



**LAKE FOREST
COLLEGE**

**Health and Wellness Center
Doctoral Internship in Health Service Psychology**

Internship Training Program Brochure

Revised 7/24/2024



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Internship Accreditation Information

The Lake Forest College Health and Wellness Center Doctoral Internship in Health Service Psychology has been accredited by the American Psychological Association since 2016. We are members of the Association of Postdoctoral and Psychology Internship Centers (APPIC) and participate in the APPIC Match (Program Code Number 127711), and follow all APPIC Match Policies. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking related information from any intern applicant. Applicants are required to follow the guidelines developed by APPIC, which may be found on the APPIC web site (www.appic.org).

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979
Email: apaaccred@apa.org
Web: <https://accreditation.apa.org>

If you have any questions about the program, please contact Dr. Kasey Schultz-Saindon at 847-735-5241 or schultzsaindon@lakeforest.edu.

Health and Wellness Center

Located in Buchanan Hall on the College's South Campus, the Health and Wellness Center includes counseling services, health services, and wellness promotion. The Health and Wellness Center supports the college's mission to promote an exceptional student experience that celebrates personal growth by providing prevention-focused, accessible, and high-quality health care and counseling for a diverse student population. The Health and Wellness Center's mission is to encourage behaviors that eliminate or change barriers to learning, and promote optimal physical, intellectual, emotional, spiritual, and community wellness through a collaborative team approach. Interns will have the opportunity to develop programs and workshops that support this mission.

The Health and Wellness Center seeks to provide culturally competent clinical services, outreach, and supervision/training and to promote and affirm the diversity of our community. We strive to create an environment where all people feel recognized and respected and where student, trainee, and staff identities are supported and celebrated. As a staff, we attempt to facilitate mutual respect and understanding among people of diverse racial, ethnic, national, and socioeconomic backgrounds, gender identities, sexual identities, mental and physical abilities, languages, classes, ages, and religious/spiritual beliefs. We recognize that systems, and the individuals within them, cannot be considered healthy while oppression and marginalization maintain power imbalances and inequality within them. Therefore, our commitment to mental health is also a commitment to advocate against oppression in all of its forms.

The Setting

Lake Forest College is a coeducational, liberal arts, undergraduate institution located just 30 miles north of Chicago in the city of Lake Forest, Illinois. The beautiful 107-acre campus sits just a few blocks from Lake Michigan and is within walking distance of the train station, shops, cafes, and restaurants of downtown Lake Forest. The college campus is easily accessible on Metra's Union Pacific North Line (UPN).

At the heart of the College is the close-knit community of teachers, scholars, students, and staff representing cultures from around the globe who live, learn, and work together in an environment of mutual respect and collaboration. As a national liberal arts college, Lake Forest prides itself on diversity, with student representation from nearly every state, the District of Columbia, and US territories, as well as 120 countries.

The faculty, 96 percent of whom hold a PhD or equivalent degree, are committed to teaching undergraduates. With an average class size of 19 and a student to faculty ratio of 12:1, faculty members teach all classes and provide academic advising. Faculty members are also active scholars who have won national teaching awards and have spoken and consulted throughout the United States and abroad.

The College has 32 majors, plus minors and special programs. The curriculum is uniquely enriched with the extensive resources of nearby Chicago, which is essentially a geographically extended classroom, laboratory, and creative space that enhances the classroom experience in powerful ways. Internships, off-campus study programs, research, and career opportunities are plentiful. You can read more about Lake Forest College, including its rankings by the Princeton Review as third for Best Student Support and Counseling Services and second for Best Health Services, on the College's [website](#).

Clientele

Lake Forest College has a student enrollment of more than 1,750 undergraduate students, with approximately 75% of students living on campus. The majority of the students are traditional college-aged (3% are aged 25 or older and the average age of full-time students is 21 years old), with approximately 40% identifying as men, and 57% identifying as women for all full-time enrolled students. Lake Forest is one of the most diverse small colleges in the Midwest with nearly 53% of our student body identifying as either racial/ethnic minority students or international students. All counseling and most medical services in the Health and Wellness Center are free to students. Clients present a wide variety of problems with a range of severity, from mild situational adjustments and crises to pervasive and severe mental health concerns.



Doctoral Internship Program Overview

The APA-Accredited doctoral internship is designed to train clinical/counseling psychology doctoral interns in providing psychological services in an integrated college counseling center. Interns will be exposed to a variety of aspects of counseling services at a small liberal arts college. The program also places a strong emphasis on outreach, consultation, interdisciplinary collaboration, and community intervention.

The primary aims of the internship program are:

1. To train clinical/counseling psychology doctoral interns in the provision of psychological services and the range of roles of a psychologist on a small college campus.
2. To facilitate the personal and professional development of strong generalist clinicians who are self-aware, ethical, empathic, authentic, and culturally humble.
3. To prepare clinical/counseling psychology doctoral interns to become entry-level Health Service Psychologists.

To achieve these aims, we provide closely supervised experience in a college counseling center setting, designed to facilitate development in the following profession-wide competencies:

1. Research
2. Ethical and Legal Standards
3. Individual and Cultural Diversity
4. Professional Values and Attitudes
5. Communication and Interpersonal Skills
6. Assessment
7. Intervention
8. Supervision
9. Consultation and Interprofessional /Interdisciplinary Skills

The internship is designed to be a professionally and personally transformative year for trainees in their development as psychologists. We expect interns to complete the internship year skilled in the range of roles of a psychologist on a small college campus, knowledgeable about the intersection of developmental issues and mental health concerns, and able to work comfortably with the wide variety of mental health concerns that college students experience. Interns can expect to develop the profession-wide competencies by gaining experiential practice in the following:

- intake assessment
- individual, couples, and group therapy
- crisis assessment and intervention
- diagnostic screening
- community psychology and outreach programming
- consultation
- interdisciplinary collaboration
- providing supervision
- program administration and evaluation

The training program strives to help interns articulate their specific strengths and solidify their therapeutic approach and professional identity as they transition from student to psychologist. Emphasis is placed on helping interns find their voice and develop their therapeutic style. Interns are also encouraged to identify learning opportunities that fit with their interests and may be able to tailor some aspects of their experience to help them develop more expertise in that interest area.

The internship focuses on helping interns develop the skills necessary to use themselves as an important instrument of change in the counseling relationship. Interns will be encouraged to focus on their personal growth and increasing self-awareness. This includes continuing to develop an awareness of issues of diversity, equity, and inclusion and embodying cultural humility. Interns are expected to explore their identities and deepen their understanding of the impact of oppression, power, and privilege in the therapeutic context.

The training program also emphasizes a community-based approach to health and wellness and trains interns to work with systems and groups, intervening on the community level with students, staff, and faculty to promote a holistic view of wellness on a college campus. Interns will be provided with consistent and intensive supervision both individually and in a small group to support their clinical, personal, and professional development throughout the internship year.

Training Philosophy

The internship utilizes a practitioner-scholar model of psychological training and service delivery. The practitioner-scholar training model emphasizes the integration and application of critical thinking and skillful reflection across a broad range of experiential activities.

The internship program is designed to provide experience in and exposure to the clinical work

that is characteristic of a college counseling center setting. It is a time to advance clinical skills and move toward establishing an integrated professional identity. Interns are exposed to the many different professional activities of clinicians in a college counseling center. All activities and experiences are conducted under consistent and intensive supervision to foster the development of more skills throughout this process. Training and supervision are collaborative in nature, emphasizing each intern's unique strengths, goals, and areas for growth.

Training of interns is recognized as a developmental process, and interns are assessed individually regarding their clinical skills and stage of professional development. Interns are asked to complete a self-assessment at the beginning of the training year to identify the skill and expertise that they bring to the program as well as their unique training needs, goals, and interests. This process is the foundation of a collaborative approach that is infused throughout the training program.

As emerging professionals, interns are expected to have a strong degree of self-motivation and self-direction. In a supportive and collegial atmosphere, interns are treated with respect and encouraged to participate in all activities of the center. This level of involvement and participation enables interns to be directly exposed to modeling of professional values including cultural humility, concern for ethics, and the importance of continued growth and professional development.

The internship program strongly values respect for diversity, an understanding of how one's own identities and experiences influence them as a psychologist/psychologist in training, an awareness of the cultural and individual differences that are present for clients or others we interact with in our roles, and an orientation towards social justice. The internship program supervisors strongly believe that to train interns to be multiculturally competent and to create an ideal environment for training and empowering interns of a variety of identities and cultures, supervisors must engage in the same critical self-reflection and awareness that they request of interns. We value authentic, theoretically based, self-reflective, and culturally humble practice, and we strive to meet the highest ethical standards as clinicians and supervisors working within an interconnected university community.



Training Activities

Intern activities are focused in the following areas: 1) direct service, 2) outreach, consultation, and interdisciplinary collaboration, 3) supervision of practicum therapists, 4) supervision and seminars, and 5) administrative time.

Direct Service

Intake Interviewing

All clients are seen for an initial intake interview or initial consultation to assess their need for services and to make an appropriate referral to individual or group counseling within the Health and Wellness Center, other offices on campus, or other providers in the community. Interns are scheduled for intake/initial consultation times that are held weekly throughout each semester. Interns can expect to be scheduled for 2-3 hours of intakes/initial consultations per week for most of the academic year. Interns will have the opportunity to develop interviewing skills, learn how to gather clinical information, conduct mental status evaluations, and foster early relationship and rapport building. Interns will also develop greater skills in diagnosis, case management, disposition decisions, and treatment planning.

Crisis Assessment and Intervention

During orientation, interns will receive training in evidence-based methods of assessing risk and managing crisis situations, and Health and Wellness Center procedures for such situations. Interns will have the opportunity to integrate this model in a range of clinical encounters, including intake interviews, initial consultations, individual therapy and case management sessions, scheduled and drop-in sessions with students in crisis, and consultation with other staff and faculty on campus regarding students of concern. Interns each cover walk-in crisis hours for at least one day per week. On these days, a designated hour is reserved for consultation with students in crisis, though interns also may need to respond to drop-in clients with more urgent needs outside of this designated hour. Support and direct supervision of risk assessment and treatment plans is provided to assure client safety and facilitate interns' integration of effective crisis assessment and intervention skills. Interns also take part in the on-call rotation, serving as the counselor on-call for one week at a time to provide consultation to Public Safety, the Office of Residence Life, and the 24/7 crisis line for Lake Forest College students through UWill Mental Health and Wellness. Interns are expected to be on-call 4 to 5 weeks each semester. A licensed psychologist supervisor always serves as backup during the weeks that an intern is on call.

Individual and Couples Therapy

Training in the provision of individual therapy is the primary emphasis of the internship program. The Health and Wellness Center strives to help undergraduate students navigate mental health concerns, learn different ways of coping with stressful situations, identify and resolve interpersonal conflicts, obtain support during difficult life events and transitions, develop and enhance academic performance, and improve personal relationships through more effective communication. Opportunities to provide couples counseling may present during the training year. Interns will gain experience with a variety of presenting concerns requiring different interventions. The Health and Wellness Center typically utilizes brief models of treatment. Clients are seen for 5-8 sessions on average, although trainees can conduct longer-term treatment

with a portion of their caseload when appropriate for the client's needs and the intern's training. Interns are expected to conduct approximately 16 hours per week of individual and/or couples therapy. Interns will often have caseloads larger than 16, as clients may be seen less often than weekly.

Case Management

In addition to short-term and long-term psychotherapy skills, interns will have the opportunity to develop case management skills essential to practice in a college counseling context. Case management may include follow-up appointments with students whose disposition or treatment plan does not include individual therapy at the Health and Wellness Center. Case management sessions may focus on things such as safety planning, application of coping skills, exploring motivation for ongoing counseling, providing short-term support, and connection to other resources and off-campus referrals. Case management also involves interns' management of their caseload in a small but busy counseling center. Interns will learn to distinguish between short-term, long-term, and group therapy dispositions for cases and build skills in communicating with clients about treatment plans, referrals, and termination.

Group Therapy

The Health and Wellness Center offers multiple therapy groups each semester. Each intern is provided training in and the opportunity to co-facilitate semester-long interpersonal process groups which foster interpersonal growth the resolution of emotional issues, insight into relational patterns, emotionally corrective experiences, and behavioral change. Interns typically have the opportunity to lead one interpersonal process group each semester of the academic year. Interns may also have opportunities to facilitate drop-in groups or psychoeducational groups/workshops, dependent on interest and the needs of the community.

Diagnostic Screening/Specialized Assessment

While the Health and Wellness Center does not engage in extensive diagnostic assessment, interns will gain experience with outcome assessment, substance use assessment and intervention, and ADHD screenings. Outcome assessment is conducted with all Health and Wellness Center counseling clients, and interns are expected to utilize this data to help inform their therapeutic work. Substance use assessment and intervention is conducted most often with students who are mandated for an alcohol and other drug assessment through the student conduct system. This 2-session assessment and intervention involves an interview, assessment/screening tools, and providing feedback from a motivational interviewing approach. ADHD screenings are utilized for students who are seeking to understand their learning or attention difficulties. The screening process is designed to help students determine whether they have a need for further testing.

Outreach, Consultation, and Interdisciplinary Collaboration

Outreach

The Health and Wellness center has an active outreach program that strives to provide students and staff with information, education, and consultation on a variety of wellness issues such as stress management, responsible alcohol use, sleep, healthy relationships, resilience, general mental health, healthy eating, healthy sexuality, time management, and a variety of other topics

as the need arises over the course of the year. Interns are expected to collaborate with student organizations and other departments, both within and outside of the division of Student Affairs in providing outreach programming. At the beginning of the year, interns participate in training for student leaders, such as Resident Assistants, Orientation Leaders, and First Connection Coordinators, and workshops for first year and transfer students during New Student Orientation. In addition to regularly scheduled outreach events, interns will each develop their own outreach projects as a portion of their contribution to the community, including a capstone outreach project. Some of this outreach programming may take place during evening or weekend hours. Depending on the intern's initiative and interest, outreach can involve psychoeducational workshops, needs assessment with follow-up programming, or programs designed in collaboration with other staff or student groups. Interns may also elect to develop other community-based interventions such as a social norms campaign, newspaper articles, or social media materials.

Let's Talk

Along with staff members, interns provide coverage for our Let's Talk program. Let's Talk is designed to be a time during which students can drop in to talk to a therapist in a private location outside of the Health and Wellness Center, whether they are interested in seeking counseling or not. Let's Talk schedules and locations change each year based on utilization from prior years. This is also a time in which interns may be able to develop stronger collaboration relationships and skill in consultation with other higher education professionals.

Consultation

Interns will have the opportunity to provide formal and informal consultation to staff, faculty, and students on a range of topics. Consultation can focus on assessment of the needs of a student and/or support for the consultee in best supporting the student. Also included might be general psychoeducation for individuals or groups on campus to support effective intervention with students in distress. Consultation with family members and outside providers is also often an important element of psychotherapy or case management with clients.

Interdisciplinary Collaboration

Due to the integrated nature of the Health and Wellness Center as both the primary health and counseling clinic on campus, interdisciplinary collaboration is a daily occurrence for interns. This collaboration will happen both formally and informally. Interns also regularly attend the Student Affairs biweekly meetings and may have the opportunity to serve on campus committees. This provides opportunities to build relationships with other professionals across campus, as well as additional opportunities for collaboration on outreach, campus events, and meeting student needs.

Program Administration and Evaluation

Interns have opportunities to engage in the administration and evaluation of our training and clinical programs. Throughout the course of the year interns can expect to learn a great deal about the administration of an integrated university counseling and health center through observation and being immersed in this setting working closely with their supervisors. Additionally, they serve on the intern selection committee and have opportunities to evaluate and help to improve elements of the training program as well as other programs and systems on

campus. During the summer semester, interns work closely with staff members to adjust and improve the training program and clinical services of the Health and Wellness Center. They will also learn skills in developing and evaluating their own community-based outreach programming.

Supervision of Practicum Therapists

Interns provide supplemental supervision of one advanced practicum therapist. They meet with their supervisee for 1 hour per week during the academic year. Interns can expect to supervise one advanced practicum therapist in the fall semester and a different advanced practicum therapist in the spring semester. In this supplemental supervision, the intern will supervise a portion of the advanced practicum therapist's cases. Interns will be provided support for their development as a supervisor and supervision around the welfare of their supervisee's clients in supervision of supervision with the Coordinator of Clinical Training and their individual supervision with their supervisor who is also the primary supervisor of the advanced practicum therapist. Interns are expected to video record their provision of supervision.

Supervision and Seminars

Individual Supervision

Each intern will receive two hours weekly of individual supervision focused on individual clinical work and general professional development. This supervision is conducted by two different licensed psychologists, offering interns a breadth of perspective and mentorship. Interns typically have one supervisor the entire year. The second supervisor will switch in February, halfway through the internship. This allows an opportunity for each intern to be supervised by three psychologists on staff. Interns are expected to be prepared to present and discuss video recordings of therapy sessions during supervision. Supervision will be focused on professional growth and increased self-awareness. Interns can expect supervision to assist them in developing the skills necessary to use themselves as an important instrument of change in the counseling relationship. One focus of supervision is in solidifying each intern's own therapeutic style and theoretical approach. Interns can expect to improve their ability to track the effectiveness of their interventions.

Supervision of Group

While an intern is facilitating a therapy group, 30 minutes of weekly individual supervision will be provided by the licensed psychologist co-facilitator. If approval is given for an intern to lead a group with a trainee co-facilitator or without a co-facilitator, supervision will be provided by a licensed psychologist.

Case Consultation

Case consultation is a group supervision designed to complement the intern's individual supervision. During this supervision, interns, advanced practicum therapists, and staff rotate sharing about current clients and showing video recorded therapy sessions. Intentionality is given to discussing clients and therapists within their multicultural contexts. Attention is given to the impact of these intersecting identities on the client's presenting concerns and the therapeutic relationship. In addition to asking questions, brainstorming ideas about future directions for

clinical work with specific clients, and receiving feedback from others about their clinical strengths and growth areas, interns will have the opportunity to provide constructive feedback to fellow trainees and staff. Interns will have the opportunity to continue to develop their oral and written presentation skills and to demonstrate their skill at conceptualization and assessment. Interns are encouraged to use this group supervision as a space to develop their skills at providing feedback and peer supervision as they begin to develop their own approach to clinical supervision. Interns can also expect to present a more formal case presentation at the beginning of the spring semester. The timing of this is also designed to help with preparation for post-doc or job interviews. Case consultation occurs weekly for two hours each week.

Supervision of Supervision

Supervision of Supervision provides an opportunity for interns to learn theories and techniques of supervision and encourage interns to apply these techniques in supervision of an advanced practicum therapist. Consideration of the developmental needs of trainees, the structuring of a supervisory relationship, and ethical issues will be discussed. Interns will be expected to develop their own theory and approach to supervision and apply this approach in their supervision of a practicum therapist. Interns will be expected to share video of them supervising. Supervision of supervision is held for one hour every other week throughout the academic year, while the interns are supervising practicum therapists and meets approximately 5 times over the summer semester.

Intern Seminar

Intern seminar is designed to explore theoretical, ethical, multicultural, and diagnostic issues related to the delivery of clinical services in the college setting and the practice of clinical/counseling psychology. The seminar also provides additional training on diagnostic considerations and issues, treatment approaches, and clinical populations. Readings, case materials, and didactic presentations are used to facilitate the development of additional knowledge and skills in this seminar. Intern seminar meets weekly for 1 hour. Additional didactic trainings may be scheduled periodically outside of the weekly training seminar time. Interns' specialized interests are also considered in choosing didactic topics for this seminar. Outside speakers or webinars may be utilized in some weeks to give a variety of topics and exposure to mental health professionals beyond the HWC staff. Interns are also provided the opportunity to lead this seminar 1-2 times in the spring semester.

Multicultural Seminar

Multicultural seminar will focus on enhancing intern's competence in individual and cultural diversity and increasing knowledge and skills to promote multiculturally sensitive and competent clinical work. This seminar is based on the understanding that we are all multicultural human beings who bring to the counseling relationship a vast network of personal and social identities. These group affiliations can serve as both barriers and resources in our clinical work. The seminar's goals are to increase self-awareness of participants' own identities, positionality, the associated privileges or lack of privilege that goes with these identities, and the impact of these identities, beliefs, and values on one's clinical work. The seminar will address a variety of cultural factors and identity groups, with the goal of increasing knowledge and skills at cultural humility to facilitate an ability to intervene in culturally competent ways with clients. The exploration of clinical work and therapists' self-awareness will occur in both a supportive and

challenging environment. In the seminar, interns can expect to grow in their awareness of their own intersecting identities, explore reactions and assumptions regarding cultural identities, increase knowledge of how a client's and therapist's identities may impact the clinical work, and facilitate a deepening of competence when intervening with clients. This seminar includes the advanced practicum therapists and meets three times a month for one hour.

Professional Development Seminar

Interns will engage in a process of developing their identity as psychologists through this monthly seminar. Topics will include developing a clinical specialty, job search tips, licensure, obtaining a post-doctoral training experience, networking, and preparing for the EPPP. This monthly seminar also allows interns an opportunity to discuss and work on their professional development goals.

Community Psychology and Outreach Seminar

This seminar is designed to explore key theoretical, technical, ethical, and multicultural issues as they relate to the delivery of community-based interventions on a college campus. Interns will evaluate community issues and projects using the principles of community psychology, social justice, and health promotion. The seminar provides didactic training in consultation and outreach, including various prevention approaches and how to develop effective prevention programs. Trainees will also receive guidance and support in developing their independent outreach projects and participation in other outreach and consultation throughout the year in this seminar. This seminar includes the advanced practicum therapists and is scheduled weekly for one hour. During some weeks the seminar will meet and other weeks the time will be reserved for outreach preparation.

Integrated Health and Wellness Consultation

This monthly consultation hour provides an opportunity for all Health and Wellness Center staff to consult with each other and learn about topics that intersect the fields of physical and mental health. Topics focus on shared cases, overlapping psychological and medical diagnoses, treatment and assessment approaches, and collaborative service delivery.

Assessment Training

Training in the forms of assessment utilized at the Health and Wellness Center is provided primarily during the orientation period of the internship year. Interns will learn about the types of assessment they will be engaging in with clients when delivering services throughout the training year. Topics covered include initial consultation/triage assessment, intake assessment, risk assessment, crisis assessment, outcome assessment, Alcohol and Other Drug assessment, and screening for ADHD.

Administrative Time

Interns can schedule up to 5 hours of administrative time per week for completing clinical paperwork, responding to emails, making phone calls, preparation for supervision and seminars, and other administrative duties.

Sample Schedule – A Typical Week

Activities and the allocation of hours on activities may vary by time of the year. Also, although the number of hours for some training activities is scheduled, ample opportunities exist to individualize the internship to the interests of each intern. For example, interns can determine what types of groups, outreach programs, and consultation activities are areas of interest.

A typical intern work week may include:

<i>Activity</i>	<i>Hours Per Week</i>
<i>Initial Consultation/Intake</i>	<i>2.5</i>
<i>Individual and Couples Therapy</i>	<i>16</i>
<i>Group Therapy</i>	<i>1.5</i>
<i>Outreach and Consultation</i>	<i>Varies by week</i>
<i>Assessment/Diagnostic Screening</i>	<i>Varies by week</i>
<i>Crisis Hour/Let's Talk</i>	<i>1.5</i>
<i>Supervision of Advanced Practicum Therapist</i>	<i>1</i>
<i>Individual Supervision</i>	<i>2</i>
<i>Supervision of Group</i>	<i>0.5</i>
<i>Case Consultation (Group Supervision)</i>	<i>1.5</i>
<i>Supervision of Supervision</i>	<i>0.5</i>
<i>Professional Development Seminar</i>	<i>0.25</i>
<i>Intern Seminar</i>	<i>1</i>
<i>Multicultural Seminar & HWC Consultation Hour</i>	<i>1</i>
<i>Community Psych & Outreach Seminar</i>	<i>1</i>
<i>Staff Meetings</i>	<i>2.25</i>
<i>Administrative Time (Documentation, Program Development, Seminar Prep)</i>	<i>5</i>
<i>Weekly Total</i>	<i>37.5</i>

Evaluation of Interns

Evaluation of interns is an on-going collaborative process that happens formally and informally throughout the year. We view evaluation as a growth-enhancing and essential part of clinical skill enhancement and consolidation that takes place throughout the training year. We also ask interns for in-depth assessment of our training program, training supports, and supervision. Informal evaluation and feedback occurs throughout the training year in individual supervision, case consultation, supervision of group, and processing of outreach, consultation, and interdisciplinary collaboration opportunities throughout the year. Formal evaluation processes include:

1. Interns complete an intensive Self-Assessment at the beginning of the training year to assist them in setting goals for the internship. This Self-Assessment is revisited at the time of each evaluation (at the mid and end-points of the training year) in order to reflect on growth and continued goals.
2. During the first semester, interns review a session recording and assess their skills. Intern supervisors also review the recording and then meet jointly with the trainee to discuss clinical and counseling intervention strengths and growth areas.
3. Mid-semester, interns and supervisors provide verbal feedback to each other regarding performance and growth areas to help guide supervision and development for the rest of the semester.
4. At the end of each semester, interns and supervisors are asked to complete written evaluations. These evaluations represent the formal aspect of an on-going interactive process between the intern and the supervisor and provide a forum for the supervisor to assess the progress and skills of the intern, and for the intern to assess the quality and effectiveness of the supervision. These formal evaluations of the interns are shared with each intern's doctoral program.
5. Interns provide written evaluation and feedback on the training program as well as each supervisor at the mid and end-points of the year.
6. As is the case with all professional staff, interns will receive anonymous feedback from some of their clients each semester through the form of client feedback surveys.



Supervisory Staff

The Health and Wellness Center is staffed by four full time clinical psychologists, two doctoral psychology interns, two advanced practicum therapists, a nurse practitioner, a registered nurse, and a department assistant. Counseling staff have expertise in a range of theoretical orientations including client-centered, interpersonal, psychodynamic, cognitive-behavioral, developmental, family systems, and multicultural/feminist. Our training staff is collaborative, collegial, professional, and committed to the training of doctoral students. Additional information on the training staff can be found below.

Mary E. Grigar, Ph.D.

Assistant Dean of Students, Director of Health and Wellness
Licensed Clinical Psychologist



Dr. Mary Grigar earned her Ph.D. (2001) in Counseling Psychology from Indiana State University and her M.S. (1995) in Counseling Psychology from the University of Kentucky. She completed her doctoral internship at the Illinois State University Student Counseling Services and her postdoctoral fellowship at the University of Michigan Counseling and Psychological Services. Prior to her graduate work, Mary received a B.S. from the University of Illinois at Urbana-Champaign, where she majored in Psychology and Anthropology. Her clinical experiences include primarily university and college counseling center work where she has had the opportunity to fulfill a variety of roles such as counselor, supervisor/trainer, mentor, advocate, consultant, and administrator. Mary approaches her clinical work with a focus on understanding a client's social, cultural, and biological factors to allow for a supportive, validating, and empowering space for clients to examine who they are and who they want to become. In her supervisory relationships, Mary places a high value on the supervisory relationship in order to provide an authentic space for growth and development through establishing trust and safety in the journey of becoming a positive change agent in our ever changing world.

Ed Neumann, Psy.D.

Acting Director of Counseling Services, Community Wellness
Coordinator
Licensed Clinical Psychologist



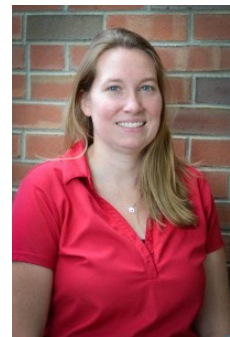
Ed earned his Psy.D. in Clinical Psychology (2012) from The Chicago School of Professional Psychology. He completed his pre-doctoral internship at Butler University and his postdoctoral fellowship at Northeastern Illinois University. Prior to his graduate studies, Ed received a BA from Illinois Wesleyan University. Ed has trained and worked in a variety of different clinical settings in his career, including a private practice, a community mental health center, and several college counseling centers. He also spent several years working on a psychiatric hospital unit for children, adolescents, and young adults. In these settings, he worked with a diverse range of people with an equally diverse range of reasons for seeking counseling. Ed approaches counseling primarily from a humanistic, person-centered perspective, but also integrates components of existential and psychodynamic theories into his work with clients.

As a part of this approach, Ed is sensitive to each person's unique blend of multiple social identities, including race, ethnic background, gender, sexual identity, ability, SES, and religious background, and how these various identities contribute to an individual's overall sense of self. Ed's areas of interest and specialty are depression, loss and mourning, identity development, trauma, crisis, and interpersonal relationships. In addition to his clinical work, Ed is also highly committed to supervision and training of future members of the helping fields. His approach to training is developmental and informed by his humanistic perspective. Accordingly, Ed believes that the training relationship is paramount and must be characterized by trust and collaboration, which allows trainees to feel both supported and challenged to pursue the goals they set for themselves.

Kasey Schultz-Saindon, Ph.D.

Assistant Director of Counseling Services, Coordinator of Clinical Training

Licensed Clinical Psychologist



Kasey earned her M.S. (2011) and Ph.D. (2013) in Counseling Psychology from Colorado State University. She completed her doctoral internship at the Colorado State University Health Network and her postdoctoral fellowship at Roosevelt University's Counseling Center. Prior to her graduate work, Kasey received a B.A. from Saint Mary's University of Minnesota, where she majored in Psychology and received minors in Spanish and Mathematics. Beyond her work in multiple college counseling centers, Kasey also has previous clinical experience in private practice and outpatient mental health clinic settings. She enjoys engaging in the wide variety of responsibilities and relationships that come with working in the university setting, including providing counseling services, supervision/training, outreach, and consultation to the campus community. In addition to enjoying working with individuals, Kasey has a passion for both group and couples counseling. Some of her other clinical interests include life transition and adjustment, relational struggles, identity development, self-esteem, gender concerns, autism spectrum disorders, stress management, and alcohol and other drug use concerns. Her approach to counseling stems from client-centered and interpersonal process theories. She believes that clients can begin to make the changes they want in their lives through building a supportive relationship with a therapist who is genuine, authentic, and empathic. When a therapist creates a space in which clients feel safe enough to sit with uncomfortable emotions, clients are able to begin to be more authentic and congruent themselves. Kasey takes a developmental approach to supervision and training, which is influenced by her client-centered and interpersonal style. She believes that the foundation of the supervisory relationship creates the opportunity for growth and further development as a psychologist in training. Most importantly, she strives to be her authentic self and create a space in which trainees can be their authentic selves, developing their own voices and identifying who they are and want to be as a psychologist.

Ashley Wood, Psy.D.
Staff Psychologist
Licensed Clinical Psychologist



Ashley earned her Psy.D. in Clinical Psychology (2016) from Roosevelt University. She completed her doctoral internship at Towson University's Counseling Center in Towson, MD and her postdoctoral fellowship at Eating Recovery Center, Insight, in Chicago, IL. Prior to her doctoral studies, Ashley received a B.A. in Psychology and Educational Studies from Emory University in Atlanta, GA, and an M.A. in Psychology from American University in Washington, D.C. Ashley has trained and worked in a variety of settings, including college counseling, community mental health, private practice, and partial hospitalization and intensive outpatient settings. Through these varied experiences working with diverse populations and presenting concerns, Ashley areas of interest, passion, and specialization include working with issues concerning life transitions and adjustment, identity exploration and development, emerging adulthood, academic and career concerns, relationships, body image and eating, stress management and mindfulness, and self-confidence/self-esteem/self-compassion. Ashley approaches counseling from a psychodynamic and relational perspective, and believes that relationships are formative and also healing, and strives to create a safe, supportive, caring, compassionate, and non-judgmental space where clients feel seen, heard, and understood. In addition, Ashley also utilizes skills-based interventions to help expand and enhance clients' coping, distress tolerance, and emotion regulation abilities. Through these approaches Ashley aims to empower each client to gain a deeper understanding and awareness of themselves, their emotions, thoughts, wants, and needs, and their values, so that they can find their own unique voice and live more authentically and congruently. In addition to her clinical work, Ashley is passionate about training, teaching, and supervision, and she utilizes an individualized, developmental, and relational approach to this area of her work. Ashley has taught as an adjunct instructor at Roosevelt University and also as a Master Trainer with The Body Project, an evidence-based, cognitive dissonance body-acceptance program. In her free time, Ashley likes to spend time with friends and host gatherings, arrange flowers and charcuterie boards, travel, read, explore different restaurants, and take mindful walks.

Internship Admissions, Support, and Initial Placement Data

*Date Program Tables are Updated: July 24, 2024

Program Disclosures

<p>Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution’s affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values?</p>	No
<p>If yes, provide website link (or content from brochure) where this specific information is presented:</p>	
<p>NA</p>	

Internship Program Admissions

<p>Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program’s policies on intern selection and practicum and academic preparation requirements:</p>
<p>The Lake Forest College Health and Wellness Center prefers applicants from APA or CPA accredited doctoral programs in Clinical or Counseling Psychology. Applicants from APA or CPA accredited doctoral programs in School Psychology are not given preference but will be considered. Applicants from non-accredited programs will not be considered for the internship. Applicants must be in good academic standing with their department, and all required coursework should be completed prior to the start of internship. To be considered, applicants must have passed their comprehensive exams and completed a minimum of 300 intervention hours by the application deadline. Applicants must also report approval of their dissertation proposal by the ranking deadline. The intern selection committee strives to develop a holistic picture of each applicant and the potential fit between the training program and an applicant’s experience, goals, and interests.</p> <p>Successful applicants are typically interested in being trained as generalists and increasing their competence in the variety of roles that a psychologist performs on a small college campus. They usually demonstrate self-awareness, multicultural competence and sensitivity, and the ability to work successfully in a small, integrated team. Previous experience in a college counseling center is not a requirement for consideration, but strong applicants are able to articulate their interest in completing their internship training in a college counseling center. The Health and Wellness Center seeks to train and provide services to individuals with a diversity of identities. As a training site, the program is committed to the recruitment,</p>

selection, and retention of diverse intern candidates. Individuals with underrepresented and/or minoritized identities are encouraged to apply to our site.

Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:

	Required?	Amount
Total Direct Contact Intervention Hours	Yes	300
Total Direct Contact Assessment Hours	No	NA

Describe any other required minimum criteria used to screen applicants.

- Applicants must have completed a minimum of three years of graduate training and at least two graduate level clinical practica.
- Interns who match to our training program must successfully pass a background check before a final offer of employment is made. Background checks may include, but are not limited to, criminal history, national sex offender search, and motor vehicle history. According to Lake Forest College's Background Check policy, although a disqualification from employment is possible, a previous issue does not automatically disqualify an applicant from consideration for employment with Lake Forest College. Depending on a variety of factors (for example, the nature of the position, the nature of the issue, and the amount of time that has passed), the candidate may still be eligible for employment. Any questions about the Background Check Policy can be directed to Lauren Slipkowsky, Associate Vice President of Human Resources, at lslipkowsky@lakeforest.edu or 847-735-5036.

Financial and Other Benefit Support for Upcoming Training Year

Annual Stipend/Salary for Full-Time Interns	At least \$30,600
Annual Stipend/Salary for Half-Time Interns	NA
Program provides access to medical insurance for intern?	Yes
Trainee contribution to cost required?	Yes
Coverage of family member(s) available?	Yes
Coverage of legally married partner available?	Yes
Coverage of domestic partner available?	Yes
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	14 days
Hours of Annual Paid Sick Leave	12 days
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to	Yes*

interns/residents in excess of personal time off and sick leave?	
Other Benefits: <ul style="list-style-type: none"> - Dissertation Release Time/Professional Development Time - Access to Life Insurance - Free Access to Campus Fitness/Recreation Center - Campus Library Privileges - Free Parking - Each intern has their own office equipped with a computer and digital recording technology. 	

*In the event of a situation requiring extended leave, the intern is expected to work together with the Coordinator of Clinical Training to determine a plan for completion of internship hours. The approval of unpaid leave may require collaboration between Human Resources, the Coordinator of Clinical Training, and the intern’s graduate program.

Initial Post-Internship Positions

The following table contains an aggregated tally of the initial post-internship positions for the 3 internship cohorts from 2020-2023.

	2020-2023	
Total # of interns who were in the 3 cohorts	6	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	0	
	PD	EP
Academic Teaching	0	0
Community Mental Health Center	0	0
Consortium	0	0
University Counseling Center	0	0
Hospital/Medical Center	0	0
Veterans Affairs Health Care System	0	0
Psychiatric Facility	0	0
Correctional Facility	0	0
Health Maintenance Organization	0	0
School District/System	0	0
Independent Practice Setting	6	0
Other	0	0

Note: “PD” = Post-doctoral residency position; “EP” = Employed Position. Each individual represented in this table is only counted one time. For former trainees working in more than one setting, the setting represents their primary position.

Intern Recruitment and Selection

The Lake Forest College Health and Wellness Center currently offers two full-time doctoral internship positions. Because the internship program is a member of APPIC, interns are primarily recruited through APPIC's national directory online.

The intern selection committee strives to develop a holistic picture of each applicant and the potential fit between the training program and an applicant's experience, goals, and interests. Successful applicants are typically interested in being trained as generalists and increasing their competence in the variety of roles that a psychologist performs on a small college campus. They usually demonstrate self-awareness, multicultural competence and sensitivity, and the ability to work successfully in a small, integrated team. Previous experience in a college counseling center is not a requirement for consideration, but strong applicants are able to articulate their interest in completing their training in a college counseling center. The HWC seeks to train and provide services to individuals with diverse identities. As a training site, the program is committed to the recruitment, selection, and retention of diverse intern candidates. Individuals with underrepresented and/or minoritized identities are encouraged to apply to our site.

The minimum criteria for applicants include:

1. A minimum of 300 intervention hours prior to the application deadline
2. Enrollment and good standing in an APA-accredited or CPA-academic doctoral program
 - a. Applicants from Clinical or Counseling Psychology program preferred.
 - b. Applicants from School Psychology program will be considered, but not preferred
3. Completion of a minimum of three years of graduate training and at least two graduate-level clinical training practica
4. Approval of dissertation proposal by the rank deadline

Additionally, interns who match to our training program must successfully pass a background check before a final offer of employment is made. Background checks may include, but are not limited to, criminal history, national sex offender search, and motor vehicle history. According to Lake Forest College's Background Check policy, although a disqualification from employment is possible, a previous issue does not automatically disqualify an applicant from consideration for employment with Lake Forest College. Depending on a variety of factors (for example, the nature of the position, the nature of the issue, and the amount of time that has passed), the candidate may still be eligible for employment. Any questions about the Background Check Policy can be directed to Lauren Slipkowsky, Associate Vice President of Human Resources, at lslipkowsky@lakeforest.edu or 847-735-5036.

As a member of APPIC, the Health and Wellness Center's Internship Program participates in the National Matching Services Internship Matching Program. You must be registered for the Match to be eligible to match to our program. You can obtain instructions and download the Applicant Agreement required to register for the Match from the [National Matching Services](#) website.

Interested applicants can submit the electronic APPIC Application for Psychology Internships (AAPI Online) through the [AAPI applicant portal](#). A complete application includes:

1. A completed AAPI with essays, the standard application for APPIC
2. A cover letter (included in the online AAPI) stating your goals for internship and explaining your interests in training at Lake Forest College
3. A current curriculum vitae (included in the online AAPI)
4. 3 letters of recommendation (included in the online AAPI); it is preferred that at least two letters come from direct supervisors of your clinical work
5. Official transcripts for all graduate work (included in the online AAPI)

No supplemental materials are required by the Lake Forest College Health and Wellness Center.

All application materials for the 2025-2026 training year must be submitted by 11:59pm Eastern Standard Time (10:59pm Central Standard Time) on Sunday, November 3, 2024 for consideration in the selection process. Please make note of the time deadline and pay attention to the time zone that you are living in, as the application portal for this internship will close automatically at 11:59pm Eastern Standard Time on November 3, 2024. If you experience issues submitting your application, please reach out to the Coordinator of Clinical Training at schultzsaindon@lakeforest.edu.

Applications are reviewed initially by the Coordinator of Clinical Training and subsequently by three members of the Internship Selection Committee. The Internship Selection Committee is comprised of our four counseling staff members and our two current doctoral psychology interns. Approximately 20 applicants will be invited for interviews for the next stage of the selection process. Applicants will be notified of their interview status via email by December 15, 2024.

All interviews will be conducted virtually. To assist with planning purposes, tentative interview date are Friday, January 3, 2025, Monday, January 6, 2025, and Tuesday, January 7, 2025. Interviews are expected to be scheduled over the course of a full workday, with breaks scheduled throughout.

During the interview, applicants will be provided with an overview of the doctoral internship at Lake Forest College and will meet for individual and/or group interviews with the Director, Coordinator of Training, Community Wellness Coordinator, Staff Psychologist, and current Psychology Interns. The intention of the training program is to design the interview day in a way that allows the best evaluation of fit between interviewee and site, both for applicants and the program. As a reminder, throughout the selection process, the internship site agrees to abide by the APPIC policy that no person at this training site will solicit, accept, or use any ranking related information from any intern applicant. Applicants are also required to follow the guidelines developed by APPIC, which may be found on the [APPIC website](#).

All members of the internship selection committee meet following interviews to discuss applicant strengths, goals, and growth areas in consideration of each prospective intern's fit for Lake Forest College and the HWC doctoral internship. All members of the internship selection committee have input into the final ranking list, which is submitted through National Matching Services by the Coordinator of Clinical Training.

Stipends, Benefits and Resources

The Lake Forest College Doctoral Internship Training Program offers two full-time 12-month intern positions. The current stipend (for 2024-2025 training year) is \$30,600 paid on an hourly non-exempt basis under the FLSA regulations. The 2025-2026 training year will run from August 1, 2025 through July 31, 2026. Additional benefits include:

- Comprehensive health insurance
- Paid time off for vacation and illness
- Paid holidays recognized by the College
- Schedule flexibility for dissertation and post-doctoral position search
- Free access to campus Sports and Recreation Center
- Free parking

Each intern is provided a private office and laptop. Interns have administrative support from the department assistant and support for developing outreach programming from student employees and peer educators. All necessary training materials are provided and additional materials necessary for outreach programming or other projects can be purchased with Health and Wellness Center funding with approval of the Director of Health and Wellness.

Further details about benefits can be obtained by contacting the Associate Vice President of Human Resources, Lauren Slipkowsky, at lslipkowsky@lakeforest.edu or 847-735-5036 or the Coordinator of Clinical Training, Kasey Schultz-Saindon, Ph.D., at schultzsaindon@lakeforest.edu or 847-735-5241.

Diversity and Non-Discrimination Policy

The Lake Forest College Doctoral Internship Program in Health Service Psychology strongly values diversity and is committed to providing an equitable, inclusive, and safe environment for each intern to learn and grow. Consistent with the American Psychological Association's charge that "*professional psychology training programs strive to ensure that psychology trainees demonstrate acceptable levels of knowledge, skills, and awareness to work effectively with diverse individuals*", one of the core goals of the training program is the development of respect and understanding of all types of human diversity. This competency requires not only knowledge and skills but also strong awareness of oneself as a cultural being. Development of such self-awareness and integration into each intern's professional identity and practice requires a safe and supportive environment in which to examine one's own identities and related values, beliefs, and biases that potentially impact encounters with others. The training program makes every effort to create and sustain such a safe and supportive environment, and Health and Wellness Center staff actively advocate for policies and procedures that advance an inclusive and equitable environment for all the diverse members of the campus community. The College similarly is committed to supporting and promoting respect for diversity and preventing any discrimination towards students, faculty or staff, as demonstrated in the official non-discrimination policy:

Lake Forest College does not discriminate on the basis of race, color, religion, national origin, ancestry, sex, pregnancy, sexual orientation, gender identity, gender expression, parental status, marital status, age, disability, citizenship status, work authorization status, military or veteran status, unfavorable discharge from military service, order of protection status, arrest record, or any other classification protected by law in matters of admissions, employment, housing, or services or in the educational programs or activities it operates.

Lake Forest College complies with federal and state laws that prohibit discrimination based on the protected categories listed above, including Title IX of the Education Amendments of 1972, which prohibits discrimination based on sex (including sexual misconduct) in the College's educational programs and activities.

Lake Forest College provides reasonable accommodations to qualified applicants, students, and employees with disabilities and to individuals who are pregnant.

Any inquires or concerns with respect to sex discrimination, sexual misconduct, Title IX, and the College's Title IX policies may be directed to:

Erin Agidius

Interim Title IX Coordinator

555 North Sheridan Road

Lake Forest, IL 60045

847-735-6009

TitleIX@lakeforest.edu.

Any inquiries or concerns regarding Title VI (prohibiting discrimination based on race, color, or national origin), Section 504 of the Federal Rehabilitation Act of 1973 (prohibiting discrimination based on disability), or the College's Non-Discrimination Policy and Complaint Resolution Procedures may be directed to:

Lauren Slipkowsky

Associate Vice President of Human Resources

555 North Sheridan Road

Lake Forest, IL 60045

847-735-5036

lslipkowsky@lakeforest.edu.

Individuals may also contact the U.S. Department of Education's Office of Civil Rights for information.

Office for Civil Rights

U.S. Department of Education-Chicago Office

500 W Madison St., Suite 1475

Chicago, IL 60661-4544

(312) 730-1560

ocr@ed.gov

Consistent with this policy and the values stated above, the training program welcomes diverse applicants and actively seeks to create a diverse training environment. Diversity amongst trainees and faculty enrich the training experience for all involved and promote multiculturally competent services for our diverse student clientele. The program does not discriminate against any applicants because of race, color, sex, religion, national or ethnic origin, ability status, sexual identity or orientation, or gender identity or expression and evaluates applicants solely on the basis of prior education, training experiences, and fit with the goals and activities of the program.

If you have any other questions related to any aspect of the Lake Forest College Doctoral Internship Program in Health Service Psychology, please contact Kasey Schultz-Saindon, Ph.D. at schultzsaindon@lakeforest.edu or 847-735-5241. Additional information about Lake Forest College may be obtained at <https://www.lakeforest.edu> or by visiting the Health and Wellness Center website at <https://foresternet.lakeforest.edu/student-resources/health-and-wellness>.