



MHY FAMILY SERVICES

PRACTICUM EXPERIENCE

INTRODUCTION

- MHY family services, previously known as the Mars Home for Youth, in Mars, PA is a residential youth home for client ages 9 – 17 years old.
- The campus currently has 3 residential homes; 2 short term Diversion Acute Stabilization (DAS) programs and one male Residential Therapeutic Facility (RTF) for sexually maladaptive boys. They are opening a female RTF projected to open in September 2018.
- I worked on the 2 DAS units mostly during my practicum as a Residential Advisor

WEEK 1



This photo shows my folder from my first day of my internship. Inside this folder I found my schedule, background on the company, a map of campus, and the basics of New Employee Orientation (NEO) and MHY.



This photo is of the first slides of the PowerPoint used during the training. The PowerPoint was supplemental material to our discussions about how Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) is the most effective way to treat traumatized children. This training allowed me to make a lot of connections with my RMU schooling.

WEEK I



This photo is from the PowerPoint about the sanctuary modules. This shows the seven sanctuary commitments. As we work through the 10 modules in training we will focus on these 7 commitments more in depth and how they apply to our job and our self care plans.

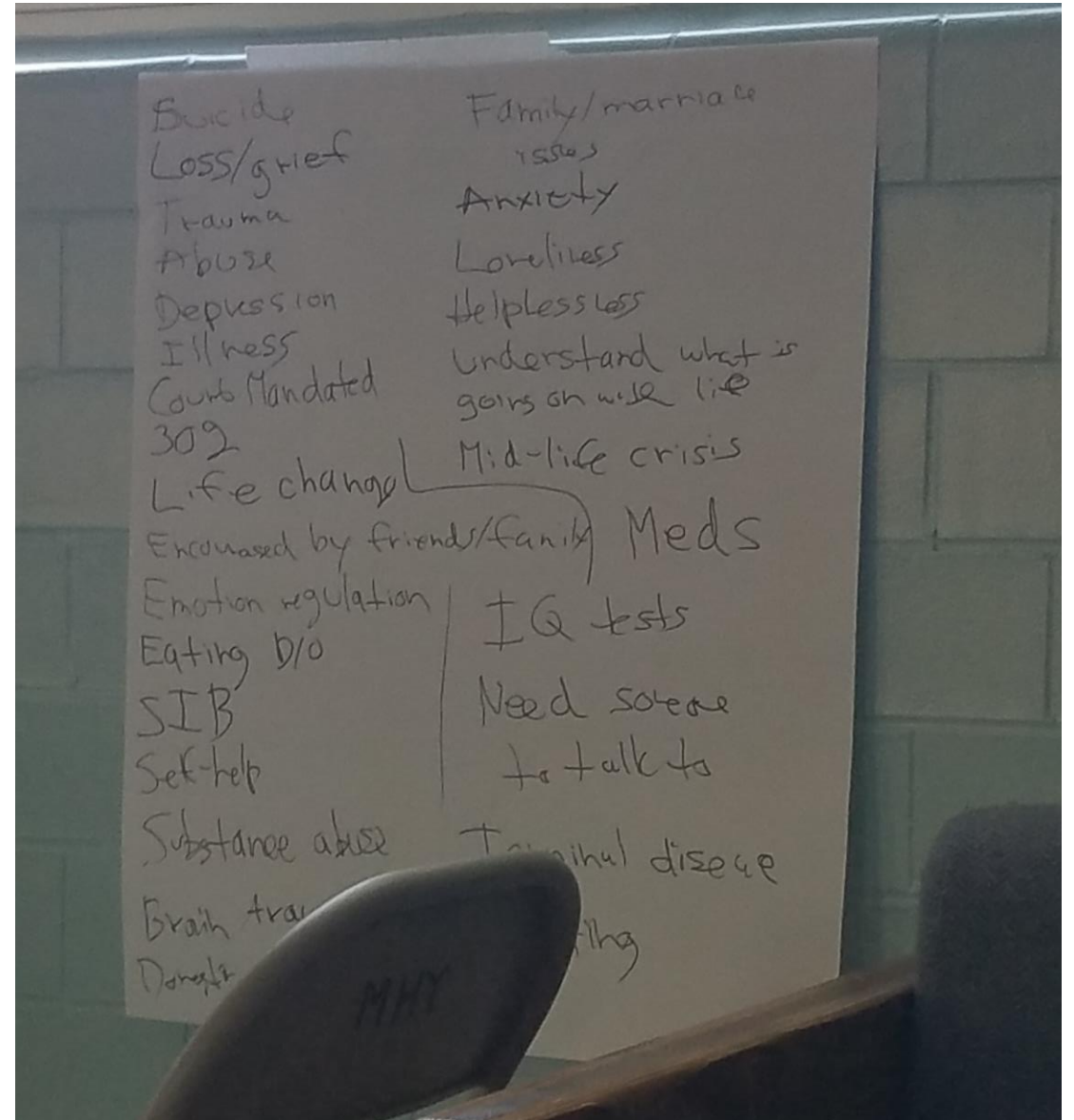
REENACTMENT: NEVER HAVING TO SAY GOOD-BYE



This PowerPoint image shows a reenactment triangle. When the kids are experiencing a flashback or reliving a trauma, we as caregivers need to be aware of what role we are playing: Mainly the persecutor or the rescuer and be aware of what we did to put ourselves in whichever role. This can show possible triggers or calming techniques.

WEEK 1

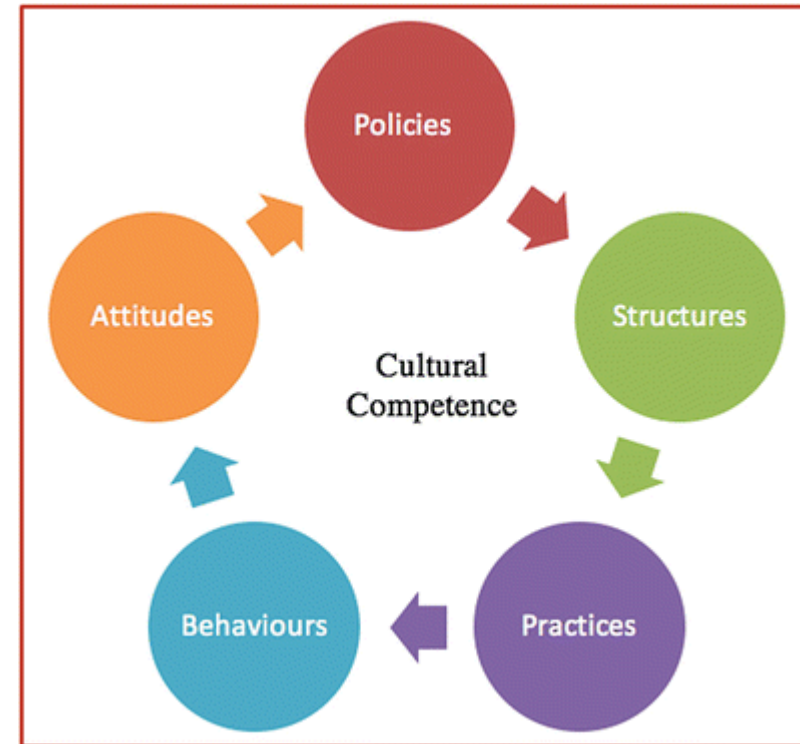
■ This is a picture of one of the lists my NEO group made in our suicide prevention training. This is a list of reasons why people in general seek out mental health treatment. We came up with a big list for this and for the topic of why teens may commit suicide. The point of this exercise was to show us that there is no single reason why one may seek out mental health treatment or act on their feelings.



WEEK 2



This picture shows one of the housing units for the clients at MHY. Each unit on the Diversion Acute Stabilization (DAS) unit houses 10 clients of varied demographics. The units are run and set up the same way with clients on both units interacting often.



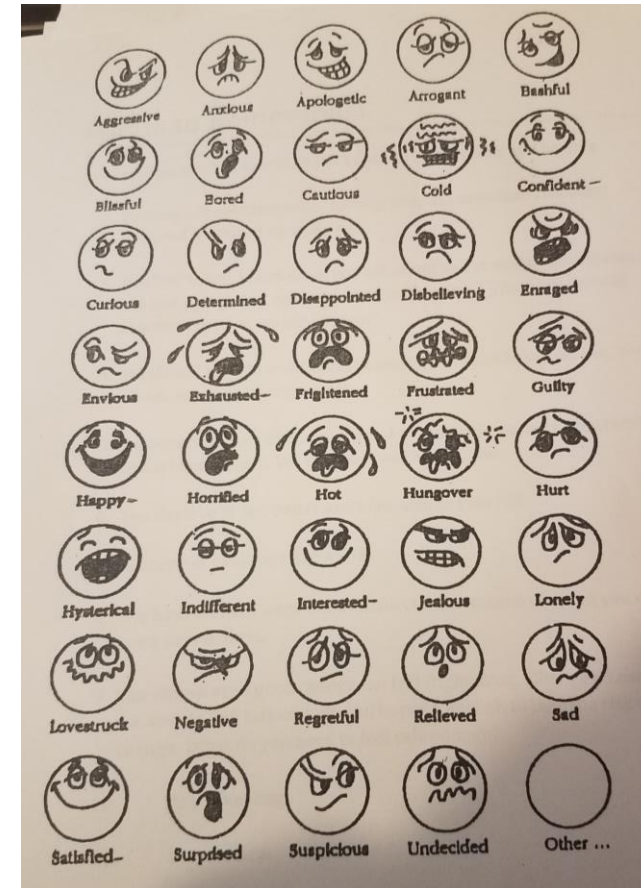
This picture was in the presentation on cultural competency. Through the utilization of policy and structures, we can practice and change our behavior, giving our attention to our attitudes and the attitudes of others that can then improve our policies and structures. We need to be aware of the different cultures and beliefs of our clients and respect them.

WEEK 2

What is HIPAA?

The Health Insurance Portability and Accountability Act (HIPAA) was enacted in 1996.

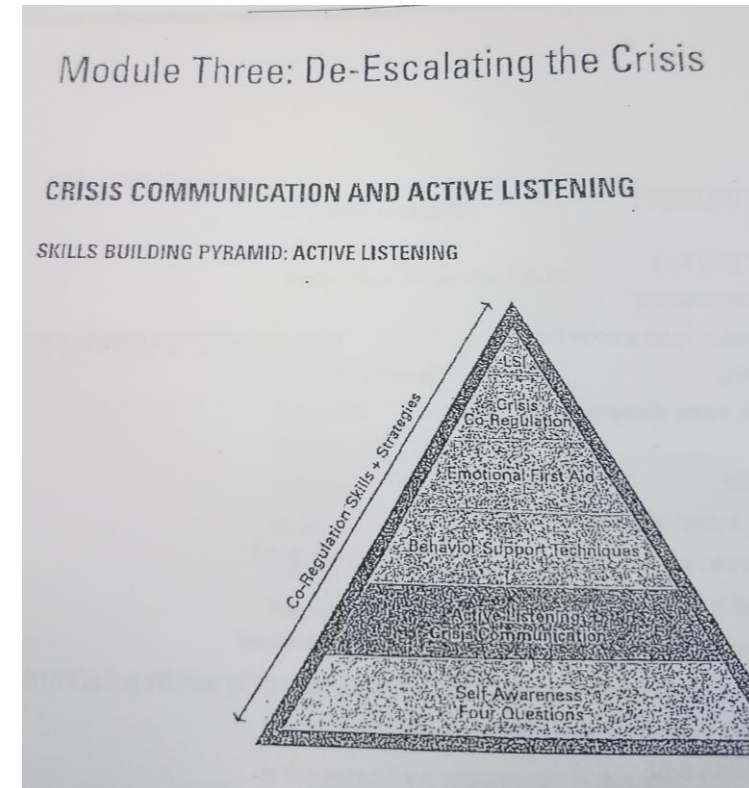
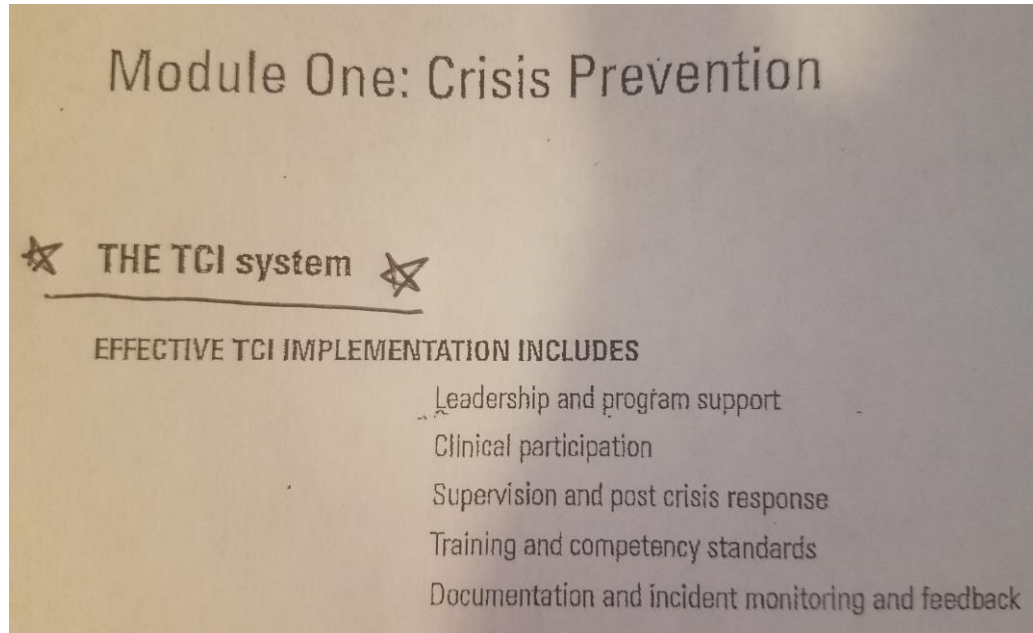
- It provides the ability to transfer and continue health insurance coverage for workers and their families when they change or lose their jobs;
- Reduces health care fraud;
- Mandates industry-wide standards for health care information on electronic billing; and
- Requires the protection and confidential handling of protected health information



This was a slide in our training on HIPAA. We went into detail about what HIPAA is and how to, and not to, violate someone's HIPAA rights. We went through different scenarios and how the people in them did or could avoid violating their clients' rights.

This shows the worksheet from the mock group session our orientation class completed during training. We were asked to identify 5 emotions we felt in the last 2 hours. This was difficult because I had to think beyond the basic emotions to identify what I'd felt. Next we had to say how we handled the emotion. Then we went through scenarios we might have with clients and responded from our own perspectives and from the possible perspective of a client to note the difference and how we would handle responses from clients.

WEEK 3



This shows the implementations of Therapeutic Crisis Intervention (TCI). This work packet included exercises and role-plays that we completed with partners to help us practice what it would be like when we are facing a crisis with a client.

Here is my TCI workbook. This module was the largest and one of the most important; focusing on how to actively listen to clients and how crucial our body language is. We learned how to use our protective measures and listening skills to deescalate a client and get them back into the routine as quickly as possible.

WEEK 3



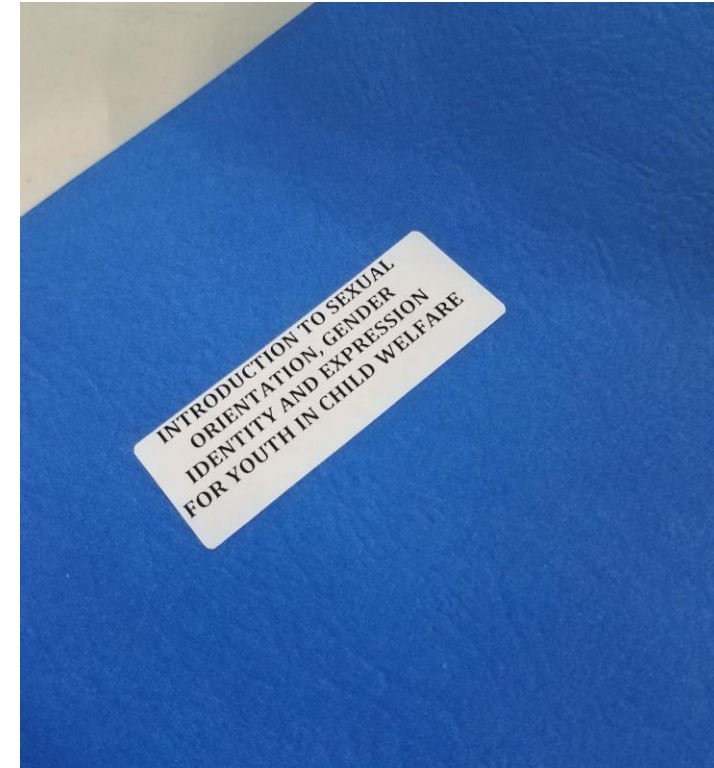
This picture shows my entire NEO class under our parachute after reviewing lessons. Changing our location for learning was a much-needed change of pace. Also, this is an activity we can do with the clients. This was also one of the first opportunities to see how much fun we really can have at work and while working on the units.

This shows a nice part of my practicum: Snow cones! This is an example of the fun things the staff do for clients on campus. This was a fun after-lunch-break and an opportunity to get to know the staff. I learned that (especially in the summer) the staff tries to do something fun with the kids at least once a week without disrupting the routine too much.

WEEK 4



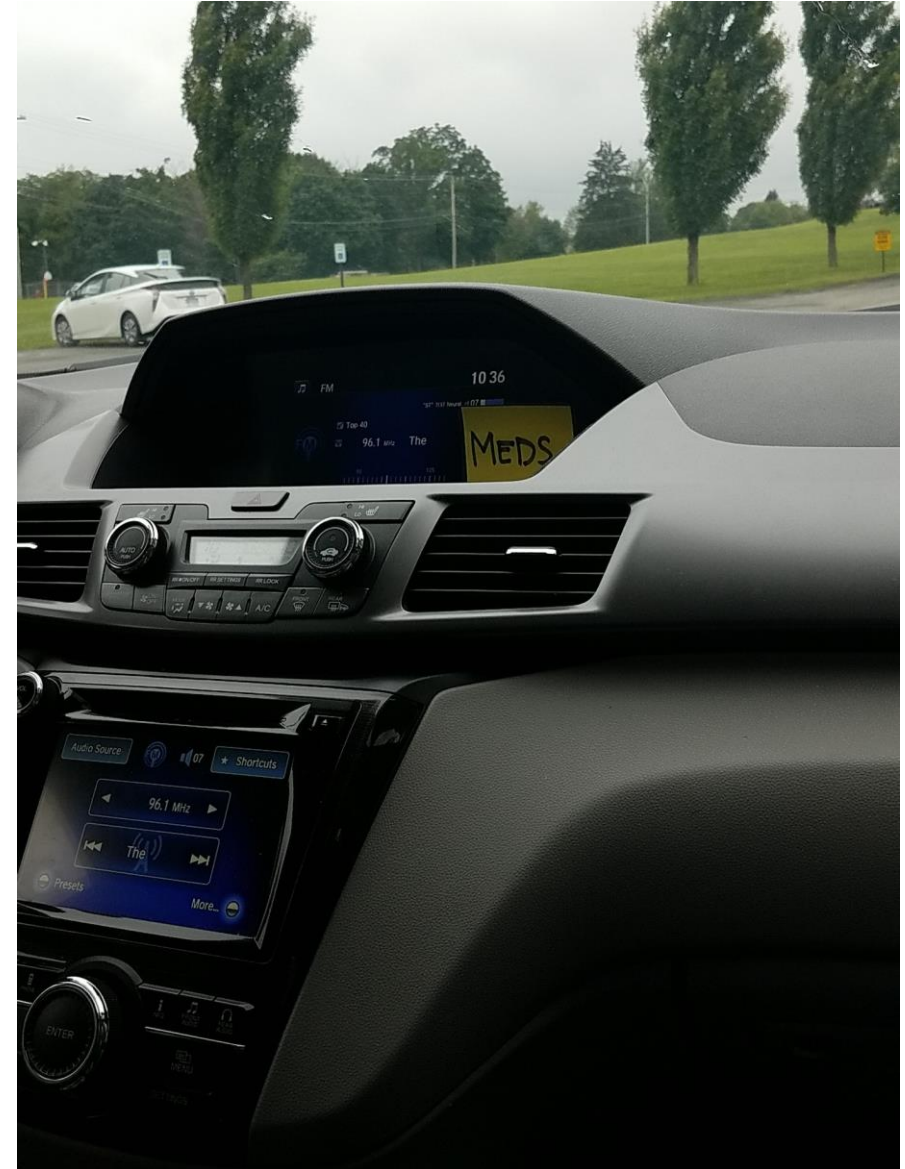
This is a game of dominos I played with some of the clients during free time. It was an awesome opportunity because it allowed me to learn what some of the clients like to do in their free time. This helped build rapport. It reminded me of a lesson from the Psychology of Adjustment class: Empathy and seeing things from the client's perspective and learning what clients are interested in and using it to everyone's benefit.



This is a folder I got that contained all of my SOGIE (sexual orientation, gender identity and expression) resource materials. The training was extremely helpful and allowed for a lot of honest conversation about what we knew and did not know. The materials walked us through the PowerPoint presentation, some scenarios of how to answer questions about clients, and it contained resources to help us, should we ever face a situation we do not know how to handle.

WEEK 4

■ This is a picture of the dashboard of the company car that I rode in to shadow a transport. I laughed at the sticky note on the display when I first got in the car. It says, “MEDS, do you have them?” Which made me laugh because no client or staff member knows why the note is there, as the clients receive all their medications on campus from the nursing staff. This was an interesting experience because you have the opportunity to be one-on-one with a client and get to know them and create a rapport with them in a more comfortable environment away from the campus.



WEEK 5

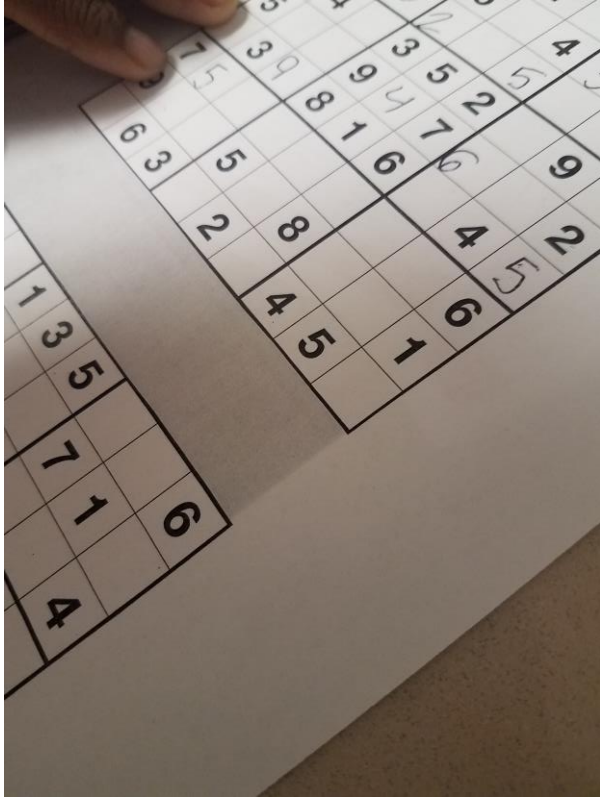
Date	Start Time	End Time	Duration	Face to Face	Contact Method	Service Type	Crisis?
06/18/2018	01:00 AM	01:01 AM	1 Minutes	no	Other	Clinical Group Therapy	Routine

This is a screenshot of the beginning of the on-duty report (ODR) on the software M·H·Y uses to track their online notes for clients as they are switching from paper to electronic records. This is a running note of the events that occur on the unit throughout the shift for each client on the unit. Among the various types of paperwork the ODR is completed every shift by one person. It provides an objective view of the client's behavior and actions throughout the day.

Selected	Date	Group Name	Start Time	End Time	Duration	SVC	Activity Type	Present	Include
<input type="radio"/>	99/99/99	Create New Note	Unscheduled Group						
<input checked="" type="radio"/>	06/19/2018	Journal Group	12:00 PM	01:00 PM	1 Hours 0 Minutes	Clinical Group Therapy	Unit Curriculum	9	Unit Group Note

Above is another screenshot from the awards system. This shows the journal group notes that I wrote after administering the journals to the clients. Among the mental health diagnoses some clients also struggle with learning disabilities. These journals are designed around the therapy theme of the week for the units and the journal questions are reflective and push the clients to think about themselves and those around them but it also helps them with their reading and writing skills. Part of being responsible for journals is to assess the answers and determine if they are appropriate for the child's age and mental ability but also appropriate in terms of the client.

WEEK 6

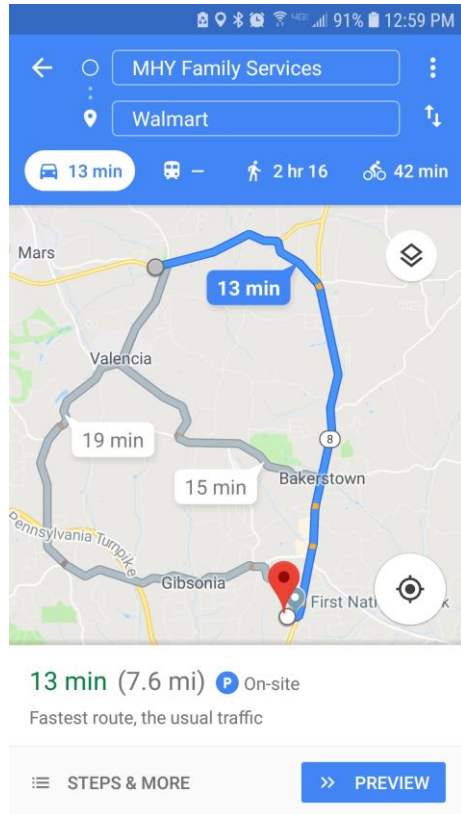


This is the Sudoku puzzle I worked on with a client in the girls class. She has some developmental delays and struggled with the task. I felt good because she specifically asked me to help her with the assignment and worked really well with me to complete most of the puzzle. Afterwards she had the confidence to work on it alone and understood the basics of the game. I enjoy knowing that I am creating rapport. This client also asked for my help during the English class later that day!



This is a small snapshot of the Ginger Store on campus. It has everything clothing- and accessory-wise any client would need and is fully stocked. All clothing items are donated and the store is run like a real store. Clients may go in and pick out what they want, it is signed out in a book as a way to document the “purchase” like a receipt and clients get to keep what they get. It is organized and stocked by volunteers which shows part of how amazing the community surrounding the campus is. On this visit to the Ginger Store I was gathering summer clothes for one of the clients on the DAS unit.

WEEK 7



This is the GPS route I used to navigate to the Walmart vision center for the transport. This transport gave me the awesome opportunity to have one-on-one time with clients. We were able to talk and I learned about their past. I learned about their interests and used that to create some small talk, but the small talk told me so much about each client and now I feel a lot more comfortable with them, especially because they are newer clients who I have not had as much time with them yet.

LabCorp is where I ended up having to take my client on a transport. I was scheduled to take them to a different location. When I got to that location there were issues with the technician and insurance information, so I was instructed by campus nursing to take the client to LabCorp. I was worried at first about this because the clients at MHY crave structure and like the routine and knowing what to expect, and the plan had gotten changed. But I was able to use my rapport with the client to ensure that everyone stayed calm and I completed my transport.

WEEK 8

■ This is the main entrance lobby to Children's Hospital, Pittsburgh. I was assigned to transport a client there for an appointment. This was a 45 minute drive to the hospital and about a 30 minute drive back, which gave me a lot of time to make small talk with my client and get to know them a lot better. I was able to build rapport with a client that was new to MHY, having only been there for about one week. There are only so many things you can talk to a teenager about on a long car ride, but I think I managed very well.



WEEK 9

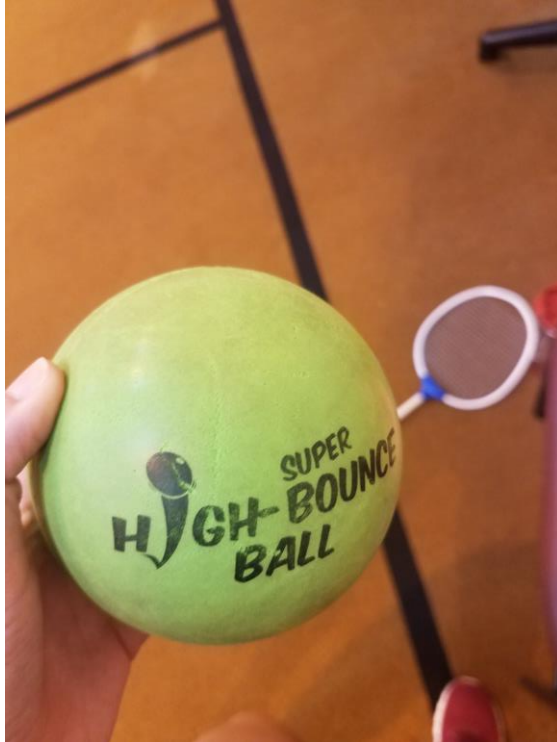


This is the community garden on the back half of MHY's campus. Currently the new science teacher is working with students to teach them how to garden and grow their own plants, to be self sufficient and create a positive habit. Although some clients did not like going to the garden, a lot of the boys and girls like getting out and doing something with their hands. We also saw a baby bunny in the garden.



Here is my Uno hand from playing a few rounds with one of my clients who was discharging on Thursday. This client and I became extremely close during pool time, as they didn't like to swim but just sit pool side and I was allowed as staff to sit pool side and dip my feet in the pool, we had a lot of opportunity to talk. This game was my last chance to talk with this client before discharge. Using this distraction was an amazing way to talk with the client and process without it seeming like I was trying to process with them.

WEEK 10



$$1^2 = 1$$

$$2^2 = 4$$

$$3^2 = 9$$

$$4^2 = 16$$

$$5^2 = 25$$

$$6^2 = 36$$

$$7^2 = 49$$

$$8^2 = 64$$

$$9^2 = 81$$

$$10^2 = 100$$

$$11^2 = 121$$

$$12^2 = 144$$

A client and I played “wall ball” today. This client is newer on the unit and it was only the second day I had worked with them. I used the game to involve myself in their activities and learn more about them. I was able to wiggle some therapeutic information and therapy into the conversation, which circles back to using your information on the client and what they tell you to benefit them without their knowing (as I learned in various RMU psych courses.)

One of my clients on Collins who was having a rough day today enjoys asking me math questions and in particular questions about square roots and perfect squares. When he became escalated, I used this “game” he likes to play to calm him down and get him to comply with what I wanted him to do.

WEEK II

	Sunday	Monday	Tuesday	Wednes
	7/29/2018	7/30/2018	7/31/2018	8/1/2018
	Sleep	Prep/Breakfast	Prep/Breakfast	Prep/Breakfast
	Prep/Breakfast	Therapist Group	Therapist Group	Gab (Rec Room)
	Community Meeting	Transition	Transition	Transition
5a	Psycho-ed	Jeff (Pavilion)	Jeff (Pavilion)	Therapist Group
	Super Clean Unit	Chores	Chores	Chores
12p	Lunch	Lunch	Lunch	Lunch
1:30p	Journal	Journal	Journal	Journal
	Swim (12:30-1:30)	Act 1 (Pavilion) (12:30-1:10)	Act 1 (Pavilion) (12:30-1:10)	Act 1 (Pavilion) (12:30-1:10)
	Finish Super Clean (1:30-2:15)	Act 2 (Rec Room) (1:15-2)	Act 2 (Rec Room) (1:15-2)	Act 2 (Rec Room) (1:15-2)
2p-2:15p		Transition	Transition	Transition
2:15p	Gym	Gym	Gym	Gym
3p-3:30p	Shift Change	Shift Change	Shift Change	Shift Change
3:30p-4:15p	Church	Swim	Swim	Swim
4:15p-5p	Psycho-ed	Snack/Community Meeting	Snack/Community Meeting	Snack/Community Meeting
5p-5:30p	Dinner	Dinner	Dinner	Dinner
5:30p-6:15p	Swim	Prepare for group (5:30-6)	Prepare for group (5:30-6)	Prepare for group (5:30-6)
6:15p-7p	Board/Card Games	Psycho-ed	Psycho-ed	Psycho-ed
7p-10p	Meds/Phone Calls/Shower	Meds/Phone Calls/Shower	Meds/Phone Calls/Shower	Meds/Phone Calls/Shower



This is the schedule for the weeks between summer school ending and the regular school year beginning. This routine helps the staff because then we know what to expect each day and know what to do with the clients. This also helps the clients because it gives them a change in their routine, while still providing a routine; as structure is extremely important to children in general but especially traumatized children.

Pictured above is our “drum circle” (people just sitting together and creating a spontaneous group rhythm). This is one of the volunteer activities I had the opportunity to participate in with the clients. It was extremely fun and a great way to get involved.

WEEK 12

- This is me feeding a baby cow at the petting zoo brought to campus. There were goats, a cow, a pig, a donkey, and a llama. It was truly a fun experience and was amazing self-care for the staff. The clients all loved it and dove right into feeding the animals and playing with them. This little cow in particular was very greedy with the milk but kept staff and clients entertained.



PERSONAL REFLECTION

- Overall this was an extremely rewarding experience that truly solidified my desire to work with youths in my future. With my end goal being school counseling in an elementary school, this practicum at MHY gave me insight into how bad life could end up for these children without early intervention in elementary school or prior. But it also gave me hope that if early intervention does not work or more support is needed there are placements for clients that will give them the treatment they need.

CONCLUSION

- Start Date: May 21, 2018
- End Date: August 7, 2018
- Overall Experience: 9 out of 10

THANK YOU