



About

Didi Hirsch Mental Health Services

Didi Hirsch Mental Health Services was founded in 1942 as the Los Angeles Psychiatric Service, the first community-based, adult outpatient clinic in Los Angeles. Thirty years later, a social worker and ardent supporter of mental health services, Mrs. I. Kingdon (Didi) Hirsch, rallied community support and spearheaded fundraising to expand the clinic. Her work led to the construction of the center's main site in Culver City in 1974, and the agency was renamed in her honor. Over the past three decades, the agency has grown steadily, both in number of clients and breadth of services. In 1998, a merger was finalized with Family Service of Los Angeles (FSLA) which further expanded the Center's capacity.

Last year, Didi Hirsch served nearly 44,000 people at nine sites. With an annual budget of \$23 million, the agency employs approximately 400 staff and is an equal opportunity agency, actively committed to recruiting diverse staff and interns to serve the needs of our community and clients. The clients of Didi Hirsch reflect the cultural diversity of Los Angeles, and many of them rely on Medi-Cal or receive services through other sources of public funding.

Didi Hirsch offers a full spectrum of services, working with clients of all ages, with a primary focus on children with serious emotional disturbance (S.E.D.) and adults with severe and persistent mental illness. Offering both mental health and substance abuse treatment among many others, services also include a 24-hour suicide prevention Crisis Line, crisis intervention, short-term counseling, school-based services, case management, a psychosocial clubhouse, intensive mental health treatment (also known as full service partnerships), crisis residential care, and residential care for women recovering from substance abuse and their children.

Didi Hirsch also continually endeavors to reduce the stigma attached to mental illness and to provide hope and support to the many individuals and families whose lives are affected by mental illness.

About

Psychology Internship Training Program

The training of professionals in psychology and other disciplines has been an integral part of Didi Hirsch since its inception. The agency's psychology internship has been accredited by the American Psychological Association since 1965, making it the oldest accredited program in California and one of the oldest in the nation. In 1997, the site visitors noted in their report that "the organization, administration and structure of this program is exemplary and could be used as a model of how to design, teach, and evaluate a psychology internship." Since then, the structure of the program has not changed. The site visitors in 2009 noted in their report that interns "are provided rich learning opportunities in assessment and treatment interventions using various models with varied populations." Past interns interviewed by site visitors attributed much of their success to the training they received during internship and reported how impressed they were that they were not just being introduced to concepts in a lecture, but have experiences in all competency domains, and experiences in which they carry significant responsibility. **The program was awarded the full 7-year accreditation by APA's Commission on Accreditation in 2010.**

The Psychology Internship Program is currently accredited by the Commission on Accreditation. For issues pertaining to the internship accreditation, the American Psychological Association CoA can be contacted at 750 First Street, NE, Washington, DC 20002-4242 or (202) 336-5979.

This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

APA Accredited

Accepts 4 Interns (2 child/family emphasis; 2 adult emphasis)

12 months starting August 29, 2011

2,000 hours (40 hours per week)

**\$22,000 stipend plus medical and dental benefits; \$2,000 bilingual Spanish supplement
2 weeks vacation | 10 agency holidays | 5 sick days | up to 5 professional leave days**

Mission

Psychology Internship Training Program

The mission of the Psychology Internship Training Program is to provide broad training in the professional practice of psychology within the context of a large community mental health center. Within the concentration of either adult/older adult or child/family populations, we train interns to become competent psychologists who can:

- help clients with severe mental illness to improve their quality of life through effective diagnosis, assessment, and intervention
- provide outreach services to the larger community
- be sensitive to issues of cultural/ethnic diversity
- apply their knowledge of research and of scientific principles to clinical practice, quality assurance, and program development/evaluation
- understand the role of psychologists in a multidisciplinary agency and work effectively as team members

- know and apply ethical principles, laws and regulations, and practice standards and guidelines in their professional practice
- advocate for appropriate changes in the mental health field

The program's training model is practitioner-oriented with somewhat more emphasis on science than practitionerscholar models. The program is shaped by the service needs and concerns of children and adults with serious mental disorders and adults and families in need of crisis intervention. Service is informed by the scientific bases of the profession, and as service providers, interns are equipped with current thinking and research knowledge relevant to these populations.

Implementation

Psychology Internship Training Program

Interns choose to primarily concentrate on either child/family or adult populations. Within the adult concentration, one intern's primary placement is in the Intensive Mental Health Full Service Partnership (FSP) Program and the other intern's placement is in the Adult Outpatient Program.

The interns training experience includes a multitude of opportunities. As members of interdisciplinary teams, interns spend approximately 50% of their time in such activities as diagnostic intake interviewing, comprehensive psychological assessment, individual, group, and family therapy, and crisis intervention. An additional 15% of their time is set aside for case management, report-writing, and service documentation. About 10% of their time focuses on the completion of a Consultation, Education, and Prevention project during the year and one program development/evaluation project. Interns have a caseload of approximately 6-8 clients in their primary site, 2 groups, and 1 crisis intervention case. In addition, adult program interns carry up to 3 short-term cases and child program interns may carry up to 1 MAT case at a time. Interns are expected to complete 6 comprehensive testing batteries per year. Caseloads fluctuate throughout the year depending on program need, opportunity, and intern individual training plans. Interns receive up to 5 hours of clinical supervision per week and attend case conferences and team meetings. Interns are paired with one another to provide group supervision of psychology practicum students or masters level students and receive supervision of supervision. They attend a weekly didactic seminar to support their clinical work, and weekly group supervision designed to support professional development. They attend monthly continuing education seminars developed for the professional staff of the agency. Along with a self-assessment of competency in each of the areas listed below, interns develop specific individual training plans in collaboration with the program director and training staff. Training activities are organized in a sequential manner, requiring interns to assume increasingly complex responsibilities over the course of the year.

The following areas form the core competencies of the psychology internship training program:

Individual-Cultural Diversity Competency

Goals: Increase foundational competency in sensitivity to and understanding of diversity issues, which includes responding effectively to the diverse needs and backgrounds of clients. Interns increase these skills through didactic instruction, discussion, supervision, and clinical work with clients from diverse populations.

Reflective Practice/Self-Assessment Competency

Goals: Increase the foundational competency to engage in practice conducted within the boundaries of competence and grounded in scholarship, develop a commitment to lifelong learning, display critical thinking, self-care, and commitment to the development of the profession. This includes self-awareness regarding beliefs and values and their impact on clients and professional relationships. Interns increase these skills through discussion, supervision, and reflection.

Relationships/Interpersonal Skills Competency

Goals: Increase the foundational competency to work with clients, clients' families, colleagues, supervisors, support staff, clinic teams, and interdisciplinary professionals in a professional and meaningful manner. This skill includes the resolution of issues or problems that impede professional development. Interns increase this competency through direct service and interactions with staff members, supervision, and self-reflection.

Diagnostic/Assessment Competency

Goals: Develop fundamental competencies in assessment, including diagnostic interviewing and the DSM-IV multi-axial diagnostic system; collaborating with referring clinicians in formulating referral questions, selecting appropriate assessment methods and instruments, administering and scoring assessment measures, interpreting and integrating assessment results, writing useful assessment reports, and presenting assessment findings and recommendations to clients and families, the referring clinician, and to the multidisciplinary team.

Intervention Competency

Goals: Develop fundamental competencies in treatment planning, crisis intervention; therapeutic interventions from a variety of models (e.g., cognitive behavioral, dynamic, family systems) and in the use of individual, group and family therapy modalities. Interns will develop their sensitivity to the working alliance and therapeutic relationship variables. Interns will work collaboratively with agency psychiatrists and become knowledgeable about psychopharmacological approaches. Interns working with adult/older adult populations will develop an understanding of comorbid disorders and substance abuse treatment; those in the child/family emphasis will gain practice in working with children who have experienced trauma or neglect.

Consultation, Education and Prevention Competency

Goals: Develop fundamental competencies in consultation, community education, and prevention, including presentations for at-risk populations and/or support or psychoeducational groups in local schools or other community settings. Interns choose or design two CEP projects to complete during the year.

Scientific Knowledge/Research and Evaluation Competency

Goals: Become competent in applying knowledge of research principles to intervention and assessment practices in program evaluation project to develop knowledge about agency programs, interventions and/or outcomes. This includes conducting literature reviews relevant to a chosen project, selecting evaluation measures to be used, conducting the research, and then presenting the results to agency staff.

Professionalism/Leadership/Supervision Competency

Goals: Experience the operation of a multiply-funded, community mental health center; maintain compliance with policies and procedures (including timeliness, organization, and accurate documentation); obtain knowledge of skills and issues related to becoming a supervisor; and evaluate career options and how to achieve them. Interns receive 4-5 hours of supervision per week from supervisors who serve as role models; they also participate in a weekly group focusing on multiple aspects of professional development, including evaluation of the competencies that comprise the supervision process, understanding of the current

climate and anticipated changes in the mental health field likely to impact publicly funded mental health organizations and professional psychology, advocacy for appropriate change, and legal and ethical issues that affect clinical practice. Interns explore their identity as psychologists, consider future career pathways, prepare professional resumes, and participate in mock application interviews. Application of ethical and legal principles and practice guidelines to professional and clinical work. Experiencing the role of psychologists and their unique contributions within multidisciplinary settings.

Supervision-Teaching Competency

Goals: Obtain knowledge of literature on supervision, how clinicians develop to be skilled professionals, methods and issues related to evaluating professional work (e.g., delivering feedback, risk management), and develop the ability to give presentations in seminars as well as to agency staff in an engaging and helpful manner. Each intern will give at least four presentations during the year to other interns during the intern seminars and present to agency staff on clinical or research topics that they choose. Interns are paired up with one another to provide group supervision of psychology practicum students and receive supervision of supervision.

Interns are expected to achieve satisfactory competence in the nine core competency areas of the program. Interns receive informal guidance and formative feedback from supervisors during the year, as well as two formal written summative evaluations. Successful completion of the program is encouraged by guidance and feedback that helps interns develop their clinical skills and meet the program requirements and performance expectations.

Administrative policies and procedures are reviewed with interns at the time of admission to the program and are available upon request.

Resources

Psychology Internship Training Program

- Location: The agency headquarters are on Sepulveda Boulevard in Culver City, within 4 miles of the Pacific Ocean and close to the U.C.L.A. and Pepperdine University West L.A. campuses. Interns in the child/family emphasis provide services within the child outpatient services at the Inglewood Center, the headquarters in Culver City, as well as some assessment services to the S. Mark Taper Foundation Center, and the Mar Vista and Metro Centers. Interns in the adult/older adult emphasis provide services within the adult, older adult, intensive mental health, and emergency services programs at agency headquarters and some assessment services to adult programs at Inglewood Center and Culver-Palms Center. Some field-based work (e.g., home visits, IEP meetings, and outreach) is required in all programs.
- Computer Resources: Each intern is supplied with a desktop computer with up-to-date version of Microsoft Office and SPSS for Windows, as well as an internet connection. A computer specifically for interns that handles assessment software programs and an APA online literature search is available in a Training Division location.
- One way mirror room for live observation and supervision.
- Psychological assessment materials including: training videotapes, handbooks, and computer scoring programs.
- Audio and videotape equipment.

Opportunities

Psychology Internship Training Program

ADULT CONCENTRATION (Headquarters, Culver City)

Outpatient/Field Capable Program

The adult outpatient care coordination teams serve a multi-ethnic population of adults with severe and persistent mental illness (e.g., schizophrenia, bipolar disorder, and major depression) and use a psychosocial rehabilitation approach to assist clients to maximize their level of functioning in the community. A substantial portion of clients may be homeless or have substance abuse problems. Case managers with expertise in community resources and numerous therapy groups are resources for team therapists. Interns have the opportunity to provide individual and group psychotherapy, consultation with psychiatrists and other disciplines regarding psychological assessment, and case management. Services are provided at the clinic and in the field.

Full Service Partnership

This team provides specialized services to adults with serious mental illness, which have led to frequent hospitalizations or homelessness. Interns work with members in community settings such as work, home, hospitals, and court to help them remain in the community and achieve the highest possible level of functioning. The intern in this program has a smaller caseload to ensure individualized attention to meet clients' needs, and services are provided multiple times a week if needed. Interns in this program conduct field/office therapy and assessments, case management, crisis intervention, and group therapy, and attend community meetings. Interns may have the opportunity to participate in field crisis calls (5150s) with staff and police, get introduced to jail/hospital assessments, and attend court hearings.

Short-term Counseling

Clients who do not have Medi-Cal or do not qualify for our more intensive programs and have problems that can be addressed within a short-term model (10-12 weeks) are referred to this program. Interns carry up to 3 cases at a time in this modality and see clients who have issues such as anxiety, depression, and adjustment disorders. Opportunities for couples therapy may be available depending upon the referrals.

CHILD/FAMILY CONCENTRATION (Inglewood Center)

Outpatient Program

This team provides serves a multi-ethnic population of children ages 4-18 and their families. A significant number of clients are children who have been victims of abuse, neglect, or trauma. Interns are involved in initial assessments/intakes; individual, group, and family psychotherapy; and collaboration with schools and other community systems. Interns will have the opportunity to see cases from a variety of frameworks, but there is a focus on learning an Evidenced Based Practice (EBP) such as Child-Parent Psychotherapy, Positive Parenting Program, and Trauma-Focused CBT.

Multidisciplinary Assessment Team (MAT)

Depending on the intern's previous experience, there is the opportunity to participate in Multidisciplinary Assessment Team evaluations of children removed from their families by the Department of Child and Family Services (DCFS). Assessments involve interviewing and assessing the foster family, biological family, social workers, medical personnel, school personnel, and others involved in the child's life in order to make treatment and placement recommendations within 30 days of removal. Interns present their assessments at a meeting with all involved individuals as well as DCFS and Department of Mental Health representatives.

ALL INTERNS

All interns participate in the following activities regardless of their primary placement.

Benjamin Rush Center (BRC) Crisis Intervention

Through this program, interns complete at the beginning of the year a seminar series in the Jacobson crisis intervention model, and then during the year, implement the 4-6 week intervention with adults, children, and/or families experiencing crises. Depending upon the referrals, interns carry at least one case at a time.

Consultation, Education, and Prevention (C,E, &P)

In keeping with the agency's mission, interns participate in one outreach program in the community during the year either with a partner or on their own. Examples of programs in the past include community groups on parenting, adolescent issues, caregiver support groups, community education on suicide prevention, and trauma education to DCFS resource parents.

Program Development/Evaluation

All interns choose a research, program development or program evaluation project in collaboration with the internship director and our Best Practices Division. These projects offer interns an opportunity to apply their knowledge of research methods to clinical practice development or outcomes in a community setting.

Supervision of Supervision

All interns will co-lead (with another intern or a licensed staff member) a group supervision comprised of practicum students or master level students each week. They will receive "supervision of supervision" and didactic training on current theories and models of supervision, methods of evaluation, legal and ethical issues in supervision, and diversity issues related to supervision.

Some field-based work in the community (e.g., home visits, IEP meetings, and outreach) is required in all programs.

Seminars

Psychology Internship Training Program

The following is a partial list of seminars offered each training year:

Psychology Intern Didactic Seminar

This year-long seminar series is held weekly, covering a wide range of diversity issues, empirically-supported treatment models, psychological assessment methods, and special topics. As much as possible the seminar is tailored to the interests and experiences of the interns. Staff who are experts in various aspects of professional psychology may be invited as speakers.

Continuing Education Seminar Series

This series addresses the needs of licensed agency staff. Guest or agency speakers present twice a month on a variety of advanced topics related to issues in mental health service delivery or special client populations. Examples of topics recently addressed include immigration and acculturation issues in clinical practice, Latinos in therapy, working with immigrant Latino families, mental health needs of African-Americans, PTSD, eating disorders, ADHD, and HIV/AIDS. The seminar series also included information on psychopharmacologic treatments in child and adult disorders, legal and ethical issues, and current topics in clinical supervision.

Jacobson Model Crisis Intervention Course

This seminar series, offered in the beginning of the year, provides training in the crisis intervention model, preparing interns for their work using this model during the remainder of the internship year.

Staff

Psychology Internship Training Program

TRAINING DIRECTORS

Valerie Curtis, L.C.S.W., Director, Training (Headquarters)

Interests: object-relations theory in clinical practice, trauma treatment.

Dawn Vo-Jutabha, Ph.D., Director, Psychology Internship Program (Headquarters)

Interests: training and policy issues; cultural aspects of mental health and developmental psychopathology; child psychological and diagnostic assessment, family and empirically supported treatments.

TRAINING SUPERVISORS

Priscilla Barajas, Ph.D., Supervising Psychologist, Family Division

Interests: trauma-focused CBT, psychodiagnostic assessment of children and adolescents, CBT

Evelina Baras, Psy.D., Supervising Psychologist, Adult Division

Interests: mental health services for individuals with chronic mental illness, co-occurring disorders, and mental health barriers for work; elderly and/or disabled clients; immigrant and ethnic minority clients; treatment for victims of trauma

Dee Chappellear, Ph.D., Supervising Psychologist, Adult Division

Interests: substance abuse, crisis services for adults with severe mental illness, GLBT issues in therapy

Noya Dekel, Ph.D., Supervising Psychologist, Family Division

Interests: neuropsychological and psychological assessment of adults and children, supervision

Andrea Marcus, Ph.D., Supervising Psychologist, Emergency Services Division

Interests: short-term psychotherapy with adults and adolescents

Kristine Santoro, Ph.D., Supervising Psychologist, Family Division

Interests: childhood Bipolar Disorder, PDD Spectrum, child psychological and diagnostic assessment, family and CBT-based therapy for youth, professional development, trauma

Angela Williams, Psy.D., Supervising Psychologist, Adult Division

Interests: adult psychological and neuropsychological assessment, humanistic-existential therapy, DBT and CBT

ADJUNCT SUPERVISORY STAFF

Wynn Alexander, LCSW
Regina Cavanagh, LMFT
Lonni Cowan, LMFT
Sandy Escobar, Ph.D.
Nancy Kirshberg, LCSW
Matthew Meyer, Ph.D.
Terri Nestal, LMFT
Cheron Zekevat, LMFT

OTHER CONTRIBUTORS TO THE PROGRAM

Curly Bonds, M.D.
Tracy Caldeira, Psy.D.
Kita Curry, Ph.D.
Rebecca Gaba, LMFT, Ph.D.
Nick Gutierrez, M.D.
Alison Holtkamp, Psy.D.
Sharon McDaniel, R.N., M.S.N., P.M.H.N.P.
Kathleen Moreno, M.D.
Dmitry Tuller, Ph.D.

Former Interns

Psychology Internship Training Program

00-01	Nelly Farnoody	Pacific Graduate School of Psychology
00-01	Risha Henry	University of California, Los Angeles
00-01	Kristine Santoro	University of California, Los Angeles
00-01	Daniel Gutkind	University of Southern California
01-02	Christopher Wallace	Chicago School of Professional Psychology
01-02	Erika Felix	DePaul University
01-02	Michael Campos	Washington State University
01-02	Christina Wesley	University of South Dakota
02-03	Susan Axtell	University of Denver
02-03	Shay-Lee Perez	Rosemead School of Psychology
02-03	Catherine Forbes	The George Washington University
02-03	Joanna Ceppi	The Wright Institute
03-04	Patricia Sweeney	Nova Southeastern University
03-04	Jonathan Rapp	Rosemead School of Psychology
03-04	Erika Van Buren	University of California, Los Angeles
04-05	Devon Kaiser	Azusa Pacific University
04-05	Dawn Vo-Jutabha	Clark University
04-05	Michele Thomason	Fairleigh Dickenson University
04-05	Alissa Taylor	University of Hawaii at Manoa
05-06	Sari Naiditch	Adelphi University
05-06	Sharon Bruner	Azusa Pacific University
05-06	Lara Litvinov	George Washington University
05-06	Ana Ribas	Illinois Institute of Technology
06-07	Halle Aten Alliant	University/CSPP, Los Angeles
06-07	Priscilla Chinchilla	Fordham University
06-07	Joseph Dille	Northwestern University/FSM

06-07	Juan Contreras	Pennsylvania State University
07-08	Richie Wong Alliant	University/CSPP, San Francisco
07-08	Kelly Maltese Tsai	Georgia State University
07-08	Stephanie Davidson	Pepperdine University
07-08	Angela Hunt Williams	Pepperdine University
08-09	Arika Johnson	Loma Linda University
08-09	Erin Weir	The George Washington University
08-09	Jeanne Clevenger	Azusa Pacific University
08-09	Radha Gholkar	University of Maryland at College Park
10-11	Michelle Bobich	Azusa Pacific University
10-11	Hana Carmona	Fuller Theological Seminary
10-11	Katarina Radisavljevic	Azusa Pacific University
10-11	Elisa Reich	Long Island University

Application Information

Psychology Internship Training Program

- Applications for the 2011-2012 training year are due on [Thursday, November 4, 2010](#).
- Didi Hirsch is a member of APPIC and follows the APPIC guidelines for internship selection, including use of the APPIC online uniform application and the Internship Match Program. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.
- The online application form is available via the APPIC website: www.appic.org.
- Instructions and forms to register for the match can be obtained via the National Matching Service (NMS) website: www.natmatch.com/psychint.

The following steps should be taken to apply to the internship program.

1. Complete the AAPI Online at www.appic.org and designate Didi Hirsch Mental Health Services
2. **Important:** In your cover letter, please be specific regarding a) your reasons for applying to Didi Hirsch and b) how your previous experience and/or interests match our training program and agency mission. Please also identify whether you are applying for the adult (APPIC Program Code 11163) or child/family (APPIC Program Code 11162) track. You may only choose one track.
3. We will not be requesting any supplemental materials at the time of application. However, if you are invited for an interview we ask that you provide a de-identified psychological testing report.

Applicants will be notified by email by December 15, 2010 whether they will be invited for an interview. All applicants who will be considered for the program will be invited to attend one of the two open houses offered in December and January and will be scheduled for an interview following the open house. However, attending an open house and on-site interview are not required and a telephone interview can be arranged. If an applicant cannot be reached by email, she/he should indicate in their cover letter how she/he wishes to be contacted.

Requirements

- Only applicants from APA or CPA-accredited programs in Clinical Psychology will be considered.
- Applicants must be a U.S. Citizen or be able to obtain an F-1 Visa and authorization to participate in Curricular Practicum Training from their university. Didi Hirsch does not sponsor students for visas.
- Applicants must have completed ALL coursework
- Applicants must have a minimum of three years pre-internship training and 1000 practicum hours (inclusive of direct service, supervision, and support activities) before the application deadline; 500 of the hours must be in direct service (assessment and intervention).
- Applicants must have some experience in psychological testing by the start of internship

Desirable applicants will have (though it is not required):

- Coursework and/or direct experience administering, scoring, and interpreting the Rorschach
- Experience in empirically supported treatments
- Experience in community mental health settings and/or with the same population as Didi Hirsch

For further information, email Dr. Vo-Jutabha (evo-jutabha@didihirsch.org)

Directions

Didi Hirsch Mental Health Services

From the north

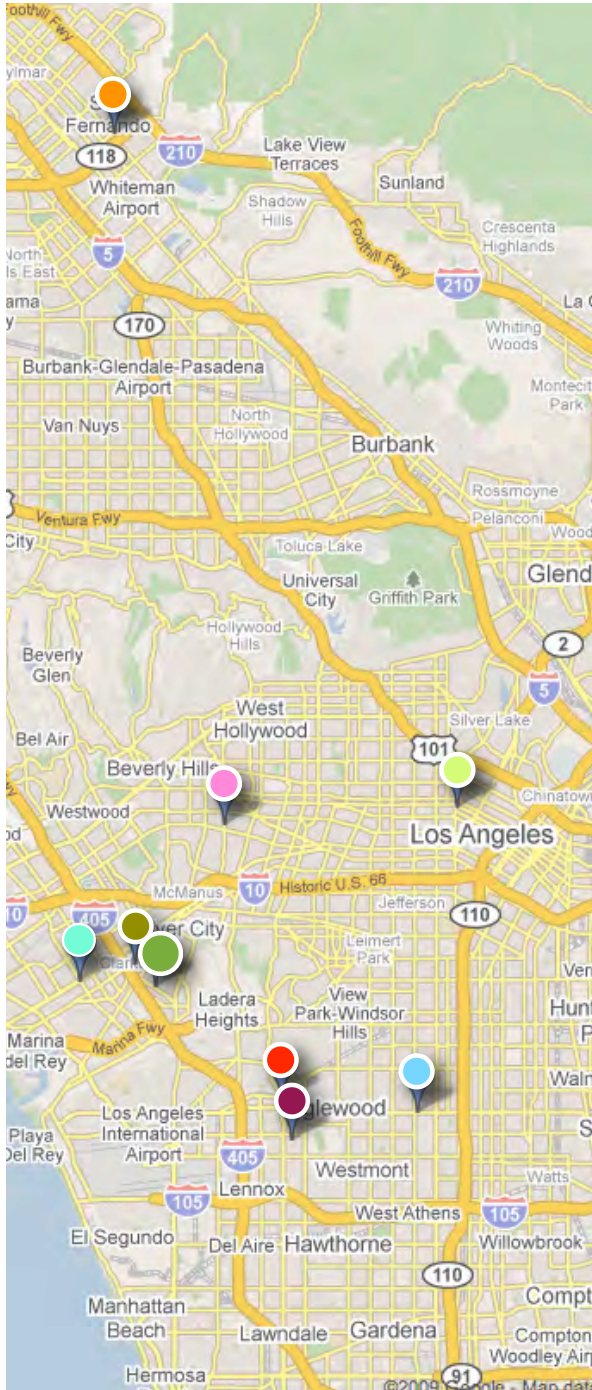
- Take the 405 southbound
- Exit Washington Boulevard/Culver City
- Turn left on Sawtelle Boulevard
- Turn left on Culver Boulevard
- Turn right on Sepulveda Boulevard
- Turn left onto Greenlawn Avenue
- Enter the large parking lot behind the building (street parking is also available)

From the south

- Take the 405 northbound
- Exit on the Culver Boulevard/Culver City
- Turn left on Sawtelle Boulevard
- Turn right onto Braddock Drive
- Turn right on Sepulveda Boulevard
- Turn left onto Greenlawn Avenue
- Enter the large parking lot behind the building (street parking is also available)

DIDI HIRSCH MENTAL HEALTH SERVICES

4760 South Sepulveda Boulevard, Culver City, California 90230
Training Coordinator: (310) 751-5344
Training Fax: (310) 751-5295
Main Office: (310) 390-6612



- **Headquarters**
 4760 S. Sepulveda Blvd.
 Culver City, CA 90230
 (310) 390-6612
 Adult/Older Adult Mental Health
 Intensive Mental Health (FSP)
 Crisis Counseling
 Wellness Center
 Outreach and Prevention
 Employment

- **Culver-Palms Center**
 11133 Washington Blvd.
 Culver City, CA 90232
 (310) 895-2300
 Community Assessment and
 Services Center
 Emergency Services/Suicide
 Prevention Center
 Substance Abuse Treatment and
 Prevention

- **Excelsior House**
 1007 Myrtle Avenue
 Inglewood, CA 90301
 (310) 412-4191
 Crisis Residential Treatment Center

- **Inglewood Center**
 111 N. La Brea Avenue
 5th and 7th Floors
 Inglewood, CA 90301
 (310) 846-2100 5th Floor
 (310) 677-7808 7th Floor
 Adult/Older Adult Mental Health
 Intensive Mental Health (FSP)
 Wellness Center
 CalWORKs Mental Health
 Child and Family Mental Health
 Crisis Counseling
 Employment

- **Jump Street**
 1233 S. La Cienega Blvd.
 Los Angeles, CA 90035
 (310) 855-0031
 Crisis Residential Treatment

- **Mar Vista Center**
 12420 Venice Blvd.
 Suite 200
 Los Angeles, CA 90066
 (310) 751-1200
 Adolescent Substance Abuse
 Treatment
 CalWORKs Mental Health
 Child Abuse Prevention and
 Treatment
 Child and Family Mental Health

- **Metro Center**
 672 S. La Fayette Park Place
 Suite 6
 Los Angeles, CA 90057
 (213) 381-3626
 Child and Family Mental Health
 Crisis Counseling
 Substance Abuse Prevention and
 Treatment

- **S. Mark Taper Foundation
Center**
 1328 W. Manchester Ave
 Los Angeles, CA 90044
 (323) 778-9593
 CalWORKs Mental Health
 Child and Family Mental Health
 Crisis Counseling

- **Via Avanta**
 Pacoima, CA
 (818) 897-2609
 Residential Treatment for Addicted
 Women and Their Children

