

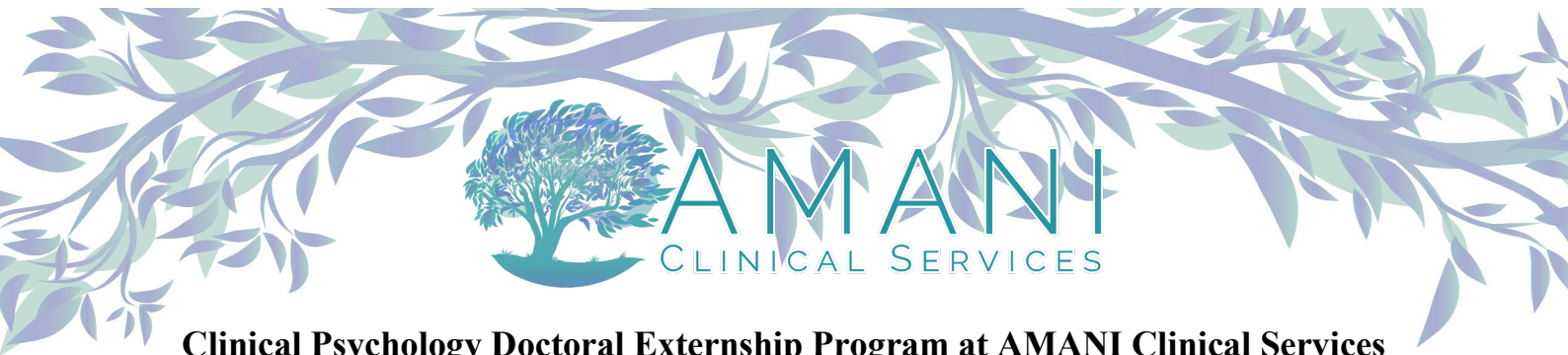


# AMANI

Clinical Services

## Clinical Psychology Doctoral Externship Program

2024-2025



**Clinical Psychology Doctoral Externship Program at AMANI Clinical Services**

**Fall 2024- Summer 2025**



**2 Hours Individual Supervision**

**2 Hours Group Supervision**

**1 Hour Didactic Training**



**Pediatric, Health, Addiction, Reproductive/Family Formation Specialties**

**Fully Stocked Play Therapy And Art Rooms**

**One Way-mirrors In Offices For Observation And Life Supervision**

**AMANI Clinical Services**

A Dr. Hastings & Associates LLC Company  
15 Spinning Wheel Rd., Suite 116  
Hinsdale Illinois 60521

[www.amaniclinical.com](http://www.amaniclinical.com)

PHONE – 630.708.0362  
FAX – 630.282.7084



A Supervisor Team  
That Delights In  
Training And Strongly  
Identifies As  
Supervisors

Pediatric, Teen, Adult,  
Geriatric Testing

Spa-like Environment



## AMANI Values

AMANI Clinical Services has been in practice for 10 years, first as Dr. Hastings & Associates and then re-branded about 4 years ago as AMANI Clinical Services. AMANI Clinical Services is a place where people come to heal. We pride ourselves in personalized, boutique-style care from the moment a prospective patient first makes contact with our New Patient Concierge and through every level of the care and interaction they receive from our amazing administrative team and the entirety of their clinical treatment. We value a personalized, boutique style approach to supervision and training as well and seek to mentor our trainees along their unique path of professional development. Our approach with our patients is similar to our training approach—it is **warm and understanding AND results oriented, compassionate and developmental AND challenging. Flexible AND rigorous.**

### ***Definitions of AMANI***

**We chose AMANI as our name because of its meaning in multiple languages, and how those meanings capture our aims.**

In Sanskrit, AMANI means road and way

In Swahili (a language spoken throughout Eastern Africa and is deeply important to Dr. Hastings), AMANI means peace, safety, and security

In Inuit, AMANI is a suffix that notes presence and location.

In Arabic, AMANI means love

**Our value is to work with people of all ages** (starting with newborns in parent-child dyads, all the way to geriatrics) to help sift through their life circumstances and symptoms. We help people find their way to a sense of peace, security, and wellbeing. Each one of us works hard to help our patients find peace, presence, and love in their most important

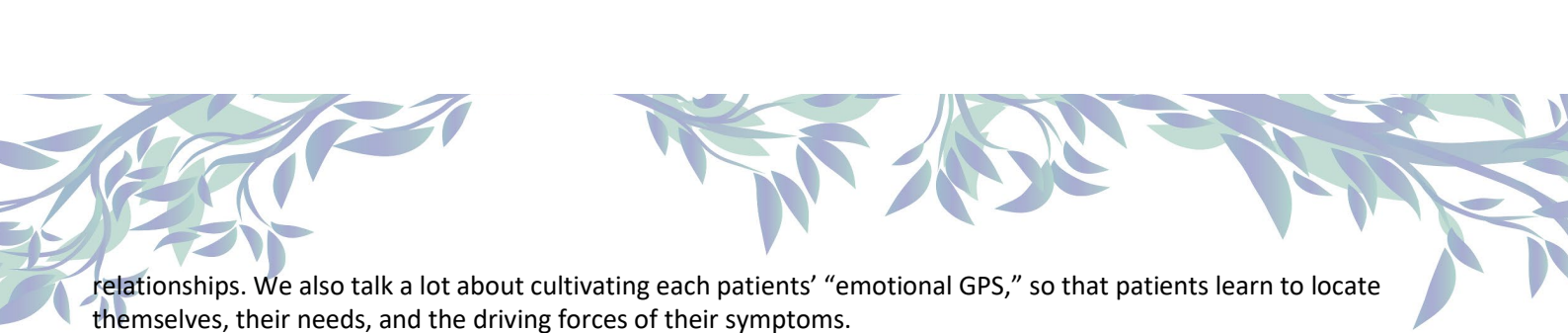
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relationships. We also talk a lot about cultivating each patients' "emotional GPS," so that patients learn to locate themselves, their needs, and the driving forces of their symptoms.

### ***Our Patients Get Better***

We are **warm, understanding...AND results oriented and challenging**. Our patients enjoy watching themselves change over time and we enjoy celebrating with them! Everyone's journey towards change, symptom reduction, and well-being is different. We tailor each patient's treatment plan to best fit their unique style of growth, goals, and life circumstances. We are strongly committed to systemic conceptualization and treatment for all of our patients and tailor that level of intervention to the needs of the patients.

We do not do "bobble head" therapy here. We value the expertise of each provider and also honor the inherent expertise each patient brings regarding their own phenomenological experiences. Our approach is integrative and along the spectrum of client-led to structured, we err on the side of active for most cases.

## **Focus on APA's Professional Competencies**

The guidelines for training recommended by APA's Commission on Accreditation (CoA) are our foundation. In congruence with the Standards of Accreditation, we seek to provide training in the nine profession-wide competencies (PWCs) for health service psychologists.

1. Science, Research, & Evaluation: Utilization and acquisition of scientific knowledge; program/outcome evaluation; and conduct and dissemination of scientific research.
2. Ethical & Legal Standards: Patient risk management, confidentiality, ethics and the law.
3. Cultural & Individual Diversity: Sensitivity to patient diversity and awareness of one's own cultural background.
4. Professional Values, Attitudes, & Behaviors: Professional interpersonal behavior; professional responsibility; efficiency, administrative competency, and time management; and use of reflective practice and self-care in professional development.
5. Communication & Interpersonal Skills: Effective interpersonal communication and appropriate use of supervision.
6. Psychological Assessment & Diagnosis: Assessment and diagnostic skills; clinical interview skills; and competencies associated with neuropsychological assessment.
7. Psychotherapeutic Intervention: Goals in this domain include patient rapport building and maintenance; case conceptualization and treatment planning; psychotherapy; case management; group therapy; and clinical intervention.
8. Supervision, Education, & Training: Provision of supervision and developing teaching/training skills through presentations at seminars, case conferences, and team meetings.
9. Consultation & Inter-professional Collaboration: Development of consultation skills in interdisciplinary practice.

The competencies that are foci of the externship will depend on the nature of the externship (e.g. advanced vs. assessment).



## Doctoral Advanced Externship Requirements

Our training year runs from September 4, 2024 to August 2, 2025.

### **Requirements For All Trainees**

1. Enrollment and good academic standing in a doctoral program in clinical or counseling psychology that is accredited by the American Psychological Association (APA).
2. Ability to devote 16-21 hours per week to on-site externship training (hours vary by advanced/assessment externships).
3. As a training site, we are focused on the systemic treatment of pediatric patients and their families. Previous supervised, clinical experience working with children and/or the demonstration of significant volunteer/charity work/childcare with children is required. A genuine interest for working with children is necessary to thrive in our environment. Child and adolescent development, child psychotherapy, family and couple therapy courses are required.
4. Externs will need to successfully pass a preemployment screening which includes a drug test and a background check. We do recognize that marijuana is now legal in Illinois. However, use of marijuana will show up on the drug test. Failure to pass these processes will result in ineligibility to train at AMANI.
5. Malpractice insurance coverage provided by your school. You must provide us with a copy of this insurance. If you have supplemental individual malpractice insurance, this documentation is needed as well.
6. Completion of AMANI orientation process including HIPAA, Theranest, DCFS, etc.

### **Advanced Extern Requirements**

1. At least two previous practicum experiences.
2. Our doctoral externship is designed to be a part-time, 11 month, approximately 800-900 hour, on-site and rigorous training experience focused on experiential learning and clinical immersion. Approximately 21 hours per week are required. Additional opportunities are available for the interested trainee.

### **Psychodiagnostic/Assessment Externship Requirements**

Our doctoral psychodiagnosics/assessment externship is designed to be a part-time, 11 month, approximately 700 hour, on-site and rigorous training experience focused on experiential learning and clinical immersion. Approximately 16 hours per week are required. Additional opportunities are available for the interested trainee.


### **Candidacy**

1. Candidate applicants must be **actively enrolled in a PsyD or PhD program in Clinical or Counseling Psychology.**
2. We require **official graduate school transcripts** to ensure appropriate exposure to key areas of competence.
3. A **curriculum vitae** outlining clinical experiences and any additional experiences—specifically volunteer work in the social service sector are preferred. Teaching, teaching assistance-ships, or leadership experiences are valued.
4. We value the opinions of previous clinical supervisors and professors that have played a key role in the professional development of the applicant. Thus, we require **3 reference letters** provided by members of the applicant's faculty and/or clinical supervisors. Psychodiagnostic/assessment trainees that have volunteered with or provided care to children may also seek letters of recommendation from their supervisors/bosses in those roles
5. We prefer letters from previous clinical supervisors for advanced externs.

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6. As a training site, we are largely focused on the **systemic treatment of pediatric patients and their families**. Previous supervised, clinical experience working with children and/or the demonstration of significant volunteer/charity work with children is required. A **genuine interest** for working with children is necessary to thrive in our environment. **Child and adolescent development, child psychotherapy, family and couple therapy courses are required**. Applicant with a Child and Family concentration are preferred, but not mandatory.
  7. Applicants **with diverse phenomenological experiences** and backgrounds are welcomed and encouraged to apply.

### ***Application***

1. Cover letter
2. Curriculum Vitae
3. Advanced: A de-identified psychological assessment report writing sample
4. Assessment: a writing sample
5. 3 letters of recommendation. Preference for letters from clinical supervisors and/or professors with significant knowledge of the applicant's clinical strengths.
6. Official graduate school transcripts

### ***Interview Process***

1. Interview with the Clinical Director/Owner Dr. Massey-Hastings and practice manager Ryan
2. Interview with the Supervisory Team
3. Interview with the Clinical Team
4. Tour of our site (if possible)
5. Meet and greet with as many of our administrative team as possible


## **IDEAL APPLICANTS:**

### ***Psychodiagnostic/Assessment Externs & Advanced Externs***

The members of our supervisor team strongly identify as supervisors and approach training and supervision with dedication and genuine enthusiasm. We have a supportive and warm environment with a healthy dose of laughter and fun that is cultivated by each member of our team.

Thus, we are looking for applicants and trainees that:

1. Are hungry for learning, growth, and challenge.
2. Can independently problem solve.
3. Can seek and are comfortable receiving support, supervision, consultation, validation, and challenge.
4. Are assertive communicators.
5. Trainees that enjoy collaboration, exploration, and self-discovery would fit best. Applicants that have experience with children and teens, specifically clinical experience, are preferred.
6. Interested in the following clinical areas:
  - a. As a training site, we are focused on the systemic treatment of pediatric patients and their families. Previous supervised, clinical experience working with children and/or the demonstration of significant volunteer/charity work/childcare with children is required. A genuine interest for working with children is necessary to thrive in our environment. Child and adolescent development, child psychotherapy, family and couple therapy courses are required.

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- b. We are a clinic that exists in an affluent suburb of Chicago and meets patients' needs at the outpatient level. **We emphasize systemic treatment.** The populations that we serve are broad and representative of the diversity of our supervisor team. We serve patients across the developmental lifespan.
1. Adoptees and families formed by adoption; specializing in the unique needs of adoptees; trans-racial adoptees
  2. Those involved in the family formation process including reproduction, infertility and trying to conceive, and adoption
  3. Parent-infant dyads and children in early childhood
  4. Those with substance abuse and addiction as well as those with process addictions
  5. Chronic and complex medical needs
  6. Those suffering from Adverse Childhood Experiences and other traumas
  7. Perinatal and post-partum populations

### ***Weaknesses in Populations Served***

In an affluent suburb of Chicago at the outpatient level, there are several populations that doctoral externs will not likely be exposed to in a meaningful way. We consider this a significant gap in the training that we can offer.

1. Diverse socio-economic backgrounds
2. Culturally diverse and historically underrepresented and served communities such as Black, Latin X, and Asian-American communities.

### ***Candidacy***

1. Applicants with diverse phenomenological experiences and backgrounds are welcomed and encouraged to apply.


## **MODEL OF TRAINING & SUPERVISION**

### ***Values & Goals***

Our externship program is designed to offer the extern a rigorous, practitioner-scholar generalist training experience in a private practice, outpatient setting. The private practice, outpatient setting is much like a primary health care setting for mental health in its clinical diversity. There is great breadth of patient presentation with significant diversity in age, sexuality, cultural and religious affiliations, systemic needs, diagnosis, treatment goals, and need for collaboration with community-based providers and systems. **Externs are valued members of our clinical team and of our organization.** As a developing externship program that values the pursuit of excellence, we deeply value the feedback of our trainees to help us refine our training program. We are an active team and will actively integrate extern feedback and ideas.

Our main goal is to comprehensively prepare scholar-practitioners as generalists who provide high-quality, efficacious direct therapeutic and assessment services in a manner that is culturally sensitive and competent, globally aware and externshipationally informed, integrative, and skilled in systemic intervention. We believe that professional psychologists, like all health care professionals, must be life-long learners and problem solvers.

Thus, we have an environment of intellectual stimulation, consumption of research, and translation of research into clinical practice. We engage in the exploration of intellectual inquiry and examination. Externs are encouraged and supported in submitting posters and presentations to conferences and may also be afforded opportunities to co-author presentations with our Supervisory Team. We focus extensively on best-practice. Exposure to best practice principles occurs through supervision, training, exposure to other trainees, and didactic learning activities. We hope to prepare the



extern for professional practice by helping the extern to acquire a broad base of clinical skills—and the wisdom and proficiency to know in which clinical circumstances and how to masterfully implement those skills.

Our training program, our Supervisory Team, and all members of our staff are held to the legal expectations of mental health professionals in the state of Illinois and to the American Psychological Association’s Ethical Principles of Psychologists and Code of Conduct.

Our **supervision philosophy** is grounded in our externship goals:

1. Externs will be trained and supervised utilizing a model that **honors the development of the extern** during a formative year of clinical training which refines and prepares a **generalist** practitioner. Externs will receive **personalized supervision** and significant access to supervisors with an emphasis on **apprenticeship and mentorship**. Our boutique practice model ensures personalized, tailored care for our patients and that is how we approach training as well. We want to help you grow and traverse your path to professional development.
2. Clinical caseload is designed to increase in number and clinical complexity and support a cumulative training experience. Learning activities are planned and sequenced to support the developmental progression of the extern.
3. Externs will increase mastery in foundational and generalist competencies as described by the APA to a level acceptable of a doctoral extern through an emphasis on the direct delivery of clinical services (psychotherapy and assessment for advanced; assessment for psychodiagnostic externs).
4. Externs will increase their mastery of clinical skills and treatment modalities necessary to treat a vast variety of clinical presentations, demographics, and systemic needs. Externs will build clinical skills that facilitate the development of human resilience in the extern’s patients and their systems.
5. Externs will develop and/or refine competency in key risk assessment skills, level of care determination and recommendation conversations, and crisis management skills.
6. Externs will increase their breadth and depth of understanding of theories of change and theoretical models of treatment.
7. All externs will increase mastery in the process of psychological and neuropsychological testing for children, adolescents and adults.
8. The advanced extern will also increase competency in the delivery of several specialty areas as represented by our diverse supervisor team, including:
  1. psychotherapeutic treatment of children and their families;
  2. psychotherapeutic treatment of couples;
  3. health-psychology focused psychotherapy;
  4. third-wave Cognitive Behavioral Therapy and ACT treatment
  5. psychotherapeutic treatment of substance abuse, addiction and process addictions
  6. special population competency: adoptees and members of the adoption triad
  7. treatment for complex trauma
  8. neuropsychological evaluations of children, adolescents, and adults;
  9. professional speaking and presentations;
9. The extern will increase competency in clinical collaboration with community-based multi-disciplinary treatment professionals.
10. The extern will be exposed to outside clinical psychologists and other health-focused professionals.
11. The extern will have the opportunity for exposure to grass-roots and non-governmental agency mental health efforts in Tanzania due to the Clinical Director’s consultation and charity work with the Ilula Orphan Program.



### Model of Training & Extern Development

We emphasize a **developmental model** with emphasis on **apprenticeship and mentorship that is sequential in clinical complexity** as the doctoral extern develops in key areas of competency. We value the role and relationship of the Clinical Supervisor and the role all other members of our team play in the development of the extern.

The training curriculum will support development, apprenticeship, and **cumulative skill development** of the extern through:

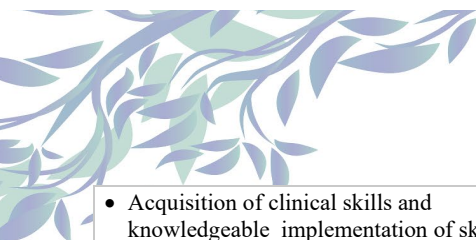
Individual Supervision	Group Supervision	Learning Opportunities/Didactics
1 hour weekly with a Licensed Clinical Psychologist	1 hour weekly clinical group supervision with clinical staff and trainees (Thursdays @12pm)	Weekly didactics and learning opportunities (Thursdays @ 1pm)
1 hour weekly rotating with a Licensed Clinical Psychologist or Licensed Clinical Professional Counselor	1 hour weekly diagnostic group supervision (day/time to be decided)	Bi-weekly testing lab: psychological and neuropsychological test administration training and report writing support with a Licensed Clinical Psychologist and/or psychometrist (Wednesdays)
		Advanced externs: quarterly consult with outside psychiatrist on cases

Our **primary supervision model is integrated** and inclusive of administrative, clinical, and supportive supervision to trainee. We provide **supportive, skills-based, and process-oriented** supervision to the extern. Supervisors will educate supervisee on techniques/interventions for varied populations, while cultivating trainee clinical strengths and problem-solving individual growth edges that present throughout the course of provision of care. **Our approach to supervision is to emanate a non-judgmental stance, professionalism, compassion, empathy, and warmth with high expectations that inspire and encourage the development of the extern. We dialectically balance** a warm/ supportive and challenging approach to supervision. Developmental models of supervision focusing on integrated development in administrative, assessment, professionalism, and clinical areas are emphasized.

We have designed it sequentially to support the personal and professional development of the doctoral extern in main areas of competency and is supportive of increasing clinical acuity and independence throughout the progression of the training year. All direct delivery of psychological services are supervised by the Supervisory Team, comprised of both Licensed Clinical Psychologists and a Licensed Clinical Professional Counselor.

Our training sequence occurs in **3 phases**:

Supervision Methodology	1: Orientation
<ul style="list-style-type: none"> <li>Supportive and challenging,</li> <li>Directive, skills-based and evidence based.</li> <li>It will prepare doctoral Externs for the second phase of training.</li> </ul>	<ul style="list-style-type: none"> <li>The <i>first phase</i> is the general orientation phase, which involves a multi-day, detailed series of presentations regarding the policies and procedures of the AMANI Clinical Services Training Program.</li> <li>Site orientation, which allows doctoral externs to settle in and interact with members of the team.</li> <li>Doctoral externs will also be briefed and oriented to their upcoming clinical schedule. Externs will meet with their supervisors to review their self-assessment of areas of competency and growth in the context of the orientation phases and determine a plan for supervision.</li> <li>Doctoral externs will meet with the practice Psychometrist manager and be oriented to the plan for assessment training. Externs will be oriented to risk and level of care assessment.</li> </ul>
Supervision Methodology	2: Experiential Learning
<ul style="list-style-type: none"> <li>Supportive and challenging,</li> <li>Directive, skills-based, and evidence based.</li> </ul>	<ul style="list-style-type: none"> <li>The <i>second phase</i> of training will begin quickly, in line with our emphasis on experiential learning through the immersion in direct delivery of psychological services.</li> </ul>



<ul style="list-style-type: none"> <li>Acquisition of clinical skills and knowledgeable implementation of skills is emphasized.</li> <li>Systemic analysis and intervention is emphasized.</li> <li>Clinical problem solving and risk assessment are targeted.</li> </ul>	<ul style="list-style-type: none"> <li>Advanced Externs begin to be scheduled with new patients for intake interviews, begin initial assessment and diagnosis processes, begin treatment planning (advanced), and initiate a course of treatment with their patients (advanced). Doctoral externs work with their supervisors regarding the characteristics, needs, and complexities of the cases. Cases will be added in a titrated manner until case load is achieved.</li> <li>Advanced Externs and psychodiagnostic/assessment externs will also begin working with the practice Psychometrist manager and testing Psychologist to begin the process of testing, scoring, and writing sections of reports. Proficiency will be assessed with an emphasis on modeling and live supervision which will be titrated as the extern's mastery and independence increases.</li> </ul>
<b>Supervision Methodology</b> <ul style="list-style-type: none"> <li>Supervision becomes more process-oriented. Supervision will also become more personalized to the needs of each extern and their personal rate of progress and development.</li> <li>Clinical application of scholarly research, critical thought and higher-order conceptualization, systemic conceptualization and intervention and assessment become foci.</li> <li>Externs will be encouraged to share their knowledge regarding special interest areas and provide consultation to the team.</li> </ul>	<b>3. Growing Independence &amp; Consolidation</b> <ul style="list-style-type: none"> <li>The <i>third phase</i> involves increasingly independent, supervised work on the part of the extern.</li> <li>The Advanced Extern will be expected to serve as a leader in group supervision, will implement and monitor treatment plans, will engage in case consultation and collaboration with other health professionals and systems, will complete risk assessments, and will be encouraged to develop more integrated, systemic, and in-depth conceptualizations of their patients.</li> <li>Assessment Externs will present 1 assessment case per quarter in group supervision. As skills develop, Assessment Externs will also be afforded opportunities for increased independent tasks in the assessment process.</li> </ul>

**Supervisor expectations** for trainee include legal and ethical provision of care and seeking supervision in challenging/uncertain experiences. We expect that the **supervisee will approach the rigorous training experience of externship with an intrinsic desire to grow, learn, and absorb.** This will be demonstrated by coming to supervision with organized notes and items to focus on that are particularly challenging. We expect that the externship will **acknowledge that feeling overwhelmed is an inherent part of the learning process that should be honored** and will solve the problem by learning new material and seeking mastery, as well as seeking support. We expect that the doctoral externship will **practice honesty with him/her/their self and supervisors re growth-edges, missteps, and struggles.**

**We take the legal requirement and ethical duty of documentation very seriously.** The practice-wide expectation is that all clinical notes are completed **no later than 24 hours post-session**, the doctoral externship will **review their charts** for errors weekly, and the externship will review supervisor feedback on documentation weekly.

**Externships are expected to follow and adhere to all practice policies and procedures.**

## Training Schedule

WEDNESDAYS (Mandatory)	THURSDAYS 12-2PM (Mandatory)	Additional Day (flexible)
Testing Clinic: Day 1 testing for all cases beginning at 9am (rotating mandatory)	Testing Clinic: Day 2 testing for all cases beginning at 9am (rotating mandatory)	1 hour weekly diagnostic group supervision
Testing Lab	1 hour weekly clinical group supervision with clinical staff and trainees (Thursdays @12pm)	Advanced Externs may see therapy patients in the afternoon/evenings.
Testing ends at 2:30. Advanced Externs may see therapy patients in the afternoon/evenings.	Weekly didactics and learning opportunities (Thursdays @ 1pm)	Option for clinical supervision to be scheduled



Option for clinical supervision to be scheduled	Advanced Externs may see therapy patients in the afternoon/evenings.	
	Option for clinical supervision to be scheduled	

EXTERN TYPE	START/END	HOURS	BATTERIES	ADDITIONAL REQUIREMENTS
Advanced	9/4/2024 8/2/2024 11 months	21 hours per week -10-12 therapy -5 assessment -4-5 training	At least 20	4 case presentations 4 presentations of a recent study
Psycho-diagnostic/Assessment		16 hours per week -4-5 training -5 assessment -5 administration associated with testing	At least 20	4 case/battery presentations

## Overview of Our Clinic Setting

### Environment

We believe in the power of a **healing space**. We have taken exceptional care to create a **spa-like environment** for our patients and our clinicians which emphasizes bringing the beauty of nature inside. We have paid painstaking attention detail to making our space as **seamlessly operational and supportive of our clinicians** as possible. We have ensured that the space also meets the **clinical needs of our patients**.

Additionally, we have designed our space to be **supportive and inclusive of training needs**. We have 2 separate offices with one-way mirrors which are wired for audio and video. These spaces allow for **live supervision, implementation of Parent-Child Interaction Therapy** and various models of Parent Management Training, and support **increasing mastery of the administration** of psychological and neuropsychological tests and assessments.

We are located in **the suburbs of Chicago**. As such, **a car is recommended for transportation**.

### Appreciation and Respect for Diversity

As a team, we are curious and interested in growth, development, diverse ways of being, and sources of diversity. We honor the dignity and value of all. We value the unique phenomenological experiences the self of the developing externship brings to our team and the ways we can grow simply by exposure to the externship. We also honor the ways in which **externships who are part of groups that are underrepresented, underserved, and systematically oppressed may present with unique training needs and interests**. Our goal is privilege the voices of these externships. We appreciate individual differences many areas, including but not limited to: age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, physical and mental abilities, size and appearance, and socioeconomic status, and way in which one entered their family of origin.

We strive to create an environment of inclusion, acceptance, and support where our team members feel valued, affirmed, and understood. We value continuous growth and believe that if we know better, we can do better. Therefore, we welcome and encourage biases to be brought forward and the role of the externship in raising our awareness to our blind spots. We make every effort to help our team feel valued, respected, and comfortable.



### ***Support for Learning***

The Training Program will sponsor conference fees for the Extern to attend the Illinois Association of Marriage and Family Therapy Association Conference. The Training Program will also sponsor conference fees for the Extern to attend the International Family Therapy Association conference if the extern can chooses to travel for the conference.

The Training Program will also sponsor conference fees for the Externship for any other conference they wish to attend if they have an accepted poster or talk presentation that they have personally authored. The Director of Training has extensive experience in presenting and has been published and will provide additional supervision to support the Extern in this process.

### ***Evaluation Processes***

The Extern and all supervisors will review the Extern's evaluation of the supervisor mid-year and end of year during scheduled supervision. We hope to learn and grow from the Extern's valuable feedback.

The Extern will be evaluated by all supervisors mid-year and end of year during scheduled supervisions. We have based our evaluation form on the American Psychological Association's Foundational Competencies and the rating form clearly delineates expected levels of mastery in various competencies. The form is well-organized which lends to structure to discuss the Extern's strengths and growth edges which will be discussed in-depth with each supervisor. Our Training Program provides the mid-year and end of year Extern evaluations to the Extern's Graduate Training Director.

### ***Opportunities***

We are passionate and involved in supporting the Ilula Orphan Program in Ilula, Tanzania (in East Africa). Interested externs may have the opportunity to travel to Tanzania and experience a culturally immersive experience while focusing on the effects of poverty on life and orphaned children.