



University of California at Davis School of Medicine
Department of Psychiatry and Behavioral Sciences

Clinical Child and Adolescent Psychology (CCAP) Post-
Doctoral Fellowship Training Program Brochure
2025-2026

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PROGRAM DESCRIPTION AND ADMINISTRATION

The UC Davis Medical Center, located in Sacramento, California, is an integrated, academic health system that is consistently ranked among the nation's top medical schools. Within the UC Davis School of Medicine, the Department of Psychiatry and Behavioral Sciences has a strong collaborative relationship with Sacramento County's Department of Health Services, UC Davis Health, and the MIND Institute. Our postdoctoral fellowship program in clinical child and adolescent psychology offers fellows the best of both worlds: training from a strong academic approach that emphasizes evidence-based treatment across complex clinical setting. Alongside UC Davis Clinical Psychology and Psychiatry Faculty and psychiatry residents and fellows, our post-doctoral fellows will receive their training and provide direct psychological services at their primary rotation at a county-operated community mental health clinic. They also spend a day engaged in their advanced rotation. Secondary rotations provide exposure to providing pediatric integrated behavioral health or social skills group therapy and management with a neurodiverse population.



UC Davis Clinical Faculty

Training Director (TD)

Lindsey Overstreet, Psy.D.

Associate Training Director (ATD)

Olivia Briceño Contreras, Psy.D.

Additional Supervising Psychologists and Psychiatrists

Danielle Haener, Psy.D.

Tanya Holland, Psy.D.

Joanna Servín, Ph.D.

Richelle Long, Ph.D.

PROGRAM VALUES



1. **Lead Person-Centered Care** in the best way, at the best time, in the best place, and with the best team
2. **Reimagine Education** by cultivating diverse, transdisciplinary, life-long learners who will lead transformation in health care to advance well-being and equity for all
3. **Accelerate Innovative Research** to improve lives and reduce the burden of disease through the discovery, implementation and dissemination of new knowledge
4. **Improve Population Health** through the use of big data and precision health
5. **Transform Our Culture** by engaging everyone with compassion and inclusion, by inspiring innovative ideas, and by empowering each other
6. **Promote Sustainability** through shared goals, balanced priorities and investments in our workforce and in our community



Department of Health Services

Our Mission

To provide a culturally competent system of care that promotes holistic recovery, optimum health, and resiliency

Our Vision

We envision a community where persons from diverse backgrounds across the life continuum have the opportunity to experience optimum wellness.

Our Values

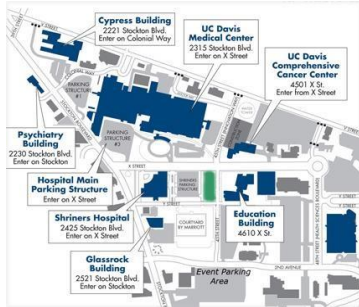
Respect, Compassion, Integrity • Client and/or Family Driven • Equal Access for Diverse Populations • Culturally Competent, Adaptive, Responsive and Meaningful • Prevention and

Early Intervention • Full Community Integration and Collaboration • Coordinated Near Home and in Natural Settings • Strength-Based Integrated and Evidence-Based Practices • Innovative and Outcome-Driven Practices and Systems • Wellness, Recovery, and Resilience
Focus

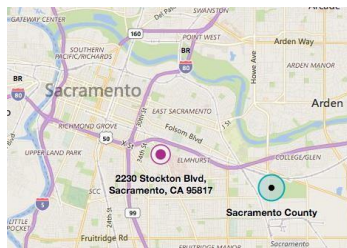
LOCATION

The UC Davis Department of Psychiatry and Behavioral Sciences is located in Sacramento, California, approximately 20 miles east of the main UC Davis campus, in Davis, California.

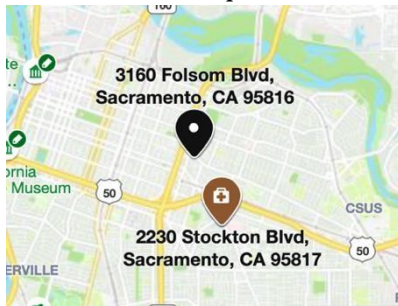
The MIND Institute is located on the Medical Center campus.



The CAPS Clinic is located at the Granite Regional Park (GRP), which is less than 5 miles away from the UC Davis Medical Center campus. The GRP provides a fishing pond, nearby walking paths, outdoor benches, soccer fields, and a newly constructed skate park. The CAPS Clinic is also located near a light rail station that provides frequent shuttle services. Business hours are from 8:00am – 5:00pm, therefore interns are not expected to work outside business hours, unless other arrangements have been made with the intern’s supervisors.



The UC Davis Health Pediatric Midtown Ambulatory Care Center Clinic is located about a mile away from the UC Davis Medical Center Campus. It is between the Midtown and East Sacramento neighborhoods of Sacramento, which offers many walkable local restaurants, attractions, and parks.



DIVERSITY AND INCLUSION STATEMENT

As a training program, the UC Davis Health Clinical Child and Adolescent Psychology (CCAP) Post-Doctoral Fellowship stands for diversity, inclusion, equity, and justice. We are committed to creating a welcoming training and teaching environment that respects individual differences while supporting the attainment of nationally recognized competencies for becoming a health service psychologist. To this end, we commit to: recognizing and addressing unconscious bias within our training organization, making efforts to recruit and retain diverse trainees and faculty, engaging our team to create a more just and inclusive environment, developing the space for all team members to gather, share, and learn from one another, and to increase our awareness for inequality, power and privilege, discrimination, and various forms of oppression across clinical, professional, and personal settings to better engage in respectful and inclusive practices.

CAPS CLINIC STAFF AND POPULATION

The CAPS Clinic is staffed by four full-time UC Davis faculty psychologists and three board-certified child psychiatrists. It is the primary training site for our post-doctoral psychology fellows, as well as UC Davis' doctoral psychology interns and psychiatry fellows. Medical students also complete rotations at the CAPS Clinic. At our training site, there is a strong collaborative atmosphere and emphasis on interdisciplinary teamwork with the psychiatry team, county-employed clinicians, and psychiatric nurses. Our trainees develop strong working relationships with a number of professionals within the community that last beyond their training year.

The CAPS Clinic is a county-operated outpatient community mental health clinic for roughly 275 infants, children, adolescents, and transitional-aged youth (ages 0 to 21-years-old), who receive therapy, psychological testing, and/or medication management services. The CAPS Clinic solely serves children and adolescents who have mental health coverage through California's state-funded health care program, Medi-Cal/EPSDT. These clients present with a wide range of complex diagnostic concerns. Most of our clients and their families struggle with multiple environmental stressors including low income, unemployment, poor social support, and/or family history of mental health or alcohol/substance abuse problems. Oftentimes, our clients and their family members have also experienced complex developmental trauma, maltreatment, exposure to other adverse childhood experiences, and may be involved with Child Protective Services (CPS). Clients may also be involved with the juvenile justice system and are on probation. In addition, many of our clients experience difficulties in the learning environment and are

provided special education services (i.e., 504 Behavior Plan or IEP). Clients represent diverse backgrounds and identities.

SCHOOL-BASED MENTAL HEALTH STAFF AND POPULATION

As a community, schools partner with the Washington Unified School District, our School-Based Mental Health (SBMH) team delivers therapy, consultation, and training to improve the mental health outcomes of children and adolescents in West Sacramento, CA. Our rotation provides trainees with the opportunity to gain hands-on experience in a school-based setting under the supervision of experienced school personnel and child and adolescent psychiatrist. Through individual therapy, participation in group therapy, and consultation with school staff, trainees will develop the skills necessary to address the diverse mental health needs of students and promote overall well-being within the school community.

Dr. Joanna Servín, Ph.D. supervises our fellows' rotations through Riverbank Elementary School and River City High School. A minimum of 70% of students on both campuses are from minoritized populations and are economically disadvantaged.

MIND INSTITUTE STAFF AND POPULATION

The UC Davis MIND Institute is a collaborative international research center, committed to the awareness, understanding, prevention, and treatment of autism spectrum disorders, fragile X syndrome, and other neurodevelopmental disorders. The MIND Institute employs a consortium of scientists, educators, physicians, psychologists, undergraduate and graduate level trainees, and parents. Fellows will have an opportunity to co-lead a social skills group for children with autism spectrum disorder at the MIND Institute. The group is an evidence-based, manualized treatment that typically runs for 25 sessions (November through June) for school-aged children (ages 8-17). It largely utilizes CBT principles with a focus on helping the children have positive and successful social interactions. This rotation also provides additional opportunities learning about group therapy development and management, as well as the supervision of other MIND trainees. Responsibilities include assisting with lesson planning, leading activities, providing supervision to volunteers who assist with the group, attending didactic seminars, and interfacing with parents. Supervision is provided by Danielle Haener, Psy.D.

COMPETENCIES AND LEARNING ELEMENTS

The primary goal of the one-year UC Davis Health Clinical Child and Adolescent Psychology (CCAP) Post-Doctoral Fellowship Training Program is to provide advanced and specialized training to promote professional development and prepare fellows for independent practice as health service psychologists with specialized experience with child and family populations. We firmly believe that is our responsibility to train interns and fellows who will exercise strong clinical judgment and contribute both to the welfare of society and to the profession. Our clinical child and adolescent psychology training program is committed to the lifelong learning process and aims to create an environment that supports trainees to develop across different competency areas by recognizing their strengths and areas for growth. We also respect each trainee's unique cultural identity that the trainee brings to the team, clinic, and community. The CCAP fellowship is challenging and dynamic. It provides advanced training in the areas of direct evidence-based, developmentally appropriate, and culturally sensitive clinical service, professional development, ethical decision-making, and scholarly inquiry. We support fellows in reflecting on their self-care practices to increase their longevity and effective engagement in the field. Successful fellows are actively open to the learning process, adaptable, flexible, culturally curious, and collaborative.

Over the course of the one-year UC Davis Health CCAP Post-Doctoral Fellowship Program, the fellows will receive training and supervised experience in therapeutic interventions (e.g., individual, family, dyadic, and group therapy), psychological testing (e.g., comprehensive psychological evaluations, intake assessments, and brief psychological screening), and consultation (e.g., to fellow providers and to local agencies/schools). They also participate in training and supervision in an advanced rotation (Neurodevelopmental Group Therapy Management or Program Evaluation and Administration), lateral supervision of doctoral interns, and teaching. It is expected that the fellows will develop competencies in a range of areas outlined by the Association of State and Provincial Psychology Boards (ASPPB), the Association of Psychology Postdoctoral and Fellowship Centers (APPIC), the American Psychological Association (APA), the APA Standards of Accreditation (SoA) for Health Service Psychology (HSP). We also include a program-specific competency of self-care. These competencies include:

Level 1 Competencies:

- 1) Integration of Science and Practice**
- 2) Individual and Cultural Diversity**
- 3) Ethical and Legal Standards**

Level 2 Competencies:

- 4) Intervention**
- 5) Assessment**
- 6) Professional Values, Attitudes, and Behaviors**
- 7) Interprofessional and Interdisciplinary Consultation**
- 8) Supervision**
- 9) Communication and Interpersonal Skills**
- 10) Self-Care**

TRAINING ACTIVITIES AND EXPECTATIONS

Following a developmentally appropriate, culturally sensitive, and trauma-informed systems approach to client care, fellows develop competencies throughout the training year in order to coordinate and collaborate with several professionals involved in the client's care, including those working in the mental health, medical, academic, and legal domains.

Fellows provide short-term and long-term individual, dyadic, and family therapy (in-person or via telehealth). Fellows also complete intake services for psychotherapy cases and psychological testing referrals. In addition, fellows conduct extensive psychological assessments that typically involve school observations, interviews with caregivers, treatment providers, and teachers, and the administration of objective and projective personality measures. During the course of their training year, fellows also participate on and lead the Comprehensive Multidisciplinary Assessment Team (CMAT) that is facilitated by our supervising psychologists at the CAPS Clinic. Fellows also have the opportunity to cofacilitate and develop therapy groups. In addition, fellows will have opportunities to provide consultation and/or brief psychological screening within the CAPS Clinic and with outside providers. Lastly, our fellows develop advanced professional skills in teaching and supervising.

Average 40 - 44 hours per week for about 50 weeks (1800 fellowship hours total)

a. 10 -15 Hours/Week: Direct Clinical Service (Face-to-Face; Telehealth)

- 8 to 10 Individual, Dyadic and/or Family Psychotherapy cases over the course of the year
- 1 to 3 Collateral cases over the course of the year
- Case Management (ongoing)
- 1 to 2 Intake Assessments (bi-monthly, as available)

- 4 to 8 Psychological Testing cases over the course of the year
 1. 2 to 4 Consultation and/or Brief Psychological Screening cases
 2. 1 to 2 Comprehensive Multidisciplinary Assessment Team (CMAT) case(s) and/or CMAT Consult Cases

b. 10 -14 Hours/Week: Indirect Clinical Service (Not Face-to-Face)

- Psychological Screening and Testing (scoring, interpretation, report writing)
- Case Management, Consultation, and Family Collateral Services (via phone)
- Clinical Documentation (progress notes, psychosocial assessments)

c. 5-8 Hours/Week: Indirect Service

- 2 to 7 hours: Training Seminars/Didactics/Case Conferences
- 2 to 3 hours: Non-billable services (i.e., documentation, managing appointments, emails, literature reviews, administrative duties)
- 2 hours/month: Staff meetings

d. 4 Hours/Week: Supervision

- 1 -2.5 hours: Individual Supervision (Primary, Therapy, Assessment)
- 1 hour: Individual Delegated Supervision (Advanced Rotation)
- 1-1.5 hours: CAPS EBP Group Supervision; CAPS Assessment Group Supervision, Pediatric Clinic Group Supervision (SCR); Professional Development Group Supervision

e. Additional Fellow Training Activities

- Lateral Supervision of Doctoral Interns
- Teaching and Presentations
- Department Grand Rounds and Other Training Activities
- Participate in Faculty's Research Opportunities (based on availability)

While the UC Davis Health CCAP Fellowship Program encourages work/life balance, there may be weeks in which a fellow works more than 40 hours/week. The CA Board of Psychology will count a maximum of 44 hours/week towards your licensure requirements, therefore the program strongly supports fellows to average working 40-44 hours/week. Please note that the fellows' clinical training and supervision is the primary priority. The program monitors hour logs to ensure the fellow is receiving sufficient clinical hours as part of completing a clinically focused fellowship program.

Fellows are expected to complete clinical documentation using an electronic medical record system (i.e., progress notes within 72 hours, treatment plans, psychosocial

assessment paperwork, etc.) in a timely manner consistent with both professional expectations and specific county/clinic guidelines.

SUPERVISION

All primary supervisors of fellows are University of California Davis, Health clinical faculty who have doctoral degrees in Clinical or Counseling Psychology and are licensed to practice in the state of California. They are required to be free of any disciplinary action with the California Board of Psychology. In accordance with regulations set by APPIC, APA, SoA, and the California Board of Psychology, our training program provides post-doctoral fellows a minimum of **4-4.5 hours** of supervision per week or 10% of direct service time for a 40-44 hour work week (2-2.5 hours of individual supervision and 2-2.5 hours of group supervision). Recurring, protected time is scheduled for supervision to ensure consistency and predictability of the supervision time, as well as the availability of supervisors. When in person supervision is not feasible, video supervision will be utilized as an alternative. Fellows are required to seek out supervision and/or consultation outside of the designated supervision hour for emergent and urgent issues (see Orientation-Specific Manual for further detail). In accordance with CA regulation, supervisors are available at all times the fellow is accruing Supervised Professional Experience (SPE), therefore the fellows' schedule is expected to fall between typical business hours (8:00am-5:00pm). Fellows can only provide services in California, which is the state their supervisors are licensed to provide SPE. Please note that supervision must be provided in a private, confidential space, however, the content in supervision is not considered confidential and supervisors regularly communicate and consult with one another to support the trainees' growth and acquisition of skills. Supervisors will be available to address more informal trainee concerns, although they are required to communicate with the training director about these concerns to ensure issues are properly understood and addressed from a programmatic level.

- **Primary Therapy Supervision:** Post-doctoral fellows are assigned one of the supervising psychologists as their primary supervisor, with whom they meet on an individual and weekly basis for 1 hour. This supervision time allows the fellow to further develop their professional identity, as well as review the acquisition of their training goals across the training program rotations. They will also oversee administrative duties (documentation timeliness, submitting time-off requests, completing timecard, etc.).
- **CAPS Assessment Supervision:** Post-doctoral fellows are assigned one of the supervising psychologists as their CAPS Clinic supervisor, with whom they meet on an individual and weekly basis to discuss their therapy and assessment clients for 1-1.5 hours. CAPS supervisors will be responsible for reviewing therapy and

assessment client documentation (i.e., notes, initial/annual clinical bundle, client treatment plans, etc.). The fellows are also expected to use this time to learn new measures and discuss various issues (e.g., responsibility, expectations, ethical concerns, interprofessional relationships, etc.) that pertain to the role of a provider of psychological testing to further develop this area of professional development. Lastly, participation in CMAT provides the unique opportunity for live supervision of psychological testing. During the last quarter of the training year, the fellow may be assigned a different supervisor to supervise 1 to 2 assessment cases in order to widen the fellow's exposure to different assessment supervision and report-writing styles.

- **Delegated Supervision/Advanced Rotation:** Our fellows have the opportunity to do an Advanced Rotation in Group Therapy Management or Program Evaluation and Administration. They will each receive 1 hour of supervision per week for their Advanced Rotation.

- **Group Therapy Management**
 - A fellow will be selected to co-lead a social skills group for children with autism spectrum disorder under the live supervision of **Dr. Danielle Haener** at the UC Davis MIND Institute.
 - The group is an evidence-based, manualized treatment that runs for 25 sessions (typically from November through June). It largely utilizes CBT principles with a focus on helping the children have positive and successful social interactions. It provides additional opportunities learning about group therapy development and management, as well as the supervision of other MIND trainees.
 - Preferred Qualifications: Interest and enthusiasm for intervention/client-facing activities, understanding of social deficits in children with ASD and co-morbid diagnoses, creativity in delivering curriculum and skill building, flexibility, and additional supervision opportunities.

- **CAPS Psychology Group Supervision:** The purpose of this group supervision is to discuss evidence-based approaches to therapy and assessment. This group supervision also serves to foster a sense of community, building relationships, and increasing socialization across the team. **Drs. Richelle Long and Jennifer Bob** facilitate the Evidence-Based Practice (EBP) Therapy Group Supervision, which allows interns and fellows to provide case conceptualization within various EBPs they are learning throughout the training year. **Dr. Brandi Liles** will facilitate a monthly TF-CBT group consult call.

Professional Development Group Supervision: In this bi-monthly supervision, fellows will develop their professional identity and acquire competencies to support their growth across the training year. This group supervision space, facilitated by **Dr. Danielle Haener**,

will focus on a range of professional issues, including setting professional goals, learning time management skills, understanding the licensure process, and applying for jobs. The second half of the supervision will be facilitated by **Dr. Richelle Long** and focuses on developing their supervision skills. Fellows will provide group supervision for the interns for 30 minutes twice a month. Their supervision of the interns will develop over the year based on the experience and goals of the fellows.

DIDACTIC SEMINARS AND CASE CONFERENCES

Some of our required seminars meet on a regular basis throughout the entire training year, while others are time limited. As part of the fellowship, we are committed to providing our fellows with opportunities to learn from psychologists who have experience with a wide range of clients in a variety of treatment settings. As such, our seminars are facilitated by the program's attending psychologists as well as several volunteer clinical faculty members who are employed throughout the Sacramento area. Didactic seminars and cases conference aim to provide additional training in:

- Theories and effective methods of psychological assessment, diagnosis, and therapeutic interventions
- Consultation, program evaluation, supervision, and/or teaching
- Strategies of scholarly inquiry and integrating science with practice
- Professional conduct, ethics, law, and related standards
- Issues of cultural and individual diversity

Trauma Seminar Series

- Interns will provide clinical services to clients who have experienced developmental, complex trauma and other adverse childhood experiences (ACES). As such, Richelle Long, Ph.D. facilitates the TIC Seminar Series in order to provide interns with a strong foundation in assessing and treating trauma and other stressor-related disorders, as well as preventing vicarious traumatization and compassion fatigue.

Diversity Seminar

- Dr. Meg Tudor leads this seminar twice per month throughout the training year (September- June), which provides an environment to bravely explore different aspects of individual diversity and discuss cases (Arao & Clemens, 2013). During the last two training years, the Diversity Seminar has been attended by the CCAP interns and fellows, as well as the trainees from the MIND Institute training programs in order to further enrich and diversify the discussions. A primary goal for interns will be to improve their understanding of individual and cultural diversity, the role it

plays in client interactions, and how to replace fear and mistrust with cultural humility, mutual understanding, and respect.

Assessment Fundamentals Seminar (only over the Summer)

- This bi-monthly seminar is provided to fellows to allow them the opportunity to gain skills in the administration, scoring, interpretation, and report-writing for a number of more complex assessments.
- Neurodevelopmental and Neuropsychological Functioning (Dr. Haener, MIND Institute)

Neurodevelopmental Seminar

- Through the MIND Institute's Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Program, fellows receive specialized training in understanding, treating, and assessing for neurodevelopmental disabilities. The LEND Program provides the opportunity to learn from experts in this area, while also participating in interdisciplinary trainings with professionals from various disciplines (e.g., social work, child psychiatry, developmental pediatrics, speech/language, physical therapy). By participating in these trainings, fellows are considered "medium-term" LEND trainees. For more information about the LEND Program: <https://health.ucdavis.edu/mindinstitute/education/lend/lend-index.html>

Evidence-Based Practices for Children and Adolescents

- Dialectical Behavior Therapy (DBT) Seminar and Case Conference- Dr. Meera Ullal

Advanced Topics Seminar (variable, as able)

- In line with APA's Level 1 competencies for post-doctoral fellows, our training program provides additional training at the end of the year to further prepare them for independent practice as licensed psychologists.

APPOINTMENT, STIPEND, AND BENEFITS

Two applicants will be accepted for the 2025-2026 training year. Clinical fellowship appointments are **full-time** (average 40-hour week) for one year. Our post-doctoral fellows acquire a total of **1800 supervised hours** during the training year in order to fulfill licensure requirements for the state of California and qualify for various states' licensure requirements. Clinical moonlighting is not permitted.

2025 – 2026 Training Year: September 1, 2025 – August 31, 2026

Fellows receive a minimum stipend of **\$58,000** (gross amount) for the training year, which is paid on a monthly basis. This stipend is competitive with other community mental health/academic medical center fellowship stipends in the area. Applicable taxes, social security deductions, and benefits-related costs are also withheld.

Fellows receive approximately 40 days of paid time off (including 24 vacation days and 12 days of sick time per year) and paid holidays (approximately 12 days off per year for county and federal holidays). In addition, interns receive 4 educational/professional leave days, which they can use for training, dissertation release time, and/or licensure preparation. At this time, we are pleased to offer our interns UC Davis Resident and Fellow benefits. Active fellows working at least 20 hours a week are eligible for coverage in the UC medical, dental, vision, life and disability insurance plans. For more information about the Resident and Fellow benefits plan, please visit:

https://www.ucresidentbenefits.com/wp-content/uploads/2023/03/UCD-res-plan-brochure-23-WEB508_031423.pdf

Our fellows have a private office with each having their own designated workspace, personal computer, voicemail, email (UC Davis and Sacramento County), administrative assistance, and full access to the UC Davis libraries and associated services. The fellows also have access to art/play therapy materials. In addition, fellows can reserve a number of therapy offices, observation rooms (with one-way mirror and audio/visual equipment), and the psychological testing office to provide confidential, direct services with CAPS Clinic clients.

Postdoctoral fellows who satisfactorily complete the postdoctoral fellowship will acquire a total of 1800 supervised hours during the training year to fulfill licensure requirements for the state of California. The post-doctoral clinical child and adolescent psychology fellow will be awarded a certificate of post-doctoral fellowship completion from the UC Davis School of Medicine.

ELIGIBILITY AND APPLICATION PROCEDURES

Applicants must have attended an **APA-accredited doctoral graduate university** preferably in **clinical or counseling psychology**. Applicants from educational psychology with a strong emphasis in clinical training will be considered. Applicants must have attended an APA-accredited doctoral internship program. Applicants must have completed **all requirements for their doctoral degree prior to August 31, 2025**. Successful applicants will have acquired doctoral level **experience with children and adolescents** and have written at least **five child or adolescent integrated psychological assessment reports**.

Our application deadline is **Sunday December 15, 2024 (11:59PM, EST)**. Early application is encouraged and applications will be reviewed as they are received. If you have any questions, please contact the Interim training director, Tanya Holland, Psy.D., at tlholland@ucdavis.edu.

To apply, please submit your application materials directly to mmercado@ucdavis.edu. We recommend converting your attachments to pdf and **indicating in the subject line: UC Davis Health CCAP Fellowship Application (Full Name)**.

Your application will be considered complete upon receipt of the following:

	A completed UC Davis Health CCAP Fellowship Application
	A cover letter
	A current Curriculum Vitae
	A psychological evaluation of a child or adolescent with all identifying information removed
	Three signed letters of recommendation submitted directly to the program or by the applicant (preferably including clinical supervisors and/or training directors from your current internship and recent externships)

SELECTION PROCEDURES

Fellow selection is made by a committee comprised of the training director, the associate training director, and the supervising training psychologists. Applicants are rated on the basis of their clinical training (i.e., assessment and therapy), academic coursework, letter of recommendation, clinical and research interests, progress toward dissertation completion, and stated goals for fellowship. Strong writing skills are also favorably evaluated, as evidenced by the Fellowship Application essays and redacted psychological report. Those prospective candidates assessed by the committee to hold interests and goals most closely matching those opportunities offered by our program will be asked to participate in a virtual interview (via Zoom).

Prospective candidates will be notified via email by **Friday January 10, 2025** whether or not they will be granted an interview with the training staff and supervisors. Candidates will also have the opportunity to virtually meet with the current post-doctoral fellows, clinical staff, and tour the clinic. Interviews would tentatively take place **January 28 and 29, 2025**. Interviews are required and weigh heavily in the selection process, as this provides an opportunity for program staff and applicants to determine fit. In addition, the program values applicants who are able to demonstrate an ability to balance strong interpersonal skills with professionalism. Should economic or other reasons interfere with a highly ranked candidate's ability engage in a video interview, a case-by-case decision will be made by training staff to arrange an alternative phone interview. Interviews will only be offered to applicants who have submitted a complete application and only after these applications have been screened by the faculty. Applicants who wish to be considered for interviews should submit application materials by **December 15, 2024**.

The post-doctoral fellowship training program agrees to abide by the APPIC guidelines for Common Hold Date on **February 24, 2025**. Information regarding APPIC Post-doctoral Selection Guidelines can be found at: <https://www.appic.org/Postdocs/Postdoctoral-Selection-Standards>

PERFORMANCE EVALUATION

The evaluation process is approached in a manner to provide timely feedback to and from the fellow to ensure training goals and expectations are being met. At the beginning of the fellowship year, fellows complete a self-assessment of their experience relative to training objectives of the fellowship. The initial self-assessment opens a dialogue about the fellow's strengths and specific training areas of growth. Progress is monitored throughout the fellowship year, however, more formal verbal and written feedback provided at the mid-year (March) and end of the training year (September). During these biannual evaluations, the fellow will meet with their primary, assessment, and/or delegated supervisors to review the Fellow Performance Evaluation completed jointly by the supervisors, then time is spent in individual supervision to discuss more specific aspects of the evaluation. These evaluations are used to provide an opportunity to communicate the fellow's progress. At the end of the fellowship year, formal summative feedback is provided to the fellow. The Training Director may participate in the final performance evaluation.

In addition, the mid-year Supervisor Evaluation allows the fellow to informally specify what the fellow would like more (or less of) from the supervisor, while the end of year Supervisor Evaluation provides more specific feedback about the fellow's perspective and experience of the supervisor meeting supervisory standards and competencies defined by ASPPB Supervision Guidelines for Health Service Psychologists (February 2020). At the end of the fellowship year, formal summative feedback is provided to the fellow. The Training Director may participate in the final performance evaluation.

Lastly, the fellow is given the opportunity to provide informal feedback throughout the training year during the Training Committee, when acting as a fellow representative. In addition, the fellow is responsible for providing formal feedback about the training program by completing the Program Evaluation at the end of the training year (September). Fellows will be provided an opportunity to meet with the Training Director and the Associate Training Director to provide verbal feedback in addition to their written feedback.

Serious concerns regarding a fellow's performance will be addressed through due process procedures. Fellows are strongly encouraged to address grievances related to training, supervision, or evaluation with their primary supervisor first and resolve concerns informally. Supervisors will inform the Training Director of issues that arise in order to determine if additional programmatic support/response is required to maintain the integrity of the program.

ACCREDITATION STATUS

Our fellowship training program is currently a member of the Association of Psychology Postdoctoral and Fellowship Centers (APPIC, 9908). At this time, we **are not** accredited by the American Psychological Association (APA). Any questions about accreditation may be addressed to: Office of Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002. Telephone: (202) 336-5979.

NON-DISCRIMINATION PRACTICES

The University of California, Davis, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy (including pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, age, medical condition (cancer related or genetic characteristics), ancestry, marital status, citizenship, sexual orientation, or service in the uniformed services (includes membership, application for membership, performance of service, application for service, or obligation for service in the uniformed services) status as a Vietnam-era veteran or special disabled veteran, in accordance with all applicable state and federal laws, and with university policy. As required by Title IX, the University of California, Davis, does not discriminate on the basis of sex in its educational programs, admissions, employment or other activities.

Inquiries related to Title IX and to Section 34 CFR § 106.9 may be referred to the Title IX coordinator:

Wendi Delmendo
Mrak Hall, Fourth Floor
One Shields Ave., Davis,
California, 95616
530-752-9466

Inquiries may also be directed to:
Assistant Secretary for Civil Rights of the Dept of Education
San Francisco Office
U.S. Department of Education
50 Beale St., Suite 7200
San Francisco, California, 94105-1813
415-486-5555

TRAINING PROGRAM CONTACT INFORMATION

More information about our program is available on our UC Davis webpage:

https://health.ucdavis.edu/psychiatry/education/child_psychology/fellowship.html

For additional information, please contact:

University of California, Davis Health

Department of Psychiatry and Behavioral Sciences

Clinical Child and Adolescent Psychology (CCAP) Training Program

2230 Stockton Blvd. Sacramento, CA 95817-1419

Monica Mercado, Training Office: 916-734-7865, mmercado@ucdavis.edu

Dr. Tanya Holland, Interim Training Director: 916-876-5628 tholland@ucdavis.edu