Agency Description: The private practice office, TS360, is for out-patient therapy for couples, groups, families, and individuals. This generalist’s practice has served the community for eleven years and has master level and doctoral level interns over the course of the last seven years. The clientele base is from children to elderly and is handicap accessible. The intensive outpatient program, RHCS, is for out-patient therapy for individuals and families with addiction and dual diagnoses.

Agency Mission: TS360 - As practical, interactive, solution-focused therapists, our treatment approach is to provide support and feedback to help clients resolve current problems and long-standing patterns. With sensitivity and compassion, we help the client find solutions to a wide range of life challenges and psychological issues. Dr. Chanter is dedicated to the training of graduate students and to the on-going collaborative work with our community. RHCS - To work with individuals and families to become drug free and increase capacity for attachment and affect regulation and to educate the community and systems on this issue.

Types of Training: Outpatient, Long term, Crisis, Individual, Assessment, Couples, Family, Consulation, Group

Population: We see the following profiles within children, teens, and adults: life transitions, anxiety and stress, depression, self-esteem, relationship concerns and interpersonal skills, family health, life purpose and direction, career, occupational stressors, and concerns, body image and eating disorders, grief, loss, and loneliness, trauma, physical emotional and sexual abuse, domestic violence, immigration and/or cultural conflicts, addiction, identity, sexual orientation, anger management, ADHD and learning disorders, court ordered therapy (family therapy, divorce, custody cases), and off site therapy services. At RHCS we treat individuals and families with addictions, attachment disorders, and mental health issues.

Staff (#, Degree, Prof. Lic.):
# of Psychologists: 2
# of LCSW: 1

Participating in CURRENT Match process?: Yes

Required days and times: Mondays: 12pm - 2pm for didactic training and 6pm - 8pm for group supervision. Tuesdays: 8:30am - 10:30am for didactic training, 10:30am - 11:30am for individual supervision, and 11:30am - 12:30am for individual supervision. Thursdays: 12pm - 1pm for individual supervision and 1pm to 2pm for individual supervision.

Training and Education Offered: The purpose of our training program is to provide the CAPIC doctoral intern with the opportunity to become a competent clinician following the core competency cube components by Rodolfa et. al (2005). The CAPIC doctoral intern will have opportunities to develop these competencies in a variety of ways. First, the CAPIC doctoral intern will learn competencies through supervision and didactic training, meeting leaders in the local communities, and attending seminars. Second, the CAPIC doctoral intern will learn competencies through their comprehensive supervised work such as (a) individual, group, or family counseling with those within the local community, (b) grant writing, (c) progress note and treatment plan development, and (d) coordinating client care. We will also apply in our supervision the principles from the Best Practices in Clinical Training article (Borders, 2014). These principles, once learned, can further be a guide for the interns as they conduct supervision. In addition, once the interns’ client base is built, and initial training complete, they will co-lead training within TS360/Recovery Happens and in our community. Our training mission is to have our interns prepare for the EPPP and jurisprudence, therefore, keeping the training focused on the core material. Borders, L. (2014). Best practices in clinical supervision: another step in delineating effective supervision practice. American Journal of Psychotherapy, 68(2), 151-162. Rodolfa, E., Eisman, E., Rehm, L., Bent, R., Nelson, P., & Ritchie, P. (2005). A Cube Model for Competency Development: Implications for Psychology Educators and Regulators. Professional Psychology: Research & Practice, 36(4), 347-354. doi:10.1037/0735-7028.36.4.347

X-Cultural Training: Opportunities: Dr. Chanter, Dr. Lawry, and Jon Daily have met the requirements for multicultural training through the
continued education requirements of the Board of Psychology. Multicultural training will be included in the didactic schedule and will be explored
during case review in both individual and group supervision. In addition, attendance of multicultural and diversity seminars will be encouraged. We
will have outside speakers come in from American Indian local tribes speak to addiction and the Latina league will be addressing trauma within
families who are first generation. Languages (or specific dialects) staff can use in the delivery of clinical service: English.

**Responsibilities:** Intake and assessment of clients, scheduling of appointments, completion of progress notes and treatment planning,
coordination with collaborative resources, referring to higher levels of care when necessary, presenting cases in group supervision, co-leading
group supervision trainings, individual, group, family, couple counseling, co-leading community trainings, shadowing on community programs, and

**Prerequisites:** Required/Desired Experience: Minimum of two years clinical experience, including some with families and children. Personal or
professional experience with disability desirable. Experience with play therapy, infants, autism, child developments desirable. Language fluency,
especially Spanish, Asian languages, or ASL, very desirable. Coursework: psychotherapy (Required), psychopathology (Preferred), child
development (Preferred), Cross-cultural (Preferred), Dyadic or family therapy (Preferred) Brief Description of Requirements: Psychotherapy
experience and good clinical skills for their level of training and the ability to create good rapport and form therapeutic relationships with people in
diverse life situations are required. Experience with children and families and/or coursework in child development, family therapy, dyadic therapy,
play therapy, psychodynamic therapy highly desirable. Experience with clients with multiple life stressors also desirable.

**Application Procedures:** In addition to CAPIC form, agency requires applicant’s CV, three letters of recommendation, graduate transcripts, and
letter of intent. Selected applicants contacted for interview. Interview Process: Selected applicants have an individual interview with the Clinical
Director and one of the training supervisors. Interviewee will have the opportunity to learn about the agency, have questions answered, describe
relevant experience, respond to clinical case presented. What we are looking for: We are looking for applicants with the experience or training
listed above. We appreciate applicants who have personal warmth, enthusiasm for working with children and families, some disability awareness,
and flexibility. Other information: The National Center for Families with Disabilities in Parents or Children at Through the Looking Glass trains
mental health and social services students and practitioners nationally and internationally. This National Center also provides technical assistance,
legal consultation and advocacy, contributes to policy and legislative activities, and currently has seven research projects and seventeen
development/pilot projects (federally funded). TLG moved to the new universally accessible Ed Roberts Campus (www.edrobertscampus.org) in
Berkeley in December, 2010. Through the Looking Glass was awarded an Early Head Start (EHS) grant in 2010 and began an EHS program. The
EHS infant-toddler center opened in December, 2010. This program is in addition to our local and national services, expanding services offered by
TLG. This EHS center affords additional training opportunities for interns.

**Additional Comments:**