



**CASA PACIFICA**

**CENTERS FOR CHILDREN & FAMILIES**

*Providing Hope & Help*

**Centers for Children & Families**

**The Clinical  
Child and Adolescent  
Postdoctoral Fellowship**

**2012-2014**

1722 S. Lewis Road  
Camarillo, CA 93012  
(805) 484-7168  
(805) 484-7157 (fax)

## POSTDOCTORAL FELLOWSHIP INTRODUCTION

Casa Pacifica's Postdoctoral program offers advanced general training in Child and Adolescent Clinical Psychology with an emphasis on Community Mental Health. Our training program is an organized experience which, in contrast to the on-job training, is designed to provide the Fellow with a planned, programmed sequence of supervised training experiences. Our program also provides advanced clinical training in cognitive-behavioral interventions, crisis management, brief and long-term psychotherapy, evidenced based treatment, group therapy, and consultation.

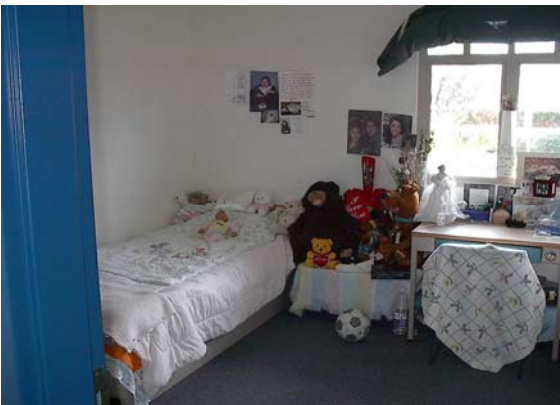
All Fellowship slots are full-time, fully funded, and require a training commitment of two years. Postdoctoral Fellowship positions include the Residential Treatment Center (RTC) program, the Non Public School (NPS) program, the Crisis Care Center (CCC) program, and the Parent Child Interactive Therapy (PCIT) program. Fellows will be assigned to any one of these tracks and may have a minor rotation on a second track. The training consists of five components: Direct Services, Competency in Specialty Area, Program Development and Research, Didactic Training, and Supervision Experience.

Prior to beginning the postdoctoral experience at Casa Pacifica, Fellows are expected to have attained a high level of accomplishment in generalist training and some focused training in a relevant track. While at Casa Pacifica, Fellows will work towards completing their 3,000 hours of training (pre and postdoctoral training hours included), become eligible to take the psychology board examinations, and finally become licensed psychologists. The goal of our program is to have Fellows demonstrate an advanced level of professional psychological competencies, skills, abilities, proficiencies, and knowledge in the profession of psychology, particularly working with children and adolescents.

## OUR BACKGROUND

Casa Pacifica, located on a 23-acre campus in Camarillo, California, was established in 1988 and opened its doors in 1994 to meet Ventura County's need for: (a) *shelter care* for abused, neglected and abandoned children and adolescents removed from their homes by Child Protective Services (CPS) under the provisions of the Welfare and Institutions code, Section 300; (b) *residential treatment* for seriously emotionally disturbed children for whom appropriate placements in Ventura County did not exist; and (c) a *nonpublic school* providing education to children in the community with severe emotional problems as well as those in residential treatment at Casa Pacifica. In addition to these core services, Casa Pacifica offers clinical assessments, educational programs, family support, medical services, psychiatric treatment, parent child interactive therapy (PCIT) and a variety of community-based interventions to children and their families.

Unique to Casa Pacifica is the partnership between the private, non-profit entity and the County of Ventura as represented by our Partner County agencies: *Human Services Agency, Ventura County Behavioral Health, Juvenile Justice and our local school districts*. This partnership implements a "system of care" philosophy dedicated to the proposition that children with multiple problems require multi-agency solutions. Consequently, the partnership seeks to integrate Casa Pacifica into the community's system of care including all of the existing local public and private service providers for children and families. Casa Pacifica does not operate in isolation, but with partners in the community as part of a network and continuum of services available to high risk children and families.



from their homes or from an out-of-home placement.

Our shelter care program serves up to 45 children ages 0 to 18 who (a) are brought to the shelter in an emergency situation by child protective services or (b) are already in the foster care system and require temporary care because their current placement is not appropriate for their needs. The shelter care program works in tandem with various county departments to provide assessment and treatment planning for children removed

The Residential Treatment Center (RTC) provides an intensive, highly structured 24-hour out-of-home program for 28 youths, 11-17 years of age, and operates around clock. Certified as an RCL-14 facility, the RTC serves only those children who are assessed as being seriously emotionally disturbed and require this intensive level of services. A resident's typical length of stay ranges from six to 18 months.



A Nonpublic School, certified by the State Department of Education and accredited by the Western Association of Schools and Colleges (WASC), is designed to provide educational services to seriously emotionally disturbed children who cannot educationally benefit from public school programs and require a more intensive level of educational services. The Casa Pacifica School serves children from the RTC as well as day students from surrounding communities.

## PROGRAM PHILOSOPHY

### MISSION STATEMENT

*Casa Pacifica provides hope and help for abused, neglected or at-risk children and their families.*



To meet Casa Pacifica's mission, the Clinical Services Department contributes the vehicle for integrating the various services provided by Casa Pacifica with the support systems of public agencies and families via individualized, comprehensive treatment planning and therapy.

## THEORETICAL ORIENTATION

Casa Pacifica's approach to treatment is cognitive behavioral in theory. As such, all clinicians are well versed in cognitive behavioral theory and treatment interventions as well as other orientations they have personally integrated into their practice. With any given case, we may conceptualize or integrate into treatment plans aspects of other theories (e.g., psychodynamic, humanistic, family systems therapy, etc.). We are committed to assessing the needs of every child on an individual basis and then establishing a treatment plan with specific goals. These goals will change as the child grows and achieves. As part of the assessment process, we have an appreciation for the child's developmental stage (both psychologically and chronologically), cultural differences, and the complex history most of our youth bring with them. In addition, we believe it is often essential to act as a child's advocate in terms of working with parents, teachers, social workers, probation officers, attorneys, etc.

## TRAINING MODEL AND UNDERLYING VALUES

Casa Pacifica's Postdoctoral Fellowship Program is based on both the Scientist-Practitioner and Local Clinical Scientist training models. The clinical staff and Fellows show knowledge of case formulation of scientific methods and empirically validated clinical interventions, have high regard for human diversity and social influences that impact clients' perceptions and experiences, and base their work on both individual and community needs and goals.

Our staff and agency value our training program and make training activities a high priority. Our intrinsic goal is the development of ethical, competent child and adolescent psychologists trained in the Local Clinical Scientist model (a variant of the Scientist-Practitioner model), who respect human diversity and contribute to their communities and the field of psychology. Our educational focus is preparation in the applied practice of clinical psychology based on the body of scientific knowledge and scientific principles of our profession. Our primary mode of training is "learning by doing." Consequently, we provide an array of training seminars, training supervisors, and training experiences with a practical, experiential approach. To the extent possible, we use the naturally occurring events within our program as opportunities for training. We are also committed to assisting Fellows in identifying, testing and refining "best practices" in psychology with respect to empirically supported approaches. Weighing the interpersonal, familial, cultural, regional, economic and social influences that impact a person's life helps us promote a "localized perspective." This process facilitates a match between "best practices" and

the specific needs of the individual. Through this process, our Fellowship Program transitions the Fellow from trainee to professional.

**O**ur training program is committed to the following five underlying values:

1. WE ARE COMMITTED TO TRAINING IN A SCIENTIST-PRACTITIONER MODEL, AND PARTICULARLY THE “LOCAL CLINICAL SCIENTIST” MODEL.
2. WE ARE COMMITTED TO A BROAD RANGE OF SKILL DEVELOPMENT WHILE WORKING ON A MULTI-DISCIPLINARY TEAM, ENCOMPASSING ASSESSMENT, THERAPY, INTERVENTIONS AND PROGRAM DEVELOPMENT.
3. WE ARE COMMITTED TO TRAINING IN UNDERSTANDING AND RESPECTING HUMAN DIVERSITY AND TO PROVIDING EFFECTIVE SERVICES TO DIVERSE CLIENTELE.
4. WE ARE COMMITTED TO FACILITATING THE DEVELOPMENT OF PROFESSIONAL IDENTITY AND PROFESSIONALISM.
5. WE ARE COMMITTED TO FLEXIBILITY IN DEVELOPING EACH FELLOW'S TRAINING PROGRAM.

**O**ur fellowship combines required training experiences in broadly applicable areas with elective training options designed to meet the Fellow's needs, interests and backgrounds. Fellows, with their supervisors and the Training Director, develop individualized goals and activities that will meet their specific career goals. New goals are set each semester.

Values are implemented via the following specific goals and objectives:



## **GOALS**

**T**he goal of our Postdoctoral program is to have Fellows demonstrate an advanced level of professional psychological competencies, skills, abilities, proficiencies, and knowledge in the following content areas of child and adolescent psychology:

- A.) Theories and effective methods of psychological assessment
- B.) Consultation, program development, evaluation, supervision, and teaching
- C.) Strategies of scholarly inquiry as defined by their project work
- D.) Organization, management, and administration issues pertinent to psychological services delivery and practice, training, and research
- E.) Professional conduct, ethics and law and other standards for providers of psychological services
- F.) Issues of cultural and individual diversity which are relevant to all of the above and Professional Development.

## **TRAINING OBJECTIVES**

In support of our program's goals, our program objectives are that the Fellow will operate at an advanced level of independence in order to become a licensed professional psychologist. By the end of the training period, the Fellow will:

1. Possess skills to work in a multidisciplinary setting. This includes having professional attitudes toward the practice of psychology and related professions, which is necessary for effective personal interactions in professional relationships.
2. Be competent in working as a psychologist with children and adolescents who are severely emotionally disturbed, abused and/or neglected.
3. Be competent in case conceptualization and formulating and implementing evidenced based psychological intervention strategies for this population.
4. Be competent in the broad range of skills utilized during the Fellowship experience.
5. Gain experience in providing supervision and receive training and supervision on becoming a supervisor.
6. Develop a professional identity and self confidence consistent with their training in psychology.

7. Be competent in the assessment of children and adolescents who are severely emotionally disturbed, abused and/or neglected.

## TRAINING

The Casa Pacifica Postdoctoral program offers sequential and graded advanced clinical training in cognitive-behavioral interventions, crisis management, brief and long-term psychotherapy, group therapy, and consultation. The training consists of four components: Direct Services, Competency in Specialty Area, Research, and Didactic Training.

1. **Direct Services:** Fellows conduct psychological assessment, evaluation, consultation, and provide individual and family psychotherapy and psycho-educational group therapy to children and adolescent clients.
2. **Competency in Specialty Area:** Each Fellow will have the opportunity to develop advanced skill in working with children and adolescents with severe emotional problems.
3. **Projects/Program Development:** The training program places a high priority on research and program development. Each fellow will be expected to develop, implement and evaluate a program intervention that compliments existing services. A completion of a defined research product can include any of the following projects: A paper submitted for publication, a paper submitted for professional presentation, participation in program development, program evaluation and program outcome data, and grant proposal ready for submission.
4. **Supervision Experience:** During the first year, fellows will participate in didactic seminars on theory and practice of supervision. Fellows will have the opportunity to supervise a pre-doctoral intern during the second year. Individual supervision will provide feedback to Fellows on their supervisory skills. Supervisees will formally evaluate Fellows on their supervision experience.
5. **Seminar Experiences:**

Assessment Seminar: The assessment seminar consists of a year long quarterly assessment seminar. The seminar involves the integrative psychological assessment of children and adolescents with a wide range of presenting problems. Fellows receive didactic training regarding specific personality, behavioral, cognitive, neuropsychological, developmental and achievement measures. Seminar topics include: Designing Advanced Test Batteries To Match Referral Questions; Current Trends In Assessment Research; Advanced Interpretation Of Test Data; Integrating Assessment Data With Treatment Plans. Fellows will also have case conferencing regarding ongoing assessment issues.

Professional Development: This monthly seminar will be taught by the clinical supervisors and guest speakers and consists of a variety of topics which include: developmental issues



for Fellows, advanced law and ethics, pathways and skills for career development, national networking, and preparation for licensure, preparation for employment as a licensed psychologist, looking ahead at the future of psychology, developing a private practice, and research and grant writing. Fellows will develop a sense of professional identity and self-confidence consistent with an advanced level of training leading to independent practice as a professional psychologist.

Supervision on Supervision: This monthly didactic seminar consists of a variety of topics which include: becoming a new supervisor, legal and ethical issues in supervision, accommodating different learning styles, supervisee's emotional experiences, working with difficult supervisees, supervision of team interactions and issues, and supervision of staff-trainees from other disciplines. Fellows will supervise at least two cases during the year, regularly attend supervision on their supervision, and will receive direct feedback and ratings from interns they supervise.

## 6. Assessment:

Each Fellow will have the opportunity to develop advanced skill in assessment of children and adolescents with severe emotional problems. Fellows will complete two psychological assessments in their first year. They will demonstrate competency in the selection of testing instruments to answer specific referral questions, as well as the administration, scoring and interpretation of tests and test data, report writing, and verbal feedback of test results.

## EVALUATION:

At the onset of the training period, a Fellow will collaboratively identify with the program training committee the specific experiences that will help round out the preparation for advance practice competence in Child and Adolescent Psychology. At six month intervals during the postdoctoral training year, a Fellow will be evaluated on their skills. Over the course of the training year, it is expected that the Fellow will gain a broader range of experiences and will be able to demonstrate greater skill in most areas over time. Also, it is expected that when Fellows are exposed to a competency area for the first time, they will be directed to appropriate reading and preparation or, whenever possible, will have the opportunity to observe Psychology staff performance in this area participate in live supervision and record their interventions to review with supervisor. Early experiences within a competency area will be monitored closely by supervisory staff, with expectations for greater independence over time.

## DUE PROCESS:

During orientation, Fellows will be provided with the Casa Pacifica's "Due Process in Action Document." This handout delineates the management and handling of problematic behavior, remediation and sanction alternatives, and the process of remediation, procedures for responding to inadequate performance by a Fellow, and general guidelines of due process, grievance, procedure, and review panel.

## SUPERVISION

Minimum supervision includes:

- Individual Supervision with Primary Supervisor, *1 hour per week*
- Individual Supervision with Delegated Supervisor, *1 hour per week*
- Group Supervision, *2 hours per week*
- Assessment Supervision, *1 hour per week or as needed*
- Project Supervision, *1 hour per week or as needed*

## ASSESSMENT OPPORTUNITIES

One component of postdoctoral training involves integrative psychological assessment of children ages 5-17 with a wide range of presenting problems. Fellows develop their assessment skills through a year long assessment seminar and by completing two psychological assessments in their first year of the program. Opportunities include psycho-educational assessment for triennial IEPs, cognitive and personality assessment, neurological assessment and developmental assessment. Opportunities for additional assessment experience beyond the two required batteries will be offered throughout the Fellowship program.

# PROGRAM ORGANIZATION

## TRACKS

A Fellow will be assigned to take part in either one of these tracks depending on the positions open in each track.

- 1. Residential Treatment Center (RTC):** This track includes a major rotation in either of two residential cottages (RTC rotation) as well as a minor rotation working with children and/or adolescents in one of our two shelter cottages (Crisis Care/Shelter Rotation). Residential clients will be kept throughout the year (unless they are discharged) which will provide the Fellow with long-term treatment experience with an inpatient population. The shelter clients typically have shorter periods of stay (typically 30-90 days), which will provide the Fellow with exposure to short-term treatment experiences.
- 2. Day School Treatment Program (DTP):** This track includes a major rotation working with children and/or adolescents who attend the non-public school at Casa Pacifica and then return to their families or care providers in the evening. Day school clients will be kept throughout the year (unless they are transitioned elsewhere), which will provide the Fellow with long-term treatment experiences. Fellows in this track may also have a minor rotation working with children and/or adolescents in Casa Pacifica's Crisis Shelter Care. The shelter clients typically have shorter periods of stay (typically 30 to 90 days), which will provide the Fellow with exposure to short-term treatment experiences.
- 3. Crisis Care Shelter Program (CCSP):** This track includes a major rotation that offers brief/short-term therapy experiences (typically 30-90 days) with adolescents and/or children who have entered the Crisis Care Shelter at Casa Pacifica. Clinical services include assessment, evaluation, plan development, individual, group and family therapy, collateral services, and psychiatric services including medication assessment and monitoring. Interns in this track will also have a minor rotation working with children and/or adolescents in Casa Pacifica's Day School or RTC.
- 4. Parent-Child Interaction Therapy (PCIT) Program:** This is a half time track. The intern who selects this track will work with parents and their children (ages 2-8) on behavioral skills designed to improve the parent-child relationship. Interns in this track will also be placed half time in the non-public school or crisis care center shelter program depending on agency needs.

## RESEARCH

Casa Pacifica places highest priority on its role as a provider of vitally needed services to the community, but program evaluation, outcome projects, and research efforts are highly encouraged. Fellows can find great opportunity to conduct scientific inquiries during their training period.

## SPECIAL INTERESTS/TRAINING OPPORTUNITIES

## SPEAKERS/TRAINING OPPORTUNITIES

Casa Pacifica is committed to the ongoing training of Fellows and staff. Leading researchers and professionals within the field of psychology are invited to speak and/or train on their areas of expertise. Recent speakers have included Donald Meichenbaum, Ph.D. (Post-Traumatic Stress Disorder and Cognitive Behavioral Therapy), Ross Green, R.D. (Collaborative Problem Solving), and Steve Frankel, J.D., Ph.D. (Law & Ethics).

## STIPEND, VACATION, FACILITIES

First year Fellows will receive \$36,000 including benefits, 13 days of vacation, time off on national holidays, and one day for license preparation. Second year Fellows will receive \$40,000 including benefits and one day off for professional development. It is expected that Fellows take the licensure and become a licensed psychologist within their second year.

Casa Pacifica provides an office for Fellows to use and each Fellow will have his/her own desk, computer and phone. Rooms with one way mirrors, video cameras and video equipment are available for Fellows to use to facilitate the supervision process.

## YOUR FUTURE

Casa Pacifica is dedicated to meeting the training and professional development needs of our Fellows. In terms of professional development, we offer seminars aimed at assisting Fellows with the process of preparing and marketing themselves for future professional employment. Trained in the “Local Clinical Scientist” model, it is our hope that Fellows will



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leave our program with a strong professional identity and be confident and competent to work with children and adolescents who have severe emotional problems.

## LIVING IN CAMARILLO & VENTURA COUNTY

Located in Ventura County, Camarillo is the fifth largest city with about 73,000 residents, rolling hills, strawberry fields galore, a thriving business community, and affordable housing.



Camarillo is in a wonderful setting on the Pacific coastal plain, and is only 5 miles from the Pacific Ocean. Residents enjoy a mild year round climate and outdoor activities all year. Camarillo's location halfway

between Santa Barbara and Los Angeles puts visitors and residents close to a multitude of wonderful places, attractions and activities.



Within Ventura County are cities such as Oxnard and Ventura along the California coastline which offer non-crowded beaches, popular surf spots, harbor cruises, a 13-mile bikeway, festive shops, restaurants, family entertainment, and the Channel Islands National Park Visitors Center. Additionally, the city of Ventura has a vibrant art district, an array of galleries, artisans and stage performances,

an archaeological museum, city walking tours, and the Annual 'Music Under the Stars' concert.

For those who like warm weather, recreation, cultural diversity, and a growing, changing community, our area has great appeal.



## CLINICAL FACULTY

Heidi Castro-Kelly, LMFT, *PCIT Supervisor*, Antioch University Santa Barbara (2009)

Lisa Jo Cohen, Ph.D., *Intake Clinician/Supervisor*, California School of Professional Psychology at Berkeley/Alameda, California (1998).

Katherine Kemp, L.C.S.W., *Parent Child Interactive Therapy Program Supervisor*, State University of New York, School of Social Work (1982).

Robert Kretz, Psy.D., *Assessment Supervisor*, Pepperdine University (1999).

Elizabeth Latu, Psy.D., *Shelter Clinician/Supervisor*, Fuller Theological Seminary (2003).

Michael Marquez, Ph.D., *Day School Clinician/Supervisor*, Washington State University (2005).

Myra Saltoun, Ph.D., *Director of Clinical Services and Campus Programs*. University of Southern California (1984).

Sean Schoneman, Ph.D., *Clinical Director of Training (DCT)*, Texas Tech University (2002).

Leslie Singer, Ph.D., *Associate Director of Clinical Operations*, Rutgers University (1983).

Lauren Worden, Ph.D., *Program Manager/Intern Group Supervisor*, University of Oregon (1994).

# THE FELLOWSHIP APPLICATION PROCESS

To be eligible for the postdoctoral Fellowship, applicants must have completed a doctoral program in clinical or counseling psychology and preference is given to applicants from programs with APA accreditation. Admission requirements include completion of all professional doctoral degree requirements from a regionally accredited institution of higher education or an APA/CPA accredited program and Predoctoral internship meeting APPIC standards. Applicants must provide a letter from the director of their graduate program stipulating that they have completed all requirements for the doctorate and will graduate by the starting date of the Fellowship. The Fellowship is a two-year commitment and requires 40 hours per week. **The Casa Pacifica Postdoctoral Fellowship utilizes the Casa Pacifica postdoctoral application.**

Information regarding the Fellowship is distributed *preferably* through communication by e-mail with Dr. Sean Schoneman at [SSchoneman@casapacifica.org](mailto:SSchoneman@casapacifica.org). A letter of interest and a complete application to the Casa Pacifica Postdoctoral Fellowship Training Program in Adolescent and Child Psychology **must be received by January 30, 2012 to be considered in the first pool of applicants** (if any positions remain open after the first pool of applicants have interviewed, then applications will be received until the positions are filled). On-site interviews are expected to begin in February, and interviews will be heavily weighted in terms of the matching process. Interviews will be offered only to applicants who have submitted a complete application file and only after these files have been screened by faculty committees. If you have questions about this process please contact Mandi Poltl, Clinical Administrative Manager at: 805-484-7109.

## The following items constitute a complete application:

You may obtain more information about our postdoctoral training program by visiting our website: [www.casapacifica.org](http://www.casapacifica.org)

1. **Verification and Eligibility of Readiness Letter** to begin a Fellowship program from your school's training director
2. A current **curriculum vitae**
3. A completed **Casa Pacifica Postdoctoral Application**
4. **Three (3) letters of recommendation** from clinical supervisors (these may arrive after the deadline date), sealed with signature of sender
5. **Official transcripts**

- Upon acceptance to the program, all candidates will be expected to carry their own liability insurance. For further information, check the APA website on-line at [www.apa.org](http://www.apa.org).

## Hard-copy applications should be submitted to:

Sean Schoneman, PhD, Postdoctoral Training Director  
Casa Pacifica Postdoctoral Fellowship in Child and Adolescent Psychology  
1722 S. Lewis Road  
Camarillo, CA 93012

