THE BAKER CENTER
FOR CHILDREN AND FAMILIES

Advanced Clinical Practicum in Pediatric Neuropsychology

Summary

The Baker Center for Children and Families (previously Judge Baker Children's Center), a Harvard Medical School Affiliate, is accepting applications for an advanced clinical Neuropsychology practicum position at the Center for Effective Therapy (CET), the outpatient mental health service program at The Baker Center for Children and Families. CET serves children and adolescents ages 2-22. The Neuropsychology Program and CET provide state of the art diagnostic and evidenced based treatment services to patients with a range of neurodevelopmental, neurological, medical, and neuropsychiatric differences. Practicum students will gain experience in all aspects of the assessment process, including clinical interviewing, test selection, administration and scoring, case conceptualization, report writing and patient and family feedback sessions. Additionally, the practicum student will have opportunities to enhance their training through participating in individual supervision, learning through didactic trainings, case conference, and, to a lesser degree, collaboration with our therapist colleagues.

The practicum experience is between 16-24 hours (two to three days) per week and is designed to provide a solid foundation in test administration and scoring, obtain an in-depth understanding of the role of neuropsychological assessment in an outpatient therapeutic setting, and enhance the understanding of brain-behavior relationships and functional neuroanatomy. Depending on previous level of experience the student will spend the first portion of the learning experience learning to administer and score a diverse range of neuropsychological tests, chart reviews, observe initial clinical interviews and parent feedback sessions, as well as participate in discussions about case conceptualization within supervision. As the student progresses, learning aspects of report writing will be introduced at the student's readiness. For more advanced practicum students, the goal will be to increase the student's autonomy in all aspects of the evaluation process, including refining skills in case conceptualization, interviewing, feedback, and report writing.

Students must be available to come in-person on Mondays or Wednesdays to conduct in-person assessments and must be available virtually Thursday all day (i.e., 9am-4 pm) to attend seminars and supervision as part of the practicum experience. Additionally, the practicum student should anticipate being available for another half day (9 am -12pm) virtually to allow for report writing.

Essential Duties and Responsibilities

- Conduct pediatric neuropsychological and educational assessments under close supervision, as noted above.
- Participate in specific training and supervision in neuropsychological assessment, diagnosis, and functional neuroanatomy.
- Participate in at least two hours of individual supervision per week. A licensed psychologist / neuropsychologist will supervise cases for two hours per week.
- Participate in direct observation of and by clinical supervisors.
- Participate in additional research and didactic activities as appropriate.

Qualifications and Skills

- Enrollment in a doctoral (PhD or PsyD) program in clinical, school, or counseling psychology.
- Completion of a minimum of two full years of a core graduate program in clinical or school psychology by the start of the practicum.
- Completion of a master's degree either independent of or through a core graduate program.
- Completion of basic testing and measurement, as well as cognitive and academic assessment coursework.

- Completion of neuropsychological assessment coursework is preferred.
- Completion of one full year of prior practicum experience.
- Previous or concurrent coursework in evidence-based treatments is preferred.

Compensation

No compensation is provided for this training position.

Competencies Developed

Through the completion of this practicum, students should demonstrate intermediate skill level in all the following competencies:

I. *Professionalism*
   a. Understanding of the unique contributions of neuropsychology to different contexts and demonstrates awareness of the role of a clinical neuropsychologist and how that role may vary depending on the practice setting. ii) ii) ii) ii)

II. *Knowledge based competencies: The neuropsychology practicum student will have knowledge of:*
   a. Key signs and symptoms of disease processes relevant to practice and how child characteristics (e.g., demographic factors and comorbidities) affect performance.
   b. Age-related changes in brain functioning and behavior across the lifespan.
   c. Scientific basis for assessment strategy, including test selection, use of appropriate normative standards, psychometric characteristics of selected tests, and test operating characteristics.
   d. Decision-making strategies and their applications in differential diagnosis.
   e. Scientific basis for diagnostic conclusions and interpretations across a range of neuropsychological disorders.
   f. Knowledge regarding psychopathology related to the population(s) served by the practicum sites.
   g. Training in techniques of clinical interviewing.

III. *Intervention*
   a. Knowledge of scientific, theoretical, empirical and contextual bases of intervention.
      i. Training in basic clinical skills, such as empathic listening, framing problems, etc.
      ii. Training in assessment of treatment progress and outcome.
      iii. Ability to formulate and conceptualize cases.
   b. Ability to plan treatments.
   c. Ability to implement intervention skills, covering a wide range of developmental and preventive interventions, including psychotherapy, psychoeducational interventions, crisis management and psychological/psychiatric emergency situations, depending on the focus and scope of patients.
   d. Knowledge regarding psychotherapy theory, research, and practice.
   e. Knowledge regarding the concept of empirically supported practice methods and relationships.
   f. Knowledge regarding specific empirically supported treatment methods and activities.
   g. Ability to apply specific empirically supported treatment methods (e.g., CBT).
   h. Assessment of treatment progress and outcomes.
   i. Linking concepts of therapeutic process and change to intervention strategies and tactics.
   j. Effective use of supervision to implement and enhance skills.

IV. *Ethical & Legal*
   a. Principles of ethical practice and decision making.
   b. Legal knowledge related to the practice of psychology (e.g., HIPAA, Federal and State laws).

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V. *Individual and Cultural Difference (ICD)*
   a. Knowledge and understanding of the principles and findings related to ICD as they apply to professional psychology.
   b. Understanding of one's own situation (e.g., one's ethnic/racial, socioeconomic, gender, sexual orientation; one's attitudes towards diverse others) relative to the dimensions of ICD (e.g., class, race, physical disability, etc.).
   c. Understanding the need to consider ICD issues in aspects of professional psychology work.

Our Organization

Founded in 1917, The Baker Center for Children and Families is a Harvard Medical School affiliate with proven leadership in children's behavioral health. The Baker Center's mission is to promote the best possible mental health of children through the integration of research, intervention, training, and advocacy. For nearly 100 years, The Baker Center has been instrumental in creating a continuum of care that supports children's healthy development at the policy, systems, and practice levels. Our research, direct programs and services, training, and advocacy make The Baker Center a preeminent voice and active resource on issues of children's mental health. At The Baker Center, the practices created and tested today will become the best practices of tomorrow.

Our programs help children and families chart their own best course for developmental, emotional, and intellectual well-being in community-based settings. The Baker Center for Children and Families is dedicated to the achievement of equality of opportunity for all its employees and applicants for employment without regard to race, color, religion, sex, sexual orientation, marital status, age, national origin, disability, veteran status, or any other protected group status under federal, state, or local law. The Baker Center for Children and Families is an Equal Opportunity/Affirmative Action Employer.

The preceding statements shall not be considered a detailed description of all the work requirements of the position. There may be other duties and responsibilities required to achieve the principal functions of the position and to advance the mission of The Baker Center for Children and Families.

Applications

Please submit the following to Dr. Terry Harrison-Goldman at training@bakercenter.org

1. A cover letter describing your professional development goals and how the neuropsychology program at CET might fit in with those goals
2. A current CV
3. (2) letters of recommendation emailed directly from your writer to training@bakercenter.org
4. A de-identified assessment report (e.g., psychodiagnostic report, neuropsychological report)
5. The name and contact information for your practicum coordinator

Application Due Date: January 1st, 2026 at 5:00pm EST

Notification Date: February 8th, 2027

Start date: September 2027

Please note, The Baker Center for Children and Families has committed to following the MPA Practicum Training Collaborative program policies for the 2027-2028 training year