

DELL MEDICAL SCHOOL/DELL CHILDREN'S MEDICAL CENTER PSYCHOLOGY POSTDOCTORAL FELLOWSHIP PROGRAM

This postdoctoral fellowship is a collaboration between The University of Texas at Austin Dell Medical School (DMS) and Dell Children's Medical Center (DCMC). The training program was formerly known as Texas Child Study Center (TCSC), which has now become a clinic within the larger training program.

This fellowship program primarily provides services at DCMC and is housed within the Division of Psychology in the Department of Psychiatry and Behavioral Sciences at the University of Texas at Austin Dell Medical School. This fellowship aims to train clinicians to provide assessment and evidence-based treatment for children and adolescents with emotional, behavioral, and developmental disabilities, ranging from adjustment difficulties to more chronic medical and psychiatric conditions. Patients come from diverse socioeconomic strata, ethnic, and racial backgrounds. Clinicians evaluate the impact of treatment on patients' symptoms and functioning using standardized assessment measures and provide feedback to patients and families on their progress. Clinicians and trainees also collaborate with many medical services and clinics both within DCMC and in the community. Within these programs, services can include, but are not limited to: assessment and treatment for patients presenting a range of acute and chronic medical conditions to address co-occurring mental health issues, difficulty adjusting to a new medical diagnosis, neurodevelopmental differences, and general psychosocial and mental health concerns. Clinicians may also provide ongoing consultation to medical providers as part of interprofessional care teams that include social work, pediatrics, psychiatry, nursing, physical therapy, nutrition, among other disciplines. Since youth are embedded within many social contexts, providers work with multiple systems, including families, schools, and communities.

Philosophy and Training Model

The Fellowship is organized so that training activities are provided within programmatic structure that will satisfy all the clinical, supervisory, and educational requirements necessary to achieve license eligibility upon completion. Emphasis is placed on achieving independence across the 9 profession-wide competencies outlined by the American Psychological Association's Commission on Accreditation, while also providing more depth of training for fellows to develop emerging expertise within their primary areas of clinical concentration. Specific to the fields of pediatric health and clinical child and adolescent psychology, the Fellowship Program aims to prepare trainees for licensure.

Fellows are also encouraged to engage in clinical supervision, teaching, and scholarly productivity, as available, engaging them in a role that emulates their next career steps as clinician-educators within healthcare settings. Fellows are expected to lead at least two pediatric and clinical child/adolescent psychology seminars for the internship class during the year. They are also invited to teach short-courses in evidence-based interventions to first- and second-year psychiatry fellows throughout the year. Fellows are encouraged to develop small quality improvement projects, pilot research studies, and/or educational curricula during their training year, which they can present within a department sponsored research day occurring 8-9 months into the academic year.

Fellowship Training Goals

In completing this postdoctoral fellowship, trainees will:

1. Develop advanced skills in the assessment and treatment of children and adolescents presenting with acute

and chronic behavioral and mental health related needs.

2. Develop a depth of knowledge, experience, and relative expertise within a focused subspecialty area of integrated behavioral health, pediatric psychology, and /or clinical child and adolescent psychology.
3. Learn effective skills for clinical and/or didactic instruction, disseminating knowledge, and evaluating acquisition of knowledge and skills in preparation to become a clinician-educator within a patient care setting.
4. Develop and apply empirically based scholarly inquiry to clinical work, research projects, and/or program development and evaluation.
5. Apply ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations in increasingly complex situations with developing independence.
6. Demonstrate awareness, sensitivity, and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal backgrounds and characteristics.
7. Demonstrate professional behavior and comportment that reflect the values and attitudes of psychology.
8. Demonstrate effective communication and engage in productive interpersonal interactions with others.
9. Develop a conceptual foundation and demonstrate emerging professional competencies for clinical supervision.
10. Provide consultation, guidance, or professional assistance to other systems (e.g., medical team, community program, schools) in response to patient needs or goals.

Postdoctoral Fellowship Program Structure

Clinical training, supervision, and teaching for the program are provided by a growing [departmental faculty](#) of licensed psychologists and numerous program training partners consisting of licensed psychologists, psychiatrists, clinical social workers, professional counselors, and nurse practitioners. The program is led by the Director of Psychology Training (Sasha Jaquez, PhD), who is a licensed psychologist. DMS/DCMC Fellowships are full-time, 12-month, clinically focused positions with a minimum of 25% of the Fellow's time spent in patient care; however, most training opportunities for fellows include 50% or more of time dedicated to patient care. Fellows must complete a minimum of 2,000 hours of training and patient-oriented care within the 12-month fellowship period. At least 1,500 of those hours to be completed within the first 9-months, consistent with state license eligibility requirements for Texas and others nationwide. Training experiences are spread across four primary domains. Training experiences are allocated with at least 60% of the fellow's full-time equivalency (FTE) dedicated to a major clinical concentration or rotation. This yearlong experience within the major rotation is intended to build upon the fellow's competence with more personalized mentoring and opportunities to develop independence and an emerging specialization within the defined area of practice. Depending on interest and supervisor availability, minor clinical concentrations may be offered to fellows to fulfill approximately 30% of their training time. The purpose of the minor rotation is to provide opportunities to address any gaps in training or to extend prior training experiences for the fellow before entering the field. Lastly, 10% of the fellowship program is designated for educational and professional development experiences including (1) educational and didactic training activities focusing on evidence-based practices and professional development in pediatric health and clinical child and adolescent psychology, (2) weekly time to set aside to prepare for the Examination for the Professional Practice of Psychology (EPPP), (3) workshops/trainings in health equity and associated areas, and many optional trainings offered within UT DMS Psychiatry & Behavioral Sciences Grand Rounds, Dell Children's Medical Center Pediatric Grand Rounds, and Schwartz Rounds.

In addition to offering advanced clinical experiences, clinical rotations may offer an opportunity to gain mentored

supervision by conducting vertical supervision for interns and advanced graduate students.

Description of Training Activities

Postdoctoral Fellowships are offered for five primary training concentrations. Clinical training activities will take place within hospital, specialty care, and telemedicine clinics provided by the Psychology Service at Dell Children's Medical Center.

Fellowship applicants are encouraged to apply to up to two of the following five areas of training:

- 1) High Acuity Mental Health
- 2) Developmental Disabilities/Autism
- 3) Inpatient Medical Consultation-Liaison
- 4) Congenital Heart Surgery, Cardiology, and Heart Failure/Heart Transplant
- 5) Community and School Mental Health

Major Training Concentrations

High Acuity Mental Health

This Fellowship training experience will consist of emergency department consultation at Dell Children's Hospital and outpatient Dialectical Behavior Therapy at the Texas Child Study Center.

Emergency Medicine Rotation: In the Emergency Medicine rotation, fellows will provide consultations to patients and their families in the emergency department. The fellowship will include in depth training on risk assessments and safety planning interventions. This will include assisting the medical team in making decisions regarding disposition for patients with the primary question deciding between inpatient mental health admission or safety planning with the patient and family and discharging to outpatient mental health care. This rotation also includes working in a bridge clinic through the Texas Child Study Center to provide 1-2 outpatient appointments to patients that were seen in the ED and need additional support before connecting to a long-term outpatient provider.

The fellow will receive extensive training and supervision in adherent Dialectical Behavior Therapy as well as become a member of the DBT consultation team. Fellows will provide all aspects of DBT for Adolescents in running DBT skills groups, carrying a caseload of individual DBT clients, and working with parents doing DBT parent coaching or parent skills training. The fellowship offers the training, consultation team, supervision, and clinic experience necessary in becoming Linehan Board Certified if that is something a fellow is interested in pursuing after fellowship.

This fellow will also participate in the Comfort Ability Program. See below for more information.

Neurodevelopmental Disabilities/Autism Concentration

This postdoctoral fellowship concentration takes place within the Autism Program at Dell Children's Medical Center. This program collaborates with a number of Dell Children's specialty divisions: The Texas Child Study Center outpatient clinic, the Pediatric Primary Care program, and the division of Developmental-Behavioral Pediatrics. These programs provide diagnostic evaluations, consultation, and therapeutic interventions for children with neurodevelopmental and behavioral concerns. Postdoctoral fellows participate within a team-based approach to diagnosis and monitoring of children with neurobehavioral conditions such as autism spectrum

disorder, complex ADHD, speech/language disorders, and developmental delay. Evaluations take place through specialty outpatient services, as well as through an embedded primary care model.

Fellows will also participate in evidence-based interventions such as Parent-Child Interaction Therapy (PCIT), RUBI Parent Training, and cognitive-behavioral interventions for children and their families. They receive live supervision and maintain a caseload of preschool through adolescent-age youth presenting with neurodevelopmental disabilities and co-occurring internalizing or externalizing disorders. In addition to providing these interventions, fellows are expected to engage in collaborative clinical practice and interdisciplinary training with medical residents in pediatrics and psychiatry on the rotation.

This fellow will have the opportunity to participate in the Comfort Ability Program, if interested. See below for more information.

Inpatient Medical Consultation-Liaison Concentration

The consultation-liaison (C/L) Service provides mental/behavioral health services to medically ill children and adolescents (and certain adults) within most of the inpatient services of Dell Children's Medical Center. Psychologists and trainees provide consultative and liaison services from a behavioral medicine perspective with a focus on (1) helping children and their families cope and adjust to acute and chronic medical illness, (2) assessing and managing anxiety/depression, or other maladaptive responses associated with their hospitalization, (3) identifying psychopathology when present, and (4) collaborating with team members from an interprofessional perspective to make appropriate treatment recommendations. The C/L Service is an integrated program, where psychology and psychiatry work together directly to determine how best to support the Dell Children's inpatient population. Psychology attendings and trainees work alongside psychiatry fellows and their attendings as an integrated service for both straightforward and more complex cases. In addition to benefitting patients and families, an ancillary advantage is that learners in both disciplines are afforded the opportunity to learn from one another through varied interviewing styles and lines of questioning, clinical formulation and organization of differential diagnoses, exposure to additional feedback sources to highlight blind spots, and supervision and feedback from an attending in a different discipline. Trainee supervision is integrated into the service within morning rounds/case presentations, pre-encounter huddles, intra-encounter modeling and reflective practices, and post-encounter debriefings.

The inpatient medical consultation-liaison fellow will participate in the Comfort Ability Program. See below for additional information.

Congenital Heart Surgery, Cardiology, and Heart Failure/Heart Transplant

This fellowship training experience takes place within the Texas Center for Pediatric and Congenital Heart Disease (TCPCHD) at Dell Children's Medical Center. The TCPCHD diagnoses, treats, and manages the CHD-related care of children and adults from fetal life and into adulthood. The interdisciplinary care being delivered at TCPCHD has led the program to become one of the top surgical centers in the country. It was awarded with a distinguished three-star rating from The Society of Thoracic Surgeons for its exceptional patient care and outcomes in congenital heart surgery, placing TCPCHD in the top 10% of congenital cardiac centers in the US and Canada, according to the Society of Thoracic Surgery (STS).

A unique component of the TCPCHD is the complete integration of psychosocial care within the care continuum.

The interdisciplinary psychosocial team is embedded within all care starting from fetal life into adulthood, while closely collaborating with the medical teams, rehabilitation therapies, and our neurosciences colleagues. Services include consultation, assessment, intervention, and outpatient follow up of patients and families within general congenital heart surgery as well as specialty programs such as Heart Failure/Heart Transplant, Adult Congenital Heart Disease, and the Interstage program. The postdoctoral fellow will join this dynamic psychosocial team and be an integral part of the growth and expansion of the psychosocial services.

Fellows will have the opportunity to conduct brief surgical consultations, apply short-term evidence-based practices for youth affected by congenital heart disease experiencing a mental health concern, and some opportunities for long-term care. They will work as a part of an interdisciplinary team to provide behavioral health support in the inpatient setting and conduct Ventricular Assist Device (VAD) and heart transplant evaluations.

This fellow will participate in the Comfort Ability Program. See below for additional information.

Community and School Mental Health

The Community and School Concentration is designed for fellows who want to build expertise in delivering mental health services in school and community settings, with a strong focus on telemedicine and systems of care. This track is supported by the Texas Child Mental Health Care Consortium (TCMHCC) and centers around the Texas Child Health Access Through Telemedicine (TCHAT) program. Through TCHAT, PreK–12th grade students are provided free, evidence-based mental and behavioral health services via telemedicine, with clinicians working directly with guardians and schools to meet students where they are.

Fellows carry a caseload of school-referred youth and work alongside a multidisciplinary team—including psychiatrists, psychologists, licensed therapists, social workers, and care coordinators—gaining hands-on experience with the unique clinical and systemic needs of this population. Clinical work spans a wide range, from short-term support to more specialized care for concerns like trauma, anxiety, and substance use. Fellows receive targeted training and mentorship in evidence-based interventions, with opportunities to apply these skills in telehealth and community-based settings.

In addition to TCHAT, fellows have the opportunity to contribute to two other TCMHCC-funded initiatives:

- Child Psychiatry Access Network (CPAN) – a statewide consultation network that supports primary care providers in addressing child and adolescent mental health concerns.
- Perinatal Psychiatry Access Network (PeriPAN) – a statewide consultation network that supports obstetricians in addressing mental health concerns during pregnancy and postpartum.

In this concentration, fellows gain hands-on experience and exposure to the challenges and opportunities within systems of care, which helps build clinical flexibility and confidence. Fellows learn to adapt to changing needs, navigate complex care systems, and provide culturally responsive, evidence-based treatment.

This concentration is virtual, however the fellow must reside in Austin, Texas to participate in other required aspects of the fellowship program.

This fellow will have the opportunity to participate in the Comfort Ability Program, if interested. See below for more information.

The Comfort Ability Program: The Comfort Ability® Program helps adolescents and their caregivers learn how to

better manage recurring functional symptoms such as chronic pain (nerve, muscle or joint pain, headaches, abdominal pain, etc.), nausea, dizziness, fatigue and muscle weakness (see [The Comfort Ability website](#) for more information). Fellows receive training to conduct intake evaluations for program participants, co-facilitate groups for adolescents and/or caregivers, and provide outpatient follow-up therapy for families seeking continued support. Fellows may also elect to participate in ongoing Comfort Ability research initiatives.

Education and Professional Development

Educational, Professional Development, and Didactic Activities

Fellows participate in several dedicated learning activities throughout the year focusing on advanced level training experiences to prepare them for entry level clinician educator roles. In addition to didactic programming to address possible gaps in prior training, educational experiences for fellows target areas of professional development (e.g., preparation for licensure, interviewing and job negotiations, planning for board certification, etc.), teaching and curriculum design, and scholarly and/or clinical program development. Additional specialized training is also offered that focuses on integrated behavioral health service delivery models and culturally informed, evidence-based practices for pediatric health and clinical child and adolescent oriented patient care.

Licensure Preparation

As the last formal training year for psychology trainees, a priority goal for program is to prepare fellows to achieve licensure for the independent practice of psychology. To ensure proper documentation of clinical experiences when applying for licensure, fellows must keep track of their patient contact time using Monthly Activity Logs. Copies of these logs should be reviewed with clinical supervisors and submitted monthly to the Training Director. Fellows are encouraged to establish a study schedule to help prepare for the Examination for the Professional Practice of Psychology (EPPP), utilizing dedicated time provided by the training program for educational activities. EPPP study materials may be made available to fellows via electronic documents and folders. Fellows are required to have passed the EPPP before completing the training year.

Scholarship & Research

The fellowship adheres to a scientist-practitioner model and the integration of research and practice is emphasized. Fellows have opportunities to participate in scholarly projects, including pilot research, program development/evaluation, and educational curriculum development, as schedules permit and opportunities arise. Accordingly, fellows are able to contribute to the UTDMS Psychiatry & Behavioral Sciences Department Research Day, which typically occurs in April. Fellows can submit a professional poster presentation to reflect their scholarly work within one of four domains: (1) Clinical Research, (2) Case Study/Case Presentation, (3) Educational/Curriculum Innovations, or (4) Quality Improvement/Program Evaluation. Fellows are also encouraged to utilize the support and collaboration of their professional development mentors, clinical supervisors, and the many professionals and training partners associated with medical school, hospital, and university system.

Salary, Benefits, and Resources

Salary and Benefits

Fellows are employees of the University of Texas at Austin Dell Medical School and thus receive the benefits provided for all full-time staff. The Psychology Fellowship is housed within the UTDMS Department of Psychiatry

& Behavioral Sciences, but trainees receive appointments for their primary field placement designated by the title “Psychology Postdoctoral Fellow” at Dell Children’s Medical Center and its associated partner programs.

The fellowship start date is September 1st and the base salary is \$62,232 per year. The start date for these positions is contingent upon final approval by the Board of Regents at the University of Texas and upon completion of the credentialing process and the specific assignment is for one year, ending on August 31st. The core hours expected are (minimally) 8AM to 5PM, but flexibility is expected in order to meet the needs of the Department. This position type is Administrative and Professional and is subject to renewal annually. Fellows are considered exempt, salaried staff members, meaning in part that they are exempt from overtime pay. Fellows are entitled to all employee benefits authorized by the state legislature. Benefit information can be found by visiting <http://www.utexas.edu/hr/prospective/benefits.html>.

Insurance

Eligible university employees enjoy a variety of insurance options, including employer-paid medical coverage for full-time employees and 50 percent employer-paid medical coverage for part-time employees. Eligible employees may also select dental, vision, short- and long-term disability coverage, and more.

Retirement

The State of Texas offers eligible UT Austin employees two retirement program options: TRS, the Teacher Retirement System of Texas and ORP, the Optional Retirement Program, both of which include generous employer contributions. You may review these programs and how to enroll online at <http://www.utsystem.edu/offices/employee-benefits/optional-retirement-program>

Time Off

Eligible employees who work at least 20 hours per week for 4.5 continuous months are entitled to multiple paid leave options including Annual Leave (Vacation), Paid Holiday Leave and Sick Leave. Certain employees may also earn compensatory time off, in accordance with Texas state law. Vacation and Sick leave begin accruing on the first day of employment and will continue to accrue on the first of each month after. The number of hours is based on how much state service you have. Vacation time off can be used when an employee has been employed by the State of Texas for six continuous months. This requirement only needs to be met once during state service employment at any State of Texas agency. Other time off types can be used during the first 6 months.

- 8 hours Vacation earned each month – can be used after 6 months
- 8 hours Sick time earned each month – can be used immediately

Compensatory Time

Employees may earn state compensatory time, when the time/hours worked at the end of the work week exceeds their scheduled weekly hours. These hours can be used similarly to vacation, for a personal day. The state compensatory time expires within one year of accrual.

Holidays

The state legislature determines the number of holidays that UT can observe. Employees are eligible to receive holiday time off in benefits eligible roles. Employees may work on the University Holiday, particularly those who provide patient care within clinics that remain open, and the schedule is determined by the department, clinical supervisors, and care coverage available. The UT holiday schedule can be viewed [here](#).

Floating Holiday

Some years the holiday schedule includes a floating holiday. If it does, you will receive 8 hours of floating holiday time off. If you're less than full-time, you will receive floating holiday leave based on the percentage of hours you're appointed. The floating holiday can be used similarly to a vacation day.

Requirements for Completion of Fellowship

Psychology Fellows will receive a certificate of completion at the end of the training year upon satisfying:

1. Completion of 2000 hours (12-months full time) during the fellowship year.
2. Satisfactory performance and progress in clinical work and professional conduct as measured by quarterly competency-based supervisory evaluations.
3. Attendance in seminar programs and required meetings.
4. Passing score on the Examination for Professional Practice in Psychology (EPPP)

Application and Selection Procedures

The Training Program currently offers five full-time fellowship positions for the 2026-2027 training year. DMS/DCMC adheres to a policy of nondiscrimination in the recruitment of employees or learners. To be eligible, applicants must have completed (or are scheduled to complete) an APA-Accredited Doctoral Internship in Psychology. Applicants are expected to have completed all doctoral requirements, with confirmation of dissertation completion and degree conferral prior to the start of the fellowship start date. The application deadline is December 29, 2025.

A fully completed application includes:

1. A letter of interest indicating the preferred training concentration, specific training goals and interests, and eligibility for post-doctoral fellowship (i.e. APA accredited internship completion date, dissertation status)
2. Curriculum Vitae
3. Three letters of reference.
- 4.

Completed application (LOI and CV) materials should be submitted in one PDF to our secure UT Box via this link (<https://utexas.app.box.com/f/86261b0b921b46dc97505ea8ea9cdfb3>). Use the following naming template for uploaded application materials: Applicant's Last N, First N_application item (ex: Hamilton, Alex_LOI_CV). Additionally, this link should be shared with references for them to directly upload their letters, using the same naming template noted above (ex: Hamilton, Alex_LOR). Please reach out to sdjaquez@ascension.org for any questions or technical difficulties.