



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. Due to Covid-19, students are also being prepared to provide mental health services via HIPAA-compliant telehealth platform. 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 collaborating 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. CII is pioneering its 2 RAISE community IMPACT Model to promote enduring wellness for families raising children in neighborhoods that have experienced intergenerational trauma and poverty. 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.

The CII IMPACT model is a 2 Generation Wraparound concept that provides a comprehensive and coordinated model of care that changes lives. The 2 Generation Wraparound services provides support and individualized, co-developed services into clear and actionable plans. This approach is specific to any and all areas of need for both children and their caregivers, providing support to building skills and social support to

achieve sustainable wellness and success. The internship program trains interns how to integrate the Universal Screening Tool to assess multiple domains to support family strengths and needs to help end cycle of poverty, which exacerbates the functioning of the family.

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 and 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 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 and Psychology Doctoral Practicum Trainees, beginning in 2019.

9. Consultation and Inter-professional/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.

Director of Clinical Internships

UC Davis Certified PCIT Trainer & Training Consultant

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 Latinx 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 Inc, 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) 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 Latinx families.

Cynthia Thompson-Randle, Ph.D.

Senior Clinical Supervisor

Dr. Thompson-Randle is a licensed clinical psychologist with over 20 years of experience working in community and clinical psychology in the LA metro area. She has worked at CII from 2001 to 2018 as Vice President of Outpatient Clinical Services and Vice President in the Leadership Center. Her responsibilities included oversight of the APA Psychological Internship Program, the Masters of Social Work Internship Program, the CII Training Center, and training and supervision of all evidenced-based practices at CII. Her experience includes direct clinical practice, program development and evaluation. She has extensive training in trauma-focused cognitive behavioral therapy and evidenced-based treatments, and has been on CII's Internship faculty since 2002.

Elizabeth (Betsy) Gaines, PsyD

Senior Clinical Supervisor

Psychology Post- Doctoral Fellowship Training Director

Dr. Elizabeth Gaines is the training director for the Psychology Post- Doctoral Fellowship that occurs within CII Assessment Services. She provides clinical supervision to the post- doctoral fellows, and didactic training and consultation to the pre-doctoral interns. Her areas of professional expertise include developmental assessment with young children, parent child interactions, young children with developmental disorders, as well as parents and children impacted by the child welfare system. She has been a licensed clinical psychologist since 2003.

Dr. Gaines received her doctorate from The Wright Institute (Berkeley, California), following Master's and Bachelor's degrees in School Psychology from Trinity University (San Antonio, Texas). Her professional experiences include an APA Accredited Internship at Children's Hospital Los Angeles, an APPIC Accredited Post-Doctoral Fellowship in Early Childhood at Children's Hospital Los Angeles, a part time internship at the Infant Parent Program at San Francisco General Hospital, and full time employment at Regional Center in Orange County and through the Arizona Early Intervention Program.

Since coming to CII in 2006, Dr. Gaines has been able to utilize her expertise in psychological assessments, early childhood mental health and developmental disorders in Assessment Services; providing psychological evaluations to young children referred through the child welfare system. She transitioned to a supervisory and training role overseeing the psychology post-doctoral fellowship and clinical oversight of a therapy program serving adults involved in the child welfare system

Jesse E. Gonzalez, LMFT

Senior Clinical Supervisor

Functional Family Therapy Lead at CII

Ms. Jesse Gonzalez has been a therapist for over 10 years, and she specializes in family dynamics and how to enhance the relational connections families' experience. She currently is a Senior Clinical Supervisor at CII. Over the years, she has coordinated functional family services through various programs, including CII's gang prevention program, and other intensive programs such as FSP, IFCCS and WRAP. Ms. Gonzalez specializes in Functional family therapy (FFT – an evidence-based treatment modality), serving both as a therapist and as a supervisor of the services rendered to ensure fidelity

and adherence to the model. She currently supervises FFT staff in Service Provision Areas (SPA) 4, 6, and 8.

Ms. Gonzalez earned a Bachelor of Arts degree from Cal State University, Long Beach and a master's degree from Argosy University. In addition to her education, Ms. Gonzalez has many personal and professional experiences that she brings to her practice. She worked for several years in the Hollywood area as a Clinical Case Manager for the homeless population and received extensive training in working with the LGBTQI communities. In her work with the Gang Reduction Youth Development Program (GRYD) for several years she utilized her expertise to work with traumatized children and provided FFT services to address generational gang involvement. Ms. Gonzalez' experience expands beyond the individual and family relationships as she has experience building relationships with DCFS and Probation departments to ensure adequate service provision. Ms. Gonzalez is bilingual and bicultural, and she utilizes the aspects to facilitate her work with Latinx families and intern training.

Ms. Gonzalez has partnered with Dr. Ocegueda to support the learning of interns in developing their skills to learn, conceptualize and treat family systems.

Antonia Madrigal-Solis, Ph.D.
Assessment Services Senior Clinical Supervisor

Dr. Antonia Madrigal-Solis currently supervises and trains the Service Area (SA) 8 HUB/MAT Assessment Program Services team consisting of psychologists, care coordinators, clinical psychology post-doctoral fellows, and clinical psychology doctoral practicum students. She also supervises and trains Harbor-UCLA pediatric medical residents and USC occupational therapy residents that rotate through the HUB/ MAT assessment team.

Dr. Madrigal-Solis has been with the CII SA 8 HUB/ MAT assessment program for 11 years. During that time, she provided direct service and supervised/trained clinical psychology doctoral trainees and early childhood mental health therapy and assessment staff. The HUB/ MAT assessment program serves children and families involved with child protective services. Services provided include comprehensive psychodevelopmental screenings and court ordered mental health/ developmental evaluations of children and adolescents impacted by trauma. Areas of specialty include the Birth to Five population exposed to drugs in-utero and adolescents engaging in high risk behaviors. Dr. Madrigal-Solis has presented at the Los Angeles County MAT DMH annual conference on the use of trauma screeners with foster care children/ youth and their caregivers.

Dr. Madrigal-Solis earned her Bachelor of Arts degree from Loyola Marymount University and her Master's degree and Ph.D. from the University of Nevada, Reno. She completed her APA accredited clinical psychology doctoral internship at Children's Hospital Los Angeles within the trauma-specialty track. She completed her APA accredited clinical psychology postdoctoral fellowship at the Harbor-UCLA Medical Center Child & Adolescent Psychiatry Program while specializing on trauma informed care, cognitive behavioral interventions and Dialectical Behavior Therapy with adolescents. Dr. Madrigal-Solis also received certification training in providing mental health treatment and supervision in Spanish from Our Lady of the Lake University in San Antonio, Texas. She received training in various evidence-based practices including TF-

CBT, PCIT, Incredible Years, DBT, and ACT. Her commitment to working with disenfranchised Latinx and ethnic/minority communities impacted by trauma extends to research. As a National Academy of Science Ford Foundation Fellow, she was recognized for her work with Latinx youth survivors of community / gang violence and domestic violence. Her participation in the Minority Health & Disparities International Research training program also allowed her to examine ethno-cultural constructs affecting Mexican women experiencing domestic violence. She is bilingual and bicultural; she utilizes her experience and skills to facilitate the training, supervision and mentorship of those working with children/ families and communities impacted by trauma.

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
Joseph Dilley
Vanessa Vazquez

University

Phillips Graduate Institute
Northwestern University
Argosy University

2006-2007

Ellen Albertson
Jamie Pivonka-Jones
George Sachs
Gee Won

Fielding Graduate Institute
Loma Linda University
Chicago School of Professional Psychology
Chicago School of Professional Psychology

2007-2008

Anna Ayvazian
Evangeline Bishop
Sylvia Durham
John Garry
Allegra Klacsmann
Daisy Lebron-Quijano
Frank Nessary
Irma Ocegueda
Brian Smith

University of La Verne
Alliant International University
Alliant International University
John F. Kennedy University
Fuller Theological Seminary
Argosy University
Argosy University
Alliant International University
Fuller Theological Seminary

2008-2009

Amanda Castro
Lydia Garcia-Sauzo
Miranda Gilmore
Juliann Haislip
Georgina Parra
Bethsheba Sanchez

California Institute of Integral Studies
Inter American University of Puerto Rico
Alliant International University
Pacific University- Portland
University of Oregon
Chicago School of Professional Psychology

Alexandra Seng
Tynette Solomon
Geny Zapata

University of South Carolina
Pepperdine University
University of La Verne

2009-2010

Karla Aguilu
Andrea Brandon
Yannine Estrada
Xyla Gonzalez
Kelsey Harper
Audrey Johnson
Franelia Moore
Victor Rico
Nizetely Valles
Pedro Velez-Rivera

Nova Southeastern University
Adler School of Professional Psychology
University of Wisconsin – Madison
Azusa Pacific University
Alliant International University
University of Laverne
Wright Institute
University of Texas – Austin
University of Iowa
Ponce School of Medicine

2010-2011

Denisha Carter
Jessica Cendejas
Kendra Dunn
Fabia Gomez-Salas
Denise Jaimes-Villanueva
Jeremy Johnson
Lee Ann Lehman
Brian Norensberg
Gustavo Segura
Grant Seo

Argosy University
University of La Verne
Argosy University
Ponce School of Medicine
Antioch University
Argosy University
University of Florida
Argosy University – Hawaii
Carlos Albizu University – San Juan
Loma Linda University

2011-2012

Nathan Balfanz
Christine Choi
Susana Cruz
Gustavo Franza
Aza Gorgalian
David Hoskins
Demetrio Madera
Natalie Kollross
Kalani Makanui
Nicole Starace

Pepperdine University
Azusa Pacific University
Alliant International University
Argosy University
Argosy University - Hawaii
Alliant International University
Ponce School of Medicine
Pacific University School of Professional Psychology
University of Kansas
UCLA

2012-2013

David Alvarado
Christie Aoun
Patricia Arredondo
Natalie Bencuya
Norma Diaz
Jessica Garcia
Jennifer Ku
Jocelyn Levitan

Alliant International University
Chicago School of Professional Psychology
Alliant International University
UCLA
University of La Verne
Pepperdine University
Azusa Pacific University
University of California, Santa Barbara

Sara Mehrabani
Yahaira Patin

Pepperdine University
Ponce School of Medicine

2013-2014

Charla Davis
Craig Kramer
Lynette Lau
Grace Mosequera
Yoselin Muñoz
Steve Oh
Lauren Palazuelos
Albert Perez
Wendy Ramirez
Katie Wolf

Adler School of Professional Psychology
Antioch University
University of California – Los Angeles
Argosy University – Orange County
Alliant University: CSPP – Los Angeles
Azusa Pacific University
Alliant University: CSPP – Los Angeles
University of La Verne
University of Massachusetts
Fuller Theological Seminary

2014-2015

Keri Franklin
Stephen Gonzalez
Kimberly Levit
Namita Mangalath
Rachel McCarthy
Mary Miguel
Esroruleh Mohammed
Marines Novoa
Fukiko Shibahara
Isa Velez

George Washington University
Carlos Albizu University
Alliant International University
Alliant International University
Argosy University
Argosy University
University of Massachusetts
Alliant International University
Alliant International University
Ponce School of Medicine & Health Sciences

2015-2016

Carlos Alarid
Vivianne Arriola
Idarielyz Baez
Quiana Daniel
Felix Garcia
Yoseline Lopez-Marroquin
Carlos Morales Rodriguez

Alliant International University
Carlos Albizu University-Miami
Carlos Albizu University-San Juan
Wheaton College
City University of New York
Antioch University-Santa Barbara
Carlos Albizu University-San Juan

2016-2017

Sandy Equite
Lisa Gonzalez
Mara Irizarry-Hernandez
Jiyun Nam
Melissa Rodriguez

Alliant International University, CSPP, LA
Fuller Theological Seminary
Carlos Albizu University-San Juan
Azusa Pacific University
Our Lady of the Lake University

2017-2018

Claudia Hinojosa
Carolina Mezaperez
Vreny Ramirez-Camarena
Diana Vera

Fielding Graduate University
Alliant International University, CSPP, LA
Alliant International University, CSPP, Sacramento
Alliant International University, CSPP, LA

2018-2019

Jennifer Ayala	Chicago School of Professional Psychology, Chicago
Sarah Beck	Biola University
Vallerie Chacon	Alliant International University, CSPP, LA
Theresia Choi Bae	Alliant International University, CSPP, LA
Gisela Jimenez-Colon	Carlos Albizu University-San Juan
Deborah Naghi	California School of Professional Psychology, LA
Ana Quiñones-Maldonado	Carlos Albizu University-San Juan
Chelsey Richeson	Alliant International University, CSPP, San Francisco

2019-2020

Jessica Corena	Alliant International University, CSPP, LA
Sonia Mezquita	Pepperdine University
Valerie Figueroa-Diaz	Carlos Albizu University-San Juan

2020-2021

Janice Castro	University of Nebraska-Lincoln
Sabrina De Monte-Louvet	Chicago School of Professional Psychology, Irvine
Caitlyn Lambert-Holmes	Wright Institute
Stephanie Mendoza	Carlos Albizu University-San Juan

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.

Internship Program Admissions

Date Program Tables are updated: 8/30/2021

Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program’s policies on intern selection and practicum and academic preparation requirements:

CII is a community-based outpatient clinic providing mental health services to children and families in the greater Los Angeles area, serving primarily Latinx, African-American and Asian populations. The focus of the internship is trauma-informed treatment, evidenced-based practices, family therapy and early childhood (0-5) mental health.

Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:

Total Direct Contact Intervention Hours	N	Y X	Amount: 500
Total Direct Contact Assessment Hours	N X	Y	Amount: N/A

Describe any other required minimum criteria used to screen applicants:

Interns from APA accredited Psychology graduate programs and U.S. Citizens.

Financial and Other Benefit Support for Upcoming Training Year*

Annual Stipend/Salary for Full-time Interns	\$33,218	
Annual Stipend/Salary for Half-time Interns	N/A	
Program provides access to medical insurance for intern?	Yes X	No
If access to medical insurance is provided:		
Trainee contribution to cost required?	Yes X	No
Coverage of family member(s) available?	Yes X	No
Coverage of legally married partner available?	Yes X	No
Coverage of domestic partner available?	Yes X	No
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	20 days of PTO	
Hours of Annual Paid Sick Leave	N/A	
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes X	No
Other Benefits (please describe): N/A		

*Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table

Initial Post-Internship Positions

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

	2017-2020	
Total # of interns who were in the 3 cohorts	15	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	2	
	PD	EP
Community mental health center	3	3
Federally qualified health center	0	0
Independent primary care facility/clinic	0	0
University counseling center	0	0
Veterans Affairs medical center	0	0
Military health center	0	0
Academic health center	0	0
Other medical center or hospital	1	0
Psychiatric hospital	0	0
Academic university/department	1	0
Community college or other teaching setting	0	0
Independent research institution	0	0
Correctional facility	0	0
School district/system	0	0
Independent practice setting	0	1
Not currently employed	4	0
Changed to another field	0	0
Other	0	0
Unknown	0	0

Note: "PD" = Post-doctoral residency position; "EP" = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.

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 \$33,218, with an approximate 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, paid time off 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 16, 2021.** Second, selected applicants are invited for a group interview and formal individual interview (in person). Due to COVID 19, this year the open house and individual interviews will be conducted via telehealth and/or in person to ensure everyone's health and safety and preference. 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 16, 2021.

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.

COVID 19 Impact and Accommodations

CII provides mental health services to the most vulnerable individuals/children and their families. COVID 19 has significantly impacted Los Angeles County and CII will continue to serve the needs of this community during this pandemic. CII has committed to continue to serve the community that has been impacted by complex trauma, family and community violence, child abuse and poverty.

CII takes the health and safety of interns/staff, clients and families seriously and has worked closely utilizing recommendations from the CDC, county and state officials. CII has required designated employees to work from home in order to maximize social distancing. Fewer employees at our locations reduces the risk for all staff and clients at

our facilities. This coming internship training year a hybrid model will be used for training and for delivery of mental health services to our families.

Interns that match to the CII clinical psychology internship will be considered *essential workers* meaning that interns will continue to deliver mental health services to vulnerable children and families through this pandemic via telehealth as well as in person when possible. During the 2019-2020 training year, when COVID 19 began to impact CII and our training programs interns were immediately moved to providing services via telehealth, using both telephone and video conferencing technology. Supervision and trainings were moved to video conferencing platforms, interns were able to telecommute, and when necessary interns did go into the office to work during specified timeframes to ensure health and safety of the interns and monitoring the number of staff/interns in the office at one time to ensure social distancing. CII developed an essential access request protocol to minimize, protect and manage staff/interns going in and out of the office/clinic at one time. This protocol delineates specifically the duties that would require visiting the office such as an emergency session with a suicidal client, accessing physical charts or client documentation that is filed and securely locked in the chart room. Safety procedures include the enforced use of personal protective equipment (PPE) when visiting the office and physical distancing. During the 2019-2020 and 2020-2021 training year all students were able to meet all of the requirements needed to complete internship. The program anticipates that future classes will be able to continue to provide mental health services and also be able to complete internship requirements.

In California, Federal agencies have recently issued mandates that require health workers, teachers, and other government employees to be fully vaccinated to further combat the spread of COVID-19 and the highly contagious Delta variant. **The Governor's Office and the California Department of Public Health (CDPH) have recently issued orders outlining new testing and vaccination requirements beginning Monday, August 23, 2021 that apply directly to CII.**

In accordance with these new mandates, effective immediately, CII is requiring **ALL** employees including psychology interns to be fully vaccinated against COVID-19 by **September 30, 2021** and follow the requirements detailed below. These new protocols are now CII policy and apply to **ALL STAFF (including psychology interns)**, those who are working in the field, remotely, hybrid, or at CII sites/offices.

If you are fully vaccinated:

- A. **You are required to submit proof of your vaccination to:**
HRHelpdesk@ChildrensInstitute.org – **no one will be considered fully vaccinated until proof of vaccination is on file with HR.**
- B. You are required to wear a mask at all times (indoors and outdoors) at all CII sites and when with clients.
- C. You are required to complete the daily health check via the HealthCheck app before going to any CII site and to show your “Green” screen to the receptionist at the site.

If you are unvaccinated, partially vaccinated, or awaiting exemption approval:

- A. You are required to be fully vaccinated or have an approved exemption by **September 30, 2021**. You will need to receive your second dose of the Pfizer

or Moderna vaccine (or your only dose of the Johnson & Johnson vaccine) by September 17, 2021.

- B. You will need to submit an exemption request for review and approval to **HR by AUGUST 30, 2021.**
- C. Starting Friday, **August 20, 2021**, and until you are fully vaccinated, you must comply with weekly COVID testing via a PCR or antigen test. Weekly COVID tests will be provided and administered by a trusted CII vendor at four of our primary sites (*OB, FIG, Watts, Hughes Way*) the Thursday before the start of the next work-week to ensure your results are in by Friday at the latest. The tests are free to all CII employees.
- D. You are required to wear FDA-cleared surgical masks at all times (indoors and outdoors) when visiting a CII campus or in the field with clients – approved masks are available at all sites.
- E. You are required to complete the daily health check via the HealthCheck app before going to any CII site and to show your “Green” screen to the receptionist at the site.
- F. After **September 30, 2021**, if you are not fully vaccinated or do not have an HR-approved exemption you may be placed on an unpaid leave of absence until such time that 1) you are fully vaccinated or 2) you have an approved exemption through HR as you will be out of compliance with the state orders and CII policy. You will have the option to use your available PTO (*excluding any supplemental COVID PTO*) during this period, if you choose to do so.

For staff who receive an approved exemption:

- A. You will be required to comply with mandatory weekly testing until you are fully vaccinated.
- A. You are required to wear FDA-cleared surgical masks at all times (indoors and outdoors) when visiting a CII campus or in the field with clients – approved masks are available at all sites.
- B. You are required to complete the daily health check via the HealthCheck app before going to any CII site and to show your “Green” screen to the receptionist at the site

Employees that qualify for a legal exemption must complete and submit the attached COVID-19 Vaccination Accommodation Request form. Supporting documentation will be required for an exemption request to be reviewed and considered. **Submission of the request form does not guarantee approval and exemptions can only be approved by HR.**

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.
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Children’s Institute, Inc.
2121 West Temple Street

Los Angeles, CA 90026-4915
213.260.7600, ext. 8227
323-491-4587
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