



REISS-DAVIS CHILD STUDY CENTER
A Service of Vista Del Mar Child and Family Services
3200 Motor Avenue
Los Angeles, California 90034
(310) 204-1666
Fax (310) 838-2791

Dear Applicant,

Thank you for your interest in the Reiss-Davis Child Study Center Post-Graduate and Post-Doctoral Fellowship Program for Social Workers and Psychologists. Enclosed you will find information on the Fellowship Program as well as an application. If you have any questions regarding the Fellowship, you can contact Ms. Lourdes Brown at (310) 204-1666, ext. 339 or at lourdesbrown@vistadelmar.org. To apply to the program, complete and mail the application along with your curriculum vitae, and arrange for three (3) letters of recommendation and a copy of your official graduate transcripts to be sent directly to:

Reiss-Davis Child Study Center

Vista Del Mar Child and Family Services

Attention: Lourdes Brown

Administrative Coordinator of Training Programs

3200 Motor Avenue

Los Angeles, CA 90034

**THE REISS-DAVIS CHILD STUDY CENTER
POST-GRADUATE AND POST-DOCTORAL FELLOWSHIP
FOR SOCIAL WORKERS AND PSYCHOLOGISTS
IN PSYCHODYNAMIC CHILD-ADOLESCENT PSYCHOTHERAPY & PSYCHODIAGNOSTICS**

General Introduction to the Reiss-Davis Fellowship Program

The Reiss-Davis Child Study Center Fellowship Program is designed for post-graduate social workers and postdoctoral psychologists who wish to further their training in psychodynamic theory and practice incorporating a neurobiopsychosocial developmental view in working with children, adolescents, and their parents/caregivers. The program utilizes a diagnostic and treatment process involving a multidisciplinary approach to arrive at the dynamic understanding of the interplay of the multitude of factors that influence children's intrapsychic and interpersonal experiences.

**BROCHURE FOR PART-TIME 24-MONTH FELLOWSHIP
IN PSYCHODYNAMIC CHILD-ADOLESCENT PSYCHOTHERAPY AND PSYCHODIAGNOSTICS**

History of the Reiss-Davis Fellowship Program

The Reiss-Davis Fellowship Program began with the opening of the Oscar Reiss Clinic for Child Guidance in 1950 and has continued uninterrupted since that time. During this time, the program has graduated a large number of psychiatrists, psychologists, and social workers who have taken the skills and training they gained during their Fellowships to help emotionally disturbed children and their families across the nation and world. Throughout those years, the Fellows have helped Reiss-Davis to meet its commitment to provide mental health services to all families, including low income families in the Greater Los Angeles area.

The Goals and Objectives of the Reiss-Davis Fellowship Program

The primary goal of the Reiss-Davis Fellowship Program is to provide further training for qualified mental health professionals seeking to advance their skills in working with children, adolescents, and their families, from a psychodynamic developmental perspective. This training also incorporates the latest findings in neurobiological research. The objective of the Fellowship Program is to graduate fellows who can take their newly-integrated skills and training in the areas of history-taking, patient observation, case conceptualization, diagnosis, and treatment into a variety of settings servicing the mental health needs of youngsters and their families/care-givers. The Fellowship Program functions within the overall operations and structure of the Reiss-Davis Child Study Center, and is an integral part of the clinic which has been offering services to children, adolescents and their families, while providing training for practitioners from the disciplines of social work and psychology, for nearly sixty years. The Reiss-Davis Fellowship Program is a 24-month commitment of 20-22 hours/week to learning about and providing services to emotionally disturbed children, adolescents, and their families. Fellowships begin in mid-September of each year.

Part-time Fellows maintain a weekly caseload of 10 direct service hours and receive a minimum of 2 hours of weekly individual supervision. Patient appointments for Fellows are scheduled for three days per week: Monday, Wednesday, Friday, 3:00-8:00 p.m. or Tuesday, Thursday, 3:00-8:00 p.m. and Saturday, 9:00 a.m.-3:00 p.m.

Fellows receive instruction in year-long seminars two days a week. Additionally, they receive a variety of in-service offerings through the parent agency, participate in a Family Observation Seminar at Cedars-Sinai during the summer, and are offered opportunities for participation in clinical research throughout their Fellowship. The year-long seminars begin in the third week of September and meet through June of each year. They are held weekly on Wednesdays and Thursdays from 8:45 or 9:00 a.m. to 3:00 or 3:45 p.m. They are taught by a distinguished faculty of psychoanalysts, and psychodynamically trained psychologists, psychiatrists, and social workers, all practicing clinicians with special training and interest in developmentally-based psychodynamic work. The year-long seminars offered in the Fellowship Program are as follows:

Courses and Seminars in the Reiss-Davis Clinical Fellowship Program

1st Year Parent Work I Seminar:

This seminar meets for 1 hour each week, offering the Fellows an opportunity to read about and discuss different aspects of parent work, which is a significant component of any child treatment case at Reiss-Davis. Case material will be used to highlight topics, with special attention paid to the importance of close collaboration between the child and the parent therapists.

1st Year Parent Work II Seminar:

This seminar meets for 1 hour each week, and is focused on the practical aspects of parenting work. A significant component of any child treatment case at Reiss-Davis is the work with parents. Fellows will discuss parenting work in a group supervision format, and exchange ideas and insights with one another. Special attention is paid to the importance of close collaboration between the child and the parent therapists.

1st Year Child Development Seminar:

The Fellows meet 1 hour per week to read and discuss classic as well as the most recent writings in the field of infancy and early childhood development. The goal of the seminar is to impart an understanding and appreciation of the centrality of early childhood maturation and experience in personality formation. This seminar focuses on both normal and pathological development in infancy (fall semester) and the early years (spring semester) and utilizes a combination of videos, readings, didactic teaching, and case presentations.

1st Year Psychological Testing I (psychologists only):

The Fellows participate in testing seminars throughout the course of their training. The focus is on psychological testing which includes all types of testing offered at Reiss-Davis: projective, intellectual, cognitive, emotional, and educational. The psychological testing seminar meets for 1 hour each week with special attention given to the Rorschach as a projective technique, using the Exner Comprehensive Rorschach System.

1st Year Theories of Development and Psychotherapy: Survey of Psychoanalytic Thought:

This course will meet 1½ hours per week, beginning with Freud and moving through Ego Psychology, Object-Relations Theory, Self-Psychology, Attachment theory and modern neurobiology. The purpose of this course is to provide a well-grounded understanding of the evolution of psychoanalytic thought with a developmental emphasis. Students will be familiar with all the major psychodynamic authors and their basic concepts. Case discussion will help focus this understanding on work with children and parents.

1st Year Freud

This course will meet for 1 hour per week to study the major works of Dr. Sigmund Freud, through three recognized phases of development, i.e., trauma and affect theory, the topographical frame of reference, and the structural frame of reference. Through the safe holding environment of the classroom, topics explored will include dream interpretation, the unconscious, and the ego, not only to gain a deeper understanding of his work, but to also think about its relevance to our work today.

1st Year Neurobiology and Attachment Theory with Case Applications:

This course will meet for 1-1/2 hours per week. We will focus on the structure and development of the brain within the context of the parent-infant relationship. Students will learn about the origins of psychopathology as well as the treatment of regulatory disturbances. Works by Applegate and Shapiro, Schore, Fonagy, Siegel and Cozolino will be used. Case discussions will help ground the theory in practical applications to child therapy.

1st Year Approaches to Play Therapy:

The Fellows meet 1 hour weekly for an in-depth study of the theory and technique of play in child psychotherapy from a psychoanalytic perspective. The seminar utilizes a combination of readings, didactic teaching, and case presentations.

Family Therapy Course

The purpose of this course is to develop an understanding of family systems and the special considerations when working with a system in therapy. This course meets for 1 hour per week. The content focuses on family dynamics for purposes of assessment, case conceptualization, treatment, and interventions.

1st and 2nd Year Dream Work Seminar:

This seminar meets twice monthly for 1-1/2 hours. The focus is on working with dreams in clinical practice with children, adolescents, and adults. The format of the course is practical and case centered. The aim of the seminar is to familiarize the Fellows with the use of the dream in assisting with the diagnosis and prognosis of the psychological condition of the individual as well as a measure of progress of the psychotherapeutic work.

2nd Year Parent Work-III

This course meets for 1 hour each week. The purpose of this seminar is to deepen the understanding of therapeutic interventions coming from different psychoanalytic methods used around the world and how to implement them with parents and families. The Fellows will read and discuss articles in class and apply them to clinical cases.

2nd Year Object Relations Theory

This seminar will survey the development of Kleinian Object Relations theory and its extension through the work of Wilfred Bion. Readings and discussion will focus on both developmental constructs and therapeutic application.

2nd Year Approaches to Relational Psychotherapy

This seminar meets for 1 hour each week. The course objective is to understand the evolution of contemporary relational theory and how it applies to work with children, adolescents and their parents. Fellows will read the seminal authors on relational theory and apply their understanding to case material.

2nd Year Trauma: Theory and Practice

This seminar meets for 1 hour each week and will focus on an understanding of the causes, symptoms, and treatment of trauma working with children, adolescents and adults. The format of the seminar is the discussion of readings and integration of case material.

2nd Year Latency

This seminar meets for 1 hour each week. The seminar will focus on the developmental characteristics of the school-age child, ages 6 - 11. The goal of the seminar is to convey an understanding of the emotional, social, and cognitive tasks of this age group. A combination of readings, video tapes, and field projects will be utilized to facilitate a well-rounded understanding of the school age child.

2nd Year Psychological Testing II (psychologists only):

This seminar, a continuation of the first year, meets for 1 hour each week with a focus on additional psychological tests used in the standard Reiss-Davis test battery, including the Thematic Apperception Test, Bender-Gestalt, WISC-IV, and the various drawing tests. Fellows may work together as a team conducting different parts of a diagnostic evaluation.

2nd Year Integrative Seminar: Psychotherapy and Contemporary Issues

This seminar meets for one hour per week for second year fellows. The purpose is to help students consolidate their own theories of therapy through readings of contemporary psychoanalytic authors and intensive case discussion.

2nd Year Mindfulness and Being Mindful: Awareness of Religious, Ethnic and Cultural Differences

In this weekly course, religious and spiritual experience will be examined through the lens of various psychological theories and the depth psychologies of religious experience will be explored. Psychotherapy will be examined from a Buddhist perspective. Issues surrounding the importance and challenges of working with religious and spiritual experience in psychotherapy will be examined.

2nd Year Case Supervision

This course involves weekly group supervision on second year fellows' ongoing cases of children and adolescents from a relational psychoanalytic point-of-view. Issues regarding diagnosis and possible treatment with psychotropic medication are also addressed.

TEACHING FACULTY/SUPERVISORS

Allen Bishop, Ph.D.
Rachel Bartur, LCSW
Joan Browner, Ph.D.
Van Dyke DeGolia, M.D.
Brandon French, Ph.D.
Sheila Honig, Ph.D.
James Incorvaia, Ph.D.
Holly Knight, Psy.D.
Robert Moradi, M.D.
Patricia O'Brien, Ph.D.
Ava Rose, LCSW
Carol Rosenfeld, Ph.D.
Simcha Saiek, Psy.D.
Judith Schore, LCSW, Ph.D.
Susan Spiegel, LCSW, Ph.D.
Scott Shapiro, Psy.D.
Violetta Sternberg, Ph.D.
Donald Tessmer, Ph.D.
Scott Tommey, Ph.D.
Roslyn Menitoff, LCSW
Marianne Young, LCSW, Ph.D.

RECIPIENTS OF THE ANNUAL EDNA REISS- SOPHIE GREENBERG CHAIR
and LECTURE SERIES

Recipients are Recognized for their Outstanding Contribution to
the Field of Child and Adolescent Mental Health

First Annual Chair: James Gooch, M.D. Second
Annual Chair: Stanley Greenspan, M.D. Third
Annual Chair: Daniel Siegel, M.D.
Fourth Annual Chair: Allan Schore, Ph.D.
Fifth Annual Chair: T. Barry Brazelton, M.D. Sixth
Annual Chair: Joseph Palombo, L.C.S.W.
Seventh Annual Chair: Peter Levine, Ph.D.
Eighth Annual Chair: Violet Oaklander, Ph.D.
Ninth Annual Chair: Steven Porges, Ph.D.
Tenth Annual Chair: Bessel van der Kolk, M.D.
Eleventh Annual Chair: Alicia Lieberman, Ph.D.

APPLICATION REQUIREMENTS

The Reiss-Davis Fellowship is an advanced training program. Postdoctoral Psychology applicants are expected to have completed all professional degree requirements (Ph.D. or Psy.D.) from a regionally accredited institution of higher education, including a minimum of 1500 hours of pre-doctoral supervised professional experience at an internship that meets APPIC standards. Post-graduate Social Work applicants are expected to be holding an MSW, having completed a clinical internship. Some previous professional training and experience with children and adolescents as well as demonstrated aptitude for therapeutic work is essential. Personal interviews and at least three references from previous supervisors are required.

With their degrees granted, Fellows can begin mid-September of each year. Seminars begin during the third week in September. The Fellowship will yield a minimum of 1500 hours of supervised postdoctoral clinical experience needed to meet the Board of Psychology requirement for licensure in the state of California and an equivalent number of hours of post-graduate clinical experience towards social work licensure with the Board of Behavioral Sciences in the state of California. There shall be formal evaluations of performance and competence of every Post-doctoral Fellow and Social Work Fellow in the middle and at the end of each of the two Fellowship years. Upon satisfactory completion of the Two-year Fellowship, a Certificate of Completion is awarded to all program graduates.

The stipend for the Part-time Fellowship is \$12,500.00/year. For additional information regarding the Fellowship's policies, procedures and due process, *write to:*

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SERVICES AT REISS-DAVIS

- Diagnostic evaluations
- Individual psychotherapy
- Psychological testing
- Psycho-educational diagnostic testing
- Neurofeedback training
- Clinical research
- Educational programs for divorcing parents and children

Reiss-Davis Child Study Center is a non-profit, non-sectarian facility for the evaluation, diagnosis, and treatment of emotional disorders of childhood and adolescence. Reiss-Davis has been training professionals in this field for half a century, and is sponsored and supported, in part, by philanthropic organizations and individuals.