



Catherine T. Harvey Center *for*
CLINICAL SERVICES

**Children's Health Council (CHC)
Postdoctoral Fellowship Program
Training Brochure
2027 - 2028**

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Director of Training
CHC Psychology Training Programs

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WELCOME FROM THE DIRECTOR OF TRAINING

Dear Potential Applicant,

Thank you for your interest in our Child and Adolescent Psychology (CAP) Postdoctoral Fellowship Training Program. At Children’s Health Council (CHC), we are proud to offer specialized training in clinical child and adolescent psychology, with a strong commitment to serving the culturally diverse communities of the Bay Area. We offer rich learning experiences, including supervised professional practice, comprehensive training didactics, and the core values that guide our work.

At CHC, we are deeply committed to training highly qualified leaders in behavioral health. Our dedicated team of supervising and training psychologists supports the professional growth and development of our fellows, preparing them for independent practice as health service psychologists with a focus on serving diverse and underserved children and families. We recognize our responsibility to shape future clinicians who exercise sound clinical judgment, promote the welfare of society, and advance the profession of psychology.

Our child and adolescent psychology training program embraces a philosophy of lifelong learning. We are committed to fostering an environment where fellows can grow across multiple competency areas, leveraging their strengths to further support areas in development. We also honor the unique cultural identities that each trainee brings to our team, our clinic, and the broader community. Our training emphasizes developmentally appropriate, evidence-based, and culturally responsive clinical services, alongside professional development, ethical decision-making, and scholarly inquiry.

In addition to clinical training, we encourage our fellows to reflect on self-care practices to ensure longevity and sustained engagement in the field. Successful fellows are those who approach the learning process with openness, adaptability, cultural curiosity, and a collaborative spirit. Our graduates have consistently gone on to secure highly competitive roles as staff psychologists, academic faculty members, and private practitioners. We have also been fortunate to retain former trainees who are thriving as staff psychologists within our organization. We hope you find this information helpful as you consider whether our program aligns with your training needs and professional goals. Should you have any questions, please don’t hesitate to reach out to us via email. We look forward to hearing from you and potentially welcoming you to our training community.

Warmest regards,

Carlina R. Wheeler, PhD

Director of Training

Psychology Internship and Fellowship
Programs

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PROGRAM DESCRIPTION AND ADMINISTRATION

Children’s Health Council (CHC) is a nonprofit based in Palo Alto, California, with additional locations in San Jose, California and East Palo Alto, California. For over 70 years, CHC has been helping children, teens, and young adults navigate the ups and downs of learning differences and mental health challenges. At Children’s Health Council, we believe in the promise and potential of every child, teen and young adult. Our mission is to transform young lives by providing culturally responsive best-in-class learning and mental health services to families from diverse backgrounds regardless of language, location, or ability to pay. We specialize in ADHD, Learning Differences, Anxiety & Depression, and Autism. Our community mental health programs specialize in adversity and trauma/maltreatment. In addition, our CHC-Stanford RISE Intensive Outpatient Program supports adolescents with significant emotional dysregulation and uses a full-model Dialectical Behavior Therapy (DBT) program to reduce risk to self. Our strategic priorities include: being people first and empowering our workforce, creating systems built on equity, access, and inclusion, elevating technology and strengthening our community partnerships.

CHC’s Postdoctoral Fellowships in Clinical Psychology are one-year, full-time positions for candidates who have completed an APA-accredited Ph.D. or Psy.D. graduate program in clinical, counseling, or school psychology and a child and adolescent clinical psychology doctoral internship. Postdoctoral Fellows have the opportunity to gain experience with: multidisciplinary assessments; therapy with a diverse array of children, diagnoses and cultural backgrounds; and additional specialized training in our Intensive Outpatient Program (IOP) for at-risk adolescents, or early childhood programs at Ravenswood. Our amazing group of seasoned supervisors are committed to training the next generation of ethical, culturally-responsive, well-informed, best-in-class psychologists.

This fellowship program provides psychology fellows with advanced clinical training and supervised experience with children, adolescents, and families within a well-resourced, multidisciplinary setting. Following a developmentally appropriate, culturally responsive, trauma-informed, and interdisciplinary approach to client care, fellows are provided the opportunity to further develop and refine their profession-wide competencies in preparation for licensure and independent practice as a psychologist. These experiences include:

- Evidence-based, therapeutic interventions
- Comprehensive psychological evaluations
- Consultation
- Community Engagement
- Teaching and Peer Supervision



TRAINING STAFF

DIRECTOR OF TRAINING

Carlina R. Wheeler, Ph.D.

ADMINISTRATIVE SUPPORT

Isabella Bernard

SUPERVISING AND TRAINING PSYCHOLOGISTS

Community Mental Health: Outpatient Therapy

Carlina R. Wheeler, Ph.D., Marjan Ebadi, Ph.D., Zahra Murtaza, Ph.D., Erin Hoolihan, Psy.D., George Alex Lazo, Psy.D.

Community Mental Health: Comprehensive Evaluations

Dylan Stewart, Psy.D., Neilson Chan, Ph.D., Marjan Ebadi, Ph.D., Joaquin Burciaga, Ph.D.

Advanced Rotations:

Adolescent Focus- RISE IOP

Yi-Hua Lin, Psy.D.

Early Childhood Focus- Ravenswood Wellness Partnership

Zahra Murtaza, Ph.D., Melina Foden, Ph.D., George Lazo, Psy.D.

* Staff biographies can be located on our website: <https://www.chconline.org>

PROGRAM VALUES AND MISSION

Our Vision

We believe in a world where every child, teen and young adult can reach their full promise and potential.

Our Mission

To transform young lives by providing culturally-responsive best-in-class services for learning differences and mental health to families from diverse backgrounds regardless of language, location or ability to pay.

Every year, Children’s Health Council serves over 1,500 clients from around the San Francisco Bay Area and provides information and referrals to hundreds more.

“We can’t treat only the child. A child is part of the family. We’ve got to do everything possible to keep the child in the family, and to treat the family as a unit.”

--CHC Founder Esther B. Clark in 1959

Our Values

❖ Expertise

- Striving for, recognizing, and sharing excellence in everything we do, while acknowledging that building expertise is an ongoing journey and not a destination.

❖ Compassion

- Combining empathy and action to gain trust, create connections, and make lasting change.

❖ Community

- Collaborating, supporting each other, and working with local partners to leverage strengths for mutual benefit and collective impact.

❖ Inclusion

- Building a culture where everyone feels seen, valued, and included. Inspired by Dr. King’s Beloved Community, we believe belonging is essential to how we work and care.

DIVERSITY, EQUITY, INCLUSION AND BELONGING STATEMENT

As a training program, the CHC Child and Adolescent Psychology (CAP) Postdoctoral Fellowship stands for diversity, inclusion, equity, belonging, and justice. We are committed to creating a welcoming training and teaching environment that respects individual differences while supporting the attainment of nationally recognized competencies for becoming a health service psychologist. To this end, we commit to: recognizing and addressing unconscious bias within our training organization, making efforts to recruit and retain diverse trainees and faculty from historically underrepresented groups in the field, engaging our team to create a more just and inclusive environment, developing the space for all team members to gather, share, and learn from one another, and to increase our awareness for inequality, power and privilege, discrimination, and various forms of oppression across clinical, professional, and personal settings to better engage in respectful and inclusive practices.

ABOUT CHC

Children's Health Council (CHC) was founded in 1953 with the philosophy that all children deserve the opportunity to reach their full emotional, educational and developmental potential within their own families and communities. We adopt a holistic framework to assist children become resilient, happy and successful by considering these areas: social-emotional learning, academic success, executive functioning, and physical development.

In the early 1950's, Dr. Esther B. Clark, Palo Alto's first female pediatrician, realized that the needs of disabled Peninsula children were being grossly neglected. To remedy the situation, she started Children's Health Council with a \$10,000 annual budget, a largely volunteer staff and most importantly, her spirited will. In 2023, CHC celebrated its 70th anniversary and maintains an operation budget of over \$40 million.

At a time when many children were stigmatized by society and taken away from their families to be treated in institutions, Dr. Clark insisted on keeping the child as a part of the family and treating the family as a whole. She believed in a family's ability to provide a nurturing and safe environment for the child. As the community's needs evolved, Children's Health Council changed its focus from serving mentally disabled and physically handicapped children to its current population of children with behavioral, emotional, and learning disabilities while continuing to preserve the original spirit of Dr. Clark's visionary concept of integrated interdisciplinary care.

Specialty areas at the Children's Health Council (CHC) include: Attention Deficit/Hyperactivity Disorder, Learning Disorders, Autism Spectrum Disorder, and Mood and Anxiety Disorders. Children's Health Council operates the Esther B. Clark School, a therapeutic special education school/day treatment program for children with combinations of behavioral, emotional, developmental, learning, and neurological disorders. Sand Hill School also operates within CHC and has classrooms 2-8 for bright, creative students with language-based learning differences such as dyslexia. The Catherine T. Harvey Center for Clinical Services includes several services providing diverse populations including Santa Clara County Medi-Cal, RISE IOP, ESPA, Private Pay, and CHC Ravenswood.

Children's Health Council offers single discipline as well as multidisciplinary team diagnostic assessments and individual, family, and group treatment services. These services are provided by professionals in:

- Psychiatry
- Psychology
- Neuropsychology
- Education

- Licensed Clinical Social Work
- Marriage and Family Therapy
- Speech and Language Therapy
- Occupational Therapy

Catherine T. Harvey Center for Clinical Services

Our postdoctoral fellows primarily complete their training with Santa Clara County Medi-Cal children and families; providing robust and critical services to underresourced, high support, culturally diverse communities in Santa Clara County. CHC’s clinical services department is proudly named in honor of Catherine T. Harvey, whose steadfast support as a dedicated board member, strategic advisor, and philanthropist has significantly influenced our organization. Her commitment to enhancing mental health and learning support has been instrumental in shaping the mission and impact of CHC, reflecting her deep-rooted passion and advocacy for these causes.

What We Treat

We treat mental health and behavioral concerns including, but not limited to:

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ✓ ADHD and Learning Disabilities ✓ Anxiety ✓ Autism ✓ Behavioral Challenges ✓ Coping with Chronic Illness ✓ Depression ✓ Developmental Concerns ✓ Disruptive Behavior Disorders ✓ Emotional Regulation ✓ Grief/Loss ✓ Identity Development | <ul style="list-style-type: none"> ✓ Life transitions ✓ Medical Trauma ✓ OCD ✓ Relationship Issues ✓ Selective Mutism ✓ Separation Anxiety ✓ Self-esteem ✓ Social Skills ✓ Suicidality & Self-Harm ✓ Toileting Issues ✓ Trauma |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

LOCATION AND CLINICAL SETTINGS

Fellows engage in professional supervised experience across a range of clinical settings and child and adolescent populations. The majority of clinical time is accrued in outpatient, community mental health settings with youth ages 6-21 years old, and their caregivers and families. In addition, fellows can gain experience working in sub-acute settings at the CHC-

Stanford RISE Intensive Outpatient Program (IOP). Fellows interested in the Early Childhood Focus may also gain experience in community and school-based settings with very young children (0- 5 years-old) and their caregivers at the CHC Ravenswood Wellness Partnership. CHC provides a hybrid model of service delivery, with therapy and assessment services offered via telehealth and in person. CHC Training Director and supervisors will assist in decision making around in person and telehealth services. Fellows spend the majority of their time at the Palo Alto location (650 Clark Way, Palo Alto, California). They may spend up to one-half or one full day at the San Jose location (1900 The Alameda, San Jose, California), where most comprehensive evaluations services are provided. Based on fellow interest and experience, they may complete a full day at the San Jose location by completing therapy intakes, and/or psychotherapy services. Fellows who complete the adolescent focus in the RISE IOP, will provide mostly on-site group and individual services at the Palo Alto clinic. For fellows interested in the early childhood focus, they will spend one-half or one full day at the CHC Ravenswood clinic (1765 East Bayshore Rd., East Palo Alto, California), or Ravenswood Wellness Partnership locations, such as All Five (1391 Chilco St., Menlo Park, California). Fellows are expected to be onsite for clinical activities, supervision and meetings. Fellows are expected to see clients in person who request it. At times, fellows may see clients or have supervision meetings via HIPAA-compliant Zoom from home. Fellows need to obtain prior (one-time) approval from their supervisor and Director of Training. When working from home, fellows are expected to be working and available via email (e.g., to clients, supervisors and Director of Training) during regular business hours.

At CHC, fellows share an office to complete paperwork, which is also equipped as a therapeutic space. Each fellow is provided with their own desk with a computer with internet/email access. We utilize Zoom phones and voicemail so that messages are relayed readily and accurately. Well-stocked play therapy rooms, treatment rooms, and a variety of meeting, testing, and consultation rooms are available and can be scheduled for fellow use.

POPULATION

CHC's Santa Clara medical contract serves children to transitional aged youth ages 6- 20 years old from diverse backgrounds. Most have experienced trauma/ACEs and significant psychosocial stressors. As a generalist clinic, we treat a wide range of diagnoses and clinical presentations. Clients that are served through the RISE Program have commercial insurance or San Mateo County medical. Most RISE clients are adolescents who have suicidal thoughts/ behaviors, have recently attempted suicide, and/or repetitively engage in self-harm behaviors. This program aims to prevent clients from inpatient hospitalization or ending up in the emergency room.



**Numbers from Fiscal Year 2024*

COMPETENCIES AND LEARNING ELEMENTS

The primary goal of the one-year Children’s Health Council’s Child and Adolescent Psychology (CAP) Post-Doctoral Fellowship Training Program is to provide advanced and specialized training to promote professional development and prepare fellows for independent practice as health service psychologists with specialized experience with child and family populations. We firmly believe that is our responsibility to train fellows who will exercise strong clinical judgment and contribute both to the welfare of society and to the profession. Our child and adolescent psychology training program is committed to the

lifelong learning process and aims to create an environment that supports trainees to develop across different competency areas by recognizing their strengths and areas for growth. We also respect each trainee's unique cultural identity that the trainee brings to the team, clinic, and community. The CAP fellowship is challenging and dynamic. It provides advanced training in the areas of direct evidence-based, developmentally appropriate, and culturally-responsive clinical service, professional development, ethical decision-making, and scholarly inquiry. We support fellows in reflecting on their self-care practices to increase their longevity and effective engagement in the field. Successful fellows are actively open to the learning process, adaptable, flexible, culturally curious, and collaborative. Supervised professional experience meets the California state requirements for licensure as a psychologist.

Over the course of the one-year CHC CAP Postdoctoral Fellowship Program, the fellows will receive training and supervised experience in therapeutic interventions (e.g., individual, family, dyadic, and group therapy), psychological testing (e.g., comprehensive psychological evaluations, intake assessments, ADHD-specific evaluations, and brief psychological screening), and consultation (e.g., to fellow providers and to local agencies/schools). They also participate in training and supervision in an advanced rotation, which include: DEIB and Community Advocacy, lateral supervision of doctoral interns, and teaching/presentations. It is expected that the fellows will develop competencies in a range of areas outlined by the Association of State and Provincial Psychology Boards (ASPPB), the Association of Psychology Postdoctoral and Fellowship Centers (APPIC), the American Psychological Association (APA), the APA Standards of Accreditation (SoA) for Health Service Psychology (HSP). We also include a program-specific competency of Self-Care to support the intentional and ethical practice for postdoctoral fellows to use self-reflection and best practices to promote self-care, well-being and longevity in the field, while reducing burnout, compassion fatigue, vicarious traumatization, and moral injury.

Postdoctoral fellows are expected to:

Level 1 Competencies:

- 1) Integration of Science and Practice**
- 2) Individual and Cultural Diversity**
- 3) Ethical and Legal Standards**

Level 2 Competencies:

- 4) Intervention**
- 5) Assessment**
- 6) Professional Values, Attitudes, and Behaviors**

- 7) **Consultation and Interdisciplinary/Interprofessional Skills**
- 8) **Supervision**
- 9) **Communication and Interpersonal Skills**
- 10) **Self-Care**

TRAINING ACTIVITIES AND EXPECTATIONS

Following a developmentally appropriate, culturally sensitive, and trauma-informed systems approach to client care, fellows develop competencies throughout the training year in order to coordinate and collaborate with several professionals involved in the client's care, including those working in the mental health, medical, academic, and legal domains.

Fellows provide short-term and long-term individual, dyadic, and family therapy (in-person or via telehealth). Fellows also complete intake services for psychotherapy cases and psychological testing referrals. In addition, fellows conduct extensive psychological assessments that typically involve school observations, interviews with caregivers, treatment providers, and teachers, and the administration of neuropsychological, cognitive, academic, social-emotional, and objective and projective personality measures. In addition, fellows will have opportunities to provide consultation and/or brief psychological screening within the CHC Clinic and with outside providers. Lastly, our fellows develop advanced professional skills in teaching and supervising. Please note the structure of time and engagement in clinical activities will differ based on the fellows' participation in the Adolescent Focus or the Early Childhood Focus.

Average 40-44 hours per week for about 50 weeks (1800 fellowship hours total)

Adolescent Focus:

1. **Primary Rotation:** Community Mental Health Clinic (14 hours/week)
2. **Secondary Rotation:** Evaluation Program (10 hours/week)
3. **Tertiary Rotation:** RISE IOP (16 hours/week)

Early Childhood Focus:

1. **Primary Rotation:** Community Mental Health Clinic (16 hours/week)
2. **Secondary Rotation:** Evaluation Program (12 hours/week)
3. **Tertiary Rotation:** Early Childhood (12 hours/week)

15-20 Hours/Week: Direct Clinical Service (Face-to-Face; Telehealth)

- **Community Clinic**
 - 8 to 10 long-term Individual, Parent Coaching, Dyadic, and/or Family Psychotherapy sessions each week
 - 6 Intake Assessments over the course of the year (as available)

- **Evaluation Program**
 - 4 to 5 Comprehensive Psychological Testing cases over the course of the year
 - 2 to 4 Consultation and/or Brief Psychological Screening cases over the course of the year
 - 1 to 2 ADHD Evaluations over the course of the year
- **Adolescent Focus- RISE IOP**
 - Group Therapy (up to 5 groups/week)
 - Individual Treatment (4-5 hours/week)
- **Early Childhood Focus- Ravenswood Wellness Partnership**
 - 2 to 4 Young Child Mental Health Cases and/or Parent Coaching cases (based on interest, experience, and availability)
 - 2-4 hours Early Childhood Screening and Consultation at All Five Daycare
 - 1-2 Early Childhood Neurodevelopmental Evaluations
 - 1 Young Child lateral peer supervision case

10 -14 Hours/Week: Indirect Clinical Service (Not Face-to-Face)

- Psychological Screening and Testing (scoring, interpretation, report-writing)
- Case Management and Family Collateral Services (via phone) 1 to 2 hours/week
- Consultation 1 to 2 hours/week
- Clinical Documentation (progress notes, psychosocial assessments)

3-9 Hours/Week: Other Professional Experience

- 2 to 5 hours/week: Training Seminars/Didactics, Case Consultation (Young Child and DBT)
- 1 to 2 hours/week: Non-billable services (i.e., managing appointments, emails, literature reviews, administrative duties)
- 2 hours/month: Staff meetings

4 Hours/Week: Supervision

- 2 hours/week: Individual Primary Therapy Supervision (1 hour), Individual Assessment Supervision (1 hour)
- 2 hours/week: RISE or Early Childhood Group Supervision (1 hour) and Professional Development Group Supervision (1 hour)

4 Hours/Month: Additional Fellow Training Activities

- Lateral Supervision of Doctoral Interns and/or Practicum Students
- Teaching and Presentations
- Community Engagement Podcast and Events
- *Participate in Program Quality Improvement Opportunities (based on availability)*

Fellows are expected to complete clinical documentation using various online documentation systems (i.e., progress notes within 48 working hours, treatment plans, psychosocial assessment paperwork, etc.) in a timely manner consistent with both professional expectations and specific county/clinic guidelines. All documentation will be reviewed and co-signed by their supervisors.

CLINICAL TRAINING DESCRIPTION

All fellows participate on a multidisciplinary assessment team, and conduct individual, family, and parent therapy. Additionally, fellows typically engage in initial interview assessments, psychological consultations, school observations and/or case management. Depending on area of focus, the fellows may participate in additional group therapy, individual therapy, assessment, and consultation services.

Comprehensive Evaluations

The Children's Health Council (CHC) specializes in providing expert evaluations for children, teens, and young adults through a unique, interdisciplinary approach. Fellows are integrated on a team of psychologists, neuropsychologists, speech and language pathologists, occupational therapists, and educational specialists to collaboratively uncover each individual's strengths and challenges, ensuring a holistic understanding of their needs.

CHC is one of two organizations in Santa Clara County that has the ability to conduct psychological testing for clients ages 0 to 21 with Medi-Cal. As such, CHC's psychological assessment services have a strong reputation in the county and are in high demand. Our program aims to deliver client-focused, strength-based assessments by understanding that every individual's background and experiences are unique. We prioritize understanding each individual's cultural identity and family context to provide evaluations that are respectful, inclusive, and tailored to our client's lived experiences. By thoughtfully considering cultural factors, we ensure a better understanding of the client and their specific needs.

The Early Childhood Focus provides fellows with the opportunity to complete 1 – 2 Early Childhood/Neurodevelopmental Assessment Cases. Clients are receiving services at the CHC Ravenswood Wellness Partnership.

Therapy

At CHC, we provide therapy that's both comprehensive and tailored to the unique needs of every child, teen, and young adult. With a team of dedicated specialists in mental health,

speech and language, and occupational therapy, we're committed to offering compassionate care that addresses a wide range of needs and diagnoses.

Fellows completing the Early Childhood Focus are assigned 2 – 4 Parent Child Interaction Therapy (PCIT) or Parent-Child Care (PC-CARE) cases. The Adolescent Focus within CHC-Stanford RISE IOP provides fellows an opportunity to conduct client and family group therapy. These groups include: DBT Practice, Life Worth Living, Multifamily Skills, Applied Skills, and Mindful Movement. Fellows also complete 2-3 individual DBT cases with clients ages 13-18 years old. These services include 24/7 phone coaching to provide crisis intervention services.

SUPERVISION

Our amazing group of seasoned and diverse supervisors are committed to training the next generation of ethical, culturally responsive, well-informed, best-in-class psychologists. All primary supervisors of fellows are Children's Health Council and/or Stanford faculty (RISE IOP) who have doctoral degrees in Clinical or Counseling Psychology and are licensed to practice in the state of California. They are required to be free of any disciplinary action with the California Board of Psychology. They are required to have valid and active licenses with the California Board of Psychology. In accordance with regulations set by APPLIC, APA, SoA, CoA, and the California Board of Psychology, our training program provides postdoctoral fellows a minimum of **4 hours** of supervision per week (2 hours of individual supervision and 2 hours of group supervision). Recurring, protected time is scheduled for supervision to ensure consistency and predictability of the supervision time, as well as the availability of supervisors. Supervisors also have an "open-door" policy, in which fellows are supported to seek out supervision and/or consultation outside of the designated supervision hour. Supervisors are available to fellows 100% of the time they are accruing supervised professional experience.

We expect our fellows to accrue 1800+ hours to successfully complete the fellowship and be eligible for licensure in California, as well as other states. A minimum of two hours will be provided via individual supervision (outpatient therapy and assessment supervision). Depending on area of focus, fellows will participate in the following individual and group supervisions experiences:

- Community Mental Health (CMH) Therapy Supervision
- Assessment Supervision
- Professional Development Group Supervision
- RISE IOP or Early Childhood Individual and Group Supervision

Supervisors present a broad range of theoretical perspectives and areas of expertise, and this diversity enhances the quality of training that fellows receive. Areas of emphasis in supervision include evidence-based approaches to working with children and families, ethical and legal issues, cultural diversity issues, and the fellow's professional development. Regardless of theoretical orientation or therapy modality, fellows are also expected to engage in self-reflective practice to recognize the influence of personal factors on the therapeutic process and manage reactivity.

DIDACTIC SEMINARS AND CASE CONFERENCES

All of our required seminars meet on a regular basis throughout the entire training year. As part of the fellowship, we are committed to providing our fellow(s) with opportunities to learn from psychologists who have experience with a wide range of clients in a variety of treatment settings. As such, our seminars are facilitated by the program's psychologists as well as other clinical services staff who are employed throughout Children's Health Council and the Bay Area. Didactic seminars and cases conference aim to provide additional training in:

- Psychological knowledge, principles and theories
- Theories and effective methods of psychological assessment, diagnosis, and interventions
- Consultation, program evaluation, supervision, and/or teaching
- Strategies of scholarly inquiry
- Professional conduct, ethics, law, and related standards
- Issues of cultural and individual diversity

Required didactic seminars and case conferences include:

- Orientation Seminar Series (Documentation Training, Mandated Reporting, etc.)
- Diversity Seminar
- Professional Development Series
 - Rotating topics include: Culturally Responsive Supervision, Law and Ethic, DEIB, Licensure Support, Mentoring
- Intervention Series
 - Early Childhood (PCIT, Young Child Didactic Series PC-CARE Phase I Training, Phase II Consultation Calls (based on interest and availability)
 - Adolescent (DBT Seminar, ACT Seminar)
- Advanced Assessment Seminars
 - Neuropsychological Functioning
 - Neurodevelopmental Functioning

ADDITIONAL EDUCATIONAL OPPORTUNITIES

There are additional educational opportunities for fellows to attend trainings offered at CHC, as well as experiential and teaching experiences within the organization's training programs. Based on the fellow's interest and ability to meet clinical expectations, fellows may be able to gain clinical exposure to these various educational opportunities.

- Lateral Peer Supervision of Doctoral Interns and/or Externs
- Professional Development and Mentorship
- Community Engagement
- DEIB Trainee Representative
- Program Development and Quality Improvement

CHC Consultation Groups

In CHC's commitment to fostering life-long learners and increasing access to professional and interdisciplinary consultation opportunities, fellows will participate in 2 consultation groups based on their areas of interest and clinical experience.

- Assessment Consultation (weekly)
- Outpatient Therapy Consultation (weekly)
- DBT Consultation (weekly)
- Spanish Consultation (bi-monthly)
- Young Child Consultation (bi-monthly)
- DEIB Workgroup (once per month)

POSITION OVERVIEW

The Children's Health Council's Catherine T. Harvey Center for Clinical Services is pleased to offer a full-time, one-year Child and Adolescent Psychology Postdoctoral Fellowship for two qualified candidates for the 2027- 2028 training year.

Applicants must have attended an **APA/CPA-accredited doctoral graduate university** preferably in **clinical or counseling psychology**. Applicants from educational psychology with a strong emphasis in clinical training will be considered. Applicants must have attended an APA/CPA-accredited doctoral internship program. Applicants must have completed **all**

requirements for their doctoral degree prior to September 1, 2027. Successful applicants will have acquired doctoral level **experience with children and adolescents** and have written at least **five child or adolescent integrated psychological assessment reports.**

Fellows provide services and receive their training at the clinic in Palo Alto, California and may provide up to one day of testing services at the San Jose, California clinic. Those interested in the Early Childhood focus will receive part of their training in East Palo Alto, California. Fellows may spend one day/week working remotely from home, with supervisor and Director approval. Working hours from Monday through Thursday are typically from 10am-6pm. Those completing the Adolescent Focus may adjust their schedule to co-facilitate groups until 6:30pm twice per week. Fellows typically flex their schedules to work a shorter day on Fridays, to complete low-risk parent coaching services, as well as indirect clinical services (evaluation scoring and report writing), and clinical documentation.

Training Year:

09/01/27- 08/31/28 (1-year)

Available Positions:

2 full-time positions (40-44 hours/week), 1800 postdoctoral hours

Training Stipend:

\$80,000 (with benefits and paid time off)

Upon successful completion of 1800 hours (one year), the postdoctoral fellow will be awarded a certificate of fellowship completion from the Children's Health Council. Supervised professional experience meets the California state requirements for licensure as a psychologist.

As Postdoctoral Fellow, you will:

- Work on comprehensive assessments on a multidisciplinary team
- Therapy with a wide range of clients, including both internalizing and externalizing disorders. The additional 20% of training will take place within our R.I.S.E. Intensive Outpatient Program (IOP), which is operated in conjunction with Stanford's Child and Adolescent Psychiatry Department. This rotation involves co-leading DBT groups for teens and/or families and holding individual therapy cases.
- Opportunity to experience working with a rich array of cases including children and teens with ADHD, Autism, Anxiety and Mood Disorders, Oppositional Disorders, and complex trauma, to name a few.

- Enhancing knowledge and sensitivity to multicultural factors as well as building upon knowledge and experience with empirically supported practices (ESP) are key training goals.
- Learning how to adapt ESP to complex cases and to a variety of ages and cognitive abilities is also a priority.
- While you receive extensive (four hours) clinical supervision on a weekly basis, gradually increasing autonomy (as competencies are demonstrated) and professional development are highly valued and promoted.
- The opportunity to participate in providing in-service training and parent education presentations is one of the ways in which we support this professional development.

ELIGIBILITY AND APPLICATION PROCEDURES

What we're looking for:

- Thorough knowledge of procedures for developmental and psychological evaluations of young children through adolescence.
- Knowledge and understanding of CHC's four areas of expertise: ADHD, LD, Anxiety & Depression and Autism Spectrum Disorders.
- Knowledge and skills in child and adolescent therapies, case formulations and treatment planning.
- Ability to work in a team-oriented environment.
- Flexibility to respond to changing circumstances and priorities within the agency.
- Knowledge and use of computers and an Electronic Health Record (EHR) is essential.

About your background (education/experience):

- Fellows must have completed all doctoral degree requirements from an APA/CPA-accredited program prior to starting the fellowship.
- Fellows must have completed an APA/CPA-accredited doctoral internship prior to starting the fellowship.
- Bilingual applicants are strongly encouraged to apply.

Working Conditions:

- Exempt Full Time
- Prolonged periods of sitting at a desk and working on a computer.

- The person in this position needs to move about inside the office to access file cabinets, office machinery, etc.
- Ability to lift and/or move up to 20 lbs.

Application Procedures

Application deadline: 12/11/26

Notification deadline: 1/4/27

Interviews: 1/28/27 and 1/29/27

Please submit your application to cwheeler@chconline.org and ibernard@chconline.org

Your application will be considered complete upon receipt of the following:

	A completed CHC CAP application (available on our website)
	A cover letter
	A current Curriculum Vitae
	A psychological evaluation of a child or adolescent with all identifying information removed
	Three letters of recommendations- preferably two from internship and practicum placement supervisors and one from current graduate school faculty

SELECTION PROCEDURES

Fellow selection is made by a committee comprised of the Director of Training, and the supervising training psychologists. Applicants are rated on the basis of their clinical training (i.e., assessment and therapy), academic coursework, letter of recommendation, clinical and research interests, progress toward dissertation completion, and stated goals for fellowship. Strong writing skills are also favorably evaluated, as evidenced by the Fellowship Application essays and redacted psychological report. Those prospective candidates assessed by the committee to hold interests and goals most closely matching those opportunities offered by our program will be asked to participate in a virtual interview (via Zoom).

Prospective candidates will be notified via email by **Monday January 4, 2027** whether or not they will be granted an interview with the training staff and supervisors. Candidates will also have the opportunity to virtually meet with the current post-doctoral fellows, clinical staff,

and tour the clinic. Half-day interviews will be held on **January 28, and January 29, 2027**. Interviews are required and weigh heavily in the selection process, as this provides an opportunity for program staff and applicants to determine fit. In addition, the program values applicants who are able to demonstrate an ability to balance strong interpersonal skills with professionalism. Interviews will only be offered to applicants who have submitted a complete application and only after these applications have been screened by the faculty. Applicants who wish to be considered for interviews should submit application materials prior to **December 11, 2026**.

The post-doctoral fellowship training program agrees to abide by the APPIC guidelines for Common Hold Date on **Monday February 22, 2027**. Information regarding APPIC Post-doctoral Selection Guidelines can be found at: <https://www.appic.org/Postdocs/Postdoctoral-Selection-Standards>.

**Please include Dr. Carlina R. Wheeler, Director of Training, in any email correspondence related to selection.

PERFORMANCE EVALUATION

The evaluation process is approached in a manner to provide timely feedback to and from the fellow in order to ensure training goals and expectations are being met. At the beginning of the fellowship year, fellows complete a self-assessment of their experience relative to training objectives of the fellowship. The initial self-assessment opens a dialogue about the fellow's strengths and specific training areas of growth. Progress is monitored throughout the fellowship year, however, more formal verbal and written feedback is provided at the mid-year (February) and end of the training year (August). During these biannual evaluations, the fellow will meet with their primary, assessment, and/or delegated supervisors to review the Fellow Performance Evaluation completed jointly by the supervisors, then time is spent in individual supervision to discuss more specific aspects of the evaluation. These evaluations are used to provide an opportunity to communicate the fellow's progress. At the end of the fellowship year, formal summative feedback is provided to the fellow. The Director of Training may participate in the final performance evaluation.

In addition, the mid-year Supervisor Evaluation allows the fellow to informally specify what the fellow would like more (or less of) from the supervisor, while the end of year Supervisor Evaluation provides more specific feedback about the fellow's perspective and experience of the supervisor meeting supervisory standards and competencies defined by ASPPB Supervision Guidelines for Health Service Psychologists (February 2020). At the end of the

fellowship year, formal summative feedback is provided to the fellow. The Director of Training may participate in the final performance evaluation.

In addition, the fellow is responsible for providing formal feedback about the training program by completing the Program Evaluation at the end of the training year (August). Fellows will be provided an opportunity to meet with the Director of Training to provide verbal feedback in addition to their written feedback. Serious concerns regarding a fellow's performance will be addressed through due process procedures. Fellows are strongly encouraged to address grievances related to training, supervision, or evaluation with their primary supervisor first and resolve concerns informally. Supervisors will inform the Director of Training of issues that arise in order to determine if additional programmatic support/response is required to maintain the integrity of the program. Satisfactory completion of the postdoctoral training program meets postdoctoral supervised practice requirements for licensure in California, where the program resides.

ACCREDITATION STATUS

Our fellowship training program is **not** currently a member of the Association of Psychology Postdoctoral and Fellowship Centers (APPIC). We are in the process of applying for APPIC membership, and cannot guarantee APPIC membership will be successfully granted during the fellowship year. At this time, we **are not** accredited by the American Psychological Association (APA). Any questions about accreditation may be addressed to: Office of Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002. Telephone: (202) 336-5979.

TRAINING PROGRAM CONTACT INFORMATION

More information about our program is available on our program website:

<https://www.chconline.org/postdoctoral-fellowship/>

For additional information, please contact:

Children's Health Council
Catherine T. Harvey Clinical Services
Child and Adolescent Psychology (CAP) Fellowship Training Program
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Megan Vincent, Head of Talent: mvincent@chconline.org