

BAPIC

(Bay Area Practicum Information Collaborative)

Practicum Information Form: (rev 12.18.08)

Our agency will accept applicants from the following psychology doctoral graduate programs (mark with an X in box next to school name below):

Lincoln Child Center

X	Alliant International University California School of Professional Psychology, S.F. One Beach St., San Francisco, CA.94133 (415) 955-2076 Director of Training: Randall Wyatt
X	Argosy University American School of Professional Psychology 1005 Atlantic Ave, Alameda CA. 94501 Director of Training: Jenifer Persing (510) 217-4753 Associate Director of Training: Zoe Collins (510) 217-4709
X	California Institute of Integral Studies 1453 Mission St. San Francisco, CA. 94103 Director of Training: Andrew Harlem (415) 575-6134 Assistant Director of Training: Mera Altis (415) 575-6218
	Institute of Transpersonal Psychology 1069 East Meadow Circle, Palo Alto, CA 94303 (650) 493-4430 X 254 Director of Training: Jan Fisher
X	J.F.K. University 100 Ellinwood Way, Pleasant Hill, CA. 94523 (925) 969-3419 Director of Training: Haydee Montenegro
X	Pacific Graduate School of Psychology 405 Broadway, Redwood City, CA. 94063 Office of Professional Development: Luli Emmons, Vice-President (650) 421-4845 <i>Ph.D.</i> Program: contact Nico Peruzzi, Practicum Coordinator (408) 202-1521
X	Pacific Graduate School of Psychology 405 Broadway, Redwood City, CA. 94063 Office of Professional Development: Luli Emmons, Vice-President (650) 421-4845 <i>Psy.D.</i> Program: contact Kristine Luce, Practicum Coordinator (650) 498-4315
X	The Wright Institute 2728 Durant Avenue, Berkeley, CA. 94704 (510) 841-9230 x 106 Director of Field Placement: Becky Pizer

I. AGENCY INFORMATION	<i>Date Completed:</i> 2/1/2009
Agency Name:	Lincoln Child Center
Address:	4368 Lincoln Ave
City, State, Zip:	Oakland, CA 94602
Phone:	510-531-3111
Fax :	510-530-8083
Agency Website address:	www.lincolncc.org
List multiple agency programs/sites:	
Director of Training:	Callum Eastwood
Director Degree and CA License #:	PsyD, RPS-2008020
Director Phone:	510-485-7142
Director email:	callumeastwood@lincolncc.org
Other contact person information:	Lesleigh Franklin, PhD., Clinical Director, 510-482-6640 lesleighfranklin@lincolncc.org

II. PRACTICUM TRAINING PROGRAM BASICS	
A. <u>Openings</u>	Estimated
-Total Practicum Openings	0-2
-Total Pre-Doc Internship Level Openings	2-4
B. <u>Students at Agency</u>	
Number of Practicum Applicants last year	6
Number of Current Doctoral Practicum Students	0
Number of All Current Students in Training	4
Number of Current Pre-Doc Interns	1
C. <u>Practicum Dates and Times</u>	
Beginning Date	8/24/2009
Ending Date	6/25/2010
Number of weeks for practicum	44
Hours per week for practicum	20
Required days and times at agency	Tues, 12-2pm; Wed 1-4pm; Thurs, 9-12pm
D. <u>Stipend</u>: Is there Stipend? If yes, amount per year?	3000

***Note:** Practicum is 16- 20 hours per week. Any other arrangements must be negotiated between agency, program director of training and the individual student contracted. Minimum of 38 weeks required with maximum of 52 weeks.

III. A. AGENCY DESCRIPTION: Please describe below.

Lincoln Child Center enables vulnerable and emotionally troubled children and their families to lead independent and fulfilling lives.

As Lincoln Child Center’s programs and services have grown and changed over its 125 years as an organization, the underlying philosophy, values and beliefs that drive our mission have remained. We believe that all vulnerable and emotionally troubled children need and deserve the opportunity to receive supports and services that will help them to be successful at home, in school and in their community. We believe that children and families heal through engagement, relationship and learning new ways of coping with their unique challenges. We believe that all aspects of the child’s life – family, culture, community, education, religion, ethnicity – must be woven into the treatment process in order to have a lasting impact

PRINCIPLES OF CARE

Strengths-Based – we honor diversity and view all children and families as having abilities, interests, and skills. We will draw on and build on these strengths in our work with children and families.

Family-Centered – we will actively engage and partner with the whole family and we will ensure that parents/caregivers are integral to our services, and that children are connected to their families of origin and communities whenever possible.

Best Practices – we will utilize best practices, which include evidence-based practices that are sensitive to diverse cultures and communities to achieve positive outcomes with children and families.

Integrated Continuum of Care – we will provide an array of services based on the individual needs of children and families that will utilize a proactive clinical care team that includes interagency and community collaboration.

Early Intervention and Prevention – we will be focused on providing early intervention and prevention services whenever possible in order to reduce the risk of children moving to higher levels of care.

Lincoln’s integrated school and day treatment program provides special education and intensive mental health services to students in grades K-8. Staffed by certified special education teachers, teachers provide instruction in small classrooms of 10-12 students. Mental health staff provide individual, group and family counseling, rehabilitative therapies, crisis intervention and psychiatric treatment. The Residential Program is a safe and secure home for 26 children, providing 24-hour support and guidance from caring, highly-trained residential counselors. The multi-disciplinary program offers a range of treatment services including rehabilitative therapy, individual group and family counseling, crisis intervention and medical and psychiatric treatment. Many of these children also attend our Non-Public School/Day Treatment program. With the emphasis on developing critical life skills in a healthy environment, the children begin to develop self-esteem and self-control, heal their emotional wounds, and fulfill their potential to lead rewarding lives in the community.

B. Staff Cultural & Language Diversity

Lincoln Child Center provides services to a diverse community of families and children. While English is the primary language for the majority of our clients, we do have a small percentage of Spanish-speaking families whom receive our services. Lincoln Child Center believes diversity awareness and a multicultural perspective needs to be integrated into all trainings and supervision, especially given the diverse population to whom we provide services. Thus, all didactic trainings, case seminars, and case conferences are required to assess and address multicultural perspectives relevant to the topic and/or case(s) being presented. Additionally, specific training topics intended to increase multicultural awareness, knowledge, and competency are offered throughout the training year as part of the didactic schedule, including but not limited to addressing the impact of poverty, working with diverse families, the impact of community violence, and working with GLBTQ youth and families.

C. Languages Desired:

English and Spanish

Will supervision be available in those languages? Yes

D. Specialty Areas: Mark an X next to all specialties that apply at agency.					
	Behavioral Medicine		Hospital		Psychology of Women
	Health Psychology		Community Mental Health Clinic		Disabilities
	Psychopharmacology		Forensics		Gay/Lesbian
X	Pediatrics		Management/Administration	X	Multicultural Therapy
	Infant/Parent		Substance Abuse Treatment		Spirituality/Psychology Integration
X	Family		Vocational/Career Development		Death/Dying/Bereavement
	Geropsychology		Psychological Assessment	X	Domestic Violence
X	School Based		Neuropsychological Assessment	X	PTSD/Trauma
	College Based		Psychology of Men	X	Serious Mental Illness
	Bilingual in treatment		Others (specify): Sexual Abuse, Day Treatment		

E. Population: Indicate *estimated* % of clients in each category.

%	<u>Gender</u>	%	<u>Life Cycle</u>
72	Male	0	Infants (0-4)
28	Female	77	Children (ages 5-12)
0	Transgender:	23	Adolescents (ages 13-17)
100%	<i>Total</i>		Adults (18-64)
			Seniors (ages 65+)
	<u>Ethnic/Cultural Identity</u>	100%	<i>Total</i>
71	African American		
1	Asian American		<u>Other Identified Groups</u>
9	Euro-American		Gay/Lesbian:
9	Hispanic/Latin American		Disabled Population:
	Native American		International:
10	<i>Other:</i> Bi-racial		Other:
100%	<i>Total</i>		(Note, above will not total 100%)
	<u>Populations Treated</u>		
100	Individual		<u>Functioning Level of Clients</u>
	Couples	60	Severe Dysfunction (i.e., psychotic, severe personality or substance abuse dx)
80	Families	20	Moderate Dysfunction (i.e., moderate personality dx, anxiety, depression)
100	Groups	20	Mild Dysfunction (i.e., adjustment dx, transitions, growth)
100%	<i>Total</i>	100%	<i>Total</i>

► **Others notes about populations:**

All of the children served receive individual and group sessions, along with regular family sessions. Additionally, clients are seen as part of a milieu-based day treatment setting. Lincoln Child Center's Residential and Day Treatment Programs provide mental health services to emotionally disturbed children and their families in both residential and non-public school based settings. A majority of our children and families served have experienced a significant history of trauma that has increased their vulnerability and contributed to behavioral, attachment, and developmental difficulties.

IV. PRACTICUM TRAINEE RESPONSIBILITIES AND FUNCTIONS

A. Treatment Modalities performed by student: (Mark X in all that apply.)

X	Individual Therapy	X	Crisis Intervention
	Couples Therapy		Brief Therapy
X	Family Therapy	X	Long Term Therapy
X	Group Therapy		Psychological Assessment
	Community Intervention		Neuropsychological Assessment
X	Consultation/Liaison	X	Advocacy/Case Management
	Others (specify):		

► Describe practicum trainee duties and responsibilities:

Trainees see from 4-5 children and their families for individual and family psychotherapy, as well as co-leading a psychotherapy group for child clients in the day treatment program. They are expected to participate routinely in supporting the milieu-based treatment environment through crisis intervention with clients as warranted, consultation with day treatment/residential staff, and participation in treatment reviews and IEP meetings. Trainees are also expected to attend didactic training 2 hours/week, group supervision 2.0 hours per week, and individual supervision 1.0 hour/week. Direct client service hours (individual, family, group, collateral, and milieu) should total between 8-10 hours per week, with an additional 3-5 hours of documentation/paperwork.

V. ASSESSMENT and PSYCHOLOGICAL TESTING

A. Assessment Overview

Will trainee have opportunity for assessment/testing experiences?	Minimal/informal
Is there additional supervision/training for assessment/testing?	If necessary.
Percentage of practicum time allotted for providing assessment services:	0%
Estimate of average # of Test Batteries completed per year:	0

B. Assessment Modalities performed by student: (Mark X next to all that apply.)

	Projective		Intelligence
	Personality		Neuropsychological
	Academic		Vocational
	Other:		

Describe the Assessment Program:

VI. TRAINING/SUPERVISION PHILOSOPHY and OBJECTIVES

Please describe and/or outline below:

Lincoln Child Center's training program provides clinically challenging experiences and training in a multicultural environment. Within the agency's multi-level training model, there are opportunities to develop clinical, professional and leadership skills, such as mentoring less experienced trainees, teaching a seminar, contributing to program development, and gaining supervised experience in psychological assessment. Trainees spend time working with clients in individual psychotherapy, in group therapy, and in the milieu, along with research by arrangement. Interns also receive training in cultural competency.

Individual goals are developed collaboratively with the supervisor. Transitions and stages in the developmental process of personal and professional growth are recognized as trainees gain competencies in targeted areas. Verbal feedback is ongoing, in addition to written performance evaluations filed with graduate schools. Trainees and supervisors work together to track progress and develop additional learning opportunities such as readings, extra supervision, and outside trainings. Cultural competency is addressed continuously in supervision and training.

In addition to identified personal training objectives, interns and trainees are expected to:

- Increase clinical and cultural competence with primarily low-income families diverse in culture/ethnicity, sexual orientation, and gender identity;
- Develop skills for working with at-risk children and families;
- Understand treatment approaches for at-risk, abused, traumatized and drug-exposed children who may be in foster care or in the LCC residential program;
- Increase competence in treating clinical issues affecting children such as sexual assault, domestic violence, incest, eating disorders, and cutting/self-harm;
- Develop group facilitation skills;
- Expand depth of knowledge and accuracy of clinical judgment in psychological assessment, case formulation, differential diagnosis, and treatment planning, understand clinical, legal, ethical, and funding issues in documentation; and
- Develop skills in individual psychotherapy and crisis intervention, and competency with children, adolescents, and families.

Trainees who complete Lincoln Child Center's training program will have acquired a foundation in the competencies and skills required to better serve vulnerable children and families in community and non-profit mental health treatment settings.

B. Supervisor Licenses: Please note the number of supervisors with the following licenses.

1	*Licensed Psychologists (PsyD/PhD/EdD)		MFT
3	*Psychiatrists	1	LCSW
1	Other: Registered Psychologist		

***Note:** Primary Supervisor must be a licensed provider at the doctoral level of training. Primary Supervisor may be individual or group supervisor & must sign or co-sign evaluation forms for students.

C. Supervision and Training	Hours per week
Individual Supervision	1
Group Case Consultation	2
Didactic Training	2

Other:	
Total hours Training/Supervision	5

D. Methods of Supervision: (Mark X next to all that apply.)

X	Live Observation	X	Process Notes
	One Way Mirror	X	Case Reviews and Discussion
	Videotapes Review	X	Audiotape Review
	Other:		

E. Theoretical Orientations of the Supervising Staff (check all that apply)

	Biopsychosocial		Jungian
X	Cognitive Behavioral	X	Narrative
X	Family Systems		Psychosocial Rehabilitation
X	Feminist	X	Psychodynamic/analytic
	Humanistic/Existential		Transpersonal
X	Integrative		Recovery Based Model
	Social Justice		Others(specify):

► **Comments on theoretical orientation:**

Lincoln Child Center's Day Treatment and Residential Programs integrate several treatment modalities, including milieu-based behavioral modification and skills building, group psychotherapy, therapeutic expressive arts, individual psychotherapy, family therapy, and therapeutic play. Cognitive behavioral and dynamic relational approaches to working with trauma, emotional problems, and behavioral difficulties are utilized in group and individual work, while systemic understanding and interventions are also integrated when working both with families and the larger systems of care with which our clients interact.

F. Training Emphasis Areas: Please fill out the following classifications below to assist us in differentiating practicum placements. Indicate with "X" areas where *substantial* training program and experience exists such that it would qualify for graduate program practicum in these training emphasis areas.

X	Community/Multicultural	X	Cognitive Behavioral
	Health Psychology		Assessment
	Forensic Psychology		Geriatric
X	Family/Child		Gender
	Psychodynamic		Not Applicable
X	Others (specify): developmental trauma		

► Please add specific information regarding all Emphasis Area(s) you checked: Lincoln Child Center

provides services to a diverse community of children and families who have experienced the impacts of overwhelm and trauma in their lives. Our training program focuses upon developing cultural competency in working with these children and families.

G. Evidenced Based Treatment	Yes	No
Are evidence-based treatments utilized?	X	
Please provide a brief description: Currently make use of trauma-focused CBT		

VII. PRACTICUM APPLICATION PROCESS FOR STUDENTS

Application Deadline:	February 6, 2009
Selection Date Estimate:	April 14, 2009
Standard required materials	Vita, Letter of Intent, 3 Letters of Recommendation
Agency specific materials:	Agency application
Preferred Experience:	Must be advanced practicum, with one previous working with children and/or families.
Preferred Coursework:	Child Development, child psychopathology, play therapy, group therapy
Interview Process: (keep those that apply, erase rest)	Individual Interview, Group Interview, Case Presentation
Other application/interview information:	<p>We look for interns and trainees who are a good match with our mission, who will provide quality services to our clients under supervision, and who fit well in our multicultural agency milieu. We seek mature, flexible students who are committed to multicultural populations and who want to be challenged to grow in their clinical and cultural competence.</p> <p>Desired qualifications include prior experience working with at-risk children and families in a strengths-based treatment team, along with knowledge of the types of clinical issues affecting our clients, and cross-cultural diagnostic and assessment skills. Empathy, compassion, and ethical conduct are essential and a sense of humor is appreciated. Interns need to be able to work independently and integrate well into existing teams. (Other important qualities are: good boundaries, good common sense, honesty, ability to accept constructive criticism, willingness to look at blind spots, ability to take responsibility for mistakes and learn from them, conscientiousness, ability to be centered and grounded, good verbal and writing skills, good group skills and/or the ability to cultivate necessary extroversion and connection to diverse groups, and commitment to bridge-building and greater understanding in the workplace.)</p>

VIII. Verifying Information: I verify that the above information is current and accurate.	
Date:	2/1/09
Directors Name:	Callum Eastwood, PsyD