



**Children's Hospital Los Angeles**

**University Center for Excellence in  
Developmental Disabilities**

**Psychology Postdoctoral  
Fellowship**

**2011-2012  
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. As the program grew, it evolved into its current structure that is based on 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 Community Psychology, Pediatric Psychology, Early Childhood Mental Health, Trauma Psychology, and Adolescent 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, schools and/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. The program received seven years of full accreditation by the APA in 2006.

For information about the program accreditation, please contact the Office of Program Consultation and Accreditation at the American Psychological Association  
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Washington, DC 20002-4242  
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## **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 317 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 over 15010,000 inpatient visits, and over 300,000 outpatient visits from newborn to 21 years of age who are referred by families and professionals throughout California and the world. In the past five years, U.S. News and World Report has placed CHLA among the top leading pediatric hospitals in the United States. 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 80% of patients representing ethnic minorities. In particular we serve a large proportion of Latino families. 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 Department of Mental Health (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 (LEND) inter-disciplinary 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 specialty area in this postdoctoral training program.

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 experts in the areas of community and health child psychology. Fellows are expected to enter our program with a high level of generalist training and some focused training in their desired area of specialization. All the specialization 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 goals by the end of their second year of training:

- Develop advanced clinical skills in their emphasis area.
- Routinely utilize evidence-based/best practices, and integrate research findings in their clinical work.
- Be able to gather, contribute to, and enhance interdisciplinary treatment teams in their practice area.
- Develop supervisory skills and practice clinical supervision (second year).
- Develop personal and professional qualities necessary to function as an advanced level independent psychologist.
- Complete the 'long-term' certification program of the Leadership Education in Neurodevelopmental Disabilities (LEND) interdisciplinary training program.
- Complete a research, clinical, or policy 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 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. 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. In 2010, the program was awarded a DHHS HRSA Graduate Psychology Education (GPE) grant. This funding enables the fellowship to enhance training and certification in evidence-based practices, increase fellows opportunities to participate in a variety of interdisciplinary training activities alongside residents, medical fellows, and individuals from other disciplines represented at CHLA. The GPE grant also funds training that enhances the ability of fellows to provide services to the ethnically diverse community served by CHLA.

### 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 Community Mental Health Program at CHLA is Bradley O. Hudson, Psy.D. 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.

## **CHLA Fellowship Structure**

The CHLA postdoctoral fellowship program is a two-year full-time training experience consistent with the academic calendar. 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 time completing all their training obligations than the allotted 40 hours each week. 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 per week.

Each training year consists of 12 months (2080 hours). Every training year fellows receive 10 days of vacation plus 6 CHLA holidays (New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas Day), 5 days of sick time, and *may* be released for specialized conferences and training activities as determined by the fellow's supervisors and with approval from the fellowship training Director. 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, and receive additional training from a variety of staff members of multiple disciplines depending on their emphasis area. All supervisors are licensed and work for 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, and other relevant activities. To successfully complete the fellowship, fellows are required to meet a minimum of 85% of their clinical exposure goals.

### Research requirement

All fellows are required to pursue a 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 research activities.

### Leadership Education in Neurodevelopmental and Related Disabilities Program

An additional component of the Postdoctoral fellowship program is participation in the Leadership Education in Neurodevelopmental Disabilities (LEND) program, a weekly interdisciplinary didactics and experiential program. Over the two years of the fellowship fellows must complete the LEND long-term certification program. The faculty and trainees of the LEND program represents a wide range of disciplines including but not limited to the following: Social Work, Communications Disorders, Psychiatry, Occupational Therapy, Nursing, Developmental Pediatrics, Nutrition, Health Administration, Audiology, Dentistry, and Family Resources.

The USC/UCEDD LEND training program provides fellows with both didactic instruction and practical experiences through a combination of clinical and community-based training sites. 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. LEND advanced leadership and policy training requires fellows to consider critical factors, generally outside their area of clinical study, that strongly influence the health status of children with neurodevelopmental and related disabilities such as environmental factors, family lifestyle and cultural values, technological advances, and contemporary economic, demographic, legal and political conditions. Moreover, by focusing on the importance of prevention and the benefits of coordinated health care, LEND trainees learn to work with parents as partners within their communities, to develop creative approaches for improving the health of children with disabilities.

### Training Requirements

#### Orientation

The first two weeks of the first training year are devoted to 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 rotations they joined. In order to participate in orientation activities, first year fellows *must* complete pre-employment requirements (health evaluation, completing HR and academic affairs documents) prior to the first day of fellowship as instructed in the offer letters.

### Fellows 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. First year fellows also participate in Leadership Education in Neurodevelopment Disabilities (LEND) lectures and seminars such as Scenario Based Learning, specific diagnostic criteria lectures, public policy seminars, and research groups. Second year fellows' seminars focus on developing supervision skills and exploring advanced professional development issues. The second year fellows also take part in a LEND Leadership Seminar.

### 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 with the USC/UCEDD.

### 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 mid-year and at the end of each training year. The training program has standardized the evaluation process by adopting the Quality Assessment Improvement System developed by William Robiner, Ph.D. A.B.P.P. at the University of Minnesota Medical School. This program evaluates individual performance as well as enhances the program administration, recruitment, and supervisor evaluation. The main instrument used in this system is the Minnesota Supervisor Inventory (MSI), which is a comprehensive competency based tool. Fellows will 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, and program evaluations by fellows.

### Due Process /Grievance

The Psychology Postdoctoral Fellowship at Children's Hospital Los Angeles is committed to facilitate 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 will receive a document outlining the rights and responsibilities both of the program and the fellows in the training process. It will also outline the procedures established for due process/grievance.

### Ethics

All fellows are expected to be familiar with the APA ethics code prior to their training at CHLA. Resolving ethical and professional issues are integral parts of our work, and it is expected that these issues will be actively discussed in supervision and seminars.

### Library Services

All fellows receive access to the CHLA library and to the University of Southern California Health Science Library and computing facilities.

## **Emphasis Areas**

Fellows are specifically recruited for one of the following programs:

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

### **I. Adolescent Medicine: Behavioral Services**

Program Area Leader: Sara Sherer, Ph.D.

Anticipated positions: 2

The Division of Adolescent Medicine at Children's Hospital Los Angeles is a leader in the comprehensive care of adolescents in the Los Angeles area. The mission of the Division is to promote the health and well being 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 10 through 24. Medical care, mental health counseling 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 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 community for regular medical follow up. They receive specialized Adolescent Medicine care from specialists and from trainees such as the Adolescent Medicine Fellows. The medical clinic is also a rotation for pediatric residents. There are many unique and rare medical conditions seen in the clinic (such as Spina Bifida, Eating Disorders, genetic conditions, to name a few) and the Psychology Fellow will build close relationships with the attending physicians who treat their clients and will have a consultation–liaison role with the medical team.
- NATEEN – This program provided case management and support for pregnant and parenting teens with a special health education and support program for teen dads. The Psychology Fellow may be involved in providing individual/group psychotherapy and will work closely with the case manager.
- The High Risk Youth Program (HRYP) – This program provides special health care, mental health counseling, case management and support for runaway and homeless youth in

Hollywood and 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 drop-in centers, youth shelters, the Saban Free Clinic, 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 of HIV (including a program serving transgender youth). The Psychology Fellow could be involved in working with HIV positive or at risk youth. Consultation-liaison with the medical and case management team will be expected.
- 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 Fellow will closely collaborate with the substance abuse counselors if they find their clients need more intensive substance abuse treatment.
- Gang Reduction Youth Development Program (GRYD) – This program provides violence prevention activities for 10-14 year old youth and their families. The program focuses on youth achievement, family support, and community mobilization. Services include after-school activities (tutoring, dance, mural painting, etc.), case management, parent education and support; legal education and referrals; youth leadership development; and gang intervention. Psychology fellows are involved with community based mental health services for youth enrolled in this program.
- The Center for Young Women's Health - Concerned with the health and well-being of young women, The Center for Young Women's Health (CYWH) was established in January of 2010. The Center is a Division-wide initiative designed to promote optimal health and wellness for young women in our community. This new program is still in development but the Psychology Fellow may be involved providing services to their female clients, or in their research evaluation.
- Evaluation - The evaluation department 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 programs and developing best practices. The Psychology Fellow will engage the services of this program while conducting their research project.

The **Behavioral Services Program** at the Division of Adolescent 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 will be trained in Seeking Safety, and

Trauma Focused Cognitive Behavioral Therapy, which are Evidence Based Practices utilized by the providers in that clinic. Additional Evidence Based Practices are taught and utilized in the adolescent Clinic. Group models are utilized to address anger management issues for male and female adolescents, adolescent females dealing with the sequelae of sexual abuse, deficits in social skills, support for parents struggling with parenting adolescents, and more.

The Fellowship in the Division of Adolescent 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, depression, disruptive behavior issues, eating disorders, substance abuse and co-occurring disorders, transitional age issues, mental health issues related to chronic and life threatening medical condition, and many more.

Training within the Division includes rotation specific individual and group supervision, weekly didactics (Adolescent Rounds, psychology didactics, case presentations, journal club), as well as seminars involving medical fellows and trainees from multiple disciplines. The Fellow will have three supervisors (two Adolescent Medicine supervisors, and one Assessment supervisor). Weekly supervision is provided, and all the supervisors work together to provide feedback. In this program, it is anticipated that the fellow will utilize prior experiences with adolescents and young adults, and will hone and mature their clinical acumen with this population. 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 Medicine team, Fellows will have the opportunity to take leadership in this multidisciplinary environment. For example, Fellows are involved in teaching CHLA Pediatric residents adolescent related topics such as adolescent development, suicide assessment, transference/countertransference, and more. The fellows, in collaboration with Adolescent Medicine Medical fellows, create and facilitate the curriculum of the weekly Adolescent Rounds. Presentations and conference submissions are also highly encouraged. Fellows are also required to create or join research projects carried out by faculty involved in a number of divisional programs.

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

Program Area Leader: Dean Coffey, Psy.D.

Anticipated positions: 1

The Child and Family Program provides psychotherapy and assessment services to children and families from culturally diverse backgrounds in the Hollywood/Los Angeles community. Services include individual and family psychotherapy, group therapy, consultation, and psychological assessment. Child clinical services accommodate children exhibiting 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. Diagnostic categories often include: Attention Deficit Hyperactivity Disorders (ADHD), Disruptive Behavior Disorders, Mood Disorders, Adjustment Disorders, chronic mental health disorders and problems, such as Bipolar Disorder, Chronic Pain, and more. Psychological Assessment services include comprehensive psycho-educational and neuro-developmental assessment batteries utilizing a broad variety of assessment tools and strategies, including a specialized assessment program for bilingual children. Fellowship rotations within the Child and Family Program may also include participation in two interdisciplinary consultation/assessment clinics, the School Age Clinic, and the Foster Care Hub. Both interdisciplinary clinics include consultation with Developmental Behavioral Pediatricians and their fellows, nurses, and a variety of clinicians from other disciplines. 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 also 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 has been empirically validated as an intervention for the prevention and treatment of conduct problems in young children. The intervention is based on Social Learning Theory which hypothesizes that parents learn best from modeling and spontaneously practicing skills and employs a number of rehearsal interventions to make the groups a fun and positive experience that has been shown empirically to generalize to the parent-child relationship.

This unique parent-training program employs over 200 DVD vignettes of families from diverse backgrounds to model parent competencies and improve parent-child interaction. DVD vignettes are shown in 19 weekly two-hour group sessions. The vignettes serve to promote group discussion and problem solving and as stimuli for role-playing activities along with rehearsal intervention techniques. Parents set their own goals through a collaborative group process that respects cultural differences among the participants. The Preschool Basic and School Age Basic parent training models are appropriate for latency age children (4 to 12 years old) with early onset conduct

problems (tantrums, oppositional behavior, aggression, losing temper, arguing with adults, whining, etc.) and is offered in English and Spanish, depending on the language preference of the parents participating in the program.

The Incredible Years Dinosaur child training curriculum “strengthens children's social and emotional competencies such as understanding and communicating feelings, using effective problem solving strategies, managing anger, practicing friendship and conversational skills, as well as appropriate classroom behaviors” (Webster-Stratton, 2003). Children meet for 19 weeks separately from parents with two therapists in a small group that uses DVD examples to teach and model social skills and problem solving capabilities while parents are involved in the parent-training program. Generalizability of the child training program is enhanced through art projects and games employing the new concepts, stories that describe children in problem solving situations, and child-size puppets that participate as group members and engage the children in problem solving activities and role-playing situations.

### **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 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 disabilities (including autism spectrum disorders) in addition to their primary mental health need.

The USC/UCEDD Early Childhood Mental Health Psychology Post-Doctoral Fellowship 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 agencies 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, treatment/intervention, and community consultation.

Early Childhood Fellows may be involved in the following Early Childhood array of services:

- Outpatient intervention - Providing mental health services to young children and families. 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) and Floortime-based interventions, as well as developmental guidance, play therapy, family therapy, and trauma-focused treatment. Consultation to pediatricians, teachers, 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 family.
- Early Childhood Assessment Clinic - Provides comprehensive interdisciplinary assessments for children ages 3 - 5. Common referral questions include second opinions regarding diagnoses of autism spectrum disorders and mental retardation, 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, occupational therapists, social workers, and dietitians, in addition to psychologists. Fellows learn best practices approaches to the assessment of young children, including mastery of the clinical use of the ADOS 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. 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 – Fellows in the Early Childhood program have opportunities to learn and implement the Floortime group model, the Incredible Years model of parent and child groups (described above under Child & Family emphasis area), as well as additional groups for young children such as baby groups for infants and their caregivers, social skills groups for young children, and support groups for parents of young children.

#### IV. **Project Heal – Trauma Psychology**

Program Area Leader: Karen Rogers, Ph.D.

Anticipated positions: 2

Project Heal serves a diverse population of children and families who have been exposed to physical, sexual, or emotional abuse, community violence, natural disasters, accidental traumas, or have witnessed domestic violence. Treatment and fellowship training are offered in English and Spanish in order to meet the needs of the children and families served by CHLA. 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.

Programs within the Project Heal include the following

- Outpatient Treatment: Comprehensive, individualized services for a diverse population of children and their families exposed to trauma. A variety of treatment modalities are incorporated, including individual, family, and group therapy; Trauma Focused Cognitive Behavior Therapy is utilized, as well as other evidence-based trauma treatment models.
- Trauma Informed Psychological Assessment: Training available in two assessment models: a brief psychological assessment for children in foster care, and a comprehensive trauma-informed assessment battery.
- Foster Care HUB Mental Health Evaluation: An integrated medical and mental health evaluation for children newly placed in foster care. In this interdisciplinary setting, psychologists screen children for mental health, developmental and educational needs; provide feedback and recommendations to DCFS, courts and caregivers; and advocate for foster children's access to needed services.
- Multidisciplinary Assessment Team (MAT): A comprehensive family assessment for children 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.
- 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.

- Good Shepherd Shelters for Homeless Women and Children: On-site clinical services to address the mental health needs of homeless women and their children. Staff training and consultation, group therapy for shelter residents, and resident consultation and support are provided.
- 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. In addition, group psychotherapy to treat trauma may be offered. Recent treatment groups have included TFCBT group therapy, coping skills groups, and groups focusing on sexual abuse or family conflict. Groups are co-led and trainees are mentored by an experienced therapist.

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. Fellow training in Project Heal is designed for leadership development; over the course of the two years, fellows gain increasing independence in leadership roles within their chosen area of focus. In addition to their focus areas, first and second year fellows carry a caseload of approximately 12 trauma clients and participate in other clinical services on an individual basis.

Research collaboration opportunities with Project Heal faculty enable fellows to become familiar with an area of trauma research literature. Current research interests include service needs and access for children in foster care, abuse risk reduction for children with developmental disabilities, cognitive and socio-emotional assessment of traumatized children, and group treatment interventions for children and their families exposed to stress.

Weekly supervision for Project Heal fellows includes a minimum of two hours individual trauma focused supervision, and group supervision of group treatment. Project Heal supervisors are licensed clinical psychologists with advanced training and experience in child trauma. In addition to individualized participant-learning and clinical supervision, fellows also participate in a weekly trauma didactic and team meeting, which provides an opportunity for all the child trauma therapists to support each other and consult to advance each other's experiences. Specific training is offered in Trauma Focused Cognitive Behavior Therapy. 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 fellowships that provide the opportunity to develop expertise in psychological intervention for children, adolescents, and families who are experiencing chronic or acute illnesses. Psychology fellows will gain clinical experiences through primary participation in one or more of 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 assessment; and providing school advocacy. The pediatric psychology program currently offers several group interventions to address such challenges as adherence with diabetes regimens; self-esteem and assertiveness for children with craniofacial differences; and pain management techniques. Fellows will have opportunities to co-facilitate these groups. The pediatric psychology fellows receive training through a variety of mechanisms, including mentorship in the interdisciplinary medical clinics; 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 one of the following specialty Pediatric clinics and may have experiences in other clinics during the two-year fellowship:

- Comfort, Pain Management and Palliative Care Program  
Psychologist: Jeffrey I. Gold, Ph.D.  
Contact: [jgold@chla.usc.edu](mailto:jgold@chla.usc.edu)

The Comfort, Pain Management and Palliative Care Program at CHLA is a comprehensive, cross-functional health care unit dedicated to prevention and treatment of pain and associated anxiety for children and families. We provide intervention to assist in improving pain management throughout the care of the child. The team consists of a pediatric anesthesiologist, a pediatric psychiatrist, an adolescent medicine physician, two nurse practitioners, two pediatric psychologists, and a licensed clinical social worker. The psychology fellow will provide outpatient and inpatient therapy services to assist children and adolescents in coping with their pain and improving their overall functioning. Individual, family, and group therapy services are offered through the MAGIK pain management program.

- Children's Center for Cancer and Blood Diseases  
Psychologists: Ernest R. Katz, Ph.D. and Kathleen Ingman, Ph.D.  
Contact: [kingman@chla.usc.edu](mailto:kingman@chla.usc.edu)

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 Program provides psychosocial support services to these patients and works closely with physicians, nurses, social workers, child life specialists, and psychiatrists to provide integrated care. Pediatric psychologists 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 provided on the inpatient units, as well as on an outpatient basis. Psychological interventions are generally problem-focused and time-limited in duration, and include individual, family, and group approaches.

- Division of Plastic Surgery  
Psychologist: Alexis Johns, Ph.D.  
Contact: [Ajohns@chla.usc.edu](mailto:Ajohns@chla.usc.edu)

The Division of Plastic Surgery and Maxillofacial Surgery at CHLA includes Care Centers for Craniofacial and Cleft, Craniosynostosis, Facial Paralysis, Jaw Deformities, Microtia Reconstruction, 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

Psychologist: Melissa Carson, Psy.D.  
Contact: [mcarson@chla.usc.edu](mailto:mcarson@chla.usc.edu)

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 are strongly integrated with 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.

- Diabetes Program

Psychologist: Cynthia E. Muñoz, Ph.D.  
Contact: [cymunoz@chla.usc.edu](mailto:cymunoz@chla.usc.edu)

The Comprehensive Childhood Diabetes Center at CHLA works on multiple fronts to advance early intervention, education and scientific investigation. The Center treats childhood diabetes, growth, weight management, general endocrinology and bone metabolism. Both our internal medical team and the Department of Child and Family Services frequently refer children, adolescents, and families who have adherence difficulties with their diabetes management to our pediatric psychology program. We provide individual, family, and group therapy services as well as consultation with school personnel. The psychology fellow will provide outpatient psychotherapy services to assist children and adolescents in coping with chronic illness, depression, anxiety, and diabetes burnout as well as facilitating improvement of medical adherence and self-esteem.

## VI. Special Project

### LEND Autism Fellow

Coordinator: Marian Williams, Ph.D.

Anticipated openings: 1 first year fellow form any of the specialty areas

The LEND (Leadership Education in Neurodevelopmental Disabilities) Interdisciplinary Training Program is funded by the Maternal and Child Health Bureau to provide enhanced training opportunities in autism spectrum disorders. The funding will support one first year psychology fellow for about a day a week of specific autism related training and clinical activities. While all fellows participate in the general LEND curriculum, one psychology postdoctoral fellow joins the LEND Autism Fellowship Team (AFT) each year. The AFT involves training with a small interdisciplinary team of trainees representing the disciplines of communication disorders, family support, nutrition, special education, public health, social work, and possibly others. The AFT Psychology fellow participates in special learning activities focused on autism spectrum disorders, including didactics, clinical activities, small group discussion, policy and advocacy, research, and other learning experiences.

#### Required Activities:

1. Participation in all LEND training didactic and small group activities, and completing all the LEND requirements (same requirement as the rest of the CHLA fellowship class).
2. Completion of a Leadership project: An 80-hour project in research with autism content; project also includes policy and community education components.
3. Autism Fellows Team monthly supervision
4. Participation in LEND interdisciplinary team activities:
  - a) LEND Autism Navigation Clinic (mandatory activity): This clinic involves small interdisciplinary teams meeting with parents of children with autism to assist them in understanding their child's diagnosis and needs and helping them learn to navigate the service system, with particular focus on appropriate school services for children with autism.

The psychology autism fellow has the option to participate) in the following interdisciplinary teams (choice dependent on interests, prior experience, area of specialty for fellowship and supervision available:

- b) LEND Rett Clinic: This interdisciplinary clinic provides specialized assessment services to children with Rett Syndrome.
- c) LEND Autism Consultation Team: This clinic includes working with an autism team from a local special education district to provide consultation to teachers working with a child with autism in their classroom.
- d) Early Childhood Interdisciplinary Clinic: This clinic provides comprehensive assessments to children aged 3 to 5, with a special focus on autism assessment and diagnosis.
- e) School Age Clinic: This clinic provides evaluations of school-age children referred for a developmental-behavioral pediatrics evaluation to identify needs for psychotropic medications and monitor medication response.

**Autism Fellow Application Process:** Please add to your fellowship application a separate cover letter reflecting your interests and reason for applying to be the LEND Autism Fellow.

## Psychology Supervisors and Training Faculty

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

- Adriana Anaya, Ph.D.
- Alexis Johns, Ph.D.
- Bradley O. Hudson, Psy.D.
- Catherine Forbes, Ph.D.
- Cynthia Munoz, Ph.D.
- Dean M. Coffey, Psy.D.
- Emily Edlynn, Ph.D.
- Elise Gibney, Ph.D.
- Ernest R. Katz, Ph.D.
- Irina Zamora, Psy.D.
- Jeffrey I. Gold, Ph.D.
- Jennifer A. Rafeedie, Psy.D.
- Karen Rogers, Ph.D.
- Kathleen A. Ingman, Ph.D.
- Kristen Bonaventura, Ph.D.
- Mari Radzik, Ph.D.
- Marian E. Williams, Ph.D.
- Marie K. Poulsen, Ph.D.
- Melissa C. Carson, Psy.D.
- Micah Orlist, Ph.D.
- Moises Rodriguez, Ph.D.
- Nik Stefanidis, Ph.D.
- Patrice Yasuda, Ph.D.
- Sam Girguis, Psy.D.
- Sara Sherer, Ph.D.
- Sari Glassgold, Ph.D.
- Silvia Gutierrez, Ph.D.
- Stephanie N. Marcy, Ph.D.
- Susan Park, Ph.D.
- Tamara R. Matic, Ph.D.
- Tyler Waxman, Psy.D.
- Veronica Chavez, Psy.D.

## Application Procedure and Selection Processes

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 to Sara Sherer, Ph.D., the USC UCEDD Psychology Training Director. Applications are due by February 5, 2011. Interviews will start in February 2011. The program will continue to accept applications, and will continue interviews as long as there are openings.

Candidates should submit the following:

1. A letter of interest stating your Postdoctoral 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 to be considered.*
2. A statement about your long-term career goals and how this fellowship will help you achieve them
3. A Curriculum Vita
4. Three letters of recommendation (one from a clinical supervisor at predoctoral internship)
5. Official Transcripts of graduate studies reflecting attendance at an APA accredited graduate program
6. A sample child/adolescent psychoeducational assessment report
7. A proof of completion of APA accredited internship by August 2011. If the internship has not yet been completed, please submit a letter from internship training director stating expected completion date prior to August 31, 2011.
8. A proof of completion of dissertation by August 2011. 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, 2011.
9. If you are interested in the Autism Fellowship, please submit a separate letter of interest per the instructions provided in this brochure.

The emphasis area coordinator and the 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



The information about the above postdoctoral positions and application procedures can be found on our website: [www.uscuceddtraining.net](http://www.uscuceddtraining.net)

Please send application materials to:  
Sara Sherer, Ph.D.  
Children's Hospital Los Angeles  
USC/UCEDD Mental Health Program, MS #115  
4650 Sunset Blvd., Los Angeles, CA 90027.

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

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.