



**LAKE FOREST
COLLEGE**

**Health and Wellness Center
Advanced Therapy Practicum**

Program Brochure

Revised October 20, 2023



Thank you for your interest in the Advanced Therapy Practicum in the Health and Wellness Center at Lake Forest College!

About The Advanced Therapy Practicum

The advanced therapy practicum at the Lake Forest College Health and Wellness Center is intended for Clinical and/or Counseling Psychology doctoral students who have previously completed a therapy practicum (Master's or Doctoral) or those who have experience in counseling through employment. In addition, preference will be given to applicants with experience and/or interest in conducting outreach programming and university/college counseling.

The advanced practicum begins on Thursday, August 8, 2024, and ends on Friday, May 16, 2025. Following a two-week orientation period, each trainee will begin their specific schedule negotiated with the Coordinator of Clinical Training. Trainees are expected to be on-site for 22.5 working hours each week over 3 days. The Health and Wellness Center closes at noon for a one-hour lunch each day, during which time there are no clinical activities.

During a typical training year, practicum therapists are expected to have 11-12 direct service hours with therapy clients per week: 8-10 hours of individual clients; intake/initial consultation assessment (1-2 hours), drop-in crisis hour or Let's Talk coverage (1 hour) and risk assessment/crisis management (as needed). Practicum therapists also are expected to provide intervention via outreach programming. The required training time is Tuesdays 8:30am – 12:00pm, in order to participate in meetings and seminars. Practicum therapists will be given 45 hours of personal leave time during the course of the training year, in addition to College holidays and a 3 week break during the College's Winter Break.

Throughout the practicum, trainees must be actively engaged in either a clinical seminar or individual supervision in their clinical or counseling psychology doctoral program. Prior to seeing clients, each trainee must provide written proof of coverage under an occurrence-based, professional liability insurance policy with \$1,000,000/\$3,000,000 minimum limits, that is to be maintained throughout the practicum contract.

Lake Forest College's campus is accessible by car and train. Advanced practicum therapists receive parking permits at no cost. The Lake Forest stop on the Metra Union Pacific North line is about 1 mile from Buchanan Hall where the Health and Wellness Center is located. As part-time trainees, advanced practicum therapists are expected to work in person, but flexibility for remote work may be offered on an occasional as needed basis for things such as illness or weather-related concerns. Advanced practicum therapists have access to the campus' Sports and Recreation Center for no fee and are eligible to purchase meals in the cafeteria at the discounted staff rate.

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. Trainees 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 undergraduate institution located just 30 miles north of Chicago in the small city of Lake Forest, Illinois. One of the most beautiful suburbs on Chicago's North Shore, Lake Forest provides a secure, supportive environment for the College. The beautiful 107-acre campus sits just a few blocks from Lake Michigan and is within walking distance of the train station and the

shops, cafés, 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. A national liberal arts college, Lake Forest prides itself on diversity, with student representation from nearly every state, the District of Columbia, and U.S. territories, as well as 80 countries.

The distinguished 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. Lake Forest College was recently ranked first for Social Mobility by U.S. News & World Report, 22nd for Student Experience by the Wall Street Journal, and 27th overall in the Top 100 Colleges by the Wall Street Journal. 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 approximately 1,700 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.

Training Philosophy

The Health and Wellness Center staff is committed to training and shares the philosophy that supervision and mentoring are essential in helping trainees develop their professional confidence, competence, and autonomy. The training program at Lake Forest College's Health and Wellness Center utilizes a practitioner-scholar training model which emphasizes the integration and application of critical thinking and skillful reflection across a broad range of experiential activities. The purpose of the

advanced practicum is to provide a supervised experience that focuses on developing strong clinical and professional skills. The program combines experiential clinical practice, outreach programming, and supervision, all informed by research and theory, towards the overarching goal of furthering trainee development into multiculturally competent and ethical generalist practitioners.

The training team's goal is that each trainee leaves the advanced practicum with an understanding of how to effectively conceptualize and intervene in their clients' lives in a grounded manner that integrates theory, technique, and practical understanding with a basic respect for the individual.

All activities and experiences are conducted under continuous and intensive supervision to foster the development of more skills throughout this process. Training and supervision are collaborative in nature, emphasizing each supervisee's unique strengths, goals, and areas for growth. Training is recognized as a developmental process, and advanced practicum therapists are assessed individually regarding their clinical skills and stage of professional development. Advanced practicum therapists 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.

The training 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 supervisees to be multiculturally competent and to create an ideal environment for training and empowering trainees 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

Training activities are focused in three general areas: 1) clinical service, 2) outreach, consultation, and collaboration, and 3) supervision and training support.

Clinical Experience

Practicum therapists will gain experience working with a diverse traditional-aged college client population across many domains including presenting problems, acuity, socioeconomic, cultural, racial, and religious backgrounds and sexual orientations, and educational and career interests.

Clinical experiences during the course of the practicum include:

- Brief individual therapy (average of 7 sessions)
- Long-term individual therapy with a small subset of the caseload
- Outcome assessment utilizing the CCAPS (Counseling Center Assessment of Psychological Symptoms)
- Potential for providing a psychoeducational group and/or observation of a process group
- Intake assessment
- Crisis assessment and intervention (with supervision)
- Case management and referral

Outreach, Consultation, and Collaboration

Trainees will have the opportunity to collaborate with other members of the Lake Forest community by providing outreach and consultation. The Health and Wellness Center staff offers programs and services through a variety of formats, including workshops, seminars, tabling events, and social media interventions. The content of the wellness programs and services varies depending upon the needs of the College community and trainee skills and interests. Some of these programs may take place during evening or weekend hours.

Trainees will participate in a regularly scheduled Community Psychology and Outreach seminar, with specific focus on generating outreach designed to foster resilience among the Lake Forest College population. As trainees select their outreach projects, they receive consultation, support and guidance. Practicum therapists are encouraged to use time outside of seminar to work individually with the Community Wellness Coordinator, Doctoral Interns, undergraduate Wellness Peer Educators, or fellow practicum therapists as needed.

Advanced practicum outreach expectations include:

- Creation of original outreach projects focused on fostering resilience among students
- Development of at least six outreach programs in the training year (3 in the Fall and 3 in the Spring)
- Assistance with other programming as requested

Additional outreach, consultation, and collaboration opportunities include:

- Developing and presenting seminars or workshops

- Orientation activities for new students and international students
- Collaboration with other departments in the Office of Student Affairs
- Sexual responsibility and healthy relationships, healthy eating behaviors, and alcohol and other drug harm reduction programming

Trainees will also have the opportunity to provide formal and informal consultation to staff, faculty, and students. Consultation can focus on assessment of the needs of a student and/or support for the consultee in best supporting the student. Consultation with family members and outside providers is also often an important element of psychotherapy or case management with clients.

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 trainees. This collaboration will happen both formally and informally. Opportunities may also exist to build relationships with other professionals across campus, as well as additional opportunities for collaboration on outreach, campus events, and meeting student needs.

Supervision and Training Support

Individual Supervision: Each practicum therapist will receive two hours weekly of individual supervision. One hour of supervision will be provided by a licensed clinical psychologist who will serve as the trainee's primary supervisor. An additional hour of supervision will be provided by a doctoral intern, who will serve as a secondary supervisor. Therapy sessions will be video/audio recorded, and recordings will be reviewed in supervision. At various points throughout the year, it is expected that trainees will have significant interaction, mentoring, and supervision from all licensed clinical psychologists and doctoral interns. Content of supervision will vary according to trainee needs and may include emphasis on assessment, therapy and session recording review, theory, ethics, and other relevant topics.

Orientation: Trainees will begin the year by participating in a training orientation. Didactic trainings during this period are focused on orienting practicum therapists to the policies, clientele, presenting concerns, and setting of an integrated health and counseling center in a college setting. The orientation is also designed to help trainees adjust to the training year and provide information about the practicum experience and the operations of the Health and Wellness Center.

Case Consultation: Trainees and supervisors (including interns and staff supervisors) rotate case presentations during this weekly group supervision. It is designed to complement each trainee's individual supervision. Practicum therapists will have the opportunity to provide constructive feedback to fellow trainees and staff and develop their oral, written, and case conceptualization skills during the course of the group supervision. Case consultation occurs weekly for 1.5 hours each week, and is paired with a 30-minute counseling staff meeting for announcements/updates and case disposition when the center is operating on a waitlist.

Community Psychology and Outreach Seminar: This 1-hour seminar meets three times per month and focuses on how to develop effective wellness programs, with an emphasis on programming that encourages resiliency, self-care, and fostering student engagement in the college experience. Trainees are required to develop and implement at least six outreach programs in the training year (3 in the Fall

and 3 in the Spring) and assist with other programs as requested. They receive consultation, support and guidance on these projects in this seminar.

Multicultural Seminar: This 1-hour seminar meets three times per month and includes the advanced practicum therapists and the doctoral interns. Advanced practicum therapists can expect to increase their awareness and knowledge of diversity issues in their clinical work and their personal development during this seminar. The focus is on enhancing and increasing core diversity competency skills to promote multicultural competence. The seminar is based on the understanding that we are all multicultural beings who bring multiple identities to the counseling relationship. In the seminar, trainees 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.

Practicum Check-In: Once a month the advanced practicum therapists meet with the Coordinator of Clinical Training for a more formal check-in time. Topics of discussion can range from addressing logistical questions, to processing the internship application process, to discussing developmental and professional development concerns. This is designed to be a space to check in and process the development and needs of the practicum therapists and address any issues that arise.

Sample Schedule

Trainees are expected to be on-site for 22.5 work hours each week over a period of 3 days. The Health and Wellness Center is open from 8:30am-5:00pm and closes for one hour for lunch each day. A typical practicum therapist work week can be expected to appear similar to the breakdown below. Please note that specific activities and allocation of hours may vary by times of the year. Occasional evening and weekend time may also be required for outreach programming. As previously noted, Tuesday 8:30am-12:00pm is the required training time. The remainder each trainee's schedule will be negotiated with the Coordinator of Clinical Training.

Activity	Hours Per Week
<i>Intake Assessment</i>	<i>2</i>
<i>Individual Therapy</i>	<i>10</i>
<i>Crisis Hour Coverage</i>	<i>1</i>
<i>Outreach Programming</i>	<i>1</i>
<i>Supervision with Licensed Clinical Psychologist</i>	<i>1</i>
<i>Supervision with Doctoral Intern</i>	<i>1</i>
<i>Case Consultation (Group Supervision)</i>	<i>1.5</i>
<i>Counseling Staff Meeting/Disposition</i>	<i>0.5</i>
<i>Community Psych & Outreach Seminar</i>	<i>0.5</i>
<i>Multicultural Seminar</i>	<i>0.75</i>
<i>Administrative Time</i>	<i>3.25</i>

Professional Staff

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



Mary 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.
Assistant 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 graduate 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.

How to Apply

In accordance with ACEPT guidelines, applications will be accepted beginning Friday, January 26, 2024. **Applications are due by 4pm on Friday, February 9, 2024.**

To apply, please send the following materials by e-mail to healthandwellness@lakeforest.edu. All materials should be included in one PDF document whenever possible:

- Cover letter describing your interest in the advanced practicum at the Health and Wellness Center
- Curriculum vitae
- Copy of transcript
- Three letters of recommendation, at least one of which is from a clinical supervisor

Applications may be directed to:

Kasey Schultz-Saindon, Ph.D.
Lake Forest College - Health & Wellness Center
555 N Sheridan Road
Lake Forest, IL 60045

Application procedures will be in adherence with ACEPT guidelines. For additional information about ACEPT guidelines and important dates for the current application year, please see the [ACEPT website](#). Important deadlines to make note of:

Friday, February 9, 2024: Application deadline

Monday, March 1, 2024: Date by which applicants will be notified of interview offers

Friday, March 15, 2024: Pre-Notification Day

Monday, March 18, 2024: Notification Day (Applicants will be emailed offers on this date beginning at 9am. Applicants will be able to hold an offer for up to one hour).

Wednesday, March 20, 2024: Clearinghouse process begins.

For additional information, please visit our website at <https://foresternet.lakeforest.edu/student-resources/health-and-wellness> or contact the Health & Wellness Center at 847-735-5240, schultzsaindon@lakeforest.edu, or healthandwellness@lakeforest.edu.

Diversity and Nondiscrimination Statement

The Lake Forest College Health and Wellness Center strongly values diversity and is committed to providing an equitable, inclusive, and safe environment for each trainee 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 trainee'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 Lake Forest College's Notice of Nondiscrimination:

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

LaShun McGhee
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:

Agnes Stepek
Director of Human Resources and Campus Coordinator for Section 504
555 North Sheridan Road
Lake Forest, IL 60045
847-735-5036
stepek@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

staff 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 alignment with the goals and activities of the program.

If you have any other questions related to any aspect of the Lake Forest College Advanced Therapy Practicum, please feel free to 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>.