



New Outlook

The New Haven Journal of Research, Practice and Applied Principles in Female Adolescent Psychotherapy

WE HAVE A VISION

of a world where every young woman makes peace with her past, thrives in the present, and creates a hopeful future hand-in-hand with her family.



New Haven is “Family”: The Benefits of Home-Style Living and Great Staff

By Kris Kilpatrick
Program Director



Kris Kilpatrick

New Haven owns over 30 acres of land on two separate campuses in the country. We constructed four expansive Houses on our properties, which function like family homes. With an average of 16 girls in each of our four Houses, our communities are individually run and the staff and students become very close, like a second family.

The bedrooms in each House are spacious and, because they contain the girls’ personal pictures, bedding, and decorations, they have a touch of home. As in any home, we expect each student to do her part to keep it functioning well. Girls keep their rooms clean and tidy and are given a weekly chore to teach them responsibility. Chores range from cleaning the bathroom and vacuuming the rooms to feeding and watering the horses, cats, and dogs.

Another aspect of our home-style living model is our House Cooks. Cooks prepare healthy meals for the students and staff to eat together. Like a family, each House’s students, staff, therapists, and administration gather around a massive dining table to “break bread together”.

New Haven’s residential staff play an important role in the students’ journeys and aid in their process of change. Being close to two highly-populated universities, we can afford to be selective about whom we hire, and we are able to attract top-notch people to work with the girls.

Our staff are not only strong in character, they are highly trained. Each week they attend trainings that focus on developing knowledge and competency in a variety of valuable job skills, techniques, and overviews of common disorders.

While our number one priority is ensuring the emotional and physical safety of our girls, our staff

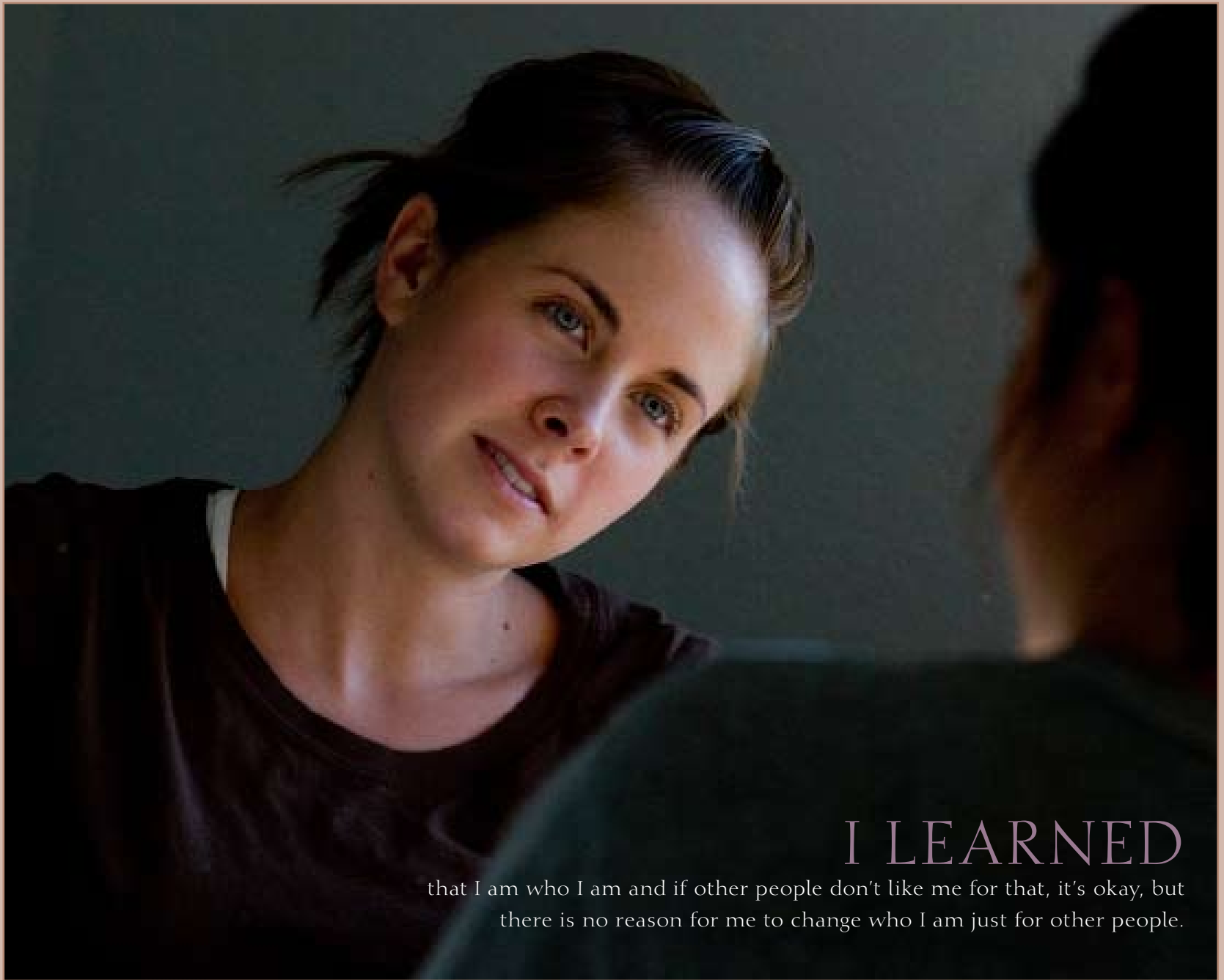
spend most of their time modeling healthy and appropriate relationships. New Haven has a ratio of 1 direct care staff for every 4 students. Our total employee-to-student ratio is much higher: we employ 180 staff to serve 64 students! With this exceptional staff-to-student ratio, each student is guaranteed the one-on-one attention and support that she needs.

Of course, our overarching goal is to prepare students to be reunited with their own families at home. We pride ourselves on our ability to quickly connect with our students to help them feel comfortable and safe. As the girls feel a sense of safety in their relationships with us, they are more likely to begin repairing family relationships that may have been damaged. They begin to feel peace as they heal together with their parents.

Inside this issue:

- MEDICAL CARE AT NEW HAVEN ·
- NEW HAVEN’S ACCREDITED SCHOOL ·
- NEW HAVEN’S CLINICALLY SOPHISTICATED TREATMENT ·
- GET THE CLIENT OUT OF THE OFFICE! EXPERIENTIAL THERAPY IN ACTION ·





I LEARNED

that I am who I am and if other people don't like me for that, it's okay, but there is no reason for me to change who I am just for other people.



Medical Care at New Haven

By Megan Slater, R.N.
Nursing Manager

New Haven follows a conservative medication philosophy, and believes in simplifying medications as much as possible. Dr. Paulson, our Psychiatrist, believes that medication management is more effective if a student trusts him as a doctor. Consequently, he works hard to build a relationship with each girl and strives to make each student feel like her opinion matters. He visits with each girl monthly to evaluate mood, behavior and medications.

Dr. Paulson works closely with the Treatment Team through his nurses, to evaluate quickly if a medication is working or not. Parents are closely consulted before we make any medication changes, and the Treatment Team is made aware of each medication change, as well as what to look for with that change. Dr. Paulson carefully considers Treatment Team feedback when meeting with each

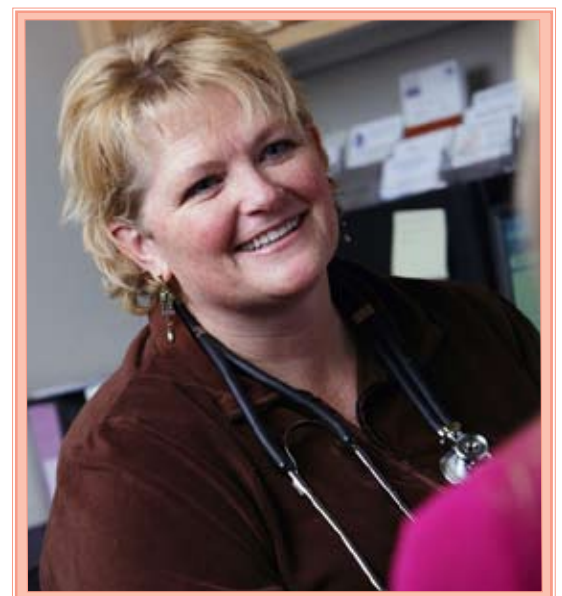
girl. Medication changes are made slowly, to reduce the chance of side-effects and to determine more efficiently the lowest effective dose.

In addition to medication management, the Nursing department at New Haven has a three-point focus: maintaining the health of the girls, educating students about health, and educating students about nutrition.

The nurses facilitate an on-site physician to follow up on any physical problems students may have. If needed, the nurses accommodate appointments to the dermatologist, dentist, orthodontist, chiropractor, physical therapist, or specialist. Lab tests are performed on-site.

Nurses teach classes quarterly about hygiene, hand washing, medication, and sexuality.

A certified Dietician teaches a nutrition class each quarter, and meets with each girl individually based on need.



Marsha, South Campus RN



New Haven's Accredited School

By Laurie Laird, M.Ed.
Education Director



Laurie Laird

Combining the two worlds of therapy and academics can be challenging but ultimately it is a powerful union. At New Haven, we pride ourselves in offering a rigorous and comprehensive school program even while students are dealing with intense mental health issues and maladaptive behaviors.

Meeting the unique educational needs of each student is our School's foremost goal. We thoroughly examine each student's credit history, and evaluate required classes for graduation. We base that student's course schedule on the requirements suggested by the Utah State Office of Education or the graduation requirements for the receiving school. New Haven is accredited through the Northwest Association of Accredited Schools, so all credits easily transfer to other schools within the States. Classes can be adapted to meet the Canadian Provincial Education Requirements as communication is facilitated between New Haven and either the sending or receiving school in Canada.

Since the majority of our students are college-bound, college entrance exams such as the SAT and ACT are given priority for the 11th and 12th grade students. College advising is available for seniors including students applying to Canadian Universities. Our educational goal is always to get our students back on track and to help them transition smoothly to another high school setting, or move them on to an institution of higher learning.

Direct classroom instruction is a hallmark of our school system. Certified teachers present curriculum content using a multi-sensory approach with diverse instructional strategies to meet the needs of each and every learner. For instance, the History Teacher teaches historical events surrounding the theme of Freedom through a variety of presentations, projects, activities, and alternative assessments. Additionally, our Science Teacher takes the students on field trips specifically focusing on the rich climates and ecosystems of Utah integrated with multi-media technology and hands-on lab work.

We know that a student's ability to learn is directly impacted by her emotional, social, and physical well-being. Some of these learning differences are temporary due to circumstances, but other differences

are based on learning style, cognitive abilities, and personality types. These differences are embraced in the classroom and clinical setting by transforming deficits into powerful educational assets.

In the last few years, New Haven has successfully built a rigorous and comprehensive physical education program. Students in residential treatment are often limited in their physical activity; recognizing that need, we have programmed an hour of physical education each school day for each student. The P.E. program focuses on personal fitness along with team sports and activities. Each season girls have an option to compete on our School sports teams including soccer, volleyball, basketball, and softball.

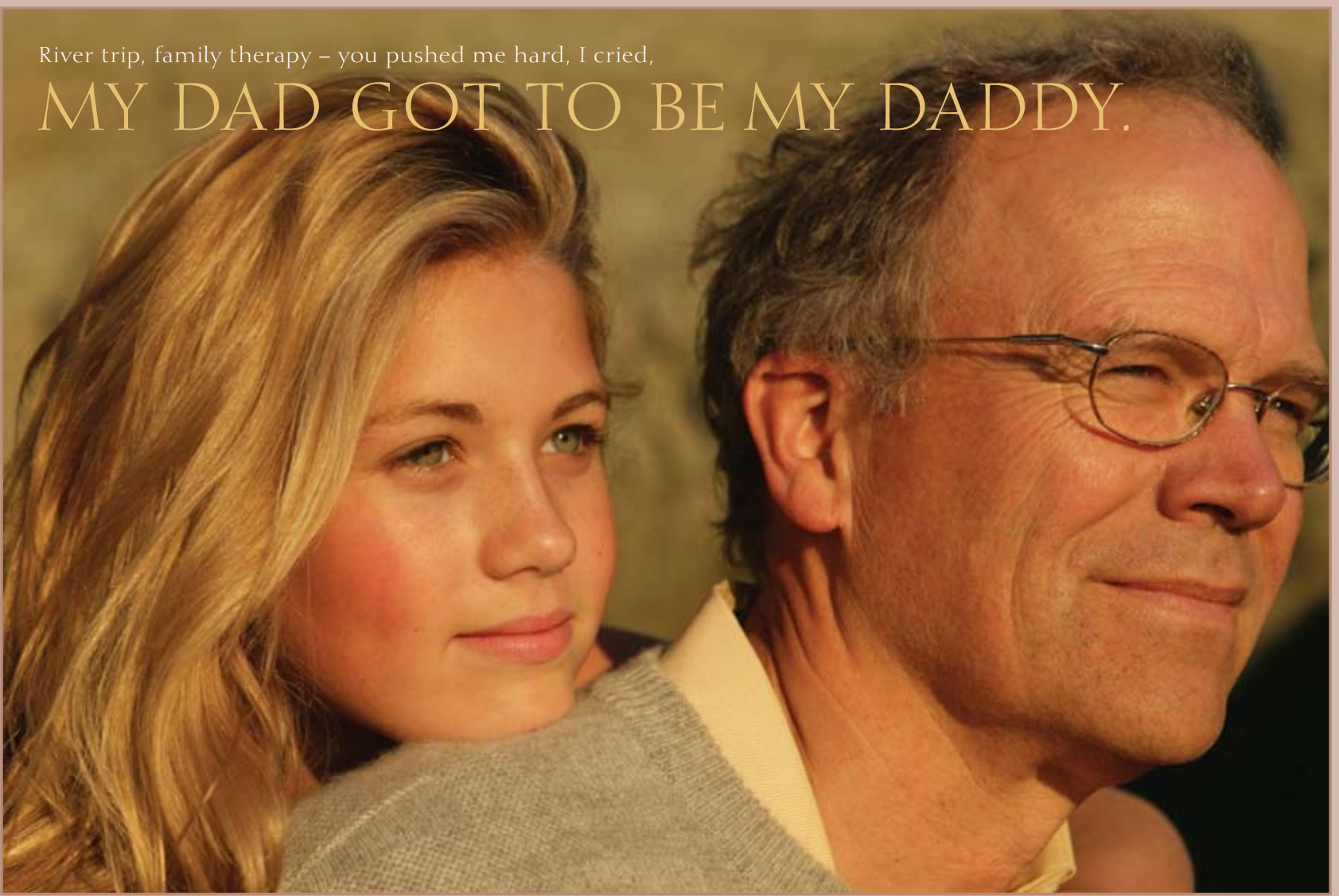
Along with the regular academics and physical education program, we offer art courses that provide students the opportunity to develop artistic abilities by embracing new ideas, techniques, mediums, theory, and art history. Classroom discussions encourage reflection and help hone the creative process from thumbnail to masterpiece. The students work in both two-dimensional and three-dimensional mediums ranging from drawing and painting to sculpture and installation art, with opportunity for private lessons in photography and digital arts.



You've helped to bring
SERENITY
to our lives and to our daughter.

River trip, family therapy – you pushed me hard, I cried,

MY DAD GOT TO BE MY DADDY.



New Haven's Clinically Sophisticated Treatment

By John Stewart, LCSW
Clinical Director



John Stewart

The core strength of New Haven's program is the relationships which Treatment Team members build with students and families. The Clinical Treatment Team is made up of key people from every department – clinical professionals, residential staff, educators, nurses, and experiential therapists. Approximately ten people review each family's needs every week, creating and modifying plans designed to assist the family in healing. The Treatment Team directs and coordinates therapy and other activities for every student and her family.

New Haven offers individual therapy to each student for 90 minutes every week. Every family participates in family therapy 90 minutes each week (usually by phone). Family Weekends occur every eight weeks, with the family in attendance on our campus for two-and-a-half days of intensive therapy, activities, and fun. Additionally, the students participate in a daily (Monday-Friday) schedule that involves a half-

day of group therapy after school. Students attend three Specialty Groups (i.e., Emotion Regulation, Life Skills, Trauma, Adoption, Equine, Recovery, Body Image), two General Groups (issues primarily pertaining to their social community), and four Experiential Therapy Groups each week.

In addition to its regular program, New Haven provides families with a road-map to healing in the form of its comprehensive Values Program (in concept, much like a therapeutic girl scout program). The Values Program is designed to guide students and families in exploring the values that influence their relationships. For instance, in family therapy three days ago, in an effort to fulfill a required Values Program assignment, a mother identified valuing "connection". With the help of her therapist she was able to articulate her "fear of rejection", which helped her explain why she feels a need to nag her husband and daughter until they "understand her perspective" of how things happen in the family. The mother did a beautiful job exploring how this value, or core issue, invalidates her husband and daughter, hampers their relationship with her, and ignores their perspectives.

We individualize the Values Program for learning disabled students and for students in recovery. A unique aspect of the Values Program at New Haven is that both the student and the parent have individual guidelines to work on, as well as activities assigned to the whole family.

All of this therapy and all of these activities are made infinitely more effective when they are administered by caring professionals who treat clients with respect and love. New Haven is adept at hiring and training professionals who care deeply about others.

Healing requires a journey of trust, hope, and forgiveness, all of which are more likely to occur within a context of healthy relationships. Relationships that are physically and emotionally safe, compassionate, and nurturing, and which provide accountability as well as a pathway to hope, are especially powerful. These therapeutic connections provide students and their families with "permission" to navigate the painful challenges they face. Our chief goal is for the family to be together again, more aware, stronger, and with more secure relationships.





I was able to

RELAX FULLY

for the first time in ten years. There is no way I can overstate the profound nature of this statement.

New Haven's Criteria for Admission

- ADHD
- Depression, Anxiety, and Mood Disorders
- Bipolar Disorder
- Physical and Sexual Trauma
- Post Traumatic Stress Disorder
- Medically Stable Eating Disorders
- School failure and truancy
- Learning Disabilities
- Non-verbal Learning Disabilities
- Budding Personality Disorders
- Suicidality and Parasuicidality
- Obsessive-Compulsive Disorder
- Defiance
- Attachment
- Bereavement
- Substance addiction and abuse
- Parent/Child relational problems
- Other addictions (e.g., risky behaviors, shopping, internet)
- Destructive friend and boyfriend relationships

Exclusionary Criteria

- Pregnancy
- Violent behavior
- Conduct Disorder
- Psychosis
- Non-participatory parents
- English speaking a must
- Severe mobile disability
- Sexual offense
- Deafness
- Blindness
- Medically unstable Eating Disorder
- Severe Asperger's Syndrome
- Autism
- Substance detoxification

Get the Client Out of the Office! Experiential Therapy in Action

Jill Chezik, CTRS
Recreation Therapist

At New Haven, the Experiential Therapy department focuses on three basic areas:

Service

Experiential Tasks

Leisure Education

Service provides opportunities for each student to use her talents and abilities to bless the lives of others as well as herself. Students volunteer at various places, such as the Utah Food Bank, the local soup kitchen, the Humanitarian Center, Mothers without Borders, etc. All of these opportunities allow each girl to realize ways that they are able to help and improve the life-situations of others.



Jill Chezik

is to point out in the moment the behavioral patterns that are continuously displayed by each girl. They are able to work on communication, team-building, trust, and relationships as they participate in tasks and groups that are designed to target each of these areas. During parent weekends, each family participates in a recreational therapy session in which they explore their relationships and how they work together.

Girls participate in experiential therapy at least four times per week. Experiential tasks include equine-assisted therapy, high and low Ropes Course tasks, and team-building activities. The idea behind experiential tasks

New Haven also recognizes the importance of play and leisure. Students usually limit their exploration of new leisure opportunities due to lack of experience and knowledge of what is available. Knowing this, we are able to focus on exposing the students to new sports, hobbies, arts, crafts, games, etc. The more a student experiments with appropriate leisure activities, the more likely a student will participate in those activities when she returns home. Before a girl transitions through the program and returns home, she will compile a list of leisure interests that she will participate in during her free time at home.

Service, experiential therapy, and leisure activities engage teenagers in the therapeutic process more fully and with longer lasting results.

NEW HAVEN

"STATISTICALLY SPEAKING"

92%

OF NEW HAVEN GRADUATES' PARENTS WOULD RECOMMEND NEW HAVEN TO OTHERS

YES

Good Job!

PARENTS RATE STUDENTS AS DOING WELL WITH THE PRIMARY PROBLEM THAT GOT THEM INTO TREATMENT, EVEN UP TO 9 MONTHS AFTER DISCHARGE

77%



81%

OF STUDENTS RATE THEIR OVERALL SOCIAL FUNCTIONING AS EXCELLENT, EVEN UP TO 9 MONTHS AFTER DISCHARGE (MILLER'S ORS)



81%

FINISHED NEW HAVEN'S PROGRAM IN ONE YEAR OR LESS



90%

OF MOTHERS OF GRADUATING NEW HAVEN STUDENTS CONSIDERED THEIR FAMILIES "HEALTHY" (NEW HAVEN FAMILY ASSESSMENT)

2172 E 7200 S
Spanish Fork, UT 84660

NEW HAVEN

Est. 1995

A Therapeutic Haven and School for Girls

Phone: 801-794-1218

please visit our new website
www.newhavenrtc.com



A MEMBER OF



New Haven welcomes your comments and suggestions.

New Outlook