Centers for Children & Families

The Clinical Child and Adolescent Postdoctoral Fellowship

2017-2019

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Camarillo, CA 93012
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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, psychoeducational groups, and consultation.

All Fellowship slots are full-time, fully funded, and require a training commitment of two years commencing on the first Tuesday following Labor Day. A Postdoctoral Fellowship position may include one of the following: The Residential Treatment Center (RTC) program, the Non Public School (NPS) program, the Crisis Care Center (CCC) program, and the Transitional Age Youth Program (TAY). Fellows will be assigned to any one of these tracks. Fellows may be able to gain additional experience in another program with approval. The training consists of the following components: Direct Mental Health Services, Competency in Specialty Area, Program Development and/or Research, Didactic Training, Assessment, 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 in the State of California. Our program fulfills the licensure requirements for post-doctoral supervised practice in the State of California. 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, adolescents, and young adults.
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), transitional age youth services, and a variety of community-based interventions to children and their families. Our post-doctoral fellows provide services and receive training on this main campus.

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.

Our shelter care program serves up to 25 children ages 8 to 17 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 from their homes or from an out-of-home placement.
The Residential Treatment Center (RTC) provides an intensive, highly structured 24-hour out-of-home program for up to 28 youths, 11 to 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.

Our Short Term Adolescent Residential Treatment Center (S.T.A.R.T.) 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 evidence based practices, especially DBT.

Our Transitional Youth Services known as TYS, provides both high quality living environments 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 higher education or vocational training, developing their job related skills and employment related goals, becoming involved in their community and developing and maintaining health relationships. Postdoctoral fellows work closely with TYS staff to provide the mental health services youth need to transition to successful young adults.
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 Post-Doctoral training Program is based on the Local Clinical Scientist model. Our intrinsic goal is the development of ethical competent child and adolescent psychologists 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 and in facilitating the development of their own research or program development projects. 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 prepares fellows for licensure and facilitates advanced training in child and adolescent psychology.

Our 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, WHILE MAINTAINING THE INTEGRITY OF THE ESTABLISHED PROGRAM.**

Our fellowship combines required training experiences in broadly applicable areas with elective training options with approval 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:

**GOAL #1**

Post-doctoral fellows will embrace and integrate into their identity as a psychologist professionalism, relational maturity, and scientific knowledge and methods as a foundation for independent practice.

**Objectives:**

1. Professional Values and Attitudes: as evidenced in behavior and comportment that reflect the values and attitudes of psychology.
2. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.
3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.
4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.
5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.
6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.
7. Research/Evaluation: generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.

**Competencies Expected:**

**Objective #1**

A. Integrity-Honesty, personal responsibility and adherence to professional values.
B. Deportment: Understands professional values; honest, responsible.
C. Accountability- accountable and reliable; accepts responsibility for own actions; independently accepts personal responsibility across settings and contexts.
D. Concern for the welfare of others- demonstrates awareness of the need to uphold and protect the welfare of others; acts to understand and safeguard the welfare of others.
E. Professional Identity- Demonstrates beginning understanding of self as professional: “thinking like a psychologist.”
 Objective #2
A. Self as shaped by individual and cultural diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context.
B. Others as shaped by individual and cultural diversity and context- demonstrates knowledge, awareness and understanding of other individuals as cultural beings.
C. Interaction of self and others as shaped by individual and cultural diversity and context.
D. Applications based on Individual and Cultural context- applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation.

 Objective #3
A. Knowledge of ethical, legal and professional standards and guidelines.
B. Awareness and application of ethical decision making.
C. Ethical conduct- Displays ethical attitudes and values.

 Objective #4
A. Reflective practice- displays broadened mindfulness and self-awareness; utilizes self-monitoring; engages in reflection regarding professional practice; uses resources to enhance reflectivity.
B. Self-assessment- demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills.
C. Self-care- attention to personal health and well-being to assure effective professional functioning. 4D. Participation in Supervision process.

 Objective #5
A. Interpersonal Relationships- forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines.
B. Affective skills- negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively.
C. Expressive skills- communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language.

 Objective #6
A. Scientific mindedness- values and applies scientific methods to professional practice.
B. Scientific foundation of psychology.
C. Scientific foundation of professional practice.

 Objective #7
A. Scientific approach to knowledge generation- demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology.
B. Application of scientific method to practice.
GOAL #2

Post-doctoral fellows will demonstrate the functional competencies in the areas of practice and application, teaching and supervision, and navigating multiple systems addressing the needs of youth and young adults in a clinical setting.

Objectives:

1. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.
2. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.
3. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.
4. Consultation: The ability to provide expert guidance or professional assistance in response to a client’s needs or goals.
5. Teaching: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.
6. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.
7. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professional in multiple disciplines.
8. Management-Administration: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).
9. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.

Competencies Expected:

Objective #1
A. Knowledge and application of evidence-based practice.

Objective #2
A. Knowledge of Measurement and psychometrics.
B. Knowledge of assessment methods.
C. Application of assessment methods.
D. Diagnosis- applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity.
E. Conceptualization and recommendations.
F. Communication of assessment findings.

Objective #3
A. Intervention planning.
B. Skills- displays clinical skills.
C. Intervention implementation.
D. Progress evaluation.
Objective #4
A. Role of consultant.
B. Addressing referral question.
C. Communication of consultation findings.
D. Application of consultation methods.

Objective #5
A. Knowledge- demonstrates awareness of theories of learning and how they impact teaching.
B. Skills- demonstrates knowledge of application of teaching methods.

Objective #6
A. Expectations and roles- demonstrates knowledge of, purpose for, and roles in supervision.
B. Processes and procedures.
C. Skills Development.
D. Supervisory practices- provides helpful supervisory input in peer and group supervision.

Objective #7
A. Knowledge of the shared and distinctive contributions of other professions.
B. Functioning in multidisciplinary and interdisciplinary contexts.
C. Understands how participation in interdisciplinary collaboration/consultation enhances outcomes.
D. Respectful and productive relationships with individuals from other professions.

Objective #8
A. Appraisal of management and leadership.
B. Management- demonstrates awareness of roles of management in organizations.
C. Administration.
D. Leadership.

Objective #9
A. Empowerment.
B. Systems change.

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: Direct Mental Health Services, Competency in Specialty Area, Research, Program Development and Didactic Training.

1. Orientation: The first three weeks of the post-doctoral program is spent in orientation to the agency and the clinical program. Fellows are exposed to agency wide programs, policies and procedures and the administration of the agency. They are able to meet in small groups with the managers and staff of the many programs at Casa Pacifica and begin to understand the mission and goals of the agency as well as meet the people responsible for administering
and implementing these services. An orientation to the clinical department and the post-doctoral program is conducted. They learn how their training program, the clinical department and the agency are integrated. They review their post-doctoral training manual with the training director. Fellows meet their supervisors, formalize supervision agreements and begin to develop relationships with both their supervisors and agency staff. During this orientation period they begin on the job training by shadowing clinicians in their daily activities.

2. **Competency in Specialty Area:** Each Fellow will have the opportunity to develop advanced skills working with abused, neglected and severely emotionally disturbed children, adolescents, or young adults. These youth either live at home or in the foster care or probation system.

3. **Direct Mental Health Services:** Fellows conduct psychological assessment, evaluation, and crisis intervention. They provide both long and short term individual and family psychotherapy for children, adolescents and their families. Training on group experiences includes: psycho-educational, process groups and support groups. As a member of a multi-disciplinary team, fellows provide consultation within the agency and to our partnering agencies. Advanced training in cognitive behavioral interventions are emphasized.

4. **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 but are not limited to 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.

5. **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. An individual supervisor will provide feedback to Fellows on their supervisory skills. Supervisees will formally evaluate Fellows on their supervision experience. Fellows are expected to receive at minimum acceptable ratings on feedback forms.

6. **Seminar Experiences:**
   - **Assessment Seminar:** The assessment seminar is bi-weekly. The first semester is taught by the assessment supervisor and other faculty and psychologists in the community. It consists of a two part format. Fellows develop their assessment skills through didactics and completing psychological assessments as Casa Pacifica. The training involves integrative psychological assessment of children, adolescents or young adults, with a wide range of presenting problems. Fellows receive didactic training regarding specific personality, behavioral, intellectual, and achievement measures. Assessment topics are modified each year to best meet the needs of the incoming class. Fellows will also have case conferencing
regarding ongoing assessment issues. The assessment coordinator will provide individual assessment supervision based on assessment cases.

**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 attend professional seminars and conferences in the community and have the opportunity to present at professional conferences. Additionally, they will be encouraged to participate in professional organizations to acquire leadership and advocacy skills. 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 semester didactic seminar is taught by the assistant clinical director and 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.

**Special Topics Seminar:** The special topics seminar is a didactic seminar, taught by several different faculty members and psychologists and other professionals in the community. The teaching faculty relies on a number of resources and materials which may include: teaching theory and its application, case formulation and diagnosis, working with a specialized population, discussions of actual ongoing case material that offers direct and experiential learning and discussions, case presentation, human diversity and multi-cultural counseling, an overview of psychotherapy approaches and various treatment interventions and modalities, psychopharmacology, crisis intervention, law and ethics, family psychotherapy, professional development, and preparation for licensure. Fellows are also expected to teach two seminars for interns.

7. **Assessment:** Each Fellow will have the opportunity to develop advanced skill in assessment of children and adolescents with severe emotional problems. Fellows will complete four psychological assessment reports (psychological evaluations and psychosocial 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. Psychosocial reports will allow for the opportunity to develop in depth case conceptualization abilities as well as provision of treatment recommendations.

8. **Additional Training Activities:** Other training activities include: case conferences, group supervision, crisis on-call training, rounds, treatment teams, co-leading therapy and psychoeducational groups, and clinical professional development meetings. Training activities account for 15-20 hours per week.
EVALUATION:

At the onset of the training period, a Fellow will participate in a competency evaluation and will collaboratively identify with the program training committee the specific experiences that will help round out the preparation for advanced practice competence in Child and Adolescent Psychology. At six month intervals during the postdoctoral training year, a Fellow will be formally evaluated on their skills by means of written evaluations. Over the course of the 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. Early experiences within a competency area will be monitored closely by supervisory staff, with expectations for greater independence over time. Ongoing evaluation consists of live observation or video tape review of client sessions, case presentations, quarterly self-evaluations, and evaluation of participation in rounds and seminars.

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 Primary Supervision with Licensed Psychologist, 1 hour per week
- Individual Delegated Supervision with Licensed Psychologist, 1 hour per week
- Group Supervision, 1 ½ hours per week
- Assessment Supervision (Licensed Psychologist), 1 hour per week or as needed
- Project Supervision, 1 hour per week or as needed
- Training Activities such as Rounds or Case Conferences
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 four psychological assessments (psychological evaluations and psychosocial assessment reports) in their first year of the program. Opportunities include psychosocial assessments, psycho-educational assessment for triennial IEPs, cognitive and personality assessment, neurological assessment and developmental assessment. Opportunities for additional assessment experience beyond the four required batteries could be offered throughout the Fellowship program.

PROGRAM ORGANIZATION

TRACKS

A Fellow will be assigned to take part in one of these tracks depending on the positions open in each track. Additional experience in another program may be possible and will be based on the program need and the trainee’s ability to meet all requirements in their current program assignment. Approval from the training committee, DCT and their primary supervisor is required for additional program experience.

1. Residential Treatment Center (RTC): This track includes a major rotation in either of two residential cottages (RTC 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.

2. Non-Public School (NPS): 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.

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.
4. **Transitional Youth Services (TAY):** 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. Fellows provide case management and mental health services to facilitate the youth’s transition to independence.

**RESEARCH /EVALUATION/PROGRAM DEVELOPMENT**

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**

**Special Workshops:** Casa Pacifica is committed to the ongoing training of Staff, Fellows and interns. Leading researchers and professionals within the field of psychology are invited to train on their areas of expertise. Casa Pacifica’s workshops are accredited by APA for continuing education units for psychologists. Therefore, Fellows will attend these workshops with psychologists from all over the community.

**STIPEND, VACATION, FACILITIES**

First year Fellows will receive $38,000 including benefits, Paid Time Off (PTO) which accumulates at a rate of 5 hours for every 80 hours worked plus time off on nine Casa Pacifica holidays. PTO can be used for sick time, vacation, taking the licensing exam, etc. Second year Fellows will receive $42,000 including benefits and the same above listed PTO. It is encouraged that Fellows work towards licensure and become a licensed psychologist within their second year. Once licensed, the Fellow will receive a salary increase.

Casa Pacifica provides an office space 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 leave our program with a strong professional identity and be confident and competent to work with children and adolescents who have severe emotional problems. Our postdoctoral program fulfills the licensure requirements of postdoctoral supervised practice in the State of California.

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 Pacifica 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


Julie Hewett, Ph.D., *Clinician, Short Term Adolescent Residential Treatment Center (START)*. Loma Linda University, 2014.


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


THE FELLOWSHIP APPLICATION PROCESS

To be eligible for the postdoctoral Fellowship, applicants must have completed a doctoral program in clinical, educational 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 Robert Kretz, Psy.D. at rkretz@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 15, 2017 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 Sally Voorhees, Senior Administrative Assistant at (805) 366-4103 or svoorhees@casapacifica.org.

The following items constitute a complete application:

You may obtain more information about our postdoctoral training program by visiting our website: 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
6. Written sample- de-id. Psych assessment, preferably child or adolescent.

*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.

Hard-copy applications should be submitted to:
Robert Kretz, Psy.D., Postdoctoral Fellowship Program Director
Casa Pacifica Postdoctoral Fellowship in Child and Adolescent Psychology
1722 S. Lewis Road