Training at the PSC

Training at Oakland PSC: The Psychological Services Center was established in 1983 to enrich the training of students who attended the California School of Professional Psychology at Alliant International University, and to provide services to the underserved in our local community.

The PSC provides mental health services to more than 800 people a year at our Oakland clinic and at various adult services, school and Head Start sites across the Bay Area.

The Oakland PSC is sponsored by Alliant International University and shares the following overarching mission:

To prepare students for professional careers of service and leadership in psychology, as well as to the discovery and application of knowledge to improve the lives of people in diverse communities around the world.

Multiculturalism and Diversity

The Oakland PSC integrates ongoing dialogues and training opportunities specific to multi-cultural and diverse issues to meet the needs of our diverse clients and community. Training topics include cultural and ethnic awareness and differences, sexual orientation, poverty, social justice, and advocacy issues and opportunities.
THE TRAINING YEAR
Direct services in both the Adult Program and Child and Family Program include:

<table>
<thead>
<tr>
<th>Individual Therapy</th>
<th>Assessment Services</th>
<th>Consultation</th>
<th>Group Therapy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Couple Therapy</td>
<td>Advocacy</td>
<td>Family Therapy</td>
<td>Milieu Work</td>
</tr>
</tbody>
</table>

TRAINING GOALS

> To provide high quality training that adheres to the practitioner-scholar model.

> To develop skilled assessment specialists who can choose the correct assessment measures and produce well-written reports.

> To develop practitioners who integrate research and theory in clinical practice.

> To develop practitioners who are culturally sensitive to all populations they serve.

> To develop practitioners who are ethical and adhere to all state and national guidelines and laws related to clinical practice.

> To develop practitioners who are curious and committed to life-long learning and professionalism.

SAMPLE WEEKLY SCHEDULE:
ADULT PROGRAM

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Service</td>
<td></td>
</tr>
<tr>
<td>Individual &amp; Couple’s Therapy</td>
<td>7</td>
</tr>
<tr>
<td>Assessment</td>
<td>4</td>
</tr>
<tr>
<td>Administrative Time</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>13</td>
</tr>
<tr>
<td>Training and Supervision</td>
<td></td>
</tr>
<tr>
<td>Individual Supervision</td>
<td>1</td>
</tr>
<tr>
<td>Group Supervision</td>
<td>4.5</td>
</tr>
<tr>
<td>Didactic Training</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL ALL:</strong></td>
<td>20</td>
</tr>
</tbody>
</table>

SAMPLE WEEKLY SCHEDULE:
CHILD AND FAMILY PROGRAM

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Service</td>
<td></td>
</tr>
<tr>
<td>Individual &amp; Group Therapy</td>
<td>9</td>
</tr>
<tr>
<td>Assessment</td>
<td>2</td>
</tr>
<tr>
<td>Administrative Time</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>13</td>
</tr>
<tr>
<td>Training and Supervision</td>
<td></td>
</tr>
<tr>
<td>Individual Supervision</td>
<td>1.5</td>
</tr>
<tr>
<td>Group Supervision</td>
<td>4</td>
</tr>
<tr>
<td>Didactic Training</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL ALL:</strong></td>
<td>20</td>
</tr>
</tbody>
</table>
COUNSELING ENRICHED SPECIAL DAY CLASSES (CESDC) TRAINING PROGRAM

The CESDC training program places practicum students, doctoral interns and post-doctoral interns in selected Counseling Enriched Special Day Classes in Oakland and San Leandro at elementary, middle and high schools. CESDC trainees are part of an interdisciplinary team that facilitates learning and emotional growth in students identified as Emotionally Disturbed. This unique training opportunity encompasses individual therapy, group therapy, milieu therapy, crisis work and consultation facilitated by collaboration with the classroom social worker, special education teacher, and instructional support staff. CESDC trainees participate in the larger PSC Child and Family training program as well as a weekly specialized CESDC group supervision.

ENVISION SCHOOLS

Envision Schools provides equitable educational opportunities to students of low income communities with the goal of college attendance. PSC trainees engage in a school-based training experience providing psychotherapy and educationally-related counseling to high school students. Trainees have the opportunity to work on an interdisciplinary team with teachers and school staff, including principals, learning specialists and school psychologists. Trainees develop skills in the provision of individual and group therapy within the school to treat mental health disorders including anxiety, depression and PTSD. Trainees also develop crisis management skills to effectively respond, assess and treat student crises, as well as learn consultation skills to effectively collaborate with providers and families regarding Special Education and behavior management. Further, trainees enhance their understanding of cultural, community and SES dynamics that influence treatment of youth in communities of multi-level stress. Training for PSC-Envision trainees includes Learning Disability, Educationally-Related Mental Health Services (ERMHS), and a weekly school-based case conference seminar.

ERMHS

Educationally-Related Mental Health Services (ERMHS) is a state-funded program through Alameda County Children’s Specialized Services (CSS) that provides evaluation and treatment for students who experience emotional and behavioral impairments that impact their ability to function and achieve. PSC-ERMHS trainees learn valuable behavioral assessment skills to evaluate, diagnose and provide treatment recommendations that ensure optimal learning environments for students with Emotional Disturbance (ED). Often, PSC trainees gain experience working with students who have behavioral difficulties, including diagnoses of PTSD, self-harm, severe anxiety, oppositional defiant disorder, mood regulation disorders, and neurodevelopmental disorders. PSC trainees take detailed student histories from caregivers and perform structured behavioral observations of students in their classes. In addition, trainees engage in collateral data gathering from teachers, classroom aids, school psychologists, therapists, coaches and others involved in each youth’s life and provide an assessment report for the school district. Trainees engage in weekly ERMHS supervision at PSC and participate in monthly meetings with Alameda County CSS to discuss their findings and determine appropriate school placements and treatment for students with serious mental health difficulties.
CHILD AND FAMILY ASSESSMENT

Assessment begins in the first clinical practicum and continuing through the post-doctoral level, requiring anywhere from one to three assessments. Referrals are both psycho-educational and psycho-diagnostic in nature, depending on client circumstances, with some referrals extremely complex with social, emotional and medical concerns. Trainees participate in weekly group supervision where individual cases are discussed and support is provided in selecting an appropriate battery, arriving at a diagnosis, composing a comprehensive report, and preparing developmentally appropriate feedback for the client, caregiver and other invested parties. Cultural considerations are often integral in this process. Didactic presentations are numerous and include a review of history gathering, Rorschach refresher, writing feedback stories and letters, and other topics relevant to assessment. Students often comment that their confidence with regard to assessment grows considerably during their training at the PSC.

PSC CHILD AND FAMILY PROGRAM ASSESSMENT OPPORTUNITIES FOR TRAINEES

Assessments include test administration and interpretation, report writing, feedback session, and written feedback for the child/adolescent in the form of a personalized story or letter.

Social Services Referrals (CPS) – Referral comes via ACCESS (Medi-Cal)

- Child is often referred after home removal or during possible reunification with parents.
- Standard referral questions are “assess cognitive, emotional and personality functioning” and “clarify diagnosis.”
- Circumstances vary from Child Welfare Worker wanting information to determine interventions and plans (e.g., reunification with parents, group home or new foster placement), support services, educational concerns, etc.
- Cases are complex, often involving poverty, trauma, poor academics, abuse, etc.
- Sometimes court-mandated with varying degrees of cooperation and motivation.

School-based or In-clinic Psycho-educational Assessment

- Frequent referrals from private schools in Alameda and surrounding counties.
- Referrals may appear as LD or ADHD evaluations initially but may require more psychodiagnostic assessment when emotional factors are found to contribute.
- Some assessments require the trainee to travel to the student’s school site.

Self-Pay

- Child and adolescent evaluations for LD, ADHD, psychopathology, cognitive, etc.

Neuropsychological Assessment

- Any referral source may involve neuropsychological evaluation (Head Injury, Dementia, Disease, Aspergers, etc.), but if Medi-Cal there has to be approval.

Children’s Hospital Oakland – Infectious Disease Clinic

- Children receiving medical care for chronic infectious diseases (typically HIV).
- The child often does not know the medical diagnosis, and medical providers are beginning the conversations with parents of when and how to tell them.
- Often involve poor academic achievement or other difficulties at school.
- Requires high level of sensitivity regarding confidential information.

Training and Supervision

- Group supervision.
- Individual supervision as needed.
- Specialist consultations (LD, Neuro, Autistic Spectrum).
- Computer Scoring – on site and at Alliant library.
- Test kits and forms (see PSC onsite test inventory).
- Additional tests available at Alliant library.
IN-CLINIC SERVICES

The PSC accepts G3 and G4 practicum students for training in the Adult Program. The core of the training caseload includes an in-clinic psychotherapy adult clients and psychological assessment. Comprehensive training includes weekly individual supervision, group supervision for assessment, group process group, didactics, and psychodynamic case conference.

Additional opportunities are available in neuropsychological assessment and placement at The Center for Elders Independence (CEI) in a primary care setting (PACE Program) for a portion of the contract hours, based on individual interests and skills. The expected caseload is eight (8) hours a week and completion of 3-5 assessments during the training year. The training year begins in the second week of July and runs to the end of June.

As a community mental health clinic, many of the clients seen in the Adult Program at the PSC are long-term cases with chronic mental health diagnoses, often related to trauma and low SES. Cases are understood from a case-specific perspective with a focus on developing in-depth case formulations and treatment plans. The training at the PSC is informed from a comprehensive theoretical approach, including psychodynamic, cognitive, systems, and trauma-based theories. Multicultural and disability awareness are part of the ongoing training program.

As a trainee at the PSC in the Adult Program, practicum students are part of a larger clinic cohort of trainees working with adults and children that includes first year practicum students, interns and post-docs, which provides a rich clinic-wide sharing of knowledge and support.

CENTER FOR ELDERS INDEPENDENCE (CEI)

The Center for Elders Independence (CEI) is a wrap-around primary care setting (PACE program) with four locations in the East Bay: Berkeley, San Pablo/Oakland, and two at Eastmont/Oakland. Clients are frail elderly (50+) who receive all their medical and behavioral health care through CEI. Most clients are transported by van from their residences to the clinic one or two days a week to receive services from medical to socialization and lunch.

The Behavioral Health part of the program is led by a team of social workers. PSC trainees who are placed at CEI are considered CEI interns. The placement is a block of 5 hours on one morning a week in one of the centers. Cases are assigned by the CEI lead social worker at each center and include individual psychotherapy, group therapy, consultation with staff, and involvement with clients in the activity room. CEI trainees are included in team meetings when available. There are opportunities to conduct neuropsychological assessments with CEI clients as well, which would fall into the AP Assessment hours.
PSC ADULT PROGRAM ASSESSMENT OPPORTUNITIES FOR TRAINEES

Assessments include test administration and interpretation, report writing, feedback session, and written feedback for the child/adolescent in the form of a personalized story or letter.

Social Services Referrals (CPS) – Referral comes via ACCESS (Medi-Cal)
- One parent or both parents are often referred.
- Standard referral questions is “assess cognitive, emotional and personality functioning” and “clarify diagnosis.”
- Circumstances vary from Child Welfare Worker wanting information to help determine a variety of interventions and plans (e.g., reunification with child(ren), support services, supervised visitation, terminating parental rights, etc).
- Cases often quite complex, often with history of poverty, poor education, trauma, addictions, abuse, etc.
- Mandated by court for assessment, therefore, varying degrees of cooperation and motivation.

ACCESS (Medi-Cal) referrals
- Non-CPS.
- Referred by self, therapist, case worker, other health professional.
- Various referral questions.

Other Referrals
- VA evaluations for PTSD.

Self-Pay
- Adult evals for LD, ADHD, psychopathology, cognitive, etc.
- Sometimes referred by others.

Neuropsychological Assessment
- Any referral sources above may involve neuropsychological eval, but if Medi-Cal, has to be approved.
- Center for Elder’s Independence – referrals for neuro (competency to more complex evaluations).
- CPS
- Head Injury, Dementia, Disease, Aspergers, etc.

Training and Supervision
- Group supervision.
- Individual supervision as needed.
- Specialist consultations (LD, Neuro, Autistic Spectrum)
- Computer Scoring – on site and at Alliant library
- Test kits and forms (see PSC onsite test inventory).
- Additional tests available at Alliant library