



# Clark County Community Consortium

Post-doctoral Program  
Clinical Child /Adolescent Psychology

2014-2015

# Clark County Community Consortium

## **POSTDOCTORAL RESIDENT TRAINING PROGRAM**

*This is a full year, full time, intensive training experience with a child and adolescent focus. Two post-doctoral residency positions will be available in the 2014-2015 academic year. These positions are full time and fully funded.*

*Prior to beginning the postdoctoral experience, Residents are expected to have attained a high level of accomplishment in generalist training and some focused training in relevant clinical specialty areas (e.g. child/adolescent, forensic, school based services etc.).*

*The Clark County Consortium is comprised of two sites – primary rotations will be with the Clark County Juvenile Court, while minor rotations will be available with the Evergreen School District. Clark County Community Consortium’s postdoctoral program offers advanced general training in Child and Adolescent Clinical Psychology with an emphasis on mental health needs in corrections and school based settings. Our training program is an organized experience designed to provide the Resident with planned and programmed supervised training experiences. Our program also provides advanced clinical training in brief psychotherapy, psychological assessment, suicide risk assessment, object relations and cognitive behavioral theoretical orientations, group therapy, psychoeducational groups, and consultation.*

***Postdoctoral residency applicants may apply to the Consortium throughout the entire year. Applications may be submitted at any time throughout the year, just like other job applications. Residents most commonly start their postdoctoral positions in the Fall.***

### **Clark County, Washington**

Clark County, Washington is located on the north side of the Columbia River in Southwest Washington, and is part of the Portland, OR/ Vancouver, WA metropolitan area, which has a population of over 2.2 million people. With a population of approximately 450,000, Clark County is home to a major branch campus of Washington State University and Clark College, a large community college. Portland is the home of Oregon’s largest university, Portland State University, the large, internationally known Oregon Health & Science University, as well as over a dozen private colleges and universities and a large multi-campus community college system. As a very progressive region, Clark County is known as an area where collaboration between multiple government and private agencies is a hallmark of many leading edge initiatives developed over past years.

### **Consortium Partners**

The consortium consists of two large local government entities: Clark County Juvenile Court and Evergreen Public Schools. These organizations have a long history of successful collaboration in many areas – including being recognized by the MacArthur Foundation as a Models for Change site, based on their work to pro-actively intervene with truant youth to successfully return them to the education system. The juvenile court is nationally recognized for its holistic and progressive Balanced and Restorative Justice commitment. As the Consortium’s Lead Organization, the court has demonstrated a strong and longstanding commitment to finding meaningful and effective ways to respond to youth with mental health issues. It is a community leader in initiating and supporting broad collaborations to address community issues.

## **Philosophy**

Clark County Juvenile Court has a strong philosophy of collaboration with community partners, and the consortium is a continuation of that collaboration. The training program seeks to provide interns the experience, training, and supervision to become independent and competent psychologists by providing a broad base of experience along with sound supervision. Multiple agencies in Clark County will collaborate to provide a diverse and competent training in primary and secondary rotations. Developing the post-doctoral resident's strengths that they bring to the consortium, and working to bridge gaps in areas that need to be solidified are both goals of the consortium supervisors.

Clark County Community Consortium Postdoctoral Fellowship Program is based on both the Scientist-Practitioner and Local Clinical Scientist training models. Clinical staff have strong knowledge of theory based case formulation, empirically validated clinical interventions. There is also a very high regard for human diversity and a recognition and appreciation of social influences that impact clients' perceptions, experiences, and behaviors. Work in this context is typically collaborative and aims to balance the needs of youth, families and communities. Our primary mode of training is "learning by doing" combined with clinical supervision. We provide an array of training seminars and experiences, multiple supervisors with varied theoretical backgrounds, and value a practical, experiential approach.

## **Goals & Objectives**

The goal of our program is to have Residents demonstrate an advanced level of professional psychological competencies, skills, abilities, proficiencies, and knowledge in the profession of psychology, particularly working with children and adolescents.

1. Residents will work with an array of developmental levels to increase experience and competency in working with children and adolescent populations. Clients may range in age from 5-21 and will include a wide range of psychological symptoms and acuity.
2. Therapy: Residents will develop and refine skills in individual and group therapy, and may also have opportunities for family therapy.
3. Assessment: Completion of comprehensive psychological assessments and psychoeducational assessments. Assessment didactic seminars will give interns an opportunity to develop competency in administering, scoring, interpreting and integrating psychological assessments.
4. Didactic: Residents will participate in weekly didactic presentations/ group supervision with opportunities for learning and group discussions of cases presented by both interns and practicum students. These will also include opportunities to practice professional presentation skills.
5. Consultation/ Supervision: Residents will develop consultation skills in their collaboration with detention staff, management, probation staff, mental health staff, teaching staff and school administrative staff. They will also be provided opportunities to supervise practicum level trainees.
6. Diversity: Issues of cultural and individual diversity which are relevant to the setting and general professional development will be emphasized.

7. Ethics: Focus on professional conduct, ethics and law and other standards for providers of psychological services
8. Multidisciplinary Settings: Residents will demonstrate ability to work effectively in a multidisciplinary setting. Demonstrate the professional attitude, demeanor and interactive skills to maintain effective professional relations with coworkers representing various disciplines, philosophies and mandates.
9. Professional Identity: Through direct services, training experience, supervision and reflection, Residents will develop a professional identity and confidence consistent with their level of skill and training.

**RESIDENT PLACEMENTS & ROTATIONS**

Each Resident will have a primary rotation in the juvenile court. Current proposed assignments are as follows:

- 1) General Court/ Detention/Truancy Program- Primary ; Evergreen School District - Secondary
- 2) Juvenile Recovery Court and Juvenile Detention Alternatives- Primary; Evergreen School District - Secondary

**PRIMARY ROTATIONS**

**I. JUVENILE CORRECTIONS/ JUVENILE DETENTION ALTERNATIVES SITE**

**Site 1: Clark County Juvenile Court**

The **Clark County Juvenile Court** is a division of the Clark County Superior Court and operates under the administrative authority of the Clark County Superior Court Judges. With few statutory exceptions, the Juvenile Court has exclusive jurisdiction over juveniles who violate criminal laws and who are in need of protection and/or advocacy as a result of abuse, neglect, or abandonment. Our mandate concerning juvenile offenders is multifaceted. Our most important charge is to protect the community by holding juvenile offenders accountable to the community and to their victims, and to assist the community in providing youths and families with resources for positive change and maturation in becoming productive members of society. The scope of our responsibilities spans the distance from courtrooms to living rooms, ranges from police work to social work, and extends to children and families regardless of economic, social, or cultural differences. Clark County Juvenile Court has committed itself to a holistic Balanced and Restorative Justice approach in fulfilling its statutory duties and mandates. It seeks to create a justice system wherein the focus is not simply on short-term external control of offenders, but wherein immediate and long-term needs of victims, community, and offenders are weighed in the balance, and all gain tangible benefits from their interactions with the juvenile justice system.

**Clark County Juvenile Court Track**

Residents at Clark County Juvenile Court will be responsible for supporting juveniles in the provision of mental health services involved with the court.

### Juvenile Corrections:

1. *Enhanced Services Team:* Enhanced Services is a resource for youth needing a more intensive level of support and supervision than traditional probation can reasonably provide. This includes cases where youth and/or parents are significantly impacted by physical/medical issues, cognitive issues, mental health issues etc. youth on the Enhanced Services caseload have usually been identified as Moderate or High Risk on a risk assessment tool. The Enhanced Services team has the benefit of having three members assigned to each youth. The Enhanced Services Team is comprised of a Probation Counselor, a Probation Associate, and a Family Specialist.
  - a. Psychology Resident will serve in the role of clinical consultant to the team and will attend weekly staffings of their caseload, as well as provide direct service to youth/ families on this caseload as needed.
  
2. *Juvenile Recovery Court (JRC)*
  - a. The role of the psychology Resident in juvenile recovery court is to serve as the primary mental health consultant to the Recovery Court team. JRC is part of Clark County's Therapeutic Courts, and focuses on youth finding recovery and making healthy choices. The psychology Resident will provide individual therapy, group therapy, and psychological testing to juveniles as determined by the team. In addition, they will act as a mental health consultant at weekly staffings and attend weekly court proceedings.

### Juvenile Truancy Project:

1. *Truancy Project-* The Truancy Project is a collaboration between Clark County Juvenile Court, Education Service District 112, and Clark County School Districts. The project operates from the belief that truancy is a symptom of an underlying problem or need and that formal court involvement and juvenile detention should be used as a last resort, only after all appropriate and available resources have been tried. Early intervention is critical before a cycle of irregular attendance, school disengagement, and academic failure becomes entrenched. A coordinated, comprehensive approach provides the best opportunities for all students, maximize needed funding opportunities, and improve the future for individuals and communities.
  - a. The role of the psychology Resident in the truancy project is to serve as the primary mental health consultant to the truancy project. The Resident will perform mental health assessments and be available for ongoing case consultation. In some cases, Residents will be requested to provide short term individual or family therapy to truancy youths identified as in need of mental health services.

Juvenile Detention Alternatives:

1. The *Evening Reporting Program* is a structured- community based resource for post-adjudicated youth, and youth involved in the Juvenile Recovery Court program. The Evening Reporting Program will provide youth with meaningful supervised accountability through a combination of programming and community services.
  - b. The role of the psychology Resident in the evening reporting program is to provide individual and group therapeutic interventions to youth who have been offered the ERP program as a detention alternative.

**PUBLIC SCHOOL BASED SERVICE SITE**

**Site 2: Evergreen Public Schools**

Founded in 1945, Evergreen Public Schools (Evergreen School District #114) is the fourth largest school district in the state of Washington with 27,000 students in pre-Kindergarten through 12<sup>th</sup> grade (and up to age 21) at 37 schools. With 3,000 employees, it is the third largest employer in Clark County. Evergreen has a diverse student population including 12.6 percent special education students, a free/reduced lunch rate of 49.1 percent and a growing English Language Learner population of 9.4 percent (with 19 percent of students living in a non-English Language home).

Governed by five elected School Board Directors, an experienced superintendent and skilled administrators, teachers and staff, the district holds these beliefs:

- Every student, without exception, has the potential for growth, improvement, and success in life;
- All students, given the right environment, will learn and excel when provided with authentically engaging work based on high standards; and
- Students are our priority and decisions must be made on the basis of what is best for each child.

To support these beliefs, Evergreen Public Schools understands students have special needs- physical and mental-that may keep them from fully engaging in meaningful academic work without additional resources. With 20 school psychologists, 20 school nurses and five Prevention/Intervention Specialists available throughout the district, special education staff (certificated and classified) at every school, as well as a therapeutic day treatment school, students are provided a menu of services. Evergreen is also a member in the county-wide Threat Assessment process.

Residents will provide services at elementary, middle, high school, or special programs based on district need. In this environment, the psychology Resident(s) will gain experience in a wide range of supports and interventions. Residents will take an active role in:

- Working in a variety of school and classroom settings consulting with school staff and officials. Efforts will be made to ensure contact with the full age range, as well as educational settings (e.g. mainstream, specialized classrooms, day treatment etc.).
- Conducting individual and group psychotherapy
- Completing full psychological evaluations and assessments
- Conducting diagnostic interviews
- Family intervention and support
- Development and consultation on teams pertaining to student treatment needs and plans
- Collaboration on multi-system teams and wrap-around services
- Participating in district-wide threat assessment process within the district
- Reintegration support for youth returning to school from detention

### **ADMINISTRATIVE POLICIES**

These clinical Resident positions are 40-60 hour/week full time positions. Residency will be considered a 12 month position, but schedules may be modified/ shortened during the summer months. In order for interns to graduate from this full year program, they must complete at least 1500 hours and meet the program's competency goals.

The stipend for 2014-2015 Residents is \$30,000. To better attend to the clinical needs of the Spanish speaking community, the stipend for fluent bilingual Residents will be \$32,500. Minorities are encouraged to apply. Residents will be considered employees of the county and will be given benefits, holidays and vacation time in line with county policy/ school district calendars. Applicants also must pass a criminal background check as a condition of participating in this Residency.

Residents will be welcomed as esteemed professionals. Clark County is committed to the ethnic, cultural and social diversity of its workforce and ensuring that diversity is a key priority of our organization. Professionals at the consortium have the right to pursue training that is free from discrimination based on race, color, religion, creed, sex, national origin, age, marital status, the presence of any sensory, mental, or physical disability, sexual orientation/gender identity, or any other status protected by law. Women, minorities, veterans, and persons with disabilities are encouraged to apply.

### **APPLICATION AND SELECTION PROCEDURES:**

To apply for this postdoctoral residency, applicants must submit the following:

- A completed Clark County Community Consortium Clinical Psychology Postdoctoral Residency Application
- Cover letter specifying the applicant's interest in the training site, as well as future career interests, and ways in which the Clark County Community Consortium fits in with your goals.
- Program Transcripts
- A de-identified sample psychological evaluation
- A current curriculum vitae

- Three letters of professional reference/ recommendation
- Some documentation that you will be eligible for postdoctoral residency by the start date of residency. (*Verification may be done by submitting a transcript that documents their degree, a letter from their Director of Training at their graduate program, or a letter from their dissertation chair. Applicants may not begin their residencies until they have fulfilled all the requirements for a Ph.D., Psy.D., or Ed.D. degree. They are not required to have received their diploma at a graduation ceremony, since the conferral of the doctoral diploma is separate from program completion*).

Please send materials to:

Dr. Krause ([Christine.krause@clark.wa.gov](mailto:Christine.krause@clark.wa.gov)) & Dr. Shen ([Shirley.shen@clark.wa.gov](mailto:Shirley.shen@clark.wa.gov)).

Please contact us directly by telephone with questions or concerns:

360.397.2201                      Dr. Krause x4542      Dr. Shen x5169

Clark County Community Consortium may offer on-site and/or remote interviews. The selection committee will meet to review completed applications and offer invitations to interview to applicants who are believed to be a good fit with our opportunities, agency partner needs and mission statements.

Start dates will typically be in the fall and will be negotiated with the incoming resident.

### **SUPERVISION:**

Minimum supervision to include:

- Individual Supervision with Primary Supervisor – 1 hour/ week
- Individual Supervision with Associate Supervisor- 1 hour/week
- Other Learning Activities (e.g. Didactic / Group Supervision) -2 hours/ week

### **EVALUATION**

Evaluation is an active, ongoing process throughout the Residency period. Formal, written evaluations will occur every six months throughout the course of the training year. These evaluations will be completed by the Resident’s Primary Supervisor in consultation and collaboration with Associate Supervisors. The evaluation process will include an active discussion of the Resident’s areas of strength and weakness. Any serious concerns will be discussed with the Resident, other members of the Training Staff, and Administration when necessary. All Residents will receive a copy of county *due process procedures*, for a full explanation of these policies, at the beginning of their training/orientation.

### **TRAINING STAFF**

**Chief Psychologist: Shirley Shen, Ph.D. (California School of Professional Psychology, 1998)**

**Clark County Juvenile Court**

Dr. Shen is a part-time staff psychologist at Clark County Juvenile Court. She has been with the juvenile court for 10 years. She has experience in a range of settings, including extensive inpatient hospital experience, outpatient mental health, and administration / coordination of

county wide crisis services. Dr. Shen's theoretical orientation is object relations and psychodynamic. This modality of treatment focuses on the patient's past experiences with relationships and how it contributes to current styles of interpersonal communication. Areas of interest include mood disorder, eating disorders, group therapy, stress & sleep, and neurofeedback. As an assessment supervisor, Dr. Shen is extremely interested and invested in teaching students the value of projective evaluations; and the integration of projective evaluations in the conceptualization of psychodynamic processes. Dr. Shen maintains a part-time private therapy and assessment practice in the Vancouver area.

**Psychologist/ Training Director: Christine Krause, Psy.D. (University of Denver, 2000)**

**Clark County Juvenile Court**

Dr. Krause is a part –time staff psychologist at Clark County Juvenile Court. She has been with the juvenile court for 6 years. Dr. Krause specializes in psychological assessment, and assessment and intervention with juveniles who misuse fire. Dr. Krause has clinical experience in various treatment settings, including public schools, day treatment, diagnostic and emergency care, inpatient psychiatric treatment, corrections and community based residential care and outpatient care in both the public and private sector. Her theoretical background is cognitive behavioral, though she also draws heavily from object relations and attachment theory. Areas of interest include, mindfulness, complex trauma, anxiety, resiliency, domestic minor sex trafficking, learning disorders, and leadership development. Dr. Krause maintains a part-time clinical practice in Portland, Oregon focused on psychological assessment, assessment and treatment of juvenile firesetters, DBT skill groups, and some organizational consulting.

**Supervisor: Dawn Johnson, Ph.D. Special Education Department Head (University of Oregon, 1996)**

**Evergreen School District**

Dr. Johnson is currently the Special Education Department Coordinator for Heritage High School. She is certificated in the State of Washington as a school psychologist. Dr. Johnson has her Ph.D. in School Psychology from the University of Oregon, and an ESA Certificate in School Psychology from the State of Washington. She has a breadth of professional experiences working with children, parents, staff, and administrators from preschool through high school. These experiences include administrative, program evaluation, training and evaluation/ consultation. Dr. Johnson has lived in Vancouver, Washington for the last 17 years and has 2 daughters.