



CASA PACIFICA

CENTERS FOR CHILDREN & FAMILIES

Providing Hope & Help
Centers for Children & Families

The Clinical Child and Adolescent Doctoral Internship

2019 - 2020

*Accredited as a Doctoral Internship in
Health Services Psychology*

Casa Pacifica

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**Accredited by the Commission on Accreditation of the
American Psychological Association (APA)**

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INTRODUCTION

The Casa Pacifica Doctoral Internship Program offers a comprehensive training experience in Clinical Child and Adolescent Psychology. Our training program is accredited by the Commission on Accreditation of the American Psychological Association (APA) and a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC*) and offers a total of seven positions on two sites. Program tracks include Residential Treatment Center (RTC), Short Term Adolescent Residential Treatment Center (START), our Non-Public School (NPS), Parent-Child Interaction Therapy Program (PCIT), and Transitional Youth Services (TYS).

The yearlong, full-time Doctoral Internship in health services psychology will begin on August 5, 2019 and end on July 31, 2020. **The application deadline for the 2019-2020 class is November 15, 2018.**

** 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.*

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, and (b) *residential treatment* for seriously emotionally disturbed children for whom appropriate placements in Ventura County did not exist. In addition to these core services, Casa Pacifica offers Non-public school to children who live on or off campus as well as assessments, educational programs, family support, medical services, psychiatric/psychological treatment, 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 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.



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 6-12 months.

Our Short Term Adolescent Residential Treatment Center (START) provides intensive, highly structured therapy both out of home and day treatment for children and adolescents ages 9-17 years of age. Youth served typically have intense emotional and behavioral dysregulation problems. Treatment includes intensive services including individual and family therapy, daily intensive group therapies, with an emphasis on evidenced based practices, especially DBT.



A Nonpublic School, accredited by the Western Association of Schools & Colleges (WASC) and the State Department of Education, 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.

Our Transitional Youth Services known as TYS provides both environment and support services that aid youth 18-21 years old in their development as they transition to adulthood. We offer high quality living environments both on campus and in the community and are licensed by the State of California to provide housing and services (THP+FC). Specifically, TYS staff will support participants in adjusting to and stabilizing in their new and more independent living situations, completing high school education and/or moving on to a higher education or vocational training, developing their job-related skills and employment related goals, becoming



involved in their community and developing and maintaining healthy relationships. Interns work closely with TYS staff to provide the mental health services youths need to transition to successful young adults.

Our Parent Child Interactive Therapy (PCIT) is an evidence-based program designed to improve the quality of the parent-child relationship and to teach parents the necessary skills for managing their child's behavioral problems. Interns will learn how to provide behavioral interventions for parents of children ages 2-8, via 'bug in the ear' in the moment coaching experiences.

DOCTORAL INTERNSHIP PROGRAM PHILOSOPHY

DOCTORAL INTERNSHIP PROGRAM MISSION STATEMENT

To develop ethical, competent child and adolescent psychologists trained in the Local Clinical Scientist Model, who respect diversity and contribute to their communities and the field of clinical psychology.



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

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 as defined by the APA Professional Wide Competencies and 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 interns 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 Internship Program transitions the intern from student to professional.

OUR DOCTORAL INTERNSHIP PROGRAM ENSURES THAT INTERNS CAN ACQUIRE AND DEMONSTRATE SUBSTANTIAL UNDERSTANDING AND COMPETENCY OF THE PROFESSION WIDE COMPETENCIES THROUGH THE FOLLOWING PROGRAM DEFINED ELEMENTS

RESEARCH:

- Engage in systematic effort to increase knowledge of psychology through implementing and reviewing research and advances in the field
- Understand methods appropriate to research questions, setting and/or community
- Independently critically evaluate and disseminate research or other scholarly activities at the local, regional and national level and integrate science and clinical judgment with practice and evaluate the effectiveness of interventions.
- Evaluate treatment progress and modifying treatment plans

ETHICAL AND LEGAL STANDARDS

- Demonstrate knowledge of and adherence to APA ethical Principles, Code of Conduct, and Other professional standards along with relevant laws, regulations, rules and policies governing health service psychology at the local, state and federal levels
- Compliance to all policies and procedures of the agency and training program
- Acceptance of responsibility for all aspects of their client’s mental health care

- Acts to benefit the welfare of others, especially those in need.

INDIVIDUAL AND CULTURAL DIVERSITY

- Embrace the role of individual and cultural diversity differences in treatment planning, intervention and conclusion
- Inquire about, explore, and acknowledge individual and cultural differences in therapeutic and cultural differences of their clients.
- Use of individual diversity factors in treatment planning and meetings.
- Ability to redirect individual and cultural insensitivity in the milieu
- Ability to provide feedback to clients and family with a keen awareness and sensitivity to diversity factors
- Lead treatment team meetings with partner agencies
- Awareness of self-world view and potential implications for doing therapy

PROFESSIONAL VALUES, ATTITUDES AND BEHAVIORS

- Interns will demonstrate ability to independently monitor and apply knowledge of self and others to inform practice as a cultural being in assessment, treatment and consultation
- Manage and be aware of transference and countertransference.
- Consistently anticipate identify and address personal problem, minimizing effects on competent professional functioning and seeks supervision
- Maintain appropriate professional and ethical boundaries with clients and colleagues
- Model self-care and monitor issues related to self-care
- Elicit feedback directly from clients, family members of clients, staff and other professionals to
- Evaluate communication skills

COMMUNICATION AND INTERPERSONAL SKILLS

- Facilitation of communication amongst team members
- Non-defensive Listening
- Advocacy for clients
- Acknowledging one's own role in difficult interactions and seeking supervision
- Presenting suggestions, views and decisions to colleagues in a concise and confident manner.
- Conduct self in a professional manner across settings and situation
- Regular follow up with communication between team members
- Adjust use of language to fit audience when imparting psychological formulations to help team members understand what underneath child's symptoms and behaviors is

ASSESSMENT

- Independently select and implement multiple methods to evaluate and assess children and adolescents
- Use best available empirical literature and the science of measurement and psychometrics to select and apply assessment methods and instruments for use with children and adolescents

- Administering scoring and interpreting assessment instruments
- Formulate a DSM-V diagnosis
- Intake assessment and Interviewing

INTERVENTION

- Accurately assess and conceptualize independently client needs considering larger life context including diversity issues
- Independently select an intervention or range of interventions appropriate for client presenting issues.
- Provide therapy services including: individual therapy, group therapy, family therapy, crisis
- Intervention, treatment planning, case management and documentation of services
- Proficiency in theories of child and adolescent psychology and working with emotionally dysregulated and traumatized youth.

SUPERVISION

- Providing feedback to peers regarding peers' clinical work in context of group supervision or case conference
- Openness and responsiveness to supervision, appropriate self-disclosure, engagement in the self-reflective process
- Effective incorporation of feedback from supervision into clinical practice
- Continually monitor and independently resolve situations that challenge professional values and integrity.
- Reflection and knowledge of the role of diversity in the supervision relationship
- Ability to consult with supervisor about case material and professional development.
- Demonstrate understanding of complexity of supervisors' role in ethical, legal and contextual issues.
- Knowledge of procedures and practices of supervision including preparation of agency and state board of psychology required paperwork for supervision agreement

CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS

- Recognizing when to consult a licensed supervisor on legal and ethical issues
- Systematically initiates collaboration successfully with other relevant partners
- Takes initiative to consult with other disciplines in the service of the client
- Awareness of role of diversity in consultation
- Serve in a leadership role on multi-disciplinary interagency teams
- Demonstrate skills in interdisciplinary clinical settings in working with other professionals to incorporate psychological information into overall team planning and implementation
- Understand and appreciate the role of psychologists in impacting larger systems as a leader and manager

DOCTORAL

The Casa Pacifica Doctoral program offers sequential and graded clinical training in cognitive-behavioral interventions, crisis management, brief and long-term psychotherapy, group therapy, assessment and consultation, as well as several evidenced based practices.

SUPERVISION

Minimum supervision includes:

- Individual Supervision with Primary Supervisor, *1 hour a week*
- Individual Supervision with Secondary Supervisor, *1 hour a week*
- Group Supervision with Delegated Supervisor, *2 hours a week*
- Individual Supervision with Post-Doctoral Fellow, *½ hour a week as assigned*
- Assessment Supervision, *1 hour a week or as needed*

WEEKLY SPECIAL TOPICS SEMINAR

Seminars represent training in areas of theory, diagnosis, evaluation and intervention.

- | | |
|---|---|
| ■ Intake Interviewing and Preliminary Diagnostic Assessment | ■ Sand Tray and Play Therapy |
| ■ Crisis Management | ■ Licensure Preparation |
| ■ Child and Adolescent Psychotherapy | ■ Professional Development |
| ■ Family Therapy | ■ Diversity Training |
| ■ Law and Ethics | ■ Aggression Replacement Training (A.R.T.) |
| ■ Consultation | ■ Life Space Crisis Intervention (L.S.C.I.) |
| ■ Psychopharmacology | ■ Termination of the Therapeutic Relationship |
| ■ Trauma | ■ Substance Abuse |
| ■ Mood and Anxiety Disorders | ■ Person Brain |
| ■ ADHD, ODD, and Conduct Disorder | |

ASSESSMENT OPPORTUNITIES

One component of doctoral and postdoctoral training involves integrative psychological assessment of children ages 5-17 and transitional aged youth ages 18-21 with a wide range of presenting problems. Students develop their assessment skills through a yearlong assessment seminar and by completing ongoing psychosocial and psychological assessments at Casa Pacifica.

Program Organization

TRACKS

Clinical services for our seven training tracks include assessment, evaluation, plan development, individual, group and family therapy, collateral services, and psychiatric services including medication assessment and monitoring.

- 1. Residential Treatment Center (RTC):** Interns in this track are assigned to either of our three adolescent residential STRTP cottages. The RTC track offers long-term therapy experience with adolescent boys or girls depending on the cottage assigned. RTC experiences typically involve opportunity for family therapy and psycho-educational group experience. This track offers experiences working with a clinically acute population.
- 2. Short Term Adolescent Residential Treatment Center (START):** The START track offers short-term therapy experience with adolescent boys and girls who are challenged with emotional and behavioral dysregulation, a clinically acute population. START interns work as part of an interdisciplinary treatment team and experiences include individual and family therapy along with immersion in evidence-based practices including DBT and other models of group therapy or skills groups. START includes residential treatment, a Partial Hospitalization Program (PHP) and an Intensive Outpatient Program (IOP).
- 3. Non-Public School (NPS):** The intern in this track will work 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. These students typically attend a minimum of 1 year at our non-public school providing the intern with long-term treatment experiences.
- 4. Parent Child Interaction Therapy (PCIT) Program:** The Intern who is selected for this track will work with parents and their children (ages 2-8) on behavioral skills designed to improve the parent-child relationship. PCIT is an outpatient service, involving coaching parenting skills in a caregiver-child dyad through a one-way mirror.



Average length of therapy is six months. Interns work collaboratively with an in-home specialist to support generalization of skills to the natural environment.

- 5. Transitional Youth Services (TYS):** This track includes a major rotation that supports youth 18-21 years old in the foster care system. Youth either live on campus at our Stepping Stones housing or in the community. Interns provide case management and mental health services to facilitate the youth's transition to independence.



SPECIAL INTERESTS/TRAINING OPPORTUNITIES

SPEAKERS/TRAINING OPPORTUNITIES

Casa Pacifica is committed to the ongoing training of interns 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 Carol Falender, Ph.D. (Supervision), Pam Harmell, Ph.D., Law and Ethics, Steven Frankel, Ph.D., J.D., ABPP (Law and Ethics), Paul Baker, Ph. D (Neuro-relational Trauma Model).

YOUR FUTURE

Casa Pacifica is dedicated to meeting the training and professional development needs of our interns. In terms of professional development, we offer seminars aimed at assisting interns with the process of preparing and marketing themselves for future professional employment. Additionally, before advertising any of our post-doctoral positions, we consider our own interns who are progressing successfully through our program. Trained in the “Local Clinical Scientist” model, it is our hope that interns will 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, weekly Farmer's Markets, 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.



INTERNSHIP ADMISSIONS, SUPPORT AND INITIAL PLACEMENT DATA (Updated January 2018)

Internship Program Admissions

Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on intern selection and practicum and academic preparation requirements:

The Casa Pacifica Doctoral Internship utilizes the uniform online application process developed by the Association of Psychology Postdoctoral and Internship Centers (APPIC). The Application is called APPIC Application for Psychology Internships (AAPI). Matching, acceptance, and notification are subject to APPIC guidelines. Information regarding the internship and Casa Pacifica in general can be accessed at www.casapacifica.org or the APPIC website www.appic.org. Any additional questions can be answered by contacting Casa Pacifica's Clinical Director of Training, Dr. Robert Kretz at rkretz@casapacifica.org.

Applications to the Casa Pacifica Doctoral Internship Training Program in Health Services Psychology must be received by November 15, 2018. Please note there are five different tracks and candidates must specify which track(s) they are applying to. The tracks are: Residential Treatment Center (RTC) with three positions; and one position each in Parent Child Interactive Therapy (PCIT), Short Term Adolescent Residential Treatment Center (START), Non-Public School (NPS), and Transitional Youth Services (TYS) tracks. Prospective interns will be interviewed in December and January, and these onsite interviews are 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 Selection Committee. Applicants who wish to be considered for interviews must submit application materials prior to November 15, 2018.

In addition to the APA Benchmarks (2007) for Internship readiness the intern selection committee utilizes the following to assess intern selection:

1. Enrollment in a psychology doctoral program accredited by the American Psychological Association.
2. Three letters of recommendation from supervisors, training directors, and educational institution which speak to the professional and ethical standards of the student as well as the applicant's strengths and needs for future growth.
3. Verification of Readiness for Internship from the internship applicant's school



4. APPIC application to evaluate writing abilities, communication style, and assessment experience.
5. Interview results
6. Previous practicum experience totaling a minimum of 500 intervention hours and 100 assessment hours. Practicum experience working with children and particularly with adolescents is preferable. Inpatient practicum experience with children and adolescents is preferred if the applicant wishes to be considered for one of the residential placements.
7. Experience in crisis intervention with adolescents.
8. Experience with evidenced based practices
9. Experience working with a diverse group of clients
10. Proficiency in administration, scoring and interpretation of basic psychological tests; Minimum of 4-6 integrated reports.
11. Official transcripts of all graduate work
12. Current academic vita

Does the program require that applicants have received a minimum number of hours of the following at time of application? The following are preferred hour minimums.

| | |
|--|------------|
| Total Direct Contact Intervention Hours | 500 hours |
| Total Direct Contact Assessment Hours/Integrated Reports Integrated Reports | 100hrs/4-6 |

The application should be submitted online as part of the uniform online application process, called (AAPI) accessible at www.appic.org

In addition to completing the online application (AAPI) please upload and submit the following:

1. **Verification of Internship Eligibility and Readiness**, completed by the applicant's academic program.
2. A current **curriculum vitae**
3. **Transcripts** of all graduate level coursework.
4. **Three (3) letters of recommendation** from current graduate school faculty and clinical supervisors (these may arrive after the deadline dates).



Upon acceptance to the program, all positions are contingent upon applicants satisfying the following eligibility requirements: Successful completion of a background check and completion of a TB skin test screening. Incoming interns are expected to carry their own insurance. Typically, the intern’s graduate school provides this coverage. Proof of coverage is required prior to seeing clients in our training program. For further information, check the APA website on-line at www.apa.org. For additional program information please refer to the APPIC program directory at: <https://membership.appic.org/directory/display/489>

The training program requires a minimum completion of 1920 hour over 12 months based on 40 to 44 hours per week. Note that most interns acquire over 2000 hours. The Board of Psychology in California allow interns to accrue a maximum of 44 hours per week. Additional requirements include: Active participation in all didactic training, weekly supervision and clinical rounds, achievement of competency benchmarks, successful completion of individualized training plan, adherence to all aspects of the Internship Job Description, and Satisfactory ratings on evaluations. Interns fulfilling program requirements are awarded a certificate of completion at the conclusion of the training year.

Financial and Other Benefit Support for the Upcoming Training Year

Casa Pacifica provides financial and other support for interns to help off-set routine expenditures associated with a full-time internship. Interns are eligible for Casa Pacifica’s health insurance plans on the first of the month following 60 days of internship. The agency recognizes that time-off is important for personal and family business and for renewal facilitating greater success in the training program. Interns receive an annual stipend of \$28,000 paid hourly. Personal Time Off (PTO) accumulates at a rate of 4.92 hours for every 80 hours worked, plus time off on nine Casa Pacifica Holidays. PTO can be used for sick time, vacation or defending your dissertation. We ask that interns not take vacation during the first 90 days or last 30 days of the internship. In compliance with the Health Workplaces, Healthy Families Act (AB1522), 24 hours of your PTO will be designated as sick time on your start date.

Annual Stipend/Salary for Full-time Interns: \$28,000 annually (paid hourly based on 40-hour work week).

Annual Stipend/Salary for Half-time Interns: N/A

| | | |
|---|--|------------------|
| Total Direct Contact Intervention Hours | Program provides access to medical insurance for intern? | Yes |
| If access to medical insurance is provided: | | |
| Trainee contribution to cost required? | | Yes |
| Coverage of family member(s) available? | | Yes |
| Coverage of legally married partner available? | | Yes |
| Coverage of domestic partner available? | | Yes |
| Hours of annual paid Personal Time Off (PTO and/or vacations) | | 4.92 hrs. per 80 |



| | |
|--|--------------|
| * 24 hours are dedicated to paid sick leave. | hrs. worked. |
| Casa Pacifica Paid Holidays | 9 days |
| In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns in excess of personal time off and sick leave? | Yes |

Casa Pacifica provides office space for interns to use and each intern will have his/her own desk, computer and phone. Rooms with 2-way mirrors, video cameras and DVD equipment are available for interns to use to facilitate the supervision process.

Initial Post-Internship Positions

Aggregated total of past 4 cohorts; each individual counted one time

| | | |
|---|---|----------|
| Total # of interns past 4 cohorts: 31 | 2014-15: 6 2015-16: 7 2016-17: 8 2017-18: 10 | |
| | Post-Doctoral Fellow | Employed |
| Community Mental Health Center | 6 | 3 |
| Federally qualified health center | 0 | 0 |
| Independent primary care facility | 0 | 0 |
| University counseling center | 0 | 0 |
| Veterans Affairs medical center | 0 | 0 |
| Military health center | 0 | 0 |
| Academic health center | 0 | 0 |
| Hospital/Medical Center | 8 | 0 |
| Psychiatric Hospital | 0 | 0 |
| Academic university/department | 0 | 0 |
| Community college or other teaching setting | 0 | 0 |
| Independent Research institution | 0 | 0 |
| Correctional Facility | 0 | 1 |
| School District/system | 0 | 0 |
| Independent Practice | 3 | 2 |
| Not currently Employed (completing doctoral degree) | 6 | 0 |
| Changed to another field | 0 | 0 |
| Other | 0 | 0 |
| Unknown | 2 | N/A |



CLINICAL FACULTY

Robert Kretz, Psy.D., *Doctoral Internship Training Director/Post-Doctoral Fellowship Program Director/Assessment Supervisor*. Pepperdine University (1999).

Kimberly Bennett, Ph.D., *Director of Community Based Services – Ventura, Clinical Supervisor*. California School of Professional Psychology (1997).

Anna Karas Colangelo, Psy.D., *Clinical Program Manager, Transitional Youth Services (TYS) Clinician, Clinical Supervisor*. California School of Professional Psychology (2012).

Erin Haven, Ph.D., *Non-Public School (NPS) Clinician, Clinical Supervisor*. Seattle Pacific University (2014).

Lauren Lawson, Psy.D., LMFT, *Clinical Program Manager, START, Clinical Supervisor*. The Chicago School of Professional Psychology (2013).

Josh Lepore, Psy.D., *Director of Campus Clinical Services, Clinical Supervisor*, California School of Professional Psychology (CSPP), San Francisco (2010).

Donna Sandford, Psy.D., *RTC Clinical Program Manager, Clinical Supervisor*, The Chicago School of Professional Psychology (2012).

Myra Saltoun, Ph.D., *Director of Program Development, Chief Psychologist*. University of Southern California (1984).

Sean Schoneman, Ph.D., *Non-Public School, Clinical Program Manager, Clinical Supervisor*, Texas Tech University (2002).

Kelsie Tatum, Psy.D., *Director of Clinical Services, Clinical Supervisor*, Baylor University (2012).

