

MOMENTOUS INSTITUTE

2027-2028
POSTDOCTORAL FELLOWSHIP
IN HEALTH SERVICE PSYCHOLOGY

A. Our History

1920	The Salesmanship Club of Dallas and Momentous Institute were founded with the shared mission of building and repairing social emotional health for all children
1945	Momentous Institute opens the nation's first year-round therapeutic camp in Dallas at Woodland Springs
1957	Camp Woodland Springs moves to Hawkins, TX
1968	Byron Nelson, a professional golfer and philanthropist, lends his name and support to the Salesmanship Club's golf tournament
1983	Momentous Institute begins investing in research and clinical training
1987	Momentous Institute relocates to Oak Cliff
1997	Momentous School, a socioemotional laboratory school, opens at the Oak Cliff location
2011	Momentous Institute expands and opens the Constantin Center on Harry Hines in Dallas
2017	Camp Momentous, a therapeutic nature-based program for children, starts offering weekend camps at our Hawkins, TX location
2025	Momentous Institute emphasizes nature-based therapy and camp is rebranded to Piney Woods Campus

B. Our Mission:

Momentous Institute, established by Salesmanship Club of Dallas, works side by side with children, families and communities. We are dedicated to innovative mental health services, education, and professional training to strengthen children, families, and communities. At Momentous Institute, we believe mental health and education go hand in hand. Founded in 1920, we work at the heart of education and mental health to help children and families live healthier, more fulfilled lives. Every year, we work with thousands of young people to provide mental health and education services to build better futures for our communities and shape a world of emotionally thriving people who reach their full potential.



As the only Dallas nonprofit offering mental health services and operating an elementary school, Momentous Institute offers a unique synergy between education and mental health that no other school, curriculum, counseling, or professional training program offers. Each year, our research demonstrates that within safe relationships, strong social emotional health can develop through: A focus on building existing strengths of the child, family, and community; Meaningful parent engagement and education; and Brain-based and trauma-informed practices.

We believe all children deserve equitable opportunities to achieve their full potential and that with strong social- emotional health, every child, no matter their circumstances, can change the trajectory of their lives. One of the main pathways to building and repairing a child's social emotional health — a key predictor for academic achievement and long-term success — starts with a safe, supportive relationship with a caring adult. By strengthening family bonds, caregivers gain confidence and become their child's strongest advocate. Problems and solutions are viewed as interactional and contextual, requiring shifts in the system so each person's view can be understood and acknowledged.

C. Our Values:

In our interactions with children, families, and each other we strive to embody our core values of: ***Respectfulness, Stewardship, Innovation, Commitment, and Humility*.**

Respectfulness

- Always be curious
- Learn the value of each person
- Build on strengths

Respectfulness is the basis of all of our interactions with clients, other professionals, community partners, referral sources, Salesmanship Club members, donors and each other. Problems and solutions are viewed as interactional and contextual, requiring shifts in the system so that each person's view can be understood and acknowledged. Respecting each individual implies a concern for ensuring their protection. It is difficult for people to grow and change in an atmosphere of physical or psychological threat, so the creation of a climate that balances care and accountability is of utmost importance.

Stewardship

- Accountable for all resources
- Inspire trust and confidence
- Own your contribution

Stewardship is our accountability for the quality, outcomes and cost effectiveness of programs and services. We seek increasingly effective ways to reach children and families through continuing program evaluation and self-study. Stretching our resources to provide high quality services at a reasonable cost is a critical goal. Furthermore, we are committed to extending the impact of our available funds to other institutions, families and children by playing a leadership role in mental health, in education and in our community.

Innovation

- Challenge the status quo
- Reinforce "good risk"
- Connect and Collaborate

Innovation implies that we still have much to learn. New ideas and skills continue to emerge that can make a difference in our lives and the lives of our clients. When our efforts to help are not successful, we must challenge our own thinking and assumptions in an effort to find another approach. By working in teams, our efforts to be innovative must stand the scrutiny of colleagues and be informed by their wisdom and experience. We also hope that our efforts to be innovative may contribute to our field's growing understanding and positively impact the lives of children and families who will be served by other professionals.

Commitment

- Tap into your Why
- Client and partner-focused
- Aligned with Mission/Vision

We strive to keep the mission and vision of Momentous Institute front of mind in all decisions, big and small. Working side-by-side with other professionals who are mission driven allows us to support one another as we work closely with clients pursuing important changes and goals.

Humility

- Listen to understand
- Examine blind spots and biases
- Prioritize self-reflection

Humility encourages us to be both self-aware and attuned to others' lived experiences and perspectives. One's own experiences impact how we see others. As we strive toward humility, we strive to make the implicit explicit. This requires self-reflection toward the purpose of self-awareness of our own identity, values, beliefs, etc. Through this exploration we strive to understand our own biases and "blind spots" and hopefully create a posture of ongoing curiosity and learning.

D. Our Sponsors:

The Salesmanship Club of Dallas, Inc. (SCD) is a not-for-profit civic service organization of more than 600 business and community been the beneficiary of the CJ Cup Byron Nelson Golf Tournament, an annual PGA Tour tournament in North Texas that has raised over $190 million. The combined support of SCD, the CJ Cup Byron Nelson, corporations, individuals, and foundations power efforts that truly change the odds for children in the community and beyond.

E. The Families We Serve:

The Momentous Institute programs are available to children and families from the greater Dallas-Fort Worth Metroplex. While we do provide telehealth services, we also have families that travel from other counties. Each year our Mental Health Services team provides services to more than 2,000 people. The organization has established a trusting relationship with the Latinx community and the majority of clients with whom we partner are from diverse Latinx backgrounds. In 2024, approximately 80% of clients identify their ethnicity as Hispanic/Latino. Our clients' median income was $35,000 per year. For more information about the impact of our services, please visit our website: https://momentousinstitute.org/our- impact

F. The Services We Provide:

Our Mission and Values in Action

Momentous Institute offers children and their families services through two distinct departments: Mental Health Services and Education.

The fellowship is housed in the Mental Health Services department. Through this department, Momentous Institute provides therapy, psychological testing, parent education, and other mental health and social services to families with children 15 years and younger. We believe that by focusing on this age range, we can capitalize on the two critical times for brain development, early childhood and the middle school years. Given our systemic approach, we serve older siblings of clients. Therefore, fellows have the opportunity to provide clinical services to adults, children and adolescents.



Mental Health Services are primarily offered through six areas of direct service: 1) Therapy, including play,

individual, couple, family, and group modalities, 2) Huddle Up, a therapeutic afterschool and in-school program serving youth ages 11 to 15 and their families, 3) Forward Thinkers, an experiential and processed based therapeutic group for children ages 7 to 10 and their caregivers, 4) Launch, an early childhood therapeutic program that serves children, ages 3-5 years, with major emotional dysregulation., 6) Psychological assessment, and 7) Parent education classes.

Momentous Institute is one of the few organizations that works at the intersection of education and mental health. The Education department of the organization is primarily comprised of the Momentous School. Founded in 1997, Momentous School is a unique Dallas laboratory school, where students are engaged with a rigorous academic curriculum, woven with rich social emotional health experiences— a key predictor for a child's academic achievement and lifelong success. Our program is underscored by deep parent engagement, as students thrive when they can be recognized and celebrated both at school and at home. Through our division of Education, we're building momentum and hoping to create a shift in our community. Our focus on strong, healthy relationships extends into education.

Our programs are available to clients from the greater Dallas-Fort Worth metroplex. Momentous Institute provides services to thousands of people through Mental Health Services and Education. Given the large percentage of Latino families served by our organization, we are proud to provide most of our Mental Health Services in English and Spanish.

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G. Organizational Structure:

Our organization has three primary divisions: Momentous Institute, Salesmanship Club of Dallas, and CJ Cup Byron Nelson. While all share a mission for improving the lives of children and families, each function in unique ways to serve said mission. All direct services fall under Momentous Institute, including Mental Health Services, the Momentous School, Nature-Based Services, and our Content and Product Team.

H. Mental Health Services:

The Mental Health Services team is comprised of over 25 licensed clinicians. Fellows have multiple opportunities to collaborate with clinical staff from differing backgrounds. A variety of licenses are held by Momentous Institute staff including Psychologists, Clinical Social Workers, Registered Play Therapists, Marriage and Family Therapists, and Licensed Professional Counselors. Over half of the therapists are bilingual in English and Spanish. Staff time is devoted to delivery of direct clinical services, training, supervision, consultation, outreach, staff development, administrative duties, and/or research/program evaluation. Our clinicians use a breadth of theoretical orientations when working with families. Each therapist uses his or her own integrative approach to treatment that may include systemic, multicultural, psychodynamic, cognitive-behavioral, and interpersonal theories – all within a strong postmodern framework. Additionally, many of the staff lead seminars and serve as clinical consultants to fellows. Fellows are strongly encouraged to collaborate with staff members to develop new program ideas (e.g., groups) or when providing direct services to clients.

MHS Leadership Team

The Mental Health Services (MHS) Leadership Team is led by the Director of MHS and also includes the Clinical Director (oversees delivery of individualized clinical services) and Director of Child & Adolescent Group Programing (oversees group programs and nature-based services). Overseeing our training programs at Momentous are two Training Directors: one for our master's level trainees and one for our doctoral level trainees. Dr. Ashley Geerts-Perry is currently serving as the Training Director for Doctoral Training, which includes acting as the Training Director for the APA Doctoral Internship, Postdoctoral Fellowship, and Doctoral Practicum Program.

Psychology Training Committee

The Psychology Training Committee's primary responsibilities include assisting the Training Director with the recruitment and selection of doctoral trainees, the placement and rotation of trainees, and the planning and provision of the doctoral training programs. The Psychology Training Committee meet weekly to review trainees' progress, evaluate the ongoing quality of the training program and to address any concerns about training. The Training Director is responsible for ensuring that each intern receives an excellent and comprehensive training experience.

Ashley Geerts-Perry, Ph.D. – Licensed Psychologist, Doctoral Clinical Training Director



***Doctoral Degree*:** Counseling Psychology with Child & Family Emphasis - University of North Texas
***Doctoral Internship*:** University of Texas Health San Antonio Clinical Psychology – Child, Adolescent, & Family Track, San Antonio, TX
Supervision: Therapy, Assessment, Reflecting Team

Dr. Geerts-Perry started at Momentous in 2019 as a doctoral practicum student and returned to Momentous in 2022 as a psychologist. Dr. Geerts-Perry has served as the training director overseeing all doctoral level training programs since 2023. She specializes in family therapy and co-supervises reflecting team at Momentous. She also serves on the Academic and Higher Education Committee of the Texas Psychological Association and is an adjunct faculty at UTSW. Dr. Geerts-Perry utilizes a process-oriented and relational approach to psychotherapy, with core foundations in attachment, family systems, ACT, and psychodynamic theory. She practices from a conjoint individual and family therapy framework to support cohesion, communication, and improved relational functioning in families. Dr. Geerts-Perry also co-facilitates the Forward Thinkers group for children in middle childhood, integrating experiential therapy and play to foster self-regulation and social skills. She is a firm believer in the healing power of the natural world and is a core member of Momentous Institute's nature-based therapeutic programs, including Camp Momentous and Leaders in Training. Dr. Geerts-Perry also specializes in therapeutic assessment. She views assessment as a therapeutic intervention and conducts assessment from a wholistic and contextual lens. Assessment is more than diagnostic and should explore cultural and systemic factors to tell the child's whole story. Dr. Geerts-Perry views her clinical and training responsibilities as a privilege and is humbled to walk alongside clients and trainees on their journeys of growth.

My "Why" for being a supervisor and involved in training: Throughout my training, I experienced how power dynamics and role conflicts in academic doctoral programs can impact the supervisory relationship. My hope as a supervisor is to provide a reparative experience wherein trainees feel safe exploring countertransference and how their history shows up in the room. As a supervisor and training director, I support trainees discover and develop their person-of-the-therapist. We are the most powerful therapeutic tool we have and it is imperative that trainees understand how they are showing up for themselves and their clients. Through compassion and challenge, I strive to help trainees explore and define who they are as psychologists. I believe that a positive supervisory relationship has the power to motivate and inspire trainees to go forth and become healing supervisors themselves. In this role, I also get the opportunity to learn and grow from my trainees, and it is this mutuality that fosters growth in training and in our field as a whole.

Monica Muñoz, Psy.D. – Bilingual Licensed Psychologist, Licensed Specialist in School Psychology



***Doctoral Degree*:** School Psychology – Nova Southeastern University
Doctoral Internship: Dallas Independent School District - Combined School & Clinical Psychology Internship, Dallas, TX
Supervision: Therapy, SIM

Dr. Muñoz started at Momentous Institute in December of 2025, after having completed her APA Internship, Post-Doctoral Fellowship, and 12 total years of service to the children and families of Dallas Independent School District. She held several leadership roles within Dallas ISD, including serving as Crisis Team Lead and Clinic Manager. During this time, she also pursued extensive advanced training in Psychodrama and Experiential therapy, completing more than 600 hours of specialized training in this modality, which she continues to deepen through ongoing professional development and training. She also holds a certification in Nutritional Psychology and is a Trust-Based Relational Interventions Certified Practitioner. Since joining Momentous, she has integrated her specialized training and passion into her work through the clinical supervision and professional development of Doctoral Interns and Post-Doctoral Fellows. She utilizes a trauma-informed, person-centered approach with trainees, clients - and all people. She believes that all people have creatively adapted to their environment, and approaches therapy with this lens, which allows her to utilize humanistic, psychodynamic, CBT, DBT, somatic, and relational therapies, to tailor (often experiential) interventions with the whole-person's context in mind.

My "Why" for being a supervisor and involved in training: As someone who considers themselves a "life-long learner", my desire as a supervisor is to foster a passion for learning and growth in all who I have the privilege of training. I have been blessed with many incredible trainers and mentors, especially through my Psychodrama training, who have instilled this passion in me. What I have learned is that learning and self-reflection cannot be cultivated without a safe, authentic, connected, compassionate, caring, honest, and accepting environment, where the other person feels truly seen. I see these values as foundational to the human experience, and work to incorporate them into all aspects of my life, including with trainees. Through this co-created learning space, my hope is to encourage presence and empower trainees to feel confident in sharing their unique gifts in the field and in the world. I hope to foster an environment where trainees can share their individual passions, and we can learn from each other. Most importantly, I hope to bring joy, so that trainees can see that Play and Professionalism are not mutually exclusive.

Michael Ovalle, Ph.D. – Licensed Psychologist



Doctoral Degree: Clinical Psychology - Southern Methodist University
Doctoral Internship: Children's Hospital Los Angeles, Los Angeles, CA
Supervision: Therapy, Reflecting Team

Dr. Ovalle started at Momentous in 2017 as a doctoral practicum student. He returned to Momentous in Summer 2024 after completing his postdoctoral fellowship at Seattle Children's Hospital. Dr. Ovalle enjoys working with children and families from underserved communities, including Latinx and gender-diverse populations. He is an adjunct faculty at UTSW and co-supervises the Reflecting Team. His clinical interests include depression, anxiety, and suicidality. Dr. Ovalle incorporates trauma-informed and systems-based frameworks with cognitive- and dialectical-behavioral theoretical approaches. In his free time, he enjoys live music and discussing all things pop culture.

My "Why" for being a supervisor and involved in training: I have been fortunate to have clinical supervisors who were supportive and interested in my development as a psychologist. Because of these experiences, I learned that growth happens in environments that feel safe and secure, and when a trainee feels like his or her true self is being honored. My approach to supervision is to empower a trainee's therapeutic skills and to offer guidance in a space where we can share, consult, and learn from each other, all in the best interest of the families we serve.

Lauren Fennimore, Ph.D. – Licensed Psychologist



Doctoral Degree*:* School Psychology – University of Memphis
Doctoral Internship: Momentous Institute, Dallas, TX
Supervision: Therapy, Assessment, SIM

Dr. Fennimore started at Momentous as an intern in 2023 and returned in 2025 as a staff psychologist after completing her post-doctoral fellowship at Children's Medical Center Dallas within the Rees-Jones Center for Foster Care Excellence. Since returning to Momentous and joining the training team, Dr. Fennimore has taken on serving as the assessment coordinator and helps in running school-based supports, such as the SIM consultation program. Dr. Fennimore provides both clinical and assessment supervision to trainees, while also carrying her own therapy and assessment caseload. Throughout her past experiences, Dr. Fennimore also developed a strong passion for group services and currently co-leads Poderosa group which is aimed at supporting teen girls. In addition to her work at Momentous, Dr. Fennimore has worked in a range of settings, including schools, residential treatment facilities, private practices, university clinics, and hospital clinics. Through her work across settings, contexts, and populations, Dr. Fennimore has developed an approach with clients that emphasizes the relationship, is attentive to attachment dynamics, and utilizes a trauma-informed approach. Dr. Fennimore believes in meeting each client where they are, creating a space in which clients feel seen and understood, and in empowering client's systems to best support the client. This approach to clients extends from my therapeutic work in therapy as well as to assessments. I utilize a therapeutic approach to assessment in which I am to help clients and their families or schools better understand the client. I am to understand and tell my client's story. My passion areas include advocacy, neurodivergence (e.g., autism, ADHD), and complex or intergenerational trauma.

My "Why" for being a supervisor and involved in training: As I went through my training, I was fortunate to have worked with a wide array of supervisors in a range settings that each taught me something different. They showed me varied approaches to supervision and different ways to provide support. For me, while I have collected my favorite or most helpful approaches to supervision from each of my past supervisors, my bottom line in supervision is creating a safe space for trainees to feel supported. This may look like helping trainees recognize and see their strengths, sitting with them through hard cases, building up their capacity or use of different interventions, or just learning together. I recognize that I may not know everything and have learned from every trainee I have worked with. I personally feel it is an honor to be a part of another person's training in any capacity and pursued a position where I could continue being a part of training to help trainees see their strengths while working to improve processes. Something I hold dearly and believe firmly is that we should not perpetuate suffering in any way. As a supervisor, I always aim to improve our processes and procedures to help ensure that each interns experience is as positive as possible.

Laura Vogel, Ph.D., Licensed Psychologist; Director of Mental Health Services



Doctoral Degree: Counseling Psychology - University of North Texas
Doctoral Internship: Central Texas Veterans Administration, Temple, TX
Credentialed by National Register of Health Service Psychologists
Supervision: Assessment

Dr. Vogel has over 25 years of experience working with children and their families. Prior to arriving at Momentous Institute in 2007, she worked in medical settings including Texas Scottish Rite Hospital for Children and Our Children's House at Baylor. Her areas of interest include working with children who have endured trauma, children who present as neuroatypical, attachment disruptions, interpersonal neurobiology, and assessment. Much of her direct service work at Momentous Institute has been with young children and their caregivers. Recently, her focus has been on working with mothers managing anxiety and depression.

My "Why" for being a supervisor and involved in training: I feel fortunate to have benefitted from really great mentors and supervisors who impacted me not only as a psychologist but as a person. To this day, I hear the words of these professionals as I sit with clients, interns and colleagues. Knowing what these experiences meant for me motivates me to offer the same to interns/trainees who are establishing what kind of psychologist they will be. At the heart of what I believe allows for a meaningful learning experience is *safety*. As both a trainee and a fully licensed psychologist, I have learned from my successes but typically I learn more from my "failures." But without safety, this rich learning cannot happen. My hope is that those with whom I work feel safe enough to try new things, reflect on their experiences and grow as a result. I also truly value what I learn from students each year. As a life-long learner, it is especially exciting to learn from the field's newest members.

I. Our Facilities

We have two locations that house our therapy services.

The **Meadows Family Center** (referred to as Oak Cliff or OC) **is located at 106 E. 10th Street, Dallas, TX 75203**. The Oak Cliff location also houses the Momentous School, which is open during the school year from August thru June.

The Constantin Center (referred to as Harry Hines or HH) **is located at 9705 Harry Hines Blvd, Dallas, TX 75220.**

OC & HH Locations	Front Desk Coverage	Open Hours
Monday - Thursday	7:30 am – 7:30 pm	8:00 am – 8:00 pm
Friday	7:30 am – 4:00 pm	8:00 am – 4:00 pm

Fellows provide services at both locations. However, fellows' offices are located at the Constantin Center which serves as the primary setting for fellows' clinical training. Fellows may be asked to provide services at our Meadows Family Center a minimum of one day each week. In addition to these two locations, Momentous Institute also has a wilderness property in east Texas which is used by our education and therapy programs. Further, the organization occasionally utilizes the property for staff retreats.

III. POSTDOCTORAL FELLOWSHIP AIMS & EXPECTATIONS

A. OVERVIEW

The Momentous Institute Postdoctoral Fellowship is ***NOT*** accredited by the American Psychological Association (APA) but meets all necessary requirements for licensure as a substantially equivalent program. Through a combination of clinical experience (therapy, assessment, consultation), supervision, and didactic training, the fellowship is structured to develop trainees' clinical competence and delivery of quality, culturally respective, and ethical services. The program offers a number of unique training opportunities aimed at developing essential clinical skills. Some of the program strengths and emphasis areas include the following:

- Clinical training and supervision utilizing a systemic framework whereas individual, cultural, societal and contextual considerations are emphasized in all aspects of training, and fellows have the opportunity to provide family therapy, group services and at times work with couples
- Composition of a diverse clinical caseload (SES, ethnicity, race, religious beliefs, sexual orientation, gender identity), and intentional training and supervision to provide culturally relevant and ethical services
- Ability to provide quality Mental Health Services in Spanish and further enhance competence doing so through receipt of quality supervision by Spanish-speaking psychologists and didactic trainings about Latinx culture. Additionally, monthly clinical consultations are held in Spanish with other bi-lingual staff to enhance clinical language and conceptualization skills
- Intentional focus on the acquisition of specific competencies of advanced clinical skills and professional identity, which is strongly guided by the ability to cultivate a posture of self-reflection, self-awareness and multiple ways of knowing in one's practice of psychology
- Utilization of multiple modalities to foster learning including reading peer-reviewed journals, participation in didactic seminars, individual and group clinical supervision, ongoing feedback processes, self-reflective activities and presentations, analyzing live and videotaped sessions of work with clients, and engaging in professional dialogue with clinical staff
- Supervision and training in various theoretical orientations (cognitive, behavioral, family systems, psychodynamic, play and sand modalities, experiential, nature-based) with a strong consideration of complex trauma
- Emphasis on utilizing a therapeutic approach to psychological assessment via opportunities to evaluate pre-school-and school-age children and adolescents. Emphasis is placed on understanding the impact of trauma, culture and language on results
- Honor and respect of clients' individual and community strengths and resilience by emphasizing collaboration, curiosity and mutual respect
- A democratic organization structure that emphasizes a desire for and respect of staff feedback and provides trainees opportunities to be involved in decision-making dialogues and program planning
- Value for the parallel process of learning whereas supervisors welcome and expect to learn and grow from trainees as we strive to provide a learning environment that is safe, open and collaborative between students and supervisors

B. TRAINING MODEL & PHILOSOPHY

The fellowship program is guided by a ***practitioner – scholar model*** to prepare fellows for independent practice as licensed psychologists. The training program is rooted in the belief that clinical practice through service delivery and scholarly knowledge of theory and research mutually inform one another. The program focuses on the acquisition of specific competencies of advanced clinical skills and professional identity, which is strongly guided in the ability to cultivate a posture of self-reflection and multiple ways of knowing in one's practice of psychology. Therefore, individual, cultural, societal and contextual considerations are emphasized in all aspects of training activities. To enhance fellows' training, the program utilizes multiple modalities to foster learning including reading peer-reviewed journals, participation in didactic seminars, individual and group clinical supervision, self-reflective activities and presentations, analyzing live and videotaped sessions of work with clients, and engaging in professional dialogue with clinical staff.

Given the unique needs and concerns of the organization's targeted population and surrounding community, fellows are trained to become clinical practitioners who think critically about the practical application of scholarly knowledge connected to the theory and treatment of clients with consideration for context. Fellows (and their supervisors) are encouraged to view themselves as life-long learners who understand and draw upon the social construction of language, systemic theories and thinking, cultural humility and ethical and legal standards, as well as interpersonal neurobiology, trauma-informed care, and human attachment and development. Therefore, fellows are provided intentional training opportunities that focus on therapeutic, assessment and consultative services for clients who encompass a range of demographics, mental health diagnoses, and cultural backgrounds. Furthermore, as fellows transition to professional practitioner, the program aims to strengthen trainees' clinical judgement and feelings of competence in accordance with the professional and ethical standards set forth by the American Psychological Association.

C. EVALUATIONS

The staff encourages a collaborative context for learning and invites informal and formal feedback about training, supervision, and practically all aspects of our organization. Staff provide regular, constructive feedback to the fellow regarding their progress and growth. In addition, the fellow meets regularly with the Training Director to discuss all aspects of the fellowship. Fellows address quality and quantity of supervision, usefulness of training seminars, evaluation procedures, staff interactions, and other relevant issues.

The Postdoctoral Fellow and their supervisors regularly discuss the trainee's development during weekly supervision. Additionally, a formal written evaluation is completed at mid-year and at the end of the training year to assess and track growth across APA's 9 profession-wide competencies. At the conclusion of the training year, the fellow meets with the training staff and/or Training Director to provide oral and written evaluation of the training program as a whole. This information is used to improve the quality and effectiveness of the fellowship.

D. TRAINING EXPECTATIONS

Momentous Institute's Postdoctoral Fellowship is considered a full-time (40 hours/week) position. The postdoctoral fellowship begins on September 1, 2027. **Due to state variations in licensure requirements, the fellowship cannot end earlier than July 14th, 2028, coinciding with our APA internship program, and no later than August 25, 2028.** Per TXBHEC rules, the postdoctoral fellowship guarantees a minimum of 1750 supervised hours; however, fellows typically earn 2000 hours.

All employees, including the Postdoctoral Fellow, must complete the organization hiring requirements including submitting a completed Momentous Institute employment application, background and reference check prior to the start of the training year.

E. COMPENSATION

The **Postdoctoral Fellow** is hired as a full-time employee of Momentous Institute. The position is a salaried and exempt status position with **yearly salary of $65,000**, for a maximum of one calendar year.

Along with this stipend, fellows receive a comprehensive employee benefits package. The benefits package is the same for all full-time staff and includes options for health and dental insurance. Fellows may elect medical coverage under Momentous Institute's group healthcare and dental plan for themselves, as well as for their spouse and/or dependents. Fellows will also receive information about coverage for short and long-term disability and life insurance. If elected, coverage under the organization's medical insurance plan will begin on the first day of employment and end the last day of the month ending employment with the company paying part of the cost for medical insurance. Additionally, the organization pays all of dental, basic life insurance, and Short Term and Long-Term premiums. These benefits also start on the first day of employment (and end on the last day of employment. More specific information about benefits is provided in the Momentous Institute Employee Manual and will be discussed on the first day of employment with Human Resources.

Fellows are eligible for the following paid time off:

- **Vacation Time:** One week (5 working days)
- **Sick Leave:** 0.5 sick days each month for a total of 6 sick days for the year
- **Paid Holidays (organization closed):** New Year's Day; MLK Jr. Day; Memorial Day; U.S. Independence Day; Labor Day; Thanksgiving Holidays (2 working days); Winter Holiday (average 5 working days)
- **Conference/Professional Days:** Fellows receive **up to 5** professional days that can be utilized to attend external conferences and engage in other educational or professional related activities that promote professional development.

A final list of the holidays set by the organization will be provided along with payroll and benefit information during the fellow's first week at Momentous Institute.

Professional liability coverage is provided to all employees for all Momentous Institute related clinical activities.

Additional Resources

Fellows are provided a variety of resources to ensure they are able to effectively complete their job responsibilities. Some of these resources include:

- **Office Space**: Each fellow is assigned to their own personal office space that is furnished with a desk, chairs, bookshelf, and office supplies.
- **Laptop Computer:** Fellows are also assigned to an Organization laptop to use during their fellowship year. The laptop can be used independently and also connected to a docking station in the fellow's office to allow connection to the network drives. Each laptop is installed with Microsoft Windows and Office applications to manage schedules and access client information. Fellows also have the capability to access network drives off campus through a secure external network. Fellows meet with a member of the IT department during their first week at Momentous Institute. As stated in the acknowledgement form, fellows are expected to review and adhere to the electronic communications and HIPAA policies described in the Momentous Institute Employee Handbook.
- **Individual Email and Voicemail:** Individual phone extensions with voicemail and an Organization-based email accounts are established for each fellow. The phone system has the capability to do video conferencing with other Momentous Institute staff.
- **Assessment Measures:** Momentous Institute has a wide array of psychological/ educational/ development assessment measures (see appendix) as well as computer scoring software for most assessment measures.
- **Training Resources:** A library of training resources (printed material and electronic) including books, DVDs, journal articles, and therapeutic games and workbooks. Additionally, both campuses have multiple training rooms with two-way mirrors. Additionally, fellows can record in-person and virtual sessions from their laptop computers.
- **Licensure Materials:** Fellows have access to up-to-date study materials for the Examination for Professional Practice in Psychology (EPPP). This does not include AATBS practice tests through the portal. Additionally, the Training Committee is available to consult with fellows who are ready to sit for this exam. A portion of supervision may be dedicated to helping fellows prepare for licensure.
- **Time2Track:** Momentous Institute will cover the cost for a 1-year Time2Track subscription for tracking hours towards licensure if needed.
- **Additional Space for Services:** Each location is equipped with rooms set up for group and play therapy services. Additionally, the campus in Oak Cliff has a gym that can be used for individual or group services when school is not in session. The Constantin Center has an Early Childhood playground and outside play area that includes a basketball court.
- **Mileage Reimbursement:** Personal transportation is essential as fellows may need to travel between locations. Fellows are eligible for on-the-job mileage. To be eligible for reimbursement, each fellow must provide a copy of their driver's license and proof of auto insurance to the human resources department.
- **Office Supplies:** A full array of office supplies and equipment (typical office supplies, individual business cards, day planner, copiers, fax machine, etc.). Additionally, the administrative support staff are available to assist fellows in the same manner that is provided to full-time therapeutic staff.

- **Security:** Each location requires a key or access card to enter most areas of the facility. Additionally, security is provided by both a private security firm and off-duty Dallas Police Officers during all operating hours at both campuses.

F. TRAINING GOALS

The postdoctoral fellowship program is designed to provide in-depth training in two broad areas:

1. ***Clinical/Therapeutic Intervention*** - The postdoctoral fellowship program is designed: 1) to broaden knowledge through training and supervision in competency and evidence based therapies while encouraging the development of a personal conceptual map to guide both therapy, supervision and consultation; 2) to promote reflective habits of mind that enable fellows to evaluate how their own assumptions influence their actions; 3) to sensitize and enhance the fellow's knowledge and skills in working with diverse clients; 4) to encourage the development of an ethical posture that guides the fellow's decision-making; 5) to help fellows integrate their past clinical experiences with their fellowship experiences so they develop a sense of competence and confidence when practicing autonomously; and 6) develop and refine skills in family, individual, and group therapy.

2. ***Psychological and Educational Assessment*** – Momentous Institute's testing and assessment program provides testing services to students enrolled at Momentous School, and for limited clients in our Mental Health Services programs. The results of these comprehensive assessments aide therapists, teachers, and other professionals in placement and treatment planning. The Postdoctoral Fellow will conduct psychological and educational testing under the supervision of a licensed psychologist. The Postdoctoral Fellow also plays an integral role in the placement and treatment planning process by meeting with educators and clinicians.

In addition to these two major areas, the fellowship program may offer additional opportunities in the areas of Supervision, Administration, and/or Program Development.

Administration of Training Program – Momentous Institute is committed to training mental health professionals. The Postdoctoral Fellow participates in the development and enhancement of our psychology training programs and plays a significant role in the continual improvement of the professional training programs. Through collaboration with the training committee and work with interns, the fellow learns about the development and maintenance of training programs in mental health. More specifically, the fellow works closely with the Training Director throughout the year to support the APA Accredited Doctoral Internship Program, which may include organizing/leading didactics, providing support with onboarding interns, and helping with the internship application/interview process.

Clinical Supervision - In addition to providing group supervision at least twice per month to the doctoral interns, the fellowship position is also designed to provide the trainee with additional opportunities to facilitate clinical supervision. Dependent on the fellow's interest and supervisory background, their training year may also allow the opportunity to provide individual assessment supervision and/or clinical supervision to practicum or postgraduate trainees. The availability of this experience is also dependent on the number of practicum and postgraduate trainees matched with Momentous Institute each year.

Program Development – The postdoctoral fellowship program is also designed with an awareness of the importance of the relationship between our organization and its community neighbors. To this end, the Postdoctoral Fellow may have an opportunity to identify, develop, and implement new programs designed to meet the needs of the community. The fellow may collaborate with MI staff and/or other community organizations in developing innovative, non-traditional support and treatment programs.

G. FELLOWSHIP REQUIREMENTS

Fellows are also expected to achieve the aims and objectives of the program, and abide by the APA Code of Ethics, the requirements of the training program as listed in the Handbook, and the policies and procedures of Momentous Institute.

Per the standards set forth by the Texas Behavioral Health Executive Council and Texas State Board of Examiners of Psychologists, a formal postdoctoral program must meet the following criteria to be considered substantially equivalent to an APA accredited or APPIC member program:

(1) An organized experience with a planned and programmed sequence of supervised training experiences.
(2) A designated psychologist responsible for the program who possesses expertise or competence in the program's area.
(3) Two or more licensed psychologists on staff, at least one designated as supervisor with expertise in area of practice.
(4) A minimum of 2 hours per week of face-to-face supervision.
(5) A minimum of 2 additional hours per week of learning activities.
(6) A minimum of 25% of the fellow's time is spent providing professional psychological services.
(7) Admission requirements that require the applicant to complete all professional degree requirements and a pre-doc internship, which at a minimum meets Council requirements.
(8) A requirement that participants use titles such as fellow.
(9) Documentation describing the goals, content, organization, entrance requirements, staff, mechanisms for a minimum of 2 evaluations per year, and a statement that the program meets Texas' licensure requirements.
(10) At a minimum, an informal due process procedure regarding deficiencies and grievances.
(11) A written requirement for at least 1500 hours to be completed in not less than 9 months and not more than 24 months.

The Momentous Institute Postdoctoral Fellowship Training Program is committed to ensuring all of the above criteria are met within the fellows' training year. The Training Director and direct supervisors will have responsibility over monitoring progress towards these goals. The Fellow is responsible for accurately tracking hours using both ClinicTracker and Time2Track.

H. FELLOWSHIP STRUCTURE AND ACTIVITIES

1. ***Fellowship Schedules***

All full-time employees, including fellows, are expected to work a minimum of 40 hours each week. For the most part, fellows manage their own schedules apart from scheduled trainings, team meetings and supervision, and hold the primary responsibility for ensuring they meet all program expectations including requirements for direct service hours set forth by state licensing boards. Fellows can choose to manage their schedules electronically through Outlook and/or with a day planner which is provided to each fellow during their first week of fellowship. In addition to receiving an orientation schedule, fellows also receive a schedule template which outlines when preset activities such as trainings, supervision, and staff meetings are held.

Given Momentous Institutes works with families, all staff, including fellows, are expected to provide a portion of their appointments during primetime hours, which includes 8:00 am and 5:00 pm or later. Fellows and staff typically work at least two evenings (past 5:00 pm) each week, and typically offset this by starting their workday later in the morning or leaving early on another day of the week. **Fellows are expected to schedule a minimum of 6 direct service hours during primetime hours.** *From past fellows' experiences, it is unlikely that fellows will meet the required direct service hours if they do not schedule evening hours as this is when the majority of our clients are able to attend sessions.*

2. ***Direct Service Activities***

Clinical service delivery comprises 50-60% of the fellows' weekly schedule. The following are considered direct clinical service activities at Momentous Institute:

- **THERAPY** (*average 14-15 completed sessions/hours each week*)

  Fellows are expected to carry a clinical therapy caseload of 14-16 families over the course of the training year. Given the nature of community mental health services which requires consideration for cancelations and no-shows by clients, this guideline helps ensure fellows can meet their weekly and yearly direct service requirements.

  Therapy services at Momentous Institute may be provided in individual or family (multi-person) modalities. Typical client concerns can be broadly categorized as: 1) child and adolescent behavioral or emotional difficulties; 2) school related issues; 3) historical family violence and abuse (verbal, physical and sexual); 4) relationship counseling; 5) individual/family of origin issues; and 6) parent education. Length of treatment is not predetermined and is identified through conversations with the client and fellows' clinical supervisors. To help broaden the training experience, fellows are encouraged to diversify their caseload with consideration for diagnoses and cultural factors including ethnicity, age and gender. Fellows typically work autonomously with an independent caseload. Trainees are also encouraged and provided with opportunities to collaborate with staff and supervisors as needed or based on clinical interests.

- **ASSESSMENT** *(average 4-5 hours each week)*
  Assessment is a major part of the fellowship training program. Approximately four hours each week will be dedicated to providing testing services. ***Fellows are expected to complete a minimum of 6 comprehensive evaluations during their training year***. In addition to completing the administration of testing instruments, fellows are expected to share assessment results through both a written professional reports and also verbal feedback sessions with each family. Feedback sessions may also include additional people deemed important by the family or clinician such as teachers, extended family and referring clinician. Over the course of the year, fellows will have the opportunity to complete individual assessments for children who are either students at the Momentous School or involved in our therapeutic programs. Given the importance of assessment to the training program, fellows receive dedicated supervision for this part of their training on a weekly basis.

- **GROUP THERAPY** (*expectation of 1 group experience during the training year*)
  Fellows are expected to participate in one group therapy rotation during the training year. During orientation month, fellows will rotate through the Momentous Groups and receive support from the APA Training Director and supervisors to identify specific goals for the group experience. In the past, fellows have (a) joined an existing group as a co-facilitator; (b) provided parent education groups to parents or (c) created new groups at the Momentous School or for community clients. While most fellows complete their group experience on-site at Momentous Institute, fellows may also choose to provide group services within the community via partnerships with schools and other organizations.

  For fellows choosing to participate in an existing Momentous group (Poderosa, Huddle Up, Forward Thinkers, Launch), they will be required to dedicate 1 full semester to the group. Fellows are also expected to attend virtually/in-person the designated debrief/planning times as well as a monthly individual check-in with the group leaders for supervision and feedback regarding the fellows' role and contribution to group. Further, fellows choosing an existing group option are expected to hold administrative responsibilities within the group, which may include completing notes, screenings, treatment plans, and discharge summaries. They are also expected to act as co-facilitator and/or group leader, including planning/leading group activities independently, conducting parent check-ins, and supporting treatment planning for clients.

  For fellows choosing to develop their own group, they will work closely with the training director and their supervisor to determine length/content necessary to meet the group therapy requirement. For example, psychoeducation groups would not count towards this requirement. Fellows may choose to facilitate groups independently or alongside another staff or trainee. Should fellows choose to develop their own group, they will be responsible for all administrative aspects of said group. The fellows' assigned supervisor will provide supervision of these group experiences.

- **NATURE-BASED SERVICES** (*Offered throughout the year*)
  Nature-based services are offered through our Camp Momentous, Leader in Training (LIT), and Huddle Up programs. We expect postdoctoral fellows to ***volunteer for at least one nature-based service*** at Piney Woods. Fellows will attend a full-day nature-based clinical practices seminar at Piney Woods in the Fall.

Camp Momentous is a weekend camp program (Friday – Sunday) for MHS clients age 8 to 12. This experiential, nature-based program allows children an opportunity to separate from their "city self" and strengthen and connect with their "camper self". Camp Momentous is held over a weekend in October and April.

Leader in Training (LIT) camp is an adolescent program for MHS clients who have shown strong leadership potential through the Camp Momentous or Huddle Up programs. Fellows may have an opportunity to participate in LIT camps throughout their training year.

Huddle Up also utilizes the Piney Woods property for a weekend (Saturday-Monday) in October and May/June. For trainees working with Huddle Up, camp attendance is required during your time with that program, unless otherwise approved by the Training Director.

- **REFLECTING TEAM** *(average 2 hours each week – 1 direct service hour, 1 supervision hour)*
  The Reflecting Team at Momentous Institute is led by one or two members of the Psychology Training Committee and includes the three doctoral interns. Fellows may also be required to participate in the reflecting team. This opportunity allows trainees to receive enhanced training in family therapy, process-oriented clinical interventions and providing co-therapy. When a family is scheduled with the team, two trainees are assigned to the case as co-therapists. The remaining trainees and supervisors serve as the reflecting team. During the first 30 minutes of the evening, the team and co-therapists meets to discuss and plan for the clinical case. Following this consultative discussion, the co-therapists facilitate the family therapy session for one hour. During this time, the other members of the team observe the session behind a two-way mirror. After approximately 30 minutes, the family and co-therapists will then watch and listen to the team share feedback and observations (reflections) about the session. This feedback is delivered from a strengths-based perspective to share impressions as well as questions about what occurred in the session. After the reflection is shared, the family is given an opportunity to respond to the team's comments and share their own thoughts and perspectives about what they heard. After the clinical session is completed and the family has left, the team and co-therapists reconvene to discuss what unfolded in the session and next steps for treatment.

- **CO-FACILITATOR OF GROUP SUPERVISION OF INTERNS**
  The Postdoctoral Fellow will have the opportunity to develop their own supervisory skills through supervision of doctoral psychology interns in a group supervision format. This component of the training program is intended to foster the fellows' professional development in the area of supervision. Fellows will co-facilitate Group Supervision with the Training Director at least twice a month. During those weeks, the Training Director is not present, the fellows will independently facilitate group supervision. The Postdoctoral Fellow assists interns with navigating their trainee role, providing guidance in the area of professional development (e.g. preparation for postdoctoral opportunities and licensure), and support case consultation. Additionally, the Postdoctoral Fellow will attend trainings to strengthen their knowledge of methods and theories of supervision.

During the Spring semester, two group supervisions per month are dedicated to roundtable discussions. These roundtables are facilitated by the fellows. **Research Roundtable** involves the interns applying current research articles to their clinical practice. The interns identify the specific article for the group to read. The fellows support the intern in facilitating dialogue regarding how said research is practically applicable to clinical work. **Diversity Roundtable** is similar in nature, but involves identification of diversity topics, to be more intentionally discussed during this hour. Research, clinical examples, and lived experiences may be infused into dialogue regarding how the identified diversity area impacts self-of-the-therapist development and clinical practice. Fellows may each choose to independently lead one roundtable or may choose to co-facilitate these.

- **SUPERVISION OF PRACTICUM STUDENTS** (*when possible pending #/schedule of prac students)*
  In addition to the psychology doctoral internship program, Momentous Institute provides intensive training opportunities to graduate students completing their practicum requirements as well postgraduate professionals seeking to acquire hours as part of the licensure requirement. While these trainees receive the majority of their supervision from licensed MI clinicians, psychology interns/fellows often provide secondary supervision for these students. While we make efforts to provide all interns/fellows with an opportunity to supervise a trainee, this is contingent on the number of practicum and/or postgraduate students recruited each year, the availability/schedule of the practicum students, as well as interns'/fellows' individual goals in this area.

  For fellows who are supervising practicum students, they will receive weekly supervision of supervision from their Supervisors. Fellows engaged in supervision activities are expected to designate 1 hour/week to individual supervision with the practicum student (generally one case) and 1 hour/week to live supervision of the practicum student (if possible) or watching the practicum student's recorded session. With permission of the practicum student, fellows will also record their supervision to aid in sup of sup with their primary supervisors. The provision of supervision competence is also facilitated through didactic training seminars that provide knowledge of supervision theories and the ability to apply learned skills.

- **CONSULTATION**
  As part of the didactic training schedule, fellows will receive additional training to expand their understanding about providing clinical consultation. Fellows and staff are also regularly asked to provide consultation to the Momentous School around the needs of students for assessment as well as classroom and behavior interventions.

- **INTAKES** (*as indicated/needed*)
  Momentous Institute has a well-established intake process for new clients to ensure they are connected to appropriate internal and external resources based on their presenting concerns/ symptoms. The program recognizes the importance of strengthening trainees' clinical assessment skills. In addition to specific trainings to discuss diagnosis and treatment planning and crisis assessment and intervention, fellows may dedicate a portion of their weekly schedule to complete clinical intakes for new Momentous Institute clients. Intake appointments allow fellows to strengthen skills in clinical assessment, making referrals for psychiatric evaluations and other appropriate services, and also

strengthen crisis intervention skills. **Typically fellows conduct intake appointments for family members of their assigned clients or when needed as part of a group screening.** However, depending on organizational needs and/or fellow availability/hours, additional intake appointments may be required throughout the year. Towards the end of the training year, fellows may be asked to resume intake appointments as their clinical caseload and other direct service activities begin to decrease. Additional intakes may be added to fellows' schedules if desired given personal training goals.

3. ***Supervision*** *(minimum of 2 hours each week)*
   Supervision is one of the cornerstones of the fellowship program at Momentous Institute. The Psychology Training Committee values and views the supervision relationship as an integral part of fellows' training experience. Supervision provides fellows with direct, intensive and personalized guidance and support of their clinical work while also allow supervisors to serve as a professional role model through a supportive mentoring relationship. During the fellowship year, supervision will involve a variety of modalities including dyadic conversations, review and discussion of clinical documentation, live supervision and review of recordings. ***Fellows are required to receive a minimum of 2 hours each week of individual supervision from a Licensed Psychologist***. One hour will be dedicated to clinical supervision of therapy clients and one hour will be dedicated to assessment supervision. Additional supervision or supervision may be needed if a fellow is providing supervision to a practicum student.

4. ***Training/Learning Activities***
   The program places a high value on providing advanced training for staff. Throughout the fellowship year, fellows will have a multitude of opportunities to receive internal trainings through the Organization.

   - **CLINICAL SEMINARS** *(2 hours each week)*
     Over the course of the year, fellows participate in seminars facilitated by various Momentous Institute staff and community partners. These training seminars are intended to provide fellows with an advanced level of training and exposure to a variety of theoretical orientations, therapeutic interventions, and relevant psychotherapy and assessment topics including ethics, crisis assessment, culture and diversity, psychopharmacology, evidenced-based practices, diagnosis and treatment planning, assessment measures, dual-language assessment, etc. The format of the weekly training seminars is designed to invite an active dialogue and application of presented content. The application portion of the training may include video recording or live observation of work with a client, clinical case vignettes and/or interactive activities. Additionally, relevant readings may also be used to connect research evidence/support to clinical practice. Additionally, the Postdoctoral Fellow is expected to **facilitate at least 2 trainings** on a topic of interest or expertise for either the doctoral interns or our practicum students.

   - **CONSULTATION GROUPS AND CLINICAL CONVERSATIONS** *(2-5 hours each month)*
     Each month fellows attend several clinical group conversations and consultation meetings to further support their overall clinical competency. Monthly, all clinical staff attend a group discussion to think aloud about a specific topic relevant to the clinical work with clients and/or to staff a specific case. Additionally, fellows interested in learning about play therapy are invited to attend a monthly consultation group with one of the Organization's registered play therapists. Fellows will also be required to attend one school-based consultation meeting to support consultation skills with individuals from other professions (e.g., teachers, school administrators).

5. ***Self-Reflective and Professional Development Activities***

A key focus of the training year is to further develop key clinical competencies including case conceptualization, treatment planning and use of various clinical interventions and approaches to therapy. Additionally, our training program intentionally focuses on helping trainees to integrate what we refer to as "the person of the therapist" as they strive to grow their skills as a practicing psychologist.

In the book "*The Person of the Therapist Training Model: Mastering the Use of Self,"* authors discuss the benefit for clinicians to understand how to be intentional and purposeful in the use of themselves in their therapeutic work with clients. This can include exploration of cultural factors such as ethnicity, gender and sexual orientation, as well as personal and professional life experiences, and therapists' vulnerabilities and fears as they approach work with clients.

To this end, we invite and create opportunities for fellows to engage in self-reflection throughout the course of the year. Self-reflection is defined as *"the capacity for an individual to exercise introspection and a willingness to learn more about his or her fundamental nature, purpose and essence".* This definition places an emphasis on the ability to monitor our inner world, our thoughts and emotions, as they arise. At Momentous Institute, we strongly believe self-reflection enhances our ability to collaborate with clients.

During the training year, fellows will complete a number of activities to help guide and enhance their self-reflection as they focus on understanding who it is they bring into the therapy room. Our hope is that these activities, as well as ongoing conversations throughout the training year with colleagues and supervisors, assist fellows with thinking deeply about their approach to therapy, beliefs and interactions with clients, and most importantly who they are as a clinician.

Many of our trainees come to Momentous Institute with a great deal of pressure to give the "right" answer. We believe that this mindset challenges the ability to be introspective and engage in vulnerable and courageous conversations about the complexity of our roles as therapists. During your time with our agency, we would like for you to begin to inhabit a new mind-space that encourages you to be courageously self-reflective, consider multiple truths and embrace not knowing. We believe that by doing this work ourselves we become infinitely more equipped to accompany clients as they journey through their therapeutic journey and self-reflective process. Each activity is designed to build upon the previous and should continuously be integrated and considered when completing subsequent phases.

6. ***Formal Case Conceptualizations***

Over the course of the training year, fellows will engage in two formal case conceptualizations with the purpose of aiding in evaluation of progress towards profession-wide competencies, including effective assessment, diagnosis, and intervention skills. Further, this activity is designed to further support fellows' ability to orally discuss clinical cases as may be required in many employment settings. Case presentations are also useful for individuals seeking board certification, which requires an oral case conceptualization. For each presentation, fellows will choose one of their cases (therapy or assessment) to present to the Training Director and their direct supervisors.

7. ***Weekly Hour Distribution***

All trainees are expected to work a minimum of 40 hours per week. Fellows commit to over 20 service hours each week to therapy, assessment, community outreach and/or program development, and supervision. The information below illustrates an example of how a fellow's time may be distributed among the various training activities. Please note this framework may change dependent on the fellow's goals and organization needs.

Direct Service	
• Therapy (Individual, Family)	14-16
• Group Therapy	1-2
• Assessment	4-6
• Supervision of interns/practicum students	1-2
	Approximate Total: **20 - 26 hours**
Indirect Activities	
• Training	3
• Individual Supervision	2
• Meetings/Consultation Groups	2
• Administrative Activities (Notes, report writing, etc.)	5
• Administration (Training Program)	2
	Approximate Total: **14 hours**

IV. DESIRED CHARACTERISTICS & APPLICANT QUALIFICATIONS

As applicants consider applying to our program, it is strongly encouraged that you assess how one's individual training goals align with our program. It is important to note that the program also considers the quality of an applicant's training in terms of the type of setting, diversity of client caseload, experience working with children and families, and demonstration of cultural humility. We will also consider applications from candidates who may not have had the opportunity to meet these considerations but demonstrate great potential and an eagerness to learn.

The training staff encourages applications from individuals whom:

- are interested in competency-based approaches to therapy.
- are interested in collaboration and learning in a community.
- are willing to open themselves to differing perspectives and questions of how one's constructions of reality affect therapy.
- are interested in understanding the relationship between and impact of power and privilege, especially in the realm of gender, race, sexual orientation and other typically marginalized identities.
- are sensitive to how one's ethics are demonstrated in practice.
- are interested in family therapy and integrating systemic factors into treatment.
- are interested in gaining experience in assessment from early childhood through adolescence.

Candidates from diverse backgrounds (i.e., ethnicity, spiritual/religion, gender, sexual orientation, etc.) are encouraged to apply. Additionally, given that we serve a large Spanish speaking population, ***we also encourage students who are bilingual in English and Spanish to apply.***

Deadline – December 18th, 2026

All application materials must be received by December 18, 2026. We may continue accepting applications for our fellowship until we find the right fit for our program.

Application Materials

All application materials should be submitted directly to the Training Director via email at aperry@momentousinstitute.org

1. A letter of interest.
2. A CV or resume.
3. Two letters of reference from individuals who have supervised your clinical work.
4. A de-identified sample of one of your integrated psychological evaluation, preferably with a child/adolescent under the age of 16

Selection Procedures

Once applications are received, each application is reviewed by the Training Director and one additional member of the Psychology Training Committee. Interviews will then be offered to applicants deemed a good fit for our fellowship. Virtual or In-Person interviews (Pending applicant location) will be offered in January. While not an official APPIC fellowship, our program will make all offers by or before the Common Hold Date of February 16, 2027.

Contact Information

If you have questions or need additional information, please feel free to contact the Training Director:

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