

INSTITUTE FOR JUVENILE RESEARCH

INTERNSHIP IN CLINICAL CHILD PSYCHOLOGY

JULY 1, 2002 - JUNE 30, 2003

OVERVIEW

The Internship in Clinical Child Psychology in the Division of Child Psychiatry at the Institute for Juvenile Research (IJR), Department of Psychiatry, University of Illinois College of Medicine offers a unique and rich training experience for those interested in learning to work effectively with children and adolescents, their families, schools, and community agencies within an urban setting. Founded in 1909 to evaluate and treat children and adolescents in the Chicago Juvenile Court systems, IJR was the first child guidance clinic in the country. The staff at IJR have a strong commitment to training and advancement of clinical practice. The goal of the training program is to promote a scientist-practitioner orientation, with an emphasis on the integration of applied research and clinical practice.

The IJR internship is fully accredited by the American Psychological Association as a clinical psychology internship. Five interns will be selected. The annual stipend is \$17,000. In addition to the stipend, interns have four weeks vacation and personnel days, sick leave, medical and dental insurance, life insurance, and pension. We will consider half-time positions for highly qualified applicants.

THE CLINICAL TRAINING PROGRAM

IJR receives referrals from many agencies, schools, and departments of the University of Illinois Medical School as well as self-referred individuals. As such, we serve a diverse client population. A majority of our referrals are from disadvantaged backgrounds, and many come to us with multiple problems. Our clinical services and clinical research grants and contracts provide the means by which we fulfill our primary responsibility for services training and research. The majority of clinical work is through our outpatient clinic and focuses on children with emotional and behavioral problems and their families. Experience in diagnostic intakes, psychological testing, individual, group, and family therapy, and community consultation is provided. Interns are expected to maintain clinical contacts sufficient to bill 9 hours per week. These hours can be billed through some of the clinical research projects or through cases seen in the outpatient clinic.

RESEARCH

The scientist-practitioner model at IJR integrates research and practice by involving interns in leadership roles on ongoing clinical research projects, supervising interns on the management of cases from the outpatient clinic, and through seminars on clinical methods and research topics. A description of recent examples of clinical research projects on which psychology interns have participated is available in the Appendix.

To ensure that the integration of clinical research and practice is comprehensive and intensive, interns participate in at least two clinical research projects lasting from six months to one year. Interns allocate approximately 20% time to each of these projects. Clinical research projects involve either (1) assessment or intervention with children or families with diagnosed psychopathologic disorders or (2) assessment or intervention to reduce the risk of disorder in vulnerable populations. Because IJR's clinics serve predominantly low income, African-American and Latino, inner-city communities, these clinical trials provide important information regarding the validity of psychosocial assessment and intervention for this population of under-served and under-researched children and families.

Interns have the opportunity to make significant contributions to research projects, often earning publication status, while also receiving intensive instruction in the development and implementation of clinical methods and procedures. Involvement in faculty-directed research avoids frustrations often experienced by interns who attempt to initiate research projects during their internship year. For example, interns often do not have the time to develop high quality clinical research projects while also maintaining a clinical caseload consistent with a full-time clinical internship. Additional barriers to clinical research productivity on the internship year is the time needed to obtain university IRB approval and difficulties in subject recruitment. These problems are avoided by involving interns in faculty-initiated clinical research projects which minimizes start-up time and enhances the quality of the clinical research experience. To ensure that interns' contributions are substantive and different from graduate student roles, interns and the supervising faculty member develop an educational plan specifying the intern's roles and contributions to that project. This plan is reviewed semi-annually and at the end of the year by the intern, the faculty mentor, and the Director of Psychology Training.

Selection of Clinical Research Projects. The assignment to clinical research projects is completed in the first few weeks of the program by the interns and the Director of Psychology Training. Interns are given the opportunity to observe clinical projects, discuss these projects with faculty, and read relevant literature related to these projects. Discussions are primarily in group format to encourage collaboration among interns and shared responsibility for program assignments. The process of consensus and collaboration which is shared interest and interdependent activities among interns and faculty. Effort is made to match year-long commitments to intern career objectives and graduate school experiences.

Currently there are four clinical research projects available for intern participation; HIV Prevention (CHAMP), Parenting Assessment Team (PAT), School-Based Mental Health Services (PALS), Chicago Adolescent Risk and Evaluation Study (CARES) and delinquency prevention (SAFE). These projects are described in the Appendix. The successful integration of interns in each of these programs has provided a model for continued involvement of interns in new clinical research programs. Thus, clinical training has become integrated into the research

mission of the Institute through these programs, enhancing the stability of the internship training model.

SUPERVISION

To provide training in the variety of clinical research and practice experiences relevant to children and families, interns are assigned to a mix of outpatient programs and research programs or experience in individual therapy, family therapy, group therapy, and school consultation. Many of these programs are interdisciplinary which requires interns to function effectively as part of a multidisciplinary team. For example, in group therapy, interns often function as co-leaders with trainees from social work or psychiatry.

Interns receive a minimum of 4 hours a week of individual supervision in addition to group supervision in team meetings. Supervision includes case discussion, process review, and case management through videotapes, audiotapes, or live supervision. Each intern is assigned four supervisors. One supervisor provides year-long clinical research supervision, one provides year-long clinical case supervision, one supervisor provides clinical case supervision for six months, and one supervisor provides clinical research supervision for six months. At mid-year, the six month supervisors rotate to provide interns with a variety of models for clinical research and practice. All of the interns' diagnostic and treatment cases are supervised by the psychology faculty, often within a multidisciplinary team including social work, psychiatry, and nursing. The Director of Psychology Training meets regularly with interns to provide guidance and support with issues related to navigating the internship and career development.

Clinical case supervisors. Interns are expected to generate 9 billable hours a week through clinical encounters that could include individual, group, and family therapy, and school and community consultation. Clinical case supervisors are assigned in conjunction with the assignment of research supervisor. Because faculty often serve as both research supervisors and case supervisors, the assignment of case supervisors is based in part on the research assignments. This is to ensure exposure to a variety of models for clinical research and practice in regard to faculty orientation and area of expertise, and individual therapy, and school and community consultation. The over-riding goal is to ensure that interns receive a broad range of experiences from a variety of supervisors and demonstrate competency with each type of psychotherapeutic modality.

Assessment and Testing. Interns are expected to complete an assessment/testing rotation on the Comprehensive Assessment and Treatment Unit (CATU) at the University of Illinois Medical Center. This unit was designed to address the needs of youth in foster care placement that present extraordinary challenges to residential and group home providers. During the rotation, each intern is assigned two psychological consultations and one comprehensive evaluation (testing) case a month. As a member of a multidisciplinary treatment team (child psychiatrist, clinical psychologist, occupational therapist, social worker, nursing staff and special education teacher), they are expected to share the findings of their consultation or evaluation with the rest of the team via oral and written reports and participate in treatment/aftercare planning.

SEMINARS

A variety of seminars, presentations, workshops, and discussion groups are provided to enhance clinical and research skills. Many are scheduled early in the training year when the clinical and research demands are less. Seminars are led by psychology, psychiatry, and social work faculty. Some seminars are shared with adult psychology interns, child psychiatry fellows and social work interns. The seminars focus on the development of core skills in clinical practice and applied research with children and families and the development of critical thinking and problem-solving skills to encourage life-long learning and continued scholarly inquiry.

Required Seminars

Assessment and Testing (Dr. Dyson): This is a 12-week, 1 hour per week seminar involving study of assessment and interviewing skills, and case presentations. Diagnostic categories, assessment instruments, and other assessment issues are covered. The seminar has three goals: (1) to orient interns to their consultant role to the IJR outpatient clinic staff, (2) to review test validity issues relevant to the most common diagnostic and prognostic questions, and (3) to provide a forum for faculty input and education regarding the assessment of actual cases seen by the service. Each intern presents one case per year for group discussion.

Cultural Awareness (Dr. Adil). This is a 15-week, 1 hour per week seminar which focuses on a variety of cultural factors, such as, economics, race, ethnicity, gender, religion, and education as they impact clinical practice.

Family Therapy (Dr. Donna Baptiste). This is a 12-week, 3 hour per week seminar. The first hour will present empirical literature regarding family influences on child development, the relation between families and other systems, and the efficacy of family therapy. The second and third hours will teach basic concepts of family therapy through the use of live supervision.

Group Therapy (Dr. Baptiste): This a 6-week, 90 minute per week seminar which provides an overview of theories and techniques of group therapy especially relevant to urban populations. This seminar will incorporate experimental activities in which trainees will have opportunities to practice leading parent, child and multi-family groups.

Psychiatric Epidemiology (Dr. Fendrich). This is a 5-week, 1 hour per week seminar which provides an introduction to psychiatric applications of clinical epidemiology and its implications for clinical research and practice. Students will gain an introduction to epidemiologic nomenclature, research strategies, and statistical methods for data analysis.

Psychology Clinical Case Seminar (Drs. Harrow, Atkins, & Grossman): This a 12-month, 1 hour per month clinical seminar. Interns from both the child psychology and adult psychology programs attend this. In each seminar an intern presents a current or recurrent clinical case (usually involving treatment or assessment) and receives questions and feedback from faculty and fellow interns. Each intern present once a year.

School and Community Consultation (Drs. Atkins and Madison): This is a 10-week, 1 hour per week seminar. The goal of this seminar is to introduce students to factors associated with the successful practice of school-based mental health consultation. Through directed readings and case examples, students are presented with models for case-centered consultation and programmatic consultation to schools. The seminar focuses specifically on issues associated with school-based consultation to low income urban communities.

Ongoing Meetings and Seminars

Psychiatry Grand Rounds: This is a 9-month, once a month, ninety minute presentation by a prominent speaker to the entire department.

Department of Psychiatry Colloquia. Each week, there is a one and one-half hour meeting that is designed to meet educational needs of faculty and trainees. One weekly session per month is devoted to discussion of a faculty member's current research, one week's meeting is devoted to a case presentation and discussion, and the third is devoted to discussion of a clinical, research, or policy issue of current interest to the faculty.

Other Opportunities

IJR often invites prominent leaders of various disciplines to visit and sponsors conferences. Interns can avail themselves of these opportunities as time and interest permit. There are many other opportunities to hear prominent speakers due to our location within a medical center, a large university, and a large city. Interns can attend training seminars, special meetings of research and interest groups, and various other conferences that occur during the year.

OTHER RESOURCES

IJR has a Media Department that has substantial resources and a trained staff. There are treatment and observation suites equipped for live supervision, videotape recording and playback, and facilities for studio production, editing, and interformat tape duplication. The Media Department has an audio and videotape library that includes presentations by many of the leading therapist, in the country. Check out of various pieces of audio, video and film equipment is readily accessible. Media staff are available for consultation and for training beyond the orientation provided new personnel. The facilities of the University of Illinois Library of the Health Sciences and other libraries in the University of Illinois at Chicago Campus also are available to interns. Each intern is provided a PC to use during their training year linked to the University and department network with extensive statistical and other packaged program, available as well as Internet access and e-mail.

Because IJR houses the Division of Child Psychiatry at the University of Illinois at Chicago, we have available all of the common educational and training opportunities available in a large university and a major medical center. In addition, due to Chicago's rich training environment and its role as a major meeting site for professional meetings, there are numerous opportunities for pursuing training interests beyond those directly offered by us.

TRAINING GOALS

The internship year, July 1 through June 30, provides a one year full time clinical psychology internship. The Training Director works with each intern to develop a satisfying training program. Most of the training and supervision is provided by the core faculty, but other professionals also participate. Interdisciplinary exchange is strongly supported.

Interns are expected to:

1. Demonstrate competence in conducting individual, family, and group therapy with children and adolescents of various backgrounds and presenting a variety of problems.
1. Maintain a caseload that will result in at least 9 hours a week of direct client contact while completing required professional documentation.
2. Participate in one year- long and two half-year clinical research programs
3. Demonstrate proficiency in administering, writing, and reporting results of psychological assessments and testing.
4. Demonstrate competence in diagnostic assessment and diagnosis.
5. Demonstrate competence in school and community consultation.
6. Manifest comfort in functioning as a clinical child psychologist with a start towards the development of a personally satisfying, professional career.
7. Favor a professional career that encompasses or integrates clinical work and applied research.

APPLICATION PROCEDURE

Applications are accepted from third year and beyond graduate students in Clinical or School Psychology programs who have met their program requirements to apply for internship, have 1000 hours of practicum experience, at least 500 of those hours with children and adolescents in clinics and community or school settings, evidence of research potential and productivity during graduate school, interest in training and career goals consistent with a scientist-practitioner orientation, and interest in public service with urban, poor families. Priority is given to students from APA-approved programs. Applications from disciplines other than Clinical or School Psychology will be reviewed if practicum experience and training and career goals are consistent with those of the program. Applicants should send the APPIC Uniform Application in addition to a updated CV. Applicants should arrange to send three letters of recommendation and official transcripts of graduate credits.

**THE DEADLINE FOR RECEIPT OF APPLICATIONS
IS NOVEMBER 16 2001**

Completed applications will be reviewed by a committee of faculty to identify candidates with goals for internship which closely match the program's goals. Last year we invited 31 candidates to interview for five positions from a pool of 110 completed applications. This year we plan to invite a similar number of candidates to one of the full-day interviews being held in December and January. Completed application should be mailed to:

Revina Cunningham
Psychology Internship Coordinator
Institute for Juvenile Research
840 S. Wood St., Suite 130
Chicago, IL 60612

Letters of recommendation should be addressed to:
Marc S. Atkins, Ph.D.
Director of Psychology Training
Institute for Juvenile Research
840 S. Wood St., Suite 130
Chicago, IL 60612

PSYCHOLOGY TRAINING FACULTY
Core Faculty

Jaleel Abdul-Adil, Ph.D. (DePaul University)

Assistant Professor, Department of Psychiatry

Interests: School and Community-Based Services; Group Therapy with Parents and Adolescents; Media-Based Youth Interventions (Specializing in Rap Music)

Marc S. Atkins, Ph.D. (Florida State University)

Associate Professor, Department of Psychiatry

Director of Psychology Training

Interests: School-Based Mental Health Services; Child Behavior Therapy; ADHD; Aggression;

Donna Baptiste, Ed.D. (Northern Illinois University)

Assistant Professor, Department of Psychiatry

Interests: African American Family Systems; Spirituality in Psychotherapy; Multiple Family Groups

Geri R. Donenberg, Ph.D. (University of California, Los Angeles)

Assistant Professor, Department of Psychiatry

Interests: HIV Risk and Prevention Among Youth in Psychiatric Care; Child/Adolescent Psychotherapy Outcomes, Family Functioning and Child/Adolescent Psychopathology, Family Therapy, Depression

Vida Dyson, Ph.D. (University of Chicago)

Assistant Professor, Department of Psychiatry

Interest: Assessment, Cross Cultural Treatment, Substance Abuse

Deborah Gorman-Smith, Ph.D. (University of Illinois at Chicago)

Associate Professor, Department of Psychiatry

Interests: Resiliency in Development, Antisocial Behavior, Sex Abuse

Patricia A. Graczyk, Ph.D.

Assistant Professor, Department of Psychiatry

Director, Teacher Opinion Leaders & Services for Students with ADHD Project

Interests: School-Based Mental Health & Prevention, Mood & Anxiety Disorders, Peer Relationships

Ellen S. Herbener, Ph.D. (Harvard University)

Assistant Professor of Clinical Psychology, Department of Psychiatry

Interest: Psychiatric Epidemiology, Developmental Psychopathology, Schizophrenia and Affective Disorders

Teresa Jacobsen, Ph.D. (University of California, Berkeley)

Assistant Professor, Department of Psychiatry

Interests: Attachment Theory, Developmental Psychopathology, Parenting Assessment.

Kristi Y. Jordan, Ph.D.

Research Assistant Professor

Interests: Adolescent sexuality; Adolescent aggressive and delinquent behavior

Sybil M. Madison, Ph.D. (University of California, Berkeley)

Assistant Professor, Department of Psychiatry

Interests: Prevention; Community Partnerships; School-based Intervention; Resilience

Roberta Paikoff, Ph.D. (University of Minnesota)

Associate Professor, Department of Psychiatry

Interests: Adolescent Development, HIV Risk, Pregnancy Prevention

Jennifer J. Treuting, Ph.D.

Visiting Research Assistant Professor, Department of Psychiatry

Project Director, SAFE Children

Interests: Prevention of substance abuse and delinquency in high risk neighborhoods, Developmental psychopathology

Affiliated Faculty

Julie A. Carbray DNSc, APRN, BC

Clinical Assistant Professor, Departments of Psychiatry and Nursing

Administrative Director, Pediatric Mood Disorder Clinic

Interests: Pediatric Mood disorders; Psychopharmacology; Family responses to mental illness and it's treatment

Michael Fendrich, Ph.D. (University of Texas)

Associate Professor, Department of Psychiatry

Interests: Psychiatric Epidemiology, Substance Abuse, Research Methods/Psychometrics

Linda S. Grossman, Ph.D.

Professor of Psychology, Department of Psychiatry

Director of Training in Psychology.

Interests: forensic psychology, women's mental health, personality assessment, the longitudinal course and outcome of major psychiatric disorders. Associate Editor: Journal of Personality Assessment.

Martin Harrow, Ph.D., A.B.P.P.

Professor, Department of Psychiatry

Director of Psychology, Department of Psychiatry

Interests: Thought Disorders, Psychosis, Affective Disorders

Mani Pavuluri MD, FRANZCP, MD

Assistant Professor, Clinical Psychiatry

Director, Pediatric Mood Disorders Clinic

Interests: Bipolar Disorder, Psychopathology, Psychopharmacology, Integrated CBT

Elena Quintana, Ph.D. (DePaul University)

Research Associate, Department of Psychiatry

Interest: Violence and Delinquency Prevention, Multiple Family Groups

Patrick Tolan, Ph.D. (University of Tennessee)

Professor, Departments of Psychiatry and Psychology

Director of IJR Research

Interests: Anti-Social Behavior, Prevention, Adolescence, Family Therapy, Inner-City Children's Development, Prevention Methodology

Appendix A

Recent Examples of Psychology Interns' Participation
on Clinical Research Projects

Project Title

Parenting Assessment Team

Supervisors

Teresa Jacobson, Ph.D. and Laura Miller, M.D.

Description

The Parenting Assessment Team (PAT) was formed to assist the purpose of assisting the Illinois Department of Children and Family Services (DCFS) and the Cook County Juvenile Court in evaluating parenting capabilities of parents with serious mental illnesses who are alleged perpetrators of child abuse or neglect. The PAT consists of a psychiatrist, child psychologist, a coordinator, and outreach workers, The team has both service and research components.

Service. The PAT primarily provides a service to DCFS, although its evaluations are also designed to be of use to the Juvenile court. The cases that DCFS is having the most trouble evaluating are the top priority cases for the PAT. The assessments performed by the PAT include structured and clinical psychiatric interviews, pediatric evaluations of the children, psychological and developmental assessments of children, including interviews and standardized tests, assessment of parent-child attachment quality, evaluations in the home setting, structured and clinical assessment of social support, collateral history from significant others, assessment of the home environment, urine drug screens of the parent, and review of pertinent mental health, pediatric and criminal records.

Research. In addition to weekly assessments of parenting competency in parents with severe mental illness, the team is also undertaking a study to develop a set of reliable and valid tools to evaluate parenting competency in mentally ill parents. The research project addresses the following two questions: (1) Which parenting assessment data can reliably distinguish between mentally ill parents who have put their children at risk, and mentally ill parents who have not put their children at risk? (2) Which parenting assessment tools would be useful as screening instruments, and which as intensive evaluation instruments?

Psychology Interns Roles and Contributions

Interns participate both in the actual developmental assessments of children, in interviewing parents, and in report writing. They also meet with team members each week to review and discuss ongoing cases. In these meetings, interns present findings from the portion of the evaluation that they conducted. Psychology interns have participated in the study of Expressed Emotion (EE) in parents who were assessed by the team and determining whether levels of EE differ in parents who (a) were found to be adequate parents (b) were found to lack minimal parenting skills. Two manuscripts are planned to be submitted to peer reviewed journals. One intern also wrote a document, in conjunction with a child psychiatry fellow, for Juvenile Court judges describing major mental illnesses and their effects on parenting competency.

Project Title

Chicago HIV Prevention and Adolescent Mental Health Project (CHAMP)

Supervisors

Roberta Paikoff, Ph.D., Sybil Madison, Ph.D., and Donna Baptiste, Ed.D

Project Description

CHAMP is an HIV prevention research project located in six elementary schools on the South and West sides of Chicago. The CHAMP Family Study began in 1993 by following children (aged 9 and 10) and their families over a period of five years to examine the factors related to protecting children from HIV risk exposure (e.g. early sexual activity). In 1995, the CHAMP Family Program was developed based upon the findings from the CHAMP Family Study and the research literature on prevention in urban communities.

The CHAMP Family Program is a 12-week, family-based intervention that targets 6th and 7th graders in four schools on the South side of Chicago. CHAMP families meet once a week for two hours in groups of 5 to 10 at school or community sites. The intervention is designed to bolster family communication, enhance care takers' strategies for monitoring their children, enhance children's social problem solving skills, and provide basic information about puberty and HIV/AIDS. Groups are facilitated by teams of community parents and mental health interns who have completed joint training.

CHAMP Family Project is overseen by the CHAMP Collaborative Board. The Board was developed in 1995 and is chaired by Dr. Carl Bell, the CEO of the Community Mental Health Center (located on the South side of Chicago). It is comprised of parent and teacher representatives from each intervention school, as well as university research staff. The Board has a major decision-making role in the operation of the intervention (e.g. personnel and budgetary issues) and will play a major role in data analysis and dissemination of findings.

Psychology Interns Roles and Contributions

Psychology interns have been involved with CHAMP since 1995. In the past, interns have co-directed multi-family groups, along with becoming involved in research and other opportunities. Interns also participate in developing intervention curricula, implementing the intervention with community partners, and analyzing and presenting data from the CHAMP Family Study.

Project Title

The PALS Project: Positive Attitudes for Learning in School

Supervisors

Marc S. Atkins, Ph.D. and Jaleel Abdul Adil, Ph.D.

Project Description

Schools are one of the few existing resources for children and families consistently available within urban low income communities and therefore offer a unique opportunity to promote positive mental health for children and families. The purpose of this project is to evaluate the effectiveness of a new program, PALS (Positive Attitudes for Learning in Schools), an NIMH-funded collaboration between Chicago Public Schools and the University of Illinois at Chicago (UIC). PALS is a collaborative school-based program in which parents, teachers, and UIC staff work together to provide classroom activities to: 1) improve children's learning, 2) teach children to cooperate and get along with their classmates, 3) provide family linkages to school by assisting parents' involvement in their child's schooling, 4) develop activities for parents that will provide parents with social support and skill development, and 5) assist school's to plan for children's needs throughout the year. Participants will be 300 children from approximately 170 classrooms in kindergarten, 2nd, and 4th grades from 15 Chicago public schools. Classrooms are randomly assigned to receive PALS or clinic-based mental health services at the Institute for Juvenile Research. Children within these classrooms will be selected for participation if they are identified by their teacher and parent as exhibiting disruptive behavior at school and home, and their parent or guardian provides permission to participate in the project.

The experimental PALS project uses an ecological model to guide program staff to identify ways to increase all children's learning in the classroom and to improve the involvement of children's parents. The ecological perspective emphasizes the need for least-restrictive, group administered services, that are flexible and individualized across the multiple contexts for children's behavior, and that integrate into ongoing school routines and resources. The PALS team consists of the classroom teacher, a parent hired by the project, and a mental health provider who work collaboratively guided by a manualized treatment that proceeds in four phases: engagement of key constituents in urban schools, development of collaborative partnerships among PALS team members, systematic assessment of ecological classroom contexts, and delivery of empirically-based services.

Psychology Interns Roles and Contributions

1. Provide consultation to PALS teams on program implementation and evaluation.
2. Assist with the refinement of the PALS manual for school-based mental health providers in urban low income schools.
3. Assist with the development of measures to assess program implementation and effectiveness.
4. Assist with data analysis and interpretation towards the refinement of research goals.

Project Title

Chicago Adolescent Risk and Evaluation Study (CARES)

Supervisors

Geri Donenberg, Ph.D.

Project Description

CARES is a research program designed to understand and reduce HIV-risk behavior among youth with mental health problems. CARES explores the role of families, psychopathology, peer and partner relationships, parent-child communication, and maternal attitudes and behaviors in risky sexual behavior and drug/alcohol use among teens in psychiatric care. Currently, CARES consists of two ongoing projects, one of which is NIMH-funded: 1) CARES, and 2) CARES-P: HIV Prevention for Youth in Therapeutic Day Schools. Two additional studies are under review for NIMH funding and may provide additional opportunities for psychology intern involvement: 1) HIV Prevention for Seriously Mentally Ill Youth, and 2) CARES for Mothers and Daughters: Family Predictors of HIV Risk in Mentally Ill Girls. A description of each project and of the possible roles for pre-doctoral psychology interns is provided below.

Chicago Adolescent Risk and Evaluation Study (Geri Donenberg, Helen Wilson, Erin Emerson). CARES is a longitudinal basic study that explores the key HIV-risk determinants for troubled teens. Since 1999, approximately 170 inner-city 12 – 19 year-old adolescents and their primary caregivers receiving outpatient mental health services have participated in CARES. Interviews, self-report measures, and videotaped parent-child interactions focus on youths' AIDS knowledge, beliefs, and behavioral skills, adolescent psychopathology, family context (parental monitoring, permissiveness, warmth, and hostility), teens' relationship maintenance concerns (fear of rejection, need for intimacy, peer influence), and youths' personal attributes (sensation seeking, achievement motivation, health concerns). Follow-up data collection is ongoing with interviews at baseline, 6-months, and 12-months.

Psychology interns who join CARES for a full year have the opportunity to conduct interviews with youth and families, learn state-of-the-art measures for adolescents in psychiatric care, obtain assessment experience, take a leadership role on the project, and analyze data from the longitudinal study.

CARES-P: HIV Prevention for Youth in Therapeutic Day Schools. (Geri Donenberg, Chinmayee Barve) CARES-P is a uniquely tailored HIV prevention program designed for adolescents in therapeutic day schools. These teens have significant psychological problems that interfere with their ability to learn in traditional school settings, and therefore they are placed in more restrictive school environments. The prevention program is designed to delay sexual debut and reduce risky sexual behavior. The curriculum was developed by a current psychology intern working closely with the school and teacher to design and implement the program. The curriculum is 5 weeks long delivered in a classroom setting with teens and co-facilitated by a clinical researcher/psychology intern and a teacher. Using role plays, discussions, and specially tailored experiential activities, group sessions focus on identifying and changing unsafe thoughts, managing emotions, developing assertiveness skills, and learning to practice preventive behavior. Research interviews are conducted pre- and post-intervention to assess program effectiveness.

Psychology interns who join CARES-P for a full year have the opportunity to conduct the intervention, identify and approach new settings to run the intervention, shape the program for particular ethnic and socioeconomic groups, design and implement a family/parent component, and analyze program effectiveness.

HIV Prevention for Seriously Mentally Ill Youth. (Geri Donenberg, Cami McBride). Based in part on findings from CARES, we developed a multi-site HIV prevention program for seriously mentally ill youth (admitted to a psychiatric hospital in the last 2 years). The three sites are Brown University (Larry Brown, MD, PI), Emory University (Ralph DiClemente, PhD, Co-I) and the University of Illinois at Chicago (Geri Donenberg, PhD, Co-I). Final development of the intervention will take place beginning in the summer of 2002. The intervention is a comparative efficacy study with three arms to identify the unique contributions of a family-based approach. The arms are adolescent only, parent and adolescent, waitlist control.

Interns will have a variety of opportunities to contribute in significant ways to the HIV prevention program. Experiences will involve multi-site collaboration and training, and interns can help shape the final intervention protocol. Interns will also have the opportunity to conduct focus groups and to deliver the intervention once it is finalized.

CARES for Mothers and Daughters: Family Predictors of HIV Risk Among Girls in Psychiatric Care. (Geri Donenberg, Cami McBride, Helen Wilson, Erin Emerson). CARES for Mothers and Daughters focuses on mother-daughter relationship factors, mother-daughter communication patterns, maternal attitudes and behavior, and girls' partner relationship characteristics that predict sexual debut and risky sexual behavior among girls in psychiatric care. We will recruit 13 – 15 year-old girls and their mothers seeking outpatient mental health services at inner-city clinics in Chicago, and we will follow them for 2 years. Data will be used to guide the development of family-based gender sensitive prevention programs for mothers and daughters receiving psychiatric care. This study is part of our overall program of research designed to develop effective HIV prevention programs for troubled teens and their families.

If funded, there will be several opportunities for intern involvement. Interns will be able to help shape the final interview protocol and conduct focus groups to pilot the measures. Interns can also participate in data collection and data analysis. Interns may also run data analyses on other CARES projects (see CARES and CARES-P above).

Project Title

Mental Health Services within a Comprehensive Program of School Reform

Supervisors

Jaleel Abdul Adil, Stacy L. Frazier, Marc S. Atkins

Collaborators

Carl C. Bell, M.D.

Project Description

In collaboration with the Chicago Public Schools, the Illinois State Board of Education, and the Illinois State Department of Mental Health, this project will study the implementation of a comprehensive model focused on the academic and mental health needs of students and their families living in urban, low-income communities. The model combines a school reform program, Positive Behavior Intervention and Support, based at the University of Oregon, Chicago Public Schools' School-Based Problem Solving program, and the PALS Program, a model for mental health consultation in urban schools based at IJR. Specific components of the planned study are the development of training and support of community-based mental health providers to work in urban schools, classroom-based supports for students' academic and behavioral goals, and programs to enhance parental involvement in their children's educational and mental health goals.

Psychology Interns Roles and Contributions

1. Provide consultation to mental health agencies and schools on program implementation and evaluation.
2. Assist with the refinement of guidelines for mental health providers in urban low income communities.
3. Assist with the development of measures to assess program implementation and effectiveness.
4. Assist with data analysis and interpretation towards the refinement of research goals.

Project Title

Teacher Leaders and Mental Health Services for Children with ADHD in Low-Income Urban Communities.

Supervisors

Marc S. Atkins, Patricia Graczyk, Jaleel Abdul Adil, Stacy Frazier

Collaborators

Carl C. Bell, M.D., Robert Gibbons, Ph.D.

Project Description

Recent guidelines for best practice for ADHD indicate the importance of school-based services for children with ADHD and the need for enhanced collaboration between mental health providers and educators. This program, funded by the National Institute of Mental Health, studies a model based on social diffusion theory in which peer-nominated teacher opinion leaders are paired with community-based mental health service providers to impact on school practices for students with ADHD. UIC team members will train teacher key opinion leaders (KOL) and community-based mental health providers on evidence-based practices for students with ADHD students via a web-based course offered through the UIC College of Education. Upon completion of the course, KOL teachers and mental health providers will work collaboratively to recommend classroom-based interventions for students with ADHD in Grades 1-4. A comparison group in matched schools will provide evidence-based training to mental health providers via the web-based course but these providers will not be teamed with teacher opinion leaders. We hypothesize that teachers in KOL schools will show more positive attitudes towards educational and mental health services, will make greater use of recommended classroom accommodations for ADHD students, and will evidence greater parental involvement and improved academic and social behavior for students.

Psychology Interns Roles and Contributions

1. Provide consultation to KOL teams on program implementation and evaluation.
2. Assist with the refinement of ADHD guidelines mental health providers in urban low income communities.
3. Assist with the development of measures to assess program implementation and effectiveness.
4. Assist with data analysis and interpretation towards the refinement of research goals.