UCLA TIES FOR FAMILIES



2027-28 Postdoctoral Fellowship Program

UCLA TIES for Families is an interdisciplinary program dedicated to optimizing the growth and development of foster/adoptive children, from birth to age 21, and their families.

Introduction:
UCLA TIES for Families is an interdisciplinary, university-based program established in 1995 to promote the successful adoption, growth, and development of children and young people from age 0 to 21 in foster care, especially those with prenatal substance exposure. The program is located in Los Angeles, California on the UCLA campus and works in close collaboration with the public child welfare and mental health systems. The program employs an innovative model of trauma-and resiliency-informed intervention to reduce barriers to the adoption of these children and support their successful transition into permanent homes with stable, nurturing families.

Services are available free of charge to foster/adoptive families of children who are placed and referred by the Los Angeles County Department of Children and Family Services. The TIES model includes a nine hour program of preparation for adoptive parents, assessment of individual children's development, and pre-placement consultation with prospective adoptive parents by a multi-disciplinary team regarding the child's mental health, medical, and educational needs. There is a comprehensive array of intervention services available to children and families, including adoption-specific psychotherapy for new families in transition, individual and family therapy, home-based mental health services, psychological testing, monthly parental and child support groups, short-term weekly therapy groups for children and teens, parenting skills training, infant mental health, and parent mentoring. Our team includes professionals from 8 disciplines (psychology, psychiatry, pediatrics, education, social work, speech and language, occupational therapy, and in-home behavioral services) and diverse backgrounds and experiences to rally around foster/adoptive children and families with trauma and resiliency informed, child-welfare competent care to enhance stability and optimize outcomes for children. We are sensitive and attuned to an array of cultural contexts and diversity issues. A substantial proportion of children we serve are of color, some of whom are in transracial placements, and approximately one third of the families we serve identify as LGBTQ.

UCLA TIES for Families also provides training at the local, state, and national level on the adoption of foster children with special needs and on the lessons learned from serving this population over several decades. Training is offered to prospective and current resource/adoptive parents, child social workers in public welfare, and professionals in the legal and mental health systems. Longitudinal research is being conducted on the effectiveness of the project and the developmental outcome of the children and their families.

Postdoctoral Psychology Training Program:

UCLA TIES for Families offers the following postdoctoral training options:

1. **Clinical (1-year)**
2. **Clinical-Research (1-year)**
3. **Infant Mental Health (2-years)**

Clinical postdoctoral fellows provide the following services to children and families:

- Child, adolescent, and family psychotherapy utilizing evidence-based approaches (e.g. Child Parent Psychotherapy, Parent-Child Interaction Therapy, Managing and Adapting Practice, Attachment Regulation and Competency, PEERS, Reflective Parenting Program, Seeking Safety, UCLA TIES Transition Model)
- Group therapy, aimed at fostering attachment and better supporting both children and families adjusting to the specific circumstances of adoptive placement
- Involvement in the Infant Mental Health program, including developmental assessments, home visiting, and parent-infant support groups
- Therapeutic home visiting to strengthen parent-child attachment, support parents through the child welfare and court systems, and provide interactive guidance about developmental, emotional and behavioral issues of infants and toddlers
- Participation in clinical trial of ADAPT, a manualized adoption-specific intervention for older children being adopted from foster care and their parents

- Interdisciplinary, comprehensive psychological evaluations

Clinical-Research postdoctoral fellows split time providing clinical services mentioned above (60%) while engaging with the research team on a collaboratively identified clinical research project (40%).

Infant Mental Health postdoctoral fellows provide the clinical services mentioned above, with an emphasis on meeting the needs of infants and toddlers and their foster/adoptive families.

In general, the postdoctoral training program begins September 1, 2027 and ends August 31, 2028. The infant mental health track will end August 31, 2029. The fellowship is a full-time appointment and offers an anticipated salary of at least $78,000, plus a comprehensive package of benefits, including health insurance (which includes medical, dental, and vision care; see https://medschool.ucla.edu/gme/benefits-at-a-glance). Travel stipend will be considered and reviewed individually when fellows are presenting and representing UCLA TIES at conferences. Additional training expenses will also be considered. Fellows receive 24 days of vacation, 14 University Holidays, and 12 days of sick leave per year.

The postdoctoral program consists of professionally supervised, comprehensive clinical training experiences that include fellows carrying a caseload of infants, children, teens, and foster/adoptive parents with weekly individual (at least 2 hours) and weekly group (approximately 2.5 hours) supervision to cover treatment planning, psychological testing, psychodiagnostic assessment, consultation, and professional development. Fellows will spend 65% of their time providing professional psychological services. Fellows attend weekly 90-minutes case conferences with a multidisciplinary team to discuss complex clinical issues on treatment cases. Fellows conduct monthly and/or weekly group therapy with children and parents. Fellows also provide psychological testing and develop proficiency at interpretation and write-up, in addition to continued development of the basic skills of testing administration and scoring. Clinical expectations may vary depending on the postdoctoral track selected, noted above.

Fellows intervene with cases as part of a multidisciplinary team (MDT). Team members include licensed psychologists, child psychiatrists, social workers, educational consultants, occupational therapists, speech and language pathologists, pediatricians, community-based behavioral intervention specialists, and parent and youth mentors who serve as role models and help to support the fellows' integration into the treatment team. Fellows participate in consultation activities as part of the MDT and may attend IEPs at schools or conduct school observations as appropriate for particular cases.

Fellows have a primary supervisor who serves as a mentor and supports fellows in the areas of professional development towards individual career goals. At times, this may include supervision on supervising a Psychology graduate student in clinical activities, observing staff making in-service presentations inside the program and in the community and then making these presentations themselves, or developing a small clinical program to coordinate and administer. Fellows also observe staff clinicians providing consultation to other systems outside mental health, including health, education, social welfare, and the court, and fellows gradually provide such consultation themselves once prepared to do so under supervision. Fellows observe and assist licensed clinical psychologists in infant testing and home visiting parent-child interventions before gradually implementing these interventions independently. Training on documentation and mental health delivery regulations and guidelines are also included.

Fellows attend monthly in-service trainings at UCLA TIES for Families. They may also attend weekly UCLA Psychiatry and monthly UCLA Child Psychiatry Grand Rounds, biweekly lectures through the UCLA Stress Trauma and Resiliency program, and lectures at the Semel Institute and other related UCLA schools and departments. Fellows also attend off-campus trainings as necessary to develop the skills to conduct clinical activities. Clinical experiences build upon the skills and competencies of the fellow to prepare him or her for the independent practice of psychology once he or she becomes licensed. Supervisors recommend and discuss with fellows state of the art reviews of literature and evidence based treatments, theories of parent-child interaction, child development, and child mental health outcome studies. Fellows are also involved in discussions with supervisors

and the entire MDT regarding legal issues, consumer safety, and ethical dilemmas.

All postdoctoral psychology fellows will complete a project during their training. They have the opportunity to lead new data collection efforts or work from existing projects. A list of previous, current, and upcoming research projects, presentations, and publications will be provided for reference. Fellows who select the Clinical-Research track will engage further with the research team on relevant projects.

Training goals and objectives for the clinical postdoctoral fellowship:

The following proficiencies are expected by the completion of the training year.

- Expertise in a range of child and family therapy interventions, in addition to exposure to a variety of evidence-based intervention models including Child-Parent Psychotherapy (CPP), Managing and Adapting Practice (MAP), Parent-Child Interaction Therapy (PCIT), and Attachment Regulation Competency (ARC) Framework.
- Adoption-specific clinical interventions including the TIES Transition Model and clinical work and research related to Adoption-Specific Psychotherapy (ADAPT).
- Facilitation of groups for children and parents on topics such as the process of adoption, foster-care, social skills, grief and loss, trauma, and adolescent issues.
- Psychological testing at an advanced level using a wide variety of children's tests of developmental status, emotional, social and intellectual functioning, academic achievement, learning and memory, adaptive skills, stress and coping skills, and neuropsychological functioning.
- Training in infant mental health to include developmental assessment, therapeutic home visiting, attachment-building and dyadic interventions, didactic seminars, and treatment goals specific to this population.
- Supervision of externs in the performance of psychological testing.
- High-level collaborative work with multidisciplinary team, including UCLA TIES case managers, psychiatrists, educational consultant,

pediatrician, speech/language pathologist, and behavior interventionist, as well as DCFS social workers.

- Cultural responsiveness, sensitivity and humility in community mental health and work with foster and adoptive families. Because of the complex needs of the children and families we serve (with a large number of children and families of color, 40% of our families are transracial, and 35% of our families are LGBTQ), issues related to individual and family diversity, racism, microaggressions, privilege, policing practice, disparities in care and opportunities, immigration and acculturation, multiple layers of identity, and oppression are interwoven with a child welfare-competent trauma and resiliency lens into our ongoing case conceptualization and services.
- A comprehensive understanding of procedural and legal issues associated with children and families involved with the Department of Children and Family Services (DCFS), especially as they relate to public adoption.
- Postdoctoral project that includes new data collection efforts or work from existing projects to inform presentations and/or publications at TIES.

During initial supervision sessions, additional, more personalized goals may be developed with the postdoctoral fellow, depending on specific training interests, available resources, and career goals. Expectations and goals may also vary depending on the postdoctoral track selected.

Supervision and Training Experiences:

Postdoctoral fellows will receive their own supervision according to California Board of Psychology requirements for licensure. Supervised professional experience meets and often exceeds the state's licensure requirement of 1,500 post-doctoral hours, usually including at least 2 hours per week of individual supervision with two separate licensed supervisors and at least 2.5 hours per week of group supervision. Postdoctoral fellows will also receive supervision as they are being trained as supervisors themselves, via supervising psychology externs in testing.

As part of their training, postdoctoral fellows attend the following required orientation experiences:

1. TIES Orientation (5 hours): seminar describing all aspects of the TIES program, services offered, its interface with Department of Children and Family Services, and outcome data on the various TIES programs.
2. ADAPT Intervention Training (6 hours) on a UCLA TIES-developed manualized adoption-specific intervention for older children being adopted from foster care and their parents.
3. LA County Department of Mental Health Trainings including the Child and Needs (CANS) and Initial Assessments (at least 8 hours), Cultural Competency 101 (1.5 hours), Promoting Placement Stability Utilizing the Child & Family Team Process (3 hours), Fetal Alcohol Spectrum Disorder: Screening, Diagnosis and Interventions (3 hours), and Clinical Learning Pathway for Trauma Informed Strategies for Working with Individuals with Intellectual and Developmental Disabilities (2 hours).
4. PREP is an introductory seminar (total of 9 hours) to the issues involved in adopting children from foster care, many with prenatal substance exposure (e.g., understanding addiction, building empathy for the birth parents, developing concrete parenting strategies using temperament, understanding the research about prenatal substance exposure and family history of mental illness, discussing who to tell about your child's history), as well as an opportunity to hear about concerns of prospective resource parents.

Ongoing training is also conducted through weekly supervision related to learning evidence-based practices (e.g., the UCLA TIES Transition Model and Adoption-Specific Treatment, Managing and Adapting Practices). They also attend monthly psychological testing didactic (e.g., WISC-V, WIAT-4, WRAML-3, projective drawings, Roberts-2, Fetal Alcohol Spectrum Disorder Assessments, Case conceptualization and diagnoses through a trauma-informed lens, etc.), Infant Mental Health seminar devoted to discussions of readings or research relevant to the population of infants in foster care and their families (e.g., research on Sharing, RIE child care method, early speech and language development, outcomes for institutionalized infants, Understanding night terrors, etc.), wellness program, and professional development in-service training (e.g., special education – navigating the system; understanding the role of occupational therapy within a mental health program; disproportionality and health disparities - implications of

race, ethnicity, and culture for diverse families and communities; racial socialization using critical race theory framework; services for transitional age youth; legal issues for children in foster care; transracial adoption and the adoption of African American children from public child welfare; best practice clinical strategies for supporting children in transracial and diverse families; understanding and working with specific diverse groups (e.g., LGBTQ youth and families, Latino families) and intersectionality; complex identities and being sensitive to and supportive of children and young people through multilayered identity development; exploring safety issues within the understanding of oppression and privilege; and the impact of microaggressions and discrimination on children's development and wellbeing).

Trainees may also attend elective clinical experiences through the UCLA Psychiatry and UCLA Child Psychiatry Grand Rounds and lectures at the Semel Institute. They also attend off campus trainings offered through the Adoption Promotion and Support Services program or Department of Mental Health as necessary to develop the skills to conduct clinical activities.

Monitoring and Evaluation of Postdoctoral Fellowship:

At the beginning of the training year, the primary supervisor and postdoctoral fellow discuss and develop training goals and objectives. Ongoing verbal feedback is provided during weekly supervision. Written self-evaluation by the postdoctoral fellow and supervisors' feedback on fellow's progress is completed at least twice during the year using a competency-based evaluation (rated as 1 -"Fundamental awareness", 2 - "Intermediate", 3-"Advanced", 4 –"Expert" or "No Opportunity to observe"). Fellows are expected to obtain a rating of 3 -Advanced or 4 - Expert across the following competencies by the end of the fellowship:

- Professionalism
- Individual and cultural diversity
- Ethical and legal standards
- Reflective Practice/Self-Assessment/Self-Care
- Relationships
- Scientific Knowledge and Methods

- Evidence-Based Practice
- Assessment
- Intervention
- Consultation
- Teaching
- Supervision
- Interdisciplinary Systems

Methods of evaluation may also include**:**

- Individual and group supervisory sessions
- Observation of contributions to seminars and clinical meetings
- Observation by co-therapists/supervisors of therapy sessions
- Evaluation of written reports of assessment and consultation
- Review of evaluations by externs whom the fellow supervises

Due Process Procedure:

Postdoctoral fellow performance is evaluated continually across the span of the one-year fellowship. Supervisors give feedback on a continuous basis during individual and group supervision as well as in meetings initiated by the supervisor or fellow. Supervisors are committed to fellows' training and learning opportunities and the development of new skills and experiences. It is the supervisor's responsibility to inform the fellow as soon as possible if there is concern over the fellow's performance, including functioning below the expected level of competency and problematic behavior. Remediation is instituted under these circumstances and may include increased supervision, change in focus or format of supervision, or recommendation of accommodations.

The due process procedure consists of proper notification of the dispute to the individual, providing substantial evidence supporting the dispute to the individual, and providing the individual the right to counsel, right to appeal the action, and right to a hearing. Postdoctoral fellows are given information about postdoctoral expectations, evaluation procedures, and due process and grievance procedures during the orientation period at the start of their postdoctoral fellowship.

The Due Process Guidelines are as follows:

1. Postdoctoral fellows will receive the due process procedure and expectations related to professional functioning and level of competency at the start of their postdoctoral fellowship.
2. The Training Director and supervisor(s) will discuss the expectations in both group and individual settings with the postdoctoral fellow.
3. Postdoctoral fellows will receive procedures for evaluation, including when and how evaluations will be conducted. Evaluations are completed at least twice a year based on performance and competency.
4. Supervisor(s) will communicate early and often with the fellow, when needed, of any suspected difficulties that are hindering performance
5. If appropriate, a remediation plan for identified performance inadequacies will be instituted. A time frame for expected remediation and consequences for not rectifying inadequacies will be included with the remediation plan.
6. Fellows are entitled to the Notice, Hearing, and Appeal process as outlined in the Grievance Procedure below and Section 70 of the UC Personnel Policies for Staff Members: https://policy.ucop.edu/doc/4010417/PPSM-70 .
7. Postdoctoral fellows will be given sufficient time to respond to any disciplinary action before it is implemented.
8. Documentation of the disciplinary process and actions will be provided to all parties involved.

If the fellow is presented with a remediation plan or disciplinary action, the fellow can accept or appeal the formal decision. Disciplinary action is only taken when there is recurring unmet performance expectations and may take the following forms: letter of warning, written records of discussion suspension, and/or dismissal. For example, when a problem arises such as the fellow showing up late to work repeatedly and it has been a pattern, it will be discussed in person with the fellow and written records of discussions will be kept. Upon setting expectations for improved performance, if the fellow does not show improved performance a counseling memoranda will be given with a specific corrective action plan. If continued tardiness persists, disciplinary action in the form of a letter of warning will be issued to the fellow. Suspension and dismissal may follow if

performance is not improved as expected. The University shall provide the postdoctoral fellow with a written Notice of Intent before initiating suspension or dismissal.

If a fellow demonstrates one or more of the following behaviors, attitudes or characteristics that interferes with his/her professional functioning, the behavior will be considered a serious problem requiring intervention: an inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior; an inability to acquire professional skills in order to reach an acceptable level of competency; and/or an inability to control personal stress, strong emotional reactions, and/or psychological dysfunction, such that they interfere with professional functioning. Examples of problematic behaviors include:

- The trainee does not acknowledge, understand, or address the problem when it is identified;
- The problem is not merely a reflection of a skill deficit, which can be rectified by academic, didactic, or experiential training;
- The quality of services delivered by the fellow is sufficiently affected in a negative way;
- The problem is not restricted to one area of professional functioning;
- The problematic behavior could have ramifications for ethical and legal concerns if not addressed;
- A disproportionate amount of time and attention is required by training staff and/or;
- The trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.

When a combination of intervention strategies does not resolve the identified problem(s) or when a fellow seems unable or unwilling to alter her/his problematic behavior, attitudes, or characteristics, the Training Committee may need to take more formal action for advisement such as putting a fellow on temporary suspension and/or dismissal from the training program. If a fellow is charged with severe violations of the APA Code of Ethics, and/or where imminent harm to a client, either physically or psychologically, she/he will be suspended from engaging in any/or all direct services. Such suspensions can be initiated by the Training Director, Clinical Director or Executive Director. All temporary suspensions become effective

immediately upon written and oral notification of the fellow. The written notification, which includes the reasons for the suspension, is provided to the fellow within one working day of oral notification. Dismissal as a UCLA TIES postdoctoral fellow and employee of UCLA will be determined by the Training Committee in accordance to the University policy.

A postdoctoral fellow who receives a Notice of Intent shall be entitled to respond within 15 calendar days of the issuance of the Notice of Intent. The University shall review any timely responses received and if determined to institute the discipline or dismissal after review, a Notice of Action will be issued to the postdoctoral scholar. After the postdoctoral fellow receives the written Notice of Intent, the fellow will have the opportunity for a hearing where they can hear and respond to the problematic behaviors or concern. The postdoctoral fellow has the right to appeal the action in accordance with Section 70 of the UC Personnel Policies for Staff Members. If the fellow wishes to accept the action, acceptance of the decision will be documented and the fellow is expected to perform and rectify identified performance inadequacies within the given time frame. If the fellow wishes to appeal the remediation plan decision, a letter of appeal must be filed within 15 calendar days. A review panel consisting of the Training Director, Executive Director, and Human Resources Director will convene to conduct an appeal and make recommendations or request further deliberations.

Grievance Procedure:

The University is committed to providing a meaningful fellowship program and the program welcomes a continual feedback loop between fellows, supervisors, and all members of staff. If a postdoctoral fellow has a concern about an aspect of the fellowship program or with another staff member, the fellow can communicate the grievance during a meeting with the Training Director. Fellows are encouraged to speak with their supervisor(s) and the Training Director about any dissatisfaction. If the concern is resolved through consultation or informal meditation, no further action is taken. If the fellow is not satisfied with the response of the senior management, the fellow may request formal meditation and initiate the grievance procedure.

It is the policy of the University to facilitate the resolution of complaints arising from employment within the University. No employee shall be subject to reprisal for using or participating in the grievance procedure. Postdoctoral fellows will receive the grievance procedure at the start of their postdoctoral fellowship during their orientation period.

The review of a complaint made by a postdoctoral fellow will follow the process outlined below.

Informal Grievance Resolution (Optional) – Before commencing formal grievance process, the fellow may discuss the grievance with his or her immediate supervisor in a timely manner. If issue cannot be resolved informally, the fellow should discuss the concern with the Training Director, or the Executive Director. If the grievance is not resolved through informal discussion, the postdoctoral fellow may seek review as set forth below.

Step I–Request for Formal Review

The fellow must submit a written complaint to the Semel Human Resources Director. If fellow is challenging a Notice of Intent, written complaint must be submitted within 15 calendar days of the Notice of Intent. A written response to the grievance will be provided to the fellow within 10 workdays in accordance with University procedures.

Step II-Campus Grievance Review/Appeal

If the fellow believes that any of the claims alleged in the grievance were not satisfactorily resolved at Step I, the employee may submit a written appeal with all supporting documents within 5 days of receipt of the grievance response to the Campus Human Resources Director. Within 20 working days an administrative review will be conducted and a written response will be provided to the postdoc.

Step III-Hearing

If the fellow's claims have not been satisfactorily resolved at Step I or Step II, the fellow may submit the unresolved claims for a final and binding

decision by a hearing officer within 10 working days. The hearing officer will issue a final and binding written Step III decision.

Postdoctoral fellows will be made aware of appropriate policies, procedures and assistance available to them in resolving conflict in accordance with Section 70 of the UC Personnel Policies for Staff Members. Please view the policies online for more information about grievance and due process procedures. The UC Personnel Policies for Staff Members can be viewed online: https://policy.ucop.edu/doc/4010417/PPSM-70

Core Postdoctoral Training Faculty:

Eugenia Hsu Tsao, Ph.D., Associate Director: Eugenia Hsu Tsao, Ph.D. is the Associate Director of UCLA TIES for Families and Training Director for our APPIC-member Postdoctoral Psychology Program. Dr. Tsao is also the Department of Children and Families Services Project Lead at the UCLA Prevention Center of Excellence. Dr. Tsao is a Clinical Psychologist who received her doctorate degree from the University of Nebraska-Lincoln and subsequent specialized training in developmental psychopathology and working with children and families where child trauma has occurred. As the Clinical Director, she is responsible for the planning, implementation and oversight of client care and administrative operations of our clinical program. She is also the primary supervisor for our staff clinicians and interdisciplinary consultants. She has experience in bringing and implementing evidence-based practices to a community mental health setting and closely collaborating with the outside agencies to creatively meet the multiple needs of vulnerable children from the child welfare system. As the Training Director for our APPIC-member Postdoctoral Psychology Program, she serves as primary supervisor and mentor for our postdoctoral fellows. Dr. Tsao has developed trainings and presented in the areas of child trauma, working with children in foster care and adoption, culturally responsive trauma and resilience informed systems, professional wellbeing and reflective leadership.

Audra Langley, Ph.D., Director: Dr. Langley is a Clinical Psychologist and Professor of Health Sciences at the UCLA Semel Institute for Neuroscience and Human Behavior and the UCLA DGSOM Department of Pediatrics. Dr.

Langley also co-directs the UCLA Pritzker Center for Strengthening Children and Families and is the Child Welfare lead for the DMH UCLA Prevention Center of Excellence. Dr. Langley is an experienced clinician and researcher who specializes in culturally responsive, trauma and resiliency informed care for children and adolescents with post-traumatic stress and her body of work has sought to increase access to quality mental health interventions for under-resourced populations of children, including those involved in the child welfare system and school based mental health. Dr. Langley is the author of 4 treatment manuals and books, including "ADAPT Adoption-specific Psychotherapy: A Guide to helping Adopted Children and Their Families Thrive" and "Bounce Back: an Elementary School Intervention for Childhood Trauma." She has presented and published numerous research papers and trainings on her work.

Alycia Davis, Psy.D., Director of Clinical Services: Alycia Davis, Psy.D. is a clinical psychologist at UCLA TIES for Families. Dr. Davis received her doctorate in clinical psychology from the Graduate School of Applied and Professional Psychology at Rutgers University. Dr. Davis completed her predoctoral clinical internship at St. John's Child and Family Development Center in Santa Monica, where she worked with children, teens, and families in a school-based and community mental health setting. Dr. Davis specializes in providing trauma informed, empirically supported assessment and interventions for children, adolescents, and young adults with a range of mood related symptoms. Dr. Davis is trained in providing interventions such as cognitive behavioral therapy (CBT) and dialectical behavior therapy (DBT) for children and adolescents with significant mood and behavioral dysregulation. At TIES, she provides individual, collateral, family and group therapy, provides clinical supervision of psychology externs and interns, and conducts preplacement consultation and psychological testing.

Catherine Lippincott, Psy.D., Director of Infant Mental Health: Catherine Lippincott, Psy.D. is a clinical psychologist at UCLA TIES for Families and is highly experienced in specialized services for children age 0-5 and children who have experienced interpersonal trauma, including physical and sexual abuse, neglect, and domestic violence. Dr. Lippincott is trained in a number of evidence-based programs, including Child Parent Psychotherapy, Parent Child Interaction Therapy, and Reflective Parenting Program. She is highly

involved in the Infant Mental Health program at UCLA TIES for Families and recently completed the Napa Infant-Parent Mental Health Fellowship Program, an intensive, interdisciplinary training and mentoring program for professionals who work with children ages 0-5. In addition to providing individual, family and group psychotherapy at TIES, Dr. Lippincott leads parent and children support groups, conducts psychological testing, provides consultation, and supervises clinical psychology postdoctoral fellows and doctoral students.

Postdoctoral fellowship minimum qualifications:

- Doctoral degree from an APA-accredited program in clinical psychology (with conferral date prior to fellowship start date of September 1, 2027)
- Completion of APA-accredited clinical pre-doctoral internship
- Significant experience related to psychotherapy with children, adolescents, and families.
- Experience with evidence-based treatments for child and/or adolescent mood, anxiety, behavioral, or posttraumatic issues.
- Experience administering and interpreting common psychological tests of children's cognitive, emotional and behavioral functioning.
- Flexibility in work hours to meet productivity goals and deadlines
- Team player and ability to establish and maintain effective working relationships

UCLA TIES postdoctoral fellowship application process:
The 2026-2027 UCLA TIES postdoctoral fellowship is a one-year fellowship beginning on Wednesday, September 1, 2027 and ending on Wednesday, August 31, 2028. The infant mental health track will end August 31, 2029. The UCLA TIES for Families outpatient clinic is located at 740 Westwood Plaza, One-West, Los Angeles, CA 90095-1759. Postdoctoral fellow(s)' offices are located at the UCLA Rehabilitation Building, and there is a free shuttle service that can be used for transportation to occasional meetings on the main campus of UCLA. UCLA TIES is open Monday through Friday between the hours of 9:00 AM and 6:30 PM, although monthly support groups may occasionally meet at later times (e.g., 6:30-8:00 PM).

Postdoctoral fellowship applications are due **November 30, 2026**. Interviews will take place Dec 2026/Jan 2027 and we will continue to review applications and conduct interviews until all available positions are filled.

To apply for the position, send cover letter, CV, and three letters of reference to: Paisha Allmendinger at pallmendinger@mednet.ucla.edu, or mail to UCLA TIES for Families, 740 Westwood Plaza, One-West, Los Angeles, CA 90095-1759.

Website: www.semel.ucla.edu/ties. UCLA is an equal opportunity employer. Please note this is a distinct and separate position than the postdoctoral fellowship advertised with Harbor-UCLA.