



THE ALLENDALE ASSOCIATION

**Community Support Program (CSP)
Psychotherapy Practicum
Information Packet**

2011-2012

INTRODUCTION TO ALLENDALE

The Allendale Association is a private, not-for-profit organization located in Lake Villa, Illinois, 50 miles north of Chicago. Founded in 1897, Allendale serves troubled youth and their families. Allendale's main programs include the following: (1) residential treatment services, (2) educational services, and (3) clinical and community services. In addition to providing services to our residential treatment program clients, Allendale's educational services include a day education treatment program (Stepping Stone) that serves troubled students from the local area school districts. The clinical and community services program consists of independent living, specialized foster care, mentoring services, community support program (CSP), and outpatient counseling for children, adolescents, and adults in the community.

The Allendale Association is directed by a distinguished board of trustees comprised of 29 men and women representing various races, religions and creeds. The trustees govern the policies and programs of the Association. They are also responsible for raising private funds to support the capital and operational needs of the Association's programs. The Association is very fortunate to have the support of women's auxiliary groups, as well as the generous support of hundreds of "friends" who financially aid Allendale in providing youth and families with high quality programs and services.

All three main treatment programs serve male and female clients and their families. In our residential treatment program, nearly 60% of the clients are African-American, 30% are Caucasian and 10% are Hispanic. For the day treatment program approximately 45% of the students are African-American, 45% are Caucasian, and 10% are Hispanic. Ninety percent of the clients in our outpatient program are Caucasian. The clients served by Allendale represent suburban, urban and some rural populations and range in pathology from those who are severely disturbed and psychotic to those experiencing family conflicts, marital conflicts, personality disorders, conduct disorder, PTSD, depression, anxiety, ADHD, and adjustment problems.

Residential Treatment and Transitional Living Services

The residential treatment program provides intensive treatment to youth who have severe emotional and behavioral disorders. The residential program is considered "high end" due to the severity of client acting-out behavior (i.e., significant aggression toward self and others). There are nine units on the Lake Villa campus; two group homes located in Waukegan, Illinois; a girl's group home in Highland Park, Illinois; the Benet Lake residential treatment unit, just over the Illinois-Wisconsin border; and a moderate residential unit in North Chicago, Illinois. There are also two transitional living sites in Zion, Illinois, and a small independent living program. The total residential capacity is approximately 148, not including transitional living. The transitional living program's capacity is 20. Clients are boys and girls aged 7 to 17 at admission who cannot be maintained, treated, and/or educated in their communities for a variety of reasons. A major contributing factor to the need for out-of-home placement is the existence of severe behavioral dysfunction, acting-out behaviors, and mental illness. Some clients have multiple diagnoses, but only clients with a primary diagnosis of mental illness are considered for admission. Many of the residential clients have significant histories of physical and/or sexual abuse.

The main source of referrals to the residential program includes the Department of Children and Family Services (DCFS), the Department of Human Services (DHS), and the Illinois State Board of Education (ISBE). The residential program also receives referrals from the court system, insurance companies, and private pay.

Stepping Stone (Day Education Treatment Program that is part of Allendale's Educational Services)

Stepping Stone is an extended-day, education treatment alternative provided to youth from the surrounding communities who have serious emotional and behavioral disabilities. The program emphasizes academic, diagnostic, and instructional intervention, as well as psychotherapy. These students are not able to be maintained in the special education program of their local school districts because of their emotional and behavioral problems, particularly due to significant acting-out behaviors such as aggression to self or others. Due to the severity of their problems, they require a highly specialized "day only" therapeutic program. This program serves approximately 120 boys and girls from ages 8 to 21. This includes a satellite campus (LINC) in Woodstock. The main source of referrals is the Illinois State Board of Education.

Clinical and Community Services

All clinical services for the agency (residential, day treatment, outpatient, and community services) are provided by therapists and trainees who are housed in this department.

Bradley Counseling Center (Outpatient Services): This program includes a community-based, outpatient-counseling center with locations in Lake Villa and Gurnee, Illinois. Designed to serve troubled children and adolescents, families, and adults, the center employs clinicians and diagnosticians in the fields of psychology, social work, psychiatry, and other allied mental health fields. Individual, group, family, couple, or play therapy is utilized to provide remediation and relief and to help clients develop more adaptive ways of dealing with personal difficulties. In addition, the counseling center provides anger management groups. Comprehensive diagnostic evaluations and psychological assessments are also provided, as well as community consultation and education.

Specialized Foster Care: Allendale's specialized foster care program serves children with special needs. These children range in age from predominantly 7 to 18 years and have a variety of problems, including emotional and behavioral difficulties. Most of these youth are wards of DCFS and referred by this agency. Therapists, caseworkers, and trained foster parents form a treatment team that addresses the needs of this specialized population. Children are generally in foster care from three months (emergency placements) to three years with one of four outcome goals - return home, adoption, subsidized guardianship, or independent living. This program serves approximately 10 to 15 youth and helps to provide a means of "stepping-down" youth in our residential treatment center to a less restrictive treatment setting.

Therapeutic Mentoring Services: This program also serves as an adjunct to other treatment programs. Mentoring is provided by bachelor-level individuals. The purpose is to help clients learn social skills and independent living skills in a goal focused, time-limited service. The mentoring program currently serves about 20 youth over the course of the year.

Community Support Program: The Community Support Program is a grant project of the Department of Human Services. This program is designed to prevent residential or other out-of-home placement for children ages 7 to 17 years old. The services are delivered within a model that brings the needed support to the youth in their home or community environment. The program provides aggressive outreach, in-home counseling, and case management. This program currently serves about 90 youth and families over the course of a year.

PSYCHOTHERAPY PRACTICUM

The CSP psychotherapy practicum is a 12-month, 20 hours per week externship open to MA Clinical or Counseling students or MSW students.

Program Philosophy and Objectives

The program has a strong psychodynamic influence. The emphasis of the training program is to provide training in core therapeutic skills essential to the practice of clinical psychology; to teach intervention strategies/skills grounded in theory and research; to promote self-examination as a way to understand one's impact on the therapeutic process and the alliance; and to foster the ability to critically examine the efficacy of interventions. The program encourages externs to continually reflect upon the complex relationship among psychological theory, practice, and individual differences, while paying close attention to their own reactions to the client in order to be a self-reflective clinician.

Orientation

During the first two weeks of the training year, the externs are oriented to the outpatient, day treatment, and residential programs. The goal of orientation is to acclimate each extern to the Allendale Association at the professional and interpersonal level. During this period, the externs are introduced to supervisors, and staff members, and become familiar with the clinical and administrative functioning of each program. Particular emphasis is placed upon the role of the extern in each treatment program. Additionally, externs are taught the Allendale Relational Re-Enactment Systems Approach to Treatment (REStArT – formerly known as Counter Response) model for working with youth in residential and day treatment. This model of treatment was developed as an evidence based treatment practice based on the four factors (having a coherent conceptual therapeutic approach, family involvement during treatment, stability of post-discharge placement, and availability of aftercare support) for effective residential treatment (unpublished paper, Wampold and Malterer, 2007). The REStArT model integrates psychodynamic/object relations, systems, neurobiology, trauma and attachment theories. For further information on this model, please see our website (www.Allendale4Kids.org). Throughout their assignments in

these programs, externs are expected to work within the model of the agency while incorporating their own theoretical orientation. Following the orientation training, the externs begin their assignments.

Practicum Experiences

Practicum students provide diagnostic assessments (no testing) and individual and family psychotherapy services to children and adolescents and their families within the Community Support Program. The children and adolescents range from three to eighteen years and present with the complete spectrum of psychopathology (the program provides treatment for clients suffering from developmental disabilities and substance abuse only when co-morbid with other disorders). Practicum students receive at least one-hour weekly supervision with a clinical psychologist, one-hour weekly supervision in a group format regarding group work, and an additional one and one-half hours weekly group/staff supervision, which involves case staffings on alternate weeks.

Practicum students also spend two to four hours per week providing intake services. The primary focus is assessing the client's appropriateness for outpatient services. This involves taking calls from people seeking treatment, identifying the presenting problems, and collecting identifying and background data. Students may also have the opportunity to manage high priority or "crisis" calls during their intake shift (i.e., assessing suicidal/homicidal clients or possible abuse cases to determine the appropriate level of intervention). Students are assigned an intake supervisor who provides supervision on all intake calls.

Each extern attends bi-weekly case staffings in which the outpatient cases are staffed at admission, discharge, and during the course of treatment. The cases are reviewed by the clinical staff, interns, and practicum students to ensure accuracy of diagnosis, appropriateness of treatment plan, and progress toward stated goals. The externs participate through case presentations as they take on outpatient cases or if they have a high-priority intake, in which they opened a file. Externs also provide feedback to other presenters. Externs become part of the staff rotation for being note taker after six months of observing the staffings.

Additionally, externs may have the opportunity, based on referral availability, to co-lead anger management or substance abuse groups in the outpatient, residential, and/or day treatment programs. These groups are based on empirically supported treatments to provide psycho education and aid clients in learning specific skills to address anger management or substance use problems. Externs work with other externs or predoctoral interns in providing these services. Externs attend a weekly supervision group regarding group work. During these group supervisions, externs are taught the material to be covered in each curriculum prior to beginning the assignments. If outpatient anger management groups are available, this group assignment would begin after orientation and after didactics regarding the anger management program are given.

Didactic Training

In addition to their individual supervision, practicum students participate in the following training features:

In-Service Training

The externs attend bi-weekly in-services throughout the training year. These two-hour presentations cover a wide range of topics in the field of psychology, including assessment, treatment interventions, supervision, professional conduct and ethics, specialty topics, and cultural and human differences. The majority of the presentations are provided by outside speakers with an expertise in their topic area.

Professional Issues Group

This meeting is led by the Director of Psychology Training and meets monthly. The externs, director, and extern supervisors meet for one hour to exchange information regarding training, professional development, career opportunities, and scholarly material related to the field of clinical psychology, including discussion of evidence based practice, research on the effectiveness of psychoanalytic treatment, diversity related to the population served at Allendale, and outcomes data for Allendale's REStArT model.

APPLICATION PROCEDURE

Eligibility

MA Clinical or Counseling students or MSW students meeting requirements of and approved by school for practicum training.

Application

To complete the application procedure, the following materials are to be submitted to the Director of Clinical Training.

- A letter of interest.
- A current curriculum vitae.
- Two letters of reference from professionals best able to provide information about clinical and professional skills and potential.
- Official Transcripts from graduate programs.

Selection Process

The initial screening process will begin upon receipt of all materials requested on the application form. Following receipt and review of this material, the eligible applicants will be contacted for a personal interview.