



IMCES

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

DOCTORAL CLINICAL TRAINING

Helping you achieve...



...your education goals!

TRAINING YEAR 2020-2021

**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) 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). IMCES's clinical training program is accredited by the American Psychological Association (APA). The American Psychological Association (APA) recently granted accreditation for 10 years.

Our Mission:

- Promoting human rights and social justice by reducing disparity and providing access to resources; leveling the ground for all to walk on.
- We believe that equal access to health and mental health services is the **human right of all**.

Commitments:

Leadership:

Dr. Pir, the Founder of IMCES, leads the organization based on the **principle and practice of cultural inclusion and fiscal responsibility**. Dr. Pir's commitment to social justice and human rights is demonstrated by developing high standard services to our diverse community in two domains:

- **One:** development of an outpatient clinic to provide services to underserved culturally diverse populations;
- **Two:** professional workforce development/APA-accredited clinical training program for mental health professionals who represent and/or have the commitment to serve underserved communities.

Our Target Population:

- We provide highly effective, culturally and linguistically proficient integrative model of services to the most underserved populations in our community by professionals who are trained to the highest standard of 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. We utilize diverse therapeutic modalities, including behavioral, cognitive-behavioral, psychodynamic, and other appropriate therapeutic interventions as clinically indicated to be the best practice for the context. 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 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 of all aspects of cultural diversity. We recognize 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 provides culturally responsive and linguistically proficient services in diverse languages including but not limited to Arabic, Armenian, Cantonese, English, Farsi, Hebrew, Japanese, Korean, Mandarin, Russian, Spanish, Tagalog, Bengali, Hindi, and Eastern European languages. .
- 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.
- IMCES provides an incentive to doctoral interns and staff members who have linguistic, cultural expertise or commitment to serve our target population, after all of the required academic and competency skills are met.
- Inclusionary practice is reflected in all of our operational policies and procedures.
- We check the power imbalance in each context to promote equality and prevent domination.
- We develop and maintain a dynamic partnership with the community.

Our Philosophy and Model of Service Delivery:

Philosophy

Our philosophy is based on humanistic values and approaches. 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 mentally ill individuals. These interventions are designed to enhance clients' functioning level to reach their recovery, resiliency, self-sufficiency goal and meaningful lifestyle despite of the limitation of their 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 utilizes the available governmental "private-public partnership" contracts strategically and has developed numerous programs in order to be responsive to the diverse needs of our underserved community and to facilitate access to available mainstream resources. The nature of these contractual relationships creates an excellent mutual opportunity to demonstrate our shared mission: promoting health and wellness through providing best practices by highly trained professionals.

Los Angeles is a microcosm of the world and identifying the needs of its diverse underserved population is a shared responsibility of community clinics in the private sector and county departments in the public sector through county-contracted services. Our contractual partnerships with the Los Angeles County Department of Mental Health (DMH), the Department of Children and Family Services (DCFS), and the Department of Public Social Services (DPSS) create organized, coordinated services for our underserved clients in the community. The referral flow of diverse target populations with their varied needs and presenting problems creates a dynamic exposure for our doctoral interns to the reality of community needs. This exposure is directly related to the domain of **clinical-community psychology**.



DOCTORAL CLINICAL TRAINING PROGRAM : OVERVIEW

Overview:

As a clinical training institute, IMCES has a long history 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, which is incorporated into and woven throughout our training programs and service delivery. IMCES has a longstanding commitment to and 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, substance abuse, social and legal services.

Clinicians will have the opportunity to work with a team of multidisciplinary professionals. We provide our therapists with culturally proficient assessment and intervention training in addition to socialization into the profession. Doctoral interns will be provided with tools 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:
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American Psychological Association
750 1st Street, NE, Washington, DC 20002
(202) 336-5979*

IMCES is a member of California Psychology Internship Council (CAPIC).



DOCTORAL INTERNSHIP TRAINING PROGRAM

IMCES Doctoral 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. Our clinical training program aims to promote and provide 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.

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 Competency

Aims associated with this competency:

Doctoral Intern demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities at the local, regional, or national level.

Ethical and Legal Competency

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; and relevant professional standards and guidelines and 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. Doctoral interns demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

Professional Values, Attitudes, and Behaviors Competency

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 Competency

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 Competency

Aims associated with this competency:

Doctoral Intern will demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths 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.

Intervention Competency

Aims associated with this competency:

Doctoral Intern 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.



DOCTORAL INTERNSHIP TRAINING PROGRAM

Supervision Competency

Aims associated with this competency:

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 Competency:

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 two additional program-specific competencies to further enhance the training experience of doctoral interns in response to our communities' needs.

Risk Assessment and Management Competency*

Aims associated with this competency:

Doctoral Intern will develop competency in proactively assessing and managing critical incidences 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 Competency*

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.

An Additional Competency in Development:

Leadership in QI*

Doctoral Intern will develop Leadership Competency in the context of our clinical training program implemented through weekly meetings with the Director of Training to evaluate the status of the doctoral training program and facilitate the opportunity for doctoral interns to participate in generating ideas about quality improvement in the domains of both individual as well as clinical program.



DOCTORAL INTERNSHIP TRAINING PROGRAM

Seminars & Workshops:

The seminars are consistent with our training goals and objectives and expected professional competencies.

Ongoing seminar topics include:

- Assessment, diagnosis and clinical documentation
- Psychological Testing
- Crisis/risk management
- Psychological Intervention: Evidence Based Practice (EBP) Treatments/Interventions, i.e., TF-CBT, substance abuse interventions, and Community Designed Practices (CDP);
- Law and Ethics
- Cultural/Diversity Training
- Research and evaluation: outcome measure training
- Advocacy and outreach plan and activities

Examples of Periodic Seminars Include:

- Play Therapy
- Parenting
- Seeking Safety
- Sexual Assault
- Substance Abuse Therapy
- Domestic Violence (perpetrator & victim)
- Family Therapy
- Supervision
- LGBTQ

Multidisciplinary Team Meeting & 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 their cases and participate in case consultation based on the IMCES comprehensive guidelines.

Work 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 and engagement, presenting public education, conducting psychological testing, consultation, practicing supervision, community site visits, crisis management, research and evaluation, and leadership development.

Doctoral Intern Main Calendar of Activities (2020—2021) reflects comprehensive clinical training program based on 40 hour/per schedule. (See Doctoral Internship Training Manual.)

Weekly commitment includes:

- Attending didactic seminars
- Attending team meetings/case consultations for each clinical program
- Individual Supervision, Group Supervision
- A combined case load of 10-12 clients from children and adult services (individual and group sessions)
- 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.



INTERN BENEFITS AND STIPEND 2020-2021

Fulltime Doctoral Interns receive the following 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: Direct client related activities, integrated assessment, diagnosis, treatment planning, psychological interventions, both Community Designed Practices (CDP) and Evidence Based Practice (EBP) Training, i.e., individual and group supervision, multidisciplinary professional consultation, international cross-cultural research and evaluation, psychological testing, advocacy/outreach and engagement programs, ongoing cultural/diversity training program, and periodic CE workshops on various related topics.

Supervised Professional Experience (SPE):

Based on the State of California Board of Psychology (BOP), Doctoral Interns may earn 1,920–2,112 hours of supervised professional experience (SPE) based on 40-44 hours per week for 48 working weeks of the year. The hours must be verified by actual work, supporting documentation, co-signed by supervisor and Director of Training, and logged on a weekly basis.

Stipend: Annual stipend: **\$42,000** which includes the following: \$36,000 annual base
\$6,000 travel expenses and cultural incentive

Definition of Cultural Incentive: IMCES recognizes the significant value of diversity and practices the principle of inclusion by offering an incentive for doctoral interns who, in addition to meeting the baseline academic and competency requirements, have any of the following qualifications:

- **linguistic skills** • **cultural expertise** • **a demonstrated commitment** to working with a historically oppressed or underserved community (e.g., LGBTQ, African American, Homeless).

Paid Holidays:

11 Agency holidays (Martin Luther King day, Presidents Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day and the Day After, Christmas Eve, Christmas Day, New Years Eve and New Years Day).

Paid Personal/Professional Time Off:

20 days of Personal/Professional Leave, effective after 3 month probationary period. 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 Health Insurance:

Comprehensive health insurance (effective after a 3-months benefit waiting period).

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 professional in-house IT 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.

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 and working with underserved populations
- 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 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 drivers 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 minimum of 40 hour per week flexible schedule to be proactively responsive to self, client, and be compliant with clinical training requirements.
- 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



APPLICATION PROCESS FOR DOCTORAL INTERNSHIP 2020-2021

This year IMCES is inviting applications to our APA accredited clinical training program in the following ways:

- 1) Apply online and upload documents directly to IMCES at: <https://imces.org/apply>
- 2) Email your application documents directly to IMCES at: internship2020@imces.org or mail to: Clinical Training Committee
3580 Wilshire Blvd, Suite 2000 • Los Angeles, CA 90010
- 3) Through the CAPIC matching process at <https://capic.net/resources/online-match-process>

Application Documents

Applicants must submit the following documents:

- 1) Letter of intent/essay indicating goodness of fit between self interest, personal/professional goals and the IMCES mission and philosophy of training program.
The essay must reflect on the following:
 - personal lived experience
 - professional lived experience
 - advocacy project experiences
 - a statement regarding meeting the minimum requirements of 250 clinical assessment hours (not psychodiagnostic testing) and 250 clinical intervention hours.
- 2) Official transcripts from applicant's graduate school.
- 3) Updated Resume.
- 4) 2 letters of reference from clinical supervisor regarding practicum/internship training, place/duration of training, including type of clinical work/training.

Timeline for Applications

Phase I: Based on requests, Application deadline is extended to November 20, 2019
Interview Notification is December 1, 2019
Interview Start date is January 5, 2020
Notification of result is February 3, 2020

Phase II: Application deadline is March 10, 2020
Notification of result is April 6, 2020

Post Clearing house: Open based on availability of slots.



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GRADUATION DAY AT IMCES



Clockwise: Dr. Pir with keynote speaker, Dr. Robin Kay, Chief Deputy Director of Los Angeles County Department of Mental Health; Dr. Pir presenting at Graduation; recent graduates; Graduates receiving Certificates of Graduation with Clinical Training Faculty

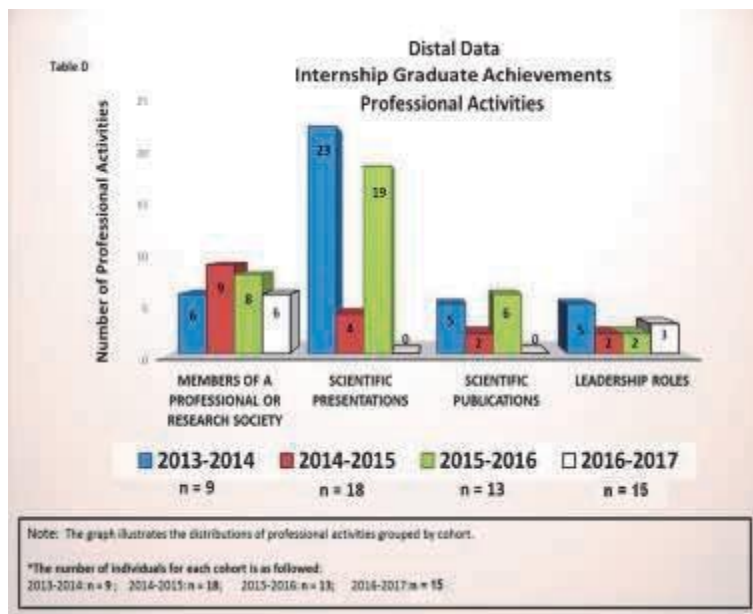
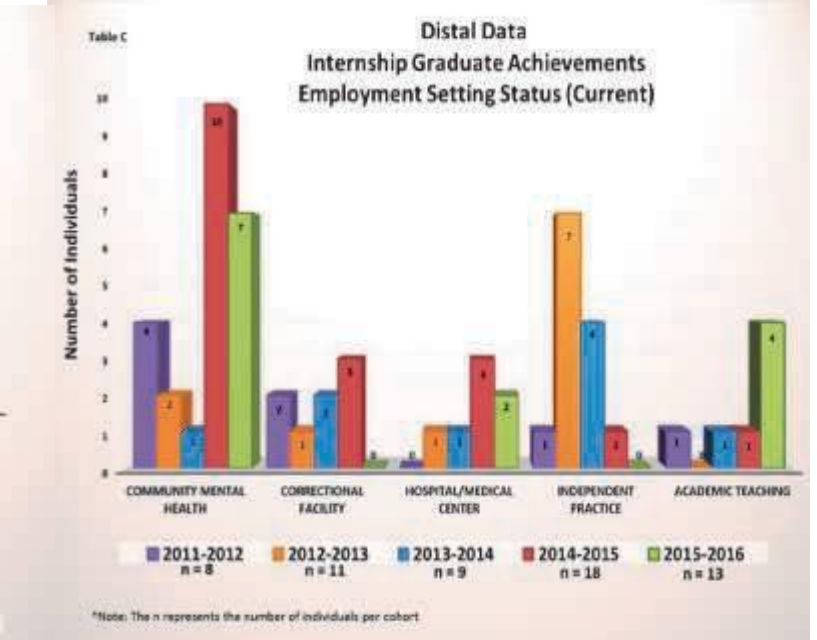
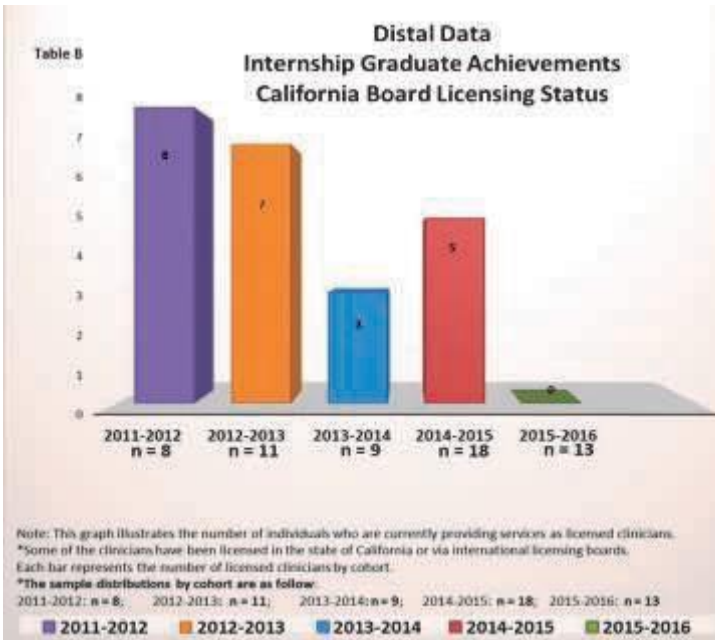


IMCES's multicultural graduates on the rooftop of our building/IMCES clinic overlooking metropolitan Los Angeles, a microcosm of the world.



DISTAL DATA

Distal data for years 2011-2016 include information from previous Doctoral Intern cohorts including California Board of Psychology Licensure status, current Professional Employment setting, and Professional Activities.





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 Intern program. As a private, non-profit organization, IMCES developed many successful programs, which have been awarded 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. 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 - Assistant Director/Supervisor



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 and Domestic Violence Batters' Treatment. 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



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. Graham Mitchell, MD - Staff Psychiatrist



Dr. Mitchell is a Board Certified psychiatrist who specializes in treating adults from diverse backgrounds. He has trained in Chicago and in Los Angeles County/USC Hospital, where he spent many years treating a wide variety of severe mental disorders. Dr. Mitchell is committed to helping underserved populations, and works at multiple sites around the city providing care to patients with high acuity and need for services.

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.

Erik Davis, Esq. - Faculty Member of Law & Ethics, Mental Health Program Manager



Mr. Erik Davis spent over 25 years in the private sector managing large organizations, specializing in Organizational Development and Training. Mr. Davis made the transition into the legal field in order to advocate for those who needed a voice. Mr. Davis has practiced in the areas of criminal law, family law, employment and business law, and immigration law. He now uses his years of training and experience to provide advocacy in the field of mental health through the lens of the courts and the justice system.



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PHOTOS OF LOS ANGELES HEADQUARTERS & FACILITY



Training Room



Training Room



Suite 2000 Conference Room



Work space



Work space



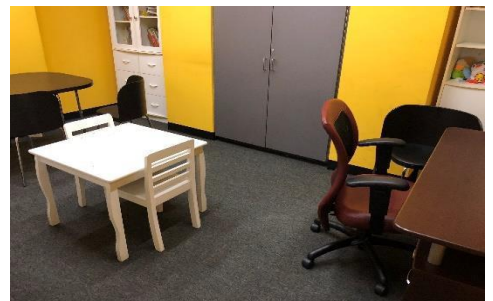
Suite 2025 Conference Room



Work space



Work space



Children's Room



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INSTITUTE FOR MULTICULTURAL COUNSELING & EDUCATION SERVICES

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PHOTOS OF LOS ANGELES HEADQUARTERS & FACILITY



Therapy Room 4



Therapy Room 5



Therapy Room 6



Therapy Room 9



Therapy Room 10



Therapy Room 11



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PHOTOS OF GLENDALE OFFICE & FACILITY



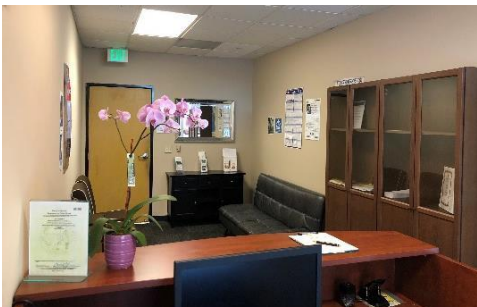
Conference Room



Conference Room



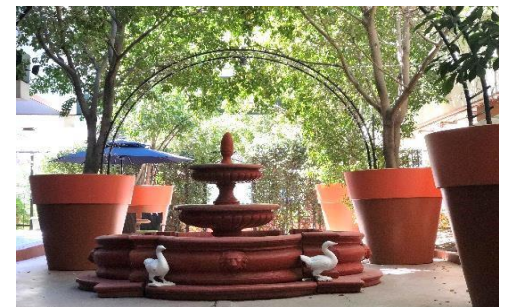
Training Room



Work space



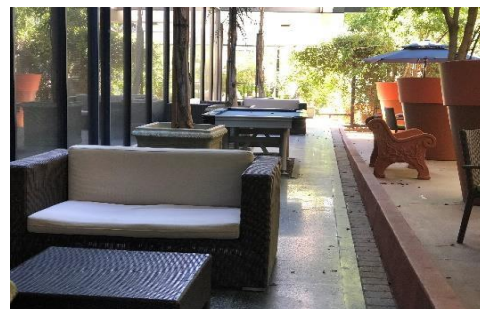
Dining Area



Outside Patio



Work space



Lounge



Children's Play Area



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PHOTOS OF GLENDALE OFFICE & FACILITY



Work space



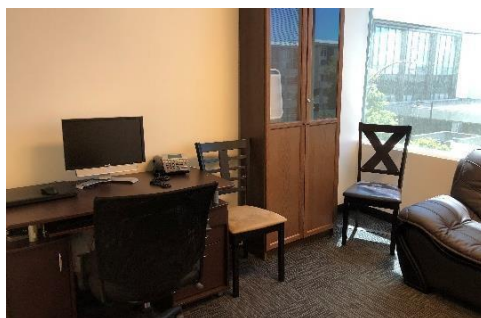
Therapy Room 1



Therapy Room 2



Therapy Room 3



Therapy Room 4



Therapy Room 5



IMCES SERVICES & PROGRAMS

Celebrating our 30th Year Anniversary!

IMCES, as a community clinic, provides integrative model of service delivery. Our services include the depth and scope of preventive, early intervention and comprehensive services for severe illnesses. 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, including raising awareness about the identification of prodromal or early appearance of psychotic symptoms; provision of **early intervention/treatment** for those who are exhibiting the signs of illness, and the provision of comprehensive **intensive care/treatment** for severely mentally ill individuals. These interventions are designed to enhance clients' functioning level to reach their recovery, resiliency, self-sufficiency goal and meaningful lifestyle despite of the limitation of their illness.

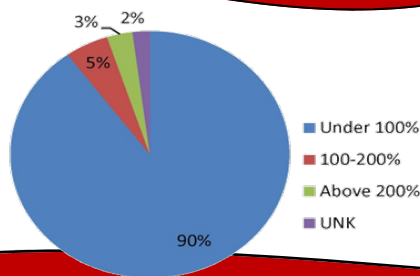
Adult Services

- Prevention and Early Intervention (PEI)
- Comprehensive Intervention Services for Severely Mentally Ill Population
- Recover, Resiliency, Reintegration (RRR)
- Primary Health Care
- Health & Wellness Education: Substance Abuse
- Domestic Violence Support Services for Victims
- Domestic Violence Intervention for Perpetrators
- Legal advocacy services

We are committed to providing culturally and linguistically competent services:

Languages: **FARSI** **ARMENIAN** **RUSSIAN**

IMCES Patients Below Federal Poverty Level



Our Mission:

Promoting Human Rights and Social Justice by providing culturally responsive health, mental health, social, legal and advocacy services to underserved diverse clients, as well as workforce development/clinical training.

About IMCES:

The Institute for Multicultural Counseling and Education Services (IMCES) was established in 1989 with the focus on promoting human rights and eliminating disparity of any form in our society. We believe health and well being is the basic human right of everyone and that must be part of the social fabric of our society.

IMCES is one of the few non-profit outpatient community clinics specifically designed to treat the whole person including body and mind. We integrate and treat the varied physical health, mental health, social, legal and educational needs of the underserved culturally and linguistically diverse communities of Los Angeles. Our services range to include prevention, early intervention as well as intervention for the severe illnesses.

We understand, honor, and respect the many different customs that cultural and ethnic diversity brings forth. We are committed to eliminating the stigma and disparity of health and mental health service delivery. IMCES promotes social justice and strives to reduce polarization and animosity within and between local and international communities we are connected. Ultimately we hope to bridge the divide between the concept of "Us" and "Them" a universal cross cultural challenge through ongoing diversity training with a focus on cultural humility.

About The Founder:

Dr. Tara Pir founded the Institute for Multicultural Counseling and Education Services, Inc. (IMCES) in 1989, she is a clinical psychologist and diplomat in behavioral medicine and professional psychotherapy, she is an immigrant woman from a multicultural family. She has nearly three decades of experience in providing clinical practice, clinical training, mentorship, graduate level teaching, research, international speaking, human rights advocacy, community service, and leadership positions worldwide. Amongst her numerous accomplishments she was appointed and elected to many leadership positions on a local and international level, including having served as President of the International Council of Psychologist (ICP), a long standing international organization.

Dr. Pir's commitment to social justice and human rights is demonstrated by her development and implementation of high standard services to our community in two domains:

- **One** clinical service delivery for our culturally diverse vulnerable population in many languages; Dr. Pir developed and implemented many programs that have been awarded funding for the last 29 years. IMCES is recognized for providing direct service for underserved diverse community, exemplifying the integrative model of service delivery.
- **Two** professional workforce development/clinical training program for mental health professionals. Dr. Pir developed doctoral and postdoctoral/residency clinical training programs that are accredited by the APA, moving to become a globally recognized workforce development/clinical training.



IMCES SERVICES & PROGRAMS

Professional Education & Clinical Training

IMCES is an APA accredited clinical training institute providing internships for the following disciplines:

Clinical Training: for Doctoral Interns & Postdoctoral Residents

Graduate Training: for multiple disciplines

IMCES provides international clinical training.

IMCES is approved for continuing education by the following organizations:

- American Psychological Association (APA)
- State Board of Behavioral Science (BBS)
- State Board of Registered Nursing (BRN)
- CA Association of Alcohol and Drug Abuse Counselors

Collaboration as a Means of Promoting Wellness

We believe the solution to any problem requires the collaboration of more than one entity (individual or organization). Therefore, we must engage in the development of partnership and advocacy to share our resources in order to promote health and wellbeing in our community. IMCES developed meaningful collaborative relationships with many organizations. We are looking for opportunities to expand our network of collaborative partners on an ongoing basis.

Doctoral and Postdoctoral Clinical Training Programs

Doctoral Interns are provided with comprehensive clinical training in many domains, including direct client related activities, integrated assessment, psychological testing, treatment planning, psychological interventions, both Community Designed Practices (CDP) and Evidence Based Practice (EBP). The Postdoctoral Residency Training Program is designed to include two major interrelated core competences: clinical competence and leadership competence. The training activities are sequential, cumulative and graduated in complexity. Our clinical training programs is interwoven with our requirement of developing ongoing self awareness and self evaluation with the practice of cultural humility in the context of cultural diversity. **We are training the next Leaders in our profession**, training them to see themselves as contributors to future health and wellbeing in local and global levels.

Principles and Training Model

We believe health and mental health are fundamental human rights of everyone. We make every effort to move this theoretical principle into action. Toward that aim, our community clinic model of training is designed to prepare professionals with high standard core competence requirements to address the diverse needs of underserved clients. Interns also engage in advocacy, identifying and reducing disparity in accessing resources in our diverse communities. The overarching goals: **promoting health, resiliency, and wellness for all.**

RECENT AND ONGOING EVENTS

Recognition



Dr. Pir honored for her 27+ years of service to the community.

International Outreach



Dr. Pir in Bangladesh to visit Rohingya refugee camps with APA delegation.

Collaboration



Dr. Pir with Los Angeles County District Attorney, Jackie Lacey, discussing community collaboration opportunities.



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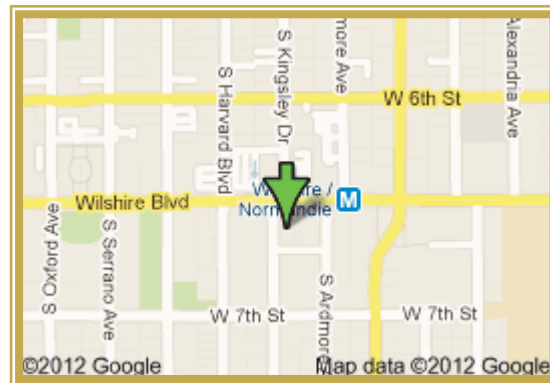
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IMCES LOCATION

HEADQUARTERS:

Institute for Multicultural Counseling and Education Services
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IMCES.org