



WESTCOAST CHILDREN'S CLINIC



2018-2019

POSTDOCTORAL RESIDENCY PROGRAM

in Child and Adolescent Psychology

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OUR MISSION

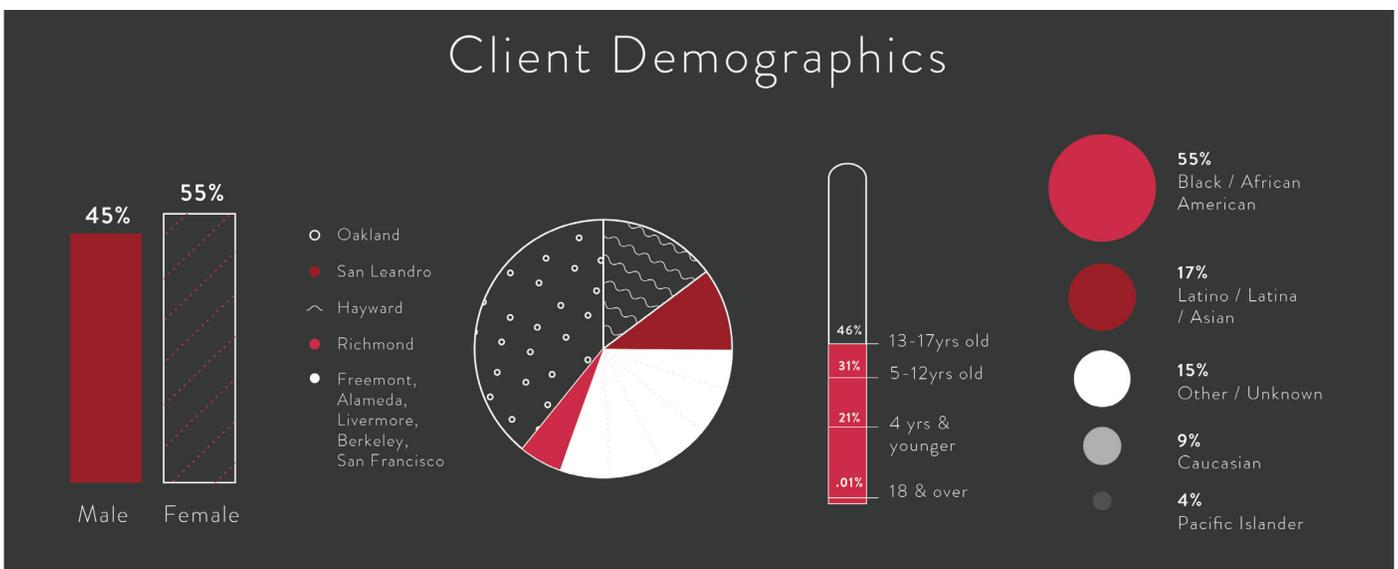
HELPING CHILDREN DISCOVER WHO THEY ARE AND WHAT THEY CAN BECOME



WestCoast Children's Clinic, located in Oakland, California, is a non-profit community psychology clinic that has provided mental health services to Bay Area children since 1979. Our mission is threefold: 1) to provide psychological services to vulnerable children, adolescents, and their families regardless of their ability to pay; 2) to train the next generation of mental health professionals; and 3) to improve services to children and families by conducting research on the impact of clinical

services, and utilizing findings to advocate on behalf of the children we serve.

Annually we serve over 1,700 children, who are living at or below the poverty level. Our clients have experienced physical or sexual abuse, neglect, disrupted attachments to caregivers, and/or community violence. Most of these children have been removed from their families due to abuse or neglect. Sixty-five percent are currently in foster care, with the remaining at risk of entering foster care.



POSTDOCTORAL TRAINING AT WEST COAST

WORKING WITH CHILDREN, YOUTH, AND FAMILIES IN THE COMMUNITIES WHERE THEY LIVE

WestCoast Children's Clinic offers a one-year full-time Postdoctoral Residency in clinical psychology. We train psychologists who are committed to working with clients in the communities and systems in which they live, expanding consciousness with regard to diversity and social justice, and advocating at various scales within systems as needed. We work with children, youth and families who have tremendous strengths and also often have very difficult life circumstances and may present with serious symptoms. Many are experiencing the complex challenges of poverty and many are involved in foster care. We see clients at our clinic office as well as in the community—in their homes, schools and neighborhoods. While our work is grounded in psychodynamic and systems perspectives, we are committed to developing innovative ways of conducting assessments, therapy and advocacy that are conscious of and relevant to the communities we serve. Trauma theory and research in the context of cultural diversity significantly influence our work.

Many Postdoctoral Residents are hired into staff positions at WestCoast at the completion of their residency.



RESIDENTS WORK WITHIN TWO OF THE AGENCY'S MAJOR CLINICAL PROGRAMS

Outpatient Therapy Program

The children, youth and families who participate in outpatient services come from a wide variety of ethnic, cultural, and socio-economic backgrounds. They also present with a variety of concerns. Because many clients are involved in the foster care system, working closely with social workers, foster parents, group home providers, and others in the children's system of care is paramount. Many clients are experiencing complex developmental trauma and this is often the focus of intervention. We provide psychotherapy, parent/caregiver guidance, and clinical case management services aimed at helping clients heal from the impacts of trauma, develop healthy relationships and handle the challenges in their daily lives.

Therapeutic Assessment & Systems Collaboration Program

Postdoctoral residents learn the theory, techniques and practice of Therapeutic Collaborative Assessment (TCA), which is a collaborative approach guided by the youth and caregivers' questions, using psychological testing as a brief, intensive intervention. Multi-system links are made between the youth and potential support people and services that are part of their lives.

The youth assessed receive feedback and answers to questions, as do the parents, caregivers, social workers, and therapists as appropriate. Experience and practice in the Therapeutic Collaborative Assessment model can also involve working within an assessment team.

Residents may have an opportunity to participate in an intensive assessment using the full TCA model in which the assessment team comprised of residents and staff clinicians works closely with the youth and family to address areas of concern or difficulty. The model utilizes intense supervision and observation through a live video feed. Training in this hands-on work combining psycho-diagnostic assessment with a brief intervention model is offered to all residents and is a distinguishing feature of the postdoctoral training year.

Residents gain advanced experience in the administration, scoring, and interpretation of tests as well as in writing and consultation. They develop increased autonomy and initiative in choosing test instruments, coordinating systemic aspects of assessment, and integrating test data into reports and other documents as they assume more professional authority and independence in practice.

COMMITMENT TO LEARNING AND DIVERSITY

The WestCoast staff is a learning community, where integrated personal and professional development are pursued in order to match our clients' desire for change in their lives.

Respect for individual and cultural diversity is reflected in the program's policies and practices relating to recruitment, retention, and the development of staff and interns, and in didactic and experiential training. The program has nondiscriminatory policies and operating conditions and avoids any actions that would restrict program access on grounds that are irrelevant to success in an internship or the profession.

WestCoast is an equal opportunity employer. We are committed to diminishing the influence of privilege and discrimination in our field and

our workplace relating to differences in age, race, ethnicity, creed, disability, gender, genetic information, marital or parental status, medical condition, national origin or ancestry, religion, registered domestic partner status, sex, sexual orientation, and veteran status.

Training Model

The Postdoctoral Training Program is designed in keeping with the scholar-practitioner model. Training components are organized to build on previous experiences and learning to maximize the transfer of theoretical understanding to practical application. Teaching occurs through a combination of supervised professional experience, didactics, case-based presentations, observational learning, and consultative guidance to increase clinical understanding.



TRAINING ACTIVITIES

Individual Supervision (2 hours/wk)

Licensed psychologists provide primary and delegated supervision. Access to supervision and specialized consultation in Spanish is available for Spanish-speaking residents.

Case Conference (2 hours/week)

Residents take part in a case conference with fellow residents and agency staff led by a licensed psychologist. Clinicians present their work for discussion and consultation. Case conferences in Spanish – both for assessment cases and psychotherapy cases – exist for residents and staff clinicians who are working with Spanish-speaking clients. These provide opportunities for clinicians to develop their clinical and language skills, consult with colleagues, and further develop their identities as bilingual and bicultural clinicians.

Professional Development Seminar (1.5 hours/1 x weekly)

This seminar addresses areas of professional development including licensing, career options, supervision, holding the responsibility of independent practice, balance of work, family and other interests, and loan repayment. Residents are provided support in early career planning as well as direct experience aligned with individual career interests, including teaching, supervision, consultation, or conference presentations.

Rorschach Seminar (1.5 hours/week)

This seminar focuses on the complexities of administering, scoring and interpreting the Rorschach. The seminar begins as a didactic, covering topics including administration, scoring, and interpretation. Later sessions are focused on clinical applications through discussion of client protocols. The Exner Comprehensive System and the Rorschach Performance Assessment System (R-PAS) are taught and used. Residents who have not yet received extensive training in the Rorschach participate in this seminar.

Professional Development (1.5 hours/week)

Residents are provided hours in their work week for professional development activities. This can include supervision experience of practicum 1 students, research projects, teaching, curriculum development, etc. All residents complete a professional development project as part of their residency year, aimed at furthering their experience and understanding in an area of professional interest for them. Residents work closely with the training director or staff advisor in completing their project and present their work to the training program at its completion.

Grand Rounds (4 times/year)

This training opportunity involves a formal clinical case presentation discussed by an invited expert or master clinician in the field.

Postdoctoral Resident Process Group (1.5 hours/month)

This group is facilitated by a mental health professional from the community and aids the residents in reflecting on their training experience and integrating various aspects of the experience into their understanding of themselves as developing psychologists.

Agency-Wide Trainings (4-6 hours/ month)

Examples of past trainings include:

- *Engaging Youth in Difficult Conversations about Safety and Current Events* with Natalie Thoreson, M.Ed.
- *A Brief History of the Creation of Racial Childhood in America* with Stacey Patton, Ph.D.
- *Reaching Youth on the Margins: A Case Study on the Homies Empowering Approach* with Cesar Cruz
- *Integrative Treatment of Complex Trauma for Adolescents* with John Briere, Ph.D.
- *Secondary Traumatic Stress* with Jim Henry Ph.D. and Amy Perricone
- *A New Look at the Implications of Slave Legacy for the Mental Health of Foster Care Youth and their Families* with Alma Carten, MSW, Ph.D.
- *Developing a Racially Informed Lens* with Ken Hardy, Ph.D.
- *A Gender Informative Model for Working with Children and Youth* with Diane Ehrensaft, Ph.D.

Additionally, consultation groups meet monthly to discuss privilege, race, and culture in the agency and to build community across programs.

Retreats (2 times/year)

Retreats are held at a site away from the agency. Residents meet together with interns who are also training at WestCoast Children's Clinic, as well as program directors and supervisors. The retreats are designed to foster connections, reflection, and restoration as important aspects of professional development.

Evaluation (2 times/year and ongoing)

At the beginning of the training year, in discussion with their supervisors, residents develop training goals and objectives. They complete a self-assessment using the WestCoast Resident Competency Assessment Form during orientation, and then receive verbal and written feedback on their progress in each of the domains of competency at least twice during the year. Formative evaluation is provided on an ongoing basis through supervision as well. Training Progress Meetings occur at mid-year and year-end, during which the resident together with his or her supervisors, and postdoctoral training director discuss learning and progress.

POSTDOCTORAL COMPETENCIES

RESIDENTS CONSOLIDATE, DEEPEN, AND REFINE THE SKILLS OF CLINICAL COMMUNITY PSYCHOLOGY OVER THE COURSE OF THE POSTDOCTORAL TRAINING YEAR.

Foundational Competencies

1. Awareness of individual, racial and cultural diversity in the context of human relationships, with increasing ability to attend to these in therapeutic practice
2. Psycho-dynamic and systems orientation to child and family mental health
3. Familiarity with legal and ethical standards, models and policies
4. Emphasis on collaboration with clients, other professionals, other disciplines, and other sectors
5. Use of current literature and research as clinically appropriate
6. Professional development in terms of reflective practice, self-assessment, self-care, professional conduct, and cultivating the capacity for social innovation

Functional Competencies

1. Intake evaluation, diagnostic clarification, case formulation, and treatment planning
2. Assessment and psychotherapy with a broad range of clients, with a particular emphasis on addressing complex trauma and working with children and families involved in foster care
3. Consultation and collaboration with other professionals and community members
4. Integrationist approaches to evidence-based practice including but not limited to the clinical translation and use of Attachment and Trauma theories and research.
5. Clear and professional written and verbal communication



RESIDENCY OVERVIEW

Residents contract for a 12-month, 40-hour per week position that begins September 4, 2018. The Postdoctoral Residency Program exceeds the 1500-hour post degree supervised professional experience requirement of the California Board of Psychology.

Resident Weekly Hours

ACTIVITY	HOURS
Training	(25%)
Clinical Seminar	1.5
Professional Development (Seminar & Activity)	3
Rorschach Seminar (as required)	1.5
Agency-wide Training / Program Meetings	4
Supervision	(10%)
Individual Supervision	2
Case Conference	2
Direct Clinical Services	(60%)
Clinical Services	22
Consultation/Advocacy	2
Administrative Tasks (5%)	2
TOTAL HOURS	40

STIPEND AND BENEFITS

The annual stipend for post-doctoral residents is \$47,500. Residents are included on the WestCoast Children’s Clinic medical insurance plan. Residents receive 12 days time-off (which includes sick time and vacation) in addition to 11 WestCoast Holidays. Professional development leave is offered as well, to be negotiated as opportunities arise. Other benefits include membership in the California Psychological Association, paid parking at the agency, use of a West-Coast cell phone or reimbursement for use of personal cell phone, and reimbursement for travel and other expenses while working in the field.

APPLICATION PROCESS

WestCoast Children's Clinic is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). We will accept all applications through the APPIC online application system for postdoctoral programs (APPA CAS) and will follow the 2018/2019 APPIC Postdoctoral Selection Guidelines.

Through the APPA CAS, applicants will be asked to submit:

- A cover letter describing interest in the position, previous experience relevant to the postdoctoral program, and professional goals that fit with the training opportunities of the program.
- A current Curriculum Vitae
- Official transcripts of all graduate work
- Three letters of recommendation
- A redacted psychological assessment report
- A list detailing your assessment experience, including the following: all assessment measures administered, number of times administered, and number of integrative reports written. Please clarify if the administration was part of course work or clinical practice. Regarding the Rorschach, please indicate which system you have experience with (RPAS, Exner).
- Brief Essay addressing the following: Tell us about your approach to case conceptualization and treatment, grounded in a case example. In your answer, please describe how you incorporate culture, race, and diversity into your thinking and practice.

Knowledge of the Rorschach and the Exner Comprehensive System or the RPAS is required by residency start date. Applicants who have not yet learned to administer & score the Rorschach using one of these systems must commit to completing an intensive course before the start of the postdoctoral residency.

Offers made by WestCoast Children's Clinic will be contingent upon successful completion of a physical examination, TB test and background check including fingerprinting.

Application Timeline

Application deadline	December 18, 2017
Interview notification date	January 23, 2018 (by end of day)
Interviews	February 7, 12, or 14, 2018 (tentative)
Match Day	February 26, 2018

Please see the Postdoctoral Selection Guidelines posted on the APPIC website for details regarding the application and match processes.

FOR MORE INFORMATION

If you have questions about the Postdoctoral Internship Training Program and/or the contents of this brochure, please contact:

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