

The Children's Health Council

CHILD CLINICAL PSYCHOLOGY POSTDOCTORAL FELLOWSHIP

The Children's Health Council (CHC) is a private, non-profit, multidisciplinary clinic offering outpatient mental health and special education services to children with emotional, learning and/or developmental problems. While separate institutions, CHC is affiliated with the Stanford University Medical School and Stanford's Lucile Packard Children's Hospital. The patient population served by the CHC ranges in age from infancy to early adulthood and includes a full span of socioeconomic levels, cultural groups, and diverse clinical problems. The CHC professional staff includes psychologists, psychiatrists, social workers, marriage and family therapists, behavioral specialists, learning disability specialists, occupational therapists, and speech language therapists.

The Postdoctoral Fellowship Program is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). The internship at our site, which is a consortium program with Stanford's Lucile Packard Children's Hospital, has APA-Approval. However, we have not sought APA-Approval for our Postdoctoral program to date. Our postdoctoral training program is designed to facilitate, guide and support the professional development of highly skilled and ethical child psychologists. The goal of this program is to provide fellows with rich clinical opportunities that promote the development of clinical competencies and the refinement of clinical proficiencies in the assessment and treatment of children, adolescents, and their families. This is accomplished in a broad-based outpatient program that emphasizes specialty training, but also recognizes the need for postdoctoral fellows to experience a diversity of clinical issues and treatment modalities in a multidisciplinary setting as a sound professional identity is consolidated. The program's extensive opportunities for the assessment and treatment of children and families experiencing a wide range of difficulties provide a fertile basis for professional development. Caseloads are tailored to the individual needs of each fellow in an effort to enhance clinical strengths, facilitate the development of specialty areas of practice, and ameliorate gaps in training.

Psychology at the CHC is one of the largest disciplines at the agency and currently consists of 13 staff psychologists, 3 postdoctoral fellows, and 4 pre-doctoral interns in our fully APA accredited consortium internship training program. For the past three years (2005-08), we also had a practicum program that was operated for doctoral students from the Professional Graduate School of the Pacific. Regarding our staff/supervisors, some staff psychologists hold

clinical faculty appointments in the Department of Psychiatry and Behavioral Science at the Stanford Medical School. Fellows are integrated in most outpatient programs with CHC staff members and are viewed as junior colleagues, respected for their clinical skills, but with recognition of their training goals. The success of our broad-based training program is evident in the positions our fellows have obtained following their training, including positions in outpatient clinics, medical centers, academic institutions, research settings, and private practice. In fact, quite a few fellows have stayed at CHC after their fellowship year and have joined our staff.

Each of the two fellows* spend approximately 50% of their time (20 hours per week) in direct clinical service (i.e., assessment, psychotherapy and consultation) and 50% of their time (20 hours per week) in case management activities, supervision, seminars, optional research activities, and various non-patient clinical meetings (e.g., case conferences, clinical rounds). Fellows may be provided with the opportunity to supervise interns or practicum students and receive supervision on their supervision. The precise distribution of time in specific activities is determined jointly by the fellow and the Director of Training in order to best satisfy the particular training needs of the fellow.

CHC offers two specialized postdoctoral fellowship tracks in child clinical psychology:

- 1) General Child-Clinical Track; and 2) Young Child Track.

Child Clinical Psychology Track (School Age) : The fellow in this track will receive training in diagnostic assessment and treatment of children (primarily above age 6) and adolescents. The fellow will serve as a psychologist on a multidisciplinary team with professionals from other disciplines including marriage and family therapists (MFT), educational specialists, speech and language specialists, occupational therapists, and/or psychiatrists. Typically, two multidisciplinary and one single discipline psychological assessments are performed per month. In addition, the fellow will carry a therapy caseload (13-15 hours/week) comprised of individual, family, and group therapy of children and adolescents.

Within the School Age Track, some fellows may opt to focus on training in Pediatric Neuropsychology. These fellows participate on one of our

*We officially have two postdoctoral fellowship positions available each year, however, for the past two years, we have been able to offer postdoctoral fellowships to three individuals each year. Since this third slot is not an ongoing certainty, we are continuing to announce only the two positions which are guaranteed.

multidisciplinary neuropsychology assessment teams where they see children with a variety of medical and brain injury issues. In addition, treatment cases involving medically fragile children, e.g., those with leukemia, diabetes, and seizures are available for fellows with this interest.

Young Child Track: The fellow in this track will work primarily within the Young Child Program at the CHC. The Young Child Program provides services to infants and children (up to age 5 years) and their families, and provides specialized diagnosis and treatment, parent education, and consultation to day care facilities. Many of our postdoctoral fellows on this track participate in our KidScope clinic where diagnostic screenings which are conducted by a pediatrician-led team are performed within one day. Hence, fellows on this track typically complete four of these assessments per month plus one of the more traditional multidisciplinary assessments within our main clinic.

Supervision and Evaluation

CHC is extremely committed to training empirically-oriented, ethical psychologists and therefore takes the responsibility of supervision very seriously. Fellows receive at least 4 hours of individual supervision per week, with some additional group supervision. The majority of supervision is provided by psychologists who have been licensed three years or more. Supervision is provided by: 1) on-site staff, and by 2) adjunct faculty, i.e., supervisors who work in the greater Palo Alto community, some of whom are clinical faculty members at Stanford University Medical School. The majority of supervision is provided by psychologists; meanwhile psychiatrists, social workers and MFTs are supervisors for a small portion of cases. Supervision is available from psychodynamic, developmental, cognitive-behavioral, attachment-oriented and systemic perspectives. The supervision provided during this postdoctoral fellowship meets the requirements for licensure in the state of California.

Each fellow's performance is reviewed and evaluated by his/her supervisors on a quarterly basis throughout the year. Each supervisor provides oral and written feedback review directly to the fellows. The supervisors also meet to jointly discuss each fellow's performance to ensure that training needs are being addressed. Following this meeting, the Director of Training provides an integrated summary of supervisor feedback in individual meetings with each fellow. In addition, postdoctoral fellows provide feedback on their supervision experiences both in verbal and in written form. Ongoing, reciprocal, and constructive feedback is viewed as a keystone for successful supervision experiences; thus, supervisors and fellows are encouraged to provide continuous, formative feedback to each other and to the training director.

CLINICAL EXPERIENCES

While the fellow is centered within a “Track”, s/he may have exposure to any or all of the following clinical experiences:

Psychological services at the Children’s Health Council are divided among three major areas: the Young Child, School-Age/Adolescent, and Neuropsychological Teams. They are also defined in terms of assessment and treatment services.

The Young Child Program serves children and their families from infancy up to six years of age. Many children seen in this program have developmental disorders, disruptive behavior, speech/language delays, sensory integration difficulties, or attention problems.

School-Age/Adolescent clinicians provide mental health services to children, adolescents, and their families from age 6 years to young adulthood. Assessment services are provided through single discipline psychological or psychiatric evaluations, or through multidisciplinary evaluations, depending on the presenting problems and referral questions.

Typically, only postdoctoral fellows with previous coursework and training in neuropsychology are accepted for training on neuropsychological teams. Children seen by these teams include those with Traumatic Brain Injury and hematology/oncology related diagnoses, who are referred by Stanford’s Packard Children’s Hospital.

Multidisciplinary Diagnostic Teams: The teams are divided along age groups, allowing for clinicians on each team to develop their interests and expertise in working with specific age groups of children and their families. The Infant Team (0-2 years), the Preschool Team (3-5 years), the School Age Team (6-12 years), and the Adolescent Teams (12-18 years) are each comprised of various disciplines, including psychologists, MFTs, social workers, psychiatry residents, learning disability specialists, speech language pathologists and/or occupational therapists.

The multidisciplinary teams ensure that the developmental, educational, medical and emotional aspects of each case are considered in the evaluation process. Teams assess children who have a broad range of referral concerns, and the team configuration and size (e.g., from two to four disciplines) is dependent on the suspected areas of weakness and the needs of the child.

Fellows typically work on two multidisciplinary assessment teams during the year. Once the fellow has completed his/her psychological evaluation of a child, and supervision has been obtained, the fellow participates in the team disposition. There, the fellow and each of the clinicians on the team present their findings and seek an integration of the varying perspectives offered by

each discipline. Subsequently, the findings are presented directly to the parents (and often the child) in a conference attended by all of the clinicians. This process emphasizes a multidisciplinary integration of findings and demands that the fellows convey the results in a synthesized, meaningful way to parents. This holistic formulation of the child and his/her needs, and the ability to link this conceptualization to practical recommendations for the parents, is a central training process in this program.

Treatment Services: The mental health staff at the CHC is composed of psychologists, social workers, psychiatrists, and Marriage and Family Therapists (MFTs). They provide a broad range of treatment services to children, adolescents and families, throughout the greater San Francisco Bay Area who are experiencing emotional, adjustment, and/or behavioral difficulties. The CHC strives to provide fellows with a range of treatment cases requiring a variety of conceptual orientations and therapeutic interventions with children, adolescents, parents and families. Fellows are responsible for a caseload of 10-12 treatment cases consisting of individual, parent, dyadic, and family modalities.

In addition to this caseload, each fellow typically co-leads two group therapies. Group therapies include social skills training groups for children with ADHD and Asperger's Disorder as well as young child socialization groups and teen process groups. Postdoctoral fellows typically co-lead each group with a psychologist, although in some cases the co-leader may represent another discipline such as Speech Language Pathology or Marriage and Family Therapy.

DIDACTIC EXPERIENCES

Family Therapy Seminar: The CHC offers a year-long seminar in family therapy. Although the primary approach is family systems, the seminar also reviews various approaches of family therapy. Live observation of family interviews is provided. (1 hour/week)

Advanced Psychological Assessment of Children Seminar: This seminar includes both didactic and case presentation materials. Over the course of the year, fellows refine their skills in interpretation and integration of projective and objective test data by presenting and discussing complex diagnostic issues. (1 1/2 hour/week)

Advanced Seminar in Child/Adolescent Therapy: This seminar provides didactic instruction in the theoretical underpinnings of common therapeutic approaches with children and adolescents as well as practical application of principles. Topics include play therapy, behavioral therapy, cognitive-

behavioral therapy, and object relations. Special issues including initial stages of therapy, termination, and adoption/foster family issues are also covered. (1 1/2 hour/week)

Professional Issues/Ethics Seminar: This seminar provides didactic presentation and discussion of topics related to the professional and ethical practice of psychology. Topics include ethics, legal issues, cross-cultural issues, the unique identity and role of the psychologist, and professional development (e.g., how to look for jobs, modifying vitas for job searches, and interviewing). (1 hour/week)

Child Psychiatry Seminars: The Division of Child Psychiatry at Stanford Medical School offers seminars to postdoctoral fellows at Lucile Salter Packard Children's Hospital at Stanford and the Children's Health Council. Over the course of the year, these seminars cover a broad range of topics, including child psychopathology, applied child development, psychoanalytically-oriented child therapy, and forensic psychiatry. Fellows are expected to attend this seminar which is specifically designed for them. (1 hour/week)

Professional Consultation: Postdoctoral Fellows have monthly 2-hour meetings with a seasoned psychologist to discuss difficult cases, the impact of professional work on their personal lives, and professional development issues.

Grand Rounds: Child Psychiatry and Adult Psychiatry Grand Rounds are held weekly at the Lucile Salter Packard Children's Hospital at Stanford and at the Stanford University Medical School respectively from September to June. Researchers and clinicians, both from within and outside the University, give presentations on topics of clinical interest.

Mental Health Continuing Education: CHC is an Accredited Continuing Education Provider and provides 4-6 professional workshops per year for staff and the surrounding mental health community. All fellows are encouraged to attend these classes, and the cost is one quarter of the usual professional registration fee. Previous workshop topics have included: ADHD, Domestic Violence, Law and Ethics, Working with Children on the Autism Spectrum, Multicultural Assessment and Treatment, and Best Practices in Supervision.

RESEARCH

There are limited research opportunities to be found within the fellowship. Fellows may participate in ongoing research projects or may receive guidance in designing their own study. Fellows also have access to Medline search and library and computer facilities to meet their research needs.

TRAINING FACULTY AND PSYCHOLOGY STAFF

Lydia Flasher, Ph.D. (Director of Psychology Training Programs)—
Assessment of School Aged Children and Adolescents; Anxiety Disorders;
Family Systems and Family Therapy; Family Adjustment to Illness; Cultural
Issues.

Peter Adler, Ph.D.—Cognitive Behavioral Therapy; Group Therapy; Treatment of
ADHD and Asperger's Syndrome; Anxiety and Mood Disorders.

Joan Baran, Ph.D. – Proficient in Spanish. Assessment and Treatment of Young
Children; Developmental Disorders; Neonatology.

Anne Benham, M.D. – Treatment of Infants and Young Children; Attachment;
Adoption and Foster Care Issues; Child Adjustment to Severe Stressors; PTSD;
Feeding Disorders in Young Children.

Barbara Bentley, Ph.D.—Coordinator of Group Therapy Program; Assessment
and Treatment of Young Children; Feeding Disorders in Young Children.

Theresa Chang, Ph.D. – Proficient in Taiwanese and Mandarin. ADHD and
Disruptive Behavior in Children and Adolescents; PTSD and Pervasive
Developmental Disorders in Young Children; Group Therapy; Internationally
Adopted Girls.

Cheryl Klaiman, Ph.D.—Fluent in French; Young Child Assessment; Autism
Spectrum Disorders; MR (especially Williams Syndrome and Prader-Willi
Syndrome); Behavioral and Parent Consultations.

Caryn Kovar, Ph.D. – Neuropsychological Assessment; Neuropsychological
Consultations at Division of Pediatric Neurology at Lucile Packard Children's
Hospital at Stanford; Research Collaborator on Cognitive Functioning of
Children with Holoprosencephaly and Related Brain Malformations.

Debbie Levy, Ph.D.—Treatment of Anxiety Disorders: Social Skills Training;
Consultation and Therapeutic Intervention for Children with Learning
Disabilities.

Yana Peleg, Ph.D. --- Young Child Diagnostic Assessment and Psychotherapy;
Assessment and Treatment of Autism Spectrum Disorders; Infant-Parent
Psychotherapy.

Nancy Sullivan, Ph.D. – Pediatric Psychology; Neuropsychological Assessment.

Jody Thomas, Ph.D.—Medically Fragile Children; Pediatric Pain; Crisis
Management; PTSD; Bereavement; Structural Family Therapy.

Carol Wong, Ph.D.—Proficient in Cantonese; Young Child Assessment; Autism Spectrum Disorders; Selective Mutism; Ethnic/ Cultural Issues; Social Skills Training for Children with ADHD.

ADJUNCT FACULTY

Barbara Brandt, Ph.D.
 John Brentar, Ph.D.
 Stryker Duggan, Ph.D.
 Paula Jacobsen, LCSW
 Laurie Levantahl-Belfer, Ph.D.
 Luisa Montaini-Klov Dahl, Ph.D.
 Susan Markowitz, Ph.D.
 John Neal, Ph.D.
 Lori Plante, Ph.D.
 Thomas Plante, Ph.D., A.B.P.P.
 Carol Slotnick, Ph.D.
 Leon Wanerman, M.D.

Stipend and Benefits

Postdoctoral fellows receive a stipend of \$37,000 per year. As an employee of the CHC, fellows are eligible for all benefits including three weeks paid vacation, two weeks sick/personal leave, paid holidays, medical and dental benefits, and due process/grievance procedures as outlined in the Employee Handbook received on the first day of employment. In addition, each fellow is given a professional development fund of 1% of their stipend to attend professional conferences, purchase books, etc. Each fellow is given a private office at the CHC as well as a desktop computer and phone. Administrative support is provided in the form of transcription, scoring of certain tests, and copying.

Application Process

Applicants must have a doctoral degree in clinical, counseling, or school psychology from a regionally accredited program (APA approved programs strongly preferred) and must have completed an APA approved internship. In the state of California, a postdoctoral fellow who works at a nonprofit agency such as CHC must have a Registered Psychologist status. Thus, the applicant's doctoral degree must be awarded by the first day of August in order to complete all the paperwork and requirements with the state. In order to begin the postdoctoral fellowship at CHC, the fellow will need to be a Registered Psychologist by September 1st of the training year.

To apply for the fellowship position, please submit:

- 1) A cover letter outlining your professional goals
- 2) Curriculum vitae
- 3) Three letters of recommendation
- 4) Graduate School Transcripts
- 5) A sample psychological test report
- 6) And a sample treatment summary report to:

Lydia V. Flasher, Ph.D.
Director, Psychology Training Programs
The Children's Health Council
650 Clark Way
Palo Alto, CA 94304

A small group of applicants will be invited to onsite interviews to meet with members of the postdoctoral selection committee. Interviews and the selection process occur during the months of February-March each year.

Applicants who are not selected for interviews will receive a letter from the CHC thanking them for their application and letting them know they have not been selected.

Application Deadline: February 1st

Last Revised 9/26/08