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Welcome to Phoenix Children's

Phoenix Children's (PC) is Arizona's only pediatric health system, serving children across the Southwest. Founded in 1983, Phoenix Children's established its own campus to provide comprehensive care for children from birth through age 18, as well as emerging adults who require continued pediatric specialty services. Today, Phoenix Children's is recognized as one of the ten largest pediatric health systems in the United States.

At Phoenix Children's, we support the rights of patients and families throughout our hospital system. We are committed to providing the best care within our capabilities to every patient regardless of age, race, color, national origin, religion, marital status, sexual orientation, gender, gender identity or expression, abilities, cultural preferences, diagnosis, or capacity to pay.

Phoenix Children's offers nearly every pediatric medical and surgical specialty, including:

- Cardiology, cystic fibrosis and pulmonary medicine, dermatology, diabetes and endocrinology, gastroenterology, genetics, hepatology, hematology and oncology, infectious diseases, neonatology, nephrology, neurology, orthopedics, and rheumatology.
- Most surgical specialties are available to infants, children, and adolescents.

As a U.S. News & World Report Best Children's Hospital and designated PCORI site actively conducting major clinical trials, our integrated health system provides a robust research and clinical infrastructure where psychologists, physicians, and the resident/fellow collaboratively define the future of pediatric health.

Program Overview & Philosophy

Training within the Division of Psychology at Phoenix Children's is embedded in the delivery of comprehensive psychological and behavioral health services for medically and developmentally diverse children, adolescents, and their families.

The Psychology Postdoctoral Residency/Fellowship Program at Phoenix Children's is a 12-month, full-time organized training program grounded in a developmentally informed model that is sequential, cumulative, and competency-based. The program emphasizes multidisciplinary and interdisciplinary collaboration within specialized pediatric populations.

Terminology Note: The term resident/fellow reflects the terminology used in the state of Arizona that "fellows" are titled as "residents."

In recent years, residency/fellowship training has focused on pain management, gastroenterology, multidisciplinary outpatient care, and consultation/liaison services. Programming is planned to provide the resident/fellow with diverse, structured clinical experiences that support the development of clinical autonomy, and advanced competencies in pediatric psychology, cultural responsiveness, teaching, supervision skills, and active engagement in multidisciplinary learning.

Regardless of the specific focus areas offered in any given year, the residency/fellowship experience is foundationally grounded in preparing the resident/fellow for independent practice as pediatric health service psychologists in medical and hospital-based settings.

Program Educational Goals & Objectives

Objectives & Goals of the Program

- **Transition to Independent Practice:** The resident/fellow will learn how to assess and conceptualize psychological functioning in a diverse range of children and adolescents' presenting problems. The resident/fellow will gain experience in the provision of effective psychological intervention through clinical experience in the practice of consultation and interprofessional/interdisciplinary, and system-based practice.
- **Deliver Clinically Grounded, Ethical Practice:** The program is committed to practicing with integrity, providing professional standards, and utilizing an evidence-based approach, while integrating research and science into clinical decision-making, within demanding clinical contexts.

- **Mastery in Pediatric Psychology:** The resident/fellow will advance their competencies in evaluating and treating pediatric populations across a range of conditions and provide care through inpatient (as applicable) and outpatient settings.
- **Broad Clinical Exposure:** The resident/fellow will gain varied experience through direct outpatient therapy (individual, family, groups), clinic-based intake evaluations, multidisciplinary care, co-treating with other disciplines, and optional programs specific to that patient population.
- **Equity-Centered Competence:** The program fosters the resident/fellow's cultural humility and clinical effectiveness in working with diverse populations, including attention to systemic inequities and inclusive care. Training that supports work with Spanish-speaking families includes dedicated learning opportunities and structured supervision for the resident/fellow whose language proficiency qualifies them to provide assessment and intervention services in both Spanish and English. This includes bilingual supervision to support clinical accuracy, cultural responsiveness, and effective service delivery in both languages.
- **Develop Advocacy & Public Communication Skills:** The resident/fellow will evaluate and incorporate research into clinical and professional practice and advocacy through media outreach, blog/vlog creation, and public translation of psychological science in accessible formats. Multiple professional presentations will be expected throughout the training year that demonstrates the resident/fellow's knowledge and competency within pediatric psychology, relevant research, and clinical application.
- **Build Supervision & Leadership Acumen:** The resident/fellow will receive structured supervision from licensed pediatric psychologists with a focus on enhancing leadership and mentorship skills. The resident/fellow will have the opportunity to participate in the program's tiered supervision model, supervising interns or practicum students, under the guidance of licensed psychologists is contingent upon objective evaluation.

Core Competency Outcomes

Our program has expectations and specific criteria for the successful completion of the postdoctoral residency/fellowship training program. By the end of the residency/fellowship year, the resident/fellow is expected to demonstrate advanced clinical skills in the following areas:

- **Evidence-based interventions:** Knowledge of psychological, cognitive, emotional, and behavioral problems that can affect children and the application of individual, group, and family-based therapeutic interventions across a wide range of concerns, including those related to chronic medical conditions. Applying psychological research into interventions and honoring the individual, cultural diversity, and unique intersecting identities of each patient and family throughout the course of care.
- **Comprehensive assessment:** Foundational knowledge in child development includes a deep understanding of typical and neurodiverse development across the lifespan and specialization in a variety of assessments, including developmental, cognitive, and behavioral evaluations. Demonstrating an assessment framework that integrates contemporary scientific research and empirically validated measures while ensuring that diagnostic formulations are sensitive to individual and cultural diversity, language variations, and the unique sociocultural contexts of every child.
- **Consultation:** Independent ability to consult with other professionals, such as physicians, nurses, and educators, to support a child's overall care. Advance consultation skills are guided by current research and are sensitive to individual and cultural diversity. Competence navigating diverse systemic and family dynamics, ensuring that consultative recommendations are culturally responsive, evidence-based, and tailored to the unique clinical and cultural needs of each patient.
- **Medical Context Integration:** Expertise in understanding the intersection of medical conditions and psychological well-being, and how to conduct assessments and interventions within a medical setting. Skillful competency relies on the continuous application of translational research and health psychology science, paired with a sophisticated understanding of how individual and cultural diversity—including health literacy, cultural health beliefs, and systemic inequities—shape a family's experience of illness, medical trauma, and healthcare systems.
- **Ethical, Legal, and Professional Functioning:** a strong understanding of professional, ethical, and legal standards. individual and cultural diversity. professional values, attitudes, behaviors, communication, and interpersonal skills
- **Readiness for Independent Practice and Licensure:** Demonstrate autonomous integration and active utilization of clinical supervision across all core competency domains to refine self-reflection and professional growth. Exhibit the advanced communication, consultation, and interpersonal skills necessary to function as a collaborative leader within complex healthcare system. Readiness to effectively provide developmental, culturally responsive tiered supervision to doctoral interns or practicum students.

Training Structure and Settings

The resident/fellow's clinical training can occur across outpatient, inpatient, and specialty medical settings within Phoenix Children's. Training experiences are designed to ensure progressive development of competencies in assessment, intervention, consultation, supervision, and professional functioning. The resident/fellow's responsibilities increase in autonomy as competence is demonstrated throughout the training year.

Primary Clinical Experience(s)

- Emphasis is placed on patient- and family-centered, empirically supported care within an integrated pediatric setting.
- Rotations with multidisciplinary care teams and utilizing evidence-based interventions addressing a broad spectrum of conditions aligned with the training year's clinical focus.
- **Clinical Responsibilities include:**
 - Intake evaluations.
 - Follow-up care.
 - Outpatient individual and/or family psychotherapy with patients.
 - Group therapy.

Non-Clinical Activities

- **Advocacy Project:** Mentored initiatives that allow the resident/fellow to evaluate and incorporate research and clinical practice into advocacy through media outreach, blog/vlog creation, and public translation of psychological science in accessible formats. Additional opportunities can include participation in program evaluation, quality improvement, or applied research projects within the hospital.
- **Professional Presentations:** The resident/fellow is expected to complete professional presentations during the training year, such as:
 - Case presentation(s)
 - Didactic seminar
 - Neuroscience Grand Rounds or other interdisciplinary session

Weekly Training Schedule (Approximate Distribution)

Activity	Hours per Week	Description
Direct Clinical Service	20-30	outpatient therapy, multidisciplinary clinics, groups and workshops, bilingual clinical practice (as applicable), evidence-based intervention activities, comprehensive assessment activities, consultation activities, medical context integration activities, Professional and Ethical Practice, Preparation for independent Practice
Individual Supervision	3	Supervision with licensed psychologist, peer consultation, Professional and Ethical Practice, Preparation for independent Practice
Didactic Seminars & Group Consultation	3	didactic training, interdisciplinary rounds, professional presentation, professional development seminars, ethical and legal practice, preparation for independent practice
Research / Program Development/ Advocacy Project/ Documentation	4-6	quality improvement, scholarly activity, and administrative responsibilities, professional and ethical practice, preparation for independent practice

This structured schedule provides the resident/fellow with consistent exposure to diverse training modalities while maintaining flexibility for individualized professional goals.

Training Components & Core Activities

Clinical Activities

- **Outpatient Therapy:** Provides ongoing outpatient psychotherapy services to children, adolescents, and families presenting with a wide range of psychological, developmental, and medical concerns. Services include intake, treatment planning, evidence-based intervention, progress monitoring, and discharge planning. Appointments are available in both in-person and telehealth formats, supporting a broad scope of contemporary clinical care.
- **Multidisciplinary Clinics:** Participates in specialty medical clinics alongside supervising psychologist, physicians, and allied health professionals, providing integrated psychological services that include evaluation, consultation, and participation in coordinated treatment planning.
- **Groups and Workshops (as applicable):** Co-leads or facilitates therapeutic groups and psychoeducational workshops for patients and families, focusing on skill-building, symptom management, and coping strategies in both medical and behavioral health contexts.
- **Peer Consultation:** Participates in peer-based case consultation meetings focused on collaborative discussion of clinical cases, professional feedback, and shared problem-solving in clinical practice.
- **Supervision with Licensed Psychologists:** Supervision includes a minimum of three (3) hours per week of regularly scheduled, face-to-face individual supervision focused on the resident/fellow's direct clinical work. Supervision is provided by licensed psychologists who are staff members of the sponsoring institution and who hold professional responsibility for the resident/fellow's clinical cases (e.g., cosign treatment plans, documentation, and case summaries).
- **Didactic Training:** Engages in structured educational seminars and workshops covering clinical practice, professional development, research-informed care, ethical practice, and interdisciplinary collaboration. The resident/fellow can attend hospital-wide Grand Rounds and have opportunities to engage in interdisciplinary training through the University of Arizona LEND Program seminars.
- **Bilingual Clinical Practice (as applicable):** The resident/fellow whose language proficiency qualifies them provide assessment and intervention services in Spanish and English, ensuring culturally and linguistically responsive care for diverse patient populations.

- **Evidence-Based Intervention Activities:** Delivers psychological interventions using evidence-based treatment approaches tailored to patient needs, with an emphasis on clinical effectiveness and measurable outcomes.
- **Comprehensive Assessment Activities:** Conducts psychological assessments using clinical interviews, behavioral observations, and standardized measures to inform diagnosis, treatment planning, and recommendations.
- **Consultation Activities:** Provides consultation services to medical teams, families, schools, and other professionals to support integrated care and inform clinical decision-making.
- **Medical Context Integration Activities:** Collaborates within medical settings to integrate psychological care with patients' broader medical treatment plans, supporting coordination across disciplines.
- **Ethical, Legal, and Professional Functioning:** Engage in clinical work guided by ethical standards, professional responsibility, and best practices in delivery of psychological services.
- **Preparation for Independent Practice:** Increasingly independent clinical responsibility over the training year, developing the skills necessary for autonomous practice in assessment, intervention, consultation, and professional decision-making.

Supervision, Documentation, Infrastructure, & Facility

Supervision Structure

- Receives direct 1:1 supervision per week with their primary supervisors.
- Engages in weekly or biweekly seminars focused on pediatric psychology, professional development, ethics, diversity, and evidence-based practice.
- Collaborates with medical teams in interdisciplinary rounds to support patient care.
- Participates in peer consultation with other psychology trainees (practicum and interns) to enhance clinical skills and professional growth.
- Receives feedback through multiple methods, including direct observation, co-therapy, and review of recorded sessions, allowing for close mentorship and progressive skill development.
- Participates in program's tiered supervision model, supervising interns or practicum students, under the guidance of licensed psychologists. This opportunity is contingent upon objective evaluation.
- Opportunities for Spanish/English bilingual supervision is available for eligible candidates with evaluated language competence.

Documentation & Administrative Responsibilities

- Accurate and timely clinical documentation in the hospital electronic medical record system.
- Familiarity with hospital policies, procedures, and safety protocols.
- Exposure to interdisciplinary team documentation and care planning.

Institutional Infrastructure and Faculty

The postdoctoral residency/fellowship at Phoenix Children's provides a comprehensive set of training resources spanning supervisory staff, clinical facilities, and institutional support. Training is provided by a team of licensed pediatric psychologists within the Division of Psychology. Their collective clinical and scholarly expertise supports high-quality, developmentally informed training across a broad range of pediatric psychological services.

In addition to psychology faculty, the resident/fellow collaborates closely with a multidisciplinary team across the pediatric hospital system, including developmental-behavioral pediatricians, psychiatrists, physicians across subspecialties, advanced

practice providers, nurses, social workers, and other allied health professionals. This integrated model of care promotes coordinated, team-based treatment and supports comprehensive assessment and intervention for medically complex pediatric populations. The program is overseen by the Director of Postdoctoral Training and supported by a broader training committee and graduate medical education infrastructure, ensuring coordination and consistency across training experiences. The Director of Postdoctoral Training maintains an active presence at the primary site, providing oversight of the training program, meeting regularly with the resident/fellow, and ensuring the quality and consistency of training experiences.

Facilities & Campus Locations

Training takes place within a large pediatric hospital system. In 2011, Phoenix Children's opened a \$588 million expansion, which is one of the ten largest free-standing children's hospitals in the country. The new Emergency Department opened in 2017.

The Thomas Campus (Central Phoenix): Arizona's only verified Level I Pediatric Trauma Center includes a 533-bed hospital, offering the highest level of comprehensive care for severe childhood injuries, including emergency services, surgery, and intensive care as well as dedicated, full-service outpatient care facilities that includes the four-story Ambulatory Building, Rosenberg Building, and the second floor of the main hospital.

The outpatient clinics encompass a wide range of care, from well-baby visits to treatment of major childhood illnesses. The resident/fellow serves children in the outpatient clinics on the Thomas Campus. The Division of Psychology provides training opportunities for practicum students and interns, in addition to the resident/fellow. Trainees gain experience working with a diverse pediatric population presenting with a broad spectrum of medical, developmental, and psychological concerns, including complex and co-occurring conditions. In-person and telehealth services allowing the resident/fellow to develop competencies across modern models of care delivery. The division's robust clinical and operational infrastructure supports trainees along with a variety of clinical and administrative staff within a collaborative and supportive learning environment.

Evaluation, Grievance, and Licensure

Evaluation & Competency Tracking

- 3-month, 6-month, and 12-month evaluations based on APA Profession-Wide Competencies.
- Self-reflection and goal setting with supervisors to identify areas for growth and professional development.

- Minimum performance standards required for successful completion of the program, including clinical, ethical, and professional competencies.

The resident/fellow is provided with a copy of the program's evaluation form at the beginning of their orientation that outlines the areas of evaluation for their residency/fellowship year. The evaluation form aligns with APA Health Service Psychology competencies: research, ethical and legal standards, individual and cultural diversity, professional values, attitudes, and behaviors, communication and interpersonal skills, assessment, intervention, supervision, and consultation. Our program encourages self-reflection. Therefore, the resident/fellow has the opportunity to evaluate themselves in the profession-wide competencies at the beginning of the training year. These initial ratings will help the resident/fellow and supervisors establish goals for the training year.

Formal evaluations are conducted on a regular, scheduled basis (e.g., 3-month, 6-month, and 12-month), with additional feedback provided throughout the training year during supervision. Supervisors review the resident/fellow's clinical work through direct observation, video recording, case discussion, and review of written documentation (e.g., reports and progress notes). The resident/fellow also receives feedback on presentations, interdisciplinary collaboration, and supervision-of-supervision activities when applicable. The evaluation process ensures that training is sequential and cumulative.

To successfully complete the residency/fellowship, the resident/fellow must achieve a rating of 4 out of 5 on at least 75% of the evaluated items within each of the nine competency domains listed above by the end of the training year. A final rating of 3 or below on any competency domain or element indicates that the resident/fellow has not met the program's expected level of competence for successful completion of training and may require remediation or additional review before graduation eligibility can be determined. Documentation of evaluations is maintained by the training program in accordance with institutional and accreditation standards.

In addition, the resident/fellow evaluates their supervisors and the training program to support ongoing program improvement. These evaluations are typically completed at designated intervals during and at the conclusion of the training year. Supervisors who receive ratings indicating significant trainee concerns may be subject to review by the Director of Postdoctoral Training. Based on the nature and severity of the concerns, the Director of Postdoctoral Training may initiate follow-up discussions, recommend remediation or additional training, and monitor progress to ensure the quality of supervision.

Due Process and Grievance Procedures

The program maintains formal due process and grievance procedures established by the Division of Psychology Postdoctoral Residency Training Program in collaboration with Phoenix Children's Graduate Medical Education Program. To foster professional growth and open communication, the psychology training program encourages supervisors and the resident/fellow to resolve disputes informally through discussion and with the Director of Postdoctoral Training, when appropriate and feasible. If informal methods do not resolve the issue, the Phoenix Children's Psychology Postdoctoral/Residency Due Process and Grievance Policy may be utilized for disciplinary or academic actions that stem from a resident/fellow's academic or clinical performance:

- Performance Improvement Plan
- Suspension (other than a brief clinical suspension for investigation)
- Dismissal
- Non-renewal of employment contract
- Non-promotion to the next level of training
- Denial of credit for previously completed rotations

Actions based on Phoenix Children's institutional policy, including alleged criminal conduct or other personal misconduct, are not subject to this policy.

The resident/fellow is encouraged to address any grievances or concerns that arise during their postdoctoral residency/fellowship. If problems cannot be successfully handled informally, the resident/fellow may file a formal written grievance, first with their Director of Postdoctoral Training and then with the GME Designated Institution Official (DIO), if necessary, following the steps outlined in the Phoenix Children's Psychology Postdoctoral/Residency Due Process and Grievance Policy.

The resident/fellow is informed of these procedures at the start of training through program materials and orientation. These procedures are designed to ensure fairness, transparency, and protection of the resident/fellow's rights while maintaining adherence to professional and institutional standards.

Licensure Readiness

Psychology Postdoctoral Residency/Fellowship Program is designed to meet the requirements for supervised postdoctoral experience for psychologist licensure in Arizona.

The Resident/Fellow receives ongoing, documented supervision from licensed psychologists with expertise across a broad range of pediatric specialties. The residency/fellowship includes a comprehensive training structure with clearly defined expectations, supervision standards, competency-based evaluations, and procedures for documenting supervised experience. The Director of Postdoctoral Training oversees the verification of clinical hours and completion of documentation required for licensure applications.

The primary goal of the Phoenix Children's residency/fellowship is to provide a comprehensive, high-quality postdoctoral training experience that prepares graduates for independent professional practice and supports eligibility for psychologist licensure nationwide.

Application Requirements

Specific dates vary by academic year and should be confirmed on the Phoenix Children's training website and APPIC directory.

1. Program Eligibility and Qualifications

To be eligible to apply to the Phoenix Children's Psychology Postdoctoral Residency/Fellowship Program:

- You must hold a PhD or PsyD in psychology from an APA/CPA - accredited graduate program.
- You must have completed an APA/CPA - accredited doctoral internship prior to beginning the postdoctoral training year.
- Applicants should have substantial clinical experience with children, including assessment and evidence-based interventions.
- Coursework in child development, developmental psychopathology, and prior hospital/medical center experience are preferred.
- All offers of employment are contingent on successful background check, drug screen, and up-to-date immunizations.

2. Required Application Materials

Utilizing the APPA CAS — APPIC Psychology Postdoctoral Application

You can create an account and submit your postdoc applications here.

<https://appicpostdoc.liaisoncas.com/applicant-ux/#/login>

1. Cover Letter that describes your clinical interests, training goals, and fit with the program.
2. Curriculum Vitae (CV).
3. Graduate School Transcript (copy).
4. Verification of Expected Doctoral Degree Conferral Date. Training hours do not accrue until the degree is conferred.
5. Three Letters of Recommendation.

Programs follow the APPIC Common Hold Date policy of DD/MM/YEAR for offers and acceptances.

3. Review and Interview Process

- Applications are reviewed as received and evaluated based on fit with program training goals, academic and clinical preparation, letters of recommendation, and professional objectives.
 - Selected applicants are invited for interviews.
 - Interviews may be conducted in person or via video conference depending on program schedule.
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4. APPIC Postdoctoral Selection Guidelines

Phoenix Children's follows APPIC Postdoctoral Selection Guidelines and the Common Hold Date (CHD) policy:

- APPIC Selection Standards require programs to provide a planned, programmed sequence of supervised training experiences that align with training goals and professional competencies.
 - Common Hold Date Policy: Programs that adhere to the standards allow applicants to hold offers until the CHD (e.g., DD/MM/YEAR) before making final decisions.
 - APPIC criteria also state that programs must clearly document eligibility requirements (e.g., completion of an APA-accredited doctoral degree and internship) and provide structured supervision throughout the training year.
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Equal Opportunity Employer

Phoenix Children's is an Equal Opportunity Employer. Qualified applicants receive consideration for employment without regard to race, color, religion, sex, national origin, age, genetic information, physical or mental disability, military or veteran status, sexual orientation, gender identity/expression, or other protected status in accordance with applicable federal, state, and local laws and regulations. Phoenix Children's also provides aids and services to people with disabilities to communicate effectively with us.

A diverse, equitable and inclusive workforce is at the heart of employee retention and providing equitable care to patients. At Phoenix Children's, we are committed to recruiting, supporting, and fostering the career development of staff as well as giving patients the best care possible.

Tip for applicants: Applicants should confirm with their graduate program that all degree requirements, including dissertation defense and any administrative steps, will be completed by the training start date and be prepared to provide formal verification of completion.

A Final Word

Phoenix Children's Postdoctoral Residency/Fellowship in Pediatric Psychology offers a rich, supportive training year grounded in clinical excellence, mentorship, and meaningful

patient impact. Resident/fellows join a collaborative, multidisciplinary community committed to their growth as independent, licensure-ready pediatric health service psychologists. We welcome applicants who share our passion for serving children and families across the Southwest and look forward to learning more about you through your application.