



UCLA TIES FOR FAMILIES



2021-22 Postdoctoral Fellowship Program

UCLA TIES for Families is an interdisciplinary program dedicated to optimizing the growth and development of foster/adoptive children, from birth to age 21, and their families.

Introduction:

UCLA TIES for Families is an interdisciplinary, university-based program established in 1995 to promote the successful adoption, growth, and development of children and young people from age 0 to 21 in foster care, especially those with prenatal substance exposure. The program is located in Los Angeles, California on the UCLA campus and works in close collaboration with the public child welfare and mental health systems. The program employs an innovative model of trauma-and resiliency-informed intervention to reduce barriers to the adoption of these children and support their successful transition into permanent homes with stable, nurturing families.

Services are available free of charge to foster/adoptive families of children who are placed and referred by the Los Angeles County Department of Children and Family Services. The TIES model includes a nine hour program of preparation for adoptive parents, assessment of individual children's development, and pre-placement consultation with prospective adoptive parents by a multi-disciplinary team regarding the child's mental health, medical, and educational needs. There is a comprehensive array of intervention services available to children and families, including adoption-specific psychotherapy for new families in transition, individual and family therapy, home-based mental health services, psychological testing, monthly parental and child support groups, short-term weekly therapy groups for children and teens, parenting skills training, infant mental health, and parent mentoring. Our team includes professionals from 8 disciplines (psychology, psychiatry, pediatrics, education, social work, speech and language, occupational therapy, and in-home behavioral services) and diverse backgrounds and experiences (in terms of our racial and ethnic identities, immigration histories, sexual orientations, and lived experience with child welfare) to rally around foster/adoptive children and families with trauma and resiliency informed, child-welfare competent care to enhance stability and optimize outcomes for children. We are sensitive and attuned to cultural contexts and diversity issues since we work primarily with children of color, some of whom are in transracial placements, and approximately one third of the families we serve identify as LGBTQ.

UCLA TIES for Families also provides training at the local, state, and national level on the adoption of children with special needs and on the lessons learned from serving this population over the last 24 years. Training is offered to prospective and current adoptive parents, child social workers in public welfare, and professionals in the legal and mental health systems. Longitudinal research is being conducted on the effectiveness of the project and the developmental outcome of the children and their families.

Postdoctoral Psychology Training Program:

UCLA TIES for Families offers a one-year postdoctoral training program beginning September 1, 2021 and ending August 31, 2022. This one-year fellowship is a full-time appointment in the clinical emphasis track and offers an anticipated salary of at least \$52,704, plus a comprehensive package of benefits, including health insurance (which includes medical, dental, and vision care; see <http://medschool.ucla.edu/gme-health-benefits-eligibility>). Travel stipend will be considered and reviewed individually when fellows are presenting and representing UCLA TIES at conferences. Additional training expenses will also be considered. Fellows receive 24 days of vacation, 13 University Holidays, and 12 days of sick leave per year.

Outline of Activities:

During the fellowship year, postdoctoral fellows engage in the following clinical activities:

- Child, adolescent, and family psychotherapy utilizing evidence-based approaches (e.g. Child Parent Psychotherapy, Parent-Child Interaction Therapy, Managing and Adapting Practice, Reflective Parenting Program, Seeking Safety, UCLA TIES Transition Model.)
- Group therapy, aimed at fostering attachment and better supporting both children and families adjusting to the specific circumstances of adoptive placement.
- Involvement in the Infant Mental Health program, including developmental assessments, parent-infant support groups, and therapeutic home visiting to strengthen parent-child attachment, support parents through the child welfare and court systems, and provide interactive guidance about developmental, emotional and

behavioral issues of infants and toddlers.

- Participation in ADAPT, a manualized adoption-specific intervention for older children being adopted from foster care and their parents.
- Supervision of graduate student trainees in psychological assessment.
- Community outreach and program development, including a postdoctoral project aimed at broadening the scope of clinical services, research efforts, or community partnerships.
- Participation in wellness activities within the program and the University.

The postdoctoral program consists of professionally supervised, comprehensive clinical training experiences that include fellows carrying a caseload of infants, children, teens, and foster/adoptive parents with weekly individual (at least 2 hours) and weekly group (approximately 2.5 hours) supervision to cover treatment planning, psychological testing, psychodiagnostic assessment, consultation, and professional development. Fellows will spend 65% of their time providing professional psychological services. Fellows attend weekly 90-minute case conferences with a multidisciplinary team to discuss complex clinical issues on treatment cases. Fellows conduct monthly and/or weekly group therapy with children and parents. Fellows also provide psychological testing and develop proficiency at interpretation and write-up, in addition to continued development of the basic skills of testing administration and scoring.

Fellows intervene with cases as part of a multidisciplinary team (MDT). Team members include licensed psychologists, child psychiatrists, social workers, educational consultants, occupational therapists, speech and language pathologists, pediatricians, community-based behavioral intervention specialists, and parent and youth mentors who serve as role models and help to support the fellows' integration into the treatment team. Fellows participate in consultation activities as part of the MDT and may attend IEPs at schools or conduct school observations as appropriate for particular cases.

Fellows have a primary supervisor who serves as a mentor and supports fellows in the areas of professional development towards individual career goals. At times, this may include supervision on supervising a Psychology

graduate student in clinical activities, observing staff making in-service presentations inside the program and in the community and then making these presentations themselves, or developing a small clinical program to coordinate and administer. Fellows also observe staff clinicians providing consultation to other systems outside mental health, including health, education, social welfare, and the court, and fellows gradually provide such consultation themselves once prepared to do so under supervision. Fellows observe and assist licensed clinical psychologists in infant testing and home visiting parent-child interventions before gradually implementing these interventions independently. Training on documentation and mental health delivery regulations and guidelines are also included.

Fellows attend monthly in-service trainings at UCLA TIES for Families. They may also attend weekly UCLA Psychiatry and monthly UCLA Child Psychiatry Grand Rounds, biweekly lectures through the UCLA Stress Trauma and Resiliency program, and lectures at the Semel Institute and other related UCLA schools and departments. Fellows also attend off-campus trainings as necessary to develop the skills to conduct clinical activities. Clinical experiences build upon the skills and competencies of the fellow to prepare him or her for the independent practice of psychology once he or she becomes licensed. Supervisors recommend and discuss with fellows state of the art reviews of literature and evidence based treatments, theories of parent-child interaction, child development, and child mental health outcome studies. Fellows are also involved in discussions with supervisors and the entire MDT regarding legal issues, consumer safety, and ethical dilemmas.

Training goals and objectives for the postdoctoral fellowship:

The following proficiencies are expected by the completion of the training year.

- Expertise in a range of child and family therapy interventions, in addition to exposure to a variety of evidence-based intervention models including Child-Parent Psychotherapy (CPP), Managing and Adapting Practice (MAP), and Parent-Child Interaction Therapy (PCIT).
- Psychological testing at an advanced level using a wide variety of children's tests of developmental status, emotional, social and

intellectual functioning, academic achievement, learning and memory, adaptive skills, stress and coping skills, and neuropsychological functioning.

- Training in infant mental health to include developmental assessment, therapeutic home visiting, attachment-building and dyadic interventions, didactic seminars, Department of Mental Health paperwork, and treatment goals specific to this population.
- Supervision of externs in the performance of psychological testing.
- High-level collaborative work with multidisciplinary team, including UCLA TIES case managers, psychiatrists, educational consultant, pediatrician, speech/language pathologist, and behavior interventionist, as well as DCFS social workers.
- Cultural responsiveness, sensitivity and humility in community mental health and work with foster and adoptive families. Because of the complex needs of the children and families we serve (with a large number of children and families of color, 40% of our families are transracial, and 35% of our families are LGBTQ), issues related to individual and family diversity, racism, microaggressions, privilege, policing practice, disparities in care and opportunities, immigration and acculturation, multiple layers of identity, and oppression are interwoven with a child welfare-competent trauma and resiliency lens into our ongoing case conceptualization and services.
- Adoption-specific clinical interventions including the TIES Transition Model and clinical work and research related to Adoption-Specific Psychotherapy (ADAPT).
- A comprehensive understanding of procedural and legal issues associated with children and families involved with the Department of Children and Family Services (DCFS), especially as they relate to public adoption.
- Facilitation of groups for children and parents on topics such as the process of adoption, foster-care, social skills, grief and loss, trauma, and adolescent issues.

During initial supervision sessions, additional, more personalized goals may be developed with the postdoctoral fellow, depending on specific training interests, available resources, and career goals.

Supervision and Training Experiences:

Postdoctoral fellows will receive their own supervision according to California Board of Psychology requirements for licensure. Supervised professional experience meets and often exceeds the state's licensure requirement of 1,500 post-doctoral hours, usually including at least 2 hours per week of individual supervision with two separate licensed supervisors and at least 2.5 hours per week of group supervision. Postdoctoral fellows will also receive supervision as they are being trained as supervisors themselves, via supervising psychology externs in testing.

As part of their training, postdoctoral fellows attend the following required orientation experiences:

1. TIES Orientation (5 hours): seminar describing all aspects of the TIES program, services offered, its interface with Department of Children and Family Services, and outcome data on the various TIES programs.
2. ADAPT Intervention Training (6 hours) on a UCLA TIES-developed manualized adoption-specific intervention for older children being adopted from foster care and their parents.
3. LA County Department of Mental Health Orientations including understanding the clinical loop and documentation requirements (1.5 – 2 hours), completing the assessment (at least 8 hours), and cultural competency 101 training (1.5 hours).
4. PREP is an introductory seminar (total of 9 hours) to the issues involved in adopting children from foster care, many with prenatal substance exposure (e.g., understanding addiction, building empathy for the birth parents, developing concrete parenting strategies using temperament, understanding the research about prenatal substance exposure and family history of mental illness, discussing who to tell about your child's history), as well as an opportunity to hear about concerns of prospective resource parents.

Ongoing training is also conducted through weekly supervision related to learning evidence-based practices (e.g., the UCLA TIES Transition Model and Adoption-Specific Treatment, Managing and Adapting Practices). They also attend monthly psychological testing didactic (e.g., WISC-V, WAIT-III, WRAML-2, projective drawings, Roberts-2, Fetal Alcohol Assessments, Case conceptualization and diagnoses through a trauma-informed lens, etc.),

Infant Mental Health seminar devoted to discussions of readings or research relevant to the population of infants in foster care and their families (e.g., research on Sharing, RIE child care method, early speech and language development, outcomes for institutionalized infants, Understanding night terrors, etc.), wellness program, and professional development in-service training (e.g., special education – navigating the system; understanding the role of occupational therapy within a mental health program; disproportionality and health disparities - implications of race, ethnicity, and culture for diverse families and communities; racial socialization using critical race theory framework; services for transitional age youth; legal issues for children in foster care; transracial adoption and the adoption of African American children from public child welfare; best practice clinical strategies for supporting children in transracial and diverse families; understanding and working with specific diverse groups (e.g., LGBTQ youth and families, Latino families) and intersectionality; complex identities and being sensitive to and supportive of children and young people through multilayered identity development; exploring safety issues within the understanding of oppression and privilege; and the impact of microaggressions and discrimination on children’s development and wellbeing).

Trainees may also attend elective clinical experiences through the UCLA Psychiatry and UCLA Child Psychiatry Grand Rounds and lectures at the Semel Institute. They also attend off campus trainings offered through the Adoption Promotion and Support Services program or Department of Mental Health as necessary to develop the skills to conduct clinical activities.

Monitoring and Evaluation of Postdoctoral Fellowship:

At the beginning of the training year, the primary supervisor and postdoctoral fellow discuss and develop training goals and objectives. Ongoing verbal feedback is provided during weekly supervision. Written self-evaluation by the postdoctoral fellow and supervisors’ feedback on fellow’s progress is completed at least twice during the year using a competency-based evaluation (rated as below expectations, meets/exceeds expectations or unable to assess). Fellows are expected to obtain a rating

of meets/exceeds expectations across the following competencies by the end of the fellowship:

- Professionalism
- Ethical and legal standards
- Individual and cultural diversity
- Psychological assessment strategies and diagnostic categories
- Clinical intervention skills (e.g., establishes goals and treatment plans in collaboration with client; formulates a good working case conceptualization within a specific theoretical framework; makes use of knowledge base of theory, research and empirically supported treatments; uses standardized measures to assess client progress)
- Supervisory skills
- Implementation of completion of postdoctoral project (e.g., research)
- Professional values, attitudes and behaviors
- Communications and interpersonal skills
- Consultation/Interdisciplinary collaborations
- Timeliness and completeness of clinical documentation
- Achievement of clinical productivity requirements

Methods of evaluation may also include:

- Individual and group supervisory sessions
- Observation of contributions to seminars and clinical meetings
- Observation by co-therapists/supervisors of therapy sessions
- Evaluation of written reports of assessment and consultation
- Review of evaluations by externs whom the fellow supervises

Due Process and Grievance Procedure:

Postdoctoral Fellows in our programs have available due process and grievance procedures under the aegis of the administrative entity at UCLA in which they are hired. For our clinical emphasis tracks, Fellows are hired and their positions are administered within the Graduate Medical Education (GME) office. Fellows in the Research Track are hired by the Graduate Division as Postdoctoral Scholars, and are represented by a union

(the United Automobile Workers or UAW). The policies for due process and grievance are available on our website and the APPIC website. The key elements of these policies are summarized briefly below. It is anticipated that most difficulties can be resolved by Fellows in conjunction with their primary preceptor. In cases where this is considered problematic, or if the Fellow feels there may be a conflict of interest, the next step for Fellows is to contact the director of the training program. Depending on the nature of the problem, the training director may raise issues with the training committee absent the primary preceptor. In cases where the Fellow feels the training director cannot or should not be involved in addressing grievances, the Fellow may address concerns with the Vice Chair for Education in the Department of Psychiatry & Biobehavioral Sciences, and/or with identified individuals within the GME office or the Graduate Division, as relevant, depending on the area within which they were hired. Fellows hired in the Graduate Division are also represented by the UAW, so grievances may be filed by either the Fellow or UAW on their behalf, and they may be represented by UAW in due process proceedings. Regardless of the hiring unit, UCLA policies indicate that disciplinary actions, including possible probation, non-renewal of appointment, suspension or dismissal, are initiated by written notices to the trainee, indicating the proposed action and the rationale for that action.

Core Postdoctoral Training Faculty:

Eugenia Hsu Tsao, Ph.D., Director of Clinical Services: Dr. Tsao is a Clinical Psychologist who specializes in developmental psychopathology and working with children and families where child trauma has occurred. She received her doctorate degree from the University of Nebraska and subsequent specialized training in pediatric psychology and child abuse and neglect. Dr. Tsao has presented in the areas of child trauma, understanding mental health needs of Asian Americans, working with children in foster care, and adoption. As the Clinical Director, she is the primary supervisor for our staff clinicians and postdoctoral fellows. She has experience in bringing and implementing evidence-based practices to a community mental health setting and closely collaborating with the outside agencies to creatively meet the multiple needs of vulnerable children from the child welfare system.

Audra Langley, Ph.D., Executive Director: Dr. Langley is the Executive Director of UCLA TIES for Families, a Clinical Psychologist and Associate Professor at the UCLA Semel Institute for Neuroscience and Human Behavior and the UCLA Medical School Department of Pediatrics. Dr. Langley is also the co-director of the UCLA Pritzker Center for Strengthening Children and Families. Dr. Langley is an experienced clinician and researcher who specializes in evidence-based treatment for children and adolescents with post traumatic stress, anxiety, and related problems, and her body of work has sought to increase access to quality mental health interventions for underserved populations of children, including those involved in the child welfare system. Dr. Langley is the author of 4 treatment manuals, including 3 for youth exposed to traumatic events. She is co-author of *Adoption-specific Therapy: A Guide to Helping Adopted Children and their Families Thrive*, published by American Psychological Association (APA) Books in 2018, and consulted on adapting a school-based trauma intervention for youth in foster care. She has presented and published treatment manuals, research papers, and trainings on her work.

Catherine Lippincott, Psy.D., Associate Director of Infant Mental Health: Catherine Lippincott, Psy.D. is a clinical psychologist at UCLA TIES for Families and is highly experienced in specialized services for children age 0-5 and children who have experienced interpersonal trauma, including physical and sexual abuse, neglect, and domestic violence. Dr. Lippincott is trained in a number of evidence-based programs, including Child Parent Psychotherapy, Parent Child Interaction Therapy, and Reflective Parenting Program. She is highly involved in the Infant Mental Health program at UCLA TIES for Families and recently completed the Napa Infant-Parent Mental Health Fellowship Program, an intensive, interdisciplinary training and mentoring program for professionals who work with children ages 0-5. In addition to providing individual, family and group psychotherapy at TIES, Dr. Lippincott leads parent and children support groups, conducts psychological testing, provides consultation, and supervises clinical psychology postdoctoral fellows and doctoral students.

Jill Waterman, Ph.D., Director of Infant Mental Health: Jill Waterman, Ph.D. is Adjunct Professor in the UCLA Psychology Department and former Coordinator of the UCLA Psychology Clinic, the training clinic for UCLA's

top-ranked Clinical Psychology Ph.D. program. She was one of the initial developers of TIES for Adoption (now UCLA TIES for Families), an interdisciplinary program to support successful adoption from foster care of children with prenatal substance exposure and other high-risk conditions, and currently is the Director of Infant Mental Health at TIES as well as a supervisor of psychology externs and postdoctoral fellows. Dr. Waterman's research involves various aspects of child trauma, and she is currently conducting a follow-up study of adopted children and their parents previously followed yearly for 5 years after adoptive placement; these former TIES clients are now adolescents and young adults. Dr. Waterman is the author of 2 books on child sexual abuse as well as a school-based group treatment manual for at-risk middle school students and numerous articles. She is also the lead author of *Adoption-specific Therapy: A Guide to Helping Adopted Children and their Families Thrive*, published by American Psychological Association (APA) Books in 2018. Dr. Langley is also a co-author of this book.

Postdoctoral fellowship minimum qualifications:

- Doctoral degree from an APA-accredited program in clinical psychology (with conferral date prior to fellowship start date of September 1, 2021)
- Completion of APA-accredited clinical pre-doctoral internship
- Significant experience related to psychotherapy with children, adolescents, and families.
- Experience with evidence-based treatments for child and/or adolescent mood, anxiety, behavioral, or posttraumatic issues.
- Experience administering and interpreting common psychological tests of children's cognitive, emotional and behavioral functioning.
- Flexibility in work hours to meet productivity goals and deadlines
- Team player and ability to establish and maintain effective working relationships

UCLA TIES postdoctoral fellowship application process:

The 2021-2022 UCLA TIES postdoctoral fellowship is a one-year fellowship beginning on Wednesday, September 1, 2021 and ending on Wednesday, August 31, 2022. The UCLA TIES for Families outpatient clinic is located at the UCLA Rehabilitation Building (1000 Veteran Avenue, Los Angeles, CA 90095). Postdoctoral fellow(s)' offices are located at the UCLA

Rehabilitation Building, and there is a free shuttle service that can be used for transportation to occasional meetings on the main campus of UCLA. UCLA TIES is open Monday through Friday between the hours of 9:00 AM and 6:30 PM, although monthly support groups may occasionally meet at later times (e.g., 6:30-8:00 PM).

Postdoctoral fellowship applications are due **December 1, 2020**. Interviews will take place January 2021 and we will continue to review applications and conduct interviews until all available positions are filled.

To apply for the position, send cover letter, CV, and three letters of reference to: Paisha Allmendinger at pallmendinger@mednet.ucla.edu, or mail to UCLA TIES for Families, 1000 Veteran Ave., Box 957142, Los Angeles, CA 90095-7142.

Website: www.tiesforfamilies.ucla.edu. UCLA is an equal opportunity employer. Please note this is a distinct and separate position than the postdoctoral fellowship advertised with Harbor-UCLA.