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# Department of Pediatrics Psychology Fellowship Program 2024 – 2025

## **The University of Iowa Stead Family Children's Hospital Department of Pediatrics Psychology Fellowship Training Programs**

The characteristics of the postdoctoral training program follow the Guidelines for Supervised Postdoctoral Experience of the National Register of Health Service Psychologists and the Requirements for Certified Health Service provider in psychology for the State of Iowa.

### **Program Overview**

The focus of the Department of Pediatrics Psychology Fellowship Training Programs is to provide training in working with a broad variety of pediatric patient populations and clinical presentations. The program takes place within the University of Iowa Health Care organization and is housed in the Stead Family Department of Pediatrics and the University of Iowa Stead Family Children's Hospital (UISFCH). The faculty and staff are dedicated to preparing and educating postdoctoral-level trainees to provide psychological services for children and adolescents with various physical and mental health needs. The training programs use biopsychosocial, cognitive-behavioral, and behavioral models of psychology. The goal of the program is to train psychology fellows in the core competencies in Professional Psychology as established by the American Psychological Association, as well as specialty competencies related to the three tracks: Pediatric Psychology, Clinical Neuropsychology, and Behavior Analysis. The core Professional Psychology competencies include: (1) professionalism, (2) interpersonal, (3) science, (4) application (including assessment and intervention), (5) education, and (6) systems. These competencies are taught through didactic seminars, journal clubs, research and clinical experiences, as well as group and individual supervision.

Clinical experiences vary widely depending on the specific Fellowship Track but include evaluation and treatment of individuals with a wide variety of mental health and health related conditions. The age range of most patients seen in the Department of Pediatrics is from early infancy to adults, with the latter for individuals with developmental disabilities. The fellow will receive training in evaluation methodologies (behavior analysis, developmental, intellectual, achievement, neuropsychological) and interventions (behavioral, educational, cognitive-behavioral, and health related prevention).

## **Training Philosophy and Mission**

The Department of Pediatrics Psychology Fellowship Program follows a "Scientist Practitioner" training model. In accordance with the Scientist Practitioner model, our program strives to integrate science and practice so that activities and advances in one domain inform the other. Trainees learn about practice and research, which are both carried out under the supervision of faculty with expertise in these areas. While the primary focus of our program is to train in clinical practice, our faculty conduct research and fellows are required to participate in scholarly activities (such as research or manuscript preparation) during their program. Consistent with this model, our goal is to produce psychologists who use scientific methodology in their practice-decisions when working with patients by using scientifically valid methods, tools, and techniques; to inform the patients of scientifically-based findings and approaches to their presenting problems; and to conduct practice-based research.

## **Training Models**

We use a competency-based training model that is grounded on several different models including those related to Professional Psychology (Fouad et al., 2009), the Houston Neuropsychology Guidelines and Clinical Neuropsychology Synarchy (Smith 2019), and recommendations for Pediatric Psychology (Palermo et al. 2014).

These models have at their basis a scientist-practitioner model and add specificity that further informs the training of those intending to focus their professional work in the care of children and their families and their specific specialty track. These models posit a clear set of tasks and learning experiences that are essential to the development of the aspiring psychologist. Although there is a great deal of overlap between the models, there are specific competencies for our specialty tracks that are important to delineate and that are addressed in our overall program as well as in the clinical and research experience that are unique to each track.

### Faculty/Staff

There is a dedicated licensed psychologist who serves as the training director and who is responsible for the integrity and quality of the training program. The division consists of 8 PhD psychology faculty who share in the supervision of the post-doctoral fellows. Each psychologist is licensed and a Health Service Provider in the State of Iowa. Current faculty include the following:

<p>Amy L. Conrad, PhD Associate Professor of Pediatrics</p>	<p>Matthew O'Brien, PhD, BCBA Clinical Associate Professor of Pediatrics</p>
<p>Linda Cooper-Brown, PhD Interim Division Director Clinical Professor of Pediatrics</p>	<p>Jenna Paternostro, PhD Co-Director of Psychology Training Clinical Associate Professor of Pediatrics</p>
<p>Joyce Goins-Fernandez, PhD Interim Associate Dean for Health Parity, Carver College of Medicine Clinical Associate Professor of Pediatrics</p>	<p>Georgette Richardson, PhD Clinical Assistant Professor of Pediatrics</p>
<p>Amanda Grafft, PhD Clinical Assistant Professor of Pediatrics</p>	<p>Kelly Schieltz, PhD, BCBA-D Assistant Professor of Pediatrics</p>
<p>Allison Momany, PhD Postdoctoral Scholar Licensed Psychologist</p>	<p>Tammy Wilgenbusch, PhD Director of Psychology Training Clinical Associate Professor of Pediatrics</p>

All supervising faculty carry clinical responsibility for the cases being supervised. Supervision consists of direct, formal contact with the faculty who is responsible for the educational development and guidance of the fellow. The supervision is for the direct provision of health services in psychology by the fellow.

## General Program Goals and Objectives

### Research

**Goals and objectives:** Fellows will be prepared for a career as a scientist practitioner that involves research within their specific field of study.

Each fellow is expected to take part in research that is significant, empirically sound and ethically appropriate. The degree of involvement and the specific projects will be set between the fellow and their primary mentor at the beginning of the fellowship. Specific goals and expectations for research will be set for each fellowship and reviewed every three to six months. These goals may include but are not limited to:

- Demonstrating knowledge and understanding of participatory action in quantitative and qualitative research methodologies
- Contributing to a research team/project in a specified way
- Taking initiative in leading an aspect of research or project
- Research productivity including submission of abstracts or presentations to scientific meetings and/or papers to scientific journals

Psychology postdoctoral fellows will meet with their mentor and research team on a regular basis. In addition to the didactics listed below, fellows also have the opportunity to attend various research focused workshops through the Department of Pediatrics Core Fellow Curriculum.

Research will be evaluated on the basis of significance, scientific merit, innovation and human subjects' issues. In addition, many of the focus areas have specific journal clubs pertinent to their subject area; all fellows are invited to attend these journal clubs. Evaluation for research will take place by determining the degree to which the fellow is accomplishing goals.

## Clinical Work

**Goals and objectives:** At the conclusion of training, we expect fellows will meet the following goals and objectives:

- Fellow will be able to provide clinical care that is based in theory and empirical knowledge.
- Fellow will be able to provide clinical care that may include advanced skills in assessment, intervention and/or consultation. Fellows will discuss their clinical training goals with their primary supervisors for each rotation and set goals appropriately to address their individual needs.
- Fellow will be able to provide clinical care in a manner, which is sensitive to individual differences of all persons, is non-discriminatory, and which respects and protects human and civil rights.
- Fellow will be able to provide clinical care only within the context of a professional relationship and according to American Psychological Association Ethical Codes and standards.
- Fellow will provide professional consultation in a manner, which respects and protects the individual differences of humans.
- Fellow will show a primary obligation and take reasonable precautions to respect the confidentiality rights of those with whom they work or consult.
- Fellow will know procedures for addressing any personal signs of impairment in self, colleagues, and faculty.
- Fellow prepares clinical documentation accurately and promptly.

Clinical work is a component of every fellowship, comprising at least half of the fellows' training. This allows most fellows to accrue the required number of hours for licensure in IA over the course of one or two years. Clinical work may include consultation, assessment and/or intervention and is determined by the specific requirements of the fellowship offering. Clinical work may also occur within the context of a clinical research project.

## Relationships

**Goals and objectives:** Fellows will be able to interact professionally and responsibly with colleagues from other disciplines, within the field of mental health, schools, and/or the broader specialties within the Hospital.

- Fellow interacts professionally and appropriately with supervisors, peer and other hospital staff at all times. Fellow is able to address and manage difference and conflict constructively.
- Fellow will work effectively as part of interdisciplinary teams or in consultation with other hospital and medical specialty staff and faculty.

All of our fellowships involve working within a “team” setting during their fellowship. This may include an interdisciplinary team within the Hospital or a medical specialty, with a team in the schools or community setting, or within a research team that includes individuals from several different professional disciplines. Fellows are expected to be respectful of the knowledge base of those from other disciplines or areas of focus, and to provide consultation to those from other disciplines or areas of focus. Fellows may also have the opportunity to shadow individuals from other disciplines to learn about their area of expertise.

## Professionalism

**Goals and objectives:** Fellows will develop a professional identity as well as set of professional values and ethics that will allow them to have a successful career in the field of psychology by meeting the following goals and objectives:

- Fellow demonstrates good knowledge of ethical principles and consistently applies them appropriately, seeking consultation as needed. The Fellow upholds state laws pertaining for the practice of psychology e.g. informed consent, reporting requirements, confidentiality.
- Fellow seeks consultation or supervision as needed and uses it productively.

- Fellow demonstrates conscientiousness and commitment to agency policies and procedures, completes data and record keeping tasks, uses proper channels of communication, participates in and relates well to administrative decisions and goals. Fellow is expected to meet deadlines for work completion. The Fellow demonstrates the necessary self-direction to practice independently and competently as a professional psychologist.
- Fellow demonstrates positive coping strategies to manage personal and professional stressors to maintain professional functioning so quality client care and successful professional functioning continues uninterrupted. The fellow copes with professional challenges such as new responsibilities or client crises.
- The Fellow shows awareness of interaction of own and other's individual and cultural diversity and context and uses this to inform clinical work.

## **Teaching**

**Goal and objectives:** Fellows will develop teaching and mentoring skills to prepare them for a career that involves enhancing and monitoring the professional functioning of others within the field of psychology and related disciplines.

- Fellows are expected to participate in the various didactic opportunities at UISFCH by providing lectures to other students, faculty and potentially colleagues in other disciplines of training. Fellows are required to lead as least one journal club, didactic seminar, and group case discussion.
- Fellows will also be involved in “tiered supervision” of psychology interns, graduate level externs, and research assistants. The fellows may also have the opportunity to provide mentoring to the students.
- Supervisors will evaluate fellows' teaching by determining whether they have accomplished the specific teaching activities set as objectives.



## **Fellowship Tracks**

Currently, there are two distinct Fellowship tracks in The Department of Pediatrics Psychology Fellowship Program: Neuropsychology and Pediatric Psychology. We also have a Behavior Analysis specialty in which fellows have the option to do a minor rotation or experience. Each track provides various clinical opportunities specific to training objectives. Fellows in the Neuropsychology track will conduct psychological and neuropsychological evaluations in a general LD/ADHD Clinic and Neuropsychology Clinic that serve children and adolescents with specific health conditions. Fellows in the Pediatric Psychology Track will work in various pediatric specialty clinics with children and adolescents with various acute and chronic health conditions as well as chronic pain.

### **Neuropsychology Track**

The Pediatric Psychology Neuropsychology Track is geared toward preparing psychologists to conduct testing using a neuropsychological framework with children and young adults. This fellowship is focused solely on pediatric patients, with minimal testing of young adults up to about 20 years of age. The training model follows the guidelines set forth by the Houston Conference and is two years in length. Many didactic and group supervision opportunities are offered jointly with the Pediatric Psychology Track. Specialized training will be provided in clinic, within research opportunities, participation in Neurology weekly case conference as well as weekly resident didactics, and specialized readings.

### **Fellowship Requirements**

A minimum of two years full-time supervised experience is completed by the fellow. This is usually completed by working 40 hours per week for two years. A minimum of 50% of the post-doctoral fellow's time is in direct patient contact. A minimum of 2 hours per week is spent on regularly scheduled formal face-to-face individual supervision related to clinical services provided by the fellow. Fellows will also receive at least one hour per month of formal, face-to-face individual supervision by the training director to ensure adequate progression through the program. An additional hour of supervision per week is provided via group format, clinical rounds, or other interactive learning programs. The fellow participates in general case conferences dealing with issues in psychology as well as staff conferences related to direct patient care by the fellow.

## **Clinical Experiences**

Our clinics use the Benton Model of neuropsychological testing which is a problem-solving approach. Given the limits of our populations and geographic region, the entire visit takes place on one day with the interview, testing, and feedback session being done in that session. Patients are scheduled in the morning and typically only one testing patient is seen each day. There are three main outpatient opportunities focusing on diagnostic testing and evaluation. The LD/ADHD Clinics assesses children and adolescents for various learning and attention disorders. These clinics use a neuropsychological framework for diagnosing learning and attention disorders without a medical condition. The Neuropsychology Consult Clinic assesses children and adolescents that have been referred by physicians within the University of Iowa Health Care system for neurocognitive testing who have an accompanying medical condition (e.g. seizure disorders, end stage renal disease, pre and post kidney transplant, cardiac conditions). A psychologist is also embedded within the Hematology/Oncology Division and completes neuropsychological evaluations with patients alongside other members of the hematology/oncology team.

## **Research**

Fellows are expected to work with a faculty mentor to develop a project that will end with a presentation, poster, or publication by the end of their second year.

## **Specialty Goals and Objectives**

- Fellow will demonstrate knowledge of scientific and scholarly developments in clinical neuropsychology as well as general knowledge of brain-behavior relationships, neuropsychological manifestations of medical and psychiatric disorders, as well as signs and symptoms of disease processes relevant to practice and how patient characteristics affect their expression.
- Fellow will demonstrate and apply knowledge of neuropsychological assessment including test administration, interpretation, comprehensive case conceptualization and diagnostics.
- Fellow will demonstrate knowledge of evidenced-based intervention methods and be able to make appropriate recommendations based on neuropsychological assessment.
- Fellow will be able to provide verbal and written results of evaluation, diagnosis and recommendations to parents or caregivers in a clear and concise manner.

## **Pediatric Psychology Track**

The Pediatric Psychology Track is geared toward preparing psychologists to evaluate and treat mental health issues associated with acute and chronic illness such as physical injury, pain, diabetes, obesity, digestive diseases, and cystic fibrosis. The fellowship is focused on pediatric patients and young adults served in the pediatric clinics and is one year in length. While outpatient clinics are a focus for this fellowship, opportunities for inpatient experiences may be available.

### **Fellowship Requirements**

A minimum of 1,500 hours of supervised experience is completed by the fellow including either 40 hours per week for one year (12 months) or 20 hours per week for two years on a regularly scheduled basis. A minimum of 50% of the post-doctoral fellow's time is in direct patient contact. At least 2 hours per week is spent on regularly scheduled formal face-to-face individual supervision related to clinical services provided by the fellow. Fellows will also receive at least one hour per month of formal, face-to-face individual supervision by the training director to ensure adequate progression through the program. An additional hour of supervision per week is provided via group format, clinical rounds, or other interactive learning programs. The fellow participates in general case conferences dealing with issues in psychology as well as staff conferences related to direct patient care by the fellow.

### **Clinical**

The Pediatric Psychology Track serves children/adolescents and their families who are having difficulty managing physical symptoms, adapting to chronic and acute medical conditions, adhering to medical regimens, and/or are struggling with comorbid mental health diagnoses. Clinical opportunities in the Pediatric Psychology Track include providing behavioral health assessment and intervention in a variety of pediatric subspecialty clinics, with additional opportunities depending on the fellow's training goals and interests. Current clinical opportunities include but are not limited to pediatric chronic pain, inflammatory bowel disease, endocrine disorders and cardiology. Intervention modalities include inpatient and outpatient therapy, diagnostic assessment, and consultation and liaison services within the medical setting. Depending on specific clinical experiences, fellows may attend various rounds or interdisciplinary staffing/clinics and receive mentoring in effective work with interdisciplinary teams comprised of physicians, nurses, physical therapists, occupational therapists, speech pathologists, social workers, and other medical specialists.

## **Research**

While this is a primarily clinical position, multiple opportunities exist to engage in scholarly activity. This may include focus on program development with possibilities to work with faculty on quality improvement and clinical research projects. Fellows are expected to work with a faculty mentor to come up with a project that could result in a presentation, poster or publication by the end of their fellowship year.

## **Specialty Goals and Objectives**

- Fellow will demonstrate knowledge of scientific and scholarly developments in pediatric psychology as well as general knowledge of: pediatric acute and chronic illnesses and injury conditions as well as their medical intervention, psychosocial sequela of acute and chronic illnesses and injury conditions, and the effect various factors have on health and illness.
- Fellow will demonstrate and apply knowledge of psychodiagnostic assessment and case conceptualization to address psychiatric comorbidities in children with medical illness or injury including coping and adjustment concerns, anxiety and mood disorders, behavior disorders, pain management, and adherence concerns.
- Fellow will demonstrate knowledge of and apply evidenced-based intervention methods to address psychiatric comorbidities of children and adolescents with acute and chronic health conditions.
- Fellow will be able to provide verbal and written documentation of evaluation, diagnosis and recommendations to parents or caregivers in a clear and concise manner.
- Fellow will collaborate with and contribute to interdisciplinary treatment teams and will gain skill and knowledge in consultation and liaison with inpatient medical teams.

## Optional Minor Rotations

### **Behavioral Psychology**

The Behavioral Psychology minor rotation is geared toward building skills in assessment and treatment of severe and challenging behaviors displayed by children with and without developmental disabilities. The rotation is focused on children and adults with developmental disabilities (e.g., autism, intellectual disability, genetic syndromes) and young typically developing children (up to age 10 years) who engage in severe and challenging behavior (e.g., self-injurious behavior, aggression, destruction, tantrums, noncompliance). Severe and challenging behavior is analyzed from a behavioral perspective to determine the environmental and biological factors contributing to and maintaining its occurrence. Behavioral assessment is conducted emphasizing developing functionally matched treatment programs to be implemented by parents and other caregivers. Research opportunities are available as requested.

### **Feeding Disorders**

The Feeding Disorders minor rotation is geared toward providing knowledge and skills for infants, children, and adolescents with feeding problems that include total food refusal, picky eating, and oral-motor skill deficits. The rotation is focused on understanding mechanisms of feeding disorders and basic interventions for outpatient care. The fellow would participate in one or more multidisciplinary clinics during this rotation.

### **IoWA-PCIT**

The IoWA-PCIT minor rotation in pediatric psychology is intended to facilitate training of psychology fellows in an evidence-based treatment for disruptive behavior, IoWA-PCIT. IoWA-PCIT (Integration of Working models of Attachment into Parent-Child Interaction Therapy) is a variation of PCIT that was developed by Dr. Beth Troutman at the University of Iowa. This model incorporates attachment theory and coaching caregiver-child dyads toward a more secure attachment relationship, in addition to the core components of the original model of PCIT. Fellows will be able to independently provide IoWA-PCIT by the end of the minor rotation experience.

## **Research**

The Behavioral Psychology Track has a wealth of behavioral data available for fellows and ongoing behavioral research projects (both funded and unfunded). Fellows are expected to work with a faculty mentor to develop a project that will end with a presentation, poster, or publication by the end of their fellowship experience.

## **Specialty Goals and Objectives**

- Fellow will demonstrate knowledge of scientific and scholarly developments in behavioral psychology.
- Fellow will demonstrate and apply knowledge of behavioral assessment and case conceptualization to address severe and challenging behavior.
- Fellow will demonstrate knowledge of and apply evidence-based intervention methods to address severe and challenging behavior.
- Fellow will be able to provide verbal and written documentation of evaluation, diagnosis, and recommendations to parents and other caregivers in a clear and concise manner.

## **Educational Opportunities**

In order to meet the goals/objectives above, fellows will have the opportunity to attend various department, division, and facility didactics/rounds/workshops/seminars through the University of Iowa Health Care. Below is a list of some of these opportunities.

- Psychology Didactic Seminar: (2x/ month), to include specialized topics in ethics and diversity, intervention, assessment, professional development, supervision, and teaching. Faculty, trainees, and outside presenters take responsibility for conducting seminars that are interactive and geared toward the professional development of all attendees.
- Psychology Clinical Rounds (Every other month): These rounds are a chance for faculty and students to discuss current and challenging cases.

- Journal Club (Every other month): The Pediatric Psychology Journal Club meets one time per month and will present a specific article on various relevant topics. There are also various Journal Clubs within the department and division that fellows are encouraged to attend. Fellows will be expected to present an article at one the Pediatric Psychology Journal Clubs.
- Research Group (1x/month): This is a monthly meeting where faculty and trainees can discuss research projects as well as provide information about specific research topics
- Department of Pediatrics Grand Rounds: (Weekly Fridays at noon): These weekly rounds feature nationally/internationally recognized experts in behavioral health and is open to the entire medical center community.
- Department of Pediatric Core Fellowship Curriculum: (Weekly Wednesdays at noon): The Department of Pediatrics has various core didactic and research presentations that all Fellows in the department are encouraged to attend.

Fellows are provided with a stipend for professional development which may include funding to attend a national conference.

### **Supervision and Evaluation**

Fellows will meet regularly with the Training Director and will have a primary Mentor. Fellows will meet weekly with their primary mentor as well as with their clinical supervisors. Fellows will meet monthly with the Training Director to ensure they are maximizing their experience in the program. At a minimum, two hours of individual face-to-face supervision and one hour of group supervision will be provided per week. Along with ongoing feedback from supervisors, formal written evaluations will be completed at 6 months and 1 year.

Fellows will be expected to provide periodic feedback regarding training experiences as well as an evaluation of the Fellowship Training Program in Clinical Psychology at its conclusion.

In the event of a grievance, fellows will have access to due process procedures as available in the Human Resources Procedure Manual of The University of Iowa Stead Family Children's Hospital.

## **Application Process**

The application process includes submission of the following components: cover letter/personal statement, curriculum vitae, three letters of reference, and de-identified clinical writing example.

### **Selection Criteria**

All applicants must have: 1) attended an APA-accredited doctoral graduate program in clinical, counseling, or school psychology; 2) completed an APA/APPIC accredited internship; and 3) completed all requirements for his/her doctoral degree prior to beginning the fellowship. The candidate should have a strong child psychology emphasis in course work, research experiences, and clinical/vocational experiences. Please note that specialized postdoctoral positions may give preference to particular skills or experiences acquired prior to the fellowship training year.

### **Recruitment Guidelines**

The postdoctoral psychology fellowship program follows the recommended APPIC Postdoctoral Selection Guidelines. In addition to the APPIC Postdoctoral Program Directory, descriptions of available positions will be posted on the listserv for APA members of Division 53 and Division 54. All qualified applications will be reviewed with invitation for interviews generally issued in between November and January with the interviews held (currently via Zoom) during this time frame as well. Offers will be extended in January or February, but we follow the uniform notification date recommended by the APPIC Postdoctoral Selection Guidelines with. Applicants will be notified as soon as they are no longer under consideration and when all positions are filled.



## **Resources**

**Pediatric Psychology Website:** [Pediatric Psychology | Stead Family Department of Pediatrics \(uiowa.edu\)](#)

**Pediatric Psychology Fellowship Website:** [Psychology Fellowship | Stead Family Department of Pediatrics \(uiowa.edu\)](#)

**Take a tour of the University of Iowa Stead Family Children's Hospital:**

[https://www.youtube.com/watch?v=UZDPkWNPI\\_s&list=PLHCroZ5PvHE6nsm28i4sDeYmRCBJfPtCv&index=5](https://www.youtube.com/watch?v=UZDPkWNPI_s&list=PLHCroZ5PvHE6nsm28i4sDeYmRCBJfPtCv&index=5)

**Take a look at life in Iowa City:**

<https://www.youtube.com/watch?v=ef3rAkmZnYI&list=PLHCroZ5PvHE6nsm28i4sDeYmRCBJfPtCv&index=7>

**Discover Iowa:** <https://gme.medicine.uiowa.edu/discover-iowa>

**Why Iowa:** <https://worklife.uiowa.edu/>

**University of Iowa Department of Pediatrics Commitment to Diversity, Equity, and Inclusion:**

[Diversity, Equity, and Inclusion | Stead Family Department of Pediatrics \(uiowa.edu\)](#)

<https://diversity.uiowa.edu/>

<https://medicine.uiowa.edu/diversity/>

For more information on our Fellowship Program, please contact the Pediatric Psychology Training Directors, Dr. Tammy Wilgenbusch ([tammy-wilgenbusch@uiowa.edu](mailto:tammy-wilgenbusch@uiowa.edu)) or Dr. Jenna Paternostro ([jennifer-paternostro@uiowa.edu](mailto:jennifer-paternostro@uiowa.edu))

## Sample Fellowship Timeline

### **September:**

Onboarding and compliance training

Meet with and shadow any desired faculty

Choose an overall mentor

### **October:**

Begin Clinical Rotations

Choose a research mentor and develop a project idea

Choose a mentoring committee comprised of at least 3 faculty members. This should include the overall mentor, one of the training directors, and research mentor. If one person takes multiple of these roles, other faculty can be chosen.

### **December:**

Finalize research proposal with research mentor and begin project.

### **February:**

Begin midyear evaluation process (including scheduling a midyear committee meeting for late February or early March).

### **April:**

Present proposed project or preliminary data at Pediatric Research Day.

### **July:**

Begin end of year evaluation process (including scheduling an end of year committee meeting for late July/Early August)

Present project to faculty and note plans for further dissemination

### **August:**

Wrap up clinical rotations by the second week in August.