

PATHWAYS COUNSELING CENTER (Serving Boys, girls, and families) 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”. – prior intern

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 diverse populations we serve. Our clients include families, children and teens (boys and girls), and transitional age youth, of many ethnicities, genders, socio-economic statuses, and cultures.

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

For internship level clinicians, our preference is for full-time (40 hour) interns; however, we will consider part-time (20-24 hour) applicants. The placement for trainees is part-time (20-24 hours). Stipends are available for interns with three or more years of clinical experience. 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 full-time status), 2 hours of group supervision, and 3-4 hours of training.

Trainees and interns are placed in our two out-patient clinics (downtown 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, and family therapy for children, teens, and their families. In some years, we also place interns and trainees in local schools where they provide individual, and group therapy, work 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 a few selected holidays over the year). We provide training on how to facilitate a workshop that helps parents strengthen their communication with their children.

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

- Extensive training in Trauma-Focused CBT (TF-CBT)
- Certification in Child and Adolescent Needs and Strength measurement tool (CANS).
- Exposure to 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 and increase the likelihood of successful therapeutic outcomes.
- Play therapy and sand tray therapy (established and well-stocked play materials and sand trays in offices)
- How to assess and address barriers to treatment that prevent many low-income children and families from being able to access services.
- How to administer and utilize various screening tools and outcomes measures. The following tools are used: Outcome and Session Rating Scales (ORS & SRS), CANS, Trauma Screen, Child PTSD Symptoms Scale, and a screening tool for substance use (CRAFT).
- 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 and family needs and strengths.
- How to create clinical documentation that integrates client information and meets Medi-Cal (EPSDT), as well as legal and ethical, standards. Also we support and provide assistance in developing professional clinical writing skills.

Internship Benefits

- A stipend for pre and post-doctoral interns, and post master’s level interns with 3 years of clinical experience. This is an unpaid internship for master’s and psychology trainees. Our site is eligible for county-sponsored stipend programs (prior interns have received stipends). The current stipend amount is listed on the CAPIC websites.
- Mileage between work sites is reimbursed.
- All training and supervision (4-5 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 available to trainees and interns at no cost.
- 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”. – Pre-doctoral Intern

“I found the fit with my supervisors to be very good.” – trainee

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

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

During the first four weeks of the internship (Monday through Friday) interns and trainees receive 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 depending on the current cohort needs. Cultural considerations are woven into our trainings and clinical case presentations.

During the training year, a 2-3 hour training or seminar occurs weekly. Many of the trainings are provided by external clinicians who specialize in a particular aspect of clinical work. Other trainings are provided by Pathways supervisors.

Training topics include:

- Case management
- Child therapy
- Clinical documentation
- 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
- 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
- Multi-cultural perspectives
- Non-suicidal self-injury
- Substance use disorders
- Suicide assessment
- Termination and continuity of care
- Treating LGBTQQI2SA/SOGIE youth
- Vicarious Trauma
- Writing effective treatment plans

In addition, the following seminars are offered periodically:

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.

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

For more information contact Selene Fabiano at 357-5515, ext. 229.

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, as we provide extensive training.
- 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, which includes discussing some of your clinical work, and vignettes that are read prior to the interview.
- We enjoy the interview process and getting to know the varied experiences of the applicants we interview. We recognize there are many different ways to think about clinical work and find the sharing of ideas to be exciting.

SUPERVISOR BIOGRAPHIES

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

John Henry, MFT

Director of Outpatient Mental Health Services and Clinical Training

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).

Alex Mendez, Ph.D.

Community Mental Health Services Director

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.

Clinical Quality 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 that clients receive high-quality services and that 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.