

# The Clinical Child Psychology Postdoctoral Fellowship



## Children's Hospital Los Angeles

University of Southern California University  
Center for Excellence in Developmental  
Disabilities (USC UCEDD)

# Clinical Child Psychology Postdoctoral Fellowship

**2019-2021  
Program Brochure**

Affiliated with  
The University of Southern California  
Keck School of Medicine



**Postdoctoral Training in Psychology  
Children's Hospital Los Angeles  
University of Southern California  
Keck School of Medicine**

**Introduction**

The University of Southern California University Center for Excellence in Developmental Disabilities (USC UCEDD), at Children's Hospital Los Angeles offers an advanced postdoctoral training program in Clinical Child Psychology. The program has been training psychology fellows since 1990, and provides unique training experiences in clearly defined emphasis areas. Individuals are recruited specifically for each emphasis area and are offered training opportunities in a variety of departments and clinical services. The emphasis practice areas include Child and Family Psychology, Pediatric Psychology, Early Childhood Mental Health, Trauma Psychology, and Adolescent and Young Adult Medicine.

The postdoctoral training program at Children's Hospital Los Angeles is based on an integrated community mental health and health psychology model. It is designed to train psychologists to assume leadership roles as experts in clinical psychology in pediatric community and medical settings. Depending on the emphasis area, fellows may be gaining professional experiences in outpatient mental health clinics, community clinics, field based services, schools, primary care clinics or pediatric hospital units. Through intensive supervision, didactic lectures and seminars, research and program development activities, and ample direct patient contact and consultation opportunities, fellows enhance and develop advanced clinical skills in their emphasis area.

The USC UCEDD postdoctoral training program joined the Association of Psychology Postdoctoral and Internship Centers (APPIC) in 2004, and received APA accreditation in 2007. The program's next accreditation site-visit will take place in 2020.

*Questions related to the program's accredited status should be directed to the Commission on Accreditation Office of Program Consultation and Accreditation*  
American Psychological Association  
750 First Street, NE  
Washington, DC 20002-4242  
(T) 202-336-5979 (F) 202-336-5978  
<http://www.apa.org/ed/accreditation/>  
Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)

## **Children's Hospital Los Angeles: The Psychology Postdoctoral Fellowship**

The postdoctoral fellowship is housed within an institution possessing a strong mandate and commitment to provide training to health professionals. It draws its clinical population from the comprehensive and extensive service delivery parameters represented by Children's Hospital Los Angeles (CHLA). CHLA is a 357 bed, non-profit, private pediatric teaching, research and treatment facility affiliated with the University Of Southern California Keck School Of Medicine. Each year the hospital cares for 15,000 inpatients and 340,000 outpatients from newborn to 21 years of age who are referred by families and professionals throughout California and the world. U.S. News & World Report's national survey of children's hospitals has again ranked Children's Hospital Los Angeles the top pediatric medical center in California, and CHLA is highly ranked in all ten pediatric subspecialties placing it at the forefront of child health care nationally and globally.

CHLA is located in the heart of a high density, low income, culturally diverse, inner city neighborhood and reflects the community it serves, with over 70% of patients representing ethnic minorities. The USC University Center for Excellence at Children's Hospital Los Angeles (USC/UCEDD), founded in 1966, has been a consistent presence within Los Angeles, the state of California and nationally. Quality interdisciplinary training, continuing education, and a vast array of hospital and community-based services have been designed and redesigned in response to the ever-changing needs of the local community as well as those of California, the Western Region and the nation.

Through the investment of the Los Angeles County Department of Mental Health (LAC DMH), the Maternal Child Health Bureau (MCHB), and the Administration on Developmental Disabilities (ADD), the USC/UCEDD pre-service and outreach training programs have produced a cadre of leaders who actively participate in exemplary service and systems change activities both locally and nationally. The USC/UCEDD includes a community mental health services program funded by the County of Los Angeles. The Community Mental Health Service located at Children's Hospital Los Angeles (CHLA) provides individual, family, and group psychotherapy services to children and their families from culturally diverse backgrounds in the Hollywood/Los Angeles community. A constant stream of referrals is available representing a variety of presenting problems and patients from diverse cultural and ethnic backgrounds. Given the rich and varied referral population, the training program is able to ensure fellows' exposure to a rich pool of clinical presentations.

The fellowship is administratively situated in the University of Southern California (USC) University Center for Excellence in Developmental Disabilities (UCEDD), which has its academic home in the Department of Pediatrics, at Children's Hospital Los Angeles and the USC Keck School of Medicine. The UCEDD is also affiliated with multiple departments at USC, based on program

priorities. Established in 1966, the USC UCEDD is one of sixty seven UCEDDs throughout the nation authorized under the Developmental Disabilities Assistance and Bill of Rights Act, and administered by the Administration on Developmental Disabilities to support systemic change in states related to the independence, productivity, safety, and full participation in community life of individuals with or at risk for developmental disabilities. Core activities of the UCEDD include pre-service inter-disciplinary leadership training, exemplary clinical and community services, research and policy, and community education. Additional core grants include the USC Leadership Education in Neurodevelopment and related Disabilities (CA-LEND) interdisciplinary training program, one of thirty nine programs nationwide, funded by the Maternal Child Health Bureau to prepare leaders to provide and shape services for children and youth with special health care needs and those with related developmental disabilities and their families. The postdoctoral fellowship is designed to leverage these inter-disciplinary training opportunities as a context for meeting the training goals of each emphasis area in this postdoctoral training program.

In 2016 the program was a recipient of a **Graduate Psychology Education (GPE) grant from the Health Resources and Services Administration (HRSA)**. The grant titled "Integration of Behavioral Health to Enhance Quality of Primary Care for an Underserved Pediatric Population" funds both first and second year fellows participation in the project activities.

#### Project Goals:

1. Enhance doctoral psychologists' ability to provide integrated primary care services focusing on underserved pediatric populations
2. Co-teach a model of integrated primary care, supporting the model's utilization, and providing consultation to pediatric residents and trainees of other disciplines delivering interprofessional pediatric primary care services
3. Implement and refine integrated primary care protocols for the pediatric ambulatory primary care clinics of AltaMed FQHC

#### Grant Activities

Throughout their two-year fellowship, fellows will receive experiential training through provision of integrated primary care services in one of three AltaMed pediatric primary care clinics. Psychology Fellows will also participate in (and deliver) numerous interprofessional didactic activities including: monthly curriculum lectures, the CA-LEND program, Primary Care Group Supervision, Brown Bag Lunch Seminars, individual and group supervision, and attendance at CHLA Grand Rounds.

The mission of the CHLA postdoctoral fellowship program is to train psychologists who will acquire knowledge and experience that will allow them to function as child clinical psychology experts in the community and health centers/hospitals. Fellows are expected to enter the program with a high level of generalist training and some focused training in their desired emphasis areas. All the emphasis areas offer two-year fellowships.

Fellows in each emphasis area are expected to meet the competencies established for the first year of training before they advance to the second year of training. In order to complete the fellowship, fellows are expected to meet second year competencies by the end of their fellowship. In addition, fellows in all the emphasis areas are expected to meet the following training goals by the end of their second year of training:

- **Goal 1:** Fellows will acquire advanced clinical skills in their emphasis area. These include assessment and intervention skills.
- **Goal 2:** Fellows will routinely utilize evidence-based/best practices, and integrate research activities and research findings in their clinical work.
- **Goal 3:** Fellows will be able to gather, contribute to, and enhance interdisciplinary treatment teams in their practice area. Fellows will acquire advanced knowledge and skills in consultation.
- **Goal 4:** Fellows will develop supervisory skills and practice clinical supervision (second year).
- **Goal 5:** Fellows will develop personal and professional qualities necessary to function as an advanced level independent psychologist.

Fellows are also expected to:

- Obtain licensure in Psychology at the State of California.
- Complete the 'long-term' certification program of the California Leadership Education in Neurodevelopmental Disabilities (CA-LEND) interdisciplinary training program.
- Complete a mentored scholarly project resulting in submission of a manuscript to a peer-reviewed journal.

### Program Supervisors

Over thirty licensed psychologists that are formally designated as postdoctoral training supervisors, and a team of staff and faculty representing all the disciplines involved with CHLA and the USC/UCEDD, serve as supervisors and/or potential team members in all the emphasis areas described below.

### Funding

While the psychology supervisors are employees of CHLA or USC Keck School of Medicine, most of the direct costs of the postdoctoral fellowship program are supported by revenues from clinical programs served by the staff and trainees. The community Mental Health Service is one of the

clinical programs that generate revenues sufficient to cover the majority of the fellowship costs. Additional clinical and research grants awarded to specific emphasis areas cover a small portion of the fellowship costs.

### Program Administration

- The Psychology Postdoctoral Fellowship at CHLA is under the direction of Sara Sherer, Ph.D. Dr. Sherer has been at Children's Hospital since her postdoctoral fellowship training beginning in 1989.
- The Chief Psychologist at the USC/UCEDD is Marie Kanne Poulsen, Ph.D. Dr. Poulsen has been at the USC/UCEDD since 1972 and has provided stability and continuity in the department since that time.
- The Clinical Director of the Mental Health Program at CHLA is Bradley O. Hudson, Psy.D., ABPP. Dr. Hudson has been at CHLA since 1990.

Drs. Sherer, Poulsen, and Hudson are licensed psychologists in the state of California, and have academic appointments in the Department of Pediatrics within the USC Keck School of Medicine.

## **Fellowship Structure**

The CHLA postdoctoral fellowship program is a two-year full-time training experience. The training year starts in September each year and each training year ends exactly twelve months later. Applicants are notified about the exact start date of their training year in the CHLA offer letter. Two-year fellows must successfully complete the first year in order to be invited for a second year of training. The training and supervision offered meets the requirements for supervised professional experience for licensure in the state of California.

Fellows receive a set bi-weekly stipend that does not vary with the number of hours worked per week. Like most staff, fellows often spend more than 40 hours per week completing all their training obligations. The number of hours fellows work each week depends on multiple factors such as their interest in additional training, clinical, and research involvement, time management skills, and other personal and professional factors. Supervisors work with individual fellows to determine appropriate individual schedules. Fellows are expected to work a minimum of one or two evenings (until 8 pm) per week.

Each training year consists of 12 full time months (2080 hours). Every training year fellows receive 9 days of paid vacation, 2 paid personal days, 7 paid CHLA holidays (New Year's Day, Martin Luther King's Birthday, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas Day), up to 5 paid professional days, and 5 days of paid sick leave. Fellows in good standing can

be released for presenting in specialized conferences and training activities as determined by the Training Director and the fellow's supervisors. Based on the above information, it is expected that fellows experience 11 full months of training each year in order to successfully complete their fellowship. If more time is missed for any reason, the postdoctoral fellowship year will be considered incomplete unless special arrangements are made and approved by the Training Director.

### Supervision

Each fellow receives a minimum of two hours individual face-to-face supervision per week. Supervision methods include discussion, clinical observations, videotaping/audio taping sessions, co-leading groups, and more. All the fellows attend one or two hours of group supervision, and participate in two hours of rotation-specific group supervision and/or didactic activities every week. Fellows typically have two individual supervisors within their emphasis area, and receive additional training from a variety of staff members of multiple disciplines depending on their emphasis area. All supervisors are licensed and employed by Children's Hospital Los Angeles or USC Keck School of Medicine. Supervision is designed to meet the supervised professional experience requirements for licensure in the state of California, as well as the American Psychological Association (APA), and Association of Psychology Postdoctoral and Internship Centers (APPIC) guidelines for postdoctoral programs.

### Clinical work

Formal requirements for a caseload are established with each fellow at the beginning of the training year. Fellows carry individual, family and/or group therapy cases within their emphasis areas or in collaboration with members of other emphasis areas to enhance the effectiveness of clinical services. It is expected that fellows spend half their training week providing clinical services, which include therapeutic interventions, psychological assessments, case management activities, consultations, documentation, and other relevant activities. All the program's fellows have the opportunity to obtain training leading to research certification in the Autism Diagnostic Observation Scale, 2nd Edition.

### Scholarly Projects

All fellows are required to pursue a mentored scholarly project that results in submission of at least one manuscript for publication to a peer-reviewed journal. Fellows participate in a monthly research group to support them in meeting this requirement, and are provided with mentoring by faculty who are engaged in ongoing scholarly activities.

### Professional Society Meetings and Conferences

First and second year fellows are encouraged to submit presentations to national conferences associated with their specialization areas. Presenting fellows receive funding to attend a

conference each year, and program fellows annually present in multiple conferences, showcasing their expertise.

### Leadership Education in Neurodevelopmental and Related Disabilities Program

A key component of the Postdoctoral fellowship program is participation in the California Leadership Education in Neurodevelopmental Disabilities (CA-LEND) program, a weekly interdisciplinary didactic and experiential program. Over the two years of the fellowship, fellows (except for fellows in the adolescent psychology track) must complete the CA-LEND long-term certification program. The faculty and trainees of the CA-LEND program represent a wide range of disciplines including but not limited to: Audiology, Communication Disorders, Dentistry, Family Support, Developmental Behavioral Pediatrics, Health Administration, Nursing, Nutrition, Occupational Therapy, Physical Therapy, Public Health, and Social Work.

The USC/UCEDD CA-LEND training program provides fellows with both didactic instruction and practical experiences. The program tailors this training to the unique needs of the health care delivery systems within California and the western region, while still providing trainees with a national perspective of critical and emerging issues and trends in health care, research and public policy. The CA-LEND advanced leadership and policy training requires that fellows consider critical factors, generally outside their area of clinical study, that strongly influence the health status of children with neurodevelopmental and related disabilities. Non-clinical factors such as environmental factors, family lifestyle and cultural values, technological advances, and contemporary economic, demographic, legal and political conditions, are explored and routinely addressed as part of the CA-LEND training model. Moreover, by focusing on the importance of prevention and the benefits of coordinated health care, CA-LEND trainees learn to work with parents as partners within their communities, to develop creative approaches for improving the health of children with disabilities.

Fellows participating in the adolescent psychology track will attend the Leadership Education in Adolescent Health (LEAH) Program, funded by the federal Bureau of Maternal and Child Health. The program provides weekly interdisciplinary leadership training in adolescent health for five core disciplines including adolescent medicine, nursing, nutrition, psychology, and social work. The pre- and postdoctoral training prepares health professionals for leadership roles in public health practice and clinical care, research, training, and advocacy with the goal of improving family- and youth-centered, community-based care for adolescents and enhancing the capacity of programs around the country to improve young people's health.

The CHLA LEAH training program is a one-year integrated, interdisciplinary model that addresses the core competencies of adolescent medicine, nursing, nutrition, social work and psychology. The



didactic training year runs from October. The curriculum includes innovative approaches to professional education and patient care; integrates bio-behavioral, bio-psychological, and social determinants concepts; and provides opportunities to demonstrate leadership in improving services for adolescents through clinical and public health approaches. In addition, all long-term fellows (including psychology fellows) will complete a scholarly project to advance the field of adolescent and young adult health and contribute to the translation of research into practice and policy.

## Training Requirements

### Orientation

The first month of the first training year are devoted to mandatory orientation activities. Faculty and second year fellows provide lectures and discussion opportunities to introduce new fellows to the essential elements of the program as a whole, and to the specific elements of the emphasis areas they joined. In order to participate in orientation activities, first year fellows *must* complete pre-employment requirements (health evaluation which includes a mandatory drug screen and completing HR pre-employment documentation) prior to the first day of orientation as instructed in the offer letters.

### Fellow Seminars

Fellows participate in weekly seminars. First year fellows focus on fellowship issues, professional development issues, and topics related to the licensing and the practice of psychology at Children's Hospital Los Angeles and the community at large. They also participate in a monthly research seminar. First year fellows also participate in CA-LEND or LEAH lectures and seminars such as Scenario Based Learning, specific diagnostic criteria lectures, and public policy seminars. All the second year fellows also take part in a CA-LEND Leadership Seminar. First and second year fellows participate in a number of GPE seminar activities.

### Licensure

Fellows are expected to take both Psychology licensing exams by the end of year one. All fellows are required to schedule the EPPP before the end of May of the first training year. Regardless of their licensure status, all fellows participate in all the designated training activities (including supervision) throughout their fellowship training.

### Individual Development Plans

At the beginning of every training year, fellows establish a training plan with their supervision team. The plan details the clinical, administrative, and training activities for each fellow. When applicable, research and program evaluation activities are also listed and specific end of the year goals are agreed upon and entered into the document. Supervision is specified, and methods utilized by different supervisors to assess competency are listed. All didactic activities, including seminars and rounds, are listed as well.

The fellows, together with their supervisors, determine goals and objectives for the training year and discuss the expected outcome at midyear and the end of the year evaluation periods. The document also serves as an avenue to address schedules and work load when necessary. It also serves as the basic structural element for evaluations.

### Evaluation Process

Supervisors and fellows are expected to exchange feedback routinely as part of the supervisory process. Formal evaluations are conducted at orientation, mid-year and at the end of each training year. Fellows receive training and information regarding the evaluation process during the orientation period. Evaluations include a tool for self-assessment during orientation and midyear and end-of-the-year evaluations by each fellow's supervision team (made of the all the supervisors who supervise the fellow during the evaluation period), supervisors evaluations, and program evaluations by fellows.

### Due Process /Grievance

The Psychology Postdoctoral Fellowship at Children's Hospital Los Angeles is committed to facilitating a professional environment where advanced training can take place. The training faculty places a high premium on creating an environment that is professional, responsive to feedback, and flexible enough to accommodate individual needs and requirements. During the orientation period, fellows receive and review a document outlining the rights and responsibilities both of the program and the fellows. The document also outlines the procedures established for due process/grievance policies.

### Ethics

All fellows are expected to be familiar with the APA ethics code prior to their training at CHLA. To assure familiarity, the document is also reviewed during orientation. Discussing and resolving ethical and professional issues are integral parts of our work, and it is expected that these issues will be actively discussed in supervision sessions and fellowship seminars.

## **Emphasis Areas**

Fellows are specifically recruited for one of the following emphasis areas:

- 1) Adolescent and Young Adult Medicine
- 2) Child and Family Community Psychology
- 3) Early Childhood Mental Health
- 4) Pediatric Psychology
- 5) Project HEAL-Trauma Psychology

Within each emphasis area, fellows are expected to be integrated into the treatment team and accept more advanced duties as the training experience progresses. Specialty focused clinics give emphasis to consultation and intervention services. All the CHLA clinics receive more referrals than can be accommodated and fellows have access to ample clinical presentations. Fellows work with a diverse population characterized by a variety of clinical presentations, and have the opportunity to utilize multiple treatment modalities being supervised by their individual supervisors, or seeking additional supervision from supervisors in other emphasis areas. Fellows receive training in evidence-based practices that are focused on the population of their specialty area, and match their clinical skills, as well as their research and academic skills. Research or program development / evaluation activities are integrated into the two-year fellowship-training plan. Fellows of all emphasis areas participate in hospital rounds and other training opportunities available to providers at CHLA and the USC/UCEDD.

Regardless of emphasis area, fellows receive training and experience addressing the unique needs of a diverse population of children and families. In addition to low income, ethnically and culturally diverse families, specialized services are provided to children and youth with developmental disabilities and chronic health care conditions, families involved in the foster care system, and sexual minority youth and families.

## **I. Adolescent and Young Adult Medicine**

Program Area Leader: Sara Sherer, Ph.D.

Anticipated positions: 2

The Division of Adolescent and Young Adult Medicine (DAYAM) at Children's Hospital Los Angeles is a leader in the comprehensive care of adolescents and young adults in the Los Angeles area. The mission of the DAYAM is to promote the health and wellbeing of adolescents and their families through the provision of youth-specific services, research and training, and to impact public policy and advocate for the needs of youth, particularly vulnerable, hidden and disenfranchised youth. The Division encompasses a wide range of programs aimed at addressing the needs of youth ages 12 through 24. Medical care, mental health services and substance abuse treatment are offered through this outpatient clinic at the hospital and in community-based settings easily accessible to youth. Since 1982, the Division has focused on reducing risks for young people through models of prevention and intervention established in partnership with the community.

Current divisional programs and services include:

The Teenage and Young Adult Health Center – This medical clinic provides outpatient care to many unique chronically ill youth who are hospitalized at CHLA. This clinic also treats many youth from the surrounding community for regular medical follow up. Youth receive specialized Adolescent Medicine care from specialists and from Adolescent Medicine medical fellows. The medical clinic is

also a rotation for pediatric residents. There are many unique and rare medical conditions seen in the clinic (Spina Bifida, Eating Disorders, Genetic Disorders and Conditions, to name a few) and the Psychology fellows have a consultation–liaison role with the medical team, and build close relationships with the attending physicians and medical fellows who treat their clients.

My Voice Transition Clinic – This program provides interdisciplinary care and support for CHLA medical patients age 15 and older who will transition out of medical care at CHLA to adult care in the community. Specialty clinics such as Rheumatology, Solid Organ Transplant, Renal, and the Cardiac Clinic refer their transitioning youth to the Teenage Health Center for specialized case management, adolescent specific medical/nursing care, and mental health counseling. Motivational Interviewing is a key tool used to help these youth with transitioning, adherence and follow-up issues.

NATEEN – This program provides case management and support for pregnant and parenting teen mothers. Psychology fellows may be involved in providing individual/group psychotherapy and work closely with NATEEN case managers.

The Homeless Adolescent & Young Adult Wellness Center (HAWC) – This program provides special health care, mental health counseling, case management and support for runaway and homeless youth in Hollywood and the surrounding areas. The program is part of a larger collaborative in the Hollywood area whose focus is to provide the best network of care for runaway and homeless youth. Psychology fellows provide services to runaway and homeless youth at the clinic, drop-in centers, youth shelters, on outreach, and more.

The Risk Reduction Program (RRP) – This program provides special health care, mental health counseling, case management and support for HIV positive youth and youth at risk for HIV (including a program serving transgender youth). Psychology fellows could be involved in working with HIV positive or at risk youth, and working at the Transyouth Clinic. Consultation–liaison with the medical and case management team is an important aspect of training with this program.

The Center for Transyouth Health and Development – This program, the largest transgender focused program in the nation, provides services that promote healthy futures for transyouth by providing medical services, case management, mental health counseling, research, training, and capacity building for gender non-conforming children and transyouth that is developmentally informed, affirmative, compassionate and holistic.

Substance Abuse Prevention and Treatment (SAPT) – This program specializes in non-residential prevention and treatment of substance related problems affecting adolescents. The services are free of charge and there are no financial requirements for eligibility. Once a youth has been assessed, he or she is assigned to prevention or treatment services receiving individual, family, and/or group interventions. The Psychology fellows will closely collaborate with the substance

abuse counselors when their clients display symptoms of co-occurring disorders, or need intensive substance abuse treatment.

Research and Evaluation - The Research and Evaluation program at the Division of Adolescent Medicine conducts research and evaluation projects to help programs evaluate the impact of their interventions/services with the purpose of improving youth and community outcomes, and developing best practices. Psychology fellows can choose from a large range of projects and engage with the research faculty while conducting their scholarly projects.

The Behavioral Health Program at the Division of Adolescent and Young Adult Medicine is an integral part of a comprehensive treatment team providing adolescents and their families with a range of services to address their unique needs. Services include psychoeducational assessment, individual, collateral, family and group therapy. All the Adolescent Medicine fellows are trained in one or more of the following Evidence Based Practices: Seeking Safety, Trauma Focused Cognitive Behavioral Therapy, Cognitive Behavioral Therapy and Managing And Adapting Practice (MAP), and Interpersonal Psychotherapy (IPT), which are Evidence-Based Practices utilized by the providers in that clinic. Additional Evidence-Based Practices may be taught and utilized as needed. Group models are utilized to address adolescent anger management issues, adolescent females dealing with the sequelae of sexual abuse, deficits in social skills, transitioning issues, support for parents struggling with parenting adolescents, and more.

The fellowship in the Division of Adolescent and Young Adult Medicine offers fellows opportunities for training and interdisciplinary collaboration at multiple locations. The client pool includes a diverse, primarily low-income population of adolescents and families referred for services by Adolescent Medicine physicians, health providers at the surrounding communities, schools, the probation department, the Department of Children and Family Services, and others. Common diagnostic issues are family problems, mood disorders, disruptive behavior issues, developmental disabilities, eating disorders, substance abuse and co-occurring disorders, transitional age issues, mental health issues related to chronic and life threatening medical conditions, PTSD, and many more.

Training within the Division of Adolescent and Young Adult Medicine includes rotation specific individual and group supervision (including weekly supervision with the medical fellows), weekly didactics (Adolescent Rounds, Advanced Behavioral Health Series, case presentations, journal club), as well as seminars involving Medical fellows and trainees from multiple disciplines focused on interdisciplinary consultation and liaison services. The adolescent fellows have three supervisors (two Adolescent and Young Adult Medicine clinical supervisors, and one Assessment supervisor) and participate in an Advanced Assessment Seminar - a regularly scheduled meeting

twice monthly focused upon standardized assessment strategies and methods most appropriate for the evaluation of teens and young adults. All the supervisors involved with the fellows work together to provide evaluations and feedback. It is anticipated that the incoming fellows will utilize prior experiences with adolescents and young adults, and will hone and mature their clinical acumen with this population through training and supervision. With supervisory support, fellows grow into fully functioning, confident licensed professionals, who become leaders in the field of adolescent mental health.

By joining the Adolescent and Young Adult Medicine team, fellows will have the opportunity to take leadership in this multidisciplinary environment. For example, fellows are involved in teaching CHLA Pediatric residents about psychosocial issues such as adolescent development, suicide assessment, transference/countertransference, and more. The psychology fellows, in collaboration with medical fellows, create and facilitate the curriculum of the weekly Adolescent Rounds. Presentations and conference submissions are also highly encouraged. Fellows are also expected to create or join scholarly projects carried out by faculty involved in divisional programs.

## **II. The Child and Family Community Psychology Program**

Program Area Leader: Dean Coffey, Psy.D.

Anticipated positions: 2

The Child and Family Community Psychology Program is an emphasis area which provides psychology fellows an interprofessional training experience, along with a two year curriculum in evidence-based psychotherapy practices and psychological assessment training. Child and Family Fellows provide psychotherapy, assessment, and consultation services to children and their families from culturally diverse backgrounds in the program's community mental health center. They also provide interprofessional, team-based, behavioral care in partnership with pediatric specialists, occupational therapists, nurses and related disciplines. Services include individual and family psychotherapy, evidence-based group therapy, consultation, psychological assessment, and assignment to the School Age Clinic, an interprofessional medication and consultation clinic.

Clinical child services address a broad range of emotional, behavioral, cognitive and/or neuro-developmental problems. Child and Family clinicians utilize a variety of evidence-based clinical intervention approaches, including the Incredible Years® Parent and Child Training Programs; and The Secret Agent Society for children on the Autism spectrum. Child and Family fellows play key roles in expanding evidence-based practice approaches used in the program. Diagnostic categories include: Attention-Deficit/Hyperactivity Disorders (ADHD), Disruptive Behavior Disorders, Mood Disorders, Adjustment Disorders, Anxiety Disorders, social-skills development and a variety of other

chronic, or acute mental health problems. Psychological assessment services include comprehensive psycho-educational and neuro-developmental assessment batteries utilizing a broad variety of assessment tools and strategies, including assessment approaches for bilingual children. Differences in first and second year fellow opportunities are designed based on fellows' interests and professional skills/training needs.

The Child and Family Community Psychology Fellow will participate in co-facilitating Incredible Years® Parent and Child Group Therapy. In response to the increasing incidence of conduct problems, The Incredible Years® Parenting Program and Dina Child Group Therapy are evidence-based interventions for the prevention and treatment of conduct problems in young children. The intervention is based on Social Cognitive Theory which hypothesizes that parents and children learn best from modeling and spontaneously practicing skills and employs a number of rehearsal interventions to make each group a fun and positive experience that has been shown empirically to generalize to the parent-child relationship. In recent years, Child and Family fellows have helped introduce a novel, evidence-based group social skills intervention called The Secret Agent Society, and fellows entering in 2019 will have the opportunity to participate in the implementation of this intervention.

Child and Family Psychology fellows participate in weekly Incredible Years® Parent and Child Group Leader Group Supervision, which is conducted using the Peer Coach Model developed by Carolyn Webster-Stratton, Ph.D., with the overall goal of facilitating the development of a reflective therapeutic stance. This model is learner-centered, supportive and builds on the fellow's strengths and needs.

In addition to group supervision, fellows participate in a weekly advanced interprofessional didactic series designed to prepare them to practice as clinical child psychologists in community mental health clinic settings. The didactics include review of relevant research literature pertaining to mental health service delivery, standardized psychological assessment and embrace a collaborative learning process through presentations by both faculty and fellows. Fellows within the Child and Family Program regularly participate in the following interprofessional consultation/assessment clinics and training seminars:

School Age Clinic (SAC) – The SAC is an interprofessional consultation and care clinic coordinated by psychology faculty and staffed by Psychologists, Developmental Behavioral Pediatricians, Psychiatrists, Occupational Therapists, Nurses, Speech Language Pathologists, Social Workers and their interns, residents and fellows. Psychology fellows in SAC take the lead in conducting diagnostic assessments, improve and oversee screening systems, and facilitate effective functioning among the patient, interprofessional team and the family. Second year fellows fulfill leadership and preceptor roles for doctoral psychology interns who are also training in clinic.

School Age Clinic Didactic and Case Conference Seminar- A weekly interprofessional meeting which takes place immediately before the School Age Clinic during which faculty, fellows and interns participate in a didactic series with a focus on behavioral, emotional, developmental and learning needs of school age children. Fellows are both learners and teachers in this seminar. Case presentations and formal didactic presentations are the primary learning and teaching strategies.

Child and Family Fellowship Advanced Assessment Seminar- A regularly scheduled meeting twice per month of faculty psychologists and Child and Family fellows with a focus upon school age standardized assessment strategies and methods. This is an advanced assessment seminar with a progressive two-year curriculum. Case conferences, scoring and administration workshops and informal didactic presentations are employed as learning and teaching strategies.

Child and Family Fellows Reading Group - The first and second year Child and Family Fellows meet twice per month to read and discuss professional treatment guidelines and seminal research publications. The reading group expands exposure to the very best in the research literature to inform clinical care and professional practice in preparation for licensure and practice as an Early Career Psychologist.

Research Opportunities - Child and Family fellows have the opportunity to participate in one of a variety of mentored scholarly projects with Child and Family faculty or faculty from other program areas, depending on interest and faculty projects available. Current Child and Family faculty projects include:

- Studies related to the implementation of The Secret Agent Society, a novel evidence-based social skills program developed by Dr. Renae Beaumont and her colleagues in Australia.
- Single case studies of the responses of children to the participation of their parents in the Incredible Years® Parenting Program.
- Implementation of the Triple P Stepping Stones parent training group intervention for parents of children with developmental disabilities.
- Pilot study conducted in primary care of the impact of the Incredible Years® evidence-based parenting intervention on pediatric health services utilization.
- Additional research opportunities may be available depending on funding and match between fellow interests and faculty projects underway.

### **III. Early Childhood Mental Health Program**

Program Area Leader: Marian Williams, Ph.D.

Anticipated positions: 2



The Early Childhood Mental Health Program at Children's Hospital Los Angeles provides comprehensive mental health services to children ages birth to 5 and their families. The major referral sources for the program include the CHLA foster care hub (infants and toddlers in out-of-home care); physicians referring children with chronic or acute medical conditions that may be impacting behavior and emotions; and preschools referring children due to disruptive behavior or other concerns. Many of the children served have developmental delays or disabilities (including autism spectrum disorders) in addition to their primary mental health need.

The Early Childhood Mental Health emphasis area is designed to provide intensive and advanced training for psychologists interested in pursuing specialized training in the area of infant/toddler and preschool mental health. Early Childhood Mental Health fellows will learn to conduct infant, toddler, and preschool age assessment and evaluation, treatment and intervention with very young children and their families, and will provide consultation to community providers that serve this population. There are ample opportunities within the program to obtain specialized expertise in assessment and intervention with autism spectrum disorders, young children in the foster care system, and young children with medical conditions. In addition to a general set of competencies, each fellow will develop a specialized area of focus during the course of the fellowship. Given the intensive level of training, the fellowship is designed as a two-year training program, which allows for in-depth experiences in assessment and intervention. In addition, opportunities for involvement in research and scholarly publications are available, particularly related to autism spectrum disorders.

The Early Childhood fellowship is designed to meet the competencies required for certification as an Infant-Family Early Childhood Mental Health Specialist and a Reflective Practice Facilitator II for the California Center for Infant-Family and Early Childhood Mental Health endorsement process. The Early Childhood fellowship includes a biweekly seminar focused on learning Reflective Supervision skills throughout the two years of fellowship including reflective supervision for their role as intern supervisors. During the first year of fellowship, the Early Childhood fellows participate in a weekly Early Childhood Seminar, which provides didactic training on a range of topics related to early childhood development, assessment approaches, and intervention models for young children.

Early Childhood fellows participate in weekly group supervision, with an alternating focus on Child-Parent Psychotherapy and Floortime. In addition, they participate in weekly individual supervision with two assigned supervisors from the early childhood program, with one supervision session focused on assessment and one on intervention. Supervision uses a reflective supervision approach.

Training in Child-Parent Psychotherapy leads to fellows becoming rostered by the CPP developers as a CPP therapist. Training includes a 2 ½ day training in September of the first year in CPP, a

two-day booster session in March of the first year, and a two-day booster session in October/November of the second year. Throughout fellowship, fellows provide CPP to at least 4 families, receive individual supervision in CPP, and participate in twice monthly CPP group supervision with other trainees and staff

Early Childhood fellows will be involved in the following Early Childhood array of services:

- Outpatient intervention - Providing mental health services to young children and families using relationship-based approaches. The services utilize a primary focus on dyadic interventions with caregivers and their children based upon best practice and evidence based models of treatment. Specific models of treatment taught include Child-Parent Psychotherapy (Lieberman's model), Floortime-based interventions, as well as developmental guidance, play therapy, and family therapy. Consultation to primary care physicians, preschool teachers, early intervention providers, daycare providers, children's services social workers, and other community providers involved in the child's life are also provided. Services may be provided in the clinic, in home, and in preschools, depending on the clinical needs of the child and family.
- Early Childhood Assessment Clinic - Provides comprehensive interdisciplinary assessments for children ages 3 – 5 years. Common referral questions include second opinions regarding diagnoses of autism spectrum disorders and intellectual disability, as well as diagnoses related to regulatory and learning difficulties, chronic medical conditions, and trauma exposure. Assessments are conducted by an interdisciplinary team, typically including developmental-behavioral pediatricians, speech-language pathologists, and occupational therapists, in addition to psychologists. Fellows learn best practices approaches to the assessment of young children, including mastery of the clinical use of the ADOS-2 and other autism assessment tools.
- Behavior In Babies Clinic - Uses an interdisciplinary model to conduct developmental evaluations of infants (age birth through 2), connect families with needed services, and educate medical providers regarding developmental needs and resources. Referrals come from the CHLA Foster Care Hub, Department of Children and Family Services, and community physicians. Other professionals involved in the clinic typically include developmental-behavioral pediatricians, occupational therapists and speech-language pathologists. Fellows obtain mastery of the Bayley Scales of Infant and Toddler Development – III, as well as additional measures to evaluate social-emotional and developmental functioning in infants and toddlers.
- Group Therapies for Young children and their parents – Fellows in the Early Childhood program have opportunities to learn and implement the Floortime group model, and the

Incredible Years model of parent and child groups (described above under Child & Family emphasis area)

- Research Opportunities:

- Depending on continued funding, Early Childhood fellows may participate in an NIH-funded Autism Center for Excellence grant, “Early Biomarkers of Autism Spectrum Disorders in Infants with Tuberous Sclerosis Complex.” This grant is a multi-site collaboration including neurology and psychology researchers from across the country. Fellows involved in the grant will provide developmental assessments to infants with tuberous sclerosis complex aged 3 months to 3 years. Assessments are conducted at UCLA in collaboration with the Department of Neurology.
- Early Childhood fellows have the opportunity to obtain training leading to research certification in the Autism Diagnostic Observation Scale, 2<sup>nd</sup> Edition and the Autism Diagnostic Interview - Revised.
- Additional research opportunities may be available depending on funding and match between fellow interests and faculty projects underway.

#### IV. Project Heal – Trauma Psychology

Program Area Leader: Karen Rogers, Ph.D.

Anticipated positions: 2

Project Heal post-doctoral training aims to prepare psychologists to address the complex needs of children of all ages exposed to trauma and adversity and their families. The emphasis is working with culturally diverse, disadvantaged populations, and training provided in both English and Spanish. Training aligns with the New Haven Trauma Competencies, providing an array of experiences intended to develop specialty expertise and leadership skills in trauma psychology. The first year of training includes exposure to the full array of Project Heal programs so that fellows obtain a breadth of experience in trauma mental health. As they transition into the second year, fellows develop individualized specialty training plans focused on one or more areas. Training is sequential and graduated, allowing for increasing independence and the opportunity for fellows to take a leadership role during their second year.

The Project Heal emphasis area provides opportunities to gain experience working with children, youth and families who have experienced a variety of traumatic events including physical, sexual, or emotional abuse, community violence, natural disasters, accidental traumas, grief and loss, immigration trauma, medical trauma and domestic violence. Many of the children seen in Project Heal have been involved in the child welfare system, and complex trauma and chronic adversity are common. Bilingual/bicultural supervision is available to enhance fellows’ skills in working within a

diverse urban community. The population of children served by Project Heal also includes those with developmental disabilities or other special health care needs.

Project Heal training includes a weekly advanced trauma didactic which includes lectures, case discussions and experiential learning. Topics address trauma across the developmental span, special populations, service delivery systems and professional development. Fellows develop professional presentation skills through didactic presentations to the full team and further hone these skills through a leadership role in the Introduction to Trauma didactic provided to doctoral interns in the program. Didactics for post-doctoral fellows include a bi-weekly Advanced Assessment Seminar and PCIT group supervision, and a monthly journal club.

**Programs within the Project Heal include the following:**

Outpatient Treatment: Comprehensive, individualized services for a diverse population of children from preschool to adulthood and their families exposed to trauma. A variety of treatment modalities are incorporated, including individual, family, and group therapy; services are provided in the clinic, home or community, depending on the needs of the child and family. Fellow caseloads are designed to provide a variety of experiences with children with and without comorbid developmental, psychiatric or medical diagnoses. Services provided by fellows include psychotherapy with children, families, and parents impacted by trauma, care coordination, advocacy and case management. All fellows will obtain experience providing Trauma Focused Cognitive-Behavior Therapy (TFCBT) within a community mental health setting and participate in a monthly TFCBT consultation group.

Parent-Child Interaction Therapy (PCIT): Trauma-informed PCIT offered to children age 2-8 with disruptive behaviors and their caregivers. This evidence-based practice utilizes a one-way mirror and “bug in the ear” to enable the therapist to coach caregivers on effective parenting skills. Fellows are provided training and experience in PCIT, including biweekly group supervision and live coaching by a certified PCIT trainer. Fellows may choose to pursue certification as a PCIT therapist.

Group Psychotherapy: Two group therapy programs provided through Project Heal. Making Friends and Staying Safe is an abuse risk-reduction program for children with developmental disabilities and their caregivers. Skills and knowledge regarding body boundaries, safe touch and abuse resistance are taught. All Project Heal trainees obtain experience co-leading Making Friends and Staying Safe child or caregiver groups; fellows may have an additional leadership opportunity to mentor newer trainees in facilitating the groups. In addition, group psychotherapy to treat trauma may be offered. Recent treatment groups have included a Grief and Growth group for children facing loss, a foster caregiver-focused Attentive Parenting group, and therapy groups for children

who experienced foster care. Groups are co-led and trainees are mentored by an experienced therapist with weekly group supervision of group therapy.

Multidisciplinary Assessment Team (MAT): A comprehensive family assessment for infants, children, and adolescents in foster care that generates specific recommendations for services to address the conditions that led to foster care placement. Assessments, which are community- and clinic-based, focus on child and family strengths and needs, and result in referral and linkage to needed services. MAT evaluations at CHLA are completed by senior clinicians with expertise and experience in addressing the complex needs of children in foster care who support fellows in developing rapid, in-depth evaluations, advanced family engagement and advocacy skills, and the capacity to work effectively with multiple parties who may have opposing viewpoints at a time of intense need. Complex or medically involved cases are frequently referred to CHLA based on the team's expertise. Fellows obtain graduated experience in MAT, with increasing independence and ongoing mentoring by a senior MAT psychologist.

Foster Care HUB Integrated Evaluation: Children newly involved with the foster system attend a single visit integrated medical and mental health evaluation. In this interdisciplinary setting, psychologists screen children for mental health, developmental and educational needs and pediatricians complete an initial medical evaluation and developmental screen. The team may be joined by a public health nurse affiliated with child protective services and a legal advocate focused on the needs of foster children and caregivers. The team reviews each case and provides guidance to caregivers, feedback and recommendations to child protective services and children's court; and advocates for foster children's access to needed services. Fellows received individual mentoring to support their work within the clinic.

Foster Care Hub Assessment Clinic: Participation in this interprofessional clinic involves completing brief standardized psychological assessments for children newly placed in foster care. Many of these children have histories of abuse and neglect in addition to multiple transitions that place them at risk for learning and conduct problems. The psychological assessments done in this clinic help fill the gap so that these children receive needed services in a timely fashion. Fellows also fulfill a consultation role in this clinic and frequently collaborate with pediatricians and nurses doing medical evaluations for children who are newly detained or have recent changes in foster care placement.

Trauma Informed Psychological Assessment: Fellows participate in a bimonthly trauma-informed assessment seminar focused on utilizing comprehensive assessment for diagnostic clarification and treatment planning and identify the impact of a child's trauma exposure on cognitive, socioemotional, developmental and relational functioning. Fellows complete a minimum of two assessment batteries per year, including integrated reports and feedback to the client and family.

During the first 6 months of training, Project Heal fellows will be provided with exposure to each of the above programs and will carry an ongoing therapy caseload. Subsequently, fellows will be able to choose specific areas of focus for the remainder of their training, such that additional time in the second year is devoted to individual focus areas. In consultation with their supervisors, fellows are encouraged to identify leadership roles within a focus area for their second year and receive mentoring and increasing independence in those roles. Focus areas also allow for leadership development

Research Opportunities: Research collaboration opportunities with Project Heal faculty enable fellows to become familiar with an area of trauma research literature and develop a scholarly project to meet the requirements of the fellowship program. Current research projects which may be available to fellows include: Identification of unique needs and best practice recommendations for infants relinquished through safe haven laws, applications of a trauma competency self-assessment tool for mental health trainees, and case study of a child and caregiver's response to PCIT or Authentic Parenting. Additional research opportunities may be available depending on match between fellow interests and faculty projects underway.

Weekly supervision for Project Heal fellows includes a minimum of two hours individual trauma focused supervision, and group supervision of group treatment. PCIT group supervision and consultation is provided by a certified PCIT trainer! and the team holds a month TFCBT group consultation. Project Heal supervisors are licensed clinical psychologists with advanced training and experience in child trauma. In addition to individualized participant-learning and clinical supervision, the weekly trauma didactic and team meeting provides an opportunity for all the child trauma therapists to support each other and consult to advance each other's experiences. As in clinical services, fellows are provided increasing leadership roles within the trauma training program. Individualized training plans are designed for first and second year fellows based on fellows' interests and professional needs..

## **V. Pediatric Psychology:**

Program Area Leader: Melissa C. Carson, Psy.D.

Anticipated positions: 2

The pediatric psychology program at CHLA offers postdoctoral fellowship training that provides the opportunity to develop expertise in psychological intervention for children, adolescents, and families who are impacted by chronic or acute illness. Psychology fellows will gain clinical experiences by working with patients referred from the following interdisciplinary pediatric clinics: The Children's Hospital Center for Cancer and Blood Diseases, The MAGIK (Making Aches Go Away in Kids) Pain

Clinic, Plastic Surgery/Craniofacial Clinic, Endocrine/Diabetes Clinic, and Nephrology Clinic. Additional clinical experience may be gained by providing assessment and intervention for patients referred from the Pulmonary Clinic; Cystic Fibrosis Clinic; Solid Organ Transplant Program; Comfort, Pain Management, and Palliative Care Program; General Pediatrics Clinic; Cardiology Clinic; and the Feeding Development Clinic.

The role of the fellow will include the following: providing evidenced-based interventions for individuals, families, and groups that target common pediatric psychology concerns; providing consultation/liaison services for interdisciplinary medical teams; conducting psychodiagnostic assessments; and providing advocacy. The pediatric psychology program currently offers group interventions to address such challenges as adherence with diabetes regimens; self-esteem and assertiveness for children with craniofacial differences; and an acceptance and commitment therapy group for patients coping with chronic pain management techniques. Fellows will have opportunities to co-facilitate groups. The pediatric psychology fellows receive training through a variety of mechanisms, including mentorship in consulting with interdisciplinary medical clinics; advanced pediatric psychology didactics; case conferences; & individual and group supervision. Opportunities for research also exist.

CHLA is currently recruiting two pediatric psychology postdoctoral fellows. Each of the pediatric psychology fellows will have a primary clinical assignment to at least one of the following specialty Pediatric Psychology Clinical Areas:

#### Pediatric Pain Management Clinic

Psychologists: Jeffrey I. Gold, Ph.D. and Alexis Yetwin, Ph.D.

The Pediatric Pain Management Clinic at CHLA is a comprehensive, cross-functional health care unit dedicated to the prevention, assessment, and treatment of pain and associated mood (anxiety, depression), sleep, and function (school, family, peer, emotional) for children and their families. We provide interventions to assist in improving pain management throughout the care of the child. The team consists of physicians (child/adolescent psychiatrist, pediatric anesthesiologists), a nurse practitioner, three pediatric psychologists, massage therapists, and acupuncturists. The psychology fellows will receive clinical training in pediatric pain assessment/management, participation in seminars and lectures, direct clinical care (training in assessment, individual, group, and family therapy) and participation in ongoing research.

#### Children's Center for Cancer and Blood Diseases

Psychologist: Kathleen Ingman, Ph.D., ABPP

The Children's Center for Cancer and Blood Diseases is one of the premier pediatric cancer and blood disorder treatment centers in the country, providing services to children and teens with cancer

and blood disorders, and their families. The HOPE Behavioral Health Service, a component of the Survivorship and Supportive Care Program, provides psychosocial support services to these patients and their families and works closely with physicians, nurses, social workers, child life specialists, and psychiatrists to provide integrated care. Pediatric psychology fellows provide psychological evaluation and treatment of specific behavioral, emotional, or adjustment problems related to the patient's diagnosis and treatment of cancer or a blood disorder. Services are primarily provided in an outpatient clinic; however, fellows also provide inpatient consultation-liaison as part of their training. Psychological interventions are evidence-based and generally problem-focused and time-limited in duration, and include individual, family, and group approaches.

#### Division of Plastic and Maxillofacial Surgery

Psychologist: Alexis Johns, Ph.D., ABPP

The Division of Plastic Surgery and Maxillofacial Surgery at CHLA includes Care Centers for Craniofacial and Cleft, Craniosynostosis, Facial Paralysis, Jaw Deformities, Microtia, Congenital Hand, Dentoalveolar, and Vascular Anomalies. Over 15 disciplines are represented among the Care Center providers and more than 6,500 patients are seen annually. Several of the Care Centers follow patients across their development from birth through early adulthood, including both typically developing children and patients with genetic disorders or other developmental disabilities. Psychology services and training opportunities include individual, family, and group therapy, as well as advocacy, assessment, and consultation. Services are provided within a biopsychosocial model with an emphasis on cultural sensitivity and interdisciplinary collaboration. There are also ongoing research projects related to craniofacial populations. Additional information about the Division is available at [www.hopeforkids.com](http://www.hopeforkids.com).

#### Nephrology

A psychology fellow will have the opportunity to provide consultation to CHLA's interdisciplinary nephrology team. This includes providing services for children who are receiving peritoneal dialysis or hemodialysis, as well as children who may be listed for kidney transplantation. The Kidney Transplant Program maintains the largest pediatric kidney transplant volume in the nation. The Kidney Program offers a living donor option to its transplant candidates, improving available surgical treatment options. We provide services on the Renal Dialysis Unit, affording our patients access to comprehensive care management. From a psychological perspective, adjustment to a post-transplant medical regimen can be difficult for children and families; therefore, psychosocial support is provided to address obstacles to adherence and promote positive transplant outcomes. Intervention is provided to promote readiness for transplantation and adherence post-transplant. The fellow will provide ongoing intervention to patients and families, both on an inpatient and outpatient basis. Adjustment issues, adherence, school reintegration, body image issues,



depression, and anxiety are common reasons for referral. Individual and family therapy services are offered.

### Pediatric Feeding Development Program

Psychologists: Nelly Amariglio, Ph.D., Olivia Hsin, Ph.D. and Melissa Carson, Psy.D.

The Pediatric Feeding Development Program provides a range of interdisciplinary services for children with developmental feeding problems. Outpatient intervention is provided for the child and family. The children evaluated and treated in this program have been unable to acquire independent feeding skills or developmentally appropriate feeding skills due to behavioral difficulties, developmental delays, complex medical histories, oral-motor delays, and/or sensory issues. The feeding assessment clinic conducts a comprehensive assessment of children with feeding problems using an interdisciplinary approach. The team consists of specially trained staff representing the following disciplines: Psychology, Developmental Behavioral Pediatrics, Nutrition, Occupational Therapy, Speech and Language Pathology, and Nursing. The evaluation identifies primary barriers to optimal feeding development and guides treatment recommendations. In addition to interdisciplinary assessment, opportunities exist to provide individual, dyadic, family, and group therapy to address feeding difficulties.

### **Psychology Staff Supervisors and Training Faculty**

See <http://chla.usc.edu> , select the “Find a Physician” section, for information about *faculty* members.

#### Adolescent Medicine:

- Carmona, Hana, Ph.D.
- Conn Bridgid, Ph.D.
- De Figueiredo, Sophie, Psy.D.
- Forbes, Catherine, Ph.D.
- Glassgold Sari, Ph.D.
- Radzik, Mari, Ph.D.
- Rodriguez, Moises, Ph.D.
- Sayegh, Caitlin, Ph.D.
- Sherer, Sara, Ph.D.
- Waxman, Tyler, Psy.D.
- Gutierrez, Silvia, Ph.D.
- Hall, Heather, Ph.D.
- Haranin, Emily, Ph.D.
- Hudson, Bradley O., Psy.D., ABPP
- Rafeedie, Jennifer A., Psy.D.

#### Early Childhood Mental Health

- Donoso, Oscar, Ph.D.
- Harley, Eliza, Ph.D.
- Lakatos, Patricia, Ph.D.
- Matic Tamara, Ph.D.
- Miller, Hannah, Psy.D
- Poulsen, Marie K., Ph.D.
- Williams, Marian E. Ph.D.
- Zamora, Irina, Psy.D.

#### Child and Family Community Psychology

- Coffey, Dean M., Psy.D
- Cuervo, Dina, Ph.D.

#### Project HEAL-Trauma Psychology

- Chavez, Veronica, Psy.D
- Celada Teresa, Psy.D.
- Natalie C. Cruz, Psy.D.
- Orless Micah, Ph.D.
- Rogers, Karen, Ph.D.

#### Pediatric Psychology

- Amariglio, Nelly, Ph.D.
- Carson, Melissa C., Psy.D.
- Gold, Jeffrey I., Ph.D.

- Hsin, Olivia, Ph.D.
- Ingman, Kathleen A., Ph.D., ABPP
- Johns, Alexis, Ph.D., ABPP
- Kim, Lydia, Psy.D.
- Marcy, Stephanie N., Ph.D.
- Munoz, Cynthia, Ph.D
- Park, Elizabeth, Psy.D..
- Radbill, Linda-Maritza, Ph.D.
- Yasuda, Patrice, Ph.D.
- Yetwin Alexis, Ph.D.

#### **Stipend Vacation and Facilities:**

- Yearly Stipend:
  - The stipend for Year 1 is \$44,556
  - The stipend for year 2 is \$44,556
  - Second year licensed fellows receive a stipend of \$50,752.

A benefit package including health and dental insurance is also provided to fellows and their dependents. This benefit package is offered at no cost to fellows.

- Time off:

Every training year fellows receive 9 days of paid vacation, 2 paid personal days, 7 paid CHLA holidays (New Year's Day, Martin Luther King's Birthday, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas Day), up to 5 paid professional days, and 5 days of paid sick leave. Fellows in good standing receive funding for registration and travel to attend professional conferences to which their presentations have been accepted.
- Environment of care:

The Community Mental Health offices are designed to accommodate both clinical service and interdisciplinary training. Clinical offices are available for client care, some equipped with one-way mirrors and/or cameras. Recent funding supported the creation of a "virtual campus" between the training offices and the Division of Adolescent Medicine and the CHLA main campus. The video-conferencing facility is integrated into some clinic spaces, and several rooms are equipped with audio/visual observation equipment. Assessment and

observation rooms are available for individual and group clinics. The Community Mental Health Center provides all assessment materials and equipment, including audiovisual equipment and computer-scoring materials. Fellows are provided dedicated office and training spaces. These are state of the art clinical and training spaces that afford each fellow his or her own computer, phone and workspace.

- Library Services

All fellows receive access to the University of Southern California Health Science electronic resources and computing facilities.

### Requirements for Admission

- Prior to the beginning of fellowship, all applicants are expected to have completed an APA accredited doctoral program, and an APA accredited internship.
- Due to HRSA restrictions related to the program's GPE funding, the program can only consider applicants that are citizens of the United States, non-citizen nationals of the United States, or a foreign nationals who possesses a visa permitting permanent residence in the United States. Individuals on temporary or student visas are not eligible participants.

### Application Procedure and Selection Processes

Information regarding the fellowship is available at [www.uscuceddtraining.net](http://www.uscuceddtraining.net) and is distributed solely through communication by e-mail with Dr. Sara Sherer at [ssherer@chla.usc.edu](mailto:ssherer@chla.usc.edu). The program is using the APPA CAS (APPIC Psychology Postdoctoral Application) on line system to receive applications. For more information about the application process please go to <http://www.appic.org/AAP-APP/APP-Postdoc-Application-Information>. If applicants are experiencing difficulties, they are encouraged to e-mail the Training Director, Dr. Sara Sherer with questions. **The program will start reviewing applications as they are received, and start inviting applicants for interviews beginning January 14<sup>th</sup> 2019.** Prospective candidates will be notified by via e-mail, whether or not they were granted an interview. Interviews will be offered only to applicants who have submitted a complete application and only after these files have been screened by the faculty. On-site interviews are required. On-site interviews last about 6 hours. **The program will continue to accept applications, and will continue interviews as long as there are openings.**

Although each emphasis area interviews and selects the candidates that are most qualified for the training experience offered, all candidates are expected to submit the following:

Candidates should submit the following:

1. **A letter of interest** stating your Postdoctoral emphasis area of interest. Please make sure to specify which emphasis area you are considering. **If you would like to be considered for more than one area, you must rank your choices in the order that you would like them to be considered, and make sure your letter of interest covers all the areas of interest you listed. Your first choice program will receive the application, and determine if to proceed. If not, your application will be submitted for your second choice.**
2. **A statement about your long-term career goals** and how this fellowship will help you achieve them.
3. **A Curriculum Vita**
4. **A de-identified sample child/adolescent psychological assessment report**
5. **Three letters of recommendation** (one from a clinical supervisor at predoctoral internship).
6. **Official Transcripts** of graduate studies reflecting attendance at an APA accredited graduate program
7. **A proof of completion of APA accredited internship by August 2019.** If the internship has not yet been completed, please submit a letter from internship training director stating expected completion date prior to August 31, 2019.
8. **A proof of completion of dissertation by August 2019.** If the dissertation has not been completed at the time of application, submit a letter from the dissertation committee chair indicating the expected completion of the oral defense prior to August 31, 2019.

The emphasis area coordinator and the Psychology training director select the most qualified candidates for each emphasis area using the following criteria:

- Relevance of previous training experiences
- Scope and quality of training experiences in the emphasis area
- Common clinical, research, and program development interests the applicants share with those core to the emphasis area
- Evidence of personal maturity
- Openness and thoughtfulness during the interview process
- Strength of fit between the applicant's professional goals and the program philosophy, routine practices, and resources
- Availability of strong references from professionals who know the applicant well

For inquiries please e-mail Dr. Sherer at [SSherer@chla.usc.edu](mailto:SSherer@chla.usc.edu)

Children's Hospital Los Angeles  
USC/UCEDD Mental Health Program, MS #115  
4650 Sunset Blvd., Los Angeles, CA 90027.



Children's Hospital Los Angeles is an Equal Opportunity/ Affirmative Action Employer. Applications from bilingual Spanish candidates and members of underrepresented groups are specifically encouraged.