Doctoral Internship in Clinical Psychology

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**Introduction**

Children’s Institute, Inc. (CII) offers a 2,000-hour Doctoral Internship Program in Clinical Psychology that is accredited by the American Psychological Association (APA); CII is also a member of the Association of Psychology and Post-doctoral Internship Centers (APPIC). Our internship funds 4-6 full-time, 12-month training positions beginning in early September. The goal of CII’s clinical psychology internship is to prepare advanced pre-doctoral students in clinical psychology for the professional practice of child and family psychology in a variety of community settings, such as community mental health centers, outpatient clinics, preschools and schools. CII prefers applicants from accredited Clinical Psychology program that have had practicum experience and coursework in working with diverse children and families in community settings. We participate in the APPIC Matching Program and abide by the policies set forth by APPIC. CII is a private, nonprofit organization that provides child and family therapeutic services, training, research and advocacy focused on the prevention and treatment of child maltreatment. CII operates a full range of integrated programs aimed at assisting victims of abuse in their recovery and in the prevention of future instances of abuse and neglect.

**Mission**

Serving the Los Angeles area for more than 110 years, Children’s Institute Inc. has been a pioneer in the provision of child-focused, family support services. CII’s mission is to help children in Los Angeles’ most challenged communities heal from the trauma of family and community violence, build the confidence and skills to break through the barriers of poverty, and grow up to lead healthy, productive lives. Using the four CII values **Passion, Innovation, Partnership** and **Equity** we believe in the boundless potential of children and families and work zealously to achieve transformational change. We seek inventive solutions grounded in best practices and rigorous analysis. We are committed to excellence, impact and sustainability in all we do. We have the greatest impact when collaborate with families, community partners and colleagues who are dedicated to the success of the young people we service. We promote opportunity for communities hit hardest by persistent poverty. We treat everyone with compassion and respect. The CII model blends evidenced-based clinical services to address trauma; early childhood programs to provide critical early intervention; child welfare and crisis response services to promote safety and permanency; youth development programs to enable children and youth to develop skills and self-esteem; and family support services to build on family strengths and promote stability.

**Training Philosophy**

The internship program trains Psychology Interns to practice as highly skilled clinicians providing a full spectrum of clinical services to children, adolescents and families that are experiencing behavioral or emotional problems. Although the internship provides training in treating traumatized children in the context of their family and community, it is dedicated to providing intensive training in a broad range of clinical skills and roles. Through a combination of clinical experience, supervision, and didactic training, our
internship aims to develop essential attitudes and skills such as disciplined inquiry, openness to multiple ways of knowing, self-awareness, observational skills, reflection, attention to context, collaboration, and respect for diversity. Disciplined inquiry is encouraged through the rigorous integration of evidence-based clinical interventions with theory and clinical practice; and openness to multiple ways of knowing is fostered through exposure to clinical supervisors representing several theoretical orientations (cognitive-behavioral, psychodynamic, and family systems).

Observational skills are advanced with equal emphasis on objective and subjective elements, through psychological interviews, application of theory and research, and clinical supervision emphasizing attention to empathy, intuition, and both objective and subjective countertransference. Self-awareness and reflection are the hallmarks of the competent professional and are promoted in the intern through both intensive clinical supervision and modeling by supervising psychologists.

Attention to context is foundational; our emphasis on systemic thinking, context and ecological factors via an eco-systemic conceptual perspective is woven throughout the training experience in seminars and supervision; respect for diversity is integrated throughout the training experience with a variety of methods: through self-assessment on a multicultural inventory, exploration of countertransference in supervision, and discussion of the literature in seminars.

Because the practice of professional psychology is profoundly social, we believe that attitudes and skills that promote relationship-building and collaboration are indispensable. Developing skills in engagement, promotion of a therapeutic alliance, and inter-professional collaboration are accentuated in seminars, clinical supervision, and the construction of intervention strategies.

To summarize, the psychology internship faculty at CII fosters the development of practitioner-scholars and local clinical scientists with an integration of scientific inquiry and professional practice, through:

- Clinical and multi-disciplinary experience with a diverse group of individuals, families, groups and community systems
- Realistic expectations for caseloads (designed to allow for reflection through supervision, seminars and reading assignments)
- Clinical supervisors representing several theoretical orientations (cognitive behavioral, psychodynamic, family systems)
- Supervisory guidance in completing clinical case documentation, which includes assessments, treatment plans, and case notes
- Supervisory guidance in writing reports, summaries and recommendations
- Ongoing seminars in family systems theory and therapy, trauma-focused individual and group therapy, and early childhood mental health
• Training in the evidence-based treatment models of Trauma-Focused Cognitive Behavioral Therapy (TFCBT) and Parent-Child Interaction Therapy (PCIT)

• An emphasis on diversity competence through seminars, supervision, group dialogue, and self-assessment

**Training Setting**

Interns are housed at both the Otis Booth Campus. The Otis Booth campus is located just west of downtown Los Angeles in Service Planning Area 4. (Service Planning Areas are geographical regions designated by LA County and denoted as SPA.) SPA 4 is called “Metro”; it is an urban, inner-city area of central Los Angeles whose population is primarily Latino. It is also the home of a high concentration of Filipino children and families. This geographical area of LA is a “Port of Entry” for new immigrants from Mexico, El Salvador, Guatemala and Nicaragua; 94% of CII’s client parent population is monolingual Spanish-speaking. The Otis Booth Campus is CII’s headquarters, containing administrative offices for senior management, supervisors and evidenced-based practice trainers. It is a multi-use building that houses the clinical staff for the mental health programs of early childhood, school-based services, outpatient and intensive clinical services, and Cal-Works adult mental health services. In addition, Otis Booth Campus includes two state preschool classrooms, and CII’s community services including afterschool and enrichment programs. Intern workstations are integrated with staff so that they can benefit from staff expertise and support.

**METHODS OF INSTRUCTION AND TRAINING**

**Clinical Training Tracks**

All interns are assigned to CII’s Outpatient Mental Health Program. Interns are required to provide (16) hours/week of direct clinical services in two concurrent rotations: early childhood or trauma-informed psychotherapy. Each intern participates in a minimum of four hours of supervision provided by licensed psychologists: (2) hours of individual supervision and (2) hours of group supervision, one of which is on an evidenced-based practice. In order to meet the full expectations for supervised professional experience Psychology Interns must provide a minimum of 600 hours of direct clinical services over the course of the training year. Clinical training proceeds on two simultaneous tracks (or concurrent rotations) throughout the training cycle:

• **Early Childhood Mental Health**

  Some of the intern group will specialize in Early Childhood Mental Health, providing specialty mental health services to children birth to five and their caregivers. (All interns will attend a weekly Early Childhood Seminar, which focuses on child development, attachment, the impact of trauma on the developing brain and how early childhood development affects future development and mental health.) Interns in the Early
Childhood track will learn and practice Parent-Child Interaction Therapy (PCIT), developed at the University of California, Davis, and will attend weekly PCIT group supervision. (There is an opportunity to become certified in this evidenced based practice during the course of the internship.)

- **Trauma-Informed Psychotherapy (Individual, family and group therapy)**

Some of the intern group will provide specialty mental health services to children ages 6 to 17 and their families. These interns are trained in Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), an evidence-based model developed by Judy Cohen, MD, Anthony Mannarino, PhD & Esther Deblinger, PhD. Interns attend a seminar and receive clinical supervision in the application of TF-CBT with traumatized children. (There is an opportunity to become certified in this evidenced based practice during the course of the internship.) In addition, all interns are assigned as group co-therapists to a psychoeducational trauma group (addressing sexual abuse or domestic violence issues); they serve as co-therapists with more senior staff and mental health professionals.

**Clinical Treatment Emphases**

- **Eco-Systemic Family Systems Therapy**

Interns from both tracks are assigned 3-4 families for family therapy, receiving didactic training in the Family Systems Seminar and clinical supervision, utilizing co-therapy, *in vivo* supervision, and video recordings. All interns are required to present videotaped samples of their interventions with families for clinical supervision. Interns will also be engaged in consultation and collaboration with larger systems impacting the families (child protective services, probation and juvenile court, and schools) as well as providing field-based services (in the home, school or community) for families who are unable to come to the clinic.

- **Bilingual-Bicultural Psychological Services***

Interns from either track are assigned monolingual (Spanish- or Korean- speaking) immigrant clients and families based on their skill providing therapy in a language other than English. They will receive didactic training and supervision in culturally competent therapy, utilizing co-therapy, *in vivo* supervision, and video recording. Interns have the option of receiving supervision in Spanish as well. Interns, acting as advocates and cultural brokers, will also be engaged in consultation and collaboration with larger systems impacting immigrant families (schools, probation and juvenile court, and child protective services) as well as providing field-based services.

*Interns assigned to this rotation must possess the requisite skills, experience and interest and/or experience in providing psychological services to Korean-American or Latino children and families and language skills in Korean or Spanish).
### Typical Work Week

- **13** hours of individual or family therapy (caseload is gradually ramped up)
- **3** hours of group therapy
- **2-3** hours of initial intake assessment
- **2** hours of individual supervision
- **2** hours of group supervision
- **4** hours of didactic training (seminars, in-services)
- **9 – 10** hours of preparation, readings, report writing, treatment plans, and progress notes.

### Competencies

There are nine core competencies that are expected of a psychology intern. Interns are specifically evaluated in the following areas:

1. **Research**

   Although our clinical psychology internship provides primarily a clinical and treatment-focused training experience, interns are also provided with a number of opportunities and activities to enhance their skill in multiple strategies of scholarly inquiry. For example, instructors in our intern seminar series present up-to-date research, and psychology interns are required to read and critically evaluate articles presenting the empirical evidence for interventions. In addition, individual and group supervisors encourage the use of research findings for assessment, treatment planning and intervention. CII requires pre and post assessments for all clinical interventions, to document reduction of symptoms and increase in functionality, as well as a post-treatment satisfaction survey. Therefore, interns are involved in research data collection during initial intake interviews, 6 month mid-treatment, and the termination process participating in outcome measure administration, scoring and reporting. Interns are will also be learning about the psychometric properties of the measures being administered associated with the EBP’s that interns will be trained. Finally, interns are encouraged to pursue literature searches under supervision (to develop skills in working with specialized clinical problems), to attend professional conferences (fees paid by CII) presenting the most up-to-date research and practice. Interns are required to integrate their scholarly inquiry into their case presentations during the year and in the final case presentation. In addition, Interns will begin to present their dissertation research to CII therapeutic staff beginning in the spring of 2018. Interns will be evaluated on their knowledge of and skills in integrating research in professional, ethical, legal, and clinical issues in the practice of psychology.

2. **Ethical and Legal Standards**

   Interns will be trained in the current version of the APA’s Ethical Principles of Psychologists and the Code of Conduct, California law, and all HIPAA standards related to confidentiality. In addition, interns will receive an in-service training on
CII’s process/procedure in reporting child abuse. Interns are expected to conduct themselves in accordance with all professional standards, ethics, and relevant mental health laws. In addition to the expected responsibility for all training obligations and maintenance of professional demeanor, interns are expected to conduct themselves in an ethical manner in all professional activities. Ethical dilemmas will be discussed in supervision and all seminars.

3. **Individual and Cultural Diversity**

Through didactic seminars, readings, experiential exercise, discussion, clinical experience with clients of diverse backgrounds, and self-exploration, interns are expected to develop competencies with regard to diversity and multicultural issues. Psychology interns are evaluated on their ability to use a variety of interventions effective with diverse clients (problem solving approaches, home-based interventions, structured, directive therapy, etc.); on their awareness of their attitudes and how these affect the therapy process (e.g., ethno-cultural-countertransference); and on their knowledge of the cultural, racial, ethnic, religious, gender, sexual orientation, disability and social class factors relevant to the client population treated at CII.

4. **Professional Values, Attitudes, and Behaviors:**

Interns will demonstrate their commitment to theoretical understanding, application of theory to practice and the development of technical competence in the practice of psychotherapy through actively participating in training and supervision, and to be open to supervisory feedback. They will demonstrate commitment to patient’s welfare through advocacy efforts, making appropriate referrals, and the coordination of services. Interns will learn to apply theory to practice and develop independence in constructing interventions, and show self-evaluation, self-direction and self-motivation for professional growth. They will demonstrate progress in developing a professional identity and personal theoretical orientation.

5. **Communication and Interpersonal Skills**

Interns will demonstrate effective interpersonal skills and the ability to manage difficult communication. They will be provided the opportunity to engage with a wide range of individuals, i.e. clients, caregivers, staff clinicians, supervisors, and individuals working in the eco-systemic environment, such as teachers, social workers, and probation officers, and will be evaluated on their ability to effectively manage those relationships. They will also be evaluated on their oral, nonverbal and written communications, and their ability to produce timely, professional documentation of clinical services.

6. **Assessment**

Interns are evaluated on their ability to conduct initial intake assessments and synthesize data from various sources (school, family, child, other providers); and their ability to develop an accurate diagnosis based on psycho-diagnostic data on children with a wide range of psychological problems. Interns are expected to develop competency in differential diagnosis of anxiety disorders, depressive disorders,
psychosomatic disorders, conduct problems, ADHD, learning disabilities, mental retardation and developmental disabilities. In addition, interns will be evaluated on their ability to complement DSM-V/ICD-10 diagnoses with contextual and relational factors such as diversity, family systems, and eco-systemic considerations. Interns will demonstrate knowledge of theory and research regarding assessment of psychological trauma in children, as well as demonstrate knowledge of developmental assessment and diagnostic formulations with young children.

7. Intervention

Interns will demonstrate skills in treatment planning, engagement and interventions with children and families. They will demonstrate knowledge of family systems theory/models of intervention and provide family therapy. They will demonstrate knowledge of treatment of psychological trauma, developing competencies in trauma-focused individual, family and group therapy. They will demonstrate knowledge and skills in providing interventions to young children and in intervening in the caregiver/child relationship. Interns are evaluated on their ability to demonstrate an organized conceptual understanding of the client’s problems and utilize it in formulating a cohesive treatment plan; to discriminate among various intervention strategies to facilitate treatment; to use a variety of intervention skills and techniques; to demonstrate a variety of therapeutic modalities; to identify therapeutic challenges and work toward their resolution; to be aware of one’s reactions and their impact on the treatment process, and maintain appropriate therapeutic boundaries. Interns will learn and implement child and family engagement skills to strengthen therapeutic alliances, and learn and implement evidenced-based interventions (Parent-Child Interaction Therapy (PCIT) or Trauma-Focused Cognitive Behavioral Therapy (TFCBT)).

8. Supervision

Interns will demonstrate knowledge of supervision theory and application of theory to practice. Literature on the supervision process is included in all seminars (early childhood, trauma, family systems) and interns participate in an annual Clinical Supervision Workshop offered to all licensed clinicians who supervise. Interns will provide peer supervision on a rotating basis in group supervision beginning in 2018, and will supervise Social Work Interns or Counseling Trainees, beginning in 2019.

9. Consultation and Interprofessional/Interdisciplinary Skills

Interns will demonstrate theoretical knowledge of consultation and professional collaboration models (multi-systems, multidisciplinary and eco-systemic models). They will demonstrate the ability to use community resources, coordinate services with other providers and manage systemic issues through consultation with school faculty, Child Welfare Social Workers, Probation Officers, Medical Doctors and Psychiatrists. Interns will provide consultation with Early Head Start teachers and daycare providers for early childhood mental health issues and classroom management for birth to five populations. They will consult with supervisors, staff therapists, group co-facilitators, family therapists, interns and care-coordinators in
Treatment Team Meetings to coordinate services and share information on client progress.

**Seminars**

**Trauma Seminar**

Interns will participate in a weekly 2-hour seminar designed to train them in trauma informed assessment and treatment. Interns will learn about the impact of the following types of trauma: sexual abuse, physical abuse, domestic violence exposure, community violence exposure and bullying, traumatic grief, and vicarious trauma/secondary traumatic stress.

**Family Systems Seminar**

Interns participate in a weekly, 2-hour seminar focused on theories and methods of family assessment and effective family systems interventions. Using an overarching eco-systemic approach to families, interns will review and discuss literature, conduct case presentations applying theory and research, and present videotaped segments of their clinical work with families.

**Early Childhood Seminar**

Interns participate in a weekly, 2-hour seminar designed to provide an understanding of infant and early childhood biological, psychological and social development. This seminar will provide an intensive training in early childhood assessment, diagnosis and relational frame works targeting treatment of trauma, developmental delays and attachment.

**Professional Development**

There are numerous opportunities for interns to participate in professional development activities. In addition to CII’s monthly in-service training, interns may attend specialized workshops and conferences; past interns have attended neuro-psychology conferences, workshops on specialized testing (Bailey Infant Assessment, Roberts Apperception Test), and CII’s annual Project Fatherhood Conference, to name a few.

**CII SENIOR MANAGEMENT**

**Martine Singer**  
**President & Chief Executive Officer**

Martine Singer is a veteran of Los Angeles’s nonprofit sector, with extensive nonprofit management experience and a passionate commitment to improving the lives of children in LA’s most underserved communities. As President and CEO of Children’s Institute, she oversees one of region’s oldest and largest child and family organizations, managing
an annual operating budget of $66 million and more than 900 staff. She also guides the agency’s $75 million Building on Success fundraising campaign, an effort to expand CII’s comprehensive clinical, early childhood, youth development and family support services, and build a new campus—designed pro bono by world-renowned architect Frank Gehry—in the historic community of Watts. Martine previously served as President and CEO of Para Los Niños, and held executive positions with several global media companies, serving as the founder and publisher of the first foreign-language edition of *The New York Times*, and launching the *Los Angeles Times*’ award-winning online service in 1993. A native New Yorker, she holds a BA from Sarah Lawrence College and an MBA from the Yale School of Management.

**Jacqueline Atkins, Ph.D.**  
*Chief Lead Psychologist*  
Dr. Jacqueline Atkins, licensed Psychologist, received her Ph.D. in Clinical-Community Psychology from the University of South Carolina in 2003. As Vice President she oversees Clinical and Community Services for CII’s SPA 8 programs. Dr. Atkins previously served as Regional Director of Community Mental Health, Regional Director of Intensive Family Based Services and Senior Director of Full Service Partnerships at CII.

Dr. Atkins’ areas of interest include community-based program development and evaluation, prevention and early intervention, and research focused on the impact of ethnic socialization/attitudes.

**Internship Faculty**

**Irma Ocegueda, Ph.D.**  
*Licensed Clinical Psychologist*  
*Director of Clinical Internships*  
Dr. Ocegueda is responsible for the administrative and clinical supervision of the Doctoral Internship Program. She provides clinical supervision to all interns and oversees all of their training activities and experiences. Dr. Ocegueda earned a Bachelor of Arts degree from the University of California, Los Angeles and a Ph.D. from the California School of Professional Psychology, Los Angeles (Alliant International University). She has over 10 years’ experience in community psychology, and is licensed to practice in California. She is bilingual and bicultural. Dr. Ocegueda has used her bilingual and bi-cultural skills to facilitate training with interns when training on diversity and cultural sensitivity to work with Latino families.

Dr. Ocegueda’s career at CII started as an APA Clinical Psychology Doctoral intern in 2007. In 2008, she transitioned to working as a full time staff member for Project ABC, an Early Childhood Mental Health program serving children ages 0-5 and their families. Prior to coming to Children’s Institute, Dr. Ocegueda completed a part-time internship at the California Hospital Behavioral Clinic in Los Angeles, conducting developmental and psychological assessments to determine services that children needed to support developmental needs.
Her area of expertise are evidenced-based practices, including certification in Incredible Years (IY) Parenting Group and Social Skills Group facilitator, Parent Child Interaction Therapy (PCIT) clinician and trainer, Child Parent Psychotherapy (CPP) clinician and supervisor, Reflective Parenting Program (RPP) certified group facilitator, and Trauma Focused Cognitive Behavioral Therapy (TFCBT) certified therapist. In collaboration with UC Davis, Dr. Ocegueda has been recognized as a UC Davis Certified PCIT Trainer & Training Consultant.

Dr. Ocegueda presented “Atrayendo Familias Latinas al Modelo de PCIT” at the 13th Annual Statewide PCIT Conference and “PCIT The Resilient Therapist” at the 18th Annual Statewide PCIT Conference.

Ingrid E. Mürrle, LMFT
Senior Clinical Specialist
NCTSN Training Center Clinical Manager
For the last 22 years at CII, Ms. Mürrle’s professional interests have focused on child abuse and neglect and family violence. Over the years, she has coordinated group treatment for child sexual abuse, domestic violence and Incredible Years. She is trained in various evidenced-based and promising practices including Trauma-Focused Cognitive Behavioral Therapy, Parent Child Interaction Therapy, Incredible Years, Youth with Sexual Behavior Problems, and Children with Sexual Behavior Problems.

As a TFCBT Supervisor trained by the developers Ms. Mürrle has provided supervision to the interns for seven years. She is currently supervising in SPA 8 for TFCBT staff and coordinating the PCIT program. Dr. Ocegueda and Ms. Mürrle work collaboratively as CII’s two lead PCIT trainers. Ms. Mürrle additionally oversees the clinical treatment of YSBP and CSBP, in addition to group treatment for child victims of sexual abuse. In her current role as the NCTSN Clinical Training Manager at CII, Ms. Mürrle is primarily focused on raising the standard of care to improve services to traumatized children, their families, and communities in Los Angeles.

Ms. Mürrle earned a Bachelor of Arts degree from George Washington University and a Master’s degree from Pepperdine University. She worked for several years in Washington D.C. and Northern Virginia as a social worker for the Department of Social Services and received extensive training in family therapy and the treatment of sexual abuse and youth offenders. As a Social Worker in Alexandria, Virginia Ms. Mürrle assisted with emergency work in Child Protection Services, the police, and other departmental needs at the Department of Social Services; with a specialized focus working with victims of child sexual abuse and problematic sexual behavior. Ms. Mürrle is bilingual and bicultural. Ms. Mürrle has used her bilingual and bi-cultural skills to facilitate her work with Latino families.

Previous Interns and Post-Internship Employment

Children’s Institute provides a unique training experience, integrating eco-systemic family therapy, trauma-focused group, individual, and family intervention in the context
of an intensive and diverse clinical and community experience. We attract a diverse
group of graduate students interested in this type of clinical training. Below is a list of
previous interns and their university affiliation.

**2005-2006**
Daniel Bruzzone  
Phillis Graduate Institute  
Joseph Dilley  
Northwestern University  
Vanessa Vazquez  
Argosy University  

**2006-2007**
Ellen Albertson  
Fielding Graduate Institute  
Jamie Pivonka-Jones  
Loma Linda University  
George Sachs  
Chicago School of Professional Psychology  
Gee Won  
Chicago School of Professional Psychology  

**2007-2008**
Anna Ayvazian  
University of La Verne  
Evangeline Bishop  
Alliant International University  
Sylvia Durham  
Alliant International University  
John Garry  
John F. Kennedy University  
Allegra Klacsmann  
Fuller Theological Seminary  
Daisy Lebron-Quijano  
Argosy University  
Frank Nessary  
Argosy University  
Irma Ocegueda  
Alliant International University  
Brian Smith  
Fuller Theological Seminary  

**2008-2009**
Amanda Castro  
California Institute of Integral Studies  
Lydia Garcia-Sauzo  
Inter American University of Puerto Rico  
Miranda Gilmore  
Alliant International University  
Juliann Haislip  
Pacific University - Portland  
Georgina Parra  
University of Oregon  
Bethsheba Sanchez  
Chicago School of Professional Psychology  
Alexandra Seng  
University of South Carolina  
Tynette Solomon  
Pepperdine University  
Geny Zapata  
University of La Verne  

**2009-2010**
Karla Aguilu  
Nova Southeastern University  
Andrea Brandon  
Adler School of Professional Psychology  
Yannine Estrada  
University of Wisconsin – Madison  
Xyla Gonzalez  
Azusa Pacific University  
Kelsey Harper  
Alliant International University  
Audrey Johnson  
University of Laverne  
Frandelia Moore  
The Wright Institute  
Victor Rico  
University of Texas – Austin  
Nizetely Valles  
University of Iowa  
Pedro Velez-Rivera  
Ponce School of Medicine
### 2010-2011
- **Denisha Carter**  Argosy University
- **Jessica Cendejas**  University of La Verne
- **Kendra Dunn**  Argosy University
- **Fabia Gomez-Salas**  Ponce School of Medicine
- **Denise Jaimez-Villanueva**  Antioch University
- **Jeremy Johnson**  Argosy University
- **Lee Ann Lehman**  University of Florida
- **Brian Norensberg**  Argosy University – Hawaii
- **Gustavo Segura**  Carlos Albizu University – San Juan
- **Grant Seo**  Loma Linda University

### 2011-2012
- **Nathan Balfanz**  Pepperdine University
- **Christine Choi**  Azusa Pacific University
- **Susana Cruz**  Alliant International University
- **Gustavo Franzia**  Argosy University
- **Aza Gorgalian**  Argosy University - Hawaii
- **David Hoskins**  Alliant International University
- **Demetrio Madera**  Ponce School of Medicine
- **Natalie Kollross**  Pacific University School of Professional Psychology
- **Kalani Makanui**  University of Kansas
- **Nicole Starace**  UCLA

### 2012-2013
- **David Alvarado**  Alliant International University
- **Christie Aoun**  The Chicago School of Professional Psychology
- **Patricia Arredondo**  Alliant International University
- **Natalie Bencuya**  UCLA
- **Norma Diaz**  University of La Verne
- **Jessica Garcia**  Pepperdine University
- **Jennifer Ku**  Azusa Pacific University
- **Jocelyn Levitan**  University of California, Santa Barbara
- **Sara Mehrabani**  Pepperdine University
- **Yahaira Patin**  Ponce School of Medicine

### 2013-2014
- **Charla Davis**  Adler School of Professional Psychology
- **Craig Kramer**  Antioch University
- **Lynette Lau**  University of California – Los Angeles
- **Grace Mosequera**  Argosy University – Orange County
- **Yoselin Muñoz**  Alliant University: CSPP – Los Angeles
- **Steve Oh**  Azusa Pacific University
- **Lauren Palazuelos**  Alliant University: CSPP – Los Angeles
- **Albert Perez**  University of La Verne
- **Wendy Ramirez**  University of Massachusetts
- **Katie Wolf**  Fuller Theological Seminary
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<tr>
<td>Keri Franklin</td>
<td>George Washington University</td>
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<td>Stephen Gonzalez</td>
<td>Carlos Albizu University</td>
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<td>Kimberly Levit</td>
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<td>Rachel McCarthy</td>
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<td>Mary Miguel</td>
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<td>Esroruleh Mohammed</td>
<td>University of Massachusetts</td>
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<td>Marines Novoa</td>
<td>Alliant International University</td>
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<td>Fukiko Shibahara</td>
<td>Alliant International University</td>
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<tr>
<td>Isa Velez</td>
<td>Ponce School of Medicine &amp; Health Sciences</td>
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<td>Carlos Alarid</td>
<td>Alliant International University</td>
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<td>Vivianne Arriola</td>
<td>Carlos Albizu University-Miami</td>
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<td>Idarielyz Baez</td>
<td>Carlos Albizu University-San Juan</td>
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<td>Quiana Daniel</td>
<td>Wheaton College</td>
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<td>Feliz Garcia</td>
<td>City University of New York</td>
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<td>Yoseline Lopez-Marroquin</td>
<td>Antioch University-Santa Barbara</td>
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<td>Carlos Morales Rodriguez</td>
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<td>Sandy Equite</td>
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<td>Lisa Gonzalez</td>
<td>Fuller Theological Seminary</td>
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<td>Mara Irizarry-Hernandez</td>
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<td>Jiyun Nam</td>
<td>Azusa Pacific University</td>
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<td>Melissa Rodriguez</td>
<td>Our Lady of the Lake University</td>
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<td>Claudia Hinojosa</td>
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<td>Carolina Mezaperez</td>
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<td>Vreny Ramirez-Camarena</td>
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<td>Diana Vera</td>
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<tr>
<td>Jennifer Ayala</td>
<td>The Chicago School of Professional Psychology</td>
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<tr>
<td>Sarah Beck</td>
<td>Biola University</td>
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<tr>
<td>Vallerie Chacon</td>
<td>Alliant International University, CSPP, LA</td>
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<td>Theresia Choi Bae</td>
<td>Alliant International University, CSPP, LA</td>
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<td>Gisela Jiménez-Colon</td>
<td>Carlos Albizu University-San Juan</td>
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<td>Deborah Naghi</td>
<td>California School of Professional Psychology, LA</td>
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<td>Ana Quiñones-Maldonado</td>
<td>Carlos Albizu University-San Juan</td>
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<tr>
<td>Chelsey Richeson</td>
<td>Alliant International University, CSPP, San Francisco</td>
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Former interns have gone on to employment in a diversity of settings: hospitals, university counseling centers, academia, psychological assessment, private practice, and community mental health.
**Stipend and Benefits**

The full-time internship position (12 months; 2000 hours), begins during the first week of September and ends at the end of August. It has a yearly stipend of $30,900, with an additional $1,000 stipend for proficiency in Korean or Spanish. Interns receive 20 days of Paid Time Off, as well as medical and dental benefits. A formal offer letter including details on stipend, benefits, vacation and holiday leave is provided to accepted candidates.

**Qualification and Application Procedures**

CII’s internship program adheres to the Match Policies set forth by the Association of Psychology Postdoctoral and Internship Centers (APPIC). The program accepts four to six (4-6) full-time interns each year beginning in early September. Intern applicants must be advanced pre-doctoral students who have completed the graduate coursework and at least 500 hours of supervised practicum experience are required for the internship.

All applicants must be from doctoral programs accredited by the American Psychological Association. Coursework and experience in child and family therapy, child development, and diverse clinical populations are highly desirable.

The internship program strives to attract a diverse group of interns who are flexible, creative and committed to working with challenging children and families. The Internship follows a three-tiered selection process. First, application materials from eligible candidates are reviewed and evaluated independently by Internship Faculty. **The deadline is November 15, 2019.** Second, selected applicants are invited for a group interview and formal individual interview (in person). Third, applicants are ranked in terms of their compatibility to our training model. The match between the applicant’s training and career goals and the internship’s training philosophy, goals and orientation is a primary consideration.

In accordance with APPIC guidelines, applicants who are no longer under serious consideration may be notified as soon as possible in the selection process, but no later than ten days prior to the Rank Order List submission deadline.

Interested applicants should complete the following documents to participate in the National Match process:

- APPIC (AAPI) application (downloaded from APPIC site)

**The deadline for all materials is November 15, 2019.**

This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.
Children’s Institute, Inc. is an equal opportunity employer. We strive to create an environment that embraces diversity. We strongly encourage individuals from diverse backgrounds to apply.

If you have any additional questions, please contact:

Irma Ocegueda, Ph.D.
Director, Clinical Psychology Internship Program
Children’s Institute, Inc.
2121 West Temple Street
Los Angeles, CA  90026-4915
213.260.7600, ext. 8227
iocegueda@childrensinstitute.org

The doctoral internship in Clinical Psychology at Children’s Institute, Inc. has been accredited by the American Psychological Association since 2005. Inquiries regarding the accreditation of this program can be directed to:

Commission on Accreditation (COA)
American Psychological Association
750 First Street, NE
Washington, DC  20002-4242
(202) 336-5979