

PATHWAYS COUNSELING CENTER

Traineeship, Practicum, and Pre- and Post-Degree Internships

“Speaking for myself personally, my very first practicum while a student [in a graduate program] with Girls Inc. was such a wonderfully supportive and in-depth experience”.

Pathways Counseling Center, a program component of Girls Incorporated of Alameda County, offers clinical training placement at every level, from practicum through post-graduate internships for both masters and doctoral level students. Our objectives as a training program are to provide training and supervision that exceeds minimum standards. We provide an environment that fosters professional learning and experience. All trainings, supervision, and seminars integrate clinical theory with practical applications for the populations we serve.

Directory of Topics

- Clinical Internship Experience and Demographics
- What you can expect to learn and internship benefits
- Supervision (Group and Individual)
- Theoretical Orientation
- Intern weekly schedule and training topics
- How to apply and Selection Criteria

CLINICAL INTERSHIP EXPERIENCE AND DEMOGRAPHICS

The trainee and internship placement vary from part-time (20 hours) to full-time (40 hours). To provide continuity of care to our clients we begin internships with trainees and interns at various times throughout the year (January, May, and August). We continue to recruit until all positions are filled. The year-long trainee-internship provides weekly: 1-2 hours of individual supervision (based on part-time or part-time status), 2 hours of group supervision, and 3-4 hours of training.

Trainees and interns are placed in local schools or in one of our three out-patient clinics (downtown Oakland, east Oakland, and San Leandro). We assess clients' barriers to accessing therapy services and deliver therapy in the setting that best fits with client needs (home visits, community, or one of our out-patient clinics). Trainees and interns provide individual, group, and family therapy for children, teens, and their families. In the school, therapists meet with parents (as clinically indicated) and provide consultation to teachers and school staff.

Some cases will be brief in nature and others are intermediate or long-term. The modality, length and frequency of therapy are determined by the therapist and supervisor after comprehensive clinical discussions. We consider productive parent engagement to be key ingredients for the treatment progress and overall positive outcomes. Trainee-interns conduct telephone initial phone intake and learn how to conduct a thorough client assessment with screening tools and outcomes measures. Trainees and interns have the opportunity learn skills in family crisis intervention and family reunification - and training and supervision in these areas is always available. (This occurs M-F, a few weekends, and/or self-selected holidays over the year). We provide training in how to facilitate and teach our own model for Family Communication Workshops.

We are an approved site for the California Psychology Internship Council (CAPIC) (link: <http://capic.net/>) and Bay Area Practicum Information Collaborative (BAPIC) (link: <http://bapic.herokuapp.com/>). We follow all laws and ethics and internship requirements from the Board of Behavioral Sciences (BBS) (link: <http://www.bbs.ca.gov/>); Board of Psychology (BOP) (link: <http://www.psychology.ca.gov/index.shtml>); California Association of Marriage and Family Therapists (CAMFT) (link: <http://www.camft.org/IAS/COS/Default.aspx>); and the California Psychological Association (CPA) (link: <http://www.cpapsych.org/>).

We welcome applications from all Mental Health graduate programs and follow all graduate school standards and requirements.

Demographic Profile of Pathways' Clients (For the past 3 years)

Pathways provides therapy services in San Leandro and Oakland for underserved, low income, high-risk children and

families.

Age/percent		Ethnicity and Race		Child's Living Situation	
5-10	37%	African-American	21%	Lives with both parents	26%
11-13	18%	Asian & Pacific Islander	6%	Parents have joint custody	3%
14-18	24%	Caucasian	18%	Single Mother	35%
1-25	4%	Latino	33%	Single Father	5%
26 & over	17%	Multi-Racial	15%	Parent and Step-Parent	11%
		Other	7%	Other Relative	17%
				Non-Relative	1%

Gender		Service Location		Treatment Modality	
Male	40%	Clinic	58%	Family Therapy and/or Parenting Support	25%
Female	60%	School	40%	Individual Therapy	70%
		Client's Home	2%	Group Therapy	5%

What You Can Expect to Learn

- Certification in Trauma-Focused CBT (TF-CBT)
- Certification in Child and Adolescent Needs and Strength measurement tool (CANS).
- Three different theoretical approaches and how to apply these approaches in clinical work
- Specific interventions in working with children and families.
- How to engage families that lead to successful therapeutic outcomes.
- Play therapy and sand tray therapy (established and well stocked play and sand tray offices)
- How to assess and potentially remedy barriers to treatment that prevent many low-income children and families from being able to access services.
- How to administer and clinically utilize various screening tools and outcomes measures. The following tools are used: Outcome and Session Rating Scales (ORS & SRS), CANS, Massachusetts Youth Screen Inventory (MAYSI-2), TF-CBT Screen (Two screening tools, one for parent and one for child).
- Experience with, and a richer understanding of, diverse populations from various ethnic, cultural, religious, and socio-economic backgrounds.
- How to assess and determine best modality, length, and frequency of therapy based on individual client needs and strengths.
- How to create clinical documentation that integrates client information, current clinical laws and ethics, agency, and county child MediCal (EPSDT) standards. Also we support and provide assistance in developing professional clinical writing skills.

Internship Benefits

- This is an un-paid internship. A limited number of stipends are available for pre-doctoral interns. Our site is eligible for county sponsored stipend programs (Prior interns have received stipends).
- Mileage between work sites is reimbursed.
- All training and supervision (7-8 hours weekly) are provided as part of the internship.
- Use of our facilities (Fitness center, microwave, refrigerator, dishwasher, Yoga studio)
- The agency sponsors several community clinical trainings that are free to trainees and interns.
- Opportunity to volunteer for several Girls Inc events, such as: TASTE (our annual fund raising dinner), field trips, onsite youth-family fairs and events, and our annual Girls Inc. Strong, Smart, and Bold luncheon.

CLINICAL SUPERVISION (INDIVIDUAL AND GROUP)

"Individual supervision was extremely helpful. I felt like she was very supportive, provided guidance when needed, and really looked out for me. She also got back to me in a very timely fashion every time I had a question".

"I found the fit with my supervisors to be very good."

Pathways strongly values and emphasizes the importance of a collaborative supervisory relationship. Our primary goal in all aspects of the internship is to develop critical thinking, solid clinical judgement, and focus on learning opportunities. Trainees and interns have access to numerous supervisors every day, as needed. All supervisors are engaged and actively seek out their own continued learning in different evidence based practices, laws and ethics, as well as best supervisory practices. Pathways has a weekly supervisor seminar to provide ongoing learning in best supervisory practices.

Prior trainees and interns identified the following qualities in their clinical supervision at Pathways Counseling Center:

- Interventions are based on the client's best interest with different supervisory orientation and styles
- The focus on the trainee-supervisor relationship to promote learning
- Intern needs, strengths, and growing edges are approached as flexible learning curves
- Supervision supports normative therapist reactions commonly found in the demands of clinical work.
- The learning culture focuses on learning from mistakes, rather than highlighting mistakes.

Group Supervision: We are mindful of creating a group environment with various levels of trainee-intern experience and students from multiple disciplinary backgrounds. The groups are an open forum for clinical thinking in which group members can raise questions and gain input about their work. The emphasis is on the clinicians' experience of the relationship with the client. Cultural considerations are a part of all clinical discussions and case presentations. We value peer support and peer-led learning. Our goal is to foster conversations around relational dynamics and how they influence the interventions chosen by the clinician.

THEORETICAL ORIENTATION

We train and supervise using the evidence based **Trauma Focused CBT** model (link: <https://tfcbt.musc.edu/>). This approach is supported by the federally-funded National Child Traumatic Stress Network. This model has been proven to reduce trauma symptoms, support family connectedness, improve children's emotional regulation, social-emotional competence and judgment, increase parental empathy for the child, and develop reasonable parental expectations for the child, based on their developmental capabilities. Psychoeducation for the parent and the child normalizes the trauma symptoms. Child and parent homework is implemented to work through the trauma and to practice specific coping strategies to alleviate and manage trauma symptoms.

Twenty years ago Pathways developed a unique **Community Mental Health Consultation** model that allows clients and community partners to receive mental health (MH) information and support without necessarily entering into a formal treatment relationship. Consultation services increase non-mental health professionals' understanding of mental health issues and symptoms, thereby promoting an increase in mental health screenings, early identification of mental health needs, and referrals for services that can address behavioral symptoms at early stages and reduce the need for future mental health services. Our consultation services are provided at schools, to our youth development program staff, and to other non-MH professionals. Through mental health consultation, children, families, and helping adults are able to experience mental health support as user-friendly and non-stigmatizing.

Girls Incorporated of Alameda County developed and uses a **Cultural Competency Framework**. This is an organizational commitment, definition, and value about culture and difference. We strive to establish an inclusive work community to provide culturally responsive services. Our recent agency-wide strategic priorities include four pillars: 1) trauma-informed-care as an organizational practice; 2) engagement in how race and racism impact the lives of children and families; 3) engaging networks of adult allies to support youth and families; and 4) expanding the definition of achievement and success for our youth.

WEEKLY SCHEDULE AND TRAINING TOPICS

Weekly Seminars

- Every Friday Pathways holds two one-hour seminars
- The following seminars occur two-to-three times a month)

Trauma Focus CBT Seminar: The seminar focuses on how to personalize the model to specific client needs.

Community Mental Health (MH) Seminar: Various non-mental health environments/professionals are explored in-depth to consider multiple mental health perspectives and responses that promote collaboration and enhancing client care.

Clinical Documentation Seminar: This seminar supports development of professional documentation. The seminar also balances using information to meet clinical licensing-county standards while protecting client confidentiality.

Outside trainings presented by experts recognized in the field

- Vicarious trauma
- Cultural humility in clinical practice
- Cultural views of substance abuse
- Enhancing engagement with parents and families
- Managing narcissism and other difficult personalities
- Self-image and eating disorders
- Gang awareness
- Probation services overview
- Working with non-English speaking families

Didactic Weekly Trainings (full training schedule can be emailed upon request)

The first five weeks of the internship (Monday through Friday) there are 25-to-30 hours a week of training. All of the trainings relate to the populations we serve and the clinical services we provide. We use evidence-based practices, and the trainings vary some depending on the current cohort needs. We weave cultural considerations into clinical case presentations.

Topic include:

- Case management
- Child and Adolescent Needs and Strengths (CANS assessment tool)
- Child therapy (two trainings)
- Clinical documentation (four trainings: intake, progress notes, treatment plan, etc.)
- Art therapy
- Assessing and addressing barriers to treatment
- Conducting telephone screenings
- Crisis management and hospitalization of clients
- Commercially Sexually Exploited Children (CSEC)
- Initial hours and assessment phase
- In-home and community-based clinical services
- Principles of community health approaches (two training events as well as monthly seminar)
- Money issues in therapy
- Racial trauma
- Utilizing cultural and racial genograms
- Parent engagement for successful child and adolescent therapy outcomes
- Safety and managing emergency situations
- Sand tray play therapy (two trainings)
- School-based mental health services (two trainings)
- Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)
- Conducting Family Communication Workshops
- Utilizing Outcome Rating Scales (ORS) and Session Rating Scales (SRS) to improve clinical effectiveness
- Cyber bullying and internet safety
- Determining treatment modality
- Family therapy (four trainings with role-plays)
- Multi-cultural perspectives (four trainings)
- Non-suicidal self-injury
- Seeking safety

- Substance use disorders
- Suicide assessment
- Termination and continuity of care (four trainings)
- The therapeutic path
- Treating LGBTQQI2SA/SOGIE youth
- Writing effective treatment plans

HOW TO APPLY AND SELECTION CRITERIA

Recommendation letters should be from clinical supervisors and one must be a recent clinical internship. We accept PDF documents with an original signature.

In your cover letter include:

- All foreign languages you speak fluently.
- Experience working in a school environment or providing clinical services in the community or home.
- Experience working with multi-disciplinary teams.
- Experiences providing group therapy.
- Experience working in an urban community or school setting is highly desirable
- Experience with EPSDT MediCal documentation.

How to apply: Send your resume, a cover letter, and two recommendation letters to:

clinicaltrainingprogram@girlsinc-alameda.org

Selection criteria:

- We value trainee and interns with a strong interest in learning.
- Some clinical experience is helpful, and/or experience working with children, youth, or families.
- Interest in collaborating and coordinating with various community agencies and providers.
- We do not require interns to have experiences in the services we deliver, we provide training in all areas.
- Bilingual (Spanish-English) is highly desirable

Our interview process:

We carefully review resume and recommendation letters from all of the applications received.

We then contact some interns for a preliminary phone screen (15-20 minutes).

After the phone interview we determine which applicants to select for an in-person interview.

SUPERVISOR BIOGRAPHIES

Vicci Tibbetts, MFT

Clinical Training Program Director

Vicci Tibbetts joined Girls Inc. in 1992 and has been coordinating Pathways Counseling Center's internship training program since 2001. She has provided therapy services to couples, groups, individuals, children and their families. Vicci has been an integral member of the Design Thinking Strategic Priority Team at Girls Inc. for the past two years. Vicci is interested in organizational psychology and used these principles to provide preschool consultation. Since 1985, Vicci is certified in Biofeedback and co-authored several articles. She taught Biofeedback at San Francisco State University for nine years. For 30 years Vicci has been involved in patient support, self-healing, and meditation and she facilitated week-long groups in the summer. Vicci graduated from San Francisco State University with a dual master's degree and is now a licensed MFT. In 2016 Vicci was awarded the California Psychology Internship Council's (CAPIC) first Distinguished Service Award for her contributions in training future psychologists.

Kim Durham, Psy.D.

Clinical Training Program Manager

Kim received her B.A. in psychology and sociology from the University of California at Davis. Her exposure to clinical

psychology and the opportunity to work with Stanley Sue while there, lead her to pursue a degree in clinical psychology. She received her Psy.D. from the California School of Professional Psychology in 2009 with an emphasis in Gender and Sexuality. The majority of Kim's training experience and clinical experiences have been with children and their families. Her experience of supportive, collaborative and relational supervision sparked her desire to become a supervisor and directly contribute to students training and learning. She is excited by the opportunity to impart her clinical knowledge as well as learn from those she supervises. In her free time Kim enjoys cooking, baking, travel and spending time with loved ones.

John Henry, MFT

Outpatient Mental Health Services Director

John Henry has worked at Girls Incorporated of Alameda County/Pathways Counseling Center since 1992, beginning as a mental health clinician, co-director of clinical training program, and a clinical supervisor. John received his B.S. in special education at Indiana University of Pennsylvania in 1975. He received his M.Ed. in counseling psychology at the University of Pittsburgh in 1985, became licensed as a marriage and family therapist in 1994. John has worked as a teacher in public school systems and spent 12 years in early childhood education in Head Start delivering services to pre-school children and their families. As a mental health clinician, John has a passion for supervising and training new clinicians and working as a consultant. He has been trained in the National Child Traumatic Stress Network (NCTSN) trauma-focused CBT protocol and he applies NCTSN principles while training and supervising clinicians. In addition, John has provided trauma-informed care consultation for Girls Inc. after school programs for 17 years. He is also a member of CAMFT (California Association of Marriage and Family Therapists).

Rebecca Cannon, MFT

Chief Mental Health Officer

Becky joined Girls Inc. in 1987 as the Clinical Director of Pathways Counseling Center. Her work is greatly informed by her concern for child victimization and her clinical experiences treating youth impacted by child abuse, domestic violence, and other family trauma. She led a significant growth in the Pathway's direct mental health treatment and case management services. She improved access to care by delivering services as flexibly as possible by meeting needs where they appear - in schools, homes, Girls Inc. offices, and in neighborhood and partner locations. Under her leadership, the Pathways team developed a consultation model used by youth development staff, school personnel, and Girls Inc. partners. Pathways also delivers community mental health training for CBO providers. Licensed as an MFT since 1981, Becky earned her M.A. at the University of California, Santa Barbara. She is a member of the California Psychological Association and the California Association of Marriage and Family Therapists

Alex Mendez, Ph.D.

Over the course of 20 years providing mental health clinical and professional consultation services in various community settings and institutions, Alex has developed an earnest respect and appreciation for the challenges faced by consumers, collaborating partners, and fellow mental health clinicians, due to the disparity between the high need for community mental health services and limited access to such quality services. Alex also manages Girls Inc.'s case management services, further enhancing family access to resources and services. Other aspects of Alex's scope of work while Girls Inc. include psychotherapy, clinical supervision to pre- and post-doctoral interns placed in Girls Inc.'s internship program.

Alex is a member of Girls Incorporated senior leadership team. He earned his B.A. degree from the University of California at Santa Barbara and completed his doctorate degree in psychology from the Wright Institute Graduate School of Clinical Psychology, in Berkeley California.

Selene Fabiano, Ph.D.

Quality Improvement and Leadership Program Manager

Selene began her tenure at Girls Inc as a Staff Therapist in 1995 and was licensed as a psychologist in 1996. In 2009, Selene successfully steered the implementation of an electronic health records system and database for Pathways Counseling Center. In her current position, Selene oversees quality assurance and creates professional development opportunities for staff. She is committed to ensuring clients receive high-quality services and staff have the tools to enable them to do their best work. A graduate of CSPP, Selene uses psychodynamic theory to understand the complexities of human behavior. Her evolving clinical interests include attachment theory and integrating mindfulness practices into psychotherapy. In addition, Selene is trained in Trauma-Focused Cognitive Behavioral Therapy. Selene has held leadership positions on the

board of the Alameda County Psychological Association and is a member of the California Psychological Association.