

# institute for *girls'* development®

*A Psychological Corporation*

## ONE-YEAR TRAINING PROGRAM FOR POSTDOCTORAL FELLOWS

At the Institute for Girls' Development

A Postdoctoral Member Agency of the California Psychology Internship Council (CAPIC)

**JOIN OUR TEAM!**



### About the Institute:

The Institute for Girls' Development was founded in 2004 by Dr. Melissa Johnson, PhD. The Institute is dedicated to empowering girls, transgender and gender nonbinary youth, families, adults, and their circles of community through three initiatives:

- We promote excellence in **psychotherapeutic and assessment services**. Our asset-based, culturally responsive model of comprehensive services is based on current research on gender and effective psychotherapeutic interventions. We are committed to collaborating effectively with our community and colleagues in education, health, and mental health to provide the therapeutic environments that help our diverse community of clients thrive.
- We provide empowering **community education programs** for girls, gender expansive youth, adults, and families. Our workshops and summer camps have provided thousands of youth and their parents with growth-fostering experiences. Workshops are provided through the Institute and in collaboration with schools and youth programs.

- Our **Professional Training Institute** helps mental health and health professionals, educators, and youth program leaders utilize best practices in building hardiness, mindfulness, and connections.



The Institute for Girls' Development is a Postdoctoral Member Agency of the California Psychology Internship Council (CAPIC). CAPIC Postdoctoral Member Agencies are recognized by the California Board of Psychology (BoP) for the accrual of Supervised Professional Experience (SPE) hours toward licensure as a psychologist. As a private practice, clinicians have the opportunity to learn about the business aspects of psychological practice while working in a well-respected practice interfacing with health, mental health and educational communities of the San Gabriel Valley area.

The Institute is well-known and well-respected in the San Gabriel Valley and Los Angeles county communities. Our specialists take pride in providing high quality treatment, assessment, community education, and training in a collaborative team practice.

## **Institute Team**

### **Training Supervising Faculty (alphabetical)**

- **Monica Valdivia Aguilar, MA, LMFT** – Coordinator, Flourish Therapy and Wellness Center; Senior Supervisor (AAMFT and CAMFT certified) for pre-licensed Master's level clinicians
- **Vicki Chiang, PsyD** – Clinical Director, Child and Adolescent Specialty Practice, Senior Supervisor
- **Grace Goodman, PsyD** – Director, Doctoral Practicum Program; Senior Supervisor
- **Melissa J. Johnson, PhD** – Training Director, Founder and CEO

## **The Institute Training Model**

Our organizational model as a psychological corporation shares many characteristics of group private practice. Clinicians who are gaining supervised experience at the Institute will work side by side with licensed clinicians from various guilds and collaborate with community partners.

## **Four Specialty Practice Areas**

- Child and Adolescent Specialty Practice (CASP)
- Dialectical Behavior Therapy (DBT) Sub-Specialty Practice
- Assessment Specialty Practice
- Adult Practice, known as Flourish Therapy and Wellness Center

Supervisees have the opportunity to receive some experience and training in each of the specialty practices. Supervisees will typically do the majority of their training in 1-2 of these specialty areas.

## **Our Philosophy of Supervision and Training**

Our supervisors each bring their own style, personality, and approach to their work. You and your supervisors will discuss these approaches in more depth, including how they will be integrated into the supervision process. In general, Institute supervisors draw from the following:

- Developmental models
- Culturally responsive and anti-oppressive approaches
- Feminist approaches
- CBT
- Third wave behavior approaches such as DBT, ACT, and other mindfulness-based models
- Interpersonal neurobiology
- Positive psychology
- Trauma informed approaches
- Body aware/body centered approaches
- Practice management skill building
- Community education and community partnership building

We incorporate theory and research as well as our own phenomenological experience in the provision of competency-based supervision.

## **Training and Professional Development Experiences at the Institute**

Supervisees will have regularly scheduled supervision and training throughout their training. Here are some of the training activities:

- Orientation and Training Meetings
- Weekly individual supervision to meet CAPIC and Board requirements
- Weekly group supervision/consultation
- Case Presentations
- Supervision and training in Group Process
- Supervision and training in Supervision (optional)
- Weekly DBT consultation group, if the supervisee is involved in the DBT Subspecialty training
- Assessment Team meetings, if the supervisee is on the Assessment Specialty Team
- Justice, Equity, Diversity, Inclusion (JEDI) Reading and Research Group
- Staff Meetings
- Guest Speakers and Trainings
- Practice Development Training
- Support for CEU's

## Outline of Clinical Training Activities

We provide a training sequence that builds on skills and competencies needed to prepare for independent practice. In addition, the Institute provides socialization into the mental health profession through mentoring, didactic exposure, role modeling, enactment, observation/vicarious learning, supervision, and consultative guidance. The Institute therapists work collaboratively together in team consultation and creative program development. Planned activities address the integration of current and evolving psychological knowledge, principles, theories, legal and ethical concerns, responsible and antiracist practice management skills, community involvement, and public speaking skills. The emphasis in our practice are services to girls, women, and families, as well as services for the LGBTQIA+ community. Upon completion of training, post-doctoral Fellows will have had the opportunity to:

- Work with a range of clients (ages, identities, and challenges).
- Gain experience with a range of modalities (individual, family, parent consulting, group work, couple therapy).
- Expand skills, competence, and confidence in effective models of therapy including mindfulness approaches, strength-based models, anti-oppressive and feminist/diversity-oriented perspectives.
- Identify and potentially develop a sub-specialty area.
- Identify one Practitioner/Scholar Activity to pursue during the course of the Fellowship
- Learn more about incorporating assessment into clinical work, as is appropriate for one's license.
- Engage in program development(optional)
- Learn supervision fundamentals (optional)
- Develop connections with the community through networking opportunities and treatment coordination
- Understand elements of group practice and skills for effective team collaboration and leadership
- Deliver empowering skills-based workshops to the non-clinical population in our community. This includes the opportunity to add to engaging and creative ways of teaching skills to community youth.



## **Length of Training**

We have designated this program as a one-year training program. For DBT subspecialty Fellows, we require a two year commitment. Candidates in good standing have the opportunity to stay beyond their postdoctoral training commitment. A number of our candidates choose to stay on after licensure. That said, this is the basic structure and time frame for our program. This can be individualized as needed.

### **First Year:**

We require an initial one-year commitment for our Postdoctoral Fellowship and a two-year commitment for those involved with the DBT subspecialty program. We highly value long-term engagement in our organization. Hence, there are opportunities for clinicians in good standing to continue at the Institute after completion of the postdoctoral training year and licensure.

### **Post-licensure:**

We value the long-term commitment of our team members and welcome those in good standing who are interested in continuing at the Institute for their professional work. A number of our Postdoctoral Fellows have chosen to stay on at the Institute and have become part of our licensed therapist and leadership teams!



## Compensation Package

### Includes Base Salary, Bonus, Benefits

- Base salary: \$45,000
- Bonus: Up to an additional \$15,000
- 2 weeks paid vacation, accrued over a year
- 9 paid holidays
- 2 PTO days
- 6 sick days
- Group Health Insurance Plan; Dental and Vision Insurance
- 401K Plan with employer matching
- Annual Educational Stipend (\$600) and Professional Membership Stipend, including 2 days off for exams



## To Apply

- Provide a **cover letter**, explaining your interest in this training position.
- Please address in your cover letter the [4 essential criteria](#): Diversity, Clinical, Educational, Organizational,
- Please include your **curriculum vitae**
- Please include **3 professional letters** of reference from faculty and/or supervisors.
- **Email to Dr. Melissa Johnson**, CEO & Founder, at [HR@InstituteForGirlsDevelopment.com](mailto:HR@InstituteForGirlsDevelopment.com)
- In the subject line, specify your primary interest –  
**Perez: PostDoc: Child and Adolescent Specialty Practice (CASP)**  
**OR**  
**Perez: PostDoc: CASP with DBT Subspecialty**

## Four Essential Criteria for Applicants

### Diversity Component:

Successful candidates will demonstrate responsiveness and sensitivity in working with a community that is diverse with regard to gender, race, ethnicity, nationality, sexual orientation, ability, and religion. As the Institute is committed to increasing the diversity of both our staff and the clients we serve, candidates should identify their strengths and experiences in ethnically diverse settings and with other marginalized groups. The Institute's JEDI (Justice, Equity, Diversity, and Inclusion) Initiative offers varied opportunities for training and leadership development among our team members; we're interested in hearing from applicants about their areas of interest in leadership and ongoing learning in the areas of diversity, inclusion, and antiracism and cultural responsiveness in therapy.

### Clinical Component:

Successful candidates will demonstrate strong and effective clinical skills appropriate to their level of training and experience, as well as a passion for working with our primary client population of girls,

young adults, transgender and gender nonbinary individuals, and families. Successful clinicians at the Institute are able to articulate and implement effective and known-to-work treatments in a collaborative, compassionate spirit and individualized to the needs of the clients and families. Candidates should identify the approaches they utilize, the ages of clients they work with (children, teens, adults), and any areas of particular passion and/or expertise, including certifications. (Examples of subspecialty areas of interest include but are not limited to: working with youth on the spectrum, health psychology and pain management, anxiety/OCD treatment, body image and eating disorder treatment, neuro-feedback, and family systems.)

**Educational Component:**

As an organization, we are interested in education on many levels. The successful candidate will have a commitment to lifelong learning and identify areas of interest for professional development. In addition, if candidates have an interest in providing community education to youth, community education to parents, professional training to others in mental health, and/or ongoing clinical supervision, we invite candidates to note this along with any experience they have in offering such educational activities.

**Organizational Component:**

As a group private practice and an entrepreneurial setting, we hold strong values in collaboration, teamwork, community relationship building, social and racial justice, professional advocacy, mentoring, innovation in program development and systems, self- and community-care, and organizational creativity. Successful candidates should identify experiences that demonstrate their commitment to one or more of these values within an organizational setting.

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