



WESTCOAST CHILDREN'S CLINIC



2021-2022

DOCTORAL INTERNSHIP PROGRAM

in Clinical Psychology

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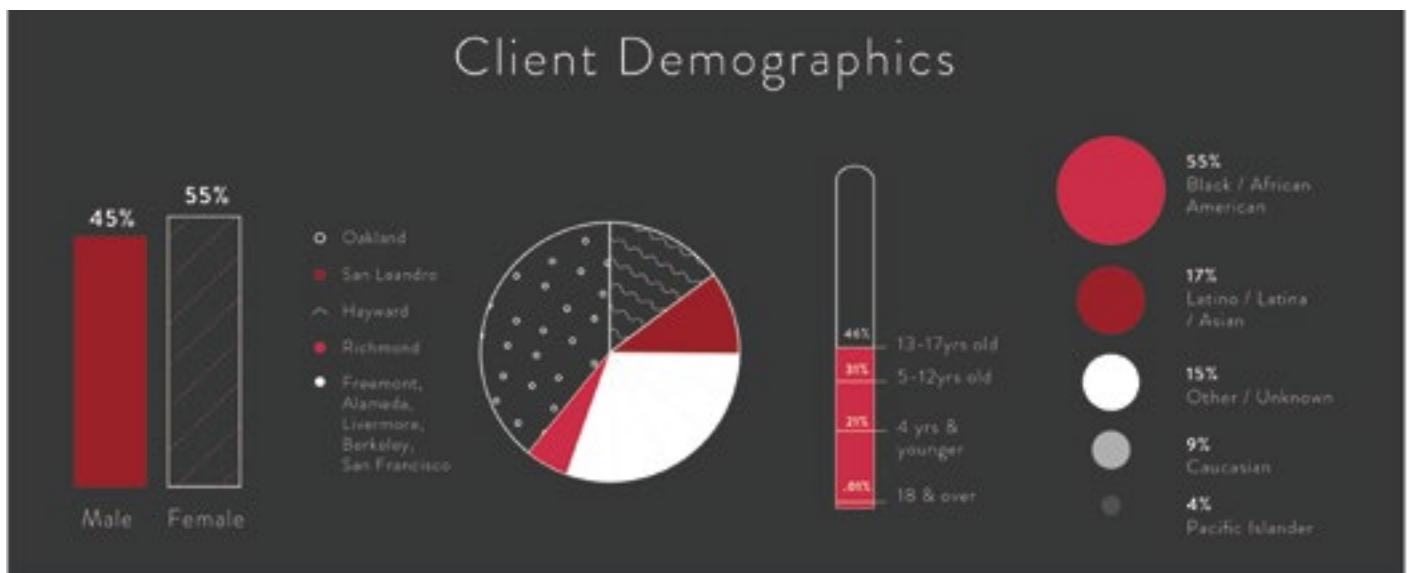
OUR MISSION

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.



TRAINING AT WEST COAST

DOCTORAL INTERNSHIP TRAINING PROGRAM IN CLINICAL PSYCHOLOGY

WestCoast Children's Clinic offers a one-year, full-time APA-accredited internship program for doctoral students in psychology. This brochure provides an overview of our program and the application process.

The Internship Training Program at WestCoast is committed to developing community psychologists: expanding one's consciousness with regard to diversity and social justice; working with foster youth and other vulnerable children and their families; providing care in the communities where clients live; and advocating for them when needed. We work with children, youth and families who often have very difficult life circumstances and may have very serious symptoms. We see clients at our clinic office as well as in the community—at their schools and homes—and work primarily from a psychodynamic and systems perspective. Trauma theory and research within the context of cultural, racial, and individual diversity underlies our work.

We see training as a developmental process and seek interns who are open to learning, challenge, and supervision. We look for interns who are comfortable working clinically with children, youth, parents, and other caregivers; have training and experience in psychological assessment; have worked within interconnected systems; have an interest in working within communities; have good writing skills; and are or have been in their own psychotherapy.



The Internship Program at WestCoast Children's Clinic's is accredited by the American Psychological Association (APA), and is a member of the Association of Psychology Post-doctoral and Internship Centers (APPIC). Our program offers internship-level placements to predoctoral students in psychology currently attending APA-Accredited programs.

Students accepted into the Intern Training Program (ITP) contract for a 12-month, 40-hour per week commitment. The Internship begins August 1, 2021. Eight full-time positions are available through the APPIC match.

INTEGRATING SERVICE & LEARNING

DIRECT SERVICES PROVIDED INCLUDE LONG-TERM INDIVIDUAL CHILD, ADOLESCENT AND FAMILY PSYCHOTHERAPY, PARENT AND OTHER CAREGIVER GUIDANCE, CONSULTATION, PSYCHODIAGNOSTIC AND THERAPEUTIC-COLLABORATIVE/SYSTEMIC ASSESSMENT.

Internship Training Program in Clinical Psychology

The Internship Training Program integrates training and direct service. Interns are embedded within both the Outpatient Therapy Program and the Therapeutic Assessment and Systems Collaboration Program, providing a range of psychological services including: child and adolescent therapy; family therapy; parent and other caregiver guidance; psychodiagnostic and therapeutic-collaborative assessment. Interns provide psychological services within the community—at schools, in homes, and in other neighborhood spaces—enhancing the partnerships between WestCoast and clients' community support systems. They also consult within community agencies and collaborate with other professionals.

Outpatient Therapy Program

In the Outpatient Therapy Program interns work alongside staff clinicians which include psychologists, social workers, and marriage and family therapists, providing therapy at our clinic site and in the community. Our clients are children and youth who come from a variety of ethnic, cultural, and socioeconomic backgrounds,

including immigrants and clients from marginalized groups.

As many of our 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. The single most common feature of our clients is exposure to trauma – often, complex developmental trauma. We provide long-term psychotherapy, parent 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

Psychological assessments at WestCoast are viewed as both a diagnostic evaluation and a collaborative, therapeutic intervention. In our selection of test instruments and interpretation of data, we are sensitive to the impact of racial, ethnic, and cultural identity, environmental factors, and other aspects of the child's experience on performance and behavior. The diagnostic questions raised often necessitate examining the underlying causes of behavior problems. Our batteries have a strong collaborative component; we involve other service providers and families, including the child or youth, in generating questions they want answered, and we make multi-system referrals to support people and services. Interns develop skills in writing reports in accessible language for parents, social workers and other treatment providers, and providing letters and stories as feedback to the children and youth assessed. Interns are introduced to the principles of Therapeutic

Collaborative Assessment, a process developed by Dr. Stephen Finn. Assessments at WestCoast require considerable clinical acumen and testing skill, and our training curriculum supports the development of these competencies.

Training Model

The Internship Program subscribes to a practitioner-scholar 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.

The training year begins with an intensive orientation period, designed to help the interns acclimate and integrate into the agency, and



acquaint them with the agency's philosophy, policies, and procedures.

The Internship Training Program Director and training faculty review expectations, feedback, evaluations, grievance procedures, due process, and other relevant areas.

During the orientation period interns begin to build their caseloads with direction and guidance from clinical supervisors. Interns' level of knowledge and experience in testing, scoring, interpretation, and writing is assessed through review of their sample test reports and the completion of a written assignment (a report based on a clinical vignette and testing data) and an initial self-evaluation. The information gathered aids in understanding each intern's skills, as well as establishing a group baseline used to calibrate the teaching level for the seminars.

Individual And Cultural Diversity

WestCoast Children's Clinic 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 cultural and individual diversity is reflected in the program's policies for the recruitment, retention, and 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.

The Internship begins
AUG 1, 2021

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Full-time positions
are available through
the APPIC match

Students accepted into the Intern Training Program (ITP) contract for a 12-month, 40-hour per week commitment.

TRAINING ACTIVITIES

The internship is organized to address the development of skill areas: psychotherapy with children, adolescents, and families; psychological assessment; and intake interviewing. Additionally, interns participate with the agency's clinical staff in agency-wide trainings that include Grand Rounds presentations as well as didactic and experiential exercises. Efforts are made to include content experts and community professionals as consultants and instructors for specific topics. Awareness of diversity and culture is promoted throughout the training.

Supervision

Licensed psychologists and mental health professionals provide all clinical supervision. Specialized consultation is also made available. Each intern receives three hours of individual supervision (1.5 in outpatient therapy and 1.5 in assessment) and two hours of group supervision (Case Conference) each week. Video and or audio taping of sessions, process notes, and case reports are some methods used in supervision.

Case Conference (2 hours/week) Initial meetings set the format and structure of the case conference. The case conference leader is more active in guiding the discussion in the first few months of the year, highlighting important theoretical underpinnings and multicultural awareness, facilitating case conceptualization, and drawing out each intern's perspective. Later in the year, the case conference leader

focuses on facilitating the group, encouraging interns to engage with each other through peer consultation and take greater responsibility for discussion. Discussions of assigned readings on various topic areas including diversity, working in the community, working with children in care, and theory are included.

Clinical Seminar (1.5 hours per week)

focuses on the theoretical and practical aspects of working with children, youth, and families. Each meeting has both didactic and discussion components. Interns present current clinical material, which is used to illustrate and enhance understanding of the concepts presented and discussed. As seminars progress and are at more advanced levels, interns must demonstrate the integration of theoretical understanding into practice. Invited guest trainers include community providers and content experts. Readings accompany the seminar.



Therapeutic Assessment Seminar

(1.5 hours per week) focuses on developing competence in the administration, scoring, and interpretation of various assessment measures, and on the integration of data into a meaningful, accessible report using the principles of the Therapeutic Collaborative Assessment model.. The seminar includes didactic training in child assessment instruments and a focus on such topics as learning disorders and neuropsychology. An emphasis is placed on deepening understanding of test findings and the child's experience, writing readable reports, and providing feedback within the client's multiple systems. Presentations of active cases are a way for interns to engage in the material and integrate their learning.. Interns also attend monthly assessment trainings with experts from the field.

Performance Assessment Seminar

(1.5 per week) focuses on the complexities of administering, scoring, and interpreting the Rorschach and other performance based assessment measures. The seminar begins as a didactic, covering topics including administration, scoring, and interpretation. Later sessions are focused on clinical applications through discussion of the intern's client protocols. The Rorschach Performance Assessment System (R-PAS) is taught and used.

Assessment Administration

Seminar/Lab (1.5 hours per week) is led by postdoctoral residents to provide ongoing support in test administration, scoring, interpretation, and report writing.

Professional Development

Seminar (1.5 hours/1x per month) is an opportunity for interns to explore dimensions of professional development and to think together about what facilitates the integration of various facets of becoming a psychologist. During the year, interns can present their dissertation work or lead discussions on aspects of professional development that are of greatest interest to them. This seminar also addresses models of supervision, postdoctoral opportunities, and the licensing process.

Radical Healing Series

(1.5 - 2 hours per month) is a monthly community building space where we invite healers from the local community (and perhaps beyond) to join us to talk about their healing practices. The aim is to create a space where we can work toward decolonizing therapy, promote community healing, and expand our thinking around healing practices .

Milieu Intervention Interns will receive training and experience providing care through our STAT Program. STAT is a mental health screening and assessment program, located at the Alameda County Assessment Center. When a child is taken into protective custody by Alameda County Child Protective Services or the police, they are brought to the Assessment Center. At this location trainees will have the opportunity to learn about the care that is required for children directly following a traumatic event and entering into the foster care system.

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

Examples of trainings from previous years include:

- *Engaging Youth in Difficult Conversations about Safety and Current Events* with Natalie Thoreson, M.Ed.A
- *A Brief History of the Creation of Racial Childhood in America* with Stacey Patton, Ph.D.
- *Integrative Treatment of Complex Trauma for Adolescents* with John Briere, Ph.D.
- *Secondary Traumatic Stress* with Jim Henry, Ph.D. and Ami 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, PhD
- *Developing a Racially Informed Lens* with Ken Hardy, Ph.D.
- *A Gender Affirmative Model for Working with Children and Youth* with Diane Ehrensaft, Ph.D.

Small group discussions provide opportunities to apply and integrate the information presented during the trainings. Additionally, consultation groups meet monthly to discuss privilege, race, and culture in the agency and to build community across programs.

Intern Process Group (1.5 hours/month) is facilitated by a mental health professional from the community and aids the interns in reflecting on their training experience, and integrating these aspects of experience into their understanding of themselves as developing professional psychologists.

Retreats (day long) are held twice a year at a site away from the agency and are facilitated by the training faculty. The retreats serve as a time to focus on group development as well as to reflect on the individual experience at the internship. Providing support and developing self-care practices are core components of the retreats.

Training Progress Meetings

At the beginning of the training year, interns develop their goals and objectives for the training year in conversation with their supervisors. Interns receive written feedback about their progress and performance at least twice during the year. In addition, Training Progress Meetings (TPMs) are held twice during the year. The intern's Supervisors, Case Conference Leader, Intern Training Program Director and the intern participate in these meetings to discuss the intern's learning progress and to identify the intern's strengths as well as areas of needed growth.

Training Program Shifts Related to COVID-19: At the time of publishing this brochure, we are primarily utilizing a Telehealth model of care and interns are performing their duties offsite, as we are still under Shelter in Place orders in California. However, as essential workers, interns can elect to provide in-person services if it is clinically indicated. If and when interns elect to provide in-person services, we follow stringent safety protocols to ensure the safety of our interns and the community we serve.

AIMS OF THE INTERNSHIP TRAINING

AIM 1 Provide a doctoral internship of exceptional quality that combines intensive and diverse professional experiences, supervision and mentoring from a skilled faculty, interactive seminars and agency wide trainings within a context of individual and cultural diversity.

AIM 2

Foster the development of an entry-level skills in the Profession Wide Competencies (PWC), which are as follows:

- I:** Research
- II:** Ethical and Legal Standards
- III:** Individual and Cultural Diversity
- IV:** Professional Values and Attitudes
- V:** Communication and Interpersonal Skills
- VI:** Assessment
- VII:** Intervention
- VIII:** Supervision
- IX:** Consultation and Interprofessional/Interdisciplinary skills

AIM 3

Foster the development of entry-level skills in Program Specific Competencies, which are as follows:

- I:** Psychological and Therapeutic Collaborative Assessment (TCA) with Children & Families
- II:** Understanding and Application of Trauma, Attachment, and Developmental Theories
- III:** Community Based Therapy and Assessment with Children & Families
- IV:** Foster Youth Systems
- V:** Quality of Administrative Work and Documentation
- VI:** Culturally Responsive Therapy and Assessment

AIM 4

Promote the career development of doctoral interns, facilitating an informed choice of their next step professionally

- I:** Increase interns' awareness of career options and post-internship opportunities
- II:** Support interns in searching for post-internship positions

SAMPLE WEEKLY INTERN SCHEDULE

MONDAYS

Direct service and supervision

TUESDAYS

9-10:50 Case Conference

10:50-12:30 Performance Assessment Seminar

12:30-5 Direct service

WEDNESDAYS

9-5:00 Direct Service and supervision

THURSDAYS

9-10:50 Clinical Seminar

11:30-12:30 Therapeutic Assessment Seminar

12:30-5:00 Direct Service

ALTERNATING FRIDAYS

1st Friday: Professional Development Seminar 10-11:30

3rd Friday: Process Group 9-10:30; Monthly Assessment Program Training 12:30-2:30

4th Friday: Assessment Lab 10-11:30; Radical Healing Series 12:30-2:00

Interns are required to spend a minimum of 15 hours per week providing direct service.

INTERN SELECTION

Applicants to WestCoast's internship program are selected based on criteria that includes academic preparation, clinical experience working with diverse populations, assessment writing skills and strong letters of recommendation. We are looking for individuals who value social justice and are willing to engage in conversations about race, power, privilege, and diversity in all forms. Strong candidates possess a perspective that is consistent with our agency mission, population and culture. Individuals who are of historically underrepresented racial and ethnic backgrounds, in addition to those who represent a variety of gender identities, sexual orientations, and diverse life experiences are strongly encouraged to apply.

Academic Preparation

- Currently attending an APA-Accredited graduate program.
- In good academic standing and deemed ready by the applicant's school to apply for internship as evidenced in the APPIC online application.
- Coursework in child and adolescent development, child psychopathology, family functioning, and psychological assessment including training on the Rorschach (Exner System or R-PAS).
- Child psychological assessment coursework preferred.
- Knowledge of trauma and attachment research and theory.

Diversity & Multicultural Interest & Experience

- Interest in and experience with diverse and multicultural populations.
- Self-reflective awareness of one's own culture.
- Academic classwork in multicultural awareness and/or diversity training is preferred.

Clinical Experience

- Completion of a minimum of 440 approved practicum hours as part of the doctoral program.
- Prior clinical experience with children, adolescents, families, parents and other caregivers.
- Experience or interest in learning about the foster care system.

- Experience conducting psychological assessment (some child assessment experience is preferred).
- Knowledge of Rorschach administration and scoring (preferably R-PAS) is required by the internship start date.

Writing Skills

- Strong writing skills
- Professional, organized writing

Match With Agency

- Ability to handle a demanding caseload, and to engage with demanding case material.
- Openness to supervision (including the impact of emotional reactions in the work).
- Openness to working in the community (i.e., in homes, schools, and neighborhoods).
- Willingness to embrace the learner role through training and supervision.
- Ability to manage time effectively.
- Desire to work within a practitioner-scholar model and developmental philosophy.
- Has had or currently is in own psychotherapy preferred.

INTERN SELECTION, Continued

Other

- Spanish language fluency a plus.
- Flexibility to work in various environments.
- Ability to collaborate and work with a multidisciplinary team.

Internship Stipend & Benefits

- Annual stipend: \$34,320, including medical benefits
- Membership in the California Psychological Association
- Time Off: 12 days paid time-off (includes sick & vacation); 3 Self Care Days; 11 WestCoast Holidays
- Professional Development Time
- Paid parking at the clinic
- Use of WestCoast issued phone
- Use of WestCoast issued personal device (e.g., chromebook or Macbook)
- Reimbursement of expenses for community-based work

APPLICATION PROCESS

TO APPLY

Applicants must register for the Match using the online registration system on the Match website at www.namatch.com/psychint (No paper applications will be accepted)

For the online application process, please submit:

- A cover letter describing your interest in the position and why you think it is a good match for you
- The APPI
- Your curriculum vitae including your email address (we will communicate with you primarily by email to schedule interviews)
- A redacted psychological assessment report
- Three letters of recommendation

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. Applicants must obtain an Applicant Agreement & register for the Match.

APPIC APPLICATION TIMELINE

Application deadline	November 1, 2020
Interview notification date	December 15, 2020
Interviews	January 11, 15, or 18, 2021
Match Notification	February 19, 2021

FOR MORE INFORMATION

If you have any questions regarding accreditation, please contact:

Office of Program Consultation & Accreditation

750 First Street, NE
Washington, DC 2002-4242
Phone: (202) 336-5979
TDD/TYY: (202) 336-6123
Fax: (202) 336-5978

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

Brooke Guerrero, Psy.D.

WestCoast Children's Clinic
Intern/Resident Training Program Director
3301 E. 12th Street, Suite 259,
Oakland, CA 94601
Phone: 510.269.9054
Email: bguerrero@westcoastcc.org



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