



2026-2027

Doctoral Internship in Health Service Psychology

**Johns Hopkins All Children's Hospital
Saint Petersburg, Florida**



JOHNS HOPKINS
M E D I C I N E

**JOHNS HOPKINS
ALL CHILDREN'S HOSPITAL**



Johns Hopkins All Children's Hospital

Johns Hopkins All Children's Hospital provides expert pediatric care for infants, children and teens with some of the most challenging medical problems in our community and around the world. Named a top 50 children's hospital by U.S. News & World Report, Johns Hopkins All Children's Hospital provides world-class care in more than 43 pediatric medical and surgical subspecialties. The hospital is divided into four institutes which include the Hough Family Institute for Brain Protection Sciences, the Cancer & Blood Disorders Institute, the Heart Institute, and the Maternal Fetal & Neonatal Institute. These four institutes of Johns Hopkins All Children's Hospital aim to provide the highest quality educational and research opportunities available.

Vision

Creating healthy tomorrows... for one child, for All Children.

Mission

John Hopkins All Children's Hospital's mission is to provide leadership in child health through treatment, education, advocacy and research. This mission is accomplished by delivering quality services with compassion and commitment to family-centered care, educating patients, families, employees and healthcare professionals, providing leadership in promoting the well-being of children, and developing, supporting and participating in clinical, basic and translational research. The core values of Honesty and Integrity, Inspiration and Hope, Collaboration and Teamwork, Inquiry and Innovation, Compassion and Respect, and Responsibility and Safety ensures the provision of exceptional healthcare to the body, mind, and spirit. The Doctoral Internship in Health Service Psychology supports this effort to provide comprehensive, compassionate, and effective clinical care for all children.

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Value Statement

"There is only one child in all the world, and that child's name is All Children"
--Carl Sandburg

Doctoral Internship in Health Service Psychology

The Doctoral Internship in Health Service Psychology is housed within the Psychology and Neuropsychology department at Johns Hopkins All Children's Hospital. The Psychology and Neuropsychology department is an integral part of the Center for Behavioral Health Division of the Hough Family Institute for Brain Protection Sciences, and was officially formed in July 2015. The Psychology and Neuropsychology department is uniquely suited to provide broad-based clinical training in assessment and treatment of children, adolescents and their families. At Johns Hopkins All Children's Hospital, the Psychology and Neuropsychology department provides inpatient and outpatient psychological and neuropsychological clinical services to national and international patients ranging in age from infancy through young adulthood.

Clinical, education, and research activities are centered at Johns Hopkins All Children's Hospital. Our internship training program offers students academically challenging, clinically relevant programs tailored to meet their unique needs within a rigorous curriculum.

The Johns Hopkins All Children's internship in professional psychology provides three tracks of emphasis and is fully accredited by the American Psychological Association Commission on Accreditation.

Program Accreditation Status

The Doctoral Internship in Health Service Psychology program is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC- www.appic.org) and participates in the APPIC match process. The internship program is accredited by the American Psychological Association (APA-apa.org).

Questions related to the program's accreditation status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979/Email: apaaccred@apa.org

All other questions about the internship program at Johns Hopkins All Children's Hospital may be directed to the Psychology Internship Director, Lauren Gardner Ph.D. ABPP, at ach-psychologyintern@jhmi.edu or 727-767-7124.

Training Philosophy

In keeping with a Scientist-Practitioner model of education, interns are viewed as scholars, active consumers of research, and progressively, highly trained professional practitioners who apply knowledge and techniques in patient care. As such, interns are expected to gain competency in clinical assessment and intervention skills as well as in general research skills, and the ability to apply these skills to investigating problems of interest to child and adolescent psychologists, neuropsychologists, and/or pediatric psychologists. This emphasis on integrating research and clinical skills produces a scientist-practitioner who is able to incorporate these domains. It is the expectation that interns will become leaders and innovators in the field of child and adolescent psychology, neuropsychology, or pediatric psychology in clinical, research, and/or academic settings. Key training elements to achieve this aim include training with psychologists who integrate science and practice, and active learning from the presentation of didactic material that is informed by current research. Interns' participation in practical clinical training, and didactic/seminar experiences will facilitate effective integration of science and practice, with increasing autonomy as the intern progresses, as appropriate to the intern's developmental level.

Aims, Competencies, and Elements of the Training Program

The overall aim of the internship program is to prepare interns for entry level practice in professional psychology/health service psychology. This aim is accomplished by providing training in generalist clinical skills in psychology, diversity, collaborative skills for operating within an interprofessional and interdisciplinary team, and overall professional development as a psychologist. Training in our internship assumes interns have had exposure to and will gain additional experience with the major areas of assessment, intervention, consultation and advocacy in professional psychology. Our training program is designed so that interns gain

experience in many areas of psychology, as well as develop some level of expertise in specific topic areas. Ethical, legal, professional, cultural and ethnic issues are addressed as they apply to assessment, intervention, consultation, supervision, and research.

The Doctoral Internship in Health Service Psychology at JHACH provides education and training designed to promote intern development in the nine profession-wide competencies according to APA'S required Profession Wide Competencies for internship programs as listed in the Standards of Accreditation for Health Service Psychology. Areas of competencies include:

- Research
- Ethical and Legal Standards
- Individual and Cultural Diversity
- Professional Values and Attitudes
- Communication and Interpersonal Skills
- Assessment
- Intervention
- Supervision
- Consultation and Interprofessional/Interdisciplinary Skills

The Doctoral Internship in Health Service Psychology at JHACH is a full-time, 2000-hour program that is designed to be completed in 12 consecutive months of training. The training program strives to provide interns with the opportunity (in terms of setting, experience, and supervision) to begin assuming the professional role of a psychologist through a structured program of study. This entails the integration of interns' previous training with further development of the knowledge, skills, abilities and attitudes related to the professional practice of psychology.

Each intern will obtain significant experience, spending approximately 24 hours weekly providing psychological services to children and adolescents with a wide variety of medical conditions. Each training track includes yearlong training opportunities, in addition to specialized training rotations that last 4 months in duration. Specialized training rotations are determined by an individualized training program tailored to meet the training needs and interests of each intern. For the duration of the training year, each intern will participate in the Psychology Referral Clinic and Child and Adolescent Therapy Clinic. Interns will participate in Psychology Didactics weekly, as well as track-specific didactics. Psychology and track-specific didactic topics are selected to be appropriate for interns and cover issues with regard to assessment, treatment, ethics, professionalism, and diversity, equality, and inclusion issues. Interns may also choose to select from additional training experiences, which include a variety of medical specialty teams within the hospital depending on interest and the feasibility of scheduling. As part of the training requirements, interns will participate in weekly didactics, and may attend Grand Rounds. Research collaboration with a faculty member is possible, depending on mutual interests and feasibility of scheduling.

Clinical Activities

The JHACH internship in professional psychology provides three tracks of emphasis:

- Autism Spectrum Disorder/Neurodevelopmental Disabilities (ASD/NDD) Track - 1 slot
- Neuropsychology Track - 1 slot
- Pediatric Psychology Track - 1 slot

Autism Spectrum Disorder/Neurodevelopmental Disabilities Internship Track

The Autism Spectrum Disorder/Neurodevelopmental Disabilities (ASD/NDD) Internship Track trains interns to provide high-quality, family-centered care with a specialization in autism/neurodevelopmental disabilities. Interns who complete the ASD/NDD track are those seeking a career providing evidence-based assessment and intervention services for children and adolescents with ASD/NDD.

The ASD/NDD Internship Track includes year-long training experiences in interdisciplinary assessment for young children, psychological evaluations for school-age children and adolescents, psychology referral clinic, and child and adolescent therapy. In addition, this track is divided into three 4-month rotations. These training rotations include consultation-liaison services, parent training groups for behavior management, and integrated care clinic. Based on intern training and background, opportunities may be available for participation in ongoing research within the Autism Program.

Interns progress from initially shadowing the supervising psychologist to increasing levels of independence. Over the course of the rotations and training year, interns continue to gain independence while maintaining close supervision on tasks including reviewing referral/intake documents, conducting diagnostic interviews, test administration, interpretation of evaluation results, as well as oral and written report of findings, and provision of evidence-based outpatient therapy services.

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Training Rotations (4 months)

Interns complete three rotations during their training year. The intern spends four months obtaining in-depth experience in the three specialty areas described below.

Consultation-Liaison Service

Primary Supervisor: Marissa Feldman, PhD, ABPP

Training/Experiential Activities: Interns receive breadth of experience working with a variety of medical diagnoses on the consultation and liaison service. Patients seen range in age from newborns to the mid-twenties and are located in the PICU, CVICU, 7N (Neurology/Surgery), 8N, and 8S (General Pediatrics). Referrals come from physicians, nurse practitioners or other hospital care providers and cover a wide range of psychological and medical conditions. Close communication and collaboration with the medical team and supportive services (e.g., Child Life, Social Work, and Rehabilitation Services) is imperative, and the intern has the opportunity to participate in medical and discharge rounds to facilitate family-centered care. The intern learns to conduct brief evaluations, formulate clinical impressions and recommendations, and communicate findings effectively to families and medical providers. Interns also participate in

care conference meetings and have the opportunity provide formal (or informal) teaching on the biopsychosocial model and psychosocial concomitants through collaborative learning experiences with our medical colleagues.

Helping Our Toddlers, Developing Our Children's Skills (HOTDOCS®)

Primary Supervisor: Jason Hangauer, PhD

Training/Experiential Activities: Interns co-facilitate a group-based behavioral parent training program entitled Helping Our Toddlers, Developing our Children's Skills (HOTDOCS®).

HOTDOCS is a 6-session behavioral parent training program designed to teach parents/caregivers evidence-based strategies for common early childhood behavioral and developmental problems in a supportive group-based format where participants are encouraged to share ideas, process successes, and support one another. Participants also learn to identify the function of a child's behavior and then implement preventions or teach new skills to decrease disruptive behaviors across home, school, and community settings. There may also be an opportunity for interns to provide individualized caregiver coaching for caregivers of children with autism spectrum disorder in order to facilitate language and functional play acquisition. Trainees who complete this rotation may also be eligible for certification as a HOTDOCS trainer.

Integrated Care Clinic

Primary Supervisor: Callie King, PhD, HSP

Training/Experiential Activities: Interns will be integrated into the General Pediatrics Clinic one day per week during their rotation. Serving as a behavioral health consultant, interns will receive consult requests from pediatricians and residents in the clinic and engage in a warm handoff with patients. Interns will conduct a brief diagnostic interview to assess for patient needs, engage in brief evidence-based intervention, and provide appropriate resources to the patient/family during the clinic encounter. Brief evaluations for ASD and ADHD on a case-by-case basis may be scheduled as a follow-up visit with intern as well. Common reasons for consults include difficulty coping or adjusting to illness or life circumstances, behavior difficulties (disruptive/oppositional, developmental delays, sleeping, toileting, feeding, habits impacting health), academic struggles, mood concerns, substance abuse, caregiver support or education, treatment or medication adherence, support with somatic symptoms, or rule out of underlying mental health conditions. Interns will work as an integral part of the primary care team and collaborate on case conceptualization and treatment planning with the medical providers, as well as collaborating with the clinic social worker and administrative care coordinator to ensure patients have access to appropriate resources and/or referrals.

Year-Long Training Experiences

Early Childhood Evaluation Clinic

Primary Supervisors: Lauren Gardner, PhD, ABPP

Training/Experiential Activities: The intern participates in evaluations for children aged 4 years, 11 months and younger through the Autism Program. Interns gain competency in completing diagnostic evaluations as a member of an interdisciplinary team by conducting evidence-based assessments of cognition, language, social-emotional, behavioral, and adaptive development. The rotation focuses on review of referral information and medical record, clinical interviewing, and comprehensive diagnostic evaluations with same-day feedback for caregivers.

Psychological Evaluation

Primary Supervisor: Brooke Carey, PhD; Jason Hangauer, PhD

Training/Experiential Activities: Interns complete comprehensive psychological evaluations for patients with neurodevelopmental disorders ranging from age five through adolescence. The Psychological Evaluation training experience focuses on comprehensive diagnostic evaluations assessing for a wide range of neurodevelopmental as well as co-occurring behavioral and emotional disorders using validated assessment measures. Interns gain increasing independence completing all necessary steps of a comprehensive psychological evaluation including diagnostic interview, selection of assessment measures, administering and scoring measures, completing child/adolescent individual interview, mental status examination, and conducting a feedback session with individualized recommendations for the child/adolescent based on assessment findings and areas of need. Interns gain experience in the preparation of written reports conceptualizing the overall assessment process and findings with individualized treatment recommendations.

Psychology Referral Clinic

Primary Supervisor: Alaina Miller, PsyD

Training/Experiential Activities: The Psychology Referral Clinic training experience focuses on initial evaluation of patients to assist with diagnostic clarification, treatment planning, and triaging to the appropriate Center for Behavioral Health service or community referral, as needed. Interns progress from initially shadowing the supervising psychologist to increasing levels of independence in clinical interviewing, conducting mental status examinations, administering and scoring assessment measures, and providing oral and written feedback and recommendations to families. Over the course of the training year, interns gain independence while maintaining close supervision on these clinical tasks.

Child and Adolescent Therapy Clinic

Primary Supervisor: Marissa Feldman, PhD, ABPP; Lauren Gardner, PhD, ABPP

Training/Experiential Activities: The Child and Adolescent Therapy Clinic focuses on providing evidence-based interventions for children and adolescents presenting with neurodiversity. Rotation experiences include conducting clinical interviews, assessment measures to inform clinical decision making, individual therapy, parent training, consultation, and outreach as available. Interns are expected to carry an approximate caseload of 2-3 patients to be seen weekly in clinic.

Neuropsychology Internship Track

The Neuropsychology Internship Track aims to prepare interns for postdoctoral specialization in pediatric neuropsychology. Training conforms to Houston Conference Guidelines and Minnesota Conference Guideline. Interns gain competency in completing neuropsychological evaluations for children, adolescents, and young adults.

Interns who match to the Neuropsychology Track complete three training rotations, with each rotation lasting 4 months in duration. The rotation offerings include specialty areas of mTBI, oncology, epilepsy/epilepsy surgery, and neurodevelopment. Interns also complete one outpatient clinical evaluation per week for general medical referrals including hematology/stroke, cardiac/congenital heart disease, genetic disorders, and other acquired illness such as encephalitis. There are opportunities to participate in multidisciplinary team meetings, coordinate care with medical providers and provide follow-up and education to school systems and educators. Neuropsychology interns also complete year-long training focused on initial diagnostic assessment, triaging services, inpatient neuropsychology consultation, and intervention (see full description of each below).

Interns progress from initially shadowing the supervising neuropsychologist to increasing levels of independence in interviewing, test selection, administration of assessment measures, scoring and providing feedback to families and the medical team. Over the course of the year, interns continue to gain independence while maintaining close supervision on tasks including chart review, conducting clinical interviews, test administration, interpretation of neuropsychological evaluation results, as well as oral and written report of findings. Based on intern training and background, opportunities may be available to participate in ongoing research within the Neuropsychology Clinic in collaboration with other departments throughout JHACH.

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Training Rotations (4-months)

Interns complete three neuropsychology rotations during their training year. The intern spends four months obtaining in-depth experience in three of the specialty areas described below.

mTBI

Primary Supervisor: Danielle Ransom, PsyD, ABPP-CN

Training/Experiential Activities: The mTBI specialty rotation involves inpatient consultation as well as outpatient evaluation and follow-up of patients with acute and remote acquired brain injury such as concussion, accidental trauma, and nonaccidental trauma. The rotation focuses on review of referral information and medical record, clinical interviewing, and neuropsychological evaluations (standard and/or abbreviated) to address concerns related to acquired injury and provide appropriate recommendations (e.g., return to school and/or play).

Epilepsy/ Epilepsy Surgery

Primary Supervisor: Kyle Srnka, PhD

Training/Experiential Activities: This specialty rotation involves inpatient consultation/evaluation within an epilepsy presurgical context, outpatient postsurgical evaluation and follow-up, as well as evaluation of general seizure/epilepsy referral questions. The rotation focuses on reviewing referral information/medical record, clinical interviewing, and

comprehensive neuropsychological evaluation for children, adolescents, and young adults. Interns gain competency in using data from neuropsychological evaluations to inform localization, lateralization and surgical considerations. Rotation experience also includes participation in multidisciplinary epilepsy team meetings where patient surgical candidacy is reviewed and presented to the team.

Oncology

Primary Supervisor: Colleen Hess, PhD

Training/Experiential Activities: This specialty rotation involves neuropsychological assessment of patients with oncologic disease (e.g., leukemia/lymphoma, CNS tumor, etc.) across different time points of the treatment continuum and within multiple care settings. Training opportunities include (1) inpatient consultation/evaluation to obtain baseline and/or pre-surgical data for patients with newly diagnosed leukemia or brain tumor, (2) targeted neurocognitive evaluations prior to initiation of radiation therapy, bone marrow transplant, or CAR-T therapy, and (3) comprehensive outpatient evaluations to assess for cognitive late effects associated with treatment (i.e., chemotherapy, radiation therapy, tumor resection, etc.). This rotation also involves brief neurocognitive screenings embedded within the long-term survivorship medical clinic as part of an effort to provide neuropsychological consultation and triage patients in need of more comprehensive assessment. Interns will gain competency in clinical interviewing, flexible assessment modalities, complex case conceptualization, and dissemination of findings to both patient/family and the medical team via oral feedback and written evaluation reports. Rotation experience also includes participation in multidisciplinary oncology team meetings such as Neuro-Oncology Tumor Board and Hematology-Oncology Tumor Board.

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Neurodevelopment

Primary Supervisor: Sakina Butt, PsyD, ABPP-CN

Training/Experiential Activities: The neurodevelopment specialty rotation involves evaluation and follow-up of children at the younger age of the spectrum (ages 1-5 years) with complex congenital and/or neonatal histories including prematurity/low birth weight, neonatal hypoxic ischemic encephalopathy, neonatal abstinence syndrome, congenital heart disease, congenital diaphragmatic hernia, genetic disorders, and cerebral palsy. Through this rotation, interns gain competency in completing evaluations and determining risk for developmental challenges across areas including cognition, language, motor, social-emotional, behavioral, and adaptive development. The rotation focuses on review of referral information and medical record, clinical interviewing, and evaluations to address concerns related to development for early identification and intervention. Interns also gain experience collaborating with multidisciplinary teams (neonatology, general pediatrics, audiology, speech/language therapy, occupational therapy, and physical therapy).

Year-Long Training Experiences

Psychology Referral Clinic

Primary Supervisor: Alaina Miller, PsyD

Training/Experiential Activities: The Psychology Referral Clinic training experience focuses on initial evaluation of patients to assist with diagnostic clarification, treatment planning, and triaging to the appropriate Center for Behavioral Health service or community referral, as needed. Interns progress from initially shadowing the supervising psychologist to increasing levels of independence in clinical interviewing, conducting mental status examinations,

administering and scoring assessment measures, and providing oral and written feedback and recommendations to families. Over the course of the training year, interns gain independence while maintaining close supervision on these clinical tasks.

Child and Adolescent Therapy Clinic

Primary Supervisor: Callie King, PhD

Training/Experiential Activities: The Child Therapy Clinic focuses on providing evidence-based interventions for children presenting with a wide variety of concerns including adjustment disorders, ADHD, disruptive behavior disorders, and anxiety disorders. Through this rotation, interns gain competency as a generalist practitioner to assess, diagnose, and treat a wide range of psychological problems among children. Rotation experiences include conducting clinical interviews, individual therapy, consultation, and outreach as available. Interns are expected to carry an approximate caseload of 2-3 patients to be seen weekly in clinic.

Inpatient Neuropsychology Consults

Supervisors: Drs. Butt, Hess, Katzenstein, Ransom, and Srnka

Training/Experiential Activities: Inpatient consultation services include those related to both neuropsychological and pediatric psychology issues. Adjustment to medical condition, pain management, and assistance with coping skills are common referral questions, and the fellow is expected to follow patients while inpatient and/or assist with coordination of outpatient care. Neuropsychological evaluations while inpatient include those of baseline functioning prior to chemotherapy/radiation therapy, baseline functioning prior to surgical removal of brain tumor, neuropsychological functioning on the epilepsy monitoring unit, and evaluation prior to discharge for patients who have experienced a change in mental status due to acute injury and/or disease process. Neuropsychological evaluations are completed on the PICU, Epilepsy Monitoring Unit and Hem/Onc Unit. Neuropsychology is integrated into a number of other inpatient service lines as well and consultations occur weekly. Consideration and balance will be given based upon clinical demands of the week and number of referrals received.

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Outpatient Neuropsychology Evaluations

Supervisors: Drs. Butt, Hess, Katzenstein, Ransom, and Srnka

Training/Experiential Activities: Outpatient neuropsychology evaluations throughout the training year provide training in pediatric neuropsychology across a wide variety of childhood medical conditions, as described above. The intern is expected to participate in outpatient clinical evaluations, outpatient multi-disciplinary team clinics as a shadow experience (including neuro-cutaneous disorders clinic, stroke clinic), and inpatient consultations, as requested. Evaluations are tailored to patient and team needs involving both brief and comprehensive assessments.

Pediatric Psychology Internship Track

The pediatric psychology track provides interns the opportunity to gain competencies working with patients with diverse medical conditions, as well as more in-depth training with specific illness populations to help facilitate specialization. The training year is comprised of several core clinical activities/learning experiences that are year-long; including participation on the consultation-liaison service and engagement in Psychology Referral Clinic and outpatient therapy. Additionally, interns gain specialized training through three 4-month long rotations

within several multidisciplinary medical clinics. Finally, the training year is rounded out by monthly opportunities for psychological and/or neuropsychological assessment. These core training opportunities help interns solidify skills in evidence-based practice addressing the psychological aspects of illness, while also gaining crucial experience with interdisciplinary collaboration and coordination for enhanced patient- and family-centered care.

Supervision follows a developmental model whereby interns will progress from shadowing the attending psychologist to increasing levels of independence in review of the electronic medical record, communication with primary and supporting services, direct clinical interview, delivery of feedback and recommendations, and identification and implementation of evidence-based intervention over the course of the rotation. Research and program development opportunities are available within each area for the prepared intern.

Training Rotations (4 months)

Each intern will spend four months obtaining in-depth experience in three of the specialty areas below. Supervision for these rotations follows a developmental model whereby interns will progress from shadowing the attending psychologist to increasing levels of independence in direct service delivery and interprofessional/interdisciplinary communication/collaboration over the course of the rotations.

Pain Rotation

Primary Supervisor: Will Frye, PhD, ABPP

Training/Experiential Activities: Interns in the pain rotation have the opportunity to work with patients presenting with a variety of chronic pain conditions including amplified musculoskeletal pain, chronic daily headaches, juvenile idiopathic arthritis, disorders of the brain-gut interaction, and complex regional pain syndrome. Patients with chronic pain seen by an intern during clinic or consultation/liaison services may be followed by the intern for outpatient therapy services, using an evidence-based approach. Interns will be able to conduct diagnostic assessments of youth with chronic pain within outpatient psychology or multidisciplinary pain clinics. Interns may also choose the option of becoming involved in our inpatient rehabilitation program for Complex Regional Pain syndrome or outpatient pain programming. Interns rotating with pain will receive training in biofeedback with multiple biofeedback systems.

Hematology/Oncology/Bone Marrow Transplant Rotation

Primary Supervisor: Melissa Faith, PhD, ABPP

Training/Experiential Activities: The hematology/oncology/bone marrow transplant (“hem/onc/BMT”) rotation offers a unique experience of multidisciplinary clinics as well as the potential for evidence-based outpatient therapy and inpatient consultation/liaison shadowing. Multidisciplinary clinics in which the intern may participate include long-term cancer survivorship clinic, sickle cell disease clinic, hemophilia clinic, brain tumor clinic, or other specialty hematology/oncology clinics as available. During multidisciplinary clinics, if time permits between patients, interns will be encouraged to accompany the attending psychologist or a postdoctoral fellow for hem/onc/BMT inpatient consultation/liaison work. Inpatient work in hem/onc/BMT can include meeting with patients, medical team members, and psychosocial team members for routine consultation requests (e.g., for new oncology diagnoses) or can reflect consultations to address acute concerns. Interns on this rotation will be expected to attend

Hem/Onc/BMT Family Support Team rounds once per month, as the intern's schedule allows, with the option of six multidisciplinary oncology board meetings (e.g., Brain Tumor Board).

Diabetes Rotation

Primary Supervisor: Marissa Feldman, PhD, ABPP

Training/Experiential Activities: Interns electing to complete a diabetes rotation have the opportunity to be integrated into a multidisciplinary team consisting of physicians, nurses, diabetes educators, dietitians and social workers who work closely with patients and families to provide state of the art care. The intern participates in routine psychosocial screening and provide brief evidence-based behavioral interventions targeting diabetes-related management issues (including concerns for adherence and coping). The intern follows some patients for outpatient psychotherapy, when appropriate. Additionally, interns on this rotation follow-up with patients seen on C/L for new onset diabetes during the first post discharge clinic visit. This provides the unique opportunity to assess adaptation to newly diagnosed diabetes following return home and engage in collaborative problem-solving with patients and families to promote positive coping and adherence behaviors. Rotation offering is dependent on appropriate staffing of this multidisciplinary clinic.

Eating Disorder Rotation

Primary Supervisor: Sarah Sobalvarro, PhD, ABPP

Training/Experiential Activities: The eating disorder rotation focuses on providing evidence-based assessment, consultation, and intervention for children and adolescents with eating disorders (e.g., anorexia nervosa, atypical anorexia nervosa, bulimia nervosa, avoidant/restrictive food intake disorder, binge eating disorder). The intern will participate in our interdisciplinary eating disorder clinic that includes a physician, dietitian, social worker, and psychologist. Interns will have an opportunity to work closely with the team to provide gold-standard care for children and adolescents with eating disorders. The intern will learn and utilize treatments specifically for eating disorders, including Family Based Treatment (FBT), an evidence-based intervention for anorexia nervosa. The rotation will also include outpatient therapy focused on using evidence-based interventions to treat patients with eating disorders.

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Year-Long Training Experiences

Consultation-Liaison Service

Primary Supervisor: Marissa Feldman, PhD, ABPP

Training/Experiential Activities: Interns will receive breadth of experience working with a variety of medical diagnoses from the year-long rotation on the consultation and liaison service. Patients seen range in age from newborns to the mid-twenties and are located in the Intensive Care Units (PICU, CVICU), 7N (Neurology/Surgery), 8N, and 8S (General Pediatrics). Referrals come from physicians, nurse practitioners or other hospital care providers and cover a wide range of psychological and medical conditions. Close communication and collaboration with the medical team and supportive services (e.g., Child Life, Social Work, and Rehabilitation Services) is imperative, and the intern will have the opportunity to participate in medical and discharge rounds to facilitate family-centered care. The intern will learn to conduct brief evaluations, formulate clinical impressions and recommendations, and communicate findings effectively to families and medical providers. Ongoing evidence-based intervention may be indicated, with the frequency of services determined by clinical need. Interns will also participate

in care conference meetings and have the opportunity provide formal (or informal) teaching on the biopsychosocial model and psychosocial concomitants through collaborative learning experiences with our medical colleagues. Based on intern training and background, opportunities may be available for participation in ongoing research projects and program development. Interns dedicate three half-days per week to the major rotation.

Psychology Referral Clinic

Primary Supervisor: Alaina Miller, PsyD

Training/Experiential Activities: The Psychology Referral Clinic training experience focuses on initial evaluation of patients to assist with diagnostic clarification, treatment planning, and triaging to the appropriate Center for Behavioral Health service or community referral, as needed. Interns progress from initially shadowing the supervising psychologist to increasing levels of independence in clinical interviewing, conducting mental status examinations, administering and scoring assessment measures, and providing oral and written feedback and recommendations to families. Over the course of the training year, interns gain independence while maintaining close supervision on these clinical tasks.

Child and Adolescent Therapy Clinic

Primary Supervisor: Sarah Sobalvarro, PhD ABPP

Training/Experiential Activities: The Pediatric Psychology Outpatient Clinic focuses on providing evidence-based assessment and interventions for children and adolescents experiencing psychological, social, and/or family functioning problems as they relate to a child's medical illness (e.g., cancer/blood disorders, diabetes, obesity, GI disorders, seizure disorders, cranio-facial conditions, transplant). The intern will be expected to carry an approximate caseload of 3-4 pediatric psychology patients to be seen in the psychology clinic. Referral reasons for outpatient therapy include adjustment/coping with illness, pain, anxiety related to illness/medical procedures, treatment adherence, somatic complaints, or family functioning in the context of medical illness/trauma. Interns will see cases with a range of diagnoses and presenting concerns, and work with two supervisors to achieve breadth, and specialization, of experience working with pediatric chronic illness.

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Psychology Evaluations

Interns will complete approximately 7 neuropsychology or psychology evaluations during the course of the training year. The opportunity for both inpatient brief neuropsychological evaluations, as well as outpatient general psychological assessment exists.

Didactics and Additional Opportunities

- A. **Didactics and Training Seminars.** Interns from all three tracks take part in didactic seminars. As a group, all interns meet weekly for internship seminar. Topics are selected to be appropriate for interns in all tracks and cover a broad variety of issues with regard to assessment, treatment, ethics, professionalism and multi-cultural issues. In addition, separate tracks have their own seminars focused on that track's specialty area. A required weekly didactic seminar conducted by psychology, psychiatry, and other professionals addresses a variety of professional, ethical, and social issues. Other required training seminars include the weekly track specific Peds Psych Consults Table Rounds and

Neuropsychology seminar. Interns also have the opportunity to attend seminars and colloquia presented by faculty and guests in various departments at the hospital.

- B. **Pediatric Grand Rounds and Additional Didactics.** The Johns Hopkins All Children's Hospital Pediatric Grand Rounds are held on a weekly basis and open to all trainees. Interns are also encouraged to participate in additional hospital wide training opportunities (clinical forum, lunch and learn, pediatric sub-specialty presentations and workshops). Multi-disciplinary opportunities include Neuro-Onc Tumor Boards, Hem-Onc Tumor Boards, Leukemia Boards, Epilepsy Surgery Meeting, and Cochlear Implant Meeting, among others.
- C. **Conferences.** Interns are encouraged to participate in workshops and conferences.

Ongoing Evaluation and Mentoring

The intern's work is supervised by licensed psychologists. Close and intensive supervision is provided throughout the training year. Interns receive a minimum of two hours a week of individual supervision, often more, and participate in weekly group supervision. Interns have the opportunity to observe and to be observed by the supervising psychologist in clinical activities either in the same room or via a one-way mirror or video. Demonstrations also are provided by the supervising psychologist with regard to assessment, outpatient therapy and consultation-liaison techniques. Patients and their families will be notified with verbal documentation that they will be receiving services from a pre-doctoral psychology intern who is practicing under the license and direct supervision of the licensed psychologist.

The Internship Training Committee meets on a monthly basis to discuss interns' current level of functioning and to evaluate progress toward training competencies. While interns receive ongoing verbal feedback from supervisors, formal written evaluative feedback is provided four times during the training year first at 3 months, and again at 6 and 9 months. Final formal written evaluative feedback occurs at the 11-12-month time point. As part of the formal written evaluation, the supervisor completes the internship program's competency evaluation, rating the intern on professional competencies. The intern receives the completed evaluations, reviewing and discussing them with the supervisor and with the Psychology Internship Director. Any rating below the expected minimum is reviewed by the internship training committee. In the event that an intern is not meeting the expectations of the program, the internship training committee will develop a performance improvement/remedial plan and the Psychology Internship Director will contact the Director of Clinical Training at the intern's university. At mid-year, the Psychology Internship Director summarizes the intern's progress for the Training Committee, to ensure that the intern is meeting the program's competency criteria. The Psychology Internship Director also completes a final evaluation letter at the end of the internship year. Copies of both the mid-year and final evaluations are forwarded to the intern and to the Director of Clinical Training at the intern's university. At each formal written evaluative feedback session during the training year, the interns will have the opportunity to provide their supervisors and the Psychology Internship Director formal written feedback on the training program and supervision.

Once exiting the program, intern graduates will be contacted at six months, 18 months, and an ongoing annual basis following the internship in order to provide feedback on the effectiveness of the training program and updates on professional practice. The Doctoral Internship in Health

Service Psychology will be revised based on the intern's response regarding his/her preparation for the practice of psychology.

Psychology and Neuropsychology Faculty

Members of the psychology faculty are listed below with a brief statement of their academic background and current areas of special interest.

Sakina Butt, Psy.D., ABPP-CN Florida School of Professional Psychology, Argosy University-Tampa, 2008; Pediatric Neuropsychologist, Neuropsychology Fellowship Director, Board Certified in Clinical Neuropsychology and Subspecialist Pediatric Neuropsychology by ABPP. Specializes in evidence-based assessment of cognition and neurodevelopment in pediatric populations with complex medical conditions. Focus on neurodevelopmental evaluations of children having perinatal insult such as neonatal abstinence syndrome, hypoxic-ischemic encephalopathy and neonatal stroke. Research interests include examining effective practices for neonatal follow-up programs, examining the impact of environmental trauma on neurocognitive outcomes, and examining longitudinal trends in neurodevelopment.

Brooke Carey, Psy.D. Adler University, 2024, Clinical Psychologist. Specializes in comprehensive psychological assessment of children and adolescents with neurodevelopmental disorders, including autism spectrum disorder (ASD), attention-deficit/hyperactivity disorder (ADHD), and learning disabilities. Provides comprehensive psychological testing to support diagnostic clarification and guide individualized recommendations for patients and families. Clinical research interests include developmental and performance-based personality assessment, with a focus on understanding sex and gender differences in the presentation of autism spectrum disorder.

Matt Cooke, LCSW. Simmons University, 2020, Clinical Social Worker. Specializes in outpatient treatment for adolescents with a wide range of issues relating to anxiety (Generalized, Panic, and Phobia), OCD, depression and mood disorders, co-occurring disorders, and substance/alcohol abuse. Currently providing screening, brief intervention, and follow up services as part of the Project Hope – PCORI research study. Has worked in a variety of settings including inpatient mental health and substance abuse settings, educational systems, community/home-based settings, and private mental health practice.

Melissa Faith, Ph.D., ABPP University of Arkansas, 2012; Pediatric Psychologist, Hematology/Oncology. Specializes in evidence-based interventions to improve patient and family adjustment and adherence to pediatric cancer and blood disorder regimens. Research interests include emotion socialization, parent coping and parenting, sibling adjustment, peer victimization, and disseminating evidence-based interventions (e.g., motivational interviewing, using sexual and gender minority inclusive language) among healthcare providers.

Marissa Feldman, Ph.D., ABPP University of South Florida, 2011; Pediatric Psychologist, Clinical Director of Consultation-Liaison service, Psychology Fellowship Director. Specializes in the evaluation and treatment of children and adolescents with acute and/or chronic medical conditions to promote psychological health and well-being. Focus on adaptation and coping with illness, treatment adherence, and emotional and behavioral functioning. Proponent of evidence-

based practice and multidisciplinary care. Research interests include improvements in health, family, and psychological outcomes of youth diagnosed with type 1 diabetes, risk and resilience in child/adolescent development, and treatment outcomes.

Alyssa Fritz, Ph.D. University of Florida, 2017; Pediatric Psychologist. Specializes in evidence-based interventions for pre-school and early childhood disruptive behavior disorders, including AD/HD and ODD. Additional specialization in the evaluation and treatment of children and adolescents diagnosed with chronic and/or acute medical conditions in interdisciplinary, inpatient, and outpatient settings (e.g., cleft lip and palate, palliative care, cystic fibrosis). Research interests include impact of parent mental health on child health outcomes, promoting family adjustment, and disseminating evidence-based interventions.

William Frye, Ph.D., ABPP Auburn University, 2017; Pediatric Psychologist, Chronic Pain. Specializes in the evidence-based treatment and assessment of youth with chronic pain, autonomic dysfunction, and complex medical conditions. Involved in chronic pain and dysautonomia clinics, Camp Wellness program, and CRPS rehab program. Clinical interests also include biofeedback and program development. Research interests include the role of parents in chronic pain management, psychosocial impairment and functioning, and qualitative methodology regarding lived experience with complex medical conditions.

Lauren Gardner, Ph.D., ABPP Indiana University, 2011; Psychology Internship Director; Administrative Director, Autism Program. Clinical Psychologist. Specializes in evidence-based assessment of neurodevelopmental disabilities and best practices in early interventions. Director of the Doctoral Internship in Health Service Psychology program. Certified Trainer – Marcus Crisis Prevention Program providing de-escalation training for staff at JHACH. Member of Pinellas County Crisis Intervention Training team, providing sworn law enforcement officers training about autism. Research interests include evidence based practices in differential diagnosis of neurodevelopmental disabilities, assessing knowledge and experience related to ASD in law enforcement officers, and evidence based treatment for children with developmental disabilities.

Jason Hangauer, Ph.D., NCSP University of South Florida, 2012: Clinical Psychologist, Autism Program. Specializes in the evaluation and treatment of autism spectrum disorder (ASD) as well as other neurodevelopmental and behavioral disorders. Research interests include evidence-based interventions for ASD including treatment of co-occurring disorders, behavioral parent training, and assisting allied providers serving children with ASD and other disorders in the utilization of current research supported best practices. Dr. Hangauer leads a behavioral parent training program entitled Helping Our Toddlers, Developing Our Children's Skills (HOT DOCS) which is offered both live in person as well as via a telehealth platform.

Colleen Hess, Ph.D. Florida State University, 2018; Pediatric Neuropsychologist. Specializes in neuropsychological evaluations for patients with diverse and complex medical conditions, with expertise in assessment and intervention planning for pediatric Hematology/Oncology patients including children and adolescents with history of cancer, tumor, or blood disorders. Research interests include tracking neurocognitive outcomes related to specific medical treatments such as exposure to chemotherapy and radiation, bone marrow transplant, and CAR T-cell therapy.

Jennifer Katzenstein, Ph.D., ABPP-CN Indiana University Purdue University Indianapolis, 2008; Director, Psychology, Neuropsychology, and Social Work, Co-Director Center for Behavioral Health, Board Certified in Clinical Neuropsychology and Subspecialist Pediatric Neuropsychology by ABPP. Specializes in the evaluation of neurocognitive functioning and coordination of education and intervention planning. Research interests in neuropsychology and concussion, long-term neurocognitive outcomes of pediatric cancer, and neurocognitive impact of early orphanage care.

Callie King, Ph.D., HSP University of Northern Colorado, 2021; Pediatric Psychologist, Integrated Care. Mental Health Rotation Director of the Pediatric Medical Residency Program. Specializes in evidence-based assessment and treatment of children and adolescents with a range of behavioral health conditions. Research interests include youth identity development, access to quality healthcare, improving medical education and training in behavioral health, and integrated behavioral health in pediatric primary care.

Aja Meyer, Ph.D. University of South Florida, 2008; Pediatric Psychologist. Specializes in cognitive-behavioral therapy, including Acceptance and Commitment Therapy (ACT) and Mindfulness-Based Cognitive Therapy. Research interests in the efficacy of Acceptance and Commitment Therapy for adolescents with anxiety and mood disorders.

Alaina Miller, Psy.D. Wright State University, 2023, Pediatric Psychologist; Consultation liaison service with emphasis in trauma. Specializes in evidence-based, trauma-informed care for children and adolescents coping with acute and chronic medical illness/injury in both inpatient and outpatient settings. Works largely within the interdisciplinary trauma team to provide screening, assessment, treatment planning, and brief intervention for youth and families impacted by traumatic events/injuries and who experience ongoing post-traumatic stress responses. Clinical research interest includes promoting healthy adjustment and psychosocial functioning following onset of acute/chronic illness and trauma.

Davy Phrathep, Ph.D. University of Nevada, Las Vegas, 2024; Clinical & Sport Psychologist. Certified Mental Performance Consultant (CMPC) through the Association for Applied Sport Psychology. Clinical and research interests include athlete mental health, performance psychology, injury recovery, identity development, anxiety/mood concerns, outreach, and improving treatment engagement and accessibility.

Danielle Ransom, Psy.D., ABPP-CN Virginia Consortium Program in Clinical Psychology, 2012; Board Certified in Clinical Neuropsychology by ABPP. Specializes in the assessment of neuropsychological functioning and intervention planning across a range of medical and neurologic conditions, with expertise in interdisciplinary management of sport-related concussion and mild traumatic brain injury. Research interests include return to school models and application of evidence-based assessment in predicting adverse outcomes during brain injury recovery.

Sarah Sobalvarro, Ph.D., ABPP University of Florida, 2018; Pediatric Psychologist, Eating Disorders. Specializes in evidence-based treatment for patients with eating disorders (anorexia nervosa, bulimia nervosa, avoidant/restrictive food intake disorder, binge eating disorder). Works

closely with multidisciplinary eating disorder team and provides evidence-based outpatient care for patients with eating disorders. Research interests include family-based treatment related to disordered eating, over controlled personality styles in relation to eating disorders, and treatment outcomes across different eating disorders.

Kyle Srnka, Ph.D. Rosalind Franklin University of Medicine and Science, 2020; Pediatric Neuropsychologist; Specializes in assessment of pediatric epilepsy including pre-/postsurgical evaluations. Research interests include attentional functioning and contributions to broader neurocognitive domains.

Financial Support and Benefits

A stipend of \$31,678 is provided. Health insurance, with a nominal monthly fee, is also provided as a benefit for interns. The health insurance options available to interns include medical, dental, and vision benefits, as well as short-term and long-term disability insurance. Interns receive Paid Time Off (PTO) as accrued by the hospital's policy on PTO accrual. These days are in addition to the Johns Hopkins All Children's Hospital official holidays. PTO is used for personal time, sickness, vacation, conference, and interviews.

Interns are provided with appropriate office space, computer access, private telephone line and administrative support. Access to electronic medical records and Welch Library at Johns Hopkins University provides access to vast catalog of electronic journals. Up-to-date immunizations and annual influenza vaccination are required. Availability of an automobile is a necessity.

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Eligibility

Applicants should be from APA- or CPA-accredited programs in clinical, school, or counseling psychology. Applicants with strong backgrounds in child clinical or pediatric psychology are preferred. Applicants should have completed at least three years of practicum/field placement in both psychological or neuropsychological assessment as well as intervention; have accumulated a minimum of 300 hours in intervention and a minimum of 300 hours in assessment; and have written at least six integrated testing reports. Applicants should be accepted into doctoral candidacy, and their dissertation proposal must be defended before the start date of the internship training year. Immediately prior to the start of the internship year, drug testing and a criminal and background check will be completed for each intern. In order to start the internship, the results from the drug test and criminal and background check must meet Johns Hopkins All Children's Hospital requirements for working with patients. Applicants who are not U.S. citizens must be eligible for and receive a U.S. visa for the internship year. The internship program abides by Johns Hopkins All Children's Hospital policy as an Equal Opportunity Employer.

Starting Date

The starting date is August 10, 2026. Finishing date is August 6, 2027. All faculty members will be on hand to help orient the new trainees and facilitate a smooth transition.

Application and Interview Process

Johns Hopkins All Children's Hospital internship program abides by all APPIC policies regarding application and notification procedures, including APPIC policy that no person in this

training facility will solicit, accept, or use any ranking-related information from any intern applicant. All applicants must complete the on-line APPIC Application for Psychology Internship.

All matched interns must meet the hiring requirements as set forth by Johns Hopkins All Children's Hospital in order to engage in the internship. More information is available at <https://www.hopkinsallchildrens.org/Careers/Hiring-Process>. Interns may be released from the match if they are unable to meet the basic hiring requirements set forth by the hospital.

Individuals requesting reasonable accommodations for individuals with disabilities can do so via JHACH Human Resources and JHACH Occupational Health.

The formal on-line application must be completed by **November 15** and should include:

1. APPIC Application for Psychology Internship (APPI), available at the APPIC website: <http://appic.org>.
2. Cover letter
3. Curriculum Vitae
4. Three letters of recommendation. Note: All letters of recommendation must utilize the APPIC standardized reference form
5. A de-identified, integrated report of a child or adolescent. ***Please delete all identifying information from the report, and upload as supplemental materials.***
6. Official transcripts of all graduate coursework

The Training Faculty will review each application and indicate whether the applicant should be extended an invitation for an interview. We will notify any applicant no longer being considered as soon as possible. Applicants will be contacted no later than December 15. **Applicants are requested not to contact the training office regarding interviews prior to that date. We will make every effort to inform applicants of their status as early as possible.** Interviewing is a prerequisite for further consideration for the training program. During the half day virtual interview, applicants have the opportunity to engage in a group introduction to the program with other applicants and the training director, interview individually with three faculty members, and meet with current trainees in the program. A video tour of the facility will be provided as well. If applicants wish to meet with additional staff given a specific area of interest, this can be arranged following the interview day. After all applicants are interviewed, the faculty meet as a group to develop the rank order list. Applicants are ranked according to the faculty's assessment of the candidate's "fit" with the program.

This training program observes the guidelines regarding timing of internship and offers and acceptances adopted by the Association of Psychology Postdoctoral and Internship Centers and the Councils of the University Director of Clinical and Counseling Programs, as well as JHACH Policies and Procedures. In applying to this internship program, applicants are also agreeing to adhere to these guidelines.

This internship site agrees to abide by the APPIC Policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant prior to Uniform Notification Day.

Cover letters should be addressed to:

Lauren Gardner, PhD, ABPP
Psychology Internship Director
Johns Hopkins All Children's Hospital
Child Development and Rehabilitation Center
880 Sixth Street South
Suite 460
Saint Petersburg, FL 33701

Phone: (727)767-7124

Email: ach-psychologyintern@jhmi.edu

Diversity and Inclusion

JHACH is committed to diversity and inclusion as important parts of caring for patients and fostering lasting employee relationships. For more information, please visit

<https://www.hopkinsmedicine.org/all-childrens-hospital/about-us/diversity-and-inclusion>

Land Acknowledgement

Diversity and inclusion are important parts of caring for patients and fostering lasting employee relationships.

In April 2011, Johns Hopkins All Children's Hospital became the first U.S. hospital outside the Baltimore/Washington, D.C. region to join Johns Hopkins Medicine. As we work together in many areas of treatment, education and research, Johns Hopkins All Children's Hospital and Johns Hopkins Medicine share an institutional commitment to understand and support the needs of diverse patients and colleagues.

Johns Hopkins All Children's Hospital cares for local children, as well as those that travel from across the state of Florida and beyond. A diverse staff plays a key role in understanding how to provide satisfying care for patients from all walks of life, including those from underserved and vulnerable populations. By fostering inclusion among our employees, we are building a space where contributions are valued and people are more likely to choose to stay at Johns Hopkins All Children's Hospital to pursue their professional development and goals. Johns Hopkins All Children's welcomes employees, patients and families of all religions. Our staff will work with families to provide their child with the best care possible in a way that respects their religious beliefs. Additionally, our Pastoral Care program can provide spiritual support to patients, families and employees while honoring personal traditions. We also respect and celebrate different perspectives, lifestyles, cultures, ethnicities and religions of our colleagues, patients and families. We treat others as we hope to be treated ourselves.

Our main campus in St. Petersburg, Florida, wishes to acknowledge and honor the Indigenous communities who lived and took stewardship of this land, including the Seminole, Miccosukee and Tocobaga people and other historical groups and ancestors. We honor and respect the

enduring relationship that exists between these peoples and communities and this land, which serves as a foundation for our belief that everyone has a role in promoting diversity, inclusion and equity in health care, research and education.

Location

Johns Hopkins All Children's Hospital campus is located in Saint Petersburg, Florida. Downtown Saint Petersburg is the heart of the Tampa Bay area. The city, which glimmers between the Gulf of Mexico and Tampa Bay, is known for its warm weather and having the most consecutive days of sunshine. Downtown is home to great shopping, restaurants, and attractions, including the world-renowned Salvador Dali Museum and Chihuly collection. Downtown is thriving, with new restaurants and entertainment venues opening nearly weekly. The cost of living is affordable, and Florida does not have a state income tax.

Saint Petersburg/Clearwater is known for its white sandy beaches, with two of the top ten beaches in the United States located in the region. With 35 miles of Florida beaches within a 10-15-minute drive from downtown, the area is known as a top tourist destination. Saint Petersburg has full access to water sports and cultural activities in the Tampa Bay area.

Along with award-winning beautiful beaches, the area is known for professional sports, including football (NFL Tampa Bay Buccaneers), baseball (Tampa Bay Rays), and ice hockey (Tampa Bay Lightning), as well as professional soccer (Tampa Bay Rowdies). Within 20-25 minutes to Tampa International Airport, domestic and international travel is easily accessible.

Facilities

The Psychology Internship Program is housed within Psychology and Neuropsychology at Johns Hopkins All Children's Hospital. The Psychology and Neuropsychology department is an integral part of the Center for Behavioral Health within the Hough Family Institute for Brain Protection Sciences. The Psychology and Neuropsychology department provides inpatient and outpatient psychological and neuropsychological clinical services at Johns Hopkins All Children's Hospital to national and international patients ranging in age from infancy through young adulthood. The hospital consists of 259 beds, with more than half devoted to intensive care level services.

In addition to the inpatient facilities at the main hospital building, Johns Hopkins All Children's Hospital's outpatient facilities provide specialty care and include:

- Johns Hopkin's All Children's Child Development & Rehabilitation Center is located on the main campus in St. Petersburg, Florida and houses the Center for Behavioral Health which includes Psychology, Neuropsychology, and Psychiatry. Other services include Speech/language and feeding, Audiology, and Developmental Pediatrics
- Outpatient Care Center is located on the main campus and offers a variety of pediatric medical and diagnostic services including ambulatory clinics and an infusion center
- Outpatient Care Locations: Brandon, East Lake, Fort Myers, Lakeland, Lakewood Ranch, North Port, Pasco, Sarasota, Tampa, Pasco