IMCES
www.imces.org

Institute for Multicultural Counseling & Education Services

A PRIVATE NON-PROFIT ORGANIZATION ASSOCIATED WITH THE DPI/NGO WITH ECOSOC STATUS OF THE UNITED NATIONS FOR HUMAN RIGHTS

a Dr. Tara Pir Foundation

Leadership Development Academy

DOCTORAL CLINICAL TRAINING PROGRAM



TRAINING YEAR 2027 - 2028

*Questions related to the program's accredited status should be directed to the Commission on Accreditation:
Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979 / E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

MISSION AND COMMITMENTS

IMCES is . . .

The Institute for Multicultural Counseling and Education Services, Inc., (IMCES), a Dr. Tara Pir Foundation, is a private, non-profit community clinic founded in 1989 by Tara Pir, PhD, aka Tahereh Pirhekayaty, PhD. Under her leadership, IMCES has become associated with the United Nations' Department of Public Information / Non-Governmental Organizations (DPI/NGO) for human rights and has earned special consultative status with the U.N.'s Economic and Social Council (ECOSOC).

The founder's vision is to contribute to our community in two major domains:

- Leadership academy, learning institute for workforce development/ clinical training, *in parallel with*
- Healthcare services to our diverse populations

The focus of training is on the development of competencies beyond knowledge toward growth and leadership mindset. IMCES Clinical Training Programs are accredited by the American Psychological Association (APA) for doctoral internship and postdoctoral residency for many years.

Our Mission:

- Our actionable mission is rooted in our belief that equal access to health and mental health services is the **human right of all**.
- We promote human rights and social justice by reducing disparity among diverse groups in accessing resources in our community; helping to level the ground for everyone to walk on.

Commitments:

Leadership:

Dr. Pir, the Founder of IMCES, leads the organization as a community clinic to be a center for public service based on the **principle and practice of cultural inclusion and responsibility to provide equity of access to mental health services.** Dr. Pir's commitment to social justice and human rights is demonstrated by developing high standard services to our diverse community.

Our Target Population:

- We provide highly effective, culturally and linguistically responsive services to the community. Our model of service delivery is comprehensively integrative to meet the needs of underserved populations in our community. Our service providers are trained in the highest standard of competencies in knowledge and practice.
- Every year since 1989, IMCES has served, saved, and improved the lives of thousands of individuals and families who have been identified to be 100-200% or more below the poverty level.

Theoretical Orientation: Our clinical training program is based on the scholar practitioner model. Our theoretical orientation is rooted in humanistic value, growth-oriented approach. On a case-by-case basis, we use integration of humanistic theoretical perspectives with an emphasis on clinically indicated comprehensive approaches. Clinical Training provides opportunities to practice advancing integration of theoretical perspectives. Practitioners/ Clinicians are required to have general knowledge of humanistic theories such as Psychodynamic, Developmental, CBT, DBT, Recovery-oriented, among others. Our culturally responsive core value & practice with diverse theoretical orientations are responsive to the needs of our profession & community.

We believe in the effectiveness of Evidence Based Practices (EBP) and IMCES provides training in many EBP's, as well as Community Defined Practices (CDP's) model of treatment/ interventions. We emphasize the psychosocial rehabilitation model where the focus is on an individual's strengths and ability to identify risk factors. The goal of this model is to help restore each person's ability for independent living, socialization, and effective life management.

CULTURE, PHILOSOPHY, AND MODEL OF SERVICE DELIVERY

Culture of Organization:

- IMCES empowers and encourages new and emerging professionals to choose the public service domain.
- IMCES promotes the culture of inclusivity, advocacy, and humility within a collegial and supportive environment.
- IMCES provides clear expectations to empower accountability and professional integrity to facilitate our value-driven, outcome based approach.
- IMCES empowers interns with the focus on collective civic responsibility to improving self and service to the community.
- IMCES regards "diversity" as an asset and recognizes the distinctions the "differences" make in our community.
- IMCES makes a lifelong commitment to acknowledge the complex and varied needs our culturally diverse community.
- IMCES recognizes the intersectionality of our cultural identity and the inherent social oppression and privilege. We provide ongoing diversity training to promote the principle and practice of cultural humility and cultural inclusion by design.
- IMCES makes a strong commitment to recruit individuals from different ethnic communities with cultural and linguistic expertise for our advanced clinical training opportunity and empower them to be responsive to the diverse needs of our community.
- IMCES contributes to the wellness of our community by promoting social justice and striving to eliminate stigma and discrimination associated with mental illness through advocacy projects based on identifying disparities in health and mental health services.
- IMCES celebrates each Doctoral Intern's and staff member's personal and professional accomplishments and milestones.
- Inclusionary practice is reflected in all of our operational policies and procedures.
- IMCES recognizes the inherent power imbalance in a supervisory context and mitigates to promote collaboration.
- IMCES develops and maintains a dynamic partnership with the community.

Our Philosophy and Model of Service Delivery:

Philosophy

Our philosophy is designed to be humanistic, value-driven and outcome based. We recognize the value of diversity and operate based on the principle of **inclusion by design** to prevent disparities. We promote the concept of **whole health**. Whole health of individuals includes **physical**, **mental**, **spiritual**, **social**, as well as community health. We believe this over-arching goal can be achieved and implemented through the integrative model of service delivery, which provides continuation of care for client and advocacy to motivate change on what is not working in the context of community. Our clinical training program is designed as an effective and necessary professional workforce development to respond to the diverse needs of our communities. Our philosophy has been implemented and operationalized based on the principle of inclusion by design, commitment to "excellence," and to be a "lifelong learner" and "reflective practitioner." We promote the high quality of our service provision to clients and community.

PHILOSOPHY AND MODEL OF SERVICE DELIVERY

Individual in the Context of Community

Healing and recovery of an individual client can only be achieved in the context of a healthy community and society.

- We believe that both the **individual and** the **community are** our clients. We have parallel services for both components with the ultimate goal of promoting wellness and reducing disparity in our community. Our services are structured to be delivered both in our offices and in the field to facilitate **accessibility**.
- We developed several building blocks to reach the ultimate goal of health and wellness in our community. The building blocks include: **promotion** of health education aimed at **prevention** of illness, provision of **early intervention**/treatment for those who are exhibiting the signs of illness, and the provision of comprehensive **intensive care**/treatment for severely individuals experiencing severe mental illness. These interventions are designed to enhance clients' functioning level to reach their recovery, resiliency, self-sufficiency goal and meaningful lifestyle despite the limitations of their illness and the negative stigma associated with mental illness.

IMCES is committed to treating clients in the context of family and community. We recognize the impact of social conditions as contributing factors to our client's presenting problem. By viewing the client in the context of their social environment, we also contribute to the wellness of the community through our advocacy programs and outreach and engagement.

IMCES is strongly committed to public service and utilizes the available governmental "private-public partnership" contracts, which are strategically designed to respond to community needs and access to health services and professional needs for advanced training opportunities for the public service domain. The nature of these contractual relationships creates an excellent mutual opportunity to demonstrate our shared mission: promoting health and wellness through providing best practices to the community by highly trained professionals.

Los Angeles is a microcosm of the world with diverse underserved populations. Historically, community clinics have been responsive to the health service needs of community members by utilizing the available resources. IMCES developed many effective proposals to address the needs of target populations and was awarded funding from Los Angeles County Department of Mental Health (DMH) continuously over the years. The source of funding includes local, state, and federal levels, which provides sustainable opportunities for continuation of healthcare services for our target population as well as professional training. These programs create organized, coordinated services for our underserved clients in the community. The referral flow of diverse target populations with their varied needs, ages and severity of presenting problems creates a dynamic exposure for our Doctoral Interns to the reality of community needs. This exposure is directly related to the public service domain and **clinical-community psychology**.

DOCTORAL CLINICAL TRAINING PROGRAM: OVERVIEW

Overview of Our Service Delivery:

IMCES as a community clinic is committed to providing health, mental health, social, and legal services to diverse underserved communities with their complexity of challenges and diverse degrees of intensity. As a leadership academy and clinical training institute, IMCES has a history spanning over 3 decades' of providing specialized community mental health/community psychology model of clinical training programs. IMCES's overarching mission of promoting human rights and social justice is demonstrated by designing high standard, culturally responsive, professional workforce development.

IMCES makes a strong lifelong commitment to cultural diversity training and it is incorporated into and woven throughout our training programs and service delivery. IMCES has been successful in recruiting professionals and doctoral interns from various ethnic communities in order to provide culturally responsive, linguistically appropriate, and mutually beneficial outcomes. Our clinical training program is designed to promote the specialty area of community clinic: community psychology, as it is focused on an integrative model of service delivery, integrating primary physical health, mental health, social, and legal services.

Doctoral interns will have the opportunity to work with a team of multidisciplinary professionals, such as psychologist, psychiatrist, psychiatric nurse practitioner, social worker, case managers, clinical social worker, professional clinical counselor, and attorneys. We provide our therapists with culturally proficient assessment and intervention training in addition to socialization into the profession. Doctoral interns will be provided with skills needed to promote wellness for individuals, families, and the communities in which they live.

IMCES offers education and doctoral clinical training opportunities commensurate with clinical services based on the State of California's Board of Psychology and American Psychological Association (APA).

IMCES Doctoral Clinical Training Program is accredited by the APA

**Questions related to the program's accredited status should be directed to the Commission on Accreditation:*
Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
(202) 336-5979

IMCES Doctoral Intern Training Program

Aims:

IMCES's doctoral training program's philosophy follows the humanistic value of human rights and social justice through mental health service provision in the context of our outpatient community mental health setting. As a leadership academy, our clinical training program aims to promote and doctoral interns' integration of self-awareness, knowledge, and skills; and integration of theory and practice, with a particular focus on fostering cultural sensitivity and sound ethical judgment. This paradigm seeks to:

- provide clinical training to prepare the Doctoral Intern to become a culturally proficient mental health service provider;
- provide clinical training and experiences that prepare the Doctoral Intern in socialization into the professional role and responsibilities in psychology.

Our clinical training program is structured to engage new and emerging mental health professionals from different cultural backgrounds to motivate their professional commitment and responsiveness to serve the most underserved populations with their competencies in best practices. We empower interns with the focus on collective civic responsibility to improving self and service to the community.

Our clinical training program is designed as an effective and necessary workforce development to be responsive to the needs for changes in our community, as well as the profession of psychology. Our clinical training program is futuristic, outcome based and designed to develop specific competencies with a strong emphasis on many aspects of leadership development. **We are training the next leaders in our profession** who will contribute to the advancement of our profession as well as the health and wellbeing of our communities in local and global levels.

IMCES Model of Profession-Wide and Program-Specific Competencies:

IMCES's training is aligned with APA's profession-wide competencies in addition to program-specific competencies. * ("*" indicates program-specific competency)

Research

Aims associated with this competency:

IMCES is committed to the development of competency in scholarly research/evaluation and provides opportunities for participating in local and international research and program evaluation. Areas of research in the past have included stigma as it relates to mental illness, approaches to diversity, and immigration. Recently, IMCES engaged in international cross-cultural research to identify effective approaches and interventions to mental illness among immigrants. The study focused on providing shared outcomes and results with governments in local and global levels. Case studies have been one of the focused areas of research, which promotes the opportunity for a qualitative study to explore effectiveness of intervention in the context of individual treatment process.

Ethical and Legal

Aims associated with this competency:

Doctoral Intern demonstrates knowledge of relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; including relevant professional standards and guidelines. Doctoral intern demonstrates the ability to recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.

DOCTORAL INTERNSHIP TRAINING PROGRAM

Individual and Cultural Diversity

Aims associated with this competency:

The Cultural Diversity Competency training is uniquely designed to be in parallel with and actualized through the Advocacy/Outreach and Engagement Competency training. Doctoral Interns demonstrate an understanding of how their own personal/cultural history, attitudes, and unconscious biases may affect how they understand and interact with people different from themselves in any context: personal or professional including relationship with clients, colleagues, supervisors, community members. In our Cultural Diversity Competency Training, interns will develop a critical analytic lens with a social justice orientation. Our clinical training will foster the principle and practice: "***respect and protect civil and human rights***."

Professional Values, Attitudes, and Behaviors

Aims associated with this competency:

Doctoral Intern will behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. Doctoral Intern will engage in self-reflection regarding their personal and professional functioning; and engage in activities to maintain and improve performance, well-being, and professional effectiveness.

Communications and Interpersonal Skills

Aims associated with this competency:

Doctoral Intern develops and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services, demonstrating effective interpersonal skills and the ability to manage difficult communication well.

Assessment

Aims associated with this competency:

Doctoral Intern will demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths, cultural factors and psychopathology. Doctoral Intern will also demonstrate the ability to select and apply assessment methods; interpret assessment results; and effectively and accurately communicate the findings and implications of the assessment. Interns are provided the opportunity to use assessment as an engagement tool to recognize and identify social environmental factors contributing to presenting problems.

Intervention

Aims associated with this competency:

At IMCES, Doctoral Interns learn effective clinical case conceptualization based on the knowledge of their theoretical perspective. This competency is developed based on selecting from available humanistic theoretical perspectives that best describe the presenting problem, which leads to relevant interventions. Doctoral interns will develop and implement evidence-based intervention plans specific to the service delivery goals and informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. Doctoral Intern will also evaluate intervention effectiveness to be outcome based, and adapt intervention goals and methods consistent with ongoing evaluation.

Supervision

Aims associated with this competency:

Doctoral Interns will be provided with the opportunity to integrate knowledge and practice of supervision. The didactic seminar provides a variety of models of supervision with relevant scientific research studies. Interns will have the practice opportunity and discuss the progress and process in their supervision sessions. Doctoral Intern will apply supervision knowledge in direct or simulated practice with psychology trainees, or other mental health and health professionals. Examples of direct or simulated practice of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees.

Consultation and Interprofessional/Interdisciplinary Skills:

Aims associated with this competency:

Doctoral Intern will demonstrate knowledge and respect for the roles and perspectives of other professions. Doctoral Intern will apply this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.

In addition to the nine (9) required profession-wide competencies, IMCES has developed three (3) additional program-specific competencies to further enhance the training experience of Doctoral Interns in response to our communities' needs.

Risk Assessment and Management*

Aims associated with this competency:

Doctoral Intern will develop competency in proactively assessing and managing critical incidents in the context of individual, family and community (i.e. school, home). Doctoral Intern will also develop competency in responding to psychological trauma and to provide psychological first aid/intervention and assistance.

Advocacy/Outreach and Engagement*

Aims associated with this competency:

The aim is to facilitate opportunities for Doctoral Interns to develop and practice their leadership potential in the context of the Cultural Diversity Training. Doctoral Intern will conduct needs assessment survey in the context of clients and the community and develop competency in identifying disparities in availability and accessibility of resources including but not limited to health and mental health services the context of community. The fundamental aim of this competency is to facilitate and motivate necessary systemic changes in policy and procedure as it relates to clients and community in relevant domains. The Advocacy/ Outreach and Engagement Competency training is uniquely designed to be in parallel with and to actualize the Cultural Diversity Competency training.

Quality Improvement (QI)*

Doctoral Interns will develop Leadership Competency in the context of our clinical training program. Doctoral interns will practice management skills, including management of resources, time, and programs. Interns will develop individualized training plans toward clinical training goals. Interns will identify personal challenges/ barriers in ongoing self-evaluation and program evaluations. This plan will be implemented through weekly meetings with the Director of Training. Interns will be given the opportunity to practice generating ideas about quality improvement (QI) in both self and program domains.

Seminars & Workshops:

The seminars are consistent with our training goals and objectives and the expected professional competencies. Ongoing and periodic seminar topics include but are not limited to:

Assessment, diagnosis and clinical documentation
Crisis/risk management, suicide prevention
Psychological Intervention: Evidence Based Practice (EBP) Treatments/Interventions
TF-CBT
Substance abuse interventions
Community Designed Practices (CDP)
Dialectical Behavior Therapy (DBT)
Seeking Safety
Play Therapy
Family Therapy
Effective Parenting
Psychological Testing
Short-term psychodynamic approach as an intervention
Law and Ethics: Includes ongoing weekly seminar with didactic approach on law as it relates to health and mental health, constitution, conservatorship in addition to identifying ethical dilemma with the focus on increasing analytical and critical thinking
Research and evaluation: outcome measure training
Advocacy and outreach plan and activities
Supervision theories
LGBTQIA+ Community and related issues
Sexual Assault Intervention

IMCES has developed many resources for conducting advanced relevant seminars for our professional development. Partnerships include UCLA + DMH, membership of organizations such as California Psychological Association (CPA), different divisions of APA, and other individual experts in the field.

DOCTORAL INTERNSHIP TRAINING PROGRAM

Multidisciplinary Group Supervision & Case Consultation:
Doctoral Interns participate in team meetings for adult and children service programs. The meetings are structured to provide a multidisciplinary team training opportunity. Each team is scheduled to meet weekly. Doctoral Interns present a formal case presentation and participate in case consultation based on the IMCES comprehensive guidelines.

Training Assignments & Weekly Commitment:
Doctoral Interns have a multitude of opportunities to participate in direct service to clients, professional development, attending didactic seminars, community projects, including advocacy, outreach & engagement, presenting public education, conducting psychological testing based on clinically indicated needs, consultation, practicing supervision, community site visits, crisis management, research and evaluation, and leadership development.

Doctoral Intern Main Calendar of Activities reflects comprehensive clinical training program based on 40 hour/per week schedule.
Weekly commitment includes:

- Attending didactic seminars
- Attending multidisciplinary group supervision for each clinical program
- Individual Supervision, Group Supervision
- A combined caseload of clients from children and adult services (individual and group sessions) in addition to the spectrum of intensity of care needs, ranging from mild, moderate, to severe mental illnesses.
- Attending weekly Quality Assurance (QA) meetings for self and peer review, outcome measure.
- Attending weekly Quality Improvement (QI) meeting for leadership development

IMCES provides the opportunity for organizational skill development and time management. Each Doctoral Intern is required to develop a weekly schedule and maintain their professional appointments; proactively manage their personal and professional responsibilities and be responsive to their clients' as well as self-care needs.

PURPOSE AND STRUCTURE OF FORMAL CLINICAL TRAINING

Purpose and Structure of Training:

Our APA accredited formal clinical training program is structured and tied to the interns' doctoral education program by integrated coursework to receive academic credit toward the doctoral degree.

The purpose of this clinical training is to provide placement for student interns in our Clinical Training site for one year for the student interns' benefit of gaining 1 year of clinical training experience (SPE) within an educational environment with defined start and end dates to gain a certificate toward completion of doctoral degrees. The internship's duration is limited to the period in which the internship provides the intern with beneficial learning. Interns are referred by their academic institutions to be placed in our Clinical Training Site for internship completion.

Based on APA recommendation, the amount of available stipend should be reasonable in comparison to other accredited internship programs in the local area. Given the economic condition at any given time, IMCES in a good faith attempt has made special efforts to increase the stipend for the purpose of providing economic support for doctoral interns to focus on the learning opportunity and not be burdened with economic challenges. The fundamental aim is to contribute to the advancement and sustainability of our profession and discipline as well as mental health parity law.

Supervised Professional Experience (SPE):

Based on the State of California Board of Psychology (BOP), Doctoral Interns may earn 1500–1920 hours of supervised professional experience (SPE) based on 40 hours per week for 48 working weeks of the year. The hours must be verified by actual clinical work, supporting documentation through EHR (electronic health record), co-signed by supervisor, and logged on a weekly basis.

The 40 hours of Supervised Professional Experience (SPE) credit is structured in the main calendar of activity with fluidity for the breakdown of the following activities:

- Individual and group supervision
- Mandatory competency training and didactic seminars
- Direct practice under supervision with diverse age groups (children, TAY, adults, and older adults) from culturally diverse ethnic groups with the spectrum of mental health challenges ranging from low, moderate, to high intensity of care
    - On seminar and meeting days, 5-10 minute breaks are provided every hour with 30 minutes required lunch and socialization
    - On a daily basis, interns take 30-minute lunch

The 40 hours of activity is monitored through our electronic health record and attendance records.
Interns are required to maintain a calendar of activity reflecting the fixed seminar schedule, practice under supervision, and self-care time (breaks/ lunch). Interns are instructed to maintain this calendar and are not allowed to schedule anything beyond 8 hours/ day. Any unforeseeable plan for adjustment must be authorized by supervisors.

INTERN STIPEND AND BENEFITS 2027-2028

Fulltime Doctoral Interns Comprehensive Benefits:

APA Accredited Clinical Trainings:

Doctoral Intern will be provided with comprehensive clinical training program in many domains of professional practices, including but not limited to the following: Clinical practice, direct client related activities, integrated assessment, diagnosis, treatment planning, psychological interventions, both Community Defined Practices (CDP) and Evidence Based Practice (EBP) Training, i.e., individual supervision, multidisciplinary group supervision/ consultation, cross-cultural research and evaluation, advocacy/outreach and engagement programs, ongoing cultural/diversity training and advocacy competency, development of supervision competency.

Stipend: **Annual stipend: $72,800** including incentives in addition to benefits (approximately 20%)

IMCES provides a one-year short-term employment. Our high level of stipend is designed with the mindset/aim of providing financial support for interns to focus on learning and developing competencies. Interns must confirm their commitment to investing their time for recommended articles, reading, developing leadership/ advocacy projects, and other home works.

Benefits:

Paid Health Insurance: Comprehensive health insurance (effective after a 3-months benefit waiting period).

Equipment: Interns are provided with cell phones for professional use, laptops/ computers, and have access to office supplies.

Travel Expenses: Interns are provided mileage reimbursement for travel expenses.

Resources: Interns are provided access to book, studies, research articles, and testing materials from the IMCES library.

Paid Time Off: 20 days of Personal/Professional Leave, effective after 3-month probationary period.
10 days of personal leave: sick days, mental health days, personal or cultural days
10 days of professional leave: attending seminars, conferences, extended professional practices and research development.
Requests for days off must be arranged based on no more than 2-3 days at a time, and approved by Clinical Director 2 weeks in advance (unless emergency situation).

Paid Holidays: 12 Agency holidays (Martin Luther King Day, Presidents' Day, Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving Day and the Day After, Christmas Eve, Christmas Day, New Year's Eve and New Year's Day).

Extended Personal Leave Policy:

IMCES complies with all relevant state and federal laws, as well as training requirements to protect the integrity and sequential nature of our clinical training program to benefit Doctoral Interns' professional competency development. In the unlikely event that a Doctoral Intern needs to request a significant leave (e.g., for family or medical reason) IMCES will accommodate the request in such a context. Every request is evaluated at the discretion of the Training Director in consultation with training faculty on a case-by-case basis, considering factors such as individual performance, the length of the requested leave and the timing of clinical training phases. Such a leave may result in the following status: "**incomplete**," extension, deferment, or reapplication. Extended Personal Leave is only available to enrolled Doctoral Interns.

TRAINING RESOURCES

Resources:



IMCES provides the following resources to create a safe, comfortable, and resourceful environment for learning, practicing and developing professional skills.

The following resources are available to each Intern:

- Computer resources: Each Intern will have access to a desktop computer and up-to-date software with Internet connection*
- Laptop computer (with security)
  Intern may also elect to bring their own laptop (with IMCES security added) *
- Cell phone (with security) *

  *All devices at IMCES will be encrypted to protect and provide HIPAA compliance.
- Intern will have access to network and receive training and ongoing support from in-house IT management team regarding electronic health records (EHR), with a focus on Health Insurance Portability and Accountability Act (HIPAA) as it relates to clinical practice.
- Email address, business cards, ID badge
- Two-way mirror room for live observation and supervision to support clinical effectiveness
- Access to psychological testing materials
- Access to licensed psychologists on a daily basis
- Access to online American Psychological Association (APA) resources
- Audio and videotape equipment
- Opportunities for:
  > Evaluation, research and development
  > Presentation in international and national psychological conferences
  > Participation in the Leadership Academy
  > Presentation in staff and public education seminars
  > CE Workshops, selection of Intern, supervision and program development, advocacy task force

CONTINUING EDUCATION (CE)

IMCES is an approved provider for continuing education workshops for:

- Psychologists
- Marriage and Family Therapists
- Doctors and Nurses
- Judges and Attorneys
- Social Workers and Counselors
- Teachers and Administrators
- CAADAC

IMCES is approved by the following organizations to provide CE training:

- California Psychological Association Accrediting Agency
- California Board of Behavioral Sciences (BBS)
- California Board of Registered Nursing (BRN)
- The State Bar of California (MCLE pending)
- American Psychological Association (APA)
- California Association of Alcoholism and Drug Abuse Counselors (CAADAC)

ELIGIBILITY REQUIREMENTS

One Year Full Time Commitment:

This clinical training program requires a one-year full-time commitment with a non-negotiable strong emphasis on the start and end dates. The start date of this year's doctoral clinical training program is August 2, 2027 with an expected ending date of July 31, 2028.

Eligibility Requirements

All applicants must meet the following eligibility requirements:

- Attended an APA-accredited graduate program in psychology or other accredited graduate program including clinical, counseling or school psychology
- Have a strong interest in and commitment to the community mental health training model, public health service, and working with underserved populations.
- Demonstrate a long-term commitment to professional development beyond doctoral clinical training in the discipline of psychology (preferred public health domain).
- Status of Residency: U.S. Citizenship, Permanent Resident, current Work Visa or Student Visa.
- International Doctoral Interns are accepted with Student Visa with Work Permit.
- No felony conviction within the past six years.
- Must be able to pass a Department of Justice (DOJ) and FBI background check.
- Have experience in community mental health settings and/or with culturally diverse populations.
- Have the ability to manage highly stressful situations, as stress is inherent in working with clients with health or complex and varying degrees of mental health challenges.
- Our clinical training involves gaining competencies in providing intensive care services as well as mild and moderate. In order to comply with the safety measures of practitioner and client, interns must demonstrate ability for stress management.
- As a prerequisite, must be familiar with the following theoretical orientations: Psychodynamic, Developmental, Cognitive Behavioral (CBT), Dialectical Behavioral (DBT), Recovery-oriented, and many other humanistic-based theoretical perspectives.
- Have an interest in developing leadership, administrative, and supervisory skills.
- Be willing to acquire skills in developing and utilizing outcome measures to evaluate treatment effectiveness.
- Have an ability to be flexible and adaptable to change with a commitment to self-evaluation and being a reflective practitioner.
- Must have advanced to candidacy status (dissertation either completed or proposal approved).
- Have a valid driver's license in the United States.
- Have reliable transportation, e.g., dependable vehicle with proper insurance and safe driving record.
- Must have a 3 years clean driving record (e.g., no record of a DUI).
- All applicants must commit to a 40 hours per week flexible schedule to be proactively responsive to self, client, and be compliant with clinical training requirements. Interns must make a clear commitment to invest their time for research, homework, and reading assignments.
- Intern must not have outside work or other commitments that would compete with the nature of the training and its full-time engagement. Doctoral Interns' responsibilities throughout the training process include diverse assignments and activities in relation to the scope and depth of competencies development.
- Must have strong organizational and time management skills with flexible and "can do" attitude.
- Adopt and agree to comply with IMCES transparent Principle of Error Policy and Due Process as a safety measure of our profession.
- Prerequisite and preferred knowledge/ experience includes: evidence-based practices, law and ethics, research methodology, cultural competency, clinical assessment and diagnosis, advocacy projects.

APPLICATION PROCESS

IMCES invites applications to our APA accredited clinical training program directly with no fee:

1) Apply online and upload documents directly to IMCES at: https://www.imces.org/pages/apply
2) Email your application documents directly to IMCES at: internship@imces.org or mail to:

Clinical Training Committee
3580 Wilshire Blvd, Suite 2000
Los Angeles, CA 90010

Qualifications & Required Documents for Application

- **Letter of Intent** demonstrating commitment to the community mental health model of service delivery, reflecting prerequisites for qualifications, in addition to "goodness of fit"
- **Curriculum Vitae/ Resume**
- **Official Transcripts, sealed**
- **Letters of Recommendation:** (1) from supervisors who have direct knowledge of clinical skills; (1) character reference from someone who has direct knowledge and experience with the candidate.
- **Letter from Director of Clinical Training (DCT)** verifying readiness for internship
- Evidence of **Intern professional liability** coverage
- **Commitment to be in growth-oriented therapy** (min. 30 sessions during the first 6 months)

Timeline for Applications

Phase 1: Application deadline for Phase I is November 30, 2026
Interviews will be conducted throughout December & January 2027
Notification of results is January 25, 2027

Phase II: Applications open February 5, 2027 and remain open based on availability of positions.
Final ending notification: May 15, 2027

GRADUATION DAY AT IMCES



Clockwise: Dr. Pir, Graduation event, Dr. Pir and Supervisors presenting certificate of completion, Cohort of Doctoral Intern graduates with certificates of completion.



IMCES's multicultural graduates on the rooftop of our building/IMCES clinic overlooking metropolitan Los Angeles, a microcosm of the world.

CLINICAL TRAINING FACULTY

IMCES Clinical Supervisory and Training Faculty with their diverse backgrounds and expertise are selected by design to enhance the clinical skills and professional growth of each Intern.

Dr. Tara Pir, PhD – CEO & Director

Dr. Tara Pir is the Founder and Director of the Institute for Multicultural Counseling and Education Services, Inc. (IMCES), an outpatient community clinic. Under her leadership, IMCES has achieved many outstanding accomplishments; it has earned DPI/NGO status; Special Consultative Status with the United Nations' Economic and Social Council (ECOSOC); and APA accreditation for its Doctoral and Postdoctoral Clinical Training programs. As a private, non-profit organization, IMCES developed many successful programs, which have been awarded funding by Federal, State, and local governments in a private/public model of operation.
Dr. Pir is an immigrant woman from a multicultural family. She is a Chief Psychologist and Diplomate in behavioral medicine and professional psychotherapy, with nearly three decades of experience in clinical practice, clinical training and supervision, mentorship, graduate level teaching, research, consultation, international speaking, human rights advocacy, and community service. Dr. Pir has designed and led numerous international cross-cultural research projects. She has contributed to a number of publications continuously including academic book chapters, scientific articles, research presentations, and more. Amongst her numerous accomplishments, she was appointed and elected to many leadership positions on a local and international level. Dr. Pir is Past President of the International Council of Psychologists (ICP), a longstanding international organization. Dr. Pir's commitment to promoting social justice and human rights is demonstrated by her developing and implementing two major parallel high standard services to the community: provision of clinical service for our underserved culturally diverse populations and development of a workforce development/clinical training program for mental health professionals. The aim is to provide highly effective, culturally responsive services to the most underserved populations in our community by professionals who are trained at the highest standard of practice.

James B. Pelk, LCSW—Supervisor, Assistant Clinical Director
James B. Pelk is a Licensed Clinical Social Worker with over 25 years of experience in community mental health and social services. His academic accomplishments include Master of Social Work, University of Kentucky and Bachelors in Psychology from Ohio State University. Development of expertise; Outpatient Community Mental Health, Quality Assurance, Clinical Documentation, Supervision, Program Development, Evidence Based Practice-Seeking Safety Trainer and Adherence Rater. Mr. Pelk's commitment to children, families and underserved communities has led him to serve the community as Director of Residential Treatment Centers, Director of Tribal Family Services for the Agua Caliente Band of Cahuilla Indians, Director of Community Based Social Service Agency and Director of Social Services for Children's Hospital of Orange County.

CLINICAL TRAINING FACULTY

Dr. Gilbert Morquecho, PhD – Clinical Supervisor, Assistant Director to Clinical Training
Dr. Morquecho is a licensed, bilingual Spanish speaking Clinical Psychologist who has 24 years of clinical experience working with children, families and adults. He has extensive administrative experience in community mental health agencies and school based programs for children in the Glendale, Burbank, and Los Angeles areas. Dr. Morquecho has provided supervision to master's level interns, including licensed MFT's, and pre and postdoctoral interns for over 15 years. He has many research projects in the context of culture. Dr. Morquecho achieved the status of Champion in Evidence Based Practice in order to provide EBP training and supervision.

Dr. Ali Jazayeri, PhD – Clinical Supervisor
Dr. Jazayeri holds a PhD in Clinical Psychology as well as a Masters Degree in Counseling Psychology from the Alliant International University in San Diego. He completed his internship in clinical psychology at the Community Mental Health Center focusing on psycho-diagnostic assessment, short term therapy, and crisis intervention. He has held positions as the chair of the clinical psychology department at the University of Welfare and Rehabilitation Sciences and Iran Medical University and has taught a variety of courses in clinical assessments, psychopathology, group/family psychotherapy, and child clinical psychology. Along with his teaching positions, Dr. Jazayeri has done extensive research on substance abuse prevention, family violence prevention, psycho-social rehabilitation of chronic patients, suicide prevention among adolescence, and test standardization.

Dr. Irma Ocegueda-Arjona, Clinical supervisor, Assistant Clinical Director
Dr. Irma Ocegueda-Arjona is a licensed, bilingual/bicultural, Spanish speaking Clinical Psychologist who has over 15 years of clinical experience working with children, families and adults using individual therapy, dyadic therapy, family therapy and psychosocial rehabilitation sessions. Dr. Ocegueda earned a Ph.D. from Alliant International University, LA Campus. Dr. Ocegueda has extensive clinical supervision and intern training experience in community mental health agencies in the Los Angeles areas. Dr. Ocegueda has provided supervision to predoctoral interns for 10 years. Dr. Ocegueda has been trained by DMH in several Evidence Based Practice (EBPs) in order to provide EBP training and supervision. Amongst these EBPs include Parent Child Interaction Therapy (PCIT), Child Parent Psychotherapy (CPP), Incredible Years (IY) as a parent facilitator. Dr. Ocegueda also has been trained in Seeking Safety and EPICAL (Early Psychosis Intervention).

Images of IMCES facility at Los Angeles



Training Room



Training Room



Conference, Group Therapy Room



Workspace



Lobby



Conference Room



Awards/ Recognitions/ Commendations*



Therapy Room



Therapy Room

** IMCES Founder, Dr. Tara Pir, & the organization have received over 50 awards, recognitions, commendations from federal, state, and local government in addition to professional organizations (i.e. APA and others)*

Images of IMCES facility at Glendale



Conference Room



Conference Room



Meeting & Conference Area

Images of IMCES facility at Glendale



Meeting & Conference Room



Outdoor Activity Area



Conference, Group Therapy Room



Lobby



Therapy Room



Therapy Room

Images of IMCES facility at West Covina



Conference Room



Therapy Room



Therapy Room



Therapy Room



Lobby



Outdoor Activity Area

IMCES SERVICES & PROGRAMS

Since its inception, IMCES has been providing services and programs with the spectrum of needs ranging from prevention and early intervention, moderate mental illness, and severe mental illness to the underserved/ under-resourced culturally diverse community in Los Angeles. Our services are provided within the scope of severity of presenting problem, as well as diversity of age groups and cultural backgrounds.

Prevention & Early Intervention (PEI)

IMCES promotes focusing on wellness while addressing illness and empowering people with strength-based information. Our prevention model extends to include prevention of severe mental illness/ psychosis in our community.

Our PEI services are designed based on Evidence Based Practices (EBP). We provide Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) and Managing and Adapting Practice (MAP) method of intervention. These services are delivered in offices and the field, including schools.

IMCES was awarded to implement the EPI-CAL (Early Psychosis Intervention) program.
Our EPI-CAL program is designed to reduce the progression of psychosis in youth and young adults (ages 12-25) at clinical high risk for psychosis.

Moderate Mental Illness (MMI)

OCS: Outpatient Care Services

This model is designed to reintegrate clients in to the community through 3 core service components:

Community Based Services: Services provided in the community/ field (school, home, other community setting) for clients who have advanced in their treatment and are reintegrating back into their community.

Clinic-Based Services: Services provided in an outpatient clinic setting at a frequency and intensity that meets the client's needs.

Well-being Services: For clients ready to transition to lower levels of care and reintegrate into the community of their choice. Using a holistic approach, focusing on assessing clients in improving their physical, mental, spiritual, and emotional well-being.

Severe Mental Illness (SMI)

Addressing severe illness is the highlight of humanistic approach to promote functionality to those who are challenged with severe and chronic illnesses. These populations include someone over the age of 18 who has a diagnosable mental, behavioral, or emotional disorder that causes serious functional impairment that substantially interferes with or limits one or more major life activities.

Severe Emotional Disturbance (SED): Persons under the age of 18 who have had a diagnosable mental, behavioral, or emotional disorder.

FSP- ICM: Full Service Partnership Intensive Case Management
Designed for adults ages 26-59 who have been diagnosed with a severe mental illness and would benefit from an intensive service program.

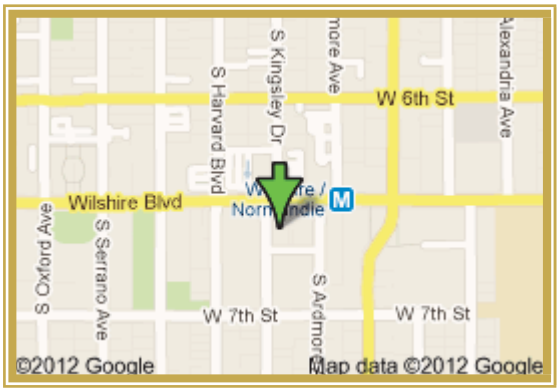
Child & Youth Full Service Partnership (CY-FSP)

The CY-FSP program is designed to protect children and youth who are at risk of out-of-home placement. This program supports family and youth by providing comprehensive, effective, early intervention services.

IMCES LOCATION

HEADQUARTERS:

Institute for Multicultural Counseling and Education Services
3580 Wilshire Boulevard, Suite 2000
Los Angeles, CA 90010
213-381-1250



Website:
www.IMCES. org