



Pacific  
Clinics®

# PSYCHOLOGY APA ACCREDITED INTERNSHIP PROGRAM

2024 - 2025



# Introduction

## Welcome prospective intern!

Welcome prospective intern! We are excited you are interested in the APA accredited internship at Pacific Clinics!! In this brochure we hope to answer as many questions about the training program as possible. However, we are happy to answer any additional questions you might have. If as you read through this brochure, you have any questions, please do not hesitate to reach out to Dr. Valeria Romero, Training Director, at [varomero@pacificclinics.org](mailto:varomero@pacificclinics.org). We are aware that with everything that has taken place the past few years there will likely be many unique circumstances and questions from our prospective interns.

Pacific Clinics has offered psychology intern training for over 60 years and has a strong commitment to training. The intern program has been APA-accredited since February of 1988. In August 2017, we received APA accreditation for an additional 10 years and are accredited until the year 2027! We are exceptionally proud of our long history of providing high quality training to psychology interns. For the 2024-2025 internship year a total of (7) seven full-time intern slots have been funded for the training year.

The clinical psychology intern training program at Pacific Clinics has a **community service emphasis**; consistent with the core values of community mental health and geared toward the challenges typically confronted by psychologists in these types of settings. Our teams are filled with individuals from multiple guilds that all share a passion to make a difference in the community and provide services to consumers that typically are underserved. The work can be challenging at times and is always incredibly rewarding!

# Introduction

## Welcome prospective intern!

Applicants can expect the following if matched to Pacific Clinics

- Match to one of 4 tracks for their primary placement and work 4 days of the week in this placement:
  - 1. Adult Outpatient (2 placements)- Ages 18-65**
  - 2. Child/Adolescent/Family (2 placements)- Ages 6-25**
  - 3. 0-5 Child Outpatient (1 placement)- Ages 0-5, with most clients being 2-5**
  - 4. Asian Pacific Family Center (Children, Adolescents, Families and Adults) (2 positions, can be either adult focused, child focused, or a combination)**
- Spend one day a week in a secondary placement (explained in further detail below) to broaden the intern's clinical experience.
- Receive supervised practical experience in intakes, psychological assessment, crisis management, diagnosis and treatment planning, case management, and psychotherapy with a wide range of individuals of varying ages and mental health disorders.
- Are exposed to issues and skill development in community/clinical psychology such as community consultations, knowledge of and ability to work with complex systems, program development, consultation, and indirect psychological services.
- Have multiple training opportunities in psychological assessment, family therapy, treatment of severely mentally ill adults, children, adolescents and adults exposed to trauma, treatment of older adults and the unhoused, and wellness programs.
- Are given significant responsibility in their clinical work, which is accompanied by considerable support and supervision to maximize their learning.
- Provide supervision to a psychology practicum student.
- Participate in group supervision, supervision of supervision, team meetings, diversity trainings, and other learning opportunities.

# Current Hybrid Model of Internship

## Continued Hybrid Model

We are currently working in a hybrid format and that will continue moving forward. Supervision occurs a minimum of 50% in person, and the rest is done remotely.

Clinical work is a combination of office, field, and telehealth with an expectation of a minimum of 30% of the clinical work to be done in person. Trainings, workshops, and rotation meetings will be a mix of in person and remote. This includes training seminars, team meetings, case conferences, and rotation meetings (Consultation/Research and Psychological Assessment).

All interviews for the 2024-2025 internship year will be done remotely to ensure the financial cost of travel does not hinder anyone from being able to interview with our program. Interviews occur in January with child/family and 0-5 rotation happening in early January, adult rotation happening in mid-January, and APFC interviews happening in mid-end of January of 2024.

# The Agency

## About Pacific Clinics

Pacific Clinics is a private, non-profit 501(c)(3) corporation, and has been providing behavioral healthcare services in Los Angeles County since 1926. We provide community-based programs for children, adolescents, transitional-age youth, adults, and older adults.

Pacific Clinics is one of the largest mental health providers in California with clinics across the state. Psychology interns are placed within service locations only in **Los Angeles County**.

The agency incorporates family-friendly, strengths-based models into its programs and services for consumers of all ages. Even when working with adults our staff understand that their families or significant others play a vital role in their recovery and when permitted by the consumer, we do work within those support systems as well. Services target a range of mental health concerns, including prevention and early intervention.

Many programs are designed to engage persons with chronic and persistent severe mental illness, by utilizing state-of-the-art services that promote recovery and wellness helping consumers to make a difference in their own lives.

Pacific Clinics' Core Values affirm that we exist as an organization to assure that individuals and families reach the highest level of functioning and the best quality of life possible for them, that the consumer is our first priority, that family and friends are essential to the recovery process, that clients and family members should play an important part in determining treatment, that cultural competence is essential, and that staff is our most valuable asset.

We recognize without our staff, including our interns, we would not be able to provide the services so needed in our communities.

# Internship Mission

## Training Model

The mission of the psychology internship program at Pacific Clinics is to provide experiential training from a broad, generalist perspective with the goal of developing interns' basic competency to provide mental health services in community-based settings.

We believe that an internship in clinical psychology is an important step in the development of competent psychologists who will soon be able to function as Health Service Psychologists in a variety of settings. Our intention is to help the intern transition from graduate student to independent professional over the course of the internship year. As a community mental health center, we want interns to understand the special skills required in community public practice, especially with underserved and multicultural populations.

The internship employs a model of evidence-based psychotherapy practice, which includes elements of disciplined inquiry and the local clinical scientist model. Over the internship year, the intern will solidify their theoretical formulations and learn to examine the applicability of empirically supported treatments to the local multicultural populations served by the agency. Interns are challenged and trained in critical thinking and observation skills. They learn to focus their interventions, while examining the assumptions and limitations of those interventions with our diverse consumers so they can articulate a range of practices, including empirically supported therapy relationships that might address the problems they encounter.

Accordingly, interns need to develop a range of skills, attitudes, ethics, values, sensitivities, and compassion that will make them useful and protective of the people they serve in our community. The intern experience is designed to teach, model, provide experience, and verify professional psychology competencies.

## Training Goals

The overriding goal of the psychology internship program at Pacific Clinics is to prepare interns for professional practice as entry-level psychologists. To this end, the internship program endeavors to promote awareness and skill development within the nine primary areas of profession wide competencies, which incorporate our mission,

## Training Goals

model of training, as well as the skills required of community practitioners. The nine areas are: **(1) Research (2) Ethical and Legal Standards (3) Individual and Cultural Diversity (4) Professional Values, Attitudes, and Behaviors (5) Communication and Interpersonal Skills (6) Assessment (7) Intervention (8) Supervision (9) Consultation and Interprofessional/Interdisciplinary Skills.**

In addition to the nine profession wide competencies, Pacific Clinics requires an additional competency of **Understanding Community Based Services**. This **tenth (10)** competency area was developed as a necessary competency for preparing interns to work effectively within community mental health settings.

The goal is for each intern to demonstrate an intermediate-to-advanced level of professional expertise in each of the competency areas by the end of their training year. Feedback is provided on an ongoing basis informally in supervision and formally through two competency evaluations. Interns also self-assesses on their growth within these domains' multiple times over the year.

## Program Structure

The internship at Pacific Clinics is full-time, 40 hours per week yearlong internship. The internship begins August 30, 2024 and continues for one year (52 weeks). The final day of the internship is August 29, 2025. All interns are subject to the laws of the State of California, APA Ethical Standards, and the standards set forth by Pacific Clinics.

Interns are expected to contribute sixteen (16) hours of direct services weekly, and the remainder of their work week is spent in supervision, workshops, seminars, case conferences,

## Program Structure

team meetings, assessment, case management, study, and documentation. Formal trainings generally occur on Wednesday mornings, and all interns are required to attend agency specific trainings (documentation, electronic health records, etc.), EBP trainings, and pre-licensure trainings (Child Abuse, Intimate Partner Violence).

Interns are also able to attend additional trainings offered by our **Pacific Clinics Training Institute** for free with clearance from their primary supervisor or training director. The PC Institute provides multiple APA approved trainings and is a training facility utilized by many local mental health professionals. Interns are also expected to attend their program's staff meetings and any other additional meetings required by their supervisors such as disposition meetings, treatment planning meetings, etc. All interns generally are required to work one or two evenings per week, particularly for the child and family rotations. Apart from this, schedules for interns are set in cooperation with their primary supervisors. Please note that interns are generally not allowed leave time (Vacation/Dissertation) during the first month of the internship (due to mandatory orientation training) or the last month of the internship. Interns are expected to work five days a week for 8 hours per day.

Each intern has a primary placement within their matched track and a secondary placement that can be in the same track or a different track. For example, an intern in the Child and Family primary track could have their secondary in another Child and Family site, or if the intern would like to broaden their experience could have a secondary in a different track such as the Adult track or the Consultation and Research track.

The intern's office, primary supervisor, and ten (10) to thirteen (13) hours of direct service will be at the primary placement site. The secondary placement is designed to broaden experience with another clinical population, other supervisors, and/or another clinic.

The intern will have four (4) to six (6) hours of direct service and community work attached to the secondary placement. The intern is expected to do a minimum of two full battery psychological assessments during the internship year. In addition to full batteries interns are also expected to utilize ongoing assessment measures with consumers if appropriate.



These are referred to as targeted assessments and a minimum of four (4) targeted assessments are required. The intern targeted testing experience will occur mainly within their primary placement, but interns are expected to conduct testing services across the various populations Pacific Clinics serves.

## Supervision

Interns receive at least four hours of supervision per week. Each intern has two individual supervisors and meets with each of them for at least one hour per week. The intern's primary and secondary supervisors are licensed psychologist on the staff of the intern's primary placement. Tertiary supervisors can be from other disciplines to take advantage of our multi-disciplinary setting.

The primary supervisor assumes full responsibility for the intern's schedule, program, professional development, and evaluation. All interns have group supervision with the training director throughout the year. This supervision focuses heavily on case conceptualization, differential diagnosis, developing critical thinking skills applied to complex clinical presentations, and other topics including professional development, self-care, and licensure. Interns also participate in a weekly Supervision of Supervision group supervision led by a licensed psychologist.

Clinical supervisors work with interns to facilitate professional development in clarifying their own theoretical orientations. Primary supervisors directly observe some portions of the interns' clinical work through videotape, live supervision, and/or co-therapy. Throughout the year interns are expected to grow in their awareness of their impact upon supervisors, supervisees, administration, other clinical staff, clerical staff, and peers.

The development of this process is an integral part of the supervision relationship. The didactic training seminars also include attention to transference and countertransference issues. Personal psychotherapy may be recommended for interns if their lack of awareness interferes with the therapeutic process or staff/peer relationships.

# Internship Mission

## Supervision

The internship program contains elements of both receiving and providing supervision and consultation. Interns participate in a structured program of "Supervision of Supervision." This allows the intern to provide clinical consultation to a practicum student in a structured, supervised setting.

Through this training, interns engage in a worldview genogram exercise. The Worldview Genogram is a three-generational family of origin depiction of individual and cultural diversity constructs that impact a person's identity formation. In the context of supervision, the exercise helps interns increase their awareness of how their worldview impacts who they are as a clinician, supervisees, and supervisors. It is a strength's based, non-pathologizing conceptualization of the supervisor and supervisee values and worldview.

It does require that interns be aware or be open to learning about family of origin values information. Interns share their worldview genograms with the intern cohort, supervisors, and with their practicum supervisee.

## Training Seminars and Workshops

The intern training at Pacific Clinics includes weekly seminars, workshops, and conferences throughout the year, consisting of a wide variety of programs.

There are programs available on most of the expected professional competencies. Trainings occur more heavily in the fall to assist interns in feeling well prepared to meet the clinical needs of the populations served by Pacific Clinics.

Seminars include topics such as cultural considerations, law and ethics, treatment of severe mental illness, family therapy, substance abuse and dual diagnosis treatment, community consultation, program development, child therapy, group therapy, professional issues, transference/countertransference/reactivity, community services and resources, child abuse reporting/treatment, character disorders, administrative issues, etc.

Each clinical program also has seminars specific to its population as well as case conferences.

# Internship Mission

## Training Seminars and Workshops

The yearlong integrative seminar with the training director focuses on professional issues, including special attention to psychological assessment, case presentations, and ethical issues. The Diversity Journal Club for interns meets once a month and provides opportunity for discussion and exploration of various diversity topics presented by the interns.

## Evaluations

Formal intern evaluation occurs two times during the training year, in February and again in August. The intern is formally evaluated by the internship competency evaluation form that is based on 10 profession wide competencies. The final program evaluation is forwarded to the intern's graduate program. These evaluation forms are completed by the primary supervisor after consulting the other supervisors and staff who have worked with the intern. Interns are also asked to complete a self-assessment four times per year and to discuss their assessment with their supervisors.

## Intern Program Resources

Each intern is supplied with an onsite workstation, laptop computer, cell phone, email address, and online access to the computerized scoring programs. As remote work continues, interns will be provided the necessary home office equipment and materials.

Each intern is given a testing kit, which includes a Rorschach, TAT, Stopwatch, MACI, MCMI-III, MMPI-3 and may include a Roberts 2. The program has numerous other testing instruments that are available for check out through the program's administrative assistant who is housed at 2550 E. Foothill Blvd, in Pasadena, CA. Interns also have access to online test materials that can be emailed directly to the consumer, parent, or teacher when needed.

Interns may be required to drive to several different Pacific Clinics locations within any given day and must have a personal vehicle for transportation. As a result, interns must pass a driver's clearance completed by Pacific Clinics transportation department. Pacific Clinics does reimburse for mileage.

# Internship Mission

## Shared Intern Resources

We are fortunate as a program to have each year a relatively large cohort of psychology interns. One of our emphases/goals as a program is the development of strong, supportive collegial relationships. Our 2013-2014 cohort requested that we add as section to the brochure that highlights the experiences that they share as a group. Each cohort “bequeaths” something to subsequent cohorts, and this represents part of their legacy.

- One hour of group supervision each week
- Participation in the Diversity Journal Club that meets monthly. Each intern brings to the group some aspect of the culturally responsive current literature to discuss with the rest of the cohort
- One hour of Supervision of Supervision each week
- Supervision of a psychology practicum student
- World-View Genogram exercise as a cohort and with practicum supervisees
- Applied Science project which includes didactic training and presentation of results in a research colloquium. Interns have presented at state and national conferences on their projects.
- Formal Clinical Case presentation
- Spanish speaking group supervision
- Opportunities to present to community groups
- Testing didactics and broad range of testing referrals/supervision available.
- Cohort Potlucks! Most are themed: Favorite holiday foods, comfort foods, picnic foods, healthy foods, etc.
- Dim Sum celebration of the Lunar New Year
- Professional development, including help with the postdoctoral search process

- Internship graduation
- Local conferences

## Tracks and Placements

The intern is matched through the APPIC application process to a specific track. There are currently **4 Tracks: 1) Adult Outpatient, 2) Child/Adolescent/Family, 3) 0-5 Child Outpatient, and 4) Asian Pacific Family Center (Children, Adolescents, Families and Adults).**

Many of Pacific Clinic's sites are multigenerational and interns will have the opportunity to work with clients of various ages. Interns generally choose, however, to focus their training to work primarily with adults or with children/adolescents/families. Interns desiring to work at the Asian Pacific Family Center (APFC) and who meet the language requirements are matched specifically with APFC. At APFC, interns typically see clients throughout the life span, but can request clients of a particular age range as the preference.

**It is suggested that the prospective intern give rationale for their track preferences within their cover letter. Please note that interviews are scheduled with applicants for specific tracks and if you are applying to more than one track, please address your interest in each track in your cover letter.** Applicants are generally only interviewed for one track; due to the large number of applications the Pacific Clinics Program receives.

**However, you can be considered for more than one track if you endorse on your application an interest in more than one track.** Secondary placements are awarded once the primary emphasis selection via the National Matching System has been concluded.

Any change from the intern's requested track or placements are discussed during the interview process.

# Tracks and Placements

Tracks	APPIC Program Code:
Asian Pacific Family Center (Children, Adolescents, Families and Adults)	114815
0-5 Child Outpatient	114817
Adult Outpatient	114818
Children/Adolescents/Family Outpatient	114819

## Secondary Placement Options

- El Camino (Older Adults/FSP) Outpatient Program
- El Camino Adult Outpatient Program
- Child/Family Outpatient Program
- Passageways Adult Outpatient Program
- Research and Consultation Program
- Psychological Assessment

Placements are assigned based on the intern's emphasis match, interest, as well as needs and availability within the agency and are determined prior to the start of the internship.

**Please note, that as a large agency we have many different placement opportunities available and an incoming intern might be placed in a program within a track that is not currently listed in our brochure, but that would meet their training needs and track they applied for.**

# Tracks and Placements

## Child/Adolescents/Family Outpatient Track:

The Child/Adolescents/Family Outpatient Track matches each year **with two interns (2)** who are placed one of our Child and Family clinics. One option is at the **Latino Youth Program** (11731 Telegraph Road, Building K, Santa Fe Springs, CA 90670). This program is a child and family rotation with an emphasis on adolescent and TAY age clients. There is opportunity to see clients in the younger age ranges, however most of the caseload at this site would be older children, teens, and TAY.

The second site is **Centro Familiar Clinic** (3569 Lexington Ave, El Monte, CA, 91731). This site provides the opportunity to work with children and families with most cases being age 6 to elementary school age. There is the possibility to work with some teens at this site as well. Due to the language needs **at Centro Familiar, Spanish speakers are preferred.**

Our clinics provide interns with a broad and diverse training experience that encompasses outpatient and community consultation services for seriously mentally ill children, teens, and TAY age clients.

The main function of the Child and Family program is the provision of comprehensive outpatient services including individual therapy, family therapy, play therapy, group therapy, medication, case management, case consultation, and psychological testing.

The intensity and modality of treatment is based on the needs of each case with most cases receiving interventions at the intrapsychic, family system, and larger environmental levels. Additionally, school-based treatment services can be offered.

The program emphasizes family therapy to address family systems issues as well as skill building to increase healthy parental empowerment. Work with Transitional Age Youth helps late adolescent/young adults bridge the world to adulthood.

Consultation with teachers, foster parents, children's service workers or others significant individuals to the child's treatment often occur.



The training needs and interests of the intern are considered in case assignments. There is also the potential to co-lead a psychotherapy group and even to create psychotherapy groups if there is a clinical need in the population being served.

Many of the psychotherapy groups we offer were developed by past interns and remain in use today! The goal is to provide a broad experience which, combined with a rich mixture of supervision, case conferences, and multidisciplinary team treatment, provides an excellent atmosphere for clinical skill development and professional growth.

### **Adult Outpatient Track:**

The Adult Outpatient Track matches each year with **two interns (2)** that are placed at the Pacific Clinics-El Camino Adult Outpatient Center located in Santa Fe Springs, California.

El Camino provides services to adults who have severe and chronic mental illness, with or without substance-abuse problems. Diagnoses include schizophrenia, bipolar disorder, severe and recurrent major depression, chronic pain, personality disorders, complex trauma, and dually diagnosed consumers. Higher functioning consumers can be seen briefly and while others require longer-term care.

The clinic's services are truly comprehensive and include individual therapy, family therapy, socialization, case management, outreach, and crisis evaluation services.

These traditional treatments have been updated to meet today's service delivery needs. Pacific Clinics also provides substance abuse services, vocational rehab program where consumers can receive individualized services to build job skills and find employment; and housing program services that include outreach, linkage and support to help homeless consumers obtain and maintain permanent housing.

The El Camino campus covers a wide range of the continuum of community mental health services.



Besides the adult outpatient program, a Full-Service Partnership and Field Capable Clinical Services target the most at-risk consumers who are chronically homeless, incarcerated and/or hospitalized to address not only the consumer's mental health illness but a broad spectrum of needs that prevent reintegration into the community, with services tailored to the diverse needs of all age groups and cultural groups.

Field Capable Clinical Services targets the higher utilizers of treatment in the outpatient setting to bring the clinic into the community where consumers live. Recently, a Wellness program and Client Run Center have been added to empower and address the unique needs of consumers recovering from mental illness.

The intern is involved in individual and group psychotherapy. Typical groups target consumers who are depressed, have a bipolar diagnosis, or have a schizophrenic diagnosis. There are also dual diagnosis groups. Interns are invited to start groups in which they have a particular interest.

The multidisciplinary nature of the clinic leads the intern to learn the differences between the various professions and how to work with those other professions. The intern is an integral part of the interdisciplinary team and comes to have actual decision-making power.

By the end of the year, the intern typically feels competent to advise and consult with medical and other personnel in making difficult clinical decisions.

Pacific Clinics El Camino is situated in a multiethnic community serving many Latino consumers who are monolingual Spanish-speaking. The staff complements the diversity of both ethnicity and language of the community this clinic serves.

# Tracks and Placements

## Asian Pacific Family Center Track:

**Two interns (2)** are matched to the Asian Pacific Family Center Track. The main site of the **Asian Pacific Family Center (APFC)** is located in Rosemead, California. It is a specialized program serving the ever-growing Asian ethnic population in the San Gabriel Valley.

The Center was established in 1986 after several years of community consultation and evaluation of the needs for Asian services, planning and program development. Its staff is multicultural, multilingual, and multidisciplinary.

The overall goals of the Center are to provide a full continuum of multicultural and multilingual outpatient mental health services, including prevention and early intervention services, to the Asian/Pacific residents in the San Gabriel Valley area, and to develop appropriate community resources to meet the multiple psychosocial needs of this population.

Clinicians at APFC speak multiple languages and services are provided for many monolingual clients in their native languages assisting to ensure clients receive the highest quality of care.

APFC-Multicultural Family Center located in City of Industry, CA, primarily serves the Asian and Latino communities in the Rowland Height, Walnut, Hacienda/La Puente, Diamond Bar, and Pomona areas.

This program is well known for its prevention program that serves the Asian community (specifically for the Chinese and Korean populations) for two decades. APFC-E transformed to APFC-Multicultural Family Center in response to the high demand from the local Latino community.

Parenting classes and workshops are provided in Spanish, Korean, and Chinese. Treatment team provides counseling services to local students and their families. With the close collaboration with the local communities, school districts, DCFS, and probation program, APFC-Multicultural Family Center is the first choice of referral because of its long-term commitment and dedication to the community.

Besides traditional treatment modalities (such as individual, group, and family therapy, psychotropic medication regimen, and psychosocial case management), APFC offers diverse community-based programs specifically geared toward the Asian and Pacific Islander populations served. Programs include substance abuse prevention with high-risk Asian youth, child abuse treatment and prevention, parenting education and family management groups, socialization/skill development groups, and school/law enforcement/community consultation and outreach services.

The Center has a particularly strong collaborative working relationship with community agencies such as police, probation, schools, hospitals, and the Department of Children and Family Services in order to develop and provide services appropriate and sensitive to the needs of our target populations.

The interns who are matched to the APFC track will have a unique opportunity to learn and develop sensitive and culturally appropriate therapeutic approaches. Asians and Asian-Americans have historically been reluctant to seek mental health services due to a variety of cultural and language barriers.

Creative applications of traditional psychological concepts and intervention strategies are therefore needed and encouraged. In this regard, the training experience at the Asian Pacific Family Center will provide relevant and important skills in the intern's professional development. The site is available as either a primarily adult placement or a primarily child placement, but interns must be willing to work with clients from across the lifespan.

**To secure an internship at the APFC Center, proficiency in one of the Asian languages (Cantonese, Mandarin, Chiu Chow, Taiwanese, Toishan, Vietnamese, Japanese, Korean, or Khmer) is required.**

# Tracks and Placements

## Primary Zero to Five Child Outpatient Track:

The Primary Zero to Five Track takes one intern (1) who is placed within the Birth to Five Program. The Birth to Five Program is a specialized clinical team located in Pasadena focused on providing therapy services and family assessments to children, adolescents, and their families. Special focal populations of the Birth to Five Program's therapy services are children (especially Head Start students) from birth to five years old and their caregivers and school-based services. Given the needs of this population much of the clinical work is field based.

The Birth to Five Program also has a focus on implementing and disseminating evidence-based practices such as Parent-Child Interaction Therapy (PCIT) and Promoting Alternative Thinking Strategies (PATHS). **Spanish and Armenian speaking applicants are strongly preferred within this track.**

The intern who matches with the Zero to Five Track will receive specific training and supervision and gain supervised experience in service delivery to children 5 years old and younger and their families. The majority of their client caseload will be children between the ages 2-5 years old.

The intern will work with Head Start students and their families and regularly collaborate with Head Start staff from various disciplines (e.g., classroom teachers, site directors, case managers, mental health liaison). The intern will be exposed to Parent-Child Interaction Therapy (PCIT) and the Promoting Alternative Thinking Strategies (PATHS) social skills curriculum. The Birth to Five Program tailors' mental health services to children and families based on each family's specific strengths, history, and presenting issues.

Consequently, while the majority of the program's mental health services are conducted in family sessions, the treatment methods for a specific case could be primarily behavioral, cognitive-behavioral, systems based, attachment based, or trauma focused. In addition to family therapy sessions, some time is spent providing behavioral support to individual clients in Head Start classrooms.

# Tracks and Placements

## Secondary Placement Program Descriptions: (1 day/week)

### Consultation/Applied Research (1-2 Placements)

The Consultation/Applied Research secondary placement provides interns with the experience of collaborating on an applied research project, program evaluation, and consultation within a community mental health setting.

As part of our model, we emphasize the importance of conducting values driven research and consultation that directly supports the aims of (1) improving consumer wellbeing (2) improve consumer and staff satisfaction (3) and improve cost effectiveness. This secondary placement is an opportunity to advance in skills related to research and professional development competencies in the field of Health Service Psychology.

The goal of this placement is to develop your skills in consultation, research, and related areas. Through this placement option you will have the opportunity to work with the Performance Outcome Manager for Pacific Clinics.

You will attend meetings with stockholders in the agency including programs directors, executive management, all agency management, and consumers to name a few. You will learn the organizational aspects of community mental health and apply this information to program evaluation and enhancement within the agency. The projects will vary depending on the need of the agency, skills of the intern, and interest of the intern.

This placement will provide you with a unique opportunity to work with various forms of data (clinical-level and organizational-level) that can be used to positively impact consumers (and their families), staff, programs, the agency, and the community-at-large. In addition to attending meetings to gather information and greater understanding of the needs of a community mental health agency, the intern will also collaboratively present findings throughout the agency and to necessary stakeholders.

## **Passageways (1-2 Placements)**

Passageways is a multi-service center designed to meet the needs of unhoused people in an efficient and cost-effective manner. Passageways offers services to clients include housing referrals, substance abuse treatment referrals, physical health referrals, and HIV awareness and assistance.

A highly visible service in Pasadena, Passageways has a strong working relationship with key community elements such as the Police Department and downtown business owners. Specific services at Passageways includes intake to shelter or transitional housing, limited Section 8 and Shelter Plus Care assistance, case management, public health nursing, detox placement, psychiatric and psychological services, linkage to veterans' programs, support groups, and outreach.

This site offers a unique opportunity to provide services to adults with great need and in collaboration with a large treatment team include case managers, housing supervisors, MFTs, MSWs, psychiatrists, psychiatric nurses, and peer partners.

## **El Camino – Older Adult/FSP Services (1 Placement)**

The El Camino Older Adult program works with adult clients are 60 years and older that have serious mental health conditions. Some El Camino Older Adult Program clients are in the Full-Service Partnership (FSP) program and the rest are in the outpatient program. Both programs offer individual or group psychotherapy, psychiatric services, benefit assistance, and housing resources for seniors.

The FSP program is designed to help older adults address their emotional and physical health, living situation, social relationships and other issues impacting their lives. The services provided go beyond the scope of traditional outpatient services. The philosophy inherent to the program is to provide “whatever it takes” to enable older adults to live life to the fullest. Most of the services provided to the FSP older adults program are field based.

### **El Camino – Older Adult/FSP Services (1 Placement)**

The FCCS program serves those seniors who require less intensive services than the FSP but who might not otherwise be able to access mental health services due to various barriers preventing them from coming to our clinic. Persons enrolled in this program are provided services in the clinic as well as in the community.

### **El Camino – Adult Program (1 Placement)**

El Camino provides services to adults who have severe and chronic mental illness, with or without substance-abuse problems. Diagnoses include schizophrenia, bipolar disorder, severe and recurrent major depression, chronic pain, personality disorders, complex trauma, and dually diagnosed consumers. Higher functioning consumers can be seen briefly and while others require longer-term care.

The clinic's services are truly comprehensive and include individual therapy, family therapy, socialization, case management, outreach, and crisis evaluation services. Pacific Clinics also provides substance abuse services, vocational rehab program where consumers can receive individualized services to build job skills and find employment; and housing program services that include outreach, linkage and support to help homeless consumers obtain and maintain permanent housing.

### **Child/Family Program: (1 Placement)**

The main function of the children's program is the provision of comprehensive outpatient services including individual therapy, family therapy, play therapy, group therapy, medication, case management, and psychological testing.

The program emphasizes family therapy to address family systems issues as well as skill building classes to increase healthy parental empowerment.



# Tracks and Placements

## Application Procedures

Pacific Clinics uses the APPIC Online Application for Psychology Internship (AAPI). The online application may be accessed at [www.appic.org](http://www.appic.org), click on "AAPI Online". **Please note in your cover letter the rationale for which track and placement opportunities you are interested in.**

**Applicant acceptance is pending fingerprint clearance from the Department of Justice, FBI, California Board of Psychology, pre-employment physical, and verification of your legal right to work in the United States. A background check will be completed for each applicant. A conviction will not necessarily be a bar to employment, in that factors such as age, time of offense, seriousness, and nature of the violation and rehabilitation will be taken into account. However, you must be cleared by the licensing agencies of the State of California in order to work at Pacific Clinics. Interns are also required to have their own mode of transportation as travel between sites is required.**

**The deadline for receiving completed applications is November 3, 2023.**

If you have any questions about the internship at Pacific Clinics, please feel free to contact the Director of Psychology Training, Valeria Romero, PhD, at [varomero@pacificclinics.org](mailto:varomero@pacificclinics.org).



# Tracks and Placements

## Notification Policy

Notification is according to the "Uniform Notification Procedure" as set forth by APPIC and the computer matching guidelines. This internship site agrees to abide by the APPIC Policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant prior to Uniform Notification Day.

**Final appointment of applicants to the internship positions at Pacific Clinics is contingent on matched applicants passing local and federal clearances. Please note that interns are required to have valid driver's licenses in the United States, a personal vehicle, and must have three years of clean driving record.** Pacific Clinics is an Equal Opportunity Employer.

If you have any questions regarding our program accreditation status, you may contact:

**The Office of Program Consultation and Accreditation**

**750 First Street, NE**

**Washington, DC 20002-4242**

**(202) 336-5979**

If you have additional questions, please feel free to contact the Director of Psychology Training at Pacific Clinics. Thank you for your interest in our Psychology Intern Training Program.

# APA Internship Admissions, Support, and Initial Placement Data

## Internship Program Admissions

Date Program Tables were updated: 9/5/2023

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

Applications are accepted from candidates enrolled in Ph.D. or Psy.D. graduate programs that are APA accredited. Applicants must be at least third-year graduate students in Clinical, Counseling, and/or School Psychology. Applicants should have at least 500 practicum hours (total intervention and assessment hours) by the beginning of the internship year.

We will make considerations if COVID-19 impacted the applicant's accrual of internship hours in one category (intervention or assessment) and will need an explanation of the impact in the cover letter. No supplemental materials are required for submission at the time of application. For applicants selected for interview we will ask for a de-identified psychological assessment report.

We also require that the applicant's dissertation proposal be approved prior to the interview date deadline and that all comprehensive exams required by the graduate institution be passed by the application deadline. Former Pacific Clinics practicum/clerkship students must have one year of training in between their practicum experience and prospective intern training year.

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

Total Direct Contact Intervention Hours	Yes	Amount: 350
Total Direct Contact Assessment Hours	Yes	Amount: 150

# APA Internship Admissions, Support, and Initial Placement Data

## Internship Program Admissions

Date Program Tables were updated: 9/5/2023

### Describe any other required minimum criteria used to screen applicants:

There are 7 full-time openings for psychology interns. All applications will be reviewed, and first-round screening decisions will be made by mid-December. **It is strongly encouraged that the prospective intern give rationale for their track preferences within their cover letter. Applications to multiple tracks are accepted. Please note that interviews are scheduled with applicants for specific tracks.** Applicants are generally only interviewed for one track, due to the large number of applications the program receives. However, if applicants are being considered for more than one track they will be informed of this at the time interviews are offered.

**Those selected to be interviewed will be asked to send a recent photograph as well as a redacted psychological assessment report example to the program administrative assistant prior to the interview.** Since many applicants are interviewed each year, these photographs are used to help interviewers remember each applicant and will become a part of the application packet.

All applicants will be notified of their status by December 15<sup>th</sup>. Applicants who are selected for the final round will then be interviewed. Interviews are scheduled for January and will be conducted remotely.

**The deadline for receiving completed applications is November 3, 2023.**

# APA Internship Admissions, Support, and Initial Placement Data

## Financial and Other Benefit Support for Upcoming Training Year

Annual Stipend/Salary for Full-time Interns	\$35,942	
Annual Stipend/Salary for Half-time Interns	n/a	
Program provides access to medical insurance for intern?	<b>Yes</b>	No
If access to medical insurance is provided:		
Trainee contribution to cost required?	<b>Yes</b>	No
Coverage of family member(s) available?	<b>Yes</b>	No
Coverage of legally married partner available?	<b>Yes</b>	No
Coverage of domestic partner available?	<b>Yes</b>	No
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	10 days	
Hours of Annual Paid Sick Leave	12 days	
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	<b>Yes</b>	No
Other Benefits (please describe):		
Time off available for dissertation defense, 12 paid holidays with 2 floating holidays, life insurance, access to Pacific Clinics Training Institute free of cost		

# APA Internship Admissions, Support, and Initial Placement Data

## Initial Post-Internship Positions

	2020-2022	
Total # of interns who were in the 3 cohorts	<b>21</b>	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	<b>3</b>	
Total Number of Interns Hired by Pacific Clinics	<b>6</b>	
	<b>PD</b>	<b>EP</b>
Community mental health center	0	<b>7</b>
Federally qualified health center	0	0
Independent primary care facility/clinic	<b>5</b>	0
University counseling center	0	0
Veterans Affairs medical center	0	0
Military health center	0	0
Academic health center	<b>1</b>	0
Other medical center or hospital	0	0
Psychiatric hospital	0	0
Academic university/department	0	1
Community college or other teaching setting	0	0
Independent research institution	0	0
Correctional facility	0	0
School district/system	0	<b>1</b>
Independent practice setting	0	<b>3</b>
Not currently employed	0	0
Changed to another field	0	0
Other	<b>3</b>	0
Unknown	0	0

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

# APA Internship Admissions, Support, and Initial Placement Data

## Initial Post-Internship Positions by Cohort Year

Internship Year	2020-2021		2021-2022		2022-2023	
	PD	EP	PD	EP	PD	EP
<b>Initial Post Internship Positions</b>	<b>PD</b>	<b>EP</b>	<b>PD</b>	<b>EP</b>	<b>PD</b>	<b>EP</b>
Community mental health center	0	0	0	<b>3</b>	0	<b>4</b>
Federally qualified health center	0	0	0	0	0	0
Independent primary care facility/clinic	<b>4</b>	0	0	0	<b>1</b>	0
University counseling center	0	0	0	0	0	0
Veterans Affairs medical center	0	0	0	0	0	0
Military health center	0	0	0	0	0	0
Academic health center	<b>1</b>	0	0	0	0	0
Other medical center or hospital	0	0	0	0	0	0
Psychiatric hospital	0	0	0	0	0	0
Academic university/department	0	0	0	0	0	0
Community college or other teaching setting	0	0	0	0	0	0
Independent research institution	0	0	0	0	0	0
Correctional facility	0	0	0	0	0	0
School district/system	0	0	<b>1</b>	0	0	0
Independent practice setting	<b>1</b>	0	<b>1</b>	0	<b>1</b>	0
Not currently employed	0	0	0	0	0	0
Changed to another field	0	0	0	0	0	0
Other	0	0	<b>2</b>	0	<b>1</b>	0
Unknown	0	0	0	0	0	0

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

# Psychology Training Committee and Internship Faculty

## **Valeria Romero, Ph.D.**

Director of Psychology

University of Nevada, Las Vegas, 2009

**Orientation:** Cognitive Behavioral, Family Behavior Therapy/Family Systems, Trauma Focused

**Clinical Interests:** Community mental health, child and adolescent psychology, family systems, training/consultation, racial/ethnic minority mental health, trauma focused treatment, transitional age development, chronic pain, complex trauma, psychological assessment, clinical supervision

**Research Interests:** Child maltreatment, substance abuse, family behavior therapy, cultural humility, Latinx psychology

**Additional Experiences:** Certified Family Behavior Therapy Trainer, instructor of "Cognitive Behavioral Interventions with Children and Adolescents" Harbor-UCLA Psychiatric Fellowship Program (2013-2015), private practice

## **Sample of Publications/Presentations:**

Donohue, B., Azrin, N.H., Bradshaw, K., Cross, C., Van Hasselt, V. B., Urgelles, J., **Romero, V.**, Hill, H. & Allen, D. (2015). A controlled evaluation of Family Behavior Therapy in concurrent child neglect and drug abuse, *Journal of Consulting & Clinical Psychology*.

**Romero, V.**, Donohue, B., & Allen, D. N. (2010). Treatment of substance dependence, child neglect, and domestic violence: A single case examination utilizing Family Behavior Therapy. *Journal of Family Violence*, 25, 287-295.

Donohue, B., **Romero, V.**, Herdzyk, K., Lapota, H., Abdel Al, R., Allen, D. A., Azrin, N. H., & Van Hasselt, V. B. (2010). Concurrent treatment of substance abuse, child neglect, Bipolar Disorder, Post-Traumatic Stress Disorder, and domestic violence: A case examination involving Family Behavior Therapy. *Clinical Case Studies*, 9, 106-124.

# Psychology Training Committee and Internship Faculty

## Sample of Publications/Presentations:

Donohue, B., **Romero, V.**, & Hill, H. (2006). Treatment of co-occurring child maltreatment and substance abuse, *Aggression and Violent Behavior: A Review Journal*, 11, 626-640

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### **Charles Chege, Psy.D.**

Senior Clinical Psychology Supervisor  
Rosemead School of Psychology, Biola University, 1997

**Orientation:** Cognitive-Behavioral, Solution-Focused

**Clinical Interests:** Community mental health, racial/ethnic minority mental health

**Research Interests:** HIV/AIDS prevention models, community-based services, diversity issues

**Additional Experiences:** Associate Professor, Department of Graduate Psychology, Azusa Pacific University, Co-Director of APU Global Psychology Program that takes place every summer in Kenya

## Sample of Publications/Presentations:

Stevens, K., & **Chege, C.** (2014, August). High School Youth Violence Exposure in Kenya. Paper presented at the 122 Annual Convention of the American Psychological Association, Washington, D.C.

**Chege, C.**, Fu, M., Jenks, B. & Bustrum, J. (May, 2014). The Worldview Genogram: A Process Model for Enhancing Diversity Competency in Education, Training & Clinical Supervision. Presentation at Bi-Annual Conference of the Association of Psychology Postdoctoral and Internship Centers (APPIC), Austin, Texas.

**Chege, C.**, & Munene, A., (August, 2013). Introducing DSM-5: Changes and Challenges Issues. In-Service Presentation for Therapists in Clinical Practice Hosted by Daystar University, Nairobi, Kenya.



# Psychology Training Committee and Internship Faculty

## Sample of Publications/Presentations:

Fairhurst, S., **Chege, C.**, Sing, A. & Jenks, B. (April 2013). Creating a Climate for Understanding: Evidence Based, Culturally Responsive Techniques in Clinical Supervision. Presentation at the Annual California Psychological Association, Newport Beach, California.

Scott, S., Girguis, S., Graham-Howard, M., Souris, M., Fairhurst, S. & **Chege, C.** (January 2013). Putting Our Cards on the Table: Addressing Priorities of Supervisors and Supervisees in Clinical Psychology. Poster Presentation at the Annual National Council of Schools and Programs of Professional Psychology (NCSP), Nasau, Bahamas.

Masuda, G., **Chege, C.**, Brown, J. (May 2012, March 2013). Diversity Training: Struggling with Context, Inclusivity & "Unintended Consequences". CE Presentation, Pacific Clinics Training Institute, Pasadena, California.

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### **Kristopher I. Stevens, Ph.D.**

Research and Consultation Supervisor  
Psychology Intern Research Advisor  
University of Southern California, 2011

**Orientation:** CBT, Third Wave CBT (mindfulness, acceptance/change, DBT, positive psychology)

**Clinical Interests:** Child/adolescent and TAY populations, trauma

**Research Interests:** Impacts of adversity (violence exposure) on youth's developmental outcomes; polyvictimization/multiple-adversity; impact of context (i.e., neighborhoods/communities) on development; relationships between maternal depression, parenting behaviors/attitudes, and youths' externalizing behavior problems, program development, implementation, and evaluation (supporting the Triple Aims throughout the agency); assessing workplace culture and climate, job satisfaction and retention; interplay between research, practice, and policy

# Psychology Training Committee and Internship Faculty

**Additional Experiences:** Currently collaborate with the Trickett/Mennen lab at the USC School of Social Work on a longitudinal study examining the impacts of child maltreatment on youth's development. Co-principle investigator (with Dr. Charles Chege at Azusa Pacific University) on a longitudinal study examining the impacts of violence exposure on Kenyan youth's development. Research consultant (CMH agencies).

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## Sample of Publications/Presentations:

**Stevens, K. I., & Mennen, F. E.** (under review). Community Violence Exposure and Aggressive Behavior Problems among Youth: Does Child Maltreatment Moderate the Longitudinal Associations? Submitted to *Advances in Child and Family Practice and Policy*.

**Stevens, K. I.,** Schneiderman, J.U., Negriff, S., Brinkman, A., & Trickett, P.K. (2015). The whole picture: Child maltreatment experiences of youths who were physically abused. *Child Abuse & Neglect*, 43, 30–41.

**Stevens, K. I., & Fairhurst, S. K.** (2017, October). Outcomes woven into treatment. Paper symposium to be presented at the upcoming 13th annual Transformational Collaborative Outcomes Management Conference (Chapin Hall and the University of Chicago), San Antonio, TX.

**Stevens, K. I.,** Ji, J., & Mennen, F. E. (2017, January). Associations between maternal posttraumatic stress symptoms, depressive symptoms, and their children's internalizing symptomatology and externalizing behaviors. Submitted as part of a paper symposium for 22nd annual conference of the Society for Social Work and Research, Washington, D.C.

**Stevens, K. I., & Chege, C.** (2014, August). Examining exposure to school violence among Kenyan youth. Poster presented at the 26th annual convention of the American Psychological Society, Washington, D.C.

# Psychology Training Committee and Internship Faculty

## Sample of Publications/Presentations:

**Stevens, K. I., & Trickett, P. K.** (2012, March). Relationships between community violence exposure and aggressive behavior. Paper to be presented at a symposium at the 14th annual convention of the Society for Research on Adolescents, Vancouver, Canada.

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### **Christopher Leucht, Ph.D.**

Clinical and Assessment Supervisor

Program Director, Birth to Five Program, Child and Family Specialty Services Division

Fuller Theological Seminary, 1997

**Orientation:** Cognitive-Behavioral

**Clinical Interests:** Mental health services for children 0 to 5 and their families, Trauma Informed Care, cognitive-behavioral interventions, psychological assessment, treatment of anxiety disorders

**Research Interests:** Empirical validation of therapeutic interventions, psychological assessment

**Additional Experiences:** Certified Parent Child Interaction Therapy (PCIT) trainer; PATHS (Promoting Alternative Thinking Strategies) Affiliate Trainer

## Sample of Publications/Presentations:

**Leucht, C.** (2016, February). How Trauma Affects the Treatment Provider. CE Presentation at Pacific Clinics Training Institute. Pasadena, CA.

**Leucht, C.** (2016, May). Trauma Treatment with Children and Adults. CE Presentation at Pacific Clinics Training Institute. Pasadena, CA.

**Leucht, C.** (2016, September). Parenting, Healthy Attachment, and Developmental Milestones. CE Presentation at Pacific Clinics Training Institute. Pasadena, CA.

# Psychology Training Committee and Internship Faculty

## Sample of Publications/Presentations:

**Leucht, C.** (2016, October). Trauma Informed Care. CE Presentation at Pacific Clinics Training Institute. Pasadena, CA.

**Leucht, C.** (2016, October). Working with the Caregiver-Child Dyad in Birth to Five Services. CE Presentation at Pacific Clinics Training Institute. Pasadena, CA.

**Leucht, C.** (2016, November). Clinical Interventions with Children 5 and Younger. CE Presentation at Pacific Clinics Training Institute. Pasadena, CA.

**Leucht, C.** (2016, December). PATHS Interventions for Head Start Staff. CE Presentation at Pacific Clinics Training Institute. Pasadena, CA.

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### **Glenn Masuda, Ph.D.**

Clinical Supervisor

Associate Director, Clinical, Asian Pacific Family Center (APFC)

Faculty, Pacific Clinics Training Institute

University of Washington, 1988

**Orientation:** Family Systems, Community Psychology

**Clinical Interests:** Community psychology, adolescent psychology, Asian-American psychology, diversity competency training

**Research Interests:** Asian American Psychology, Cultural Competence

**Additional Experiences:** Pacific Clinics Training Institute Faculty, Asian American Psychological Association (Executive Committee, 2015-2017), American Psychological Association Division 45

# Psychology Training Committee and Internship Faculty

## Sample of Publications/Presentations:

**Masuda, G.** (2015) Advanced Clinical Supervision: Utilizing the Power of Diversity. 6 hour approved APA CE training, partially fulfilling CA re-licensing requirement for supervision, Pasadena, CA.

**Masuda, G.** (2015) "Manga, Anime and Cosplay: Gender Oppression or Just Plain Fun?" Film Presentation and Discussion National Multicultural Summit, 1 hour APA approved CE training, Atlanta, Georgia.

**Masuda, G.** (2011) "Bullying Behaviors Across Cultures: Implications for Children of Color, LGBT Issues" 2 hour approved CE training for Los Angeles County Department of Mental Health, Los Angeles, CA.

**Masuda, G.** (2011) "Cyber Safety and Internet Literacy: Mental Health Professional Survival Guide" 2 hour approved CE training for Los Angeles County Department of Mental Health, Los Angeles, CA.

**Masuda, G.** (2010) "School Bullying Issues with Asian Pacific Islander Children and Youth" 2-hour APA approved CE training for Los Angeles County Department of Mental Health, Los Angeles, CA.

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### **Pablo Anabalón, Ph.D.**

Clinical Supervisor

Divisional Director, East Valley

Rosemead School of Psychology, Biola University, 2000

**Orientation:** Psychodynamic and Solution-Focused

**Clinical Interests:** Community mental health, life span development

**Research Interests:** Diversity/Supervision

**Additional Experiences:** Program development

# Psychology Training Committee and Internship Faculty

## Sample of Publications/Presentations:

**Anabalon, A.** (2016, July). Mental Health and Spirituality. CE Presentation at Pacific Clinics Training Institute. Pasadena, CA.

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### **Chia-wen (Winnie) Hsieh, Psy.D.**

Assessment Supervisor

Program Director, Adult Program

California School of Professional Psychology, Los Angeles, 2005

**Orientation:** Cognitive, Psychodynamic

**Clinical Interests:** Child, adolescents, young adults, multiculturalism, diverse population

**Research Interests:** Treating diverse populations in community mental health setting, using recovery model

**Additional Experiences:** Cultural sensitivity trainings, Staff recruitment, Liaison between APFC and Los Angeles County Department of Mental Health and other contractor, Coordinates LACDMH projects including family outreach and community engagement projected for ethnic minority population and those underserved in the community, Asian American Pacific Psychological Association (AAPA), Chair-Division on Practice (2016 – present), Practice Task Force Co-Chair (2013 – 2016), Division 45 Society for the Psychological Study of Culture, Ethnicity, and Race Member

## Sample of Publications/Presentations:

**Hsieh, W.,** Masuda, G., Fu, M. and Wang, P. (2011, August). Practice task force – Grand rounds. Invited continuing education workshop of the Asian American Psychological Association Annual Convention. Washington, D.C.

**Hsieh, W.,** Fu, M. & Hsu, C. (2015, August). Collaborative Practice Model: utilizing a collaborative model in serving API community. Presentation at the Asian American Psychological Association Annual Convention. Toronto, Ottawa, Canada.

# Psychology Training Committee and Internship Faculty

## Sample of Publications/Presentations:

Lim, C, **Hsieh, W**, Gaona, L, Hernandez, P.H., Wang, S., Fan, H. M., Brekke, J., Ailshire, J., Barrio, C. (2016, pending). Asian Americans diagnosed with Schizophrenia: A Preliminary Case Series Report on their Treatment Responsiveness.

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### **Beth Jenks, Ph.D.**

Corporate Director of Clinical Intern Training  
Rosemead School of Psychology, Biola University, 1991

**Orientation:** Psychodynamic and Solution-Focused

**Clinical Interests:** Community Mental Health, Life Span Development

**Research Interests:** Supervision

**Additional Experiences:** Provides continuing education on supervision, ethics, and diversity, Pacific Clinics IRB Chair, Ethics Committee Member, and Past Chair of Division 2, Education and Training, California Psychological Association

## Sample of Publications/Presentations:

**Jenks, E.**, Fairhurst, S., Chege, C., & Golden, D. (2016, November). Fundamentals of supervision: Understanding the essentials of supervising across disciplines in community mental health settings. CE presentation, Pasadena, CA

Falendar, C., Schaefer, M., **Jenks, E.**, & Tuller, O. (2016, April). Mirrors on multicultural identities: A reflecting team approach to supervision. Session presented at the annual convention of the California Psychological Association, Irvine, CA.

**Jenks, E.**, Golden, D., & Trospen, E. (2015, September). Advanced topics in supervision: Helping supervisees conceptualize and address difficult clinical topics. CE presentation, Pasadena, CA.



# Psychology Training Committee and Internship Faculty

## Sample of Publications/Presentations:

Chege, C., **Jenks, E.**, Bustrum, J., Fu, M. (2014, May). The Worldview Genogram: A process model for enhancing diversity competency and responsiveness in education, training, and clinical supervision. Poster presented at the Association of Psychology Postdoctoral and Internship Centers (APPIC) Biannual Conference, Austin, TX.

Fairhurst, S., Li, C., Chege, C., **Jenks, E.**, Golden, D., White, L, Andreassen, A., Scott, S., Souris, M., & Schmitt, S. (2014, May). Putting our cards on the table: Addressing preferences in clinical supervision. Poster presented at the Association of Psychology Postdoctoral and Internship Centers Biannual Conference, Austin, TX.

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### **Annie Gharakhani, PsyD**

Team Supervisor – Child Family Services

California School of Professional Psychology, 2014

**Orientation:** Cognitive-Behavioral, Solution-Focused

**Clinical Interests:** Community mental health, minority mental health, children's services

**Research Interests:** diversity issues, community mental health, children's mental health

**Additional Experiences:** Associate Professor, Pacific Oaks, MFT and Human Development

## Sample of Publications/Presentations:

**Gharakhani, A** (September 2013). Panel presentation titled "Historical Trauma and the Effects of Armenian-American Grief"