



**CASA PACIFICA**

**CENTERS FOR CHILDREN & FAMILIES**

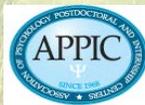
*Providing Hope & Help*

**Centers for Children & Families**

# **The Clinical Child and Adolescent Postdoctoral Fellowship**

**2019-2021**

1722 S. Lewis Road  
Camarillo, CA 93012  
(805) 366-4103  
(805) 484-7157 (fax)



**Association of Psychology Postdoctoral  
and Internship Centers**

Questions related to Casa Pacifica's membership status should be directed to the Association of Psychology Postdoctoral and Internship Centers (APPIC):

17225 El Camino Real, Suite 170  
Houston, TX 77058

832.284.4080

[appic@appic.org](mailto:appic@appic.org)

[www.appic.org](http://www.appic.org)

**C**asa Pacifica's Postdoctoral program offers advanced general training in Child and Adolescent Clinical Psychology with a focus on Complex Trauma. 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. The program provides advanced clinical training in attachment and Trauma, evidenced based practices, crisis management, brief and long-term psychotherapy, case management, evidenced based treatment, group therapy, psychoeducational groups, and consultation. Casa Pacifica's Postdoctoral program is a member of the Association of Psychology Postdoctoral and Internship Centers\*.

**A**ll Fellowship slots are full-time, fully funded, and require a training commitment of two years commencing on the first Tuesday following Labor Day. Casa Pacifica interns have the option to choose a one-year fellowship. A Postdoctoral Fellowship position may include one of the following program tracks: The Residential Treatment Center (RTC), the Non-Public School (NPS), or Transitional Youth Services Program (TYS). Fellows will be assigned to any one of these program 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 Complex Trauma, Program Development and/or Outcomes, Didactic Training, Assessment, Professional Development, Consultation, Teaching, Mentorship and Supervision Experience.

**P**rior to beginning the postdoctoral fellowship 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 (internship and postdoctoral training hours combined), 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 postdoctoral 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 and to become licensed during the second year of their fellowship.

*\*Casa Pacifica's postdoctoral fellowship program agrees to abide by the APPIC Guidelines for Membership and the Postdoctoral Selection Guidelines.*



## 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 (In 2017 this became part of our residential treatment program); (b) *residential treatment* for children with serious emotional challenges for whom appropriate placements in Ventura County did not exist; and (c) a *non-public 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 now offers clinical assessments, educational programs, family support, medical services, psychiatric treatment, parent child interactive therapy (PCIT), Foster Family Agency/ Intensive Treatment Foster Care, transitional age youth services, and a variety of community-based interventions to children and their families. Our postdoctoral 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.



**T**he Residential Treatment Center (RTC) provides an intensive, highly structured 24-hour out-of-home program for up to 36 youth, 11 to 17 years of age, and operates around the clock. Certified as STRTP facility, the RTC serves only those children who are assessed as having severe emotional challenges and require an intensive level of services. A resident's typical length of stay is about six months.



**A** Non-Public 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.

**O**ur 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.

**O**ur 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 participation in adjusting and 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 healthy relationships. Postdoctoral fellows work closely with TYS staff to provide the mental health services youths 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. Fellows will develop into ethical, competent child and adolescent psychologists trained in the Local Clinical Scientist model who respects diversity and contributes to their communities and the field of clinical psychology.*



To meet Casa Pacifica’s mission, the Clinical Services Department is 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 mental health services.

## THEORETICAL ORIENTATION

Casa Pacifica’s approach to treatment is neuro-relational with integrated cognitive behavioral theory. As such, all clinicians are well versed in attachment theory and trauma interventions, CBT, and 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 Training Program provides a strong clinical training program to fellows for the effective practice of health service psychology with a focus on clinical work with children, adolescents and transitional age youth. It 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, EVIDENCE BASED 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 Profession-Wide Competencies:

### **#1 PROFESSIONAL VALUES AND ATTITUDES**

Postdoctoral fellows will reflect the values and attitudes of psychology, self-reflect, be open and respond professionally.

### **#2 ASSESSMENT**

Postdoctoral fellows will demonstrate competencies in conducting evidence-based assessment and diagnosis.

### **#3 COMMUNICATIONS AND INTERPERSONAL SKILLS**

Postdoctoral fellows will demonstrate effective interpersonal skills, produce well-integrated and informative communications and manage difficult communications.

### **#4 INTERVENTION**

Postdoctoral fellows will demonstrate competence in evidence-based psychotherapy, conceptualization, treatment planning and proficiency in work with youth with complex trauma.

### **#5 INDIVIDUAL AND CULTURAL DIVERSITY**

Postdoctoral fellows will demonstrate knowledge, sensitivity, awareness and skills in professional activities.

### **#6 CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS**

Postdoctoral fellows will demonstrate intentional collaboration with professionals to promote effectiveness in care.

### **#7 ETHICAL AND LEGAL STANDARDS**

Postdoctoral fellows will demonstrate knowledge of and act accordingly to the APA Ethical Principles and Code of Conduct, relevant laws and professional standards and guidelines.



## #8 RESEARCH

Postdoctoral fellows will integrate science and practice thru systematic efforts in reviewing literature and applying advances to practice and utilize data and treatment progress to modify interventions.

## #9 SUPERVISION

Postdoctoral fellows will demonstrate competency in mentoring and providing supervision to trainees and others in the development of skills in professional practice and the effective evaluation of those skills.

## 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.

- 1. Orientation:** The first three weeks of the postdoctoral 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 program managers and staff and begin to understand the mission and goals of the agency as well as meet the people responsible for administrating and implementing these services. An orientation to the clinical department and the postdoctoral 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 and engaging in daily activities.
- 2. Competency in Specialty Area:** Each Fellow will have the opportunity to develop advanced skills working with at risk youth and young adults. These youth either live at home, in the foster care or placed in our residential program.
- 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: therapy groups, 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 on trauma and 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



project 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 who are licensed and deemed ready to supervise will have the opportunity to provide supervision to doctoral interns 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 may 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 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: teaching experience, 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 Clinical 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 evaluations, and evaluation of participation in rounds and seminars.



## DUE PROCESS:

During orientation, Fellows will be provided with the Casa Pacifica’s “Due Process Policy”, found in the Postdoctoral Training Manual. This policy 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, *2 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 youth and young adults, ages 5-21 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 three residential STRTP cottages. 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. 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 fellows 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):** 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.
- 4. 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. 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. Therefore, postdoctoral projects encourage program evaluation, outcome projects,



and research efforts. 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 \$46,000 including benefits, Paid Time Off (PTO) which accumulates at a rate of 4.92 hours for every 80 hours worked plus time off on nine Casa Pacifica holidays and three sick days. PTO can be used for sick time, vacation, taking the licensing exam, etc. 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 of \$10,000 annually.

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 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

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

Kaylan Altis, Psy.D., *Clinical Supervisor, Caldwell College*. University of Indianapolis (2017).

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 Clinical Services, Clinical Supervisor*, California School of Professional Psychology (CSPP), San Francisco (2010).

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

Myra Saltoun, Ph.D., *Director of Clinical Training, Early Career Psychologists and Postdoctoral Fellowship*. 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 RTC/, NPS, Clinical Supervisor*, Baylor University (2012).



## THE FELLOWSHIP APPLICATION PROCESS

To be eligible for the Postdoctoral Fellowship, applicants must have completed a doctoral program in clinical, school or counseling psychology from an APA accredited program and internship. All other applications will be considered on an individual basis. The Fellowship is a two-year commitment and requires 40-44 hours per week. Current interns have the option of selecting a 1-year postdoctoral fellowship. Upon acceptance to the program, all positions are contingent upon applicants satisfying the following eligibility requirements: Successful completion of a background check, successful completion of the doctorate degree in clinical, school or counseling psychology and completion of a TB skin test screening. Incoming fellows are expected to carry their own professional liability insurance.

**Please apply using the APPIC Psychology Postdoctoral Application, APPA CAS. You may go to the APPIC website ([appic.org](http://appic.org)) and follow the link to postdoctoral programs or follow this link at <https://appicpostdoc.liasoncas.com/applicant-ux/#/login>**

**The following items will need to be uploaded to complete your application.**

1. A current curriculum vitae
2. A completed cover letter
3. Three (3) letters of recommendation from clinical supervisors (follow directions at APPA CAS for recommendations)
4. Written sample- de-identified. Psych assessment, preferably child or adolescent.
5. Sample of written work such as a de-identified intake note or progress note
6. Official transcripts should be mailed to APPA CAS. The address and directions are listed on the application instructions.

Applications **must be received by January 25, 2019 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 late January, 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 are expected to meet the requirements for their doctoral degree by August 2019. The postdoctoral fellowship year starts September 3, 2019. If you have questions about this process please contact Sally Voorhees, Senior Administrative Assistant at (805) 366-4103 or [svoorhees@casapacifica.org](mailto:svoorhees@casapacifica.org). For program questions contact Myra Saltoun, Ph.D., Director of Clinical Training at (805) 366-4100 or [msaltoun@casapacifica.org](mailto:msaltoun@casapacifica.org)

For additional program information please refer to the APPIC program directory at:

<https://www.appic.org/Postdocs/Universal-Psychology-Postdoctoral-Directory-UPPD/Detail/id/4007>

or the Casa Pacifica website at

[https://www.casapacifica.org/programs\\_services/clinical\\_training\\_supervision](https://www.casapacifica.org/programs_services/clinical_training_supervision)



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