demonstrates clinical reasoning in differential diagnosis.
- Integrates data into coherent conceptualizations and reports.

### Intervention

- Develops evidence-based treatment plans for pediatric populations.
- Demonstrates skill in delivering psychological interventions (e.g., CBT, ACT, pain management).
- Adjusts interventions based on developmental and individual factors.

### Consultation & Interprofessional Collaboration

- Communicates effectively with medical teams, educators, and families.
- Provides actionable recommendations in multidisciplinary settings.
- Demonstrates understanding of systems-level care.

### Supervision & Teaching

- Engages in peer supervision and feedback.
- Demonstrates teaching skills with interns or practicum students.
- Reflects on supervisory process and models ethical practice.

### Ethical and Legal Standards

- Applies APA ethical principles and Tennessee licensure laws.
- Maintains confidentiality and informed consent practices.
- Identifies and responds to ethical dilemmas appropriately.

### People and Culture

- Demonstrates awareness of own cultural identity and background.
- Integrates individual considerations into case conceptualization and treatment.
- Advocates for individually responsive care.

### Professionalism

- Demonstrates accountability, reliability, and initiative.
- Responds constructively to feedback.

- Maintains appropriate boundaries and demeanor.

#### Research & Evidence-Based Practice

- Critically evaluates literature relevant to clinical practice.
- Applies research findings to clinical decision-making.
- Participates in scholarly activities (e.g., presentations, publications).

- Fellow Evaluation Process

##### *Frequency*

- Quarterly evaluations (every 3 months).
- Midyear and final summative evaluations.
- Ongoing informal feedback during supervision.

##### *Tools*

- Structured evaluation.
- Narrative feedback sections for strengths, growth areas, and goals.
- Self-assessment form completed by the fellow.

##### *Process*

- Supervisor completes evaluation based on direct observation, case presentations, documentation, and feedback from other team members.
- Fellow reviews and discusses evaluation during supervision.
- Joint goalsetting for next quarter.
- Documentation stored in fellow's training file.

##### *Remediation Plan (if needed)*

- Triggered by consistent ratings of "Needs Improvement."
- Includes specific goals, timeline, and additional supervision.
- Reviewed monthly until resolved.

## Our Team – Faculty Profiles

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### **Adrienne Arrindell, PhD**

Dr. Adrienne Arrindell is a psychologist in the Department of Pediatrics at the University of Tennessee Health Science Center, where she works with children and adolescents in the Eating Disorder Program at LeBonheur Children's Hospital. Her current research focuses on behavioral and pharmacological interventions for children with eating and developmental concerns. She graduated from Princeton University (BA), the University of Virginia School of Law (JD), and Vanderbilt University (PhD), where her doctoral research focused on eating disorders and health psychology. She also has significant experience in assessment and intervention for developmental and behavioral concerns in youth.

### **Gwen Beard, PsyD**

Gwen Beard, PsyD, is a clinical psychologist. She is assistant professor of pediatrics at the University of Tennessee Health Science Center.

### **Donald Bearden, PhD, ABPP-CN, FAES**

Dr. Bearden is a pediatric psychologist and associate professor at the University of Tennessee Health Science Center and Le Bonheur Children's Hospital Neuroscience Institute. He is certified by the American Board of Professional Psychology and American Board of Neuropsychology. Dr. Bearden is Division Chief of Psychology and Behavioral Health at Le Bonheur and recipient of The Trish Ring Endowed Chair of Psychology. His clinical practice and research focus mostly on pediatric epilepsy and epilepsy surgery.

### **William Dalton, PhD**

William Dalton, PhD, is an Associate Professor and pediatric psychologist at the University of Tennessee Health Science Center and Le Bonheur Children's Hospital. He is certified by the Tourette Association of America (TAA) Tourette Syndrome Behavior Therapy Institute (TS-BTI) in Comprehensive Behavioral Intervention for Tics (CBIT). Dr. Dalton provides evidence-based treatment for common neurological conditions and obesity through the Neuroscience Institute and Healthy Lifestyle Clinic at Le Bonheur.

### **Amanda DeCrow, PhD**

Dr. DeCrow is a pediatric neuropsychologist and associate professor at the University of Tennessee Health Science Center and Le Bonheur Children's Hospital Neuroscience Institute. She is certified by the American Board of Professional Psychology and American Board of Neuropsychology.

### **Christen Holder, PhD**

Christen Holder, PhD, is the clinical director of Pediatric Neuropsychology and specializes in epilepsy, congenital heart disease and high-risk newborn populations. She serves as co-director of the Movement Disorders and Tourette Syndrome Center.

### **Nicole Kubinec, PhD**

Nicole Kubinec, PhD is a pediatric neuropsychologist. She completed her residency in Clinical and Research Neuropsychology at the University of Michigan. Kubinec completed her internship in Pediatric Neuropsychology at Minnesota Medical School.

### **Patricia Logan, PhD**

Dr. Logan, an Associate Professor of Pediatrics, joined the University of Tennessee Health Science Center in July 2024. Dr. Logan received her B.A., M.S., and PhD at Mississippi State University. She completed an APA accredited internship in Pediatric Psychology at the University of Nebraska Medical Center.

### **Sarah Watts, PsyD**

Sarah Watts, PsyD, is a pediatric neuropsychologist and an Assistant Professor at the University of Tennessee Health Science Center. She is the Training Director of the UTHCS/LeBonheur Post-Doctoral Fellowship in Pediatric Psychology and Neuropsychology.

## The Role of Training Director

### Program Leadership and Oversight

- Design and implement a planned, sequential, and structured training curriculum that reflects the program's goals and objectives.
- Ensure the program provides advanced training in a recognized specialty area of professional psychology (e.g., pediatric psychology, neuropsychology).
- Maintain alignment with APPIC's standards and ethical guidelines, including adherence to the Common Hold Date and selection standards.

### Administrative Authority

- Hold administrative authority commensurate with the responsibilities of directing the training program.
- Ensure the program is integrated into the larger organization, with clear documentation of training activities, service delivery, and supervision.
- Oversee program operations across all training sites, if applicable, ensuring consistency in supervision and training quality.

### Fellow Selection and Onboarding

- Lead the recruitment and selection process for postdoctoral fellows.
- Ensure that selection procedures are fair, transparent, and consistent with APPIC's guidelines.
- Provide orientation and onboarding to familiarize fellows with program expectations, policies, and resources.

### Supervision and Evaluation

- Ensure that fellows receive appropriate supervision from licensed psychologists with expertise in the relevant specialty area.
- Monitor and evaluate fellows' progress using structured competency-based assessments.
- Maintain accurate and confidential training records for each fellow.

### Faculty Coordination

- Recruit and coordinate qualified supervisors and faculty to deliver clinical training, didactics, and mentorship.
- Facilitate interdisciplinary collaboration and ensure faculty participation in fellow evaluation and feedback.

### Educational Programming

- Oversee the development and delivery of didactic seminars, case conferences, and other educational activities.
- Ensure that training includes exposure to evidence-based practices, cultural competence, ethics, and professional development.

### Quality Assurance and Program Evaluation

- Conduct regular reviews of the program's effectiveness and make improvements based on feedback from fellows, faculty, and institutional stakeholders.
- Document outcomes and maintain records for APPIC membership renewal and accreditation purposes.

### Compliance and Reporting

- Ensure compliance with APPIC membership criteria and any applicable accreditation standards (e.g., APA).
- Submit required documentation for APPIC membership application and renewal, including self-studies and program descriptions.

### Advocacy and Representation

- Represent the training program within the institution and to external bodies, including APPIC, professional organizations, and accrediting agencies.
- Advocate for resources, institutional support, and visibility of the training program.

## Postdoctoral Fellowship Policies: Due Process and Grievance Procedures

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### 1) Due Process Procedure

The Due Process Procedure outlines the steps taken when a postdoctoral fellow's behavior or performance is identified as problematic. This procedure ensures fairness and transparency in addressing concerns and includes the following elements:

#### A. Notice

The postdoctoral fellow will be formally notified in writing when problematic behavior or performance is identified. This notice will include a description of the concerns, the expected improvements, and a timeline for reassessment.

#### B. Hearing

The fellow will be provided an opportunity to hear the concerns and respond. A formal meeting will be scheduled with the Training Director and relevant supervisors to discuss the issues and allow the fellow to present their perspective.

#### C. Appeal

If the fellow disagrees with the actions taken, they may submit a written appeal. The appeal will be reviewed by an impartial committee or authority at least one level above the Training Director. The final decision will be communicated in writing.

#### D. Responsibilities and Rights

The program is responsible for providing clear expectations, timely feedback, and support for improvement. The fellow has the right to be treated fairly, to receive written documentation of concerns, and to participate in the resolution process.

### 2) Grievance Procedure

The Grievance Procedure provides a structured process for postdoctoral fellows to raise complaints or concerns about the training program. This includes issues related to supervision, evaluations, compensation, harassment, or any other aspect of the fellowship experience.

#### A. Filing a Grievance

The fellow should submit a written grievance to the Training Director outlining the nature of the complaint and any relevant details. The grievance must be submitted within a reasonable timeframe after the issue arises.

#### B. Review and Response

The Training Director will review the grievance and schedule a meeting with the fellow to discuss the concerns. If necessary, input from other supervisors or staff may be gathered. A written response will be provided to the fellow within 10 business days.

#### C. Appeal Process

If the fellow is dissatisfied with the resolution, they may appeal to a designated institutional authority (e.g., Department Chair or Fellowship Oversight Committee). The appeal must be submitted in writing and will be reviewed independently. A final decision will be communicated in writing.

#### D. Responsibilities and Rights

The program is responsible for maintaining a respectful and responsive environment. The fellow has the right to raise concerns without fear of retaliation, to receive timely responses, and to pursue appeals as needed.

## Benefits

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Postdoctoral fellows are considered employees and enjoy full access to library resources, technical assistance and related services. The current annual stipend for the fellowship is \$68,000. Office space, computer access and administrative support are provided, along with study materials for the Examination for Professional Practice in Psychology (EPPP).

At the start of the fellowship, fellows receive detailed information on due process and grievance procedures. These policies are also available to applicants upon request.

### **Overview**

Postdoctoral fellows at Le Bonheur Children's Hospital are employed through the University of Tennessee Health Science Center (UTHSC) and receive access to UTHSC's comprehensive benefits package, along with site-specific resources coordinated through ULPS/Le Bonheur. Fellows are considered staff employees, and professional development resources vary based on departmental support.

### **Health, Dental, Vision & Insurance Benefits**

Medical plans include Premier PPO, Standard PPO, Wellness Health Savings CDHP, and Health Savings CDHP, administered by Cigna and BlueCross BlueShield of Tennessee. Dental coverage through Cigna DHMO and MetLife DPPO. Vision, life, AD&D and short- and long-term disability coverage offered.

### **Time Off & Holidays**

Fellows receive UTHSC's official holiday schedule (~12 holidays plus winter closings). Whether appointed for one year or two years, fellows accrue annual leave and sick leave monthly in accordance with UTHSC staff policy. As regular exempt employees, fellows accrue 16 hours of annual leave per month, with part-time fellows accruing on a pro-rated basis. Sick leave accrues at 8 hours per month for all fellows, with no maximum accumulation. Accruals continue throughout the full duration of the fellowship, and any annual leave exceeding the 336-hour year-end limit is automatically transferred to the fellow's sick leave balance.

### **Retirement**

Fellows are eligible for TCRS Hybrid or ORP Hybrid retirement programs; TCRS has a 5-year vesting period.

### **Professional Development and Training**

Le Bonheur and UTHSC provide robust opportunities for professional growth. Though professional development funds are allocated primarily for faculty rather than postdoctoral fellows, fellows who seek to present research or other scholarly projects completed at Le Bonheur/UTHSC may be eligible for funding to attend the conferences where their work is accepted.

All UTHSC employees also have access to high-quality online learning resources through K@TE and LinkedIn Learning.

## Application Instructions

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**Contact:** General inquiries about our postdoctoral fellowship program, including application-related questions, should be directed to Dr. Sarah Watts: [swatts13@uthsc.edu](mailto:swatts13@uthsc.edu).

Visit the links below to apply.

[Postdoctoral Fellow - Psychology](#)

[Postdoctoral Fellow - Neuropsychology](#)

Application Due Date: 4/1/2026

Interview Offer will be extended by: 4/15/2026

Le Bonheur/UT Health Science Center does not discriminate on the basis of race, sex, color, religion, national origin, age, disability or veteran status in providing educational or employment opportunities and benefits. The hospital also complies with federal requirements prohibiting discrimination based on sex or disability in its programs and activities, in accordance with Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. This policy applies to both employment and admission.

Questions regarding Title IX, Section 504, or the Americans with Disabilities Act should be directed to the

Office of Compliance at:

- **Address:**  
920 Madison Avenue, Suite 825  
Memphis, TN 38163
- **Phone:**  
Voice: 901-448-2112  
TTY: 901-448-7382
- **Website:** [uthsc.edu/compliance](http://uthsc.edu/compliance)
- **Hours:** Monday–Friday, 8:15 a.m.–4:00 p.m. CDT
- **Director:** Michael Alston, EdD, CCDP/AP (also Title IX Coordinator)
- Concerns or complaints related to violations of this policy should also be addressed to the Office of Compliance.

A background check is required by the University before a position offer can be finalized. Fellows will receive information about due process and other relevant policies at the beginning of their fellowship.

### Required Application Materials:

- A letter of interest/personal statement
- A deidentified assessment/neuropsychological report
- Curriculum vitae
- Psychological Assessment Experience
- Integrated Reports
- Child Assessment Instruments
- A list of the psychological measures and number of administrations over the previous internship training year
- Three letters of recommendation
- A certified transcript of doctoral work