



Clark County Community
Consortium-
Juvenile Justice & Education

**Post-doctoral Psychology Program
Clinical Child /Adolescent Psychology**

2020-2021

Clark County Community Consortium

POSTDOCTORAL RESIDENT TRAINING PROGRAM

This is a one year, full time, intensive training experience with a child and adolescent focus. Two post-doctoral residency positions will be available in the 2020-2021 academic year. These positions are fully funded. Postdoctoral Residents are highly respected, are seen as a valuable resource and will be fully welcomed as esteemed professionals and collaborators.

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, trauma informed care, cognitive behavioral theoretical orientations, forensic issues group therapy, and consultation.

Postdoctoral residency applicants may apply to the Consortium throughout the entire year. Applications may be submitted at any time throughout the year, with interviews typically being scheduled in late winter/ early spring. Residents start their postdoctoral positions in early September.

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 and 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 various assessments, including suicide risk assessments, brief mental health assessments, comprehensive psychological assessments and psychoeducational assessments. Assessment didactic seminars will give interns an opportunity to develop increased 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 residents and practicum students. These will also include opportunities to practice professional presentation skills.
5. Consultation/ Supervision: Consultation is a heavily utilized service in this setting. Residents will develop consultation skills in their collaboration with detention staff, management, court 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: Residents will adhere to the strong focus on professional conduct, ethics and law and other standards for providers of psychological services in this setting.
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 placements with both Clark County Juvenile Court and Evergreen School District. Within these settings, additional assignments and/or rotation experiences may include Truancy Program, Juvenile Recovery Court, Detention Consultation and Wellness, Detention Support and Program Development, Juvenile Detention Alternative Programs, (e.g. Psychoeducational Seminars with low risk youth and their families).

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 the provision of mental health services to support juveniles involved with the court. Psychologist residents provide individual and group therapy to youth who are both pre and post adjudication, collaborate with detention staff to support specialized programming and promote a healthy and responsive culture. Psychology resident are also frequently called upon to provide consultation to detention, probation and court staff to effectively support supervision, safety and treatment needs. Additional roles may include:

1. *Connections:* Connections is a specialized and intensive probation resource for youth with mental health issues. Connections provides the extra support mental health-affected youth and their families need for youth to grow into healthy, pro-social adults. Connections utilizes an evidence based Wraparound model to facilitate effective engagement, provide more flexibility in probation strategies, and support youth and families toward more positive and sustainable outcomes. The Connections WRAP team has the benefit of having four members assigned to each youth. Each team has a Probation Counselor, Care Coordinator, Family Specialist, and Probation Associate. The Wrap Team will set goals and check in during each WRAP meeting regarding progress. Psychology Resident will serve in the role of clinical consultant to the team and will attend weekly staffing of the caseload, as well as provide direct service to youth/ families on this caseload as needed.

2. *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. 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.

3. *Detention Wellness:*

Clark County detention is dedicated to the development and maintenance of a safe environment (both community and facility) with a strong pro-social peer and staff culture, which is reflected in the philosophy. Teamwork with correctional staff is a vital part of a successful and effective program. Staff tend to know detained youth well from daily contact, and more communication with the youth than treatment providers may have. Working in a correctional setting can also present with considerable work related stress. As mental health professionals, we strive to support the wellness of the organization as a whole, which can positively impact a variety of variables which result in a healthier detention culture. Residents may collaborate with staff and managers in detention to reinforce a consistent program philosophy, support trauma informed initiatives, discuss environmental and/or programmatic alternatives, and provide training to staff around adolescent mental health issues and general wellness.

4. *Juvenile Recovery Court (JRC)*

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 staffing and attend weekly court proceedings.

5. *HELPS (Helping, Education, Listening, Planning, Supporting)*

The HELPS program is a relatively new intervention at Clark County Juvenile Court, established in 2018. The HELPS program is designed to help families build their knowledge, increase family connections, provide important resource information and reduce recidivism. This program invites low

risk offenders and a parent/ guardian/ connected adult to monthly psychoeducational seminars in collaboration with community partners. Sessions are designed to be interactive and activity based. Postdoctoral residents will have ample opportunity to assist in program development, facilitation of monthly seminars, and engagement with community partners.

6. Detention Support & Program Development

This rotation is comprised of time spent in the detention milieu, working with staff and youth in real time. Postdoctoral Residents engage in therapeutic support and intervention, while integrating into daily activities and milieu culture. Crisis intervention, behavioral coaching, de-escalation and skill building are used with youth as needed. Additionally, the Psychology Resident will support a restorative environment, values and culture through consultation, programming and system based interventions. Opportunities to create and implement programming with staff and youth are encouraged.

PUBLIC SCHOOL BASED SERVICE SITE

Site 2: Evergreen Public Schools

Founded in 1945, Evergreen Public Schools (Evergreen School District #114) is the sixth largest school district in the state of Washington with 26,000 students in pre-Kindergarten through 12th grade (and up to age 21) at 35 schools. With 3,000 employees, it is the third largest employer in Clark County. Evergreen has a diverse student population including 12.9 percent special education students, a free/reduced lunch rate of 49.1 percent and a growing English Language Learner population of 13.6 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:

- We believe in a school system where no child is expendable. Every student, without exception, has the potential for growth, improvement, and success in life.
- We believe all students, given the right environment, will learn and excel when provided with authentically engaging work based on high standards.
- We believe that students are our priority and decisions must be made on the basis of what is best for each child.
- We believe that a world-competitive school system is dependent on utilizing the unique talents and perspectives of staff, families, and community members.
- We believe all students, given the right environment and unwavering guidance, will develop the skills needed to face moral and ethical life challenges with integrity, honesty, and self-respect.

To support these beliefs, Evergreen Public Schools understands some students have special needs-physical and mental-that may keep them from fully engaging in meaningful academic work without additional resources. With 3 Clinical Psychologists, 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.

Psychology Residents may be provided opportunities to provide services at elementary, middle, high school, or special programs based on professional interest and district need. In this environment, the psychology Resident(s) will gain experience in a wide range of supports and interventions. Residents may 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 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

Postdoctoral Resident positions are 40-50 hour/week full time positions. Residency will be considered a 12 month position. In order to successfully complete from this full year program, they must complete at least 1500 hours and meet the program's competency goals.

The stipend for 2020-2021 Residents is \$40,000. To better attend to the clinical needs of the Spanish speaking community, the stipend for fluent bilingual Residents will be \$42,500. Residents are considered employees of the county and will be given benefits, county 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.

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. 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.

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 the applicant's degree, a letter from the Director of Training at the applicant's graduate program, or a letter from a dissertation chair.*
 - **** Applicants *may not* begin their residency until they have fulfilled all the requirements for a Ph.D., Psy.D., or Ed.D. degree (including completion of dissertation). However, they are not required to have received their diploma, since the conferral of the doctoral diploma is separate from program completion.**

Please send materials to:

Dr. Krause (Christine.krause@clark.wa.gov) .

Contact by email or telephone with additional questions or concerns: Ph: 564.397. 4542

Interviews: 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: Start dates will typically be in the fall (early September) and will be negotiated by the Training Director to accommodate the incoming training group.

SUPERVISION:

Minimum supervision typically includes:

- Individual Supervision with Primary Supervisor – approximately 1 hour/ week
- Individual Supervision with Associate Supervisor- approximately 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. Informal evaluation will throughout the course of the training year. A written evaluation may be completed by the Primary Supervisor in consultation and collaboration with Associate Supervisors at year's end. 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.

TRAINING STAFF

Chief 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 13 years. 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, competency issues, learning disorders, and leadership development. Dr. Krause maintains a part-time clinical practice in Portland, Oregon focused on clinical and forensic assessment, clinical consultation and executive assessment and development.

Associate Supervisor: Audra Stave, Psy.D .

(Pacific University, 2017)

Evergreen School District

Dr. Stave is a clinical psychologist at Evergreen Public Schools. She received her doctorate from Pacific University. Dr. Stave works in the Student Services department at EPS, assisting with the implementation of the district's Social-Emotional Learning and Equity initiatives. Dr. Stave provides professional development throughout the district, offers consultation for schools, provides psychological and behavioral support services, and represents the school district at Level 2 Threat Assessments. Dr. Stave's clinical experience includes various treatment settings, including schools, residential and day treatment, juvenile corrections, and community mental health. Dr. Stave's theoretical orientation is grounded in Adlerian and attachment theories, although she draws from cognitive behavioral, humanistic, and DBT as well. Dr. Stave is passionate about mental health in educational settings and working with at-risk youth.