



POST-DOCTORAL FELLOWSHIP

COPERNICAN CLINICAL SERVICES
CHILD/ADOLESCENT/COLLEGE (DBT & TESTING)
STIPEND: \$70,000.00

We are seeking several full-time Post-Doctoral Fellows to join our training program. The 12-month position starts in September of 2024. It offers the opportunity for Fellows to step-up into a full-time staff position at CCS at the end of the training year.



About Us:

We are a growing group private practice with offices in both Newton & Lexington, MA. Our referral base offers access to a diverse array of clinical cases that will allow our Fellows to develop their professional presence in the Boston metropolitan mental health market. Fellows not only work with our seasoned clinical staff but also partner with a wide range of affiliated psychiatrists, co-treaters, and school referrers (Colleges, private and public-school staff).

Approach:

We teach our Fellows how to:

- Integrate a patient's psychological testing results and learning profile into a range of state-of-the-art treatment interventions including DBT, CBT, MI, ACT, and Multi-Modality Therapy (MMT).
- Coordinate treatment in a synergistic manner between individual, group, and family therapy treatment modalities.
- Supervise pre-doctoral interns utilizing a variety of psychodynamic techniques (transference/counter-transference interactions, parallel processes projective identification) to explore the supervisor/supervisee dyad.
- Coordinate treatment with CCS junior and senior staff members in our DBT and Testing rounds.
- Dive into a range of group dynamics during our after-group debriefings that emphasize group process, transference and counter transference issues, as well as patient responses to group curriculum/didactics.
- Conceptualize cases with an in-depth awareness of the diversity issues, developmental concerns, and larger societal views that frequently impede the roll-out of treatment interventions.

Our DBT Program Includes:

- Coordinating with treaters from a wide range of Boston-based inpatient psychiatric units
- Co-Leading an intensive outpatient DBT group of patients who have recently stepped down from an in-patient level of care with two DBT-F certified staff psychologists
- Engaging patients in an evidence-based DBT group curriculum (Rathus and Miller, 2015)
- Synergistically combining Individual/group/family therapy modalities to improve clinical outcome
- Utilizing a holistic, learning-based approach to DBT treatment that fully integrates testing evaluations into a traditional DBT program
- Completing comprehensive DBT testing evaluations that track into our DBT Treatment Program



Our College Transition Program includes:

- Addressing common college mental health issues and transition issues that include LGBTQ+ concerns, substance use, social development, and familial separation/individuation
- Understanding how to coordinate psychological testing results to establish a disability support plan within the student's college's disability support center
- Differentially treating college academic and clinical stressors with the support of our Clinical Tutoring program
- Coordinating treatment with campus-based staff members

Our Testing & Evaluation Program Includes:

- Completing comprehensive evaluations that are integrated into each patient's treatment program
- Coordinating findings with the patient's family/team members/school program (IEP process)
- Learning how to provide testing feedback to a given patient, parent, school team in a developmentally, contextually, and diversity-aware manner
- Coordinating on cases that frequently involve litigation through the Massachusetts Bureau of Special Education Appeals in conjunction with an educational lawyer
- Performing school consultations and observations
- Training on all of the following instruments:
 - General: WISC-5, WAIS-4, WIAT-4, PAI, TOWL-4, BASC-3, STAI, BDI-2, & MCMI-IV
 - Neuropsychological: D-KEFs, CPT-3, CATA, ROCF, BRIEF-2, & NEPSY-II
 - Anger Management: Novaco, AQ, STAXI-2, & AARS
 - Projective Tests: Rorschach (R-PAS) & TAT

Our Anger Management Program Includes:

- Co-leading anger management groups (middle school/high school/college)
- Court report writing and coordination with attorneys and probation officers
- Completion of fully integrated, holistic, anger management evaluations
- Implementing family therapy that is informed by the 4-C Model of Anger Management

A successful applicant will have a combination of the following:**Relevant Experience:**

- Clinical: Previous engagement in a wide range of clinical experiences in working with a breadth of developmentally diverse clinical populations
- Diversity: Has demonstrated a commitment to diversity in prior placements including work with patients who present with any combination of cultural, gender-identity, sexual-identity, and learning diversity issues
- Internship: Has completed their internship in a highly competitive (preferably APA-based) internship setting where they have experienced a range of clinical and assessment activities
- Educational: Have completed their doctoral dissertation and will have received their terminal degree (PhD or PsyD) before the start of the Fellowship and are close to sitting for the national psychology licensure exam and Mass jurisprudence exam

Additional Experience:

The following skillsets are not required but provide the applicant with an understanding of the types of experiences that add to an applicant's competitiveness in matching with our training program:

- Group Therapy: Group work with children/adolescents/college students in a school, outpatient, or college setting
- Individual Therapy: Experience in conducting thoughtfully planned individual therapy sessions with an emphasis on working with treatment resistance, frustration tolerance issues and applying a specific model of treatment in prior clinical work with patients
- Assessment/testing:

- Experience in completing integrated evaluations with a range of testing tools (We will ask you to provide us with a summary of your previous testing experience)
- Writing samples are reviewed and discussed during the interview process and are expected to be integrated into a clinical case presentation.
- **Clinical Writing:** There is a heavy emphasis on prior experience in producing comprehensive treatment plans, topic-focused writing samples, and documents related to various clinical experiences.
- **Treatment Settings:** Competitive applicants typically have prior experience in school settings, inpatient psychiatry placements, residential programs, court clinics, and/or college counseling centers
- **Critical Thinking Skills:** Critical thinking skills related to all aspects of their prior clinical training experiences.

Interview Process: Applicants who meet the above criteria will be asked to participate in a semi-structured interview where they will have the opportunity to present a clinical case to the CCS training staff. We look for clarity of thought and a firm grasp of all clinical facts relating to their overriding approach to treatment. The inclusion of testing results within the case presentation would also be helpful. The presentation should also include an awareness of evidence-based research findings and how they relate to their case presentation. Use of a brief PowerPoint format is generally helpful.

To Apply: Please send a cover letter, Resume/CV, and three writing samples (redacted) to:

David A. Perna, PhD
 Director of Training
 Copernican Clinical Services
perna@hms.harvard.edu.

Additional Information:

Please see the link to our training page that is listed below for more details on our training process, our supervisory approach, and a detailed listing of various training opportunities.

<https://www.copernican.solutions/training.html>

Fairness Policy:

It is the policy of Copernican Clinical Services (CCS) to create an environment that provides equal opportunity to all qualified applicants for staff/training/internship experiences and existing staff/interns/trainees without regard to their race, religion, color, national origin, sex, age, ancestry, protected veteran status, disability, sexual orientation, gender orientation, or any other basis that would be in violation of any applicable law or regulation. All aspects of their placement, including recruitment, selection, hiring, training, termination, compensation, and benefits conform to this policy to further the principles of equal training opportunity. CCS is fully committed to attracting staff members and training practicum students/interns/post-doctoral fellows from diverse and underrepresented backgrounds.